

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

**MNO3313G Management of Employee Relations**

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**Session** : Semester I, 2009/2010

**PowerPoint Slides:**

<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-01.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-02.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-03.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-04.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-05.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-06.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-07.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-08.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-09.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-10.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-11.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-12.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-13.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-14.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-15.ppt>  
<http://www.bschool.nus.edu.sg/staff/bizlimgs/MNO3313GER/er5-ppt-16.ppt>

**Employment Related Laws in Singapore:**

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

**Sample collective agreement:**

[http://www.iac.gov.sg/urls/sample/188\\_2005\\_Meritus\\_ASCA\\_.pdf](http://www.iac.gov.sg/urls/sample/188_2005_Meritus_ASCA_.pdf)

**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 with regards to 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 classical cases** shed light on the present practices and hence we will explore such cases in detail. This will enable the students to have a long-term perspective to handle such issues effectively in the future. Students are expected to take part in the IVLE discussions actively.

<b><u>Lesson</u></b>	<b><u>Topic</u></b>	<b><u>Readings</u></b>
<b>(This is just a guide and will be used flexibly)</b>		
1.	Introduction & a Framework for Studying ER	TCH, 1
2.	Milestones in the Development of ER in Singapore	TCH, 9
3.	Significant Aspects of the ER System in Singapore	TCH, 2, 5, 6 & 7
4.	The Job & Labor Market in Singapore	TCH 3 & 4
5.	Major Employment Laws in Singapore	TCH, 8
6.	The Employment Contract	E Act, parts II, III, IV, VIII & IX Work Injury Compensation Act
7.	Employees' Rights and Union Membership	IR Act, part VIII TU Act, parts III, IV & V
8.	Managerial Prerogatives	E Act, S 18 & 18a IR Act, S 17
9.	Disputes, Impasses, & Industrial Actions	TD Act IR Act, parts III, IV & V
10.	Employee Discipline	All above
11.	Practical Work: Individual Study & Sharing	TCH 10-16
12.	Individual Study & Sharing	-
13.	Individual Study & Sharing	-

**Texts and Readings**

Tan, C. H. (2007), *Employment Relations in Singapore*. (5th Edition). Singapore: Prentice Hall. ("TCH")

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.

### **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:	35%
Individual Study & Sharing:	35%
IVLE Contributions:	20%
Attendance and Participation:	10%

### **Group Study & Sharing (35%)**

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 case study will be distributed at least one week in advance. Only 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 comment,

ask questions, and discuss the case study report submitted by the group prior to the relevant lesson. The group responsible for the case study must respond to the IVLE comments before and during the class presentation, **including additional articles or information highlighted by the audience**. The group must submit a **hardcopy of the PowerPoint slides to the instructor before the sharing session 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.**

All the group members are expected to provide peer 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 (35%)**

**Each student must post an Individual Study & Sharing paper in the IVLE Discussion Forum by the eve of Lesson 11. Each student must also do a 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 mean an opinion survey, an interview with the relevant subjects for 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 chapters of the textbook).

You must also post the PowerPoint slides which you will use for sharing your paper in class in the IVLE by the eve of Lesson 11. The sharing session cannot be longer than 10 minutes in total (yes, this is a big challenge because you must be very clear about how your paper adds value to this module!!!). The student must also submit a hardcopy of the PowerPoint slides (and notes, if any) to the instructor before the in-class sharing session can start. Please see the last page of this handout for the assessment strategy for Individual Study & Sharing.

You must post your tentative topic for Individual Study & Sharing in the IVLE by Lesson 10---please look for the correct topic heading. Subsequently, you can post your final paper in the IVLE by responding to your own posted tentative topic with an attachment.

### **IVLE Contributions (20%)**

This will take into consideration the students' contributions of ideas, questions, additional relevant info such as additional articles relevant to the topic of interest, critiques/comments, and anything of value-added for the module via the IVLE.

**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**

<b><u>Lesson</u></b>	<b><u>Topic</u></b>	<b><u>Group Members</u></b>
1	-	---
2	-	---
3	<b>Open-Door Policy at Sastech</b>	_____ _____ _____
4	<b>The Programmers Who Would Not Stay</b>	_____ _____ _____
5	<b>The Rebel On The Videoscreen</b>	_____ _____ _____
6	<b>Overtime At Singa Elevator Pte Ltd</b>	_____ _____ _____
7	<b>Employees' Rights And Union Membership</b>	_____ _____ _____
8	<b>Managerial Prerogatives</b>	_____ _____ _____
9	<b>The Old-School Expatriate Manager</b>	_____ _____ _____
10	<b>Employee Discipline</b>	_____ _____ _____
11	<i>(Individual Study &amp; Sharing)</i>	
12	<i>(Individual Study &amp; Sharing)</i>	
13	<i>(Individual Study &amp; Sharing)</i>	

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

**Good Teamwork (For A Group Only):** 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.