
School of Management

MMBA561 STRATEGIC AND INTERNATIONAL HUMAN RESOURCE MANAGEMENT

Trimester 1 2016

COURSE OUTLINE

COURSE COORDINATOR

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(Please email me to set up an appointment)

SENIOR ADMINISTRATOR

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CLASS TIMES AND LOCATION

This paper will run in a modular format over four Saturdays. The dates for each module are as follows:

Module 1	Saturday	March 12	9.00 - 4.00pm	Room RWW129
Module 2	Saturday	April 2	9.00 - 4.00pm	Room RWW129
Module 3	Saturday	April 16	9.00 - 4.00pm	Room RWW129
Module 4	Saturday	May 21	9.00 - 4.00pm	Room RWW129

There is no final examination with this paper; all assessment will be conducted throughout the duration of the paper.

TRIMESTER DATES

Teaching Period: Monday 29th February – Friday 3rd June 2016

WITHDRAWAL FROM COURSE

Your fees will be refunded if you withdraw from this course on or before Friday 11th March 2016. The standard last date for withdrawal from this course is Friday 13th May 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an *'Application for Associate Dean's Permission to Withdraw Late'* including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

COURSE DESCRIPTION

This course provides a critical analysis of models of strategic human resource management (SHRM) within the context of international practice. The focus is on the strategic management of employees in a manner that contributes to competitive advantage. Issues of human resource planning, policy and cross-functional integration are addressed.

Post-experience programmes at Victoria serve to produce professional managers capable of fulfilling strategic roles within corporate and government enterprises. Integral to this is an understanding of the role that human resources management (HRM) issues play in a global environment. With the number and size of international organizations expanding, the field of Strategic and International Human Resource Management (SIHRM) has become increasingly important. While International Human Resource Management (IHRM) focuses on how different organisations manage their employees across national borders, increased competitive pressure has highlighted the importance of aligning such practices with organisational strategies, resulting in the emergence of SIHRM. This course provides students with an understanding of the Strategic and HRM issues facing multinational corporations (MNCs) within an international context, so as to enable critical judgments about the practical issues involved in managing employees across national borders.

COURSE LEARNING OBJECTIVES

By the end of this course students should be able to:

- Demonstrate an understanding of key issues associated with managing people across national borders,
- Analyse the impact that MNCs have on national employment systems and vice versa (this will also include the extent to which MNCs adapt their HRM practices to different national ‘cultures’ of management and HRM and/or the degree to which they act as innovators, introducing new HRM approaches and management cultures),
- Analyse and apply critical thinking to the impact of HRM on strategic business decisions in different kinds of MNCs – for example, the HRM factors that shape the location of foreign investment,
- Demonstrate knowledge of the evolution of multinational organisational structures in response to the internationalisation of the world economy,
- Articulate knowledge and critical thinking about how corporate structure, strategy and culture affects the international management of HRM.

In addition, this course will provide students with the opportunity:

- to develop oral, written and IT-related communication skills
 - through active participation in tutorial and class discussion,
 - through the development and presentation of oral and written reports, using narrative, rhetoric and diagrammatic and other schema as forms of presentation
 - through formal and informal classroom debate,
- to develop critical and creative thinking skills
 - through exercises and assignments requiring analysis, evaluation, interpretation and synthesis,
 - through debate and classroom discussion,
- to develop leadership skills
 - through structured independent study: a project activity, a practicum, an internship etc
 - through leading a presentation or group exercise
 - through fulfilling spokesperson duties, reporting on a group’s activities or ideas to a class

EXPECTED WORKLOAD

In keeping with post-experience programmes workload expectations for this course are 10 hours per week and 30 hrs during the mid-trimester break.

INDIVIDUAL WORK

While post-experience programmes have a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments.

Please note: your assessed work may also be used by the Faculty for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course

COURSE MATERIALS

The required textbook for this course is:

Edwards, T. and Rees, C. (2011) *International Human Resource Management: Globalization, National Systems and Multinational Companies, (2nd Edition)* London: Pearson Education.

This can be purchased or rented from VicBooks. There are also copies for reference purposes in the library. Further readings (for critical reviews) and cases will be distributed via Blackboard at the commencement and throughout the course. For students seeking recommendations for general reading in the area and additional information on various aspects of the course, the following supplementary books are recommended and available in the library:

Dowling, P, Festing, M. and Engle, A. (2012) *International Human Resource Management (6th ed)*, Victoria: Thompson.

Harzing, A. and Pinnington, A (2011) *International Human Resource Management, (3rd ed)*. London: Sage Publications.

Martinez Lucio, M. (2014) *International Human Resource Management: An Employment Relations Perspective*, London: Sage Publications.

MMBA 561 STRATEGIC AND INTERNATIONAL HRM

COURSE SCHEDULE 2016

Module	Date	Content	Chapters
Module 1	March 12	Introduction: Course Introduction & Assessment	Edwards & Rees Chapter 1
		Topic 1 Globalization, HRM and MNCs: <i>Sketching the Context for International HRM.</i>	Edwards & Rees Chapter 2 Donnelly & Dowling (2012)
		Topic 2 National Business Systems and MNCs: <i>How do MNCs operate across national borders? What influences management practices and policies?</i>	Edwards & Rees Chapter 3 & 4
		Easter Week 24 - 30 April	
Module 2	April 2	Topic 3 Strategy, Structure and International HRM: <i>How do MNCs work?</i>	Edwards & Rees Chapter 5 Critical Reviews
		Topic 4 The Role of HRM within MNCs: <i>Global Integration or localization? HRM considerations?</i>	Edwards & Rees Chapter 6 Critical Reviews
Module 3	April 16	Topic 5 Managing Human Resources within Subsidiaries: <i>The 'Diffusibility' of management practices.</i>	Edwards & Rees Chapter 7 Critical Reviews
		Topic 6 Managing International Managers: <i>Global Talent Management</i>	Edwards & Rees Chapter 9 & 10 Critical Reviews
		Mid Trimester Break 25 April – 1 May	
Module 4	May 21	Topic 7 Managing MNCs from Small Countries: <i>The importance of Size</i>	Donnelly (2013) Critical Reviews
		Topic 8: Managing Voice across National Borders: <i>Employee involvement and participation</i>	Edwards & Rees Chapter 12
		Final Case Presentations 21st May Course Overview	
	30 May	Final Written Case Study Due	

COURSE ASSESSMENT

The assessment for this course consists of three items. **All** items must be completed in order to meet the requirements for this paper.

ASSESSMENT TYPE	LENGTH	WEIGHT	DUE DATE
IHRM Case Study	3,000 words	50%	30 May 2016
	Case presentation	10%	21 May 2016
Critical Review & Presentation	1,000 words	20%	Variable dates
	Presentation & Discussion	10%	
Class Participation		10%	Throughout the course

1. IHRM INDIVIDUAL CASE STUDY

The case study is designed to provide you with the opportunity to apply the knowledge developed in the course to an analysis of a key IHRM issue. **60%** of the overall marks will be assigned to the written submission (50%) and oral presentation (10%) of an individual case project. The brief for the project is as follows:

Identify and critically evaluate a Strategic International HRM issue within a New Zealand owned MNC (*i.e. a New Zealand company that operates internationally*). Identify the main Strategic and International HRM challenges and possible solutions currently facing the organisation.

Further guidelines on how to research and structure the final written document are available on blackboard (cf. *project guidelines*). The following broad headings are offered as possible headings for structuring the final case report:

- i) Introduction,
- ii) Review of the relevant literature,
- iii) Overview and History of the MNC,
- iv) Outline of the International HRM issue,
- v) Analysis of the International HRM issue or problem,
- vi) Conclusions and Recommendation.

There are video tutorials (<http://libguides.victoria.ac.nz/find-library-resources>) available through the library to help you with your research, as well as a list of recommended HRM <http://libguides.victoria.ac.nz/human-resource-management>

2. CRITICAL REVIEW

A further **30%** of the total marks will be awarded for the individual submission (20%) and presentation (10%) of a critical review. Students will be expected to prepare a critical review of assigned readings and lead a group discussion within class. The review should provide a in-depth critical discussion of the article and topic, which will then be presented during the module.

Students should address the following issues:

- the significance of the topic addressed;
- the issues raised in each article;
- the arguments proposed; you should conclude with an evaluation of the merits, and
- the significance of the article for the wider topic of International HRM.

Key discussion-based questions relating to the readings will be expected to follow the presentations and be led by the presenter. Each student will be expected to respond to issues raised by other class members. For guidance on how to write a critical review, please consult the document *critical review guidelines* available on Blackboard. In brief, it is expected that you go beyond a mere summary of the readings and attempt to develop a *critical* argument for class debate. It is recommended that you focus your presentations around ‘pithy’ and concise statements of your positions and lead with a number of critical questions relating to the topic in hand.

3. CLASS PARTICIPATION

In keeping with all post-experience courses, a core element of this course is based on discussion and debate. To this end, each session will have an in-class case or exercise for students to engage within group discussions. Evaluation of your class participation will be dependent on your attendance and contribution to group discussions. Groups will be organised prior to the first session. Throughout each session groups will discuss and report on the case questions. Commensurate with other post experience courses, the following assessment criteria indicate the assessment criteria for class participation.

Grade	Assessment Criteria
A range	The student actively engages in class activities. Participation in class discussions and group-work demonstrates preparation through pre-reading of required materials. Exercises a positive influence on the learning of others in class discussions and group-work through a more critical, creative or contextualised contribution. Makes connections with the thoughts of other students, adding value to what others say.
B range	The student actively engages in class activities. Participation in class discussions and group-work demonstrates preparation through pre-reading of required materials. Shows a proactive engagement with class discussions and group-work. Contributes thoughts which show good focus on the in-class discussion.
C range	The student engages less enthusiastically in class activities. Participation in class discussions and group-work demonstrates limited preparation through pre-reading of required materials. Only asks questions when doesn't understand something in the readings or notes.
D range	The student has unexplained absences from class, regularly arrives late, or leaves the class before it finishes. Often fails to take responsibility for own learning because doesn't read the required readings in advance of class. Is a 'passenger' or disruptive to the learning of others in group-work.

SUBMISSION OF ASSIGNMENTS

For accreditation purposes, students are requested to submit two copies of each assignment, one in electronic form and one in hard copy form. Students should also ensure that they have a personal copy of each piece of assessment. Assignments should be handed in to the 10th floor reception by the due date and time.

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments that are more than one week late will not be accepted without prior approval from the course co-ordinator.

In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss a waiver of the penalty with the course co-ordinator and should seek supporting documentation from the University's Student Counselling services, contact counselling-services@vuw.ac.nz . If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

REFERENCING

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>).

REFERENCE AND READING MATERIALS

Students are expected to consult the course readings, in the first instance. It is also expected that students will refer to additional readings. To this end, a short supplementary reading list for each topic is contained in the course readings pack. Other reference and reading materials may be found in:

- the references provided by the authors of the articles/ chapters/ books in the course reading materials,
- the library's reading materials - material on HR/IR topics can be found in the HD5000 range, and, other academic journals.

The following are a selection of some of the main journals containing current research on strategic and international human resource management.

- **Asia Pacific Journal of Human Resources**
- Australian Journal of Management
- Columbia Journal of World Business
- **European Journal of Industrial Relations**
- Human Relations
- Human Resource Management
- **International Journal of Human Resource Management**
- International Management
- **International Studies of Management & Organization**

- Journal of Industrial Relations
- Journal of International Business Studies
- Management International Review
- New Zealand Journal of Industrial Relations
- Work, Employment and Society

Other journal articles are obtainable electronically either through *the library website*. Some examples of web sites with information and resources related to Human Resource Management in New Zealand are:

- Employment Relations Service <http://www.ers.dol.govt.nz/>
- New Zealand Department of Labour <http://www.dol.govt.nz/>
- Human Resources Institute of New Zealand <http://www.hrinz.org.nz/>
- New Zealand institute of Management <http://www.nzim.co.nz/>
- Business NZ <http://www.businessnz.org.nz/>

OTHER USEFUL WEBSITES FOR SELECTED INFORMATION FOR SIHRM

www.dol.gov

www.internationallawoffice.com

www.ilo.org/dyn/natlex

http://europa.eu.int/comm/enlargement/index_en.html

www.business.gov

www.ilo.org

www.bsr.org

www.expatriates.com

www.getcustoms.com

www.ghrm.rutgers.edu

www.jinjapan.org

www.ciionline.org/AboutCII/44/default.asp

www.fedee.com/index.shtml

www.shrmglobal.org/

www.cipd.org.uk

www.allafrica.com

www.oas.org

www.labour.nic.in/

www.aficio.org

www.indiagov.org

www.oecd.org

www.ahri.com.au

www.eurunion.org

<http://embassy.org/embassies>

www.weforum.org

www.worldbank.org

MARKING CRITERIA

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal Range</i>	<i>Indicative Characterisation</i>
Pass	A+	90%-100%	Outstanding performance
	A	85%-89%	Excellent performance
	A-	80%-84%	Excellent performance in most respects
	B+	75%-79%	Very good performance
	B	70%-74%	Good performance
	B-	65%-69%	Good performance overall, but some weaknesses
	C+	60%-64%	Satisfactory to good performance
	C	55%-59%	Satisfactory performance
Fail	C-	50%-54%	Adequate evidence of learning
	D	40%-49%	Poor performance overall, some evidence of learning
	E	0-39%	Well below the standard required

STUDENT FEEDBACK

In 2015 students strongly agreed that the way this course was well organized, course information was clearly communicated and feedback enabled them to learn effectively. The amount of work required for this course was regarded as 'about right'. In addition to this, the students highly valued what they learnt. Overall, the course was rated as 'excellent'. Taking on board that feedback, the course will be offered in a similar way for 2016.

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php

COMMUNICATION OF ADDITIONAL INFORMATION

Information relating to this course will be available on Blackboard (<http://www.blackboard.vuw.ac.nz>). Course materials will be distributed at the beginning of the course. Any changes to the schedule or content will be raised within class and posted on Blackboard.

CLASS REPRESENTATIVE

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times. Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Please note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism at www.victoria.ac.nz/home/studying/plagiarism.html

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party. *You are strongly advised to check with the course coordinator if you are uncertain about how to use and cite material from other sources.*

Link to general information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

ANNEX A



School of Management

MMBA 561 Individual Case Study Cover Sheet

Name: _____

Student ID: _____

Date Due: _____

Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____