### SESSION PLAN

**COURSE:** ABE Level 6: Contemporary Development in Global HRM

**ELEMENT:** Element 5: Employment relationship.

## LEARNING OUTCOME 5

**Evaluate the factors that determine the employment relationship in the workplace (weighting 20%)**

* 1. Evaluate globalisation and aligning HR strategy and plans
  2. Analyse globalisation’s innovative and best practices
  3. Assessing the challenges for HRM in the global world

**NUMBER OF SESSIONS:** Three - approximately twelve hours, plus self-study.

**SESSION TOPICS:**  Session 1: Aligning HR strategy and plans

Session 2: Globalisation’s innovative and best practices

Session 3: The challenges for HRM in the global world

**Note to tutors: these are the recommended session outlines for learning outcome 5, element 5 of ABE Level 6 Contemporary Development in Global HRM. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Aligning HR strategy and plans

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4 hours | Introduction to session and learning outcomes | Use file: **6UGHR Tutor Presentation 5**  Assessment Criterion 5.1 | 1-4 | Listen |  | |
| Cross cultural collaboration and innovation practices | Debrief **Homework Activity 4 from Element 4**  Share ideas on why employee voice is so important in global business  Facilitate discussion | 5 | **Homework Activity 4 debrief**  Contribute to discussion. Listen and make notes on other people’s contributions. |  | |
| Aligning HR strategy and plans | Background   * Dramatic political shifts in 2016 indicate that there is a dramatic shift away from consensus and an increased risk of de-globalisation * Geopolitical factors contributing to global risks include:   + Economic disparity   + Perceptions of global governance failures   + The breakdown of social structures   + Decline in trust in the establishment   + Persistent gender inequality * But the world is still very much international * Permanent changes have been made to traditional approaches to business and by association human resource management   Refer to Study Guide to expand | 6 | Listen, ask questions and make notes |  | |
| Facilitate **Class Debate** to bring out the following points:   * Slowdown of global economic growth – but it could be a cyclical downturn, although it appears to be more structural * Increase in populism and protectionism a desire for open, trading world is diminishing * Rising inequality * Greater levels of volatility * Number of trade deals in discussion and UK is positioning itself as a global trader post Brexit. | 7 | **Class Debate**  Read: [Globalisation: the rise and fall of an idea that swept the world](https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world) at <https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world>  Split into two group: for and against the proposal.  10 minutes to prepare arguments  This house proposes that we are entering a period of de-globalisation.  Contribute to discussion  Listen, ask questions and make notes |  | |
| Top-Down, bottom-up and emergent processes   * Top-down processing relates to the development of pattern recognition through the use of contextual information * Bottom-up processing begins with the current situation and a data-driven response based on what in the current situation, which is viewed as unique * Emergent processes arise over time and rejects the need for making a specific choice that can be considered as permanent   Refer to Study Guide to expand | 8 | Listen, ask questions and make notes |  | |
| Brief **Paired activity 1**  Working in pairs facilitate discussion and answer questions as necessary. Debrief activity    Refer to Study Guide to expand | 9 | **Paired activity 1**  What are the benefits and challenges of bottom up processes versus the benefit of top down processes | **6UGHR LO5 E5 Activity 1 – Bottom up, top down** | |
| Incremental model (Quinn, 1980)   * Emphasises an iterative process * Results in a series of logical and incremental steps * Provides an opportunity for the organisation to experiment with partial commitments rather than risk a major strategic formulation * Proactive process of strategy development and responsive organisational design | 10 | Listen, ask questions and make notes |  | |
| Mintzberg model (Mintzberg, 1987)   * Plan * Ploy * Pattern * Position * Perspective   Refer to study guide to expand | 11 | Listen, ask questions and make notes |  | |
| Brief **Small Group Activity 2**  Working in small groups Facilitate discussion and answer questions as necessary. Debrief activity | 12 | **Small Group Activity 2**  Critically evaluate the concepts of deliberate and emergent strategies (Quinn, Mintzberg)  Make notes and Feedback key points  Listen, ask questions and make notes | **6UGHR LO5 E5 Activity 2 – Deliberate and emergent strategies** | |
| Emergent and living strategies | Emergent strategies (Lynch, 1997)   * Environment * Resources * Purpose * Strategy development and implementation     Refer to Study Guide to expand | 13 | Listen, ask questions and make notes |  |
| Living strategies (Stern, 2009)   * Identified the need to achieve adaptive advantage * Five enablers:   + The ability to process and react to signals from the environment quickly   + Clarity as to how the organisation fits into the wider context   + Capacity to respond to changes in both society and consumer preferences   + Effective experimentation   + Finding and utilising talent   Refer to Study Guide to expand | 14 | Listen, ask questions and make notes |  |
| Brief on **Homework Activity 3**  Critically review living strategies (Stern, 2009) How does such as strategic approach deliver adaptive advantage? Give reasons for your answer. |  | Listen and ask questions as necessary  Individual activity as homework | **6UGHR LO5 E5 Activity 3 – Living strategies** |

### SESSION 2: Globalisation’s innovative and best practices

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4 hours | Introduction to session and learning outcomes | Use file: **6UGHR Tutor Presentation 5**  Assessment Criterion 5.2 | 15 | Listen |  | |
| Emergent and living strategies | Debrief **Homework** **Activity 3**  Facilitate a discussion on how living strategies contribute to adaptive advantage | 16 | **Homework Activity 3**  Share your review of living strategies and how it delivers adaptive advantage Contribute to discussion. Listen and make notes on other people’s contributions. |  |
| Innovative and best practices | Background   * Multi-national organisations pursue global strategies * Attempt to integrate innovative and best practice into organisation models of strategy and structure * Organisational structures to deliver global strategy * Evolving organisational structural forms in response to context * Models provide a framework to achieve organisational strategic objectives   Refer to Study Guide to expand | 17 | Listen, ask questions and make notes |  |
| **Facilitate Class Discussion**,  Facilitate debate and debrief findings drawing out:   * Make sure you, and your employees are clear about the organisation’s position and the reason behind the restructure * Ensure process for restructure is fair, and perceived as being fair – and it is conducted professionally * Be clear of criteria for any redundancies * Support employees to find alternative employment options * Support your staff to make the transition | 18 | Contribute to **Class Discussion**  How can a multi-national company restructure for global success without disrupting the organisation? Contribute to discussion Listen, ask questions and make notes |  |
| Traditional and contemporary structures in MNC’s   * Traditional structures emphasise control * Development of integrated corporate culture * Global integration balanced with local responsiveness * But globalisation has reduced focus on centralisation * Contemporary structures focus on the value chain * Result is a global corporate identity and strong interdependence   Refer to Study Guide to expand | 19 | Listen, ask questions and make notes |  |
| Static organisation design – McKinsey 7S Model (1980)   * Shared values * Strategy * Structure * Systems * Styles * Staff * Skills   Refer to Study Guide to expand | 20 | Listen, ask questions and make notes |  |
| Brief **Individual Activity 4** –  Working individuals. Facilitate feedback and answer questions as necessary. Debrief activity | 21 | **Individual Activity 4**  Critically analyse an organisation with which you are familiar using McKinsey 7S model. How well positioned is your organisation to achieve its objectives?  Feedback key points  Listen, ask questions and make notes | **6UGHR LO5 E5 Activity 4 – McKinsey 7S analysis** |
| Dynamic Model – The transformation process   * Strategy * Design Factors * Organisational Performance | 22 | Listen, ask questions and make notes |  |
| Burke-Litwin causal model (1992)   * External environment * Mission and strategy * Leadership * Organisational culture * Structure * Management practices * Systems * Work unit climate * Task and individual skills * Individual needs and values * Motivation * Individual and organisational performance   Refer to Study Guide to expand | 23 | Listen, ask questions and make notes |  |
| Brief **Paired Activity 5** –  Working in pairs. Facilitate discussion and answer questions as necessary. Debrief activity | 24 | **Paired Activity 5**  Gather data on the relevant elements of the Burke-Litwin Model. Feedback key points. Listen, ask questions and make notes | **6UGHR LO5 E5 Activity 5 – Burke-Litwin Model** |
| Ecological view – Fractal web   * Purpose artery * Ethos and values artery * Intelligence artery   “The spontaneous formation of interest groups and coalitions around specific issues, communication about those issues, co-operation and the formation of consensus on and commitment to those issues.” Stacey (1996)  Refer to Study Guide to expand | 25 | Listen, ask questions and make notes |  |
| The holonic enterprise (Ulieru et al, 2002)   * Global intra-enterprise collaborative level * Intra-enterprise level * Machine (physical agent) level | 26 | Listen, ask questions and make notes |  |
| Brief on **Homework Activity 6**  Research either the Fractal web or the holonic enterprise. How can the model be applied to an organisation with which you are familiar? Give reasons for your answer. |  | Listen and ask questions as necessary  Individual activity as homework | **6UGHR LO5 E5 Activity 6 – Fractal web or holonic enterprise** |

### SESSION 3: The challenges for HRM in the global world

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4 hours | Introduction to session and learning outcomes | Use file: **6UGHR Tutor Presentation 5**  Assessment Criterion 5.3 | 27 | Listen |  | |
| Innovative and best practices | **Debrief Homework Activity 6**  Share research on fractal web or holonic enterprises  Facilitate discussion about what would happen if the model was applied to an organisation with which they were familiar | 28 | Contribute to class discussion. Make notes from other people’s contributions. |  | |
| Challenges for IHRM | **Background**   * The changing workforce and the shifts in the nature of work itself presents many challenges * Forecasts for global growth had failed to be met every year since 2011 * Lower than expected economic performance by the US and recession had reduced world economy expansion to 2.3% in 2016 * Brexit - decision by the UK electorate to exit the European union in June 2016 * Labour migration across borders has significant economic benefits * Increases workforce availability * Supports mobility of talent to close skills gaps * Increases domestic education standards.   Refer to Study Guide to expand | 29 | Listen, ask questions and make notes |  | |
| **Facilitate Classroom Discussion**  Facilitate discussion drawing out:   * The winners and losers of globalisation * Rising levels of income inequality * Actually quite a small percentage of population – backlash against deindustrialisation | 30 | **Classroom Discussion**  The populist backlash against globalisation and free trade across border is not surprising, it is in fact inevitable Discuss  Contribute to class discussion  Listen, ask questions and make notes |  | |
| Workforce generations   * Veterans (1939 – 1947) * Baby Boomers (1948 – 1964) * Generation X (1965 – 1979) * Generation Y (1980 – 1997) * Generation z (1998 – onwards)   Refer to Study Guide to expand | 31 | Listen, ask questions and make notes |  | |
| Brief **Paired Activity 7**  Facilitate a discussion among the group to develop an understanding of how intergenerational workforce means the IHRM needs to create a flexible and responsive employee environment. | 32 | **Paired Activity 7**  What are the some of the challenges and opportunities that HRM will face with an inter-generational workforce?  Contribute to class discussion  Listen, ask questions and make notes | **6UGHR LO5 E5 Activity 7 – Inter-generational workforce** |
| Technology in HRM Systems | Growth of technology in relation to HR systems   * HRM functions operate using a HR information system * Enables HR to move away from the administrative burden * Give access to data analytics and decisions based upon ‘big data.’ * Impacting areas such as recruitment, employee relations and training and development     Refer to Study Guide to expand | 33 | Listen, ask questions and make notes |  |
| Brief on Unit **Assignment** | 34 | Listen and ask questions as necessary |  |
|  | Review of unit | Check understanding of session  Obtain feedback on unit as a whole  Deliver revision sessions as per your own schedule and class requirements. | 34 | Listen and actively contribute to all revision sessions. |  |