

NATIONAL UNIVERSITY OF SINGAPORE
NUS Business School
Department of Management and Organisation

MNO3323 Management of Employee Relations

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Course Objectives

This course aims to train students to effectively handle employee relations in Singapore. It will address various environmental and structural constraints managers face when dealing with employees in Singapore. It delves into such topics as the history, key institutions, and the tripartism philosophy adopted in Singapore as well as several key employment laws and their applications. Because of its strong orientation towards real-world practices, students will find this course useful when looking for employment or actually managing employees in the future. Students are expected to keep themselves updated about the current trends in employee relations as well as to demonstrate their ability to apply concepts and skills learned from the course.

The latest employment relations issues will be explored. Employment-related laws and practices keep changing and thus all students must keep up with the latest development. Many cases involving less-than-ideal labour relations practices are available that shed light on what we can learn to improve the present-days practices. Hence, we will explore such cases in detail. Students are expected to take part in the IVLE discussions actively.

Lesson Topic

Readings

(This is just a guide and will be used flexibly.)

- | | |
|--|---|
| 1. Introduction & a Framework for Studying ER | Lim, et al., 1 & 14 |
| 2. Milestones in the Development of ER in Singapore | Lim, et al., 2 |
| 3. Significant Aspects of the ER System in Singapore | Lim, et al., 4 & 5 |
| 4. The Job & Labor Market in Singapore | Lim, et al., 7 |
| 5. Major Employment Laws in Singapore | Lim, et al., 3 |
| 6. The Employment Contract | Lim, et al., 6
E Act, parts II, III, IV, VIII
& IX
Work Injury Compensation |

	Act
7. Employees' Rights and Union Membership	Lim, et al., 8 & 13 IR Act, part VIII TU Act, parts III, IV, & V
8. Managerial Prerogatives	Lim, et al., 10 E Act, S 18 & 18a IR Act, S 17
9. Disputes, Impasses, & Industrial Actions	Lim, et al., 9 & 11 TD Act IR Act, parts III, IV, & V
10. Employee Discipline	Lim, et al., 12
11. Individual Study & Sharing	-
12. Individual Study & Sharing	-
13. Individual Study & Sharing	-

Texts and Readings

Main Text:

Lim, G.S., Holley, William H. Jr., Jennings, K. M, and Wolters, R. S. (2012). The Labor Relations Process: A Partnership Approach to Creating Strategic Competitive Advantage. Singapore: Cengage Learning. (ISBN-13: 978-981-4319-08-9 (softcover); ISBN-10: 981-4319-08-2; ISBN-13: 978-981-4319-60-7 (hardcover); ISBN-10: 981-4319-60-0).

Readings:

Employment Act ("E Act")

Industrial Relations Act ("IR Act")

Trade Unions Act ("TU Act")

Trade Disputes Act ("TD Act")

Work Injury Compensation Act & Workplace Safety & Health Act

Other relevant employment laws

Journal papers, books and book chapters, newspapers cuttings, and others.

Employment Related Laws in Singapore:

<http://statutes.agc.gov.sg/>

Sample collective agreements:

<http://www.iac.gov.sg/>

Additional Readings:

Students who wish to find out more about the latest research in employee relations should read the following journals (in descending order of priority):

1. Industrial Relations
2. Industrial & Labor Relations Review
3. Journal of Human Resources
4. Journal of Labor Economics
5. Monthly Labor Review
6. British Journal of Industrial Relations
7. Work, Employment & Society
8. Work & Occupations
9. Journal of Labor Research

Assessment Methods:

Group Study & Sharing:	30%
Individual Study & Sharing:	30%
IVLE Contributions:	30%
Attendance and Participation:	10%

Group Study & Sharing (30%)

The students will form groups of several members each. Each group will present and share with the class one of the case studies assigned for Lessons 3-10. The PowerPoint slides used for the sharing in class will be required for grading purposes. Each sharing session cannot be longer than 60 minutes in total. **The group responsible for the case study must post the PowerPoint slides at the IVLE Discussion Forum at least 48 hours before the relevant lesson starts.** All the rest in the class are expected to INDIVIDUALLY comment, ask questions, and discuss the viewpoints published by the group in the IVLE at least 24 hours prior to the relevant lesson. The group responsible for the case study must respond to these timely feedback (comments, questions, discussions) in the IVLE. They should also highlight such feedback and their reactions to the feedback during their in-class presentation. The responsible group must submit a **hardcopy of the PowerPoint slides to the instructor before their class presentation can start.** The assessment strategy (including teamwork, depth of analysis, and audience involvement) for Group Study and Sharing is detailed on the last page of this handout.

Please team up for your Group Study & Sharing early and indicate your team members' names in the instructor's copy of the group study & sharing registration form.

After the sharing session, all the group members are expected to individually provide the instructor with their feedback on each other's relative contributions to the group study and sharing process. Equal marks will be given to all the group members in the absence of feedback to the contrary.

Individual Study & Sharing (30%)

Each student must post an Individual Study & Sharing paper (maximum 2,400 words of main text) in the IVLE Discussion Forum by the eve of Lesson 11. Each student must also do a 7-minute classroom presentation to share the paper with the class in Lessons 11-13.

The paper can be on any topic relevant to this module. The paper must shed some **new insight or new info** (which typically would entail an opinion survey, an interview with someone, an insightful discussion, or a provocative review of issues) **on any one or more than one of the lessons covered in this module**. The more a typical manager in the real-world can learn from your paper, the more marks will be awarded to you. You must read all the reading materials mentioned in the course outline before doing the individual paper (including all the assigned chapters of the textbook).

You must also post the PowerPoint slides, which you will use for sharing your paper in class, on the IVLE by the day before Lesson 11. You must share your paper in class within the allocated time (7 minutes for each student). This time limit is a big challenge because you must be very clear about how your paper adds value to this module. You must also submit a hardcopy of your paper and the PowerPoint slides (and notes, if any) to the instructor before your in-class sharing session can start. Please see the last page of this handout (ignore the Teamwork portion) for the assessment strategy for Individual Study & Sharing.

IVLE Contributions (30%)

This will take into consideration each student's INDIVIDUAL timely contributions of comments, questions, and discussions (ideas, additional relevant info (such as additional publications relevant to the topic of interest), critiques, and anything of value to the various Group Study & Sharing teams) at the IVLE Discussion Forum.

Attendance and Participation (10%)

This will take into consideration the students' attendance records and the contributions made by the students to class discussions.

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Group Study & Sharing

<u>Lesson</u>	<u>Case Title</u>	<u>Group Members</u>
1	-	---
2	-	---
3	A Lifeline for Migrant Workers in Trouble (End-of-Chapter Case for Chapter 4)	_____ _____ _____
4	Training Workers to Move Up Value Chain (End-of-Chapter Case for Chapter 7)	_____ _____ _____
5	Global Convention on Domestic Workers Soon? (End-of-Chapter Case for Chapter 3)	_____ _____ _____
6	The Big Bad Bosses (End-of-Chapter Case for Chapter 6)	_____ _____ _____
7	Caught in the Pay Squeeze (End-of-Chapter Case for Chapter 8)	_____ _____ _____
8	SIA to Pilot's Union-Let's Build on New Relationship (End-of-Chapter Case for Chapter 10)	_____ _____ _____
9	To Reverse or Not to Reverse Cuts? (End-of-Chapter Case for Chapter 9)	_____ _____ _____
10	The High Cost of 'Presenteeism' (End-of-Chapter Case for Chapter 12)	_____ _____ _____
11	<i>(Individual Study & Sharing)</i>	
12	<i>(Individual Study & Sharing)</i>	
13	<i>(Individual Study & Sharing)</i>	

For group/individual presentations, some examples of good teamwork, depth of analysis, and audience involvement are:

Good Teamwork: All team members are present and speak; not ideal for some to escape speaking as we train leaders of tomorrow; members do not contradict one another; good flow from one member to another; innovative techniques like role play and skits should be rewarded; others.

Depth of analysis: Relevant real-life examples and ideas beyond textbooks should be rewarded; use of relevant concepts taken from textbooks is a basic requirement; issues that should be tackled given the case questions must be clearly specified to the audience; good graphic presentations should be regarded as helping the audience understand the issues at hand and given recognition; others.

Audience involvement: An elated audience should be taken as a good reason for giving more marks for audience involvement; asking specific students to answer questions can be taken as an active strategy to stimulate discussion---rather than ask a question and wait and no one answers; amount of interactions between the presenters and the audience is another indicator; at the minimum, presenters must know what questions to ask of the audience; others.

ACADEMIC HONESTY AND PLAGIARISM

Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity and honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

Plagiarism is 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School will not condone plagiarism. Students should adopt this rule - You have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. In case of any doubts, you should consult your instructor.

Additional guidance is available at:

<http://www.nus.edu.sg/registrar/adminpolicy/acceptance.html#NUSCodeofStudentConduct>

Online Module on Plagiarism:

<http://emodule.nus.edu.sg/ac/>