Programme: MSc in International Hospitality Management

Course Title: INTERNATIONAL RECRUITMENT AND TALENT RETENTION

Course Code: HRMT901  
Credit hours: 3  
Prerequisite/s: Nil  
Co-requisite/s: Nil

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Tel Ext:  
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Course Rationale and Description

The focus of this module is the need for enhanced development of the individual professional manager in the context of a changing business and organizational context. The implications of globalization, the growth of information technology and generic business techniques present individual managers with challenges. This is especially true for hospitality and tourism managers who operate in a business environment where technological advances and international finance create informed consumers and a diverse workforce as well as one in which the highest standards have to be maintained in traditional skills and social interaction.

In these circumstances it is essential for young managers to understand the social processes that form the foundation of managing people at work, the organizational context and how labour markets actually work. This knowledge is essential for the young manager cope with the complexity of learning whilst building a career.

In this module we address the three central concepts of personal development; that of decision-making, communication and creativity. All managers have ideas in their heads about ‘what works’ and ‘what they want to do’; how do these concepts come about? What are the processes that enable people to grow and handle change? Developing self-awareness of these processes is the primary aim of the module.

If there is a single aim in this module it is to get you to learn how to make decisions. You will be presented with lots of case studies which are taken from real life (therefore we know what decisions were taken) and you will be asked to make decisions with limited information (just like real life). There are no right answers but I hope you find it interesting and helpful to compare your decisions with those that were made by the people involved at the time – it will be fun!

In analytical terms, the module contains two contextual overviews; the hospitality and tourism environment and highlights features of employment and the organisational context. In short, the module is concerned with five principal areas of knowledge:
Managerial Decision-making.
Organizational processes
The individual and the organization.
Management knowledge and learning
Understanding Labour Markets,

Introduction; The individual manager and the organisation

Organisations are not simply the sum of the individual human beings who happen to be employed in the organisation at a particular time. Organisations are social structures which have goals and purposes and these structures give people a structured environment into which they bring their own needs, motives and abilities. What is helpful to our understanding of organisational behaviour is to identify the point where the individual meets the organisation, to see clearly who the agent of action within an organisation is and to place both the organisation and its employees in the same environmental context.

Where the organisation as an independent entity and the individual actually meet is in the concept of role. The prescribed role is where the organisation inputs to the individual its goals and purposes whilst simultaneously, the individual brings to the role their own goals, motives and needs. The interaction of these two perspectives within the role, in aggregate, results in what we call organisational behaviour. Organisations take action they make things they provide services and nothing works without leadership and an organising force; this is the role of management. They accomplish their role by having and applying authority. What the organisation, as an entity, and the individual employee share is that they both inhabit the labour market; the former as buyer and the latter as seller. What this means is that they both have an internal and external environment.

Organization Behaviour as a subject of study always has a dual perspective a structural perspective (forms, systems, structures, technology) and a human agency perspective (motivation, rationality, attitudes). This module integrates these two perspectives by concentrating on the leader or manager and the way they think. The module provides an insight into the fundamentals on which organisations are built, and provides a set of analytical processes that lead to understanding managerial thinking. Central to both perspectives is the role of management. Managers make decisions and instigate action in conditions of uncertainty.

When we think something has worked well we often say, “it worked like clockwork”. This idea of thinking of organisations as being like a machine is rather an attractive one – cogs and wheels pulling in the same direction. In this modern day world of IT systems the vision of organisations being machines seems more apposite. Indeed many such analogies are made in the literature, however, this notion, whilst useful cannot be stretched too far. A clock is, after all, only telling us a point on an unchanging continuum. A commercial organisation has to deal
with ever-changing markets where uncertainty roams. The cogs and wheels in this case have to be more flexible. Flexibility, in any form, can only come from one source; managerial judgement. Most organisations consist of layers of management with jobs differentiated by specialist functions. If we ask why this is always the case we have to think back to first principles. If the task is too big for one person then the work has to be divided – this is as true for management as it is for workers making a car. Managers have to make decisions and no one person can do everything and for any one managerial role there are limits set by the principle of bounded rationality – the limits of individual knowledge. When the information needed to make a decision from a set of alternatives is too large to predict consequences then the job is too big for anyone. Hence, we need the division of labour of management work: that is, we form an organisation. Here we are joining together the ideas of managerial capacity and organisation.

To an extent the study of management and managerial work and behaviour shares a common history with the study of organisations. They are discrete areas of study but inhabit the same realm of ideas.

Why analyse organisations? The obvious answer is that we need to search for the most effective organisational design. However, this is a slippery goal not just because ‘effectiveness’ is subjective and would need to be specified before measurement, but because there may be particular circumstances in which any design would be appropriate. In other words, organisations live in an environment that might have a say in its design. To be specific, organisations not only live in product and labour markets but also in technological, legal and political environments and it doesn’t take a genius to work out that the organisation has a continuous relationship with all these spheres simultaneously. It cannot ignore any of them. The nature of these relationships is important. Organisations do not simply react to changes in their external environment they attempt to exert influence on that environment. This has led to images of organisations as being analogous to the human body – forever repairing itself. Again this comparison is problematic because the human body always returns to a static state and it is doubtful whether markets would allow commercial organisations such a luxury.

There is one aspect that the human factor bequeaths to the structural arguments and that is the notion of unintended consequences. All human action has intended consequences but because of uncertainty things happens that were not foreseen or intended. Organisations are, in this respect, exactly like humans. If the rationale for organisational analysis is to enable us to judge the effectiveness of organisational forms, then part of our understanding must be knowledge of the consequences of managerial action. This idea leads us towards, and allows us to see the paradoxes that exist in organisational life. The central paradox of all organisations is that of differentiation and integration. On the one hand, efficiency requires work specialisation but on the other, specialisation needs integration. The need for managerial control stems directly from this paradox. However the paradox, in turn produces some issues of its own - innovation needs a degree of creativity which requires giving workers scope, but wide scope is problematic to tight control. To over-control is to stifle initiative. What this means is that management always have two goals – goals of productivity and goals of order.
That they can be incompatible is a challenge for managerial thinking and for organisational design. These paradoxes give rise to ‘tensions’ within organisations which can be express individually within what we call the **psychological contract**.

**Teaching and Learning Philosophy**

Experience has taught me that students learn if they are relaxed and when there the atmosphere encourages everyone to speak and contribute. The list below helps to set the scene

- My lecture notes and further reading are on-line
- Do not try to follow by lectures by following the power-point sequence –I am not a machine and I interact with you the student.
- The reading is carefully designed so I expect you to have read the material for the appropriate session
- Bring your brains and a notebook to our sessions
- **Laptops are not needed** in our sessions but I indicate when they are needed.
- In a lecture I always summarise the big points at the end.
- I will take questions at any time
- No subject is off-limits I will answer any questions that I am able too.
- Remember your contributions are valuable to us all
- If I say something you don’t understand or use an English word you do not understand – please ask me to explain!
- **THIS DOCUMENT IS A LEARNING AID AND SHOULD BE BROUGHT TO EVERY SESSION.**

**Contribution to Graduate Profile:**

1. Critically examine the social, cultural, cognitive and financial aspects of contemporary international hospitality management.
2. Make a professional contribution to the process of corporate leadership within hospitality businesses.
3. Investigate hospitality managerial issues in a creative, strategic and entrepreneurial way.
Specific Learning Outcomes

**Knowledge:**
*Upon completion of this course, students will know how to:*
- LO1. Understand the specific hospitality industry and labour market context and its significance to personal development.
- LO2. Understand decision-making
- LO3. Understand relationship between information-seeking and decision-making.
- LO4. Understand the nature of and be able to differentiate power and authority and be able to relate both to decision-making.
- LO5. Understand the psychological contract.
- LO7. Understand group processes.
- LO8. Understand the rationale behind the various typologies of managerial and organizational knowledge.
- LO9. Be able to compare the organization and labour market models of career progress.

**Skill**
*Upon completion of this course, students will be able to demonstrate:*
- LO10. They have enhanced analytical skills
- LO11. They will be able to make decisions in the absence of complete information

**Autonomy and Responsibility Competence**
*Upon completion of this course, students will be able to state the following reporting, regulating or ethical considerations:*
- LO12. They will understand the relationship between decision-making and communication and ethic constraints

**Self Development Competence**
*Upon completion of this course, students will be able to demonstrate the need to continually research and up skill the following areas:*
- LO13. They will understand the career environment of the hospitality industry
- LO14. They will have practical experience of making difficult decisions

**Role in Context Competence**
*Upon completion of this course, students will be able to effectively contribute to the following activities or endeavours:*
- LO15. Management and entrepreneurship
Transferable and Employment Skills

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<th>SKILLS</th>
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<td>2. Verbal Communication</td>
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<td>3. Commercial Awareness</td>
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<td>4. Problem Solving</td>
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<td>5. Networking</td>
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<td>6. Planning and Organising</td>
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<td>7. Numeracy</td>
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<td>8. Computer Literacy</td>
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<td>9. Time Management</td>
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<td>10. Research</td>
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<td>11. Team Work</td>
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<td>12. Leadership</td>
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<td>13. Negotiating</td>
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<td>14. Customer Service</td>
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Weekly Content

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<tr>
<th>WEEK</th>
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<tr>
<td>1.</td>
<td>3/3</td>
<td>Understanding organisations Management judgement and decision-making</td>
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<td>2.</td>
<td>10/3</td>
<td>Power and authority Organisation culture The psychological contract</td>
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<td>3.</td>
<td>17/3</td>
<td>Motivation and negative behaviour Attitudes and behaviour Group processes and teamwork</td>
<td>provided</td>
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<td>4.</td>
<td>24/3</td>
<td>Understanding labour markets Pay and HRM Labour markets and Career structures</td>
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Assessments, Weighting and Deadlines (Each assessment must be linked to the learning outcomes)

Assessment and evaluation

- **Course work (1) 30%**
  A short 1000 word essay addressing learning objectives LO1, LO2, LO4, LO5, LO6, LO7

- **Course work (2) 20%**
  Based on an assessment by the module leader of your contribution to the discussion sessions and your presentation as leader of one session.

- **Extended essay 50%; a 3000 word essay** from a choice of six covering learning objectives LO5, LO6, LO7, LO8, LO9

Position Papers

Decision-making and judgement

It is very easy to argue that business is rational and that leaders, entrepreneurs and managers make their decisions on the rational principle of evaluating every option to gain maximum utility. It must be true because all the economic textbooks tell us so! To fair to them they do acknowledge the imperfect distribution of information. What this means in reality is that all agents making decisions do so with limited knowledge and within the context of bounded rationality. A shorthand version of bounded rationality would be that within an organisation the thinking of each manager would be bounded by the goals, norms and values of the organisation as experienced within a proscribed role. What the manager does not know is known by others and this creates a mutual dependency within the social group which is the organisation. We are dependent on each other’s knowledge to be effective. This does not mean that everything that an organisation needs to know is held somewhere in the social group; not true organisations have to learn. It is however, possible to accept as true the principle of bounded rationality but also to accept that the individual brings to the role more knowledge than can be utilised by action in the role. An individual will have their own beliefs, experiences and biases which will affect their decision-making process. When we say we have experience- what does that mean? However for any knowledge to be useful it has to be applied which in organisational terms means that it has to be expressed and communicated.

Management textbooks often emphasize the relationship between objectives, decisions and action as if they were three separate processes but going in the same direction. We need to discuss this. A decision has to be born; it has to start somewhere. Where? It begins with perception on the manager’s environment and the sensing of an opportunity or a problem. Here is crucial stage on the road to decision because how we conceive a problem or an opportunity will determine how we decide upon it. Often we initially assess a problem or an opportunity in terms of ‘what causes that?’ If we make a mistake as misattributing the cause we may mislead ourselves into taking the wrong decision. We describe the problem or opportunity to ourselves before we evaluate it; this requires some analysis or synthesis. This process may require some decisions itself; do we use our prior knowledge? Do go looking for
information? Is there a need for creativity and intuition? Neither of these topics is as abstract as they sound and we need to think about what each is. Does creativity imply novelty? Does intuition mean a gut feeling that is irrational? Then after evaluation we must decide whether or not to make a decision! If we say yes then we get the stage where we can make a decision. Does decision imply action? In other words once you commit to a decision are you automatically on a path to action? We need to discuss this. Having made a decision we next need to decide to act. Once committed to action there is the problem of communicating your decision and here we loop backwards to your original conception of the problem or opportunity.

This is where vision is so important if you have a clear picture in your head of the problem or opportunity and what solution you think it needs then you have a clear chance of transferring that image to those who will take the action on your instruction. What we need to discuss is how sense-making, decision-making, action and communication are woven together and whether coherence in the whole process is the foundation of good management.

If this all sounds so complicated then maybe then we cannot blame managers for wanting to simplify their thinking (the psychological folk often call this reducing cognitive effort) by making things simple; even when they are not. It is a common trend. And it is natural for us the use mental heuristics (or short cuts) to save mental effort and make quicker decisions. Short cuts are human and are often exactly what is required but the dangers are obvious particularly when the short cut is about distorting reality. The whole issue of the need to simplify must be central to our discussions.

Finally, I think we should discuss the idea of managerial or entrepreneurial talent. Let’s ignore the born or made argument and start from the point of a competent person; what takes people beyond competence?

Further reading

Commitment and identity

Management textbooks are confident in the assertion that high motivation based on job satisfaction is a crucial part of managing workforce; no problem there. Research confirms this assertion and goes further to suggest that job satisfaction is related to organisational commitment (although the cart-horse dilemma is not clear; perhaps we should discuss). Without denying the value of motivation more recent research has argued that if we are to understand both motivation and commitment we need to look at processes of identification. It would appear that the way people describe themselves to themselves (self-identity) has implications for the way they work and to what they identify with. The research accepts that people can have multiple identities but at work three questions appear to be significant; first do we want our workforce to commit to the organisation and if so why? Secondly, how to we
socialise them into a positive image of the organisation or industry. It is possible to suggest that management are overlooking an opportunity by underestimating the prolonged value of socialisation processes. Thirdly, to what are people committed too when they declare they are loyal? Is it the industry they work in, their current organisation, their workgroup or their occupation? Think of a chef; is it loyalty to their skills, the establishment that lets them ply their skills, the brigade or, as they are mobile to the industry. Possibly the most important of these questions is the first one. Do we always want our staff to stay and if we do why? The ‘why’ is crucial because it all too easy to say ‘I want motivated committed staff’ but if you don’t know why then the correct policies will not be in place.

One of the features of the hotel industry is that despite high levels of mobility people stay within their occupation category. The economists have a fancy name for it; occupational rigidity. What it indicates is evidence of the strength of occupational identity. People define themselves by a set of skills and a chunk of knowledge and they tend to protect themselves by staying within a group with common skills and thus a professional identity. The issue that is worth discussion is how does this idea of commitment to particular sets of knowledge and skills create a barrier for both cooperation within an operating system and perhaps more importantly for managing change. Looking from the outside, the way jobs are structured is the most influential pressure on the structure of the labour market. Occupational rigidity within establishments means that the industry has very segmented labour markets. People on the outside find this very puzzling.

Further reading


Management knowledge

Knowledge is free right! In our information driven modern world access to knowledge is virtually limitless. Within organisations we have management information systems and knowledge management systems to distribute knowledge. The task of aligning the communication system with the information system is central to organizational design. However, whether or not such systems are in place they avoid the important issue of seeing the difference between information and knowledge and the difference between both and understanding and meaning. What matters is how the information is understood by the
recipients. What do we mean by ‘knowing’? If it is a matter of degree than how do we decide. Knowledge is rarely value free and managerial knowledge with its clear implication of being applied ‘coats’ knowledge with overtones of meanings, values, intentions and the probability of action; it is rarely abstract or neutral. Management is commonly seen as being a pragmatic activity which implies that the knowledge that lies behind the activity has a purpose and is essentially practical. We need to discuss what ‘practical’ means and what purposes is attached managerial knowledge in the context of management. If managerial knowledge has to have a purpose and lead to success in some form, then does that mean that individuals can start to belief in their knowledge only if it appears to work? We need to discuss this because that implies firstly, that prior knowledge can influence current thinking, secondly that some knowledge can be ‘believed in’ and thirdly, that knowledge is transferable across situations. Is it? Here we may be back our old friend sense-making.

When managers talk about ‘having experience’ they mean that they have knowledge learnt from the past that will be useful in the present. Four issues need to be discussed; firstly, how is the past transferred to the present (what is the process?) and does it get distorted (beware of folk who talk about a ‘golden age’)? Secondly, do we need to believe that every piece of knowledge ‘will or will not work’? Is some knowledge just a matter of habit? Thirdly, is there a relationship between our inclination to believe in knowledge we already have and our desire to pursue new knowledge? Surely this is a big point to discuss! Finally, there is the issue of ignorance. This can be useful; yes? Many entrepreneurs have succeeded by simply not looking at barriers and difficulties that might impede them and by so doing overcome them. Making sense of the environment by selective ignorance may be a pathway to creativity (>). We must discuss this.

Further reading


**The Case studies**

The case studies will be given to you in class. You are expected to have read them and made some decisions which you can discuss with the group.

The case studies are, for the most part, short (one page) but they are there to help you to make decisions in the absence of complete information. They are real life and as such represent the real world of management and entrepreneurship.

**Key papers**


**The Philosophy of the course** “we go towards what we can see”

- Nothing can be achieved without managers describing it – description requires the manager to have an inner vision of what they want. Vision-expression and motivation are part of the same thing. There is no harder task for a leader, an entrepreneur or a manager than to conceive an idea in their heads and then explain it. This needs to be developed

- Clear thinking comes from clear writing. This needs to be developed
• The case studies are real and involved people having to make decisions. I want to replicate this by asking you to make decisions in the same circumstances. You will not be judged on whether you come to the same decision as those involved but how you justify your decision. Comparing your decision with the actual one will I believe be helpful to you.

• We work from the practical then find explanation in theory

Methods of monitoring and authenticating student work

Grading Criteria for Assessments

DISTINCTION – 90-100%
The student’s work is outstanding in every respect showing an excellent ability to define the problem, analyse the problem using sophisticated analytical techniques and draw conclusions that are wholly located in the literature or management practice, showing contributions to the literature and/or management practice. The number of references used will display ability to search the literature. Grammar, text and numerical representations, and structure are excellent; and proper referencing is adopted with the provision of clear examples where appropriate. In cases of projects this implies that a potential exists for a student to be a sole author of a conference or journal paper. The conceptualisations go significantly beyond those discussed in class and are innovative in nature and strongly argued.

MERIT – 80-89%
The work is significantly above average in standard, showing an above average ability to define the problem, analyse the problem using sophisticated analytical techniques and draw conclusions that are wholly located in the literature showing contributions to the literature. There may be minor typographical and referencing errors. The candidates provide evidence of being able to develop conceptulisation beyond that done in class.

PASS – 70-79%
The work is of average standard showing a clear understanding of the concepts and issues that is to be expected of a student at a given standard of work. There may be a few factual errors, but these are not sufficient in number or significant in nature to generally detract from the main thrust of the argument. The main hypotheses are clearly stated, but some nuances may be left unattended. Writing is still clear with few errors of grammar and syntax, but there may be some typographical errors.

Fail Grades - these will be characterised a number of faults that may include:
• Poor research skills demonstrated by inappropriate or few references.
• Poor standards of grammar and syntax.
• Inadequate referencing.
• Misunderstanding the nature of the task given and the means appropriate to completing the task.
• A failure to focus on the main concepts/arguments/issues set in the task
• Misunderstandings about the content of references used.
• Undue brevity.
• An inability to develop an argument in a logical and rational manner – the argument may be disjointed, comprise non sequiturs, and be irrelevant to the task in hand.
• Misunderstandings of the nature of the task set, the problems posed, the solutions required.
• A failure to provide evidence to support contentions.
• Non-performance in that work is not submitted in the time required with no valid reason being provided.

Academic Integrity

Each student in this course is expected to abide by The Emirates Academy of Hospitality Management’s Academic Integrity Policy.

Plagiarism, in any form, is not permitted an correct citation policy should be followed at all times (APA format).

Learning Resources: Provided by the lecturer

Recommended Reading: Provided by the lecturer

Journals: Provided by the lecturer

Websites: none