BMA381
INTERNATIONAL HRM

Semester 1, 2012

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and Ms Robyn Freeman

CRICOS Provider Code: 00586B
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Unit Description

International human resource management (IHRM) 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 IHRM challenges and problems with which organisations are faced when operating internationally:

- How do international organisations manage a global workforce?
- What IHRM policies and practices will support the MNE’s strategy and structure?
- To what extent should MNEs follow home country standards in IHRM 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 IHRM, 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.

Pre-Requisite Unit(s)

BMA101 Introduction to Management

AND

BMA1/221 Management of Human Resources; or
BMA151 Principles of Marketing; or
BMA 181 Introduction to International Business

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 of Management cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.
### Intended Learning Outcomes and Generic Graduate Attributes

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Graduate Attribute Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In this unit you will learn:</strong></td>
<td></td>
<td>The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students:</td>
</tr>
<tr>
<td><strong>In assessing this unit I will be looking at your ability to:</strong></td>
<td></td>
<td>Knowledge (3) The ability to transfer knowledge to complex and uncertain business situations and transmit that knowledge to professional peers for critical discussion.</td>
</tr>
<tr>
<td>How cultural systems influence human resource management practices</td>
<td></td>
<td>Effective functioning knowledge in:</td>
</tr>
<tr>
<td>Define and explain theoretical frameworks for understanding cultural systems</td>
<td>Presentation</td>
<td>• Their specific discipline and its application to the business environment</td>
</tr>
<tr>
<td>Evaluate culture systems using relevant theoretical frameworks</td>
<td>Report</td>
<td>• The legal, regulatory and ethical framework of business organisations</td>
</tr>
<tr>
<td>Identify how the cultures of specific countries influence the conceptualisation and practice of human resource management functions.</td>
<td>Presentation</td>
<td>Functional lifelong learner for professional and personal career aspirations.</td>
</tr>
<tr>
<td>Report</td>
<td></td>
<td>Communication (3) – The ability to engage in persuasive, succinct oral and written discussions to communicate and defend a position held both individually and as part of a group, and to effectively respond to audience questions.</td>
</tr>
<tr>
<td>How to practice human resource management in a multinational organisation</td>
<td></td>
<td>Problem solving (3) – A critical grasp of theoretical frameworks and practices and the ability to integrate and apply them to problem resolution in a business context.</td>
</tr>
<tr>
<td>Identify and explain factors that influence the effectiveness of human resource management in multinational organisations.</td>
<td>Literature critiques</td>
<td>Global perspective (3) – The ability to use business knowledge and theories to evaluate decision making in the global business environment and consider global influences in work practices and decisions.</td>
</tr>
<tr>
<td>Specify the major causes and behavioural outcomes of cultural diversity in multinational organisations.</td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>To develop a critical appreciation of international human resource management theory and research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and critically analyse academic journal articles about international human resource management</td>
<td>Literature critiques</td>
<td></td>
</tr>
</tbody>
</table>
Learning Expectations and Teaching Strategies/Approach

Expectations

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

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.

Learning Resources

Prescribed Text


Recommended Texts


Black, I, Gregersen, HB, Mendenhall, ME & Stroh, LK 1999, Globalizing people through international assignments, Addison-Wesley, Reading.


**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). Some of the publications listed below focus exclusively on international HRM; others are generally concerned with domestic HRM, but address international HR issues periodically.

**Journals**:

- Academy of Management Journal
- Academy of Management Review
- Administrative Science Quarterly
- Asia Pacific Journal of Human Resources
- Human Resource Management Australia
- Human Resource Planning
- International Business Review
- International Journal of Human Resource Management
- Journal of American Academy of Business
- Journal of Applied Behavioural Science
- Journal of Applied Psychology
- Journal of Applied Social Psychology
- Journal of Human Resources
- Journal of International Business Studies
- Journal of International Management
- Journal of Management and Organization
- Journal of Occupational Behaviour
- Journal of Occupational and Organizational Psychology
- Management International Review
- Personnel Management
- Personnel Psychology
- Personnel Review
- Research and Practice in Human Resource Management
Periodicals:

Australian Financial Review
Business Review Weekly
Canadian HR Reporter
Career Development International
HR Monthly
Personnel Today

My Learning Online (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 at 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 at 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 coordinator of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website at http://www.utas.edu.au/coursesonline/privacy.htm.

Details of Teaching Arrangements

Workshops

There will be a series of TWELVE (12) workshops held weekly throughout the semester. Workshops will combine content lectures and interactive activities.

Workshops will be supplemented with set readings, recorded lectures and homework tasks. Details about the study activities set for each week of semester are provided on the following pages.
STUDY PROGRAM

Week One:

Workshop: Introduction to IHRM
- Unit overview
- Introduction to IHRM
- Activity - Critical analysis of literature for Assessment item 1 – demonstration of process

Homework: Write critique on article by Fields et al as per instructions for Assessment Task 1, bring to week 2 workshop

Week Two:
Pre-reading:


Workshop: Culture
- Review sample critiques for Assessment Task 1
- Intro to concept of culture
- Intro to Hofstede framework
- Activity – develop diagnostic for H dimensions (30 mins)
- Intro to K & S (15 mins)
- Activity – develop diagnostic for K & S dimensions (30 mins)
- Groups for presentations (Assessment Item 2)

Homework: Write first literature critique due on Monday 12th March

Week Three:
Submit first literature critique due on Monday 12th March

Pre-reading:


Workshop: Culture (continued)
- Why understanding culture is key to IHRM
- Activity – cultural influences on management practice
- Transitioning between cultures
- Activity on culture shock and cultural adjustment
Homework:
Prepare short written answers (1/2 page each) in answer to the following questions and bring to Week 4 workshop:

- What are the consequences of multinational enterprises adopting English as a corporate language?
- What are the consequences of management theories developed in the U.S. dominating the field of IHRM?

**Week Four:**

Workshop: International labour law and ethics
- Review of culture/ answers to application questions (30 minutes)
  - What are the consequences of multinational enterprises adopting English as a corporate language?
  - What are the consequences of management theories developed in the U.S. dominating the field of IHRM?
- International labour law (45 minutes)
- Activity – consequences for implementing international laws
- Ethics in IHRM
- Activity – implications of cultural systems for ethical management practice
- Return performance on literature critiques and review advice for improving

Homework:
Write second literature critique due on Monday 26\textsuperscript{th} March

**Week Five:**

Submit second literature critique due on Monday 26\textsuperscript{th} March

Workshop: International strategy and structure
- Introduction to international strategies and growth stages
- Activity – case study - HRM in growth stages
- Introduction to organisational structures
- Activity – implications for organisational structure for developing new HRM policy

**Week Six:**

Workshop: Cultural analysis presentation
- Cultural analysis presentations

Homework:
- Download and listen to recorded lecture about recruitment and selection
- Download and complete staffing exercise
- Bring to week 7 workshop
- Write third literature critique due on Monday 16\textsuperscript{th} April

**EASTER BREAK** 5 April to 11 April
**Week Seven:**

Submit third literature critique due on Monday 16\textsuperscript{th} April

Pre-reading:


Workshop: Recruitment and Selection of International Assignees
- Review of homework exercise on staffing
- IAs and selecting for IAs
- Activity – selection interview for international assignee
- Issues in selecting candidates
- Activity – selection exercise
- Repatriation

**Week Eight:**

Pre-reading:


Workshop: No workshop due to Anzac Day public holiday on Wednesday 25\textsuperscript{th} April

Homework:
- Download and listen to recorded lecture about compensation
- Download and complete international compensation exercise
- Bring to week 9 workshop

**Week Nine:**

Pre-reading:


Workshop: International training and development
- Review homework exercise on international compensation
- Global training issues
- Activity – instructional approaches
- Global Development
- Training for IAs
- Activity – develop training approach for IAs coming to Australia

Homework: Prepare short written answer (1 page) to the following question and bring to Week 10 workshop:
- What differences, if any, exist in the processes, outcomes and downsides of expatriation and inpatriation as developmental approaches?
**Week Ten:**
Submit report on adaptation of HRM practices due on Monday 7th May

Pre-reading:


Workshop: International Performance Management
- International PM function
- PM for international assignees
- Activity - develop PM system

**Week Eleven:**
Workshop: No workshop

Homework:
- Download and listen to recorded lecture on employment relations
- Select country of your choice and write 2-page summary about how employment relationships are negotiated in that country. You must cite at least 3 websites as sources for your information.
- Bring to wk 12 lecture

**Week Twelve:**
Pre-reading:

Workshop: International Joint Ventures and SMEs
- Review of homework task on employment relationships
- Introduction to IJVs
- Activity – IJV proposal – evaluate risks and rewards
- Venture management and HRM in venture
- Activity – staffing venture
- SMEs and IHRM

Homework:
- Prepare list of topics you would like to have the lecturer review during week 13 workshop

**Week Thirteen:** Workshop: Unit review and exam preparation
Communication, Consultation and Appointments

Lecturers will be available for consultation during their specified consultation times and may be available at other times by appointment. Teaching staff will respond to email communication within TWO (2) business days.

Students must ensure they log into MYLO at least twice a week to ensure they receive any announcements about unit arrangements.

Assessment

Assessment Schedule

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 assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Value</th>
<th>Due Date</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature critiques</td>
<td>15 marks</td>
<td>9am on morning of workshop in weeks 3, 5 and 7</td>
<td>500 words each</td>
</tr>
<tr>
<td></td>
<td>(5 marks per critique)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural analysis presentation</td>
<td>15 marks</td>
<td>Week 6</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Cultural Adaptation of IHRM Function</td>
<td>20 marks</td>
<td>2pm on Monday 7 May</td>
<td>2000 words</td>
</tr>
<tr>
<td>Final examination</td>
<td>50 marks</td>
<td>Exam period</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

* 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.

Assessment Item 1 – Literature critique

Task Description: This task requires you to prepare a short report reviewing an academic journal article on the topics noted below. The purpose of this assessment task is to develop a critical appreciation of international human resource management theory and research. 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 that contribution to the discipline of IHRM, and determining how it can be applied to IHRM practices.

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 practice;
- effectively reading academic articles and communicating your conclusions in a written report.

Each report should review one academic journal article you have read about one of the following topics:
- Week 3: Culture
- Week 5: Ethics
- Week 7: International Strategy, Staffing or Recruitment & Selection

Each report should be approximately 500 words long and be in the following format:

- **Subject area of the paper read** 150 words
  A short summary of the article's contents. For example: the article reports research that examines the relationship between national culture and performance management. The research was conducted by conducting case studies of 8 companies in 5 countries.

- **Critical comment on the paper** 150 words
  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.

- **Implications of the work for IHRM practice** 200 words
  Identification of at least one HRM practice to which the work could be applied and discussion of how the practice could be adapted in light of the research findings.

The reports must uploaded to MYLO by 9am on the day of the relevant week’s workshop. Reports must include a copy of or web link to the original article. The reports will be returned the week after they are submitted.

**Assessment Criteria:** Available on next page

**Task Length:** 500 words each

**Due Date:** Weeks 3, 5 & 7

**Value:** 15 marks overall (5 marks per paper)
## Literature Critique evaluation rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD (High Distinction) 80% - 100%</th>
<th>DN (Distinction) 70% - 79%</th>
<th>CR (Credit) 60% - 69%</th>
<th>PP (Pass) 50% - 59%</th>
<th>NN (Fail) 0% - 49%</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critique 1 Identify article topic</strong></td>
<td>Key concepts and research focus / core issue are identified. Research method or central argument is described in detail. Key findings or conclusions are explained in detail.</td>
<td>Key concepts and research focus / core issue are identified. Research method or central argument is described broadly. Key findings or conclusions are explained broadly.</td>
<td>Key concepts are identified. Some details about the research method or central argument. Some details about key findings or conclusions.</td>
<td>Key concepts are identified. Very little detail about research design or central argument. Incorrect or no discussion of key findings and conclusions.</td>
<td>Key concepts are incorrectly or not identified. Incorrect or no detail about research design or central argument. Incorrect or no discussion of key findings and conclusions.</td>
<td>/1.5</td>
</tr>
<tr>
<td><strong>Critique 1 Critical evaluation of Strengths &amp; Weaknesses</strong></td>
<td>One or more strengths identified Clear and convincing explanation of how it affected the value of the work</td>
<td>One or more strengths identified Unclear explanation of how it affected the value of the work</td>
<td>No strengths identified</td>
<td>No strengths identified</td>
<td>No strengths identified</td>
<td>/1</td>
</tr>
<tr>
<td><strong>Critique 1 Determination of implications for HRM practice</strong></td>
<td>Very detailed explanation of at least one HRM practice to which the work could be applied Very detailed and specific suggestions about how practice could be adapted to incorporate key findings of the work</td>
<td>Detailed explanation of at least one HRM practice to which the work could be applied Detailed and specific suggestions about how practice could be adapted to incorporate key findings of the work.</td>
<td>Identifies at least one HRM practice to which the work could be applied Broad suggestions about how practice could be adapted to incorporate key findings of the work.</td>
<td>Identifies a broad area of HRM to the work could be applied Does not specifically explain how the work could be incorporated into HRM practice.</td>
<td>Does not specifically identify a HRM practice to which the work could be applied Does not discuss how the work could be incorporated into HRM practice.</td>
<td>/1.5</td>
</tr>
<tr>
<td><strong>Write using academic language and structure.</strong></td>
<td>Writing style is clear: logical flow and structure; A concise well developed argument in fluent discipline-specific academic language. No spelling or grammatical errors.</td>
<td>Writing style is mostly clear Argument is generally logical, concise and coherent, and mostly in discipline specific academic language. Some spelling or grammatical errors.</td>
<td>Writing style is unclear; lacks logical flow and structure; substantial grammatical errors</td>
<td>Writing style is unclear; lacks logical flow and structure; substantial grammatical errors</td>
<td>Writing style is unclear; lacks logical flow and structure; substantial grammatical errors</td>
<td></td>
</tr>
<tr>
<td><strong>Correctly apply School of Management referencing protocols</strong></td>
<td>All sources cited in text. In-text citations provide all the required information. All information in correct order and format.</td>
<td>All sources cited in text. In-text citations provide most of the required information. Minor errors in the order of information or in formatting.</td>
<td>Some sources not cited in text. In-text citations do not provide required information. Citations are incorrectly formatted.</td>
<td>Reference list does not contain details for all sources cited in text of assignment. Major errors in the order of information and / or formatting.</td>
<td>Reference list does not contain details for all sources cited in text of assignment. Major errors in the order of information and / or formatting.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Submission Rules:**

Rule 1: Failure to acknowledge sources will lead to an overall fail grade.
Rule 2: Incoherent English writing will lead to a fail grade and writing that is difficult to understand will result in reduced marks because it inhibits understanding of written material.

Total / 5
Assessment Item 2 – Cultural analysis presentation

**Task Description:** This assessment task will 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.

In the Week 2 lecture, you will be divided into groups of five students. Each group will prepare a cultural analysis for a country of their choice. The groups will present their analyses to the rest of the class during the week 6 workshop. The analysis must evaluate the relevant culture using the theoretical frameworks developed by Hofstede and Kluckhohn & Strodtbeck, which will be detailed in the week 2 lecture. Some evidence should be provided which demonstrates the validity of the analysis. For example, if an assertion is made that Canada discriminates on the basis of gender, a job advertisement identifying this might be included. Or, if it is claimed that Israel employers prefer non-union labour, excerpts of conditions of employment might be included.

**Assessment Criteria:** Available on next page

**Task Length:** 20 minutes

**Due Date:** Week 6

**Value:** 15 marks
## Presentation rubric: Analysis of national culture

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD (High Distinction)</th>
<th>DN (Distinction)</th>
<th>CR (Credit)</th>
<th>PP (Pass)</th>
<th>NN (Fail)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90% - 100%</td>
<td>70% - 79%</td>
<td>60% - 69%</td>
<td>50% - 59%</td>
<td>0% - 49%</td>
<td></td>
</tr>
<tr>
<td>Definition and explanation of theoretical frameworks</td>
<td>Explanation of Hofstede framework is comprehensive and accurate on all dimensions</td>
<td>Explanation of Hofstede framework is detailed and accurate on all dimensions</td>
<td>Explanation of Hofstede framework is detailed and accurate on most dimensions</td>
<td>Explanation of Hofstede framework is broad and inaccurate on some dimensions</td>
<td>Explanation of Hofstede framework misses some dimensions or is incorrect on most dimensions</td>
<td>/2</td>
</tr>
<tr>
<td></td>
<td>Explanation of Kluckhohn &amp; Strodtbeck framework is comprehensive and accurate on all dimensions</td>
<td>Explanation of Kluckhohn &amp; Strodtbeck framework is detailed and accurate on all dimensions</td>
<td>Explanation of Kluckhohn &amp; Strodtbeck framework is detailed and accurate on most dimensions</td>
<td>Explanation of Kluckhohn &amp; Strodtbeck framework is broad and inaccurate on some dimensions</td>
<td>Explanation of Kluckhohn &amp; Strodtbeck framework misses some dimensions or is incorrect on most dimensions</td>
<td>/2</td>
</tr>
<tr>
<td>Evaluation of cultural systems using relevant theoretical frameworks</td>
<td>Insightful, convincing conclusions, fully supported by meaningful evidence.</td>
<td>Convincing conclusions, fully supported by meaningful evidence.</td>
<td>Appropriate conclusions, supported by mostly meaningful evidence.</td>
<td>Appropriate conclusions, supported by some meaningful evidence.</td>
<td>Conclusions are unstated or unclear, conclusions partially supported by evidence.</td>
<td>/4</td>
</tr>
<tr>
<td></td>
<td>Logical discussion of implications for HRM practices</td>
<td>Logical discussion of implications for HRM practices</td>
<td>Logical discussion of implications for HRM practices</td>
<td>Some discussion of implications for HRM practices</td>
<td>Incorrect or missing discussion of implications for HRM practices</td>
<td>/4</td>
</tr>
<tr>
<td>Findings are communicated to audience in an oral format.</td>
<td>Well organised and structured presentation communicating all findings.</td>
<td>Organised presentation communicating all findings.</td>
<td>Fairly well organised presentation communicating most findings.</td>
<td>Partially organised presentation communicating at least half of the findings.</td>
<td>Fragmented presentation communicating some research findings.</td>
<td>/1</td>
</tr>
<tr>
<td></td>
<td>Presenter engaged audience through:</td>
<td>Presenter engaged audience through:</td>
<td>Presenter engaged audience through:</td>
<td>Presenter engaged audience through:</td>
<td>Presenter engaged audience through:</td>
<td>/2</td>
</tr>
<tr>
<td></td>
<td>eye contact and body language</td>
<td>eye contact and body language</td>
<td>eye contact</td>
<td>eye contact</td>
<td>some eye contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pitch, volume &amp; tone of voice</td>
<td>pitch, volume &amp; tone of voice</td>
<td>volume &amp; tone of voice</td>
<td>volume of voice</td>
<td>some fluent speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fluent speech, without reading notes</td>
<td>fluent speech; minimal reading of notes</td>
<td>fluent speech</td>
<td>fluent speech</td>
<td>some use of examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>some real world examples to clarify content</td>
<td>some real world examples to clarify content</td>
<td>some real world examples to clarify content</td>
<td>some real world examples to clarify content</td>
<td>some real world examples to clarify content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>props and media to keep the audience interested</td>
<td>props and media</td>
<td>props and media</td>
<td>props and media</td>
<td>props and media</td>
<td></td>
</tr>
<tr>
<td>Presenter defends findings by responding to audience questions.</td>
<td>Effectively listens and responds convincingly to all questions posed by audience</td>
<td>Responds effectively to all questions posed by audience</td>
<td>Responds to most questions posed by audience</td>
<td>Responds to some questions posed by audience</td>
<td>Partially responds to some questions posed by audience</td>
<td></td>
</tr>
</tbody>
</table>

Comments:  

Mark / 15
**Assessment Item 3 – Cultural Adaptation of IHRM Function**

**Task Description:** This assessment task will synthesise your understanding of cultural systems and concepts with your theoretical and practical knowledge of human resource management. The focus of this activity is determining 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.

To complete this task you must select a country of your choice and prepare a report recommending how three (3) HRM practices should be performed in order to be effective and culturally appropriate in that national culture. You may use the country you analysed for your presentation. You must select three HRM functions from the following list:

- Recruitment & Selection
- Performance Management
- Training & Development
- Remuneration

and then select one specific practice for each HRM function. For example, you might select Recruitment and Selection as the HRM function and focus on the use of newspaper job advertisements as the specific HRM practice.

Your recommendation about each practice should include:

- Discussion of how the practice will need to be performed in order to be as effective as possible (drawn from relevant HRM literature)
- Discussion of how the practice will need to be performed in order to be consistent with local cultural norms.

**Assessment Criteria:** Available on next page

**Task Length:** 2000 words

**Due Date:** Week 10

**Value:** 20 marks
<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD (High Distinction) (80% - 100%)</th>
<th>DN (Distinction) (70% - 79%)</th>
<th>CR (Credit) (60% - 69%)</th>
<th>PP (Pass) (50% - 59%)</th>
<th>NN (Fail) (0% - 49%)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of HR practice</td>
<td>Very detailed explanation of purpose and execution of the HR practice.</td>
<td>Detailed explanation of purpose and execution of the HR practice.</td>
<td>Broad explanation of purpose and execution of the HR practice.</td>
<td>Basic explanation of purpose and execution of the HR practice.</td>
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</tr>
<tr>
<td>Discussion of effective performance</td>
<td>Applies comprehensive knowledge of HR theory from academic literature to support recommendations.</td>
<td>Applies broad knowledge of HR theory from academic literature to support recommendations.</td>
<td>Applies relatively detailed knowledge of HR theory from academic literature to support recommendations.</td>
<td>Applies reasonable knowledge of HR theory from academic literature to support recommendations.</td>
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<td>Discussion of culturally appropriate performance</td>
<td>Convincing conclusions, fully supported by meaningful evidence.</td>
<td>Appropriate conclusions, fully supported by meaningful evidence.</td>
<td>Appropriate conclusions, supported by mostly meaningful evidence.</td>
<td>Appropriate conclusions, supported by some meaningful evidence.</td>
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</tr>
<tr>
<td>Write using academic language and structure.</td>
<td>Writing style is clear; logical flow and structure; No spelling or grammatical errors.</td>
<td>Writing style is clear; Mostly logical flow and structure; Minor spelling or grammatical errors.</td>
<td>Writing style is mostly clear; Generally logical flow and structure; Some spelling or grammatical errors.</td>
<td>Writing style lacks some clarity; flaws in logical flow and structure; Spelling or grammatical errors.</td>
<td>Writing style is unclear; lacks logical flow and structure; numerous spelling grammatical errors.</td>
<td>/2</td>
</tr>
</tbody>
</table>

**Assessment Submission Rules:**

Rule 1: Failure to acknowledge sources will lead to an overall fail grade.

Rule 2: All sources must be correctly acknowledged using the Harvard Referencing Style

**Score**

**Total** /20
Assessment Item 4 – Final Exam

Format: Closed-book exam featuring short essay questions
Questions will be based on workshop lectures and activities

Duration: 3 hours

Date and Time: Exam period

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 the 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 Exams: Except in special circumstances and on the recommendation of the unit coordinator 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.
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. Students must request permission from the Student Centre in order to use a bilingual dictionary.

### Submission of Coursework

#### Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet, which is 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 submitted. If this is not done the assignment will not be accepted and therefore will not be 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. Assignments must be submitted electronically through the relevant assignment drop box in MyLO. All coursework must be handed in by 2.00pm on the due date.

#### Requests for Extensions

**Written Coursework:** 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 unit coordinator 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 five days late will normally not be accepted by the unit coordinator.

#### Faculty of Business Late Assessment Policy


#### Academic Referencing and Style Guide

Before starting their assignments, students are advised to familiarise themselves with the following electronic resources. The first is the *School of Management Guide to Writing Assignment*, which can be accessed from the following site: [http://www.utas.edu.au/mgmt/student.htm](http://www.utas.edu.au/mgmt/student.htm). The guide provides students with useful information about the structure and style of assignments in the School of Management.

The second is the *Harvard Referencing System Style Guide*, which can be accessed from the UTAS library ([http://utas.libguides.com/content.php?pid=27520&sid=199808](http://utas.libguides.com/content.php?pid=27520&sid=199808)). The Harvard Referencing System will be used in all School of Management units, and students are expected to use this system in their assignments.
Academic Misconduct and Plagiarism

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

(b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline. This can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit 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/.

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.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see http://www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Text Chapter</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27 February</td>
<td>1</td>
<td>Introduction to IHRM</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5 March</td>
<td>5</td>
<td>Culture</td>
<td></td>
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<tr>
<td>3</td>
<td>12 March</td>
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<td>Culture (Continued)</td>
<td>Literature critique due</td>
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<tr>
<td>4</td>
<td>19 March</td>
<td>6</td>
<td>International labour law</td>
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</tr>
<tr>
<td>5</td>
<td>26 March</td>
<td>2 &amp; 3</td>
<td>Strategy and Structure</td>
<td>Literature critique due</td>
</tr>
<tr>
<td>6</td>
<td>2 April</td>
<td>8</td>
<td>Recruitment and Selection</td>
<td>Cultural Analysis Presentations</td>
</tr>
</tbody>
</table>

Mid-Semester Break – 5 April to 11 April

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Text Chapter</th>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>16 April</td>
<td>9</td>
<td>Recruitment, Selection and repatriation of international assignees</td>
<td>Literature critique due</td>
</tr>
<tr>
<td>8</td>
<td>23 April</td>
<td>11</td>
<td>Remuneration</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>30 April</td>
<td>10</td>
<td>Training and Development</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>7 May</td>
<td>12</td>
<td>Performance Management</td>
<td>Report on adaptation of HRM practices due 2.00pm on Monday, 7 May</td>
</tr>
<tr>
<td>11</td>
<td>14 May</td>
<td>7</td>
<td>Employment Relations</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>21 May</td>
<td>4</td>
<td>International Joint Ventures and SMEs</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>28 May</td>
<td></td>
<td>Review</td>
<td></td>
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</tbody>
</table>

Examination Period: 9 June – 26 June