



## Master Programme in *International Business and Export Management*

### International Human Resource Management

December 17 - 19, 2015

Dr. Julie Anne Felker, DBA

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#### Course description

The course seeks to develop the student's ability to evaluate IHR related issues and demonstrate problem-solving competence in HR linked challenges regarding global business activities. The lectures will comprise particularly the following topics:

- ORGANIZATIONAL: - differences of domestic human resources management and international human resources management (IHRM) - how global organizational structures in multinationals impact employees, line managers and human resources - HR activities in the stages of a cross-border merger and acquisition (M+A) phase - the development of international joint ventures and the possible HR related implications
  - CULTURAL AWARENESS: - rising cultural awareness as a complex problem for multinational enterprises (MNE) - HR tasks in context with different management styles with an "ethnocentric", "polycentric", "geocentric" and "regiocentric" approach - mentor duties for both, expatriation and repatriation
  - RECRUITING AND COMPENSATION: - the crucial factors of recruiting and selecting staff for international assignments - components of international compensation programs
  - HRM TASKS RELATED TO INTERNATIONALIZATION: - HR role with the global Code of Conduct (called "Social Accountability 8000") - tasks in context with off-shoring - perspectives, issues, actions and consequences in MNE performance management
  - The impact of trade unions and how they may limit on MNE strategic choices
  - Influences on the image of MNEs as a global employer
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## Learning outcomes

In this course students will discuss and appraise the stages a firm typically goes through as it grows internationally and elaborate how each stage affects human resources management (HRM). Moreover, the emphasis will be placed on HRM challenges in networked firms. The students will be able to recognize and examine challenges and will have the competence to know which kind of strategy could be applied for solving human resource related subjects. In addition, students will have the ability to analyse and debate the various roles of a corporate HR department in centralized and decentralized and also in “transition” companies.

After successful completion of this course students will be able to:

- Describe the core function of human resources in transnational corporations
- Explain HR activities in several stages of a cross-border merger and acquisition (M + A) phase
- Judge the role of HR in formation of an international joint venture (IJV) and which appropriate HR-practices and strategies for the IJV should be provided
- Discuss and interpret equity-based alliances and non-equity modes of foreign operations and how this affects IHRM
- Evaluate phases of cultural adjustments in a M+A process and compare similarities and differences of cultural adjustment in an international assignment
- Analyse the different styles of managing subsidiaries by MNE, particularly the “ethnocentric”, “polycentric”, “geocentric” and “regiocentric” approach
- Describe the various types of international assignments (incl. long and short term as well as “standard” and “non-standard” assignments) and compare the various roles of expatriates, inpatriates and flexpatriates
- Describe components of international compensation programs and analyse how variable compensation packages may affect expatriate performance
- Appraise what is meant by “balancing the standardization and localization of HRM in multinational organizations”.

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## Teaching methods

The ultimate goal of the course is that students will have theoretical knowledge and practical tools to apply to the field of International Human Resource Management. The course is designed with a theoretical foundation applied to practical IHRM issues. This balance of theory and practice lends itself well to a mixture of teaching and learning methodologies. Sessions will generally begin with brief lectures to emphasize key conceptual points and to highlight relevant issues, however action learning through interactive class discussions, small group activities, individual self-reflective exercises, videos, the analysis of cases and contemporary articles, and multimedia presentations, will provide the true basis for learning.

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## Assessment

Students will be evaluated under the following system:

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| ▪ Individual Class Contributions                | 25% |
| ▪ Group Lead Discussion - Case/Article Analysis | 25% |
| ▪ Written Final Examination                     | 50% |

### ***Individual Class Contributions***

This component of your grade will be based on active participation and contributions to class-wide and group discussions, and completion of in-class activities. To benefit most from this class, preparation, attendance and participation are all very important. Please be ready to participate fully. Your insights and experiences are valuable to everyone's learning.

Most general managers spend a great deal of time in verbal interactions, whether convincing others, responding to challenges, or surfacing ideas. Additionally, those that rise to the top of the management ranks need to synthesize a great deal of information very quickly. This course is designed to help you strengthen both of these skills. You will be expected to read a relatively large amount of information in a short period of time, think beyond the material itself, and then articulate your views. My goal in requiring and assessing participation is to help you stretch your thinking and increase your confidence in stating your views, as well as to open the sources for learning to all students. Towards these ends, deep interaction is critical.

PLEASE NOTE: *If you do not actively participate in class-wide discussions you will not be able to earn a passing score on this component.*

### ***Group Led Discussions - Case Analysis***

We will use a variety of contemporary academic and practitioner articles, as well as case studies, to illustrate strategic principles and practices of International Human Resource Management. On the first day of class, small groups will be formed. Each group will be randomly assigned a case. Each student group will be responsible for analyzing a case and leading the class in a discussion of the case.

Case analyses/discussions will take place on **Saturday, December 19<sup>th</sup>**. Each group will develop a PPT presentation to support a 30 to 40-minute discussion with the class. The goal is to engage the class in the analysis and discussion, not simply give a presentation. Please email me your group's PPT presentation before the start of class on Saturday morning (jdziekan@umich.edu), and bring one hardcopy to class.

Evaluation will be based on your group's ability to engage students in a relevant analysis and discussion, identification of important issues, solutions, preparedness, quality of group-led discussion and PPT slides. All group members must contribute equally in developing the concepts, PPT slides, and leading the analysis discussion.

PLEASE NOTE: *All students are expected to read all cases, not only those they are assigned, and to participate in the discussion.*

### **Written Final Exam**

The final exam is scheduled for **Saturday afternoon, December 19<sup>th</sup>**. You will have 90 minutes to complete the exam. The exam is designed to apply strategies and principles of International Human Resource Management. It will be comprised of objective (multiple choice) questions and essay questions related to our in-class lectures and discussions, readings, and case analyses.

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### **Study Schedule**

#### **Thursday, December 17th**

- The International HR Scene -- Providing the Context
  - Contrasting Domestic HRM and IHRM
  - Global Workforce Trends
  - Global versus Local -- Getting the Balance Right
  
- Talent Management on a Global Scale
  - Workforce Planning - Assessing Labor Markets
  - Staffing Strategies: From Ethnocentric to Regiocentric
  - Global Compensation and Rewards
  - Perspectives on Performance Management
  - Developing Global Leaders

#### **Readings**

- How Global is your C-Suite? P. Ghemawet and H. Vantrappen (Summer, 2015) *MIT Sloan Management Review*, pgs. 1-12
- The Two Faces of Nordic Management: Nordic firms and their employee relations in the Baltic States, M. Sippola (Sept. 2009) *International Journal of Human Resource Management*, 20 (9), pgs. 1929-1944

#### **Industry Reports**

- Talent Mobility 2020 and Beyond (2012) *PriceWaterhouseCoopers*
- Salary Increases, Bonuses, Perks: Variations Among World Regions (2014) *TowersWatson*

#### **Cases**

- MINI CASE Adjusting to France -- A Brief (but Perplexing?) Case

## Friday, December 18th

- HR's Role in Cross-border Mergers and Acquisitions & International Joint Ventures
  - Why do so many M&A's Fail to Meet Expectations?
  - Managing the People Aspects of an M&A
  - Impact of Trade Unions
  - Bringing Cultures Together
  
- International Assignments
  - Managing an Expatriate Workforce
    - Selection, Preparation, and Support
    - Compensating Expatriates
    - Cultural Adjustment
    - Repatriation Challenges
  
  - Alternatives to Expatriate Assignments
  
- Employer Branding

### **Readings**

- The role of human resource management in crossborder mergers and acquisitions, R. Aguilera and J. Dencker (Dec. 2004) *International Journal of Human Resource Management*, 15(8), pgs. 1355-1370
- Do works councils raise or lower firm productivity? O. Hübler (March, 2015:137) *IZA World of Labor*
- Relocation branding: a strategic framework for attracting talent from abroad (2014) *Journal of Global Mobility*, 2(1), pgs. 102-120

### **Industry Reports**

- Cultural issues in mergers and acquisitions (2009) Deloitte
- Talking about the people side of M&As (2010) PriceWaterhouseCoopers
- Your Assignment Abroad: 50 Most Common Concerns (2013) KPMG

### **Cases**

MINI CASE Jaguar or BlueBird? Mark Chan's decision to stay overseas or return home after his expatriate assignment

### **Individual Activity**

Careers in Global Management: Assessing your Preparation and Interest, Adler, N. **(Activity to be completed in class)**

**Saturday, December 19<sup>th</sup>**

- Obligations of Global Corporate Citizens
  - Social Accountability 8000
  - International Framework for Ethical HRM

### **Readings**

- A Framework for Thinking Ethically (May, 2009) *Markkula Center for Applied Ethics, Santa Clara University*

### **Industry Reports**

- Social Accountability 8000 International Standard by Social Accountability International (June 2014)
- SA8000: 2014 Performance Indicator Annex

### **Cases**

#### **MINI CASES ETHICS**

- Should Retailers Cut and Run from Bangladesh?
- AMAZON: Should Labor Practices of Multinationals be Judged by the Standards of their Home Country or the Country of its Operation?
- Family Loyalty vs. Meritocracy in the Philippines

#### **Group Led Case Analyses/Discussions - Case Analyses (all students must read all three cases)**

- Recruitment at China Sunwah Bank: Guanxi versus Talent
- Sophia Tannis: The European Transfer
- Toivonen Paper in the US: Human Resources Implications of Foreign Ownership

### **FINAL EXAMINATION**

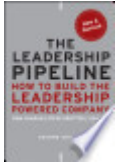
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### **Readings & media**

#### **Required Readings: Articles, Cases and Activities**

Required readings will be posted on Moodle, or distributed in hard copy during class. All Readings and Cases should be completed before class, unless instructed otherwise on the syllabus. Industry Reports are provided for your ongoing resources. They do not have to be read before class but please scan them so that you are familiar with their contents and can get back to them at a future time.

## Recommended Books



**The Leadership Pipeline** - ISBN: 9780470921487  
Ram Charan, Stephen Drotter, James Noel



**Human Resource Management: Essential Perspectives** - ISBN: 9780324592412  
Robert L. Mathis, John Jackson



**Managing Conflict Through Communication** - ISBN: 9780205862139  
Dudley D. Cahn, Ruth Anna Abigail

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## Self Study Time \*

47 hours per semester / Stunden pro Semester

\* The "workload" of a course comprises course attendance as well as all work necessary to complete the course (course preparation), individual study, group work, research, assignments, exam preparation etc. (= Self-study time). The workload is expressed in ECTS (1 ECTS = 25 hours).

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