University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	The International Employment Context					
Module Code	UMPD9N-15-M		Level	M	Version	1.2
Owning Faculty	FBL		Field	HRM		
Contributes towards	MA International Human Resource Management					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	September 2014		Valid to			

CAP Approval Date	20/11/14

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Understand how organisational and HR strategies are shaped by and developed in response to internal and external environmental factors (Components A & B). • Connect national culture and institutions with management practice in the field of HRM and the organisation of labour (Components A & B). • Evaluate the impact of globalisation on organisational and HR strategies and practices (Components A & B). • Understand the market and competitive environments of organisations and how organisational leaders and the HR function respond to these (Components A & B). • Understand demographic, social and technological trends and how they shape and impact on organisational and HR strategies and HR practices (Components A & B). • Identify government policy and legal regulation and how these shape and impact on organisational and HR strategies and practices (Components A & B). • Understand the managerial and business environment within which HR professionals work (Components A & B). • Promote professionalism and an ethical approach to HRM practice in organisations In addition the educational experience may explore, develop, and practise but not formally discretely assess the following: • Independent learning, group work and skills associated with discussion and debate

	• Personal organisation and study skills
Syllabus Outline	• **The organisational and strategic context:** introduction of the key themes for the module and consideration of the main features of organisational strategy, including how this relates to the HR dimension. • **Corporate social responsibility and business ethics, equality and diversity:** consideration of the obligations of organisations to the social environment in which they operate. The relevance of business ethics and the role of MNCs in the developing world will also be considered. • **Globalisation and regional integration:** consideration of the economic, social and political processes associated with the growing interdependence and integration of the global economy and how these processes impact on organisations, managers and workers. • **National culture and HRM:** consideration of the antecedents, dimensions and determinants of national culture and how culture shapes management practice, drawing on a number of typologies of cultural difference. • **Political, legal and economic context:** how political, economic and legislative systems influence the ways in which organisations approach the marketplace and manage their employees. It will focus particularly on the influence of different forms of capitalism and associated institutions. • **Labour markets, social structures and demography:** outline processes of labour market change and evolving social attitudes and structures, comparing and contrasting a number of national contexts. • **MNC, strategy and national difference:** consideration of the strategic options available to multinational corporations in responding to national cultural and institutional differences and the factors that act to shape strategic decision-making.
Contact Hours/Scheduled Hours	36 hours (12 x 3 hours sessions).
Key Information Sets Information	Key Information Sets (KIS) not currently required for PG. The table below indicates as a percentage the total assessment of the module which constitutes a - **Written Exam**: Unseen written exam, open book written exam, In-class test **Coursework**: Written assignment or essay, report, dissertation, portfolio, project **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: Total assessment of the module: |	
Written exam assessment percentage	40%
Coursework assessment percentage	60%
Practical exam assessment percentage	
	100%	
Teaching and Learning Methods	The teaching sessions will broadly take the format of a lecture on the given subject followed by discussion to relate the material to individual experience and

	understanding of national cultural and institutional difference. Discussion will seek to provide greater context and real-life examples to the theory introduced week-by-week. Case study material will be used extensively to provide students with the opportunity to tackle organisational problems. Students will be required to undertake relevant reading from the module for each week's session to ensure prior knowledge of the broad subject area for discussion.
	All materials, including weekly additional reading, case studies, relevant newspaper articles and lecture slides are available to students prior to the weekly sessions both in hard copy and on Blackboard. Blackboard is also used to communicate with students. Students will be given extensive guidance to develop the information skills to enable them to identify, retrieve and evaluate sources of information relevant to the module. In particular, guidance will be provided to students to access electronic resources relevant to the module such as Business Source Premier, Sage Online, Ingenta Online and Emerald.
	Learning comprises **scheduled taught sessions** (12 x 3 hours), which include the activities described above and **independent learning**, which includes hours engaged with essential reading, blended learning, case study preparation, assignment preparation and completion. These sessions constitute an average time of 150 hours.
	Students will be directed towards the following study skills websites:
	• The MySkills Study Skills website at http://www.uwe.ac.uk/library/resources/hub/ • Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism] • iSkillzone http://iskillzone.uwe.ac.uk [workshops for information retrieval, referencing, evaluation skills and literature reviewing http://www1.uwe.ac.uk/library/help.aspx] • Learn Higher http://www.learnhigher.ac.uk/Students.html
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.
	Due to the eclectic nature of the module and the need to keep teaching materials up-to-date, a module Reader will be compiled, drawing on a range of relevant textbooks and journal articles. This will constitute the essential reading for the module and will be distributed to all students at the beginning of the module. Students will be expected to have read the required reading prior to each teaching session which will amount to a single book chapter or article each week. This reading will be made available in electronic format via Blackboard.
	Details of relevant further reading will be provided to students who wish to develop their understanding or knowledge in a particular area of study. Students will be encouraged to undertake such reading to promote both understanding and engagement with the subject material. The indicative reading list provided below contains a range of textbooks which are available through the university library and which will help students to develop their knowledge beyond the immediate coverage of each session and its associated reading. The essential and suggested readings provide a baseline of sources which students should go beyond in their assessment research.

Indicative Reading List	List of examples for validation purposes only. Current advice on reading should be provided in annual module handbook and other more frequently updated sources.
	Branine, M. (2010) *Managing across Cultures*, London: Sage
	Brewster, C., Sparrow, P., Vernon, G. and Houldsworth, E. (2011) *International Human Resource Management* (3rd Edition), London: CIPD
	Browaeys, M-J., and Price, R. (2011) *Understanding Cross-cultural Management* (2nd Edition), Harlow: FT Prentice Hall
	Capon, C. (2004) Understanding Organisational Context (2nd Edition), Harlow: FT Prentice Hall
	Dicken, P. (2011) *Global Shift: Reshaping the Global Economic Map in the 21st Century* (6th Edition), Sage
	Dickman, M., Brewster, C. and Sparrow, P. (eds.) (2008) *International Human Resource Management: A European Perspective*, London: Routledge
	Dowling, P., Festing, M. and Engle, A. (2009) *International Human Resource Management*, London: Cengage
	Edwards, T. & Rees, C. (2011) *International Human Resource Management: Globalization, National Systems and Multinational Companies* (2nd Edition), London, Prentice Hall
	Goodenham, P. and Nordhaug, O. (2003) *International Management: Cross-boundary Challenges*, Basingstoke: Blackwell
	Harzing, A-W. and Pinnington, A. (2010) *International Human Resource Management*, Sage: London
	Hofstede, G. (1980) *Culture's Consequences: International Differences in Work-Related Values*, Thousand Oaks: Sage
	Lucas, R. Lupton, B. and Mathieson, H. (2006) *Human Resource Management in an International Context*, London: CIPD
	Schneider, S. and Barsoux, J-L. (2008) Managing across cultures (2nd edition), Harlow: FT Prentice Hall
	Tayeb, M. (2005) *International Human Resource Management: A Multinational Company Perspective*, Oxford: OUP
	Thomas, D. C. (2008) Cross-cultural management: Essential concepts (Second edition), London: Sage
	Wilton, N. (2010) *An Introduction to Human Resource Management*, Sage: London

Part 3: Assessment	
Assessment Strategy	Assessment for the module is summative, taking the form of critical analysis and reflection upon substantial aspects of the syllabus. Formative feedback on students' work (for example, essay plans) and progress will be provided throughout the module. The assessment strategy involves two components:
	(A) An in-class examination (weighted 40 per cent of the total module mark) to assess student understanding of the broad range of issues/subjects

covered.

(B) The completion of a discursive essay (2000 words maximum) (weighted at 60% of total module marks). The objective of the essay element is to assess students' ability to collate and organise a wide variety of source material to address a specific debate and to encourage analysis/reflection upon key theoretical/conceptual dimensions of the discipline, whilst relating theory to processes and practices. The assessment criteria for the essay includes, depth of analysis, originality, use of appropriate evidence including empirical data, authoritative source material (corporate and examples) and evidence of wide reading as manifested in effective referencing, structure (including effective introduction and conclusion, clear logical flow of ideas and balance of argumentation) focus (including directness of answer to the question, absence of tangential points and arguments, points of emphasis and appropriate proportioning of sub-themes), expression (including appropriate use of language and engaging narrative) and presentation.

Identify final assessment component and element	Component B		
% weighting between components A and B (Standard modules only)		**A:** **40%**	**B:** **60%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. In-class test (2 hours)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Individual essay (2000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. In-class test (2 hours)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Individual essay (2000 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.