

**Advanced Human Resource Management
290.493**

Semester Two - 2002

Course Lecturer: Kevin B. Lowe
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Office Hours: Tuesdays & Thursdays 10.30-11.30am; Fridays 2.00-4.00pm
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Course Time: Friday 5.00-8.00pm
Venue: SS OLS Resource Room 1237

Course Objectives & Goals

This course will ground the student in the numerous issues and challenges involved in developing and delivering human resource systems across countries and cultures. Issues to be discussed include, but are not limited to, how the legal/structural environment shapes the employment relationship and how cultural differences impact the applicability and effectiveness of practices in different settings.

Texts

International Dimensions of Human Resource Management, Dowling, Welch & Schuler
Wadsworth, 3rd edition, ISBN # 0-538-86137

Readings and Cases in International Human Resource Management, Mendenhall & Oddou,
Southwestern, 3rd edition, ISBN # 0-324-00634-9

Evaluation

Class Participation	20%
Reading list summaries	10%
Class leadership	15%
Term paper (Written)	20%
Term Paper (Verbal)	15%
Final Examination	20%

Class Participation

This class is structured as a seminar course with the intent of stimulating class discussion to enhance learning. To realize the value in this approach it is critical that the student read and give thought to each piece on the reading list. Ideally you will come to class with a personal formulation of what you view as the key learning point(s) as well as unanswered questions from each of the readings.

Formulating these learning points and questions in your mind is only half of your task. An equally critical element (and for me the measurable part) is the extent to which you are willing to test your perspective by giving voice to your conclusions and questions. The class participation grade, a subjective impression on my part of the quality and frequency of your comments, is an incentive to give voice to your perspective. I will request feedback from your peers near the end of the term to cross-validate my impression of each student's participation.

Sub-policy to class participation: Attendance

Many students in this course work full-time and occasionally these responsibilities and other life circumstances will interfere with their ability to attend class. While I hope that each of you can attend every class, missing one or less preferably two classes will be treated as a non-event. Missing three classes will raise concerns regarding your commitment to the course objectives. Missing four classes, except under extremely extenuating circumstances (e.g. temporary posting in another location) will unequivocally forfeit your opportunity to earn an "A" for the course. Missing five or more classes will be viewed as not meeting the most minimal requirements of the course and will result in an involuntary "drop" of the course. Please evaluate your schedule against these guidelines and determine if this is an appropriate semester for you to attempt this course.

Attendance is a necessary but not sufficient condition for receiving a favorable class participation rating. Necessary conditions include focused attention on the speaker(s), courtesy to the speaker and your peers, and engaged participation in discussions. To receive full credit for this course you must convince me by your verbal and non-verbal behavior that you are giving full attention to this course.

Note: Students who are less verbally active in class may wish to prepare in writing for each class a key question(s) and insight(s) from each assigned reading. These should be typed and handed to the professor at the beginning of class. Preparing these questions does not absolve the student from the need to verbally participate in class but will reduce potentially negative attributions regarding class preparation level.

Reading list summaries/Class leadership

On the first night of class each reading list component will be assigned to individual class members (2-3 readings per student). For each reading list item assigned the student should:

1. Prepare and distribute to each class member a summary of the reading. This summary should not exceed 2.5 pages in length. The purpose of the summary is to identify the key insights, learning opportunities and issues in the assignment to serve as an efficient reference tool for purposes of the final exam.

Assessment of the written summary will be based on: (1) The extent to which the summary conveys the highlights of the assigned reading; (2) The clarity and efficiency of writing; (3) The aesthetic quality of the summary (e.g. use of “white space”, formatting, figures) in making the document accessible for the reader.

2. Take the lead for the class time allotted to you to and deliver content to the class that is at least tangentially related to reading list item(s) assigned to you. You should plan on 25 minutes or less for what you hope to accomplish.

There is no "preferred" method for this leadership role. Some may choose to "present the reading", some may choose to pose and facilitate discussion questions, some may choose to show a relevant video, some may devise a learning game, some may describe how the content of the reading is (dis)similar to their place of employment, etc. Considerable latitude is available with the "preferred" method being the one that is most likely to enhance learning for that particular reading assignment. Creativity on your part is encouraged and will be rewarded. The wide latitude granted for class the class leadership portion will be described and discussed more fully during the first evening of class.

Assessment of the class leadership time will be based on: (1) The enthusiasm for learning conveyed in the session; (2) Relevance of the session to the course learning objectives; (3) Clear evidence of preparation; (4) Creativity and resourcefulness.

Term Paper (Written)

The term paper is the most heavily weighted product of the course. The paper should be typed, be as thorough as possible, and include a bibliography. The term paper can take one of two forms. In either form, assume you are preparing the document for the CEO of a major multi-national enterprise (see question to be answered). You may:

1. Choose a country, country grouping, or region (eg Korea, Asian Tigers, NAFTA) and discuss the set (recruitment, selection, training, appraisal, compensation, etc) of HR practices in the country.

MNE question "If we set up an operation in country X, what types of HR practices are prevalent in that country? What are the likely reasons for the prevalence of these practices?"

2. Choose one HR practice (eg recruitment, selection, compensation) and discuss similarities and dissimilarities across countries/cultures.

MNE question "We have operations in a number of foreign locales, do we run any risk if we adopt the same X practice in each of these locations? Why or why not?"

Regardless of the form selected, the paper should identify how cultural and structural elements impact the practice of human resource management.

It is crucial that you select a topic early (by 4th week) in the term. IHRM is a relatively new field and library resources are dispersed regardless of what University you attend. Though the increased availability of on-line full-text databases has reduced the need to utilize interlibrary loan services you will likely need to acquire at least a few references via interlibrary loan. You should expect the order date to delivery date cycle time to be at least 21 days. Said another way, if you wait until past the middle of the term to get started collecting materials, your paper will likely be sub-standard!

Assessment will be based on: (1) The comprehensiveness of topic treatment; (2) Clarity and efficiency in writing; (3) Quality of supporting references; and (4) To a lesser extent the aesthetic quality of the document

The term paper is due on Monday 11 November 2002 at 8.00 pm to the OLS assignment box. There are no minimum or maximum length limitations on the final assignment.

Term Paper (Oral)

The final four class sessions will be devoted to verbal presentations of your term papers. Each individual will be allotted 25 minutes to provide a professional "highlights" presentation of that material which they deem to be most useful to the class *and* to take questions on the material presented. These presentations will be peer reviewed. Presentation dates will be established by the third week of the term.

Final Examination

The final examination will consist of one or two macro level questions that provide the student considerable flexibility in demonstrating a comprehensive knowledge of IHRM. The student will be allowed to utilize course handouts and their own personal notes (but not the course text or the personal notes of others) as resources during the exam.

HRM 290. 493: CLASS PREPARATION GUIDE

CLASS WEEK ONE – 26 July

HUMAN RESOURCE MANAGEMENT AND STRATEGY: AN OVERVIEW

Low **Distribution** of syllabi discussion of course requirements, designation of reading list leads.

Low Introductory lecture on IHRM

Low *Dowling, Welch, & Schuler*, Chapter 1 – Introduction and overview

Class *Mendenhall & Oddou*, Reading 1.1, Global strategy and its impact on local operation: Lessons from Gillette Singapore

Class *Mendenhall & Oddou*, Reading 1.2, Managing the global workforce: Challenges and strategies

WEEK TWO – 2 August

STRATEGY, STRUCTURE AND IHRM

2.1 *Dowling, Welch & Schuler*, Chapter 2, - The organizational context

2.2 *Mendenhall & Oddou*, Reading 2.1, Convergence or divergence: Human resource practices and policies for competitive advantage worldwide.

2.3 *Mendenhall & Oddou*, Reading 7.3, Designing and supporting transnational teams: The human resource agenda

2.4 *Mendenhall & Oddou*, Reading 2.2, The link between business strategy and IHRM

2.5 *Mendenhall & Oddou* Case 2.1, The Anstrichehof Infrared Coating Corporation – AICC

WEEK THREE – 9 August

STAFFING FOR INTERNATIONAL OPERATIONS – Part 1

3.1 *Dowling, Welch & Schuler*, Chapter 3 – International recruitment and selection

3.2 *Mendenhall & Oddou* Reading 3.1, Flexible Working in Europe

3.3 *Mendenhall & Oddou*, Reading 3.2, The International Assignment Reconsidered

3.4 *Mendenhall & Oddou* Case 3.1, Computex Corporation

3.5 *Mendenhall & Oddou*, Case 3.2, Recruiting a Manager for BRB, Israel

WEEK FOUR – 16 August

STAFFING FOR INTERNATIONAL OPERATIONS – Part 2

- 4.1 *Mendenhall & Oddou*, Reading 9.1, A practical but theory based framework for selecting cross-cultural training methods
- 4.2 *Mendenhall & Oddou*, Reading 9.3, American expatriates abroad: From neophytes to cosmopolitans
- 4.3 *Mendenhall & Oddou*, Case 9.1, Fred Bailey: An innocent abroad – A case study in cross-cultural management
- 4.4 *Mendenhall & Oddou*, Case 9.2, Catskill Roads

WEEK FIVE – 23 August

PERFORMANCE MANAGEMENT AND IHRM

- 5.1 *Dowling, Welch & Schuler*, Chapter 4 – Performance Management
- 5.2 *Mendenhall & Oddou*, Reading 5.2, Expatriate performance appraisal: Problems and solutions
- 5.3 *Mendenhall & Oddou*, Case 5.1, The road to hell
- 5.4 *Mendenhall & Oddou*, Case 7.2, Organizational transformation at Skoda in the Czech Republic: An HRM perspective

WEEK 6 – 30 August

TRAINING AND DEVELOPMENT

- 6.1 *Dowling, Welch & Schuler*, Chapter 5 – Training and Development
- 6.2 *Mendenhall & Oddou*, Reading 4.1, Women managers and international assignments: Some recommendations for bridging the gap
- 6.3 *Mendenhall & Oddou* Reading 4.2, Management development: An African focus
- 6.4 *Mendenhall & Oddou* Reading 4.3, Management development in Europe: A study in cultural contrasts
- 6.5 *Mendenhall & Oddou*, Case 4.1, Career management of high fliers at Alcatel

WEEK 7 – 6 September

COMPENSATION

- 7.1 *Dowling, Welch, and Schuler*, Chapter 6 – Compensation
- 7.2 *Mendenhall & Oddou*, Reading 5.1, Rethinking international compensation
- 7.3 *Handout*, International Compensation Practices: A Ten-country Comparative Analysis. *Human Resource Management*, Spring 2002.
- 7.4 *Mendenhall & Oddou*, Case 5.2, High Technology, Incorporated: The International Benefits Problem.

WEEK 8 – 13 September

BEST PRACTICES IN IHRM: A TEN COUNTRY/REGIONAL ANALYSIS

Background Handout: Guest Editor's Note. *Human Resource Management*, Spring 2002.

- 8.1 *Handout*, Divergence or Convergence: A cross national comparison of personnel selection practices. *Human Resource Management*, Spring 2002.
- 8.2 *Handout*, Benchmarking Training and Development Practices: A multi-country comparative analysis. *Human Resource Management*, Spring 2002.
- 8.3 *Handout*: An exploratory assessment of the purposes of performance appraisals in North and Central America and the Pacific Rim. *Human Resource Management*, Spring 2002.
- 8.4 *Mendenhall & Oddou*, Reading 7.2, Cultural implications of implementing TQM in Poland.

WEEK 9 – 20 September

IHRM PRACTICE and RESEARCH – NEEDS AND CHALLENGES

- 9.1 *Dowling, Welch, & Schuler*, Chapter 9 – Issues, Challenges, and Theoretical Developments in IHRM.
- 9.2 *Handout*, Converging on IHRM Best Practices: Lessons learned from a globally distributed consortium on theory and practice. *Human Resource Management*, Spring 2002.
- 9.3 *Handout*, To be announced
- 9.4 *Handout*, To be announced

**** 27 September – Study Break ****

**** 4 October – Study Break ****

WEEK 10 – 11 October

First five term presentations

Class members to be determined. Presentation length plus questions and answer session cannot exceed 25 minutes in length. Time limits will be rigidly enforced.

WEEK 11 – 18 October

Second five term presentations

Class members to be determined. Presentation length plus questions and answer session cannot exceed 25 minutes in length. Time limits will be rigidly enforced.

WEEK 12 – 25 October

Next five term presentations

Class members to be determined. Presentation length plus questions and answer session cannot exceed 25 minutes in length. Time limits will be rigidly enforced.

WEEK 13 – 1 November

Class members to be determined. Presentation length plus questions and answer session cannot exceed 25 minutes in length. Time limits will be rigidly enforced.

**** 8 November – Study Break ****

***** Final Examination: As scheduled *****