

MASTERS OF BUSINESS ADMINISTRATION

Term	:	MBA Term VI 2011
Course	:	International Human Resource Management
Credits	:	2
Duration	:	36 hours (12x3)
Instructor	:	Mohan Das Manandhar
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Course outline

The purpose of this course is to facilitate knowledge, skills and motivation to the students essential in international human resource management for improving organizational effectiveness and profitability. This course identifies and defines the role of HRM in developing countries, organizations working beyond boundaries and contemporary issues of HRM in International context. It is a branch of management studies that investigates the design of and effects of organizational human resource practices in cross-cultural contexts. It explains how International Organizations (MNCs, UN, INGOs) manage their geographically dispersed workforce in order to leverage their HR resources for both local and global competitive advantage. The course also discusses emerging issues of HRM in global context such as inclusive policies, human rights in organizations and women in management.

Objectives of the course:

- Understand Humana Resource Management in development countries specifically to Nepal, India and China
- Managing HRM in International Context
- Managing inclusion in HRM
- Understand complexities and dynamics of Cross Culture and Borderless organisations

The course is divided in three models:

1. HRM in Developing Countries:

- a) HRM of developed countries and South Asian Perspectives
- b) HRM practices in Nepal
- c) HRM practices in India and China

2. HRM in Beyond Boundaries:

- a) Managing Cross – Cultural Issues
- b) HRM in International context – Multinational Corporations (MNCs) and Multinational Organizations (UN, World Bank, INGOs) ;
- c) HRM in Virtual organizations (Internet based organizations)

3. HRM in Diversity:

- a) Inclusion policy in HRM
- b) Women in Management
- c) Human Rights in HRM

Course Content:

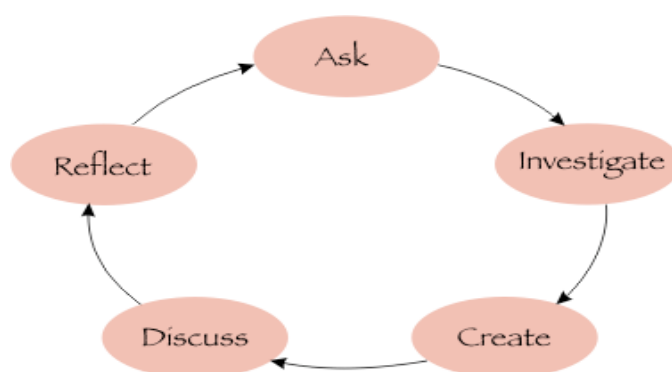
s.n	Topic
1	HRM in Developing Countries: HRM in Developed Countries and South Asian Perspectives Social Contract by John Jacques Rousseau Social Fact by Emile Durkheim
2	HRM in Developing Countries: HRM Practices in Nepal HRM in Developing Countries – Page 91 (Book) HR Policies of Nepal: Government of Nepal, Companies, NGOs and other state agencies
3	HRM in Developing Countries: HRM Practices in India and China HRM in Developing Countries – Page 19 and Page 75 (Book)
4	HRM in Developing Countries: Seminar
5	HRM in Beyond Boundaries: Managing Cross – Cultural Issues International HRM Book – Chapter 5 Great Expectation – Case by Mohan Das Manandhar
6	HRM in Beyond Boundaries: HRM in International Context International HRM Book – Chapter 5 HR Policies of International Organizations working in Nepal
7	HRM in Beyond Boundaries: HRM in Virtual Organizations HR in emerging virtual organization Case on Crowd sourcing
8	HRM in Beyond Boundaries: Seminar
9	HRM in Diversity: Inclusion policy in HR International HRM Book – Chapter 5 Inclusive Policies by Mohan Das Manandhar
10	HRM in Diversity: Women in Management Gender and Work Gender discrimination in Workforce by Monica Pradhan
11	HRM in Diversity: Human Rights in HRM Human Rights in Organization Politics and Conflict in Organization by Mohan Das Manandhar
12	HRM in Diversity: Seminar

Reading

1. eBooks: International Human Resource Management and HRM in Developing Countries
2. Articles from various sources

Methodology

This is a seminar course and hence there will be minimal formal lectures. Instead, students will be encouraged to lead discussions and actively contribute to the class. We will follow the inquiry cycle of ask-investigate-create-discuss-reflect, as shown in below diagram, as the teaching-learning philosophy for this course. My central focus will be to encourage students to begin asking questions. Questions, arising from the curiosity generated from the learning process, lead students into deeper investigations. Through this process, they create new knowledge or artifacts, which provide them with the pleasure of creation and develop the feeling of self-efficacy. I will use these outcomes to motivate the students further.



As problems become more complex and multidisciplinary, collaborative learning and problem solving skills are increasingly important. Hence, we will strongly encourage our students to discuss and collaborate with their peers. Following the final step of the inquiry cycle, we will encourage our students to reflect upon both the process and outcome of their learning and internalize the newly acquired knowledge. We believe that such reflection often leads to new questions and the next cycles of inquiry. We consider the nature of these emergent questions central to judge the success of our teaching.

The learning methodology for the course includes topical presentations supplemented by audio/visual examples to elaborate on topics discussed. Case studies, practical assignments and a mini-project will help provide students with hands-on knowledge whereby they may apply theory to practice. Following each group's presentation, the lecturer of the course will clarify key points of the topic presented.

Evaluation Criteria:

Following activities are tested and are assigned weight:

s.n	Description	weight
1.	Participation and contribution	10%
2.	Readings and Presentation of paper in Class	20%
3.	Seminar	40%
4.	End- Term Exam	30%
	Total	100%