

## H7ER: Employment Relations - an Introduction

Module Code:	H7ER
Long Title	Employment Relations - an Introduction <b>APPROVED</b>
Title	Employment Relations - an Introduction
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	FRANCIS BLACK
Module Author:	FRANCIS BLACK
Departments:	School of Business
Specifications of the qualifications and experience required of staff	
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner will be able to:</i>	
<b>#</b>	<b>Learning Outcome Description</b>
LO1	Demonstrate an acceptable understanding of the contrasting and competing theoretical approaches / models that underpin industrial relations.
LO2	Show an appreciation of the nature and impact of the contextual influences on the framework of contemporary Irish industrial /employee relations.
LO3	Be capable of demonstrating awareness of the main sources and types of Irish employee protection legislation.
LO4	Show an appreciation of the complexity and dynamism of the various parties' role(s), including strategic choice, in the management of employment relations.
LO5	Learn how people professionals can work with employees and trade unions to sustain mutuality and voice.
LO6	Demonstrate an awareness of the nature of workplace conflict and an appreciation of the historical and emerging conflict management / resolution strategies.
<b>Dependencies</b>	
<b>Module Recommendations</b>	
No recommendations listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Entry requirements</b>	As per programme requirements (outlined in 4.2.2 Minimum requirements for general learning)

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Module Content & Assessment			
Indicative Content			
<b>Overview</b> The indeterminacy of employment relations systems; perceptions, perspectives and ideology; the nature and place of work in contemporary society; balance of power; economic and psychological contracts; wider environmental constraints, historical development of subject, relevance of HRM. The different interests and perspectives of employees and employers is relevant here, along with collective and individual ways of managing and the ways in which power is deployed.			
<b>The context of employee relations</b> Definition of the labour market; its relevance to the subject of employee relations; the European Union; institutions of labour market regulation; indigenous and multinational organisations; changing patterns of workforce diversity; part-time, casual and atypical forms of employment; the contested nature of labour market flexibility. This will also cover employee perspectives of organisational justice, trust and fairness.			
<b>The legal basis of the relationship</b> Contract of employment; contrasting viewpoints of the contract; principal features; written particulars of terms and conditions; psychological contract and its impact on management of employment relations; sources of law-making, including EU institutions; the way contracts can be altered.			
<b>Individual and collective employment rights - Irish Labour Law</b> the 1990 Industrial Relations Act; purpose of the act; different parts of the legislation; implications for parties. The key legislations and their implications on employment relations.			
<b>Worker voice, Involvement and Participation</b> Definitions and contrasting of concepts; legislative framework; collective bargaining, emerging legislation - eye to the future, and organisational practices of the concepts.			
<b>Flexible working, Pay and employees well-being</b> Contemporary flexible working practices and implications for employees and their wellbeing, payment systems, employee wellbeing and role of rewards in organisational justice.			
<b>Managing conflict in organisations</b> Grievance and Discipline policies and procedures; theoretical (IR) basis; causes and costs of conflict and their relationship to perceptions of trust and fairness, traditional and alternative dispute resolution approaches; developments in 'good practice' in organisations and relevant case studies.			
Assessment Breakdown			%
Coursework			100.00%
<b>Assessments</b>			
Full Time			
Coursework			
<b>Assessment Type:</b>	Continuous Assessment	<b>% of total:</b>	100
<b>Assessment Date:</b>	n/a	<b>Outcome addressed:</b>	1,2,3,4,5,6
<b>Non-Marked:</b>	No		
<b>Assessment Description:</b> This module will be 100% continuous assessment with individual work to be submitted on at the end of teaching. The module assessment requires that students show their appreciation of the concepts and theories covered in the module and their application in a real-life situation. Details of this are provided in a separate assignment brief. Formative Assessment may be through tutorials & case studies. Tutorial will also be run to support the completion of the assessment for this module in addition to lecture content. The summative assessment will examine all learning outcomes. The assignment brief will be issued to learners at the start of the module.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
<b>Coursework Only</b> <i>This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.</i>			
<b>Reassessment Description</b> Repeat Strategy: Feedback on work submitted will be given and the Repeat Assignment will involve reflection on that feedback and improving and reworking the original submission. In some instances, an alternative new assignment may be given.			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Classroom and demonstrations	32	Per Semester	2.67
Directed Learning	Directed e-learning	6	Per Semester	0.50
Independent Learning	Independent learning	212	Per Semester	17.67
Total Weekly Contact Hours				3.17
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecturer Supervised Learning	30 hours lecture contact and 6 hours blended/ online to be delivered in Block 2	36	Every Week	36.00
Independent Learning	Block 2	214	Every Week	214.00
Total Weekly Contact Hours				36.00

Module Resources	
<i>Recommended Book Resources</i>	
Cecilie Bingham. (2016), <i>Employment Relations</i> , Sage Publications Limited, p.384, [ISBN: 9781446272596].	
<i>Supplementary Book Resources</i>	
<p>Nikoloski, N., Dimitrova, J., Koleva, B. &amp; Miteva, K.E. (2014), from Industrial Relations to Employment Relations with Focus on Employee Relations, <i>International Journal of Sciences: Basic and Applied Research</i>.</p> <p>Townsend, K. &amp; Wilkinson, S. (2014), Guest editors' note: time to reconnect the silos? Similarities and differences in employment relations and human resources human resource management, Vol. 53.</p> <p>Bernhardt, J. &amp; Krause, A. (2014), Flexibility, performance and perceptions of job security: a comparison of East and West German employees in standard employment relationships, <i>Employment &amp; Society</i>.</p> <p>Ackers, P. (2015), Trade unions as professional associations. <i>Finding a Voice at Work</i>, pp.95-126.</p> <p>Goodbody. (2016), <i>The regulation of work in Ireland. A publication for "Investing in Ireland Series"</i>, IDA, Dublin.</p> <p>Wilkinson, A. &amp; Barry, M. (2016), Pro-social or Pro-management? A Critique of the Conception of Employee Voice as a Prosocial Behaviour within Organizational Behaviour, <i>British Journal of Industrial Relations</i>.</p> <p>Fulton, L. (2015), <i>Collective Bargaining in Ireland - Worker representation in Europe</i>. Labour Research Department and ETUI. Produced with the assistance of the SEEurope Network, online publication available at <a href="http://www.workerparticipation.eu/National-Industrial-Relations">http://www.workerparticipation.eu/National-Industrial-Relations</a>.</p> <p>Teague, P., Roche, W.K., Gormley, T. &amp; Currie, D. (2015), <i>The Changing Pattern of Workplace Conflict in Ireland</i>, Ch. 2 of <i>Managing Conflict in the Workplace: Alternative Dispute Resolution in Ireland</i>, Dublin: Institute of Public Administration.</p> <p>Roche, B. (2015), A Summary of grievance handling in various firms, In <i>Managing Workplace Conflict – Alternative Dispute Resolution in Ireland</i> by Teague, P. et al. (2015), IPA, Dublin.</p> <p>Kmec, J.A., O'Connor, L.T. &amp; Schieman, S. (2014), Not ideal: The association between working anything but full-time and perceived unfair treatment., <i>Work and Occupations</i>, p.63-85.</p> <p>Tailby, S. &amp; Moore, S. (2014), Collective bargaining: building solidarity through the fight against inequality and discrimination, <i>Journal of Industrial Relations</i>.</p> <p>Tzafrir, S. S. (2005), The relationship between trust, HRM practices and firm performance, <i>The International Journal of Human Resource Management</i>.</p> <p>Tzafrir S and Dolan S. (2004), Trust me a multiple Item Scale for Measuring Managers 'Employee Trust', <i>Management Research</i>, Vol 2 (2)115-32.</p> <p>Hollander-Blumoff, R., Tyler, T.R. (2008), Procedural justice in negotiation: procedural fairness, outcome acceptance, and integrative potential, <i>Law Soc. Inq.</i> Vol.33, pp473–500.</p> <p>Smith, A., Elliott, F. (2012), The demands and challenges of being a retail store manager: 'Handcuffed to the front doors', <i>Work employment and society</i>, Vol.26 (4) pp. 676–684.</p> <p>Farndale, E. and Kelliher, C. (2013), Implementing performance appraisal: Exploring the employee experience. <i>Human Resource Management</i>, 52(6), pp.879-897.</p> <p>NCI library. Budd (2017). <i>Labour relations: striking a balance</i> – 5th ed.</p> <p>NCI library. Gennard (2016). <i>Managing employment relations</i> - 6th ed.</p> <p>Steve Williams. (2017), <i>Introducing Employment Relations</i>, Oxford University Press, p.464, [ISBN: 9780198777120].</p>	
<i>This module does not have any article/paper resources</i>	
<i>Other Resources</i>	
[Website], The following CIPD Factsheets available at, <a href="https://www.cipd.ie/news-resources/practical-guidance/factsheets">https://www.cipd.ie/news-resources/practical-guidance/factsheets</a>	
<b>Discussion Note:</b>	Assessment reviewed and refined as part of annual programme review