

BUS355Ea International Human Resource Management (IHRM)

Course Description

This course aims to provide a review of International HRM, and an understanding of its complexity and relevance. This course focuses on the challenges companies may face in an international context, analyzing theoretical frameworks and policies, programs, and practices implemented.

Course Goals and Methodology

The main objectives of the course are to enable you to

1. Know the differences between Domestic HR practices and International HRM practices.
2. Understand the additional complexity of HRM in an international context.
3. Understand the importance of International HRM to organizations.
4. Be able to identify some of the key features of HR challenges facing organizations working internationally.
5. Understand the impact of the culture in IHRM
6. Understand other issues involved when managing people worldwide.

The means to attain these objectives include a thorough study of class notes, slides, case analysis and discussion of current events, students' presentations, and in-class small group discussions.

Learning Objectives

Through this course, students will:

- Define basic concepts from the field of IHRM.
- Understand the complexity and the relevance of HRM practices within the context of a multinational environment.
- Recognize and value cultural differences, and the impact of culture on HRM.
- Design and evaluate best practices adapted to a different context.

Technical Requirements

This course requires that students have/bring their laptop, since tablets, Chromebook, or cell phones may not meet our virtual platform requirements. Also, students are expected to have a high-speed Internet Service Provider. A webcam and a headset (preferred) or microphone for your computer is also required.

You should be proficient in the following:

- basic computer skills
- email management



- sending and receiving attachments via email
- using a web browser
- finding resources through search engines
- using productivity applications such as Google Docs and Google Slides
- using educational technology such as Kahoot, Blackboard Collaborate, or Zoom
- familiarity with creating PDF files and submitting them on Blackboard
- the ability to be self-directed in learning new technology skills (e.g. access to support to learn necessary skills for Blackboard, or a step-by-step video tutorial)

For technical problems with Blackboard, please contact Jorge Pascual (jpasdia@acu.upo.es).

Bibliography

Basic texts

- Reiche, Stahl, Mendenhall & Oddou (2017). Readings and Cases in International Human Resource Management. Sixth Edition. Routledge: NY and London.
- Nkomo, S.M., Fottler, M.D., & McAfee, R.B. (2016). Human Resource Management Applications: cases, exercises, incidents and skill builders, 7th Edition. South-Western Cengage Learning: USA.
- Brewster, C., Sparrow, P., and Vernon, G. (2009) International Human Resource Management. (2nd edition), CIPD House, 151, The Broadway, London, SW19 1JQ.
- Jackson, T. (2009). International HRM: A cross-cultural approach, Sage Publications: London.

Complementary Bibliography

- Baron, J. N. & Kreps, D. M. Strategic Human Resources. John Wiley & Sons, Inc. 1999.
- Brewster, C., Mayrhofer, W., and Morley, M. (2007). Human Resource Management in Europe: Evidence or Convergence? Elsevier Butterworth-Heinemann, Oxford MA. 2nd edition.
- DeNisi, A. y Griffin, R. Human Resource Management. Houghton Mifflin Company. 2001.
- Dickman, M., & Baruch, Y. (2010). Global Careers. Routledge: NY and London.
- Dowling, P.J., and Welch, D.E. (2006), International Human Resource Management: managing people in a multinational context. Thomson Learning, 4th Edition.
- Lazear, E. Personnel Economics for Managers. John Wiley & Sons, Inc. 1998.
- Luis Gomez-Mejia, David Balkin and Robert Cardy (2007). Managing Human Resources. Prentice Hall. 5th Edition.
- Milkovich, George T. & Newman, Jerry M. Compensation. Boston: Irwin McGraw-Hill, 2005.
- Nkomo, Fottler & McFee, 2000. Applications in Human Resource Management (4th Edition).
- Nkomo, Stella M., Fottler, Myron D. y McAfee, R. Bruce (2000). Applications in human resource management: cases, exercises & skill builder. Cincinnati (Ohio): South-Western College Pub., cop. 2000.
- Susan E. Jackson and Randall S. Schuler (2003). Managing Human Resources through Strategic Partnerships. 8th Edition. Editorial Thompson.

Course Requirements and Grading

Your final grade will be calculated as follows:

- Quizzes (20%)
- Mid-term Exam (20%)



- Final Examination (20%)
- Final Project (and presentation) (20%)*
- Class participation (20%)

All assignments, quizzes and examinations will be announced during the lessons.

*Students will have to present a final project for 15-20 minutes

Exams

Exams are aimed at evaluating both the students' specific knowledge of the topics covered in class and their ability to analyze and provide insightful reflections on the material presented in the readings. Questions will cover the contents of the related section/s of the syllabus (*the final will NOT be cumulative) and focus on establishing thematic links between units. The final exam's date will be announced during lessons. Exam dates will not be changed under any circumstances.

Exams and every other assignment will be marked following the Spanish numerical range. Here is a table to illustrate differences in conversion between the Spanish, U.S. and Standard European grading systems:

		9,9	9,4	8,9	8,4	7,9	7,4	6,9	6,4	5,9	5,4	4,9
SPAIN	10	-	-	-	-	-	-	-	-	-	-	-
		9,5	9	8,5	8	7,5	7	6,5	6	5,5	5	0
USA	A	A	A-	B+	B	B	B-	C+	C	C	C-	F
ECTS	A	B	B	C	C	C	C	D	D	E	E	F

Essential factors in order to qualify for an A/A+ grade in this course are:

- To comply with reading assignments on a weekly basis.
- To develop analytical and critical skills.
- To participate in class voluntarily and regularly contribute to discussions with informed reactions.
- To show excellent writing and interpretative skills when submitting papers and/or exams.

Participation

Students will come prepared to lessons, reading the daily assignment from the course pack (loaded in the virtual classroom) or other information previously asked by the tutor. Lively discussions will be encouraged at all times. Class participation will therefore be graded in accordance with both the students' previous readings and reflection about the assigned texts and screenings, and also their daily contribution to class discussion with relevant (text-based and not random or just personal experience-oriented) comments. Therefore, participation during the lessons will be required to obtain a mark in this section.



*Class participation rubrics:

Criteria	Levels of Performance			
	0 Unsatisfactory	1 Poor	1,5 Proficient	2 Excellent
1. Preparation:	No preparation whatsoever (no knowledge on case materials and readings), frequent absences.	Rarely demonstrates preparation; knows some reading facts only.	Adequate preparation (knows reading facts and main points).	Excellent preparation (analyses cases and offers evaluation of topics).
2. Behavior:	Always disruptive.	Present, not disruptive.	Rarely disruptive, mostly engaged.	Never disruptive, always engaged.
3. Listening skills:	Inattentive and disruptive, never listens.	Rarely listens when others speak.	Listens when others speak.	Always listens and builds off of the ideas of others.
4. Overall level of engagement in class:	Refuses to involve in class discussions.	Does not offer much to contribute to class discussions.	Demonstrates ongoing involvement.	Consistent, ongoing involvement; contributes in a very significant way.
5. Engagement in group activities:	No involvement whatsoever.	Sporadic involvement in group activities.	Ongoing involvement.	Participates voluntarily and greatly contributes to group activities.

Final Oral presentation

Students will work individually to comply with this assignment. To arrange the presentation, students should either follow closely the questions in the study guides or organize the contents more creatively. In either case, every group is expected to produce a clear, concise and illustrative power point/Prezi presentation, on which extra material (images, YouTube videos, website links...) may be included. The time limit for each presentation is 20 minutes; *make sure: a) not to exceed your allotted time, and b) not to present for less than 10 minutes). The professor will be available during office hours to solve any doubts about the presentations, and will provide information on grading parameters.

General Course Policies

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activities expressly approved by your instructor. You are responsible for any course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with the instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Attendance and Punctuality

Attendance is mandatory in all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way unless you miss an exam, a presentation, a quiz, etc. In this case, you must present a doctor's note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to retake the exam, etc. We don't encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:

- On your 5th absence, 1 point will be taken off of your final Spanish grade
- On your 6th absence, 3 points will be taken off of your final Spanish grade
- On your 7th absence, you will fail the course

Academic Honesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. The International Center may also report this to your home university. Avoid plagiarism by

citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

Learning Accommodations

If you require special accommodations or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to Marta Carrillo (mcaroro@acu.upo.es) to either turn in your documentation or to confirm that our office has received it. Marta will explain the options available to you.

Behavior Policy

Students are expected to show integrity and act professionally and respectfully at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Course Contents

UNIT I: INTRODUCTION TO IHRM.

- Defining HRM
- Basics on HRM: HR departments & HR managers, Functions and practices.
- Defining IHRM
- Differences between domestic and international HRM

UNIT II: THE IMPACT OF CULTURE

- Concept
- Elements of culture
- Cultural Environment and HRM: Culture's dimensions; Individual perspectives.

UNIT III: EXPATRIATES and INTERNATIONAL HRM PRACTICES:

- International approaches to HRM
- Expatriates. Global careers.
- Planning on HRM
- Recruitment and Selection
- Training and Development



Class Schedule: Cases, readings, and group activities will be included in every lesson.

	Monday	Wednesday
Week 1:		INTRODUCTION
Week 2	UNIT 1	UNIT 1
Week 3	UNIT 1	UNIT 1
Week 4	UNIT 1	UNIT 1
Week 5	UNIT 1	UNIT 1
Week 6	UNIT 2	
Week 7	UNIT 2	International Women's Day Analysis
Week 8	UNIT 2	MID-TERM exam (slides, cases & book readings)
Week 9	UNIT 2	UNIT 3
Week 10		
Week 11	UNIT 3	UNIT 3
Week 12	UNIT 3	UNIT 3
Week 13		
Week 14	UNIT 3	UNIT 3
Week 15	UNIT 3	
Week 16	Final Project	Final Project
Week 17	FINAL EXAMS (TBD) (slides, cases & book readings)	

The distribution of topics is indicative. Changes may occur according to the group's needs, which will be communicated to the students with sufficient time.