

MODULE DESCRIPTOR

TITLE	Strategies for International Human Resource Management			
SI MODULE CODE	44-7835-00S			
CREDITS	15			
LEVEL	7			
JACS CODE	N600			
SUBJECT GROUP	Organisational Behaviour & HRM			
DEPARTMENT	Management			
MODULE LEADER	Godfrey Craik			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	25	25	100	150

MODULE AIM(S)

The broad aim of the module is to raise students' awareness of how they can contribute to management decision-making and HR policy-making in an environment increasingly characterised by workforce diversity. International HRM is conceived in this module to encompass comparative HRM, managing people in organisations which operate outside their domestic boundaries, managing diverse people in a domestic situation (both due to historical and current movements of people around the globe) and managing people in a domestic situation which takes account of international influences (e.g. international labour law, management approaches from other countries). In addition, the module aims to balance an understanding of the mechanisms through which some groups of people may be disadvantaged in the labour market with the capability to use business case arguments and HR interventions to manage diversity in a positive way.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

1. Conduct research into aspects of the business and social environment which impact on the management of people in different countries
2. Develop and enhance management policy and practice by learning about and evaluating HR approaches in other countries
3. Develop HR strategy and policy to support organisations which operate in more than one country
4. Critically evaluate the processes that lead to the disadvantage and exploitation of some groups of employees, both in a domestic and international context
5. Make a case for using a range of moral, legal and business methods to overcome disadvantage and maximise the performance of a diverse workforce
6. Synthesise and evaluate current research into a contemporary issue in human resource management which has an international/diversity perspective

INDICATIVE CONTENT

- Researching the global business and social environment;
- Labour market analysis in different country contexts - implications of this for HR strategy, policy and practice;
- Different (national or regional) models of HRM;
- Strategic models of international HR management;
- National (related to other levels of) culture and its relationship with HR practice;
- The processes of discrimination/exploitation and the implications for employee morale, organisational performance and social welfare;
- The construction of social identity / social identity in groups;
- Different approaches/models for tackling disadvantage in different country contexts (equal opportunity, positive action and discrimination, affirmative action, legislation, diversity management, ILO initiatives);
- Behaviour and performance of diverse teams;
- Contemporary issues in the field of diversity and international HRM.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways;

- Through taught sessions which introduce the concepts, theories and research in the fields of resourcing and talent retention;
- Tutor facilitated tutorials providing the opportunity for student work groups to present their research ideas, develop the tools and techniques for delivery, explore theories and research and critique the work in the development phases;
- Through the E-Learning platform (Blackboard) which provides research linked resources, opportunities for interaction and discussion via forums.
- Through using practitioners and expert guest speakers designed to provide knowledge and demonstrate the usefulness of a range of strategies and policies, student facilitated learning sets to develop learner autonomy and intra-dependent learning;
- By providing support and feedback at a number of points during the module to ensure students are maximising their learning through reflective practice

ASSESSMENT STRATEGY AND METHODS

The module is assessed entirely by two pieces of course work carried out individually. These will be based on an investigation into a contemporary issue in human resource management which has an international HRM/diversity perspective.

The assignment is made up of two tasks.

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Research Proposal	CW	25	1500 words	N
2	Written Assignment	CW	75	3000 words	N

[Task Descriptions and SI Codes](#)

FEEDBACK

Students will receive feedback on their performance in the following ways;

- Through formative verbal and written feedback
- Peer feedback on research
- Feedback and discussion in the class
- Via Blackboard

LEARNING RESOURCES (INCLUDING READING LISTS)

Albrecht, M.A. (2001) [International HRM : Managing diversity in the workplace.](#) / edited by M.Albrecht. Oxford : Blackwell Business

Bamber, G., Lansbury, R. and Wailes, N. (2004) [International and Comparative Employment Relations: Globalisation and the Developed Market Economies](#), Sage

Beardwell, I., Holden, L. and Claydon, T. (2004) [Human Resource Management: A Contemporary Approach](#), FT Prentice Hall

Brewster, C., Sparrow, P. and Vernon, G. (2007) [International Human Resource Management.](#) McGraw-Hill

Dowling, P and Welch, D. (2004) [International Human Resource Management.](#) Thomson International Publishing

Harris, H., Brewster, C. and Sparrow, P. (2003) [International Human Resource Management.](#) Chartered Institute of Personnel and Development

Harzing, A, and Van Ruysseveldt, J. (2004) [International Human Resource Management.](#) Sage

Hofstede, G. (2001) [Culture's Consequences: Comparing values, behaviours, institutions, and organizations across nations](#), Sage

Hutchinson, J. and Brown, A. (2001) [Organising Labour in Globalising Asia](#), Routledge

Institute of Personnel & Development (1999) [The IPD guide on managing diversity : evidence from case studies](#) Published IPD

Jackson, T. (1995) [Cross-Cultural Management](#), Butterworth Heinemann

Kandola, R. & Fullerton, J. (1994), [Managing the Mosaic : Diversity in Action](#), IPD London

Kirton, G. & Greene, A.M (2005) [The dynamics of managing diversity : A critical approach.](#) Oxford ; Butterworth-Heinemann

Prasad, P., Mills, A.J, Elms, M, and Prasad, A. (1997) [Managing the Organisational Melting Pot : Dilemmas of Workplace Diversity.](#) Sage Publications, Thousand Oaks, CA

Mor Barak, M. (2005) [Managing Diversity: Toward a Globally Inclusive Workplace](#), Sage

Lucas, R., Mathieson, H. and Lupton, B. (2006) [Human Resource management in an International Context.](#) McGraw-Hill

Schneider, S. and Barsoux, J. (2003) [Managing Across Cultures](#), FT Prentice Hall

Torrington, D., Hall, L. and Taylor, S. (2005) [Human Resource Management](#). FT Prentice Hall

SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	Y
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	MM/YYYY

MODULE DELIVERY PATTERN - If the course will have more than one intake, for example, September and January, please give details of the module start and end dates for each intake

	Module Begins	Module Ends
Course Intake 1	01/2012	05/01/2012
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Does the Module (using Model A Assessment Pattern) Require Either*	
Overall Percentage Mark of 40%	Y
Overall Pass / Fail Grade	N

*NB: Choose one of the above – Model A module cannot include both percentage mark and pass/fail graded tasks

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 2
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	N
Single Referral Package for All Referred Students	Y

*if YES complete table below

SINGLE REFERRAL PACKAGE DETAILS

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration
1	Presentation	DE	25	500
2	Coursework	CW	75	4500

[Task Descriptions and SI Codes](#)

REVISIONS

Date	Reason
July 2012	Assessment Framework review