



BUS355Ea International Human Resource Management (IHRM)

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Office Hours: By appointment (please allow at least 48 hours for your instructor to respond to your emails)

Course information:

Spring 2021

Jan 25 to Feb 25: Online lessons normally through Blackboard Collaborate

Each week students will have:

-Mondays: 13:00-14:45 synchronous

-And during the week 2 hours asynchronous

March 4 to Apr 15: face to face classes

Mondays and Wednesday: 13:00-14:45

Course Description

This course aims to provide a review on the International HRM, understanding its complexity and relevance. This course focuses on the challenges companies may face in an international context, analyzing not only theoretical frameworks but also policies, programs, and practices implemented.

This course will be taught both online and on-site (except for those few who will follow this whole course online).

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 key features 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 the 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 different context.

Technical Requirements

This course requires that students have/bring their own 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 Googledocs and Google Slides
- using educational technology such as: Kahoot, Blackboard Collaborate, or Zoom
- familiarity with creating PDF files and submit 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:



SPAIN	10	9,9 -	9,4 -	8,9 -	8,4 -	7,9 -	7,4 -	6,9 -	6,4 -	5,9 -	5,4 -	4,9 -
		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 to contribute to discussions with informed reactions regularly.
- 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 to 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.

*Class participation rubrics:

	Levels of Performance			
Criteria	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:	Unattentive 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 on the study guides, or to organize the contents more creatively. In either case, every student 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. 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 on the presentations, and will provide information on grading parameters.

General Course Policies

Leaving the classroom (physical or virtually): Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade.

Punctuality and tardiness: Arriving late to class is disruptive to both the professor and your classmates. Please be punctual as your professor may count your late arrival as half of an absence or simply close the door, not let any late students in and consider it as one full absence.



Communicating with 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 Absentee Policy

Attendance is mandatory at all classes, both online and on-site. All absences must be justified by a doctor's note (signed, stamped and dated). More than one unjustified absence will adversely affect your final grade. Professors will keep track of each student's attendance and active participation during the course. Students are expected to have their webcams turned on during the online sessions.

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. 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, you must send your documentation to Rubén Díaz (rdialop@acu.upo.es) or confirm that our office has received it. The deadline is January 29th. Your instructor will explain the options available to you.

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner 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. Cell phone use is not allowed and animals (except seeing-eye dogs) are not permitted in the classrooms.

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:

- International approaches to HRM
- Expatriates. Global careers.

UNIT IV: INTERNATIONAL HRM PRACTICES:

- Planning on HRM
- Recruitment and Selection
- Training and Development

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

	Monday	
Week 1: 25-29 January	INTRODUCTION AND UNIT 1 (Synchronous, 2h)	UNIT 1 Asynchronous lesson (2h)
Week 2 1-5 February	INTRODUCTION AND UNIT 1 (Synchronous, 2h)	UNIT 1 Asynchronous lesson (2h)
Week 3 8-12 February	UNIT 2 (Synchronous, 2h)	UNIT 2 Asynchronous lesson (2h)
Week 4 15-19 February	UNIT 2 (Synchronous, 2h)	UNIT 2 Asynchronous lesson (2h)
Week 5 22-25 February	MID-TERM exam (slides & book readings)	
Week 6 1-5 March	No lessons: "Andalusia Day"	UNIT 3 Face-to- face lesson (2h)
Week 7 8-12 March	UNIT 3 Face-to- face lesson (2h)	UNIT 3 Face-to- face lesson (2h)
Week 8 15-19 March	UNIT 3 Face-to- face lesson (2h)	UNIT 4 Face-to- face lesson (2h))
Week 9 22-26 March	UNIT 4 Face-to- face lesson (2h)	UNIT 4 Face-to- face lesson (2h)
Week 10 5-8 April	UNIT 4 Face-to- face lesson (2h)	UNIT 3-4 Asynchronous lesson (2h) Final Project (IHRM comparative)
Week 11: 13-15 April	FINAL EXAM (TBD)	

February 26: Last day to withdraw from a class



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Holidays

- Monday, March 1: "Puente." No classes will be held.
- Sunday, March 28 - Sunday, April 4: Semana Santa (Holy Week).