

**BMA381**  
**International Human Resource**  
**Management**

*Semester 1, 2009*

This unit will be offered in:

**Hobart & Launceston**

The lecturing team responsible will be:

**Dr Graeme Tonks (Lecturer-in-Charge)**

Room: A250 (Launceston)

Phone: 6324 3498

Email: Graeme.Tonks@utas.edu.au

**Ms Megan Woods**

Room: 314 (Hobart)

Phone: 6226 7189

Email: Megan.Woods@utas.edu.au

**<http://www.utas.edu.au/mgmt/student.htm>**

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## Introduction to the Unit

International human resource management (HRM) has many similarities with domestic human resource management, but there are also some important differences. Although international HRM includes the same functions as domestic HRM, it has a number of additional functions and involves a broader perspective. International HRM is also more complex due to the employment of workers with different national characteristics and the operation of multinational enterprise (MNE) units across diverse national contexts. Consequently, this unit addresses the international HRM challenges and problems with which organisations are faced when operating internationally: How do international organisations manage a global workforce? What international HRM policies and practices will support the MNE's strategy and structure? To what extent should MNE's follow home country standards in international HRM policies and practices, and to what extent should they be locally adapted? What aspects of recruitment and selection, training, remuneration and performance management need modification or additional attention in the management of expatriates? How can commitment to the parent company be maintained when the expatriate spends most of his or her time overseas? How does the management of human resources vary between countries? What are the challenges of managing a multicultural workforce?

MNE approaches to such questions vary according to factors endogenous to the organisation (such as the nationality of the MNE, the stage of internationalisation, organisational strategy, and the headquarters' orientation and corporate culture), as well as exogenous factors (such as the industry in which the MNE is operating, national culture, competitor activities and regional economic development). In this unit we will explore both successful approaches and potential pitfalls. While the focus of this unit is on international HRM, keep in mind that many of the topics that we will discuss can apply equally to the domestic environment, particularly when we think of multicultural Australia.

### Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School cannot guarantee:

- that any extra assistance will be provided by the teaching team in respect of work covered in the period before enrolment; and
- that penalties will not be applied for the late submission of any piece or pieces of assessment that were due during that period.

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## Learning Outcomes

On completion of this unit, you should be able to:

- Specify the major causes and behavioural outcomes of cultural diversity, and discuss how these influence countries' business practices.
- Identify how the cultures of specific countries impact on the conceptualisation and practice of human resource management functions.
- Discuss a range of critical issues in the management of human resources in the global economy; for example, the failure of those posted to international assignments, the development of HRM policies and procedures which match the needs and values of different cultures, the reintegration into the organisation of repatriated employees, achieving the optimal mix of home and host country nationals given the climate in which the organisation operates, and the appropriate structure and strategy of multinational organisations.

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## Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

### Knowledge

- Describe key differences between international HRM in MNE's and HRM in organisations operating domestically.

- Examine the relationships between organisational factors (such as strategy and structure), external factors (such as legal and political systems, culture and competition), and international HRM policies and practices adopted by various MNEs.
- Demonstrate an understanding of specific demands placed on the HR activities of recruitment and selection, performance management, training and development, and remuneration when managing expatriate employees and local employees in different national contexts.
- Discuss the complexities of managing international strategic alliances and international joint ventures.

#### **Communication Skills**

- Students will be required to communicate with clarity and reasoned logic in all written and oral presentations.

#### **Problem Solving Skills**

- Investigate the nature of HRM policies and practices in a comparative overview of countries, and relate these to national contexts and implications for MNE operations.

#### **Global Perspective**

- Exhibit a multicultural perspective of managing human resource issues and problems in the international business environment.

#### **Social Responsibility**

- Consider the ethical dimensions of managing employees from diverse cultural and national backgrounds.

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## **Prerequisites**

BMA1/221 Management of Human Resources.

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## **Texts**

### **Prescribed Texts**

Dowling, P.J., Festing, M. & Engle, A.D. 2007. *International human resource management: Managing people in a multinational context* (5<sup>th</sup> ed.). London: Thomson.

### **School Publications**

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

*Writing Assignments: A Guide*

*School of Management Referencing Style*

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## Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit.

### Books

Adler, N.J. 2008. *International dimensions of organizational behaviour* (5<sup>th</sup> ed.). Mason, OH: Thomson South-Western.

Black, I., Gregersen, H.B., Mendenhall, M.E., & Stroh, L.K., 1999. *Globalizing people through international assignments*. Reading: Addison-Wesley.

Brewster, C. & Harris, H. 1999. *International HRM: Contemporary issues in Europe*. London: Routledge.

Brewster, C., Mayrhofer, W., & Morley, M. 2000. *New challenges for European human resource management*. New York: MacMillan Press Ltd.

Briscoe, D.R. 1995. *International human resource management*. Englewood Cliffs: Prentice-Hall.

Chen, M. 1995. *Asian management systems*. London: Thomson.

Deresky, H. 2006. *International management: Managing across borders and cultures* (5<sup>th</sup> ed.). New York: Harper Collins.

Dessler, G. & Huat, T. C. 2006. *Human resource management. An Asian Perspective*. Singapore: Prentice-Hall.

Edwards, T. & Rees, C. 2006. *International human resource management*. Harlow: Prentice-Hall.

Evans, P., Pucik, V. & Barsoux, J. 2002. *The global challenge: Frameworks for IHRM*. Boston: McGraw-Hill.

Gannon, M.J. 1994. *Understanding global cultures: Metaphorical journeys through seventeen countries*. Sage: Thousand Oaks.

Harris, H., Brewster, C. & Sparrow, P. 2003. *International human resource management*. London: Chartered Institute of Personnel and Development.

Harzing, A. & Van Ruysseveldt, J. 2004. *International human resource management* (2<sup>nd</sup> ed.). London: Sage.

Hodgetts, R. M. & Luthans, F. 2003. *International management: Culture, strategy and behaviour* (4<sup>th</sup> ed.). Boston: Irwin McGraw-Hill.

Hofstede, G. 1994. *Cultures and organisations: Software of the mind*. London: Harper Collins.

Lucas, R., Lupton, B. & Mathieson, H. 2006. *International human resource management in an international context*. London: Chartered institute of Personnel and Development.

Mendenhall, M. E, Oddou, G. R. & Stahl, G. K. 2007. *Readings and cases in international human resource management* (4<sup>th</sup> ed.). London: Routledge.

Moore, L.F. & Jennings, D.P. (Eds.). 1995. *Human resource management on the Pacific Rim: Institutions, practices and attitudes*. Berlin: Walter de Gruyter.

Patrickson, M. & O'Brien, P. (Eds.). 2001. *Managing diversity: An Asian and Pacific focus*. Milton: John Wiley & Sons Australia Ltd.

Phatak, A.V. 1997. *International management: Concepts and cases*. Cincinnati: South-Western College.

Phatak, A.V., Bhagat, R. S. & Kashlak, R. J. 2005. *International management*. New York: McGraw-Hill.

Sanyal, R. N. 2001. *International management: A strategic perspective*. New Jersey: Prentice Hall.

## Journals and Periodicals

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

*Academy of Management Journal*

*Academy of Management Review*

*Asia Pacific Journal of Human Resource Management*

*Career Development International*

*Human Resource Management*

*International Business Review*

*International Journal of Human Resource Management*

*International Journal of Manpower*

*Journal of American Academy of Business*

*Journal of International Business Studies*

*Journal of International Management*

*Management International Review*

## Selected readings

A book of readings has been placed in the Reserve section of the Hobart and Launceston libraries. A number of these readings are also available on e-Reserve (<http://www.utas.edu.au/library/cat/ereserve.html>). This contains a number of articles pertaining to each study topic for the semester. You will, however, need to undertake your own search for readings as the material provided is not intended to be exhaustive.

## Websites

There are numerous websites which can assist in this unit, and you are urged to consult these. Be careful however, that the origin of the material is authoritative; this particularly applies to material to be used as support or evidence.

## Library Resources

- UTas Library Catalogue: <http://www.utas.edu.au/library/>
- Online Database: <http://www.utas.edu.au/library/info/dbase/index.html>
- Subject Guide (Company Info): <http://www.utas.edu.au/library/info/subj/company.html>
- Subject Guide (Management): <http://www.utas.edu.au/library/info/subj/management.html>

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## Flexible Learning: MyLO

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web-based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See **Learning Online** <http://uconnect.utas.edu.au/> for computer software you will need.

**Note:** Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a Word document from the School of Management website:

**<http://www.utas.edu.au/mgmt/student.htm>**

## Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/coursesonline/privacy.htm>.

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## Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
<b>Coursework</b>			
Review of article (individual)	15	Week 4, 6, 9 & 11	350 words each (3 x 5% each)
Cultural analysis (group)	15	Various dates (see page 13)	20 minute presentation 3 page (+ references) report
Presentation (by group)	10	Various dates (see page 14)	30-35 minute presentation
Essay (individual)	10	Various dates (see page 14)	1,000 words
<b>Examination</b>	50	Exam Period	3 hours
Total Marks	100		

\* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

## Study Week

All undergraduate units offered by the School of Management are scheduled to include a Study Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Study Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

## Examination

### *Format*

There will be a three-hour closed-book examination at the completion of the semester with a value of 50 marks. There will be a range of essay questions from which students can choose. The best preparation for the exam is consistent work throughout the semester.

### ***Scheduled date and place***

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances.

**Note that you will be expected to sit the examination at your recorded study centre.**

### ***Supplementary Examination***

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination.

### **Special Consideration and Student Difficulties**

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Catalyst Officer, who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Catalyst Officer is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website: [http://www.studentcentre.utas.edu.au/examinations\\_and\\_results/forms\\_files/index.htm#eits](http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits)

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, it must have no notes written in it. In order to use a bilingual dictionary students must request permission from the Student Centre.

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## **Submission of Coursework**

### **Lodging Coursework**

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached, both of which are available as a blank template from the School of Management website:

**<http://www.utas.edu.au/mgmt/student.htm>**

**All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.**

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most 'perfect' of systems, items sometimes go astray.

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

*Hobart students:* Lodge in assignment box near room 321, Commerce & Economics Building.

*Launceston students:* Lodge in assignment box beside room A170.

**All coursework must be handed in at 2.00 pm on the due date.**

## **Late Coursework**

### ***Written Work***

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

### ***Tests***

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

## **Return of Coursework**

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

## **Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source;
- using an author's ideas without proper acknowledgment and citation; or
- copying another student's work.

**If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor** for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/plagiarism/> & <http://www.academicintegrity.utas.edu.au/>

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline—Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

**The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.**

## **Occupational health and safety (OH&S)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:  
[http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

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## **Tutorial Program**

### **Tutorial Questions for Discussion**

Note that the tutorial program does not start until Week 2 of semester.

#### ***Week 2—Assignment to Work Groups and Introduction to Tutorial Assignments***

During the first tutorial, students will be divided into groups for the *Cultural Report* and the *Cultural Adaptation of IHRM Function*.

For the *Cultural Report*, each tutorial group will be divided into four groups. Two groups will prepare and present the report on Ireland (Week 4); the other two groups will prepare and present the report on Indonesia (Week 5).

For the *Cultural Adaptation of IHRM Functions*, each tutorial group will be divided into six groups. These groups will make their presentations in Weeks 6, 8, 9, 10, 11 and 12. See page 15 for details.

The remainder of the tutorial will be dedicated to the questions and exercises which are noted below. Students will be expected to have prepared for these activities as part of their weekly revision.

#### **Tutorial Questions**

1. What distinguishes domestic and international HRM?
2. Why is a greater degree of involvement in employees' personal lives inevitable in many international HRM activities?

#### ***Week 3—Cultural Characteristics of Selected Countries - Preparation***

There are no set questions or exercises to be conducted this week. Instead, students will meet in their four allocated groups and work on the relevant *Cultural Report*. For details of the requirements of the *Cultural Report*, refer to page 14.

Clearly, more work will be required on this project than can be achieved in a 50 minute tutorial, but this period will allow students to consider their approach to the task, and to allocate research responsibilities among the members.

### ***Week 4—Presentation - Cultural Report on Ireland***

The first report on *Review of IHRM articles* is due.

Groups 1 & 2 will make a 20 minute presentation which describes the Irish culture and analyses it within the frameworks established by Hofstede and Kluckhohn & Strodtbeck; see page 15 for details.

A three-page account (mainly dot-points and brief sentences) of the report will be submitted during the tutorial session.

The presentation and written report will constitute 15% of the overall assessment.

Because the combined research on the *Cultural Report* undertaken by the four groups will form the foundation of the presentations in Weeks 7 - 12, Groups 1 & 2 will provide Groups 3 & 4 with copies of their report. Remember that references (not included in the word count) must be included in the reports so other groups may access the material if required.

### ***Week 5—Presentation - Cultural Report on Indonesia***

Groups 3 & 4 will make a 20 minute presentation which describes the Indonesian culture and analyses it within the frameworks established by Hofstede and Kluckhohn & Strodtbeck; see page 15 for details.

A three-page account (mainly dot-points and brief sentences) of the report will be submitted during the tutorial session.

The presentation and written report will constitute 15% of the overall assessment.

Because the combined research on the *Cultural Report* undertaken by the four groups will form the foundation of the presentations in Weeks 6 - 12, Groups 3 & 4 will provide Groups 1 & 2 with copies of their report. Remember that references (not included in word count) must be included in the reports so other groups may access the material if required.

### ***Week 6—Structure and Strategy***

The second report on *Review of IHRM articles* is due.

Using the *Cultural Report* as a base, the relevant group (as allocated in Week 2) will present an analysis of the HR implications of managing the structure and strategy of multinational organisations operating in Ireland and Indonesia.

#### **Tutorial Questions**

1. What are the stages a firm typically goes through as it grows internationally, and how does each stage affect the HR function?
2. Why are many multinationals adopting English as their common corporate language?

### ***Week 7—Study Week***

### ***Week 8—Recruitment, Selection and Repatriation***

Using the *Cultural Report* as a base, the relevant group (as allocated in Week 2) will present an analysis of recruitment, selection and repatriation in multinational organisations operating in Ireland and Indonesia.

#### **Tutorial Questions**

1. Outline the main characteristics of the four approaches to international staffing.
2. Are expatriates effective agents in transferring knowledge and competences?
3. What is the difference between a global manager and a global mindset?
4. Should multinationals be concerned about expatriate failure? If so, why?
5. How can multinationals assist dual career couples in overseas assignments?
6. What aspects would you include in a pre-repatriation program?

### ***Week 9—Performance Management***

The third report on *Review of IHRM articles* is due.

Using the *Cultural Report* as a base, the relevant group (as allocated in Week 2) will present an analysis of performance management in multinational organisations operating in Ireland and Indonesia.

#### **Tutorial Questions**

1. Discuss the major factors associated with the appraisal of expatriate managerial performance.
2. Why is it important to include hard, soft, and contextual goals when assessing managerial performance?

### ***Week 10—Training and Development***

Using the *Cultural Report* as a base, the relevant group (as allocated in Week 2) will present an analysis of training and development in multinational organisations operating in Ireland and Indonesia.

#### **Tutorial Questions**

1. What are some of the challenges faced in training expatriate managers?
2. Consider the undermentioned case of Jacko and his preferred team members for the proposed Indian project. What factors are likely to inhibit his ability to unilaterally form this team?

While working as the project manager for the construction of a factory in China, Jacko met Günter, an engineer from the German subsidiary of Jacko's company. A year after the Chinese project was completed, Jacko was placed in charge of building a similar factory in India. He immediately asked for Günter to be assigned as part of the project team, as well as two Chinese engineers who had impressed Jacko during his time in China. Thus, Jacko identified three potential international operators and used his informal network to influence the proposed composition of his project team.

### ***Week 11—Remuneration***

The fourth report on *Review of IHRM articles* is due.

Using the *Cultural Report* as a base, the relevant group (as allocated in Week 2) will present an analysis of remuneration in multinational organisations operating in Ireland and Indonesia.

#### **Tutorial Questions**

1. What should be the main objectives for a multinational organisation with regard to its remuneration policies?
2. Describe the main differences in the 'Going Rate' and 'Balance Sheet' approaches to international remuneration.

### ***Week 12—Employment Relations***

Using the *Cultural Report* as a base, the relevant group (as allocated in Week 2) will present an analysis of employment relations in multinational organisations operating in Ireland and Indonesia.

#### **Tutorial Questions**

1. In what ways can trade unions constrain the strategic choices of multinationals?
2. Identify four characteristics of multinational firms which give trade unions cause for concern.
3. What is 'social dumping' and why should unions be concerned about it?

### ***Week 13—Exam Preparation***

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# Assignment Topics

## Literature critique

*Due dates:* Weeks 4, 6, 9 & 11

*Value:* 15 marks overall  
(5 marks per paper)

Commencing in the Week 4 tutorial, students will prepare a short report on the topics noted below and hand it to their tutor at the commencement of the tutorial. The report should be about 350 words and discuss a paper they have read which is relevant to the topic, and be in the following format:

- Subject area of the paper read 50 words<sup>1</sup>
- Critical comment on the paper 150 words<sup>2</sup>
- Comment on the paper's contribution to the field of IHRM 150 words<sup>3</sup>

One of the objectives of this exercise is to encourage literature-based research; for this reason, a maximum of two (2) of the four (4) reports submitted may be drawn from the material on Reserve (and e-Reserve) in the library. These reports form part of the final assessment for the unit. The reports must be attached to a copy of the original article, and handed in at the relevant tutorial. Being 'mini' assignments, extensions are not available unless a medical certificate is supplied. The articles will be returned during subsequent tutorial sessions.

Although this assignment requires four (4) papers are to be submitted, only the three (3) highest marks will be recorded.

Topics:	Week 4	Culture
	Week 6	Recruitment & Selection
	Week 9	Performance Management <i>or</i> Training & Development
	Week 11	Remuneration <i>or</i> Employment Relations

### Objectives of assessment

The purpose of this assessment task is to develop and assess your ability to identify and evaluate the contributions made by authorities to the discipline of IHRM. The focus of the exercise is to develop your understanding of IHRM and an appreciation of the processes of academic knowledge generation by reading and evaluating relevant academic literature. You will learn to critically evaluate academic material by identifying the authors' contribution to knowledge, evaluating the value of that contribution to the discipline of IHRM, and determining the implications of this new knowledge for further development of IHRM knowledge and practice. By undertaking this assessment task you will develop four sets of skills:

- identifying the subject area and topic of papers to determine the author(s)' contribution to knowledge;
- evaluating the merits of the contribution (e.g. the logic of the arguments, rigour of the research, comparing the merits of the articles against other literature);
- determining the implications of the articles for further development of IHRM theory and practice;
- effectively reading academic articles and communicating your conclusions in a written report.

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<sup>1</sup> A 1-2 sentence statement of the article's contents. For example: examines the relationship between national culture and performance management by conducting case studies of 8 companies in 5 countries.

<sup>2</sup> Consideration of the merits of the argument presented in the paper, discussion of what the author(s) concluded (e.g. if empirical research - what has been found; if theory building - what has been proposed), generation of criticism or counter-arguments, and so forth.

The marks awarded for this section will be relative to the level of analysis. Basic answers - and hence lower marks - will essentially re-state the content of the article; more considered answers - and hence higher marks - will summarise and critically review the material.

<sup>3</sup> An evaluation of what the article contributes to knowledge in IHRM. What are the implications for future theory and research OR for future HRM practice?

## Cultural Analysis (Group Project)

*Length:* Three (3) pages (approx 750 words); excluding references  
20 minute presentation

*Value:* 15 marks

In the first tutorial (Week 2), students will be divided into four groups. Each group will prepare a *Cultural Report* of the characteristics of:

- one of two countries – Indonesia or Ireland, according to
- one of two cultural frameworks - Hofstede or Kluckhohn & Strodtbeck.

The report will be composed of three sections:

- A narrative of the national cultural features (norms, values, beliefs, etc.) and business cultural features (dress, entertaining, language, interaction styles, gender roles, etc.) of Ireland OR Indonesia.
- An analysis of the country's culture applying the theoretical framework of Hofstede OR Kluckhohn & Strodtbeck.
- A discussion of how the assessment of the relevant theory can help HR practitioners understand and accommodate work practices in the given country.

(The cultural frameworks of Hofstede and Kluckhohn & Strodtbeck will be discussed in Lectures 2 and 3, but you may wish to research these in advance. Refer to articles in the Readers – especially Hofstede, 1980 and 1993; Hodgetts & Luthans, 2003; Renshaw, 2001.)

In Week 4, Group 1 will make a 20 minute presentation of its *Cultural Report* on Ireland, according to the framework of Kluckhohn & Strodtbeck, and Group 2 will make a 20 minute presentation of its *Cultural Report* on Ireland, according to Hofstede's framework. Each group will also submit a three page report (dot-points and brief sentences will suffice) of the findings. In Week 5, Groups 3 and 4 will do the same for Indonesia.

Because the combined research on the *Cultural Report* undertaken by the two groups will form the foundation of the presentations in Weeks 6-12, all groups will provide the others with a copy of their report. A conventionally presented and *comprehensive* list of references must be included so other groups may access the material if need be; the references are not included in the three pages (i.e. the reference list is on page 4).

### Objectives of assessment

The purpose of this assessment task is to further develop and test your knowledge and understanding of theoretical frameworks by using them to analyse cultural systems of specific countries. By using these frameworks, you will also develop your ability to determine the cultural assumptions and characteristics of the country under consideration, and the implications of these for business practices.

## Cultural Adaptation of IHRM Function (Individual and Group Project)

*Length:* Presentation of 30–35 minutes  
1,000 word essay

*Value:* 10 marks for presentation (by group)  
10 marks for written report (individual)

In Week 2, students will be allocated to a group and an IHRM function will be assigned to each group. (These groups are smaller than those formed for the *Cultural Report*). Building on both the Hofstede and Kluckhohn & Strodtbeck analysis of Ireland and Indonesia undertaken in the *Cultural Report*, students will research and discuss the ways in which the assigned IHRM function would be performed in the two countries. Emphasis should be given to comparing and contrasting the cultural differences between these two widely diverse cultures, as well as the impact these differences would have on HR practices.

Some evidence should be provided which demonstrates the validity of the analysis. For example, if an assertion is made that Indonesia discriminates on the basis of gender, a job advertisement identifying this might be included. Or, if it is claimed that Ireland employers prefer non-union labour, excerpts of conditions of employment might be included. The web would be the simplest source of such evidence. (This is not required for each point made in the presentation; one or two pieces of evidence will suffice.)

The analyses will be presented during the tutorials of Weeks 6, 8, 9, 10, 11 and 12 for assessment. Each presentation should take about 30-35 minutes, and group members are urged to make their sessions as interesting and diverse as possible.

With respect to feedback, the group which is listed to make the next presentation will provide initial comment (the last group to present [Week 12] will be evaluated by the group which presented in Week 6). The tutor will then collect the reports made by the evaluating group and make a final decision about the mark to be awarded to group members. This mark will constitute 10% of the overall assessment.

A 1,000 word report of the analysis will be submitted to the tutor by each group member at the time the presentation is made. This paper should be written in the formal style of an academic essay, and include referencing (which is not included in the word count). This paper is *not* to be a collaborative effort; each essay is to be written by each student and reflect what s/he has learned about the subject topic. The paper will be graded out of 10 marks.

Topics:	Week 6	Structure and strategy
	Week 8	Recruitment & Selection
	Week 9	Performance Management
	Week 10	Training & Development
	Week 11	Remuneration
	Week 12	Employment Relations

### Objectives of assessment

The purpose of this assessment task is to synthesise your understanding of cultural systems and concepts with your theoretical and practical knowledge of human resource management. The focus of this activity is the determination of how the practice of HRM must be adapted in multinational contexts to ensure cultural appropriateness and effectiveness. In completing this assessment, you will develop and demonstrate your ability to translate theoretical concepts into management practice by a) identifying the implications of cultural assumptions and characteristics for the performance of a specific aspect of the designated HRM function, and b) determining how the performance of that functional element must therefore be amended to accommodate such assumptions and characteristics. Your skills in presenting factual material to groups in interesting and informative ways will also be developed.

**Correlation between Teaching and Assessment and  
Learning Outcomes and Generic Graduate Attributes**

Lectures	2 hours						
Tutorials	1 hour						
Literature critique	3 X 350 words @ 5% - 15%						
Cultural analysis	20 minutes/750 words – 15%						
Cultural adaptation	35 minutes – 10%; /1,000 words – 10%						
Final Examination	3 hour – 50%						
Learning outcome 1	Specify the major causes and behavioural outcomes of cultural diversity, and discuss how these influence countries' business practices.	◆	◆	◆	◆	◆	◆
Learning outcome 2	Identify how the cultures of specific countries impact on the conceptualisation and practice of human resource management functions.	◆	◆	◆	◆	◆	◆
Learning outcome 3	Discuss a range of critical issues in the management of human resources in the global economy; for example, the failure of those posted to international assignments, the development of HRM policies and procedures which match the needs and values of different cultures, the reintegration into the organisation of repatriated employees, achieving the optimal mix of home and host country nationals given the climate in which the organisation operates, and the appropriate structure and strategy of multinational organisations.	◆	◆		◆	◆	◆
Graduate Attribute 1	Knowledge	◆	◆	◆	◆	◆	◆
Graduate Attribute 2	Communication skills	◆	◆	◆	◆	◆	
Graduate Attribute 3	Problem-solving skills	◆	◆	◆	◆	◆	
Graduate Attribute 4	Global perspective	◆	◆	◆	◆	◆	◆

# Study Schedule

## Semester 1, 2009

Week	Start of Week	Text Chapter	Topic	Due Dates
1	23 February	Chapter 1	Introduction to IHRM	Presentation dates will be assigned in the first tutorial
2	2 March		Culture	
3	9 March		Culture (Continued)	
4	16 March	Chapter 2	Structure and Strategy	Cultural Report (Ireland)
5	23 March		Chapters 4, 5 & 8	Recruitment, Selection and Repatriation
6	30 March	Chapters 4, 5 & 8	Recruitment, Selection and Repatriation (continued)	Literature critique due (Recruitment & Selection)
7	6 April		<i>Study Week 6<sup>th</sup> - 8<sup>th</sup> of April &amp; 16<sup>th</sup> - 17<sup>th</sup> of April</i>	Cultural Adaptation (Structure & Strategy)
<i>Mid-Semester Break 9<sup>th</sup> - 15<sup>th</sup> of April</i>				
8	20 April	Chapter 11	Performance Management	Cultural Adaptation (Recruitment & Selection)
9	27 April	Chapter 6	Training and Development	Literature critique due (Training and Development OR Performance Mgmt)
				Cultural Adaptation (Performance Mgmt)
10	4 May	Chapter 7	Remuneration	Cultural Adaptation (Training & Development)
11	11 May	Chapter 10	Employment Relations	Literature critique due (Remuneration OR Employment Relations)
				Cultural Adaptation (Remuneration)
12	18 May	Chapter 3	Joint Ventures and SMEs	Cultural Adaptation (Employment Relations)
13	25 May		Review	
<p>A Calendar/Study Planner showing dates is available from School of Management website at <a href="http://www.utas.edu.au/mgmt/student.htm">http://www.utas.edu.au/mgmt/student.htm</a>.</p>				