

INTERNATIONAL MANAGEMENT OF HUMAN RESOURCES

COURSE: THIRD

SEMESTER: FIRST

TYPE: OBLIGATORY

CREDITS: 6

LANGUAGE: ENGLISH

PROFESSOR: [DRA. VIOLETTA SHEYKYNA](#)

OBJECTIVES:

The study of International Human Resource Management is multidisciplinary drawing upon the ideas from business strategy, psychology, sociology, history, economy, industrial and international relations. This course provides a challenging and up-to-date approach to critical debates in international HRM, drawing on conceptual research from a wide range of countries. The course covers all major aspects of international human resource management.

The aims of this course are to:

- Give students knowledge of the main terms and key definitions applied;
- Present students and introduction to the basic elements of International Human Resource Management;
- Develop students' ability to synthesize, analyze and critically evaluate HR policies and practices, contemporary phenomena and principle subjects implicated;
- Give students a better understanding of IHRM and relevant HRM techniques in a way that it will help them as practitioners, to overcome ethical and professional issues at different managerial levels;
- Create a global and strategic mindset and to develop sensitivity to learning from other cultures;
- Examine and evaluate human resource policies in different parts of the world and its peculiarities in order to broaden students' international panoramic sense;

- Develop international managers, skilled in interpersonal and cross-cultural communication, and capable of effective communication of all stakeholders of the company;
- Build an appreciation in students of the need to continuously develop skills and knowledge throughout their careers.

COMPETENCES:

GENERAL

G1 - Observe and taking a global (overhead) vision, plan, organize and manage activities in the field of entrepreneurship and in the business sphere.

G2 - Act proactively, generate ideas, implement initiatives and certain organizational change, as well as demonstrate predisposition to a geographical mobility.

G3 - Capacities for empathy, adapting, work and manage in an international and multicultural, interdisciplinary and competitive team. Exploration of social networking and collaboration: use and application of the terms.

G4 - Develop notions, moral and ethical compromise in the field of entrepreneurship and in the business sphere including topics of gender, environment and company's security.

G5 - Improvement their written and oral communication skills in English.

G6 - Search and use new sources of information, apply quality criteria and quantity (numerical) aspects at decision-making.

BASICS

CB2 - Students must know how to apply gained knowledge to the future job or commitments in a professional manner and have skills that can be demonstrated by the elaboration and defense of arguments and problem-solving during a study process.

CB4 - Students must be able to transmit information, ideas, problems and solutions to specialized and non- specialized public.

TRANSVERSAL

T3 - Interact in global and international aspects in order to identify needs and new realities that can enhance students' present and future professional development, making them able to adapt and manage themselves in professional process and future investigations.

T4 - Show abilities and certain professional experience to be prepared for the future career in a complex, multidisciplinary environment, on- site or virtual with the use of new communication and information technologies (TICs).

T5 - Exercise an active citizenship and personal responsibility for compromise democratic values, sustainability, design worldwide starting from learning practice, work and social inclusion.

T6 - Implement effectively different types of communication (verbal, written and nonverbal) at very high standard in mother tongue and in foreign languages (form, content and use).

T7 - Convert the students as the major players in their own education process in view of their personal and professional improvement, getting a better education in order to help them to live and to learn in the context of linguistic diversity, various social, cultural, economic realities.

SPECIFIC

E8 - Identify an economic, cultural, political, legal, demographic, technological environment that can represent opportunities and threats or impact on the viability of negotiations.

E10 - Activity management and decision-making in different functional areas of the organization.

E12 - Apply different communication and negotiation techniques, depending on your business partner and his role. Knowing how to set goals and objectives, define outcome in the communication or negotiation activities.

E13 - Understand the role of culture in international business and propose solutions to the concrete problems in managing people in the workplace.

LEARNING RESULTS:

R1 - Exposes correctly the management techniques for the international talent and planning strategies.

R2 - Understand and apply recruitment techniques and strategic talent management, correctly implement a talent search program at the multinational companies, observe and respect fundamental rights of the individual.

R3 - Understand a nature of the expatriation and its impact on a Human Resource Management.

R4 - Use of proper terminology, expressions and language both in verbal and non-verbal interactions in a professional and personal context in English, Spanish and Catalan.

CONTENTS:

Key terms and definitions:

- Management. Term and its ethymology. Definitions. Management process. Managerial roles. Management skills. Model of effective management.
- Human Resources. Origin of the term. Concerns about terminology. Synonyms and its difference.
- Human Resource department.
- Human Resource Management. Evolution of the term. Synonyms and its difference. Importance and role of HRM. Effective HRM. Mistakes of HRM. Management process and HRM. Customers of HRM. Jobs and career in HRM. History of HRM. Challenges and issues in HRM. Domestic and international HRM. Future of the HRM.
- The rest of curriculum is indicative and is subject to change in order to adjust better contemporary realities.

EVALUATION SYSTEM:

- **Two EXAMINATION PAPERS** held during the course on the content of the subjects taught - 25% each / 50% both. Pass mark: 50% from 100% or 5 PTS from 10 PTS;

- **RESEARCH PAPER** (12 pages pages A4 aprox., 8 minimum) about Antecedent theoretical developments of Human Resources Management. It is supposed to include a summary and synthesis of key ideas of theoretic point of view, emphasizing basic notions and general points, making short reference to the historical conditions and expressing students' personal ideas why he/she likes/ dislikes (criticize) the chosen concept - 10%;

- **ROLE PLAY:** students will be devised into groups (3 pers./ each). They are expected to present example of a effective HRM, of poor HRM, of old fashioned HRM and contemporary HRM, HRM and personnel management. Main characters to present: CEO, HR manager, employee. Key point is to apply terms and concepts explained in the class sessions. Students are also required to submit a characters' description, as well as a synthesis of key ideas and characteristics of an assigned term - 10%;

- **GROUP RESEARCH PAPER:** (12 pages pages A4 maximum, 8 minimum), students will be divided into groups (2 pers./ each), they are supposed to investigate about what culture and business norms exist in different countries, as well as HR norms and selection process in the preselected part of the world - 15%;

- **REFLECTIVE & ARGUMENTATIVE ESSAY:** students should read an article and write argumentative essay based on the topics raised in Rick Noack's article The future of language, published in the Washington post, link https://www.washingtonpost.com/news/worldviews/wp/2015/09/24/the-future-of-language/?utm_term=.68ec6bf00a86 (at least 5 pages, times new roman 12 or similar), adding analysis and showing knowledge within the context of the course. Copy-paste and present material found in the internet isn't the correct approach, as well as only making summary of the article – 15%.

The minimum passing grade for examination papers is: 5 points or 50% (from 10 points or 100%). Those students that have not taken o failed the partial exam in November or

a final exam in December will be able to retake it at the end of the term, during a recuperation week, providing the fact that they have successfully completed and submitted the rest of mandatory activities (tasks).

Class activities, role play and presentations are non-recoverable. Also a student must be in attendance a minimum of 80% of the class sessions in order to receive a passing grade // A student must attend class regularly to receive a passing grade.

FINAL NOTE BY COMPONENTS						
	ACTIVITY 1: MIDTERM EXAMINATION PAPER*	ACTIVITY 2: COURSE FINAL EXAMINATION PAPER*	ACTIVITY 3: IND. RESEARCH PAPER	ACTIVITY 4: ROLE PLAY	ACTIVITY 5: GROUP RESEARCH PAPER	ACTIVITY 6: REFLECTIVE & ARGUMENTATIVE ESSAY
Weight value (%)	25 %	25 %	10 %	10 %	15 %	15 %
Weight value (PT)	2,5	2,5	1	1	1,5	1,5
% possible	100 %	100 %	100 %	100 %	100 %	100 %
Points possible	10	10	10	10	10	10

EVALUATION SCALE				
10 points grading scale	Estimated percentage	Definition (esp.)	Definition (eng)	Definition
9,7	97 - 100	Matrícula de honor		Topper in class
9,0 - 10	90 - 95	Sobresaliente	Outstanding	90% contents assumed
7,0 - 8,9	70 - 89,9	Notable (notable bajo o notable alto)	Remarkable (can be low or high)	70% contents assumed
5,0 - 6,9	50 - 69,9	Aprobado	Pass	50% - 60% contents assumed
0 - 4,9	49 % or below	Suspenso	Failed	Less than 50% contents assumed

METHODOLOGY:

On-site sessions, based on theoretical and practical approach. During class sessions a Professor teaches the necessary course material, combining mentioned dual methodology with studying multiple cases, enhancing student's problem solving and decision making skills, playing role games and exercising group activities in order to achieve their good performance in practice.

Also students are required to participate actively in individual research and investigation tasks, as well as to read complimentary materials to perceive and correctly apply necessary terms and definitions. Professor takes into consideration these multiple

activities conducted in the class (participation in class, commentaries on case studies, debates, games, and surprise questions), student progress, his/ her proactive approach, efforts and regular and punctual class attendance.

Thus it is recommended that all the students spend few hours per week studying in order to strengthen and consolidate knowledge that has just been acquired during class sessions. It consists of a review of theoretical aspects and complementary reading of a recommended basic bibliography.

BASIC BIBLIOGRAPHY:

- DOWLING Peter, *International Human Resource Management*, Cengage Learning, 2017
- ARMSTRONG Michael, TAYLOR Stephen, *A Handbook of Human Resource Management Practice*, Kogan Page Limited, 2014
- BRUNT Carol, *Human Resource Management in International NGOs. Exploring Strategy, Practice and Policy*, Palgrave Macmillan, 2016
- HARRIS Hilary, BREWSTER Chris, SPARROW Paul, *International Human Resource Management*, CIPD Publishing, 2003
- HARRIS Hilary (Ed.), *International Human Resource Management: A European Perspective*, Routledge Taylor and Francis Group, 2002
- HARRIS Michael M. (Ed.), *Handbook of Research in International Human Resource Management (Organization and Management Series)*, 2007
- MACHADO Carolina (Ed.), *International Human Resources Management: Challenges and Changes*, Springer, 2015
- ROBERT L. Mathis, JACKSON John H., *Human Resource Management*, Thomson South-Western, 2005
- ÖZBILGIN Mustafa F. (Ed.), GROUTSIS Dimitria (Ed.), HARVEY William S. (Ed.), *International Human Resource Management*, Cambridge University Press, 2014
- SHEN Jie, EDWARDS Vincent, *Internacional Human Resource Management in Chinese multinationals*, Routledge Taylor and Francis Group, 2013

- SPARROW Paul, BREWSTER Chris, CHUNG Chul, *Globalizing Human Resource Management*, Routledge Taylor and Francis Group, 2016
- ULRICH, Dave, *Delivering Results: A New Mandate for HR Professionals*, Harvard Business School Press, 1998
- WILSON John, *International Human Resource Development: Learning, Education and Training for Individuals and Organizations*, Kogan Page, 2012