University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	International Resourcing and Talent Management					
Module Code	UMPCXT-15-M		Level	M	Version	1
Owning Faculty	FBL		Field	HRM		
Contributes towards	MA International HRM					
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard	
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	1 September 2012		Valid to			

CAP Approval Date	28/3/12

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Make constructive contributions to the development or enhancement of international resourcing strategies and policies by critically evaluating existing practices, processes and theory in the light of evolving knowledge and understanding. (A and B) • Contribute to the development of strategies that aid the attraction, recruitment, selection, expatriation and repatriation of a suitably skilled and diverse workforce within a global context. (B) • Devise and critically evaluate approaches to the retention of employees, and the management of global careers and succession planning within the international business arena. (A and B) • Understand and analyse the activities associated with human resource planning: evaluate long- and short-term human resource talent and succession planning; gather and utilise employee turnover data to aid retention; and manage employee exit from the organisation through 'downsizing' (i.e. redundancy, dismissal) within the expectations of the law (A and B) • • Critically discuss and evaluate different approaches to international resourcing strategies and practices associated with cross border alliances such as international mergers, acquisitions and joint-ventures. (A and B)

	• Explore the specific international resourcing challenges associated with 'offshoring'. (A and B) • Critically review and adapt international resourcing policies and practices for different occupational groupings in parent and host country settings. (A and B) • Ensure that international resourcing policies satisfy and support equal opportunity and managing diversity requirements, are legally compliant and sensitive to ethical considerations in both parent and host country environments. (A and B) In addition, the educational experience may explore, develop and practise but not formally discretely assess the following: • Independent learning and skills associated with discussion and debate • Personal organisation and study skills • Time management skills
Syllabus Outline	• Link between international resourcing strategies associated with ethnocentric, polycentric, regiocentric and geocentric approaches and the achievement of organisational objectives in the global area; different international resourcing paradigms related to convergence and divergence. • Leading theoretical approaches to contemporary international resourcing strategies in both parent and host country environments. • Exploration and review of the role that cultural considerations play in international resourcing and talent management activities. • Design and delivery of effective induction and training for different types of international assignments. • Leading theories on expatriation and repatriation and their application to different international business operations. • Current theories on the definition and development of talent in international business operations. • Exploration and review of approaches to international resourcing activities associated with cross border alliances such as international mergers, acquisitions and joint-ventures.
Contact Hours/Scheduled Hours	**36 hours (12 weeks x 3 hours)**
Teaching and Learning Methods	Teaching and learning in this module consists of a combination of formal lecturing supported by a range of participative activities including case studies, problem solving exercises and small group activities. Peer learning will be encouraged through activities designed to enable students to share and compare their experiences. Central to teaching and learning at this level is a high level of critical discussion and self reflection in contact sessions and assessed work.

	Students will be directed towards the BBS study skills website as appropriate. Students will be encouraged to use Blackboard to access resources used during the classes.
Reading Strategy	**Reading Strategy** All students will be encouraged to make full use of the print and electronic resources available to them 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.
Indicative Reading List	**Essential Reading** The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Examples of essential reading may include: Dowling, P., Festing, M. & Engle, A. 2008. *International Human Resource Management,* 5th edition, London, Thomson. Sparrow, P. 2006. *International Recruitment and Selection,* London, Chartered Institute of Personnel Development. **Indicative Reading** List of examples for validation purposes only. Current advice on reading should be provided in annual module handbook and other more frequently updated sources. Briscoe, D. R., Schuler, R. S. and Claus, L. (2009), *International Human Resource Management,* (3rd ed.). Routledge. Pilbeam S & Marjorie Corbridge M (2010) *People Resourcing and Talent Management : HRM in Practice* (4th ed) London : Prentice Hall. Scullion H & Colling D (2011) *Global Talent Management* New York : Routledge Stiles, P., Wright, P., Paauwe, J., Stahl, G., Trevor, J., Farndale, E., Morris, S. and Bjorkman, I. (2006) *Best practice and key themes in global human resource management: project report*. GHRRA. (Very good generic reading on most key themes, will be made available in blackboard) Shaffer MA, Harrison DA, Gilley MK. 1999. Dimensions, determinants, and differences in the expatriate adjustment process. J. Int. Bus. Stud. 30:557–81 (Key reading for session 6)

Part 3: Assessment	
Assessment Strategy	Summative assessment consists of two elements, both of which are designed to encourage students to evaluate the theoretical concepts encountered in the module and apply them to a practical context. The first component (A) consists of a group exercise (10% of mark) requiring students to research and make recommendations to address a specific resourcing problem and present their findings in class. A group mark will be given to all members of the group for the group work and an individual mark (15%) for the individual write-up of the group work. The second component (B) is an individual written assignment (2,500 words) based upon an analysis of a different resourcing problem within a context chosen by the student. Formative assessment will be provided through tutor and peer feedback on the group assessments.

Identify final assessment component and element	Component B		
		A:	**B:**
% weighting between components A and B (Standard modules only)		**25%**	**75%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Group Exercise	40%
2. Individual Write up (1,000 words)	60%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Written Essay (2,500 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. Individual Viva	40%
2. Individual write up (1,000 words)	60%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Written Essay (2,500 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.