

**BMA777**  
**International Human  
Resource Management**

*Semester 2, 2009*

This unit will be offered in:

**Launceston**

The lecturing team responsible will be:

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

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

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## Introduction to the Unit

International human resource management (IHRM) has many similarities with domestic human resource management (HRM), but there are also some important differences. In IHRM, the familiar HRM activities are placed in a global context. Among the results of this are circumstances such as:

- Organisations bringing their operations into social contexts with which they are unfamiliar;
- Employees from different cultural backgrounds working together; and
- The movement of employees familiar to foreign work and social environments.

Consequently, this creates an additional set of challenges for HRM. This unit will examine some of these, with a particular focus on issues such as:

- The impacts of culture on work and the organisation of work;
- The differences between HRM in different countries;
- The challenges of maintaining an international workforce; and
- Relations between parent companies and employees working in other countries.

Approaches to such issues vary according to factors endogenous to the organisation (such as the nationality of the multinational enterprise (MNE), the stage of internationalisation, organisational strategy, and the headquarters' orientation and corporate culture), as well as exogenous factors such as national culture, the industry in which the MNE is operating, competitor activities, and regional economic development). This unit will explore both successful approaches and potential pitfalls. While the focus of this unit is on IHRM, it should be remembered that many of the topics can apply equally to a domestic environment, especially where multicultural factors are part of the work context.

### Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week 2 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 identify and discuss:

- The impacts of culture on work and human resource management;
- The complexity of managing in multicultural and international environments; and
- The challenges of managing a multi-national workforce.

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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 IHRM in MNEs 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 IHRM 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 human resources in multi- and cross-cultural situations.

#### **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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## **Texts**

### **Prescribed Text**

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 (Cengage).

### **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*

*Referencing Style Manual*

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

- Brewster, C. & Harris, H. 1999. *International HRM: Contemporary issues in Europe*. London: Routledge.
- 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* (4th 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.
- Stone, R. J. 2009. *Managing human resources: An Asian perspective*. Milton: Wiley.

## **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 Comparative International Management*  
*Journal of International Business Studies*  
*Journal of International Management*  
*Labour and Management in Development* <http://labour-mangement.anu.edu.au>  
*Management International Review*

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## Unit Structure

### Saturday Workshops

There will be seven three-hour workshops scheduled on Saturdays. These workshops are a compacted style of teaching the conventional weekly lecturer/tutorial, with face-to-face contact between students and lecturers usually occurring every two weeks. It is essential that students complete the required reading and study tasks from the unit outline (and/or accompanying unit materials) before the workshop. In this matter, students will be able to keep up with the study schedule and will be prepared to discuss the material during the workshops.

### 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.

### 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/courseonline/privacy/index.html>.

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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>			
Assignment	25	Saturday 22 August	1800 – 2000 words
Presentation	15	Workshops 6 & 7	20 minutes
<b>Examination</b>	60	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.

## Examination

### *Format*

There will be a three-hour closed-book examination at the completion of the semester with a value of 60 marks. There will be a range of essay questions from which students can choose, and they will reflect material covered in the readings and the workshops.

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 Student Adviser, 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 Student Adviser is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. In Launceston the Student Adviser is located in room A168 in Building A and is contactable by phone on 6324 3312. 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, 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.

**There is only one piece of coursework to be submitted in this unit. It is to be handed in at the commencement of Workshop 3 on 22 August.**

## 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 twenty 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/tl/supporting/academicintegrity/index.html>.

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

### *Workshop 1*      **Introduction to the unit**

#### **Introduction to International HRM**

##### *Discussion 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?

#### **The theories of culture**

### *Workshop 2*      **The theories of culture (continued)**

#### *Preparation for presentations in Workshops 6 and 7:*

- Consideration of the national cultural features (norms, values, beliefs, etc.) and business cultural features (dress, entertaining, language, interaction styles, gender roles, etc.) of Japan and USA.
- An analysis of the country's culture applying the theoretical framework of Hofstede and Kluckhohn & Strodtbeck.

#### **Organisational structure and strategy in MNEs**

##### *Discussion 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?

### *Workshop 3*      **Recruitment, Selection and Repatriation**

##### *Discussion 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?

## **Workshop 4**

### **Performance Management**

#### ***Discussion 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?

### **Training and Development**

#### ***Discussion 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.*

## **Workshop 5**

### **Remuneration**

#### ***Discussion 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.

### **Employment Relations**

#### ***Discussion 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?

## **Workshop 6**

### **Presentations**

#### **Cultural adaptation of HRM function**

Topics:           Structure and strategy  
                      Recruitment & Selection  
                      Performance Management  
                      Training & Development

**Workshop 7**

**Presentations**

Cultural adaptation of HRM function

Topics:      Remuneration  
                 Employment Relations

**Review**

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## Assignment Topics

### Presentation

*Date:* Saturday 3 October (Workshop 6) and Saturday 17 October (Workshop 7)

*Length:* 20 – 25 minutes

*Value:* 15 marks

This assignment will be undertaken in groups. The size of the groups will depend on the enrolment numbers, and will be determined in Workshop 1. Students will be allocated an HRM function (see below), and will be free to choose their own group members.

The central focus of Workshops 1 and 2 will be two major theories of cultural analysis; namely those of Hofstede and Kluckhohn & Strodtbeck. In Workshop 2, consideration will be given to how these theories might be applied in determining the cultural characteristics of two countries – Japan and USA.

Building on the Hofstede and Kluckhohn & Strodtbeck analysis of Japan and USA undertaken in Workshop 2, students will research 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 the practice of the relevant HR activity. The groups will present the findings of their investigations in Workshops 6 and 7.

Some evidence should be provided which demonstrates the validity of the analysis. For example, if an assertion is made that Japan discriminates on the basis of gender, a job advertisement identifying this might be included. Or, if it is claimed that USA employers prefer non-union labour, excerpts of conditions of employment might be included. The web would be the simplest source of such evidence; formal academic sources are not necessary.

Each presentation should take about 20-25 minutes. Group members are urged to make their sessions as interesting and diverse as possible and, to this end, can design the style and content of the presentation as they see fit. Possibilities include role plays, video clips, sketches, quizzes, analysis of news items, group discussions, and so forth.

Topics:	Workshop 6	Structure and strategy
	Workshop 6	Recruitment & Selection
	Workshop 6	Performance Management
	Workshop 6	Training & Development
	Workshop 7	Remuneration
	Workshop 7	Employment Relations

## Essay

*Date:* Saturday 22 August  
(To be handed in to the lecturer at the commencement of Workshop 3)

*Length:* 1800 - 2000 words

*Value:* 25 marks

In this assignment, you have an opportunity to consider an area of HRM which interests you. You are required to use this chosen area and explain how operating in an international or multicultural environment makes 'normal' HRM practices problematic. You should use at least one detailed case study to illustrate your explanation. You are then required to suggest how the difficulties created by the international or multicultural situation might be addressed by changes in HRM practice.

To illustrate.

General HR topic: Conditions of work. Specific topic: Work hours.

In the 1990s, a Commissioner observed that police officers in the kingdom of Tonga were frequently late for work. A cultural explanation was that Pacific islanders have a different view of the value of time and 'lateness' is relatively meaningless to them ... it was even called 'Polynesian time'. However, detailed investigations involving interviews, correlations between time sheets and weather reports and local transport data, concluded that physical realities increased the likelihood that Tongans who travelled to work would be late. It was found that numerous variables impacted on the tardiness of police officers, including electricity failures, lack of private vehicles, poor roads, torrential rainfall, and poor public transport. In this case, the interesting question is the extent to which culture actually impacted on the situation; in other words, was culture really an issue or was it just a convenient category for simplistic solutions to a problem. Suggested solutions include: having staggered hours for officers coming on and off duty, issuing officers with off-road bicycles to enable them to travel quickly over unmade roads, and providing accommodation close to the police stations.

Students will be required to submit a brief (100 words) statement of topic for the approval of the Lecturer-in-Charge.

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

Workshop lectures	3 hours (part)						
Workshop exercises	3 hours (part)						
Workshop discussions	3 hours (part)						
Presentation	20 - 25 minutes – 15%						
Essay	1800 - 2,000 words – 25%						
Final Examination	3 hours – 60%						
Learning outcome 1	The impacts of culture on work and human resource management.	♦	♦	♦	♦	♦	♦
Learning outcome 2	The complexity of managing in multicultural and international environments.	♦	♦	♦	♦	♦	♦
Learning outcome 3	The challenges of managing a multi-national workforce.	♦	♦	♦	♦	♦	♦
Graduate Attribute 1	Knowledge	♦	♦	♦	♦	♦	♦
Graduate Attribute 2	Communication skills	♦	♦	♦	♦	♦	
Graduate Attribute 3	Problem solving skills	♦	♦	♦	♦	♦	
Graduate Attribute 4	Global perspective	♦	♦	♦	♦	♦	♦
Graduate Attribute 5	Social responsibility						

# Study Schedule

Semester 2, 2009

Workshop	Workshop Date	Text Chapter	Topic	Due Dates
1	18 July	Chapter 1	Introduction to unit Introduction to IHRM Theories of Culture	Presentation topics will be assigned.
2	1 August	Chapter 2	Theories of Culture (Cont'd) Structure and Strategy	Advice of pairs for assignment
3	22 August	Chapters 4, 5 and 8	Recruitment, Selection and Repatriation	Assignment due Saturday 22 August
4	5 September	Chapter 11 Chapter 6	Performance Management Training and Development	
5	19 September	Chapter 7 Chapter 10	Remuneration Employment Relations	
6	3 October			Presentations 1 - 4
7	17 October		Review	Presentations 5 - 6

A Calendar/Study Planner showing dates is available from School of Management website at <http://www.utas.edu.au/mgmt/student.htm>.