

Chapter 9: Work structure, job design and workplace reform

- (1) What are the hallmarks of Taylorism and why is the concept of Taylorism important in relationship to New Zealand employment relations (ER)?
- (2) What were the negative outcomes of Taylorism and how were they countered?
- (3) Tavistock Institute and socio-technical systems: what are the key ideas, how do they relate to Taylorism and to New Zealand employment relations?
- (4) Describe the common ER themes of Mayo, Herzberg, Maslow and McGregor. What is the relevance of their theories in respect of current ER in New Zealand?
- (5) What were the main findings associated with the 'Affluent Worker' studies? Do these findings have any importance for current NZ employment relations practices?
- (6) Workplace reform in New Zealand:
 - a. What is workplace reform?
 - b. What were the main influences associated with its formation?
 - c. What is 'tacit knowledge'?
 - d. Why do we talk about the 'rise and fall' of workplace reform in NZ'?
 - e. Why do Ryan (1996) talk about a 'high' and a 'low road'?
 - f. What happened in terms of employee participation?
- (7) The book's distinction of new patterns of employment (fig 9.2 & table 9.6)
 - a. Contrast of these patterns in terms of contract stability and labour as a cost/investment
 - b. Why would people accept contractual instability?
 - c. Why would people become 'voluntary entrepreneurial workers'?
 - d. What is happening in terms of people's attitudes that may make the option of being an entrepreneurial worker the preferred option?
- (8) Can entrepreneurial workers be aligned with the question for High Performance Organisations (HPOs) and with a strong company culture, including increased commitment and trust?
- (9) The search for cost effectiveness versus people's preference and attitudes
 - a. Is it possible to increase employer and employee flexibility simultaneously?
 - b. What are the ER implication of the concept that the firm and its boundary is changing through increased outsourcing and new types of contractual arrangements (in-sourcing)?

Chapter 10: Worker participation and industrial democracy

- (1) What are the main types of theories that support employee participation?
- (2) The book distinguishes between the various forms of employee participation: what are the key criteria/discriminatory features?
 - a. What are the differences between employee influence, employee participation, and industrial democracy?
 - b. Why do you think that there has been such theoretical and conceptual confusion when it comes to employee participation?
 - c. Can you mention any New Zealand examples of financial participation?
- (3) The debate of employee participation: what have the key phases been in New Zealand?
- (4) What happened to the Enquiry into Industrial Democracy in 1989?
 - a. What was its main suggestion?
 - b. What has happened since then?
 - c. How is the approach of the current government different from the situation and suggestions in 1989?
- (5) What are the main participative schemes used in New Zealand?
 - a. Which schemes have been most popular over the last decade?
 - b. What are the reasons for the popularity of these schemes?
- (6) European employment participation
 - a. What are the hallmarks/key features?
 - b. Why are European schemes of interest in New Zealand?

Chapter 11: Managers, management styles and strategies

- (1) Why is ideology important in understanding managers and management styles?
- (2) Legal and functional justifications: what is the difference between the two types of justifications and how are they relevant today?
- (3) What is Agency Theory and what is its relevance today in New Zealand?
- (4) What is the Generic Manager notion and what is its relevance for employment relations (ER) in New Zealand today?
- (5) Management styles: why move from 'frames of reference' to 'management styles'?
- (6) Management styles: what are the key dimensions and can you mention some recent changes influencing these dimensions?
- (7) What is Strategic Choice Theory about?
- (8) What is the significance of ER being 'second-order decisions'?
- (9) Why do employers organise?
- (10) Why are employers' organisations relevant for ER in New Zealand and for the individual ER manager?
- (11) Public sector ER: what have been key issues been over the last 15 years and what are the current issues?

Chapter 12: Employees & unions: roles, types and structures

- (1) What are the key themes of the chapter?
- (2) What are union rights?
- (3) What are employee rights and are they different from union rights?
- (4) Centripetal & centrifugal forces: what are they and why are they important?
- (5) When is union membership a rational choice? Does it have to be a rational choice?
- (6) What is free-riding?
 - a. What are the key issues?
 - b. Have you understood the distinction between positive and negative incentives?
 - c. Why is free-riding relevant for current ER in New Zealand?
- (7) What is the key message and components of Hirschman's theory? Why is it relevant for current ER in New Zealand?
- (8) Why do people join unions? What are the main motivations and what do these motivations 'say' about current NZ unionism?
- (9) Compare NZ unionism with the theories of unions: what are the differences, similarities and unanswered questions?
- (10) Strategic unionism: what is it and why is it relevant today?
- (11) What are the differences between the explanations by Visser and by Boxall & Haynes?
- (12) What is YOUR impression of unions?

Questions to chapter 15.

- (1) What were the key employment trends over the last 15 years?
 - Do you understand Fig. 15.1?
 - What does Fig. 15.3 show and why is it important?
 - What are the key sources of new jobs?
- (2) NZ is currently moving closer to full employment; what are the implications?
- (3) What has happened in unemployment over the last 15 years?
 - Will the introduction of new technology lead to rising unemployment and deskilling?
- (4) Why has New Zealand lacked a 'training culture' in the past?
- (5) Are there signs that we are creating a 'training culture' in New Zealand?
- (6) What are the key features of the Industry Training Act?
- (7) Why was the introduction of the National Qualification Framework such a major shift in vocational education and training (VET)?
- (8) The Industry Training Act: what was the agreement & disagreement over the VET principles about?
 - What kinds of issues were associated with (respectively) the agreement and disagreement?
- (9) Small and medium-size enterprises (SMEs) and vocational education and training (VET): what are the issues and how do New Zealand get it right?
- (10) In terms of vocational education and training (VET), what has the Labour Government done in the 1999-2004 period?