B792

*Field Surveys: Human Resources Management and Industrial Relations*

Winter 2020 Course Outline

Industrial Relations Component

Human Resources & Management Area

DeGroote School of Business

McMaster University

Instructor: Sean O’Brady

Seminars: 9:30am-12:30am (March 18th & April 1st)

 1:30pm-4:30pm (March 18th & April 1st, 8th, and 15th).

Location: DSB-421

# Course Objective

The overall objectives of this seminar are to provide a fundamental understanding of theoretical frameworks and empirical findings in several core areas of IR and to develop abilities to critically assess and conduct research.

This course will be conducted as a seminar over six 3-hour meetings. This format provides you the opportunity to:

* 1. Develop your understanding of theories and concepts presented in the readings.
	2. Enhance your skills in communicating ideas, developing and presenting arguments, listening to, understanding, and constructively challenging others’ views in a respectful way that advances understanding and generates novel and promising research ideas.
	3. Learn to think independently and critically through analyzing the theoretical and methodological contributions and gaps in the assigned readings.

In this course my role will be to stimulate and guide student discussion.

# Instructor and Contact Information

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| Sean O’Brady |  |
| Email: obradys@mcmaster.ca |  |
| Office: DSB 406 |  |
| Office Hours: By appointment |  |
| Tel: To be provided in class |  |

# Course Description

This seminar focuses on building theoretical foundations and cumulative knowledge necessary for advanced research in each of several core topic areas of industrial relations (IR). Key theories, issues and models will be discussed and contrasted, and empirical support examined. Students will undertake in-depth and critical analyses of the relevant literature, focusing in particular on recent reviews and primary studies published in key outlets in the field.

# Learning Outcomes

A ***critical*** review and in-depth analysis of the IR research literature will provide a “state-of-the-art” knowledge of research issues in IR and assist in identifying a dissertation topic. Further, this seminar will build skills in critically evaluating empirical research and theories in the IR field.

# Required Course Materials and Readings:

# See Readings List Below. Readings are subject to change.

# Evaluation

There are two graded components to the course. Your grades will be derived as follows:

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| --- | --- | --- |
|  |  |  |
| Research Proposal |  | 50% |
| Seminar Participation (weekly summaries and in-class presentations and discussions) |  | 50% |
| *Total* |  | 100% |

## Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

 Letter Grade Percent

 A+ 90 - 100

 A 85 - 89

 A- 80 - 84

 B+ 75 - 79

 B 70 - 74

 B- 65 - 69

 F 00 - 64

**In-Class Participation (50%)**

Participation will be assessed in terms of your preparation for, and discussion within, each class. You are to decide among yourselves who is to be responsible for *leading discussion* on each reading. As the “lead” on the articles, you are to come to class with a summary for your reading, one that: (a) identifies the key objectives of your article and its core conclusions; (b) *critical and constructive* commentary on the contribution of the article to scholarship and practice; (c) suggestions for future research; and (d) questions to stimulate discussion.

Your summary is to be submitted to me no later than 7:00 p.m. on the day before each seminar. I have kept readings to 3 articles per week expecting that you will read all three. Also, limiting the readings in this way allows for a “deeper dive” into them and ideally leaves time for progressing your term paper.

All students, including those not leading discussion, are required to share at least two promising research ideas/questions that come to mind for each reading, and to argue for why such ideas have promise.

## Research/manuscript Proposal (50%)

Pick a topic among those covered in this seminar and write a comprehensive introduction to a research proposal. This introduction is to provide a review of the relevant research, a compelling framing for the importance of the study to advancing scholarship and practice, and a set of theoretically grounded hypotheses. The proposal should be double spaced, 1” margins, 12-point Times New Roman font, title page with your name, within 12-15 pages of text (not including references, figures, or other supporting documents). The introduction must adhere to the structure for writing an introduction as contained in the publication guidelines of the Publication Manual of the American Psychological Association.

<http://www.apastyle.org/manual/>

Proposal due: TBD

# Academic Dishonesty

It is the student’s responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

http://www.mcmaster.ca/academicintegrity

# Students With Disabilities

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

http://sas.mcmaster.ca

# Potential Modifications to the Course

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

# Missed Work

Late assignments will not be accepted. No extensions are available except under extraordinary circumstances. Please discuss any extenuating situation with your instructor at the earliest possible opportunity.

#  Reading List

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| Session and Topic | Texts |
| **Session 1**A Brief Introduction to the Field of Industrial Relations*March 18th, 2020* | **Required:**Tapia, M., Ibsen, C. L., & Kochan, T. A. (2015). Mapping the frontier of theory in industrial relations: the contested role of worker representation. *Socio-Economic Review*, *13*(1), 157-184.Batt, R., & Hermans, M. (2012). Global human resource management: Bridging strategic and institutional perspectives. *Research in personnel and human resources management*, *31*(1), 1-52.Godard, J. (2008). An Institutional Environments Approach to IR. In C. Whaled (ed.), *New Directions in the Study of Work and Employment*. Northampton: Edward Edgar, pp. 68–86.**Recommended:**Ackers, P. (2002). Reframing employment relations: the case for neo‐pluralism. *Industrial Relations Journal*, *33*(1), 2-19.Smith, Chris. "Rediscovery of the labour process." *The Sage Handbook of the sociology of work and employment* (2016): 205-224.Kochan, T. A., McKersie, R. B., & Cappelli, P. (1984). Strategic choice and industrial relations theory. *Industrial Relations: A Journal of Economy and Society*, *23*(1), 16-39. |
| **Session 2**Macro and micro perspectives of collective bargaining*March 18th, 2020*  | **Required:**Tracy, L., & Peterson, R. B. (1986). A behavioral theory of labor negotiations—How well has it aged?. *Negotiation Journal*, *2*(1), 93-108.Doellgast, V. and Benassi, C. (2014). Collective bargaining. In Wilkinson, A., Donaghey, J., Dundon, T., and Freeman, R.B. (eds.), *Handbook of Research on Employee Voice*. Cheltenham, MA: Edward Elgar, pp. 227–246.Hayter, S., Fashoyin, T., & Kochan, T. A. (2011). Review essay: Collective bargaining for the 21st century. *Journal of Industrial Relations*, *53*(2), 225-247.**Recommended:**Slinn, Sara et Richard W. Hurd. 2011. Employment Relations in Canada and the US. In Barry, M., and Wilkinson, A. (eds.), *Research Handbook of Comparative Employment Relations*. Cheltenham, UK and Northampton, MA: Edward Elgar, pp. 153-183. Baccaro, L., & Howell, C. (2011). A common neoliberal trajectory: The transformation of industrial relations in advanced capitalism. *Politics & Society*, *39*(4), 521-563.Fisher, R. and Ury, W. (1981). Getting to Yes: Negotiating an Agreement without giving in. Boston/New York: Houghton Mifflin Company. |
| **Session 3**Industrial relations and the high-performance debate*April 1st, 2020* | **Required:**Boxall, P., & Winterton, J. (2018). Which conditions foster high-involvement work processes? A synthesis of the literature and agenda for research. *Economic and Industrial Democracy*, *39*(1), 27-47. Godard, J. (2004). A critical assessment of the high‐performance paradigm. *British journal of industrial relations*, *42*(2), 349-378.Kochan, T. A., & Rubinstein, S. A. (2000). Toward a stakeholder theory of the firm: The Saturn partnership. *Organization science*, *11*(4), 367-386.**Recommended:**Doellgast, V. (2008). Collective bargaining and high‐involvement management in comparative perspective: Evidence from US and German call centers. *Industrial relations: a journal of economy and society*, *47*(2), 284-319.Laroche, P., & Salesina, M. (2017). The effects of union and nonunion forms of employee representation on high‐performance work systems: New evidence from French microdata. *Human Resource Management*, *56*(1), 173-189.Pohler, D. M., & Luchak, A. A. (2014). Balancing efficiency, equity, and voice: The impact of unions and high-involvement work practices on work outcomes. *ILR Review*, *67*(4), 1063-1094.  |
| **Session 4**Good jobs, bad jobs in affluent economies*April 1st, 2020* | **Required:**Wood, A. J. (2016). Flexible scheduling, degradation of job quality and barriers to collective voice. *Human Relations*, *69*(10), 1989-2010.Holman, D. (2013). Job types and job quality in Europe. *Human Relations*, *66*(4), 475-502.Doellgast, V., Holtgrewe, U., & Deery, S. (2009). The effects of national institutions and collective bargaining arrangements on job quality in front-line service workplaces. *ILR Review*, *62*(4), 489-509.**Recommended:**Kalleberg, A. L., Reskin, B. F., & Hudson, K. (2000). Bad jobs in America: Standard and nonstandard employment relations and job quality in the United States. *American sociological review*, 256-278.O'Brady, S. (2019). Partnering against Insecurity? A Comparison of Markets, Institutions and Worker Risk in Canadian and Swedish Retail. *British Journal of Industrial Relations*.Osterman, P. (2018). In search of the high road: Meaning and evidence. *ilr Review*, *71*(1), 3-34. |
| **Session 5**New technologies, work, and the gig economy*April 8th, 2020* | **Required:**Autor, D. H. (2015). Why Are There Still So Many Jobs? The History and Future of Workplace Automation. *The Journal of Economic Perspectives*, *29*(3), 3-30.Gandini, A. (2019). Labour process theory and the gig economy. *Human Relations*, *72*(6), 1039-1056.Wood, A. J., Graham, M., Lehdonvirta, V., & Hjorth, I. (2019). Good gig, bad gig: autonomy and algorithmic control in the global gig economy. *Work, Employment and Society*, 33(1), 56-75.**Recommended:**Edwards, P., & Ramirez, P. (2016). When should workers embrace or resist new technology?. *New technology, work and employment*, *31*(2), 99-113. Lloyd, C., & Payne, J. (2019). Rethinking country effects: robotics, AI and work futures in Norway and the UK. *New Technology, Work and Employment*, *34*(3), 208-225.Fleming, P., & Sturdy, A. (2011). ‘Being yourself’ in the electronic sweatshop: New forms of normative control. *Human relations*, *64*(2), 177-200. |
| **Session 6**Multinationals, supply chains, and the international transfer of HRM practices*April 15th, 2020* | **Recommended:** Ferner, A., Almond, P., & Colling, T. (2005). Institutional theory and the cross-national transfer of employment policy: The case of ‘workforce diversity’ in US multinationals. *Journal of International Business Studies*, *36*(3), 304-321.Lakhani, T., Kuruvilla, S., & Avgar, A. (2013). From the firm to the network: Global value chains and employment relations theory. *British Journal of Industrial Relations*, *51*(3), 440-472.Tregaskis, O., & Almond, P. (2019). Multinationals and skills policy networks: HRM as a player in economic and social concerns. *British Journal of Management*, *30*(3), 593-609. **Recommended:** Edwards, T., Schnyder, G., & Fortwengel, J. (2019). Mapping the impact of home‐and host‐country institutions on human resource management in emerging market multinational companies: A conceptual framework. *Thunderbird International Business Review*, *61*(3), 531-544. Donaghey, J., Reinecke, J., Niforou, C., & Lawson, B. (2014). From employment relations to consumption relations: Balancing labor governance in global supply chains. *Human Resource Management*, *53*(2), 229-252.Hall, P.A. and Soskice, D. (2001). ‘An introduction to varieties of capitalism’. In P.A. Hall and D. Soskice (eds.), *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Oxford: Oxford University Press, pp. 21–74. |