Comparative and International Human Resources and Industrial Relations

HRIR 5025 (2 credits)  Professor John W. Budd
Spring 2004  3-300T Carlson School of Management
B Term: March 23 – May 11, 2004  (612) 624-0357
Tuesdays 5:45 – 9:05 PM  jbudd@csom.umn.edu
L-118 Carlson School of Management  Office Hours: 4:30-5:30 Tuesdays
and by appointment

Excessive concentration on one’s own system makes one provincial and smug. George Strauss.

This course examines human resources and industrial relations (HRIR) with a comparative perspective—that is, the comparing of HRIR practices, institutions, and laws across diverse countries and cultures. This starts with an analytical framework rooted in the objectives of the employment relationship, schools of thought on the employment relationship, and the determinants of HRIR outcomes. This analytical framework is then applied to cross-country comparisons of industrial relations institutions and human resource management practices. The course also examines the impact of globalization on comparative HRIR. An underlying theme throughout the course is the extent to which there are universal best practices across countries and cultures versus the extent to which best practices depend on the institutional and cultural context.

Course Goals

$ To develop a framework for analyzing HRIR institutions and practices across countries and cultures.

$ To understand important similarities and differences in HRIR institutions and practices across countries and cultures.

$ To appreciate the debates over future directions for national institutions and practices in an integrated, global world.

$ To consider how to improve U.S. institutions and practices based on a richer comparative understanding of HRIR.
Required Materials


Wuhan Erie Polymers Joint Venture. Ivey Case 9B03C002.

Note: Professor Budd has obtained copyright permission for the two cases and will distribute them in class.

Readings: Except for optional, supplemental readings marked with an asterisk (*), all readings on this list are required. Optional readings are available in the IRC’s Georgianna Herman Reference Room (280 HHH).

Grading

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<thead>
<tr>
<th>Participation / Class Discussion</th>
<th>continuous</th>
<th>20%</th>
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<tbody>
<tr>
<td>Exam</td>
<td>April 20, 2004</td>
<td>30%</td>
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<tr>
<td>Group Presentation</td>
<td>May 4, 2004</td>
<td>20%</td>
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<tr>
<td>Final Group Paper</td>
<td>May 11, 2004</td>
<td>30%</td>
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Attendance and Participation: Attendance in general, and participation in class discussions specifically, are important components of the learning process in this course. Please read the appropriate materials before class and bring those materials with you to class for discussion. Attendance at all class meetings earns a participation grade of “B.” This grade can be reduced by excessive absences and can be increased by relevant contributions to class discussions.

Information Sources: There are numerous books, journals and electronic information sources where you can learn more about HRIR issues in specific countries. Many of these print sources are available in the Georgianna Herman Reference Room in 280 HHH (call 612/624-7011 for hours). Their online catalog is available at www.worksonwork.irc.umn.edu. The class will meet with the Reference Room’s librarian during the first class meeting. A list of excellent journals, books, and websites put together by the Reference Room staff especially for this class is available on the course website at www.workplacegovernance.com.
Group Paper and Presentation: A major aspect of this course is learning how to research HRIR in a different country and compare elements of HRIR in that country to U.S. institutions and practices. Each student is therefore required to complete a written group paper and present the highlights of this project to the class using a PowerPoint presentation. The title of the project is “A Comparative Analysis of HRIR in {insert country name}.”

By Thursday, April 1, 2004, each group must e-mail Professor Budd a ranked listing of several desired countries. Professor Budd will then assign a country to each group based on group preferences and diversity of countries. If a group does not submit a list of preferences, a country will be assigned.

A suggested outline for each paper and presentation is as follows:

1. Introduction—Brief Overview of the Economy and Culture
2. Legal Framework—Basic Labor and Employment Laws
5. Achieving Efficiency, Equity, and Voice
6. Challenges for the Future
7. Comparative Analyses—Primary Differences with and Major Lessons for the United States
8. References

Note that sections 1-4 are more descriptive while sections 5-7 are more analytical. Describing a country’s HRIR system is important, but an effective paper and presentation will also include insightful analyses. Hint: It is easy to become overwhelmed in descriptive details. To keep projects efficient and focused, ask yourself whether a certain detail is critical for understanding how that country’s HRIR system works and whether it is important for your analyses. If the answer is no on both accounts, then perhaps the detail isn’t needed. Note: You can focus more on collective labor law / industrial relations institutions or individual employment law / human resources practices, but you should at least briefly cover all of these aspects in the paper because they form an integrated system and often one piece does not make sense without the other. Because of time constraints, groups can be more selective in what they choose to present during the in-class presentations.

The presentations will take place during class on May 4, 2004 and the final paper is due by 5:45pm on May 11, 2004. This extra week allows each group to refine their paper based on the comments and questions they receive during their in-class presentation. Each presentation should last 15 minutes (an additional five minutes will be devoted to audience questions). A printed copy of the PowerPoint presentation must be provided to Professor Budd at the start of the presentation. Each group can decide whether to provide handouts to the rest of the class.

There isn’t a length requirement for the paper, but it is expected that each paper will be around 25 pages of double-spaced text. Each paper must be professionally produced using a word processing program with regular 1” margins and a standard 12 point font. The use of headings and subheadings is encouraged. Running heads should not be used, but please include page numbers. Use the in-text / parenthetical citation method where the author, year, and page number...
Each group member is expected to contribute equally to the group project and presentation—this includes, but is not limited to, each group member making a significant part of the in-class presentation. **To be more concrete, each group member is required to give at least 5 minutes of the group’s presentation.**

Grades for the project and presentation will likely be a single group grade, but in the event of intra-group difficulties and discord, peer evaluation will be used so that each group member will not necessarily receive the same grade.

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**Classroom Expectations:** Professors and students are expected to behave professionally at all times. The professor will respect the students, and each student is expected to be respectful of the professor and their fellow students. Professional behavior includes, but is not limited to, the following:

**Honesty.** Do your own work. Plagiarizing from other students, books and journals, the internet, and other sources is a serious offense and is not acceptable. Be sure to fully cite your work. Make honest contributions to your group projects (do not be a free rider).

**Preparation.** Come to class prepared to listen, learn, and participate. Attend group meetings prepared to make full contributions and to help other group members make valuable contributions.

**Politeness.** Ask questions and contribute to class discussions in a positive, inclusive, and respectful manner. Respond to dissenting views with respect and reason. Respect your classmates and your group members.

**Attentiveness.** Turn off and do not answer your cell phone. Laptop computers are welcome for class-related purposes such as note taking. Other activities are inappropriate and exhibit disrespect towards the instructor and other students. Limit individual conversations, eating, and other distractions to break times. Focus on the tasks at hand during group meetings.

**Timeliness.** Complete assignments on time. Be on time for group meetings and for class. Unforeseen events occur and students have multiple demands on their time (such as interviews). If you must arrive late or leave early, do so without walking in front of any speakers. Provide advance notice to the instructors whenever possible. Reserve the seats by the door for those who must arrive late or leave early.
Course Outline

Note: Everything is required except for supplementary readings marked with an asterisk (*).

I. Introduction: What is Comparative Human Resources and Industrial Relations?
Week 1 (March 23, 2004)


II. A Framework for Comparative Human Resources and Industrial Relations
Week 2 (March 30, 2004)

Employment with a Human Face, chapters 3-6.


III. Industrial Relations
Week 3 (April 6, 2004)

Employment with a Human Face, chapters 7 and 8.

Discussion of Ressources Humaines (A Film by Laurent Cantet, 2000): Comparing U.S. and French labor-management relationships and negotiations.


IV. Human Resource Management
Week 4 (April 13, 2004)

Guest Speaker: Chris Larsen, Vice President of Shared Services for Global Operations, Ecolab

Case Discussion: Sandalias Finas de Cuernavaca S.A.: Total Quality Management (A) (Ivey Case 9A95C018)


V. Globalization
Week 5 (April 20, 2004)


VI. Conclusions: Universal Best Practices v. Cultural and Legal Contexts
Week 6 (April 27, 2004)


VII. Country Case Studies
Week 7 (May 4, 2004)

Student Presentations
STATEMENT ON COURSE REQUIREMENTS

1. The instructor will determine the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed.

2. A student may not negotiate the submission of extra work in an attempt to raise his or her grade unless the instructor has made such opportunities available to all students.

3. Academic misconduct is a very serious issue with potential consequences ranging from failure in the course in question to dismissal from the University. Academic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. This includes (but is not limited to) cheating on assignments or examinations; plagiarizing, which means representing as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Instructors may define additional standards beyond these.

4. Students with disabilities that affect their ability to participate fully in class or to meet all course requirement should bring this to the attention of the instructor during the first week of class so that appropriate accommodations can be made. Similarly, students for whom English is not their native language may request accommodation (such as additional time for examinations).

5. Student complaints or concerns about some aspect of a course sometimes arise. If possible, it is hoped that these can be resolved through an informal meeting between student and instructor. However, if a student feels this is not feasible, or if such discussion does not remedy the problem, the student may consult with the Director of Graduate Studies in 3-300 Carlson School of Management (if a graduate student) or the Director of the Industrial Relations Center, also in 3300 Carlson School of Management (if an undergraduate student).

6. University policy prohibits sexual harassment. Copies of the University policy on sexual harassment are available at 419 Morrill Hall. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.

7. Materials for this course are available in alternative formats upon request. Please contact the Director of Graduate Studies, 3-300 Carlson School of Management, (612) 624-2500.