

UNIVERSITY  
— OF CENTRAL —  
LANCASHIRE



# School of Psychology and Humanities

## Module Information Pack

EB 3711: International Perspectives on HRM



Academic Year 2024-25 Semester 2

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### 1.

## Introduction

Welcome to EB3711 International Perspective on Human Resource Management. This Handbook is intended to provide you with all the information you need to successfully complete this module and get maximum benefit from it. We will give you information about the way we intend to teach and assess the module and what you can expect to learn. We hope you will find it useful to refer to the Handbook when you have questions, and we would be pleased to have any feedback to help us improve the Handbook for next year's students.

### 1.1 What the module is about

Put simply, the module is about key principles of Human Resource Management and how these principles apply in the contemporary world of business.

The syllabus is largely topic and task-based, organised in such a way that certain key themes recur throughout the semester, we hope you will identify and follow these themes both in the study of this module and in other modules you follow this year.

Topics covered in the module include:

- a. The role of Human Resource Management in the strategic management process
- b. Human Resource Management models and frameworks; Personnel versus Human Resource Management; hard and soft Human Resource Management
- c. Recruitment, selection and induction
- d. Remuneration and reward
- e. Learning, training and development
- f. Managing and developing performance
- g. Flexibility and work-life balance
- h. Employee relations, participation and involvement
- i. Strategic Human Resource Management
- j. International Human Resource Management
- k. Current issues and new developments within Human Resource Management

### 1.2 Module aims

We have designed this module to achieve two main aims:

1. To develop a critical understanding of Human Resource Management concepts, frameworks, and models.

2. To develop the ability to utilise Human Resource Management models and frameworks as tools of analysis of contemporary human resource issues.

## 1.3 Module learning outcomes

'Learning outcomes' are what you should know and be able to do as a result of studying the module and they are the benchmarks against which you will be assessed, so it is important that you know that on successful completion of this module you should be able to:

1. Explain and evaluate key Human Resource Management concepts, frameworks and models.
2. Explain and evaluate the role of Human Resource Management in organisations.
3. Analyse and critically appraise current issues and trends in Human Resource Management.
4. Research and analyse cases and practical problems in the area of Human Resource Management.

## 2. Teaching and Learning

### 2.1 Lectures and seminars

We will meet every week for a one-hour lecture and a two-hour seminar. The purpose of the sessions is to introduce you to the key concepts associated with topics we cover. In many of the sessions, you will be given a follow-up task which you should do in your own time and bring to the next session or submit to the tutor for assessment.

### 2.2 Attendance policy

Attending classes is an essential part of your learning experience, and if you miss a class, for whatever reason, then you will get less out of your studies. For this reason, all classes are compulsory, and you are required to achieve a minimum of 80% attendance for all modules. Failure to achieve a minimum of 80% attendance means you are liable to fail the module.

Obviously, we do not expect you to come to classes if you are ill or have some serious problem to deal with BUT in such cases, you must email your module leader. If you do not get 'leave of absence' from your tutor or course leader, it may have serious consequences.

## IMPORTANT INFORMATION ABOUT ATTENDANCE & UK VISAS

It is especially important for International Students here on student visas to keep us informed of any attendance difficulties. Under the UK Points Based System (PBS), we are obliged to tell the UK Border Agency if a student fails to attend regularly, suspends their studies or withdraws from a programme. In such a case, a student will be seen to have broken the terms of the visa and may be deported from UK.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

We record your attendance through a system called SAM (Student Attendance Monitoring). You are required to scan your Corporate Card on the device situated outside your classroom, so you need to make sure you have it with you for every class. You can check the record we have by looking at myUCLan, if you find the scanner didn't record your attendance, let us know.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries may be disciplined under the Student Guide to regulations, see pages 15-17.

[http://www.uclan.ac.uk/information/services/sss/quality/files/aqasu\\_student\\_regs.pdf](http://www.uclan.ac.uk/information/services/sss/quality/files/aqasu_student_regs.pdf)

### 2.3 Preparation and follow-up

It will very often be the case that you will be asked to do some preparation for the next session. This might involve some reading, preparation of ideas for a discussion or a specific task. It will always be important for you to do this work and to do it thoroughly if you are to keep up with the course. If we find that you have not done the preparation work set for a seminar, we may ask you to leave the session, as you will be wasting everybody's time.

In addition to tasks we may set in preparation for the next session, you will find it useful to follow up things from lectures or seminars on your own initiative. For example, we will often give you a set of references on a topic or skill – if you are interested in this then you should

go to the library resources and do some extra reading. In another case, you may get some feedback on work you have done – use the feedback and revise the work. Or, another student may say something that gives you an idea for work – follow it up. We expect you to take responsibility for your own learning – if you only do the minimum amount of work, this is likely to be reflected in your marks.

Finally, it is possible that you may find something in a lecture or seminar difficult to understand and there might not be time to talk to the tutor about it in class. Don't just go away without understanding – come and see me during my office hours or book an appointment via email.

NOTE:

IT IS IMPORTANT THAT YOU CHECK THE TIME AND LOCATION OF YOUR SCHEDULED LECTURES AND SEMINARS USING YOUR ONLINE TIMETABLE ON A WEEKLY BASIS

### 3. Assessment

#### 3.1 Outline of assessed work

You will be assessed on two pieces of work for this module:

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module. To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

Number of Assignments	Assessment	Weighting %	Type/Duration/ Word count (indicative only)	Learning Outcomes assessed
1	Written assignment	60%	1000 words	1,2,4
1	Presentation	40%	20 minutes	2,3,4

#### 3.2 Submission deadlines and penalties for late submission

You will be given the deadline for submission of each task. These deadlines are strict and if you don't meet them you will lose marks unless you have a good reason for late submission and you have been given an authorised extension.

#### IMPORTANT INFORMATION: PENALTIES FOR LATE SUBMISSION OF ASSESSED WORK

Up to 5 days late	-	maximum mark = 40%
More than 5 days late	-	0%

If you need an authorised extension, you must contact the C&T hub before the deadline and you will need to provide evidence of the reason for needing additional time. Extensions will not normally be granted for problems with computers or printers, so make sure you make copies of everything you write and save all your tasks in more than one place. Don't keep everything on one computer or one disk, if the computer crashes or you lose the disk you will lose everything and have to start again or risk failing the module.

### 3.3 Plagiarism and 'help'

All your tutors will emphasise the importance of your writing tasks, such as essays, yourself. It is not acceptable to use quotes or ideas from any other source (books, Internet, other students etc.), without stating exactly what that source is (this is called citing references). We will teach you how to do this. Failure to state where you have taken quotes or ideas from is called plagiarism and it is regarded as cheating in the UK academic system. If we find you have copied from other sources without citing references properly, you will fail the task and have to rewrite it with a maximum mark of 40%. This will affect your final module mark.

#### IMPORTANT INFORMATION: PENALTIES FOR PLAGIARISM

- If it is the first offence of cheating, plagiarism or collusion, the work will receive a mark of 0% and it must be re-submitted to the required standard. Irrespective of the number of elements of assessment required by the module, the overall maximum mark for the module will be restricted to 40%.
- If it is a repeat offence of cheating, plagiarism or collusion (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course, the mark for the module will be 0% with no opportunity for re-assessment. This penalty does not preclude the student being permitted to retake the module in a subsequent year.

Sometimes students feel their English is rather weak and they ask other people to check their work for them. To some extent this can be helpful, e.g. if somebody points out some grammatical or spelling mistakes, but if the other person revises the script to a level of

English we know you are not capable of writing, we will suspect that you have not written it at all and again, you will fail. It is not worth taking the risk.

There are two other ways in which students sometimes use unfair means to get higher marks than they deserve. These are cheating in exams and copying another student's work. If a student is caught cheating in an examination or is found to have copied another student's work, the same penalties apply as in cases of plagiarism. You should also remember that if you permit another student to copy your work, you will be penalised too as you have consented to this unfair action.

#### IMPORTANT INFORMATION: PLAGIARISM DECLARATION

When you submit any piece of work for this module, you will sign the declaration below. You should read it carefully and make sure that you understand the importance of the declaration.

This assignment represents all my own work; any reference made to books, magazines, papers, any other publications or unpublished work written by other people is fully acknowledged in the references. I understand that plagiarism can attract severe academic penalties even expulsion from university.

### 3.4 Presentation of assessed work

Presenting documents appropriately is an important corporate communication skill and we will take presentation of all your assessed work (reports, presentation and test answers) into consideration in our assessment. Make sure you read all instructions in assessment briefs including how to present your work.

### 3.5 Module Pass Requirements

Students are required to attempt all elements of assessments and achieve a minimum grade of 40% across all the assessments in order to pass the module.

If a student does not meet the minimum pass grade in each assessment in the first attempt, they will have the opportunity to be reassessed in that assessment, and the grade for that assessment will be capped at 40%.

## 4 Scheme of Work

Week 1: Introduction to HRM

Week 2: Recruitment

Week 3: Selection

Week 4: Reflection week

Week 5: Rewards

Week 6: Training and Development

Week 7: Performance Management

Week 8: Career Management

Week 9: Culture and IRHM

Week 10: Flexibility and Work-life balance

Week 11: Easter holidays

Week 12: Easter holidays

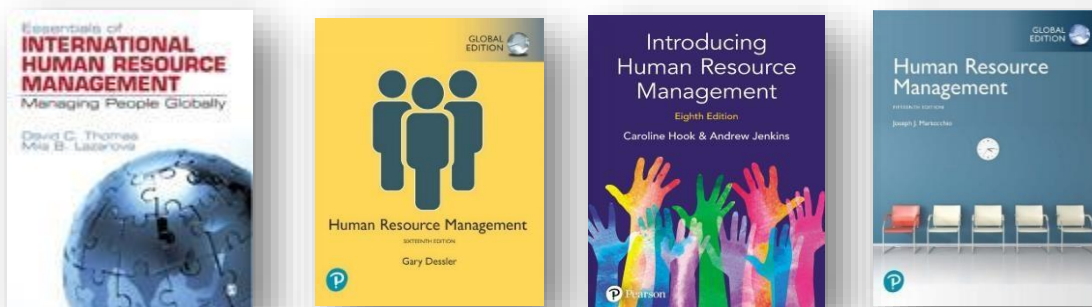
Week 13: Presentations

Week 14: Presentations

\*Note: This is an indicative Scheme of Work and is subject to change

## 5 Course Bibliography and Learning Support Material

Extensive use will be made of articles from paper and online journals, e.g. The Economist, Harvard Business Review and the current business press, web sites, as well as selected language reference works. Use is made, where possible, of appropriate interactive training materials.



Reading List via UCLan Library for EB3711:

[https://uclan.alma.exlibrisgroup.com/leganto/public/44UOCL\\_INST/lists/8944253800003821?auth=SAML](https://uclan.alma.exlibrisgroup.com/leganto/public/44UOCL_INST/lists/8944253800003821?auth=SAML)

You are also encouraged to use the following textbooks:

- David C. Thomas & Mila B. Lazarova (2016). Essentials of International Human Resource Management: Managing People Globally, Publisher: SAGE Publications, Ltd
- Armstrong, M. (2016) A Handbook of Human Resource Management Practice. 10th ed. London: Kogan Page.
- Bratton, J. and Gold, J. (2017) Human Resource Management: Theory and Practice. 6th ed. Macmillan Education UK
- Brewster, C. (2011) International Human Resource management. London. CIPD
- Darwish, T. (2013). Strategic HRM and performance theory and practice. Newcastle upon Tyne: Cambridge Scholars Pub.
- Lamond, D. and Lin, S. (2014). Human Resource Management Practices in Chinese Organisations. Emerald Group Publishing.
- Emma Parry, E Stefan Strohmeier, & Dennis Nickson. (2014). HRM in the Digital Age. Emerald Group Publishing.
- Farnham, D. (2015) The Changing Faces of Employment Relations: Global, comparative, and theoretical perspectives. Palgrave.
- Guest, D., Paauwe, J., Wright, D., & Wright, Patrick M. (2013). HRM and performance: Achievements and challenges.
- Iles, P., Zhang, P., & Zhang, Crystal. (2013). International human resource management: A cross-cultural and comparative approach. Wiley

- Lucas, R. Lupton, B. (2007) Human Resource Management in an International Context London CIPD
- Megginsoon, D and Whitaker, V. (2007) Continuing Professional Development. London: CIPD
- Min, M., Bambacas, M., & Zhu, Y. (2017). Strategic human resource management in China a multiple perspective: New York: Routledge.
- Roper, I. Prouska, R. (2010) Critical Issues in Human Resource Management. London CIPD
- Shermon, G. (2009). Knowledge human resource management "an HRM strategystucture perspective". Mumbai [India]: Himalaya Pub. House.

Other very useful books:

Bovee, C, Thill, J. (2011) Business Communication Today (11<sup>th</sup> ed), Prentice Hall

Brounstein, M., Bell, A. and Smith, D. (2007) Business Communication, John Wiley and Sons, Inc.

Bratton, J. and Gold, J. (2007) Human Resource Management: Theory and Practice. 4<sup>th</sup> ed. Basingstoke: Palgrave Macmillan.

Chryssides, G. and Kayler, J. (2003) Essentials of Business Ethics (2<sup>nd</sup> ed.), London: International Thompson Business Press

Crane, A., Matten, D. and Spence, L. (2008) Corporate Social Responsibility, Routledge: London and New York

Crowther-Alwyn, J. (2006) Business Roles 1 & 2 Cambridge: Cambridge University Press Daft,

R., Kendrick, M. and Vershinina, N. (2010) Management, SW Cengage Learning:

Evans, D. (2006) Decisionmaker, Cambridge: Cambridge University Press

Fisher, R. & Ury, W. (1993) Getting to Yes, London: Hutchinson Education Ltd

Lewis, R. D. (2012) When Cultures Collide: Leading Across Cultures (Third Edition): Leading, Teamworking and Managing Across the Globe (3<sup>rd</sup> ed), Nicholas Brealey Publishing

Lewis, R. D. (2011) When Team Collide. Managing the International Team Successfully, Nicholas Brealey Publishing

Liu, S, Volcic, Z., and Gallois, C. (2015) Introducing Intercultural Communication: Global Cultures and Contexts (2<sup>nd</sup> ed.), London: SAGE Publications.

Lyons, C. (2007) I Win You Win, A and C Black: London

Rees, D. and Porter, C. (2008) Skills of Management (6<sup>th</sup> ed) South-Western Cengage Learning

In addition to the above textbooks and those available in the library, you are also advised to make use of relevant journals. Some of these are:

- + Human Relations
- + Human Resource Management
- + Human Resource Management International Digest
- + Human Resource Management Journal
- + Human Resource Review
- + Human Resource Planning
- + Industrial Relations Review
- + Academy of Management Journal
- + Development and Learning in Organizations
- + Employee Relations
- + International Journal of Organizational Analysis
- + Journal of Management Studies
- + Personnel Management
- + Personnel Review

#### Online Resources

1. [www.cipd.co.uk](http://www.cipd.co.uk)
2. [www.peoplemanagement.co.uk](http://www.peoplemanagement.co.uk)
3. [www.kwintessential.co.uk](http://www.kwintessential.co.uk)

We wish you an enjoyable and successful semester.

## MODULE DESCRIPTOR EB3711

MODULE TITLE	International Perspectives on HRM				
MODULE CODE	EB3711 (L6)	HECOS CODE	101109 (50%) 100085 (50%)	CREDIT VALUE	20 credits
DATE OF APPROVAL	March 2023				VERSION NUMBER
SCHOOL	Psychology & Humanities		PARTNER INSTITUTION	SUIBE, SCOPE	

### RELATIONSHIP WITH OTHER MODULES

Co-requisites		Prerequisites		Excluded Combinations	
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### MODULE AIMS

To develop a critical understanding of Human Resource Management concepts, frameworks and models.  
To develop the ability to utilise Human Resource Management models and frameworks as tools of analysis of contemporary human resource issues.

### MODULE CONTENT

This module looks at key principles of Human Resource Management and how these principles apply in the contemporary world of business.

### INTENDED LEARNING OUTCOMES

On successful completion of this module a student will be able to:	
1.	Explain and evaluate key Human Resource Management concepts, frameworks and models.
2.	Explain and evaluate the role of Human Resource Management in organisations.
3.	Analyse and critically appraise current issues and trends in Human Resource Management.
4.	Research and analyse cases and practical problems in the area of Human Resource Management.

## ASSESSMENT METHODS

Number of Assessments	Form of Assessment	%weighting	Size of Assessment/ Duration/ Wordcount	Category of assessment	Conducted within central examination period	Learning Outcomes being assessed
1	Written assignment	60%	1000 words	Coursework	N	1,2,4
1	Presentation	40%	20 minutes	Practical assessment	N	2,3,4

## MODULE PASS REQUIREMENTS

To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments.

## Appendix

MODULE CODE: EB3711 (L6)  
 MODULE TITLE: international perspectives on HRM

location of study: UNIVERSITY MAIN CAMPUS (PRESTON)

Module TUTOR(S)	Sundeep Satya
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Module Delivery - DURATION	Semester 1	X	Semester 2	X	Semester 3	
	Semester 1 & 2			Semester 2 & 3		
	Semester 1,2, & 3					
	Other (please indicate pattern of delivery)					

## Module Learning Plan

Learning, teaching AND ASSESSMENT Strategy
Teaching and learning will involve a broad range of activities, including: lecture and video input; tutor led seminars based on assigned reading, internet research, and case study analysis; e-learning sessions, activities and discussions; and student led seminars based on research projects and independent learning based on materials from sources such as newspapers and journals.

**SCHEDULED LEARNING AND TEACHING ACTIVITY**

There will be 36 hours of scheduled learning and teaching activities for this module delivered in semester 1 (A one hour lecture and a two hour seminar per week over 12 weeks).

Learning and teaching will take place in lectures and interactive seminars where students will review relevant intercultural principles and theories relating to Human Resource Management by discussing case studies, taking part in group activities and analysing video input.

All skills are transferable, so that students are able to develop their employability potential while acquiring marketing and intercultural skills. The skills acquired include: cognitive skills; communication skills; critical thinking; personal development; problem solving; reflection; research skills; social and cultural awareness; analysis of theories relating to Human Resource Management.

Tasks will include group discussions, analysis of video input, text-based study, essay-writing and presentations.

**TOTAL SCHEDULED LEARNING HOURS**

**36**

**GUIDED INDEPENDENT STUDY**

As well as the above direct contact hours, students will be required to engage in independent learning activities throughout the duration of the module. These activities complement those undertaken during the module's direct contact hours and allow the students to consolidate and develop both subject-specific and other transferrable skills, thereby further contributing towards their future employability. Typically, the total of independent learning hours for this module (comprising themes, types of interactions and future employability skills) can be delineated as follows:

Self-directed learning and class preparation

Preparation for module assessments (Collecting data, writing, editing, and revising of assignments)

Individual and group-work activities

Planning (scheduling and managing tasks and time)

Problem-solving and innovation – tailoring resources to individual learning needs Planning (working to a brief and setting goals and objectives- problem solving)

**TOTAL GUIDED INDEPENDENT STUDY HOURS**

**164**

**PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING**

TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS	
TOTAL STUDENT LEARNING HOURS	200

**Bibliography and Learning Support Material**

The bibliography for this module is available via the on-line reading list – click on the link below:

[www.uclan.ac.uk/readinglists](http://www.uclan.ac.uk/readinglists)