

**LIR 854**  
**International and Comparative IR/HR**  
**Fall, 2003**

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**Office Hours: Tuesdays, 1:00pm to 3:00pm or by appointment**

**Goals**

The goals of this course are to develop your understanding of the institutional networks that make up the industrial relations systems in various countries around the world and to increase your ability to compare and contrast the effects of different industrial relations structures on a variety of workplace issues.

**Instructional Objectives**

By the end of this course you will be able to:

1. identify the various elements that make up the industrial relations system in Canada, Britain, Germany, France, Sweden, Japan, and Australia.
2. articulate the values behind different IR systems and differentiate them one from another.
3. evaluate the effects of different IR systems on various outcomes (corporate governance, workplace innovations, trade union strength)
4. demonstrate detailed knowledge of employment relations around the world.

**Course Textbooks**

Greg J. Bamber and Russel Lansbury (eds.) *International and Comparative Industrial Relations*, London: Sage Publications, 1998.

Locke, Richard, Thomas Kochan and Michael Piore (eds.) *Employment Relations in a Changing World Economy*, Cambridge: MIT Press, 1995.

Van Ruysseveldt, Joris and Jelle Visser (eds.) *Industrial Relations in Europe*, London: Sage Publications, 1996.

One semester subscription to the *Financial Times*

Coursepack of readings is available at Ned's Bookstore at 135 E. Grand River Avenue.

**Recommended:**

Berg, Peter (ed.) *Creating Competitive Capacity: Labor Market Institutions and Workplace Practices in Germany and the United States*. Berlin: edition sigma, 2000.

**Assignments**

The grades for this course will be based on a variety of assignments. The assignments and their weights are listed below. There will be no deferred grades or incompletes given for the course. In addition, grades for assignments handed in late will be reduced accordingly. If you require accommodation for religious or disability reasons, please make an appointment to discuss the matter with me.

20% Student-led seminar on the IR system in a particular country.

25% Written Exam

20% 4-page paper based on a news article (Due: February 18)

The paper should discuss the consequences or implications of some recent news event for the industrial relations system in a country other than the United States.

35% Fifteen paper due at the end of the course

More detail about the paper will be given later in the course

**Attendance and class participation**

Everyone is expected to attend every class, complete all the readings prior to class, and actively participate in discussion.

**Final Paper Assignment**

Each paper should have one inch margins on the top and bottom, left and right. Each paper should be in 12 point type and be double spaced. The length of the paper should be no more than 15 pages (not including references). I will provide a list of possible topics later in the semester.

Each paper should have a thesis or argument that it is defending. In other words, you are expected to take a position and defend that position with evidence from multiple sources. This should be a paper of persuasion not description. I expect to see a sentence in the beginning of the paper that lets the reader know exactly what your position is, such as “In this paper, I will....”

The sources used in your paper should be academic articles, books, government statistics or publications, and industry publications. An occasional reference to a popular business magazine or newspaper may be appropriate, but such publications should not be the majority of your references. You are expected to support your argument with sources beyond the ones used in class.

Use parenthetical references (Author year: pp) with full citation arranged alphabetically at the end on a separate page titled "References."

You are expected to reference ideas that are not your own. Plagiarism will not be tolerated. To clarify, plagiarism means presenting, as one's own, the words, work or opinions of someone else.

You commit plagiarism if you submit as your own work:

1. Part or all of a written or spoken assignment copied from another person's manuscript or notes.
2. Part or all of an assignment copied or paraphrased from a source, such as a book, magazine, or pamphlet.
3. The sequence of ideas, arrangement of material, pattern or thought of someone else, even though you express them in your own words. Plagiarism occurs when such a sequence of ideas is transferred from a source to a paper without the process of digestion, integration and reorganization in the writer's mind, and without acknowledgement in the paper.

### **Web Sites with Information**

<http://www.eiro.eurofound.ie> Source for information about industrial relations in European countries.

<http://www.jil.go.jp/index-e.htm> Japanese Institute of Labor. Good source for information on Japan industrial relations and labor market issues.

<http://www.abs.gov.au/> Australian Bureau of Statistics. Good source for Australian IR and labor market information.

<http://www.econ.usyd.edu.au/acirrt/index2.htm> Source of Australian IR information at the University of Sydney.

<http://www.cia.gov> This is a general source of information about countries. Go to the World Factbook for recent information about individual countries.

### **Grading**

All assignments will be graded on the following scale:

4	Outstanding
3.75	Very good
3.5	Above average
3.3	Better than average
3.0	Average
2.75	Less than average
2.5	Below average
2.3	Poor
2.0	Very poor

At the end of the course assignment grades will be averaged to produce a final grade. 3.70 to 4 will be a 4; 3.3 to 3.69 will be a 3.5; 2.70 to 3.29 will be a 3; 2.3 to 2.69 will be a 2.5.

### **Course Topics**

#### **January 13**

##### Introduction and Overview

#### **January 20**

##### Framework for analyzing Comparative Industrial Relations

##### Readings:

Berg and Chang, "Comparative Industrial Relations"

Bean, "Introduction: comparative approaches"

Bamber and Lansbury, Chapter 1

Katz and Darbshire, "Introduction: the Links between Increased Inequality and Union Decline."

Traxler, Blaschke, and Kittel. "Theoretical Perspectives on Internationalization, Performance, and Institutions."

Hall and Soskice. "An Introduction to Varieties of Capitalism."

## **January 27**

Canadian IR (student led)

### Readings:

Taras, "Collective Bargaining Regulation in Canada and the United States: Divergent Cultures, Divergent Outcomes."

John Godard, "Do Labor Laws Matter? The Density Decline and Convergence Thesis Revisited."

Locke, Piore, and Kochan, Chapter 4

Bamber and Lansbury, Chapter 4

## **February 3**

British IR (student led)

### Readings:

Van Ruysseveldt and Visser, Chapter 2

Hyman, "The Historical Evolution of British Industrial Relations"

Oxenbridge, Brown, Seakin and Pratten, "Initial Responses to the Statutory Recognition Provisions of the Employment Relations Act 1999."

Locke, Piore, and Kochan, Chapter 2

## **February 10**

German IR (student-led)

### Readings:

Berghahn and Karsten, "The System of Workers' Participation"

Katz and Darbishire, "Chapter 5 Germany"

Van Ruysseveldt and Visser, Chapter 4

Bamber and Lansbury, Chapter 8

## **February 17**

French IR (student-led)

Readings:

Lane, “Industrial Democracy”

Bamber and Lansbury, Chapter 7

Van Ruysseveldt and Visser, Chapter 3

Locke, Piore, and Kochan, Chapter 7

## **February 24**

**4 PAGE PAPER DUE**

Swedish IR (student-led)

Readings:

Bamber and Lansbury, Chapter 9

Van Ruysseveldt and Visser, Chapter 5

Locke, Piore, and Kochan, Chapter 9

Brulin and Nilsson, “Sweden: The Volvo and Saab Road beyond Lean Production”

Eskil Wadensjo: The changing public-private mix of labour market policy in Sweden.

## **March 2**

Topics: EU and European-wide Collective Bargaining

Readings:

ironline, “The Europeanization of Collective Bargaining”

Go to: <http://www.europa.eu.int/abc-en.htm> and read about the European Union.

Keith Sisson: “Pacts for employment and competitiveness...”

Otto Jacobi: “Transnational trade union cooperation at global and European level..”

## **March 9**

NO CLASS, SPRING BREAK

## **March 16**

Japanese IR (student-led)

Readings:

Bamber and Lansbury, Chapter 10

Locke, Piore, and Kochan, Chapter 11

Sako, “Shunto: the role of employer and union coordination at the industry and inter-sectoral levels”

Yoshiaki Takahasi, “Formation and Changes of Japanese Employment Practice: The disappearance of the lifetime employment and seniority system.”

## **March 23**

Australian IR (student-led)

Readings:

Bamber and Lansbury, Chapter 5

Katz and Darbshire, chapter 4 Australia

ACIRRT, “Bargaining for Change”

“Within the workplace” Chapter 6 from book by David Peetz.

Queensland Dept. of Employment, Training, and Industrial Relations, “An Overview of the Industrial Relations Act 1999.”

### **March 30**

WRITTEN EXAM

### **April 6**

Topics: Workplace innovations, Work Organization

Readings:

MacDuffie, “International Trends in Work Organization in the Auto Industry: National-Level vs. Company-Level Perspectives”

Katz and Darbshire, “Chapter 7, Summary: Increased Variations within Countries but Similarities across Countries

Hunter, “Services and the adoption of high-involvement management practices”

Darbshire, “Chapter 11 Restructuring, Experimentation, and Implementation: Sources of National Competitive Advantage” in Berg (ed) Creating Competitive Capacity

Topics: Corporate Governance, Working time flexibility

Readings:

Mayer, “Corporate Governance, Competition, and Performance”

Appelbaum and Berg, “Financial Market Barriers to High-Performance Work Organizations”

Gerhard Bosch, “Working time: from redistribution to modernization” in Peter Auer (ed) Changing Labor markets..

## **April 13**

### Industrial Relations in South Africa

#### Readings:

Harcourt and Wood, “Is there a Future for a Labour Accord in South Africa?”

Catchpole, Stanworth, and Winters, “Paradise postponed: dilemmas facing shop stewards in the new South Africa—accommodation or resistance?”

### Industrial Relations in Southeast Asia

#### Readings:

Kuruville, “Economic Development Strategies, Industrial Relations Policies and Workplace IR/HR Practices in Southeast Asia”

Frenkel and Kuruville, “Logics of Action, Globalization, and Changing Employment Relations in China, India, Malaysia, and the Philippines.”

Erickson and Kuruville, “Industrial Relations and the Asian Economic Crisis: An Analysis of the Short Term Impacts and Long Term Implications for Industrial Relations Systems”

## **April 20**

This class will be run as a seminar where each student presents an outline of their paper to the class. The outlines will be discussed. Come prepared to present an outline of your paper and learn from your fellow students.

## **April 27**

### Topics: The Changing Nature of Work and Employment Relations

Cappelli, et al. “The Effect of Restructuring on Employees”

Thomas A. Kochan. "Can the U.S. Industrial Relations System be Transformed?"

Mark Fenton-O'Creevy, "HR practice: vive la difference"

Wrap-up and summary

**April 28**

Final Paper due in my office by 12:00 pm

Formulating Instructional Objectives By Soledad S. Mina Roguel Overview This module discusses objectives and their importance in the educational process. It also includes how to write instructional objectives. Objectives are the intended or desired outcome of an educational experience. These are the knowledge, skills, and attitudes we want the trainees to learn. Objectives serve as guide and give focus to our instructional efforts. Every teacher should know to formulate good instructional objectives. Preparing Instructional Objectives is the best-selling book ever written on this subject, and is part of the Museum of Education's Books of the Century list. Read more. From the Author. If you don't know where you're going, the best-made maps won't help you get there. Similarly, without a way to communicate your instructional objectives to others Instructional objectives (also known as behavioral objectives or learning objectives) are basically statements which clearly describe an anticipated learning outcome. When objectives were first coming into their own in education, they almost always began with the phrase: "Upon completion of this lesson, the student should be able toâ€¦." This phrase focused on the outcome of learning rather than on the learning process.