



**BBA-B1-HRM-002-E-L MRS**  
**Human Resources in a Global Context**  
**Semester 2, 2019 – 2020**

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<b>COURSE DELIVERABLE</b>	<b>DUE DATE</b>	<b>WEIGHT ON FINAL GRADE</b>
Midterm Exam (individual)	Session 9	10%
Final Exam (individual)	Session 20	60%
Participation in Class		10%
Essay (group)	Session 18	20%

**Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course**

## **INTRODUCTION AND OBJECTIVES**

### ***Course Purpose & Objectives***

This course is an introductory level module on Human Resource Management (HRM). The overall aim of the course is to familiarize students with theories of HRM and methods of evaluation of personnel and to gain an understanding of the application of these elements in the global context.

### ***Courses contribution to program objectives***

Understanding of the best use of the resources at your disposal is central to becoming an effective manager. Among these resources, the human element is, arguably, the most important. In this sense, the study of Human Resources in a Global Context is foundational and essential to becoming a good manager.

### ***Courses description***

- Human Resource Management
- Global Context

## **COURSE MATERIAL**

### ***Textbooks***

Title: Human Resource Management in a Global Context: A Critical Approach

Edition: 2st (2017)

Authors: Robin Kramar & Jawad Syed

Publisher: Palgrave Macmillan

ISBN: 9781137521620

Textbook/Ebook can be found on Amazon

### ***Websites***

Beyond what is contained in the textbook, all material will be found on Learn. The following websites may also be of interest:

[www.globalmindset.com](http://www.globalmindset.com)

[www.kwintessential.co.uk](http://www.kwintessential.co.uk)

[www.fastseatbelt.eu/dd\\_categories.php](http://www.fastseatbelt.eu/dd_categories.php)

[www.staralliance.com/assets/doc/en/about/initiatives/pdf/businessguide.pdf](http://www.staralliance.com/assets/doc/en/about/initiatives/pdf/businessguide.pdf)

### **Supplementary Readings**

Hofstede, J. G. (2002) Exploring Culture: Exercises, Stories and Synthetic Cultures, Intercultural Press

Trompenaars, F., Hampden-Turner, C. (2003) L'entreprise multiculturelle, Maxima

Mead, R. (2009) International Management: Cross-Cultural Dimensions, Blackwell Publishing

Mitchell, C. (2009) A Short Course in International Business Culture, W.T.P.

### COURSE CONTENTS AND TIMETABLE

SESSIONS	Activity	Textbook Chapter	TOPIC	PRELIMINARY READING (S) AND ASSIGNMENTS
1	Lecture	Introduction	Making Critical Sense of Human Resource Management in a Globalized World	Read Chapter
2	Lecture	Introduction	Making Critical Sense of Human Resource Management in a Globalized World	Read Chapter
3	Lecture	2	A Critical Perspective on Strategic Human Resource Management	Read Chapter
4	Group Work	2	Case Study	Read: HRM in Brunei's Public Sector
5	Lecture	3	Human Resource Management in Contemporary Transnational Companies	Read Chapter
6	Group Work	3	Case Study	Read: View Corporation
7	Lecture	6	Human Resources Planning	Read Chapter
8	Group Work	6	Case Study	Read: The Australian Cladding Company
9	Mid-term/ Lecture		Mid-term covers Sessions 1 – 8	

			Lecture: "How to write an essay"	
<b>10</b>	Group Work		Preliminary Essay Presentation	
<b>11</b>	Lecture	7	Job and Work Design	Read Chapter
<b>12</b>	Group Work	7	Case Study	Read: Job Design at TechCo
<b>13</b>	Lecture	8	Recruitment and Selection	Chapter 8
<b>14</b>	Group Work	8	Case Study	Read: The Design of a New Multinational Personnel Selection System at MobilCom
<b>15</b>	Lecture	11	Training development and learning	Read Chapter
<b>16</b>	Group Work	11	Case Study	Read: Sanyo
<b>17</b>	Lecture	14	Work-life Balance in the 21 <sup>st</sup> Century	Textbook: Chapter 14
<b>18</b>	Group Work	14	Case Study	Read: Balancing Work and Life in a Non-Western Economy
<b>19/20</b>	Final Exam		Final Exam Revision	

## **TEACHING APPROACH/ INSTRUCTIONAL METHODS**

### ***A Word of Advice***

Preparatory reading is essential to do well on this course. To that end, students are expected to prepare for lectures and classroom activities. Lectures are built around a textbook chapter and students should read the chapter prior to attending class to gain as much as possible from the lecture. As will be discussed below, in-class activities are an opportunity for students to reinforce learning, delve into specific issues and, importantly, participate. In order for this to work, I reiterate, it is essential that you arrive in class prepared.

### ***Organization of the sessions***

Including the final exam, there are 20 sessions. If you consult the above table, you will note that the each lecture is followed by group work. This combination covers one chapter of the textbook.

We will proceed as follows:

- 1) 1 lecture for the first session (of each combination) followed by a short break
- 2) The second session (of each combination) is dedicated to seminar work. Students will work in groups reading case studies and preparing answers to the assigned questions. On a rotation basis, presenters will be selected from each group who will stand before the class and deliver the answers to the questions.

Presenting students have to enrich the case with their own research and to animate a discussion. Other students are expected to give comments and feedback on the presentation and to participate in the discussion. Constitution of groups and assignment of cases will be done during the first session.

### ***Final Exam***

The length of the final exam is 3 hours and is effectively Sessions 19 and 20. The specific date of the final exam will be announced by KEDGE.

As this is a foundation course, it is important that the exam covers all the material covered in the class. To that end, the questions of the final exam will be drawn from all the material: textbook chapters, lecture slides, case studies and any other supplementary material that we will study.

The exam itself will be written and comprised of long and short answer questions.

## Class Participation

Students will be expected to answer the questions assigned in each class. On a rotation basis, each student will present the answer before the class and field the questions. A maximum of 10 points will be given for the quality of answer and participation in class discussions.

## Group work

Students will choose their own group members (there is no need to tell me who is in your group). The maximum number in each group is 5. In other words, you may work alone, with someone else or as a group of 3 or 4 or 5 - but not 6.

Each group will write an essay of 2000 words that will address a question. You will be provided a list of topics and, as a group, you will develop the research question. The essay will be submitted via Learn by midnight Friday of the week of session 18.

**NOTE: LATE SUBMISSIONS WILL NOT BE READ AND SIMPLY AWARDED A MARK OF ZERO**

## Submission guidelines

Below is a set of guidelines and formatting instructions to help you prepare and submit all of your works (team works):

Please read the instructions carefully prior to submitting:

1. The entire paper (title page, main text, figures, tables, references, etc.) must be in ONE document created in Word format.
2. The maximum length of the paper is 2000 words (including ALL tables, appendices and references).
3. Use Times New Roman 12-pitch font, double spaced, and 1-inch (2.5 cm) margin all around.
4. Number all of the pages of the paper.
5. **References**

References **must be cited in text** (or above figures or tables) according to the **author/date system** for example : (Ortega, 2001) **and listed** alphabetically as a separate appendix titled 'References' at the end of the manuscript.

The following are **examples** of proper form to be used in the “reference part”:

Journal Articles:

**Ortega, Jaime. 2001. "Job Rotation as a learning mechanism".  
Management Science, 47(10), p. 1361-1370.**

Where Ortega is the surname (family name) of the author, Jaime is first

name, 2001 is the year of publication, "the title", The name of the journal, the issue number, (the volume number), the pages.

Books:

**Ashishs A, Fosfuri A and Gambardella A, 2001, Markets for technology: The economics of innovation and corporate strategy. Cambridge, MA: MIT Press.**

(Use city where published, with abbreviation for state or province (North America) or full name of country, only if needed to identify a small city or eliminate ambiguity followed by the name of the Publisher).

Unpublished Papers, Dissertations and Papers presented at meetings:  
**Surname, First name, year, Title of paper. Working paper no. 54, Name of University, Town, State.**

**Surname, First name, year, Title of paper. Unpublished doctoral dissertation, Name of university, City.**

**Surname, First name, year, Title of paper. Paper presented at the annual meeting of the Name of Academy, Month, City.**

Chapters in Edited Books:

**Surname, First name, year, "Title of chapter". In Surname, First name (ed.)Title of Book. City where published: State or Country: Name of Publisher, pp xxx-xxx.**

Online Documents

**Surname, First name, "Full title of document" ; the ftp, http or other address ; date document was posted or accessed.** (NB: authors are frequently not mentioned, in that case site the owner of the website or the link instead, in your text; if the date of publication is not mentioned give the date or your access to the site, instead)

6. Only submissions in English shall be accepted.

## EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
Midterm Exam (individual)	10
Final Exam (individual)	60
Participation in class	10
Group Assignment	20

### *Methods Used to Evaluate Student Performance*



## Final Exam (60%) & Mid-term (10%)

### Assessment Criteria (Mid-term and Final exam)

Section	Marks	Criteria
Section 1 Short Answer	50% of total	Precision of answer
Section 2 Long Answer	50%	Precision of answer and ability to write a coherence short essay.

## Group Assignment (20%)

### Criteria of evaluation (Team work written submissions)

Aspect	Marks	Criteria
Question	40%	Does the paper state a research question and is a answer provided.
Coherence and structure	20%	Does the paper follow a logical and coherent structure?
Research	20%	Quality? Good sources?
Use and pertinence of course	10%	Identify and use course concepts. Evaluation: are the course concepts identified? Is a logical use of the concepts identified? Do the concepts fit?
Bibliographical references	10%	Identify and use the proper references.

## Student Participation (10%)

Aspect	Marks	Criteria
Participation	100%	Precise and complete answers assigned in class that are presented individually and participation otherwise



Photo

## BIOGRAPHY

At the undergraduate level, Peter von Staden's studied European military history at Royal Military College (Kingston, Canada). After graduation, he served in the Royal Canadian Navy. Upon resigning his commission, he was awarded the Monbusho scholarship by the Japanese government that he took up at Yokohama National University. Following a sustained period of language studies, he entered the MA programme in the graduate school of International Business and Law where he focussed on Japanese politics. He received a Ph.D. in Economic History from the London School of Economics.

He has held positions at various institutions in the fields of International Business, Asian Management and Japanese Political Economy namely, Bristol Business School (Bristol, UK), Center for East Asian Studies, University of Bristol (Bristol, UK) and SolBridge International School of Business (Daejeon, South Korea). He is Associate Professor at KEDGE Business School.

His main research interests are in the areas of the business and government relationship in Taishō and early Showa Japan; Japan's 'Lost Decades'; and institutional theory. He has published a monograph by Routledge entitled *Business - Government Relations in Prewar Japan*. He publishes in journals in various fields, among them *Asia Pacific Business Review*, *Journal of Economic Issues*, *Korean Observer* and *Economy and Society*.

## ACADEMIC FRAUD

### **Definition**

Academic fraud is a breach of ethics.

*“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: [www.dictionnaire-juridique.com/definition/fraude/php](http://www.dictionnaire-juridique.com/definition/fraude/php))*

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

### **Sanctions**

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1<sup>st</sup> and 2<sup>nd</sup> level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge

Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3<sup>rd</sup> and 4<sup>th</sup> level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2<sup>nd</sup> level):
  - A grade of zero for the work concerned and a formal warning;
  - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3<sup>rd</sup> and 4<sup>th</sup> level):
  - Suspension from the programme for one or two semesters;
  - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.