



## Shanghai Jiao Tong University

### HR401 International Human Resource Management

<b>Instructor Information:</b>	Holger Briel Home Institution: Xi'an Jiaotong-Liverpool University Email: holger.briel@gmail.com Office Hours: Determined by Instructor		
<b>Term:</b>	June 29, 2020 – July 24, 2020	<b>Credits:</b>	4 units
<b>Class Hours:</b>	Monday through Friday, 120 mins per teaching day		
<b>Discussion Sessions:</b>	2 hours each week, conducted by teaching assistant(s)		
<b>Total Contact Hours:</b>	66 contact hours (1 contact hour = 45 mins, 3000 mins in total)		
<b>Required Texts (with ISBN):</b>	<ul style="list-style-type: none"> <li>• Wintersberger, D., 2017, International Human Resource Management: A Case Study Approach, Kogan Page</li> <li>• Dowling, P. et al., 2017, International Human Resource Management, Cengage Learning</li> <li>• Chang et al., 2011, Cultural Adaptations to Environmental Variability: An Evolutionary Account of East–West Differences, Educational Psychology Review, 23:99–129</li> <li>• Nisbett et al., 2001, Culture and Systems of Thought: Holistic Versus Analytic Cognition, Vol. 108, No. 2. 291-310</li> </ul>		
<b>Prerequisite:</b>	Foundational Unit of Human Resource Management		



## Course Overview

Building on foundational knowledge of Human Resource Management (HRM) issues and concepts, this course provides a focused analysis of key opportunities and challenges associated with managing employees in international and cross-cultural contexts. The course first sets out the cultural and institutional context of international HRM, focusing on cross-cultural aspects of leadership and communication, the institutional aspects of global expansion, as well as global labour standards. The second part looks into functional areas such as recruitment, selection and training of employees at multinational companies, as well as employee relations. In the third and last part we will work on and discuss three concrete cases of companies (businesses from China, Japan and US) going global. The course finishes with a documentary and a critical discussion on how to balance standardization and localization upon expanding operations globally.

This unit will provide students with a theoretical understanding of IHRM and a practical understanding of the opportunities and challenges associated with managing employees in global contexts.

This course requires regular participation in the daily discussion rounds.

## Learning Outcomes

- Explain the economic, social, cultural and political context of International Human Resource Management
- Understand core definitions of International HRM and their applications to real world situations
- Draw upon existing and new knowledge to identify and evaluate relevant issues in managing employees in international environment
- Understand the practices, processes and strategies in managing employees in an international environment

## Assessment Type

Each student will prepare a chapter (which means reading, understanding, summarizing), as indicated by the course overview. He/she will present the prepared chapter in class (presentation) and will also produce a consistent, well-structured handout (2-3 pages) of the presented chapter to be shared with the class.

### What is graded in the presentation?

- 1) The quality of your prepared chapter. Guiding questions: Does your prepared chapter have substance? Is your presentation well structured? Is it an adequate summary of your chapter?
- 2) The quality of your presentation: Guiding questions: Is your presentation well structured? Are your slides adequately prepared and not overloaded with information? Is your presenting style adequate (do you speak freely; do you know what you are actually talking about)?



What is graded regarding the hand-out/summary of the reading section?

- The quality of the handout. Guiding questions: Does your prepared chapter have substance? Is your handout well structured? Is it an adequate summary of your chapter? Is it written in a readable, accessible manner?

### Grading Policy

Your assessment consists of three parts: adequately preparing your chapter, presenting this in class, and lastly preparing a hand-out (short summary of the reading section) of max. 3 pages for your colleagues.

Presentation of the reading section	30%
Hand-Out/summary of reading section	40%
Participation	30%

**Grading Scale is as follows**

Number grade	Letter grade	GPA
90-100	A	4
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3
70-74	B-	2.7
67-69	C+	2.3
65-66	C	2
62-64	C-	1.7
60-61	D	1
≤59	F (Failure)	0



**Class Schedule**

Date	Lecture	Readings
Day 1	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Assessment information</li> <li>• Introducing International HRM:</li> <li>• What matters in IHRM? Culture! Introduction and Group Discussion</li> </ul>	Wintersberger, Chapter 1, 2 Dowling et al., Chapter 1, 2
<b>Contexts of IHRM</b>		
Day 2	<p style="text-align: center;">CULTURE CONTEXT &amp; IHRM</p> <ul style="list-style-type: none"> <li>• Culture &amp; Cultural Differences: Understanding the background drivers of IHRM</li> <li>• Student presentation: Chang et al. paper (1)</li> <li>• Student presentation: Nisbett et al. paper (2)</li> </ul>	Chang et al. 2011 (26p), Nisbett et al. 2001 (17p)
Day 3	<p style="text-align: center;">CULTURE CONTEXT &amp; LEADERSHIP</p> <ul style="list-style-type: none"> <li>• Student presentation: Cross-cultural leadership</li> <li>• Group discussion: Potential issues in leadership</li> </ul>	Wintersberger, Chapter 3 (15p)
Day 4	<p style="text-align: center;">CULTURE CONTEXT &amp; COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Student Presentation: Cross-cultural communication</li> <li>• Group discussion: Potential issues in cross-cultural communication</li> </ul>	Wintersberger, Chapter 4 (14p)
Day 5	<p style="text-align: center;">INSTITUTIONAL CONTEXT &amp; IHRM</p> <ul style="list-style-type: none"> <li>• Student presentation: The institutional context of IHRM</li> <li>• Group discussion: Context matters!</li> </ul>	Wintersberger, Chapter 5 (16p)
Day 6	<p style="text-align: center;">GLOBAL LABOUR STANDARDS</p> <ul style="list-style-type: none"> <li>• Student presentation: Global labour governance and core labour standards</li> <li>• Student research: country labour standards</li> <li>• Discussion: Issues in international labour</li> </ul>	Wintersberger, Chapter 6 (15p)
<b>Functional areas of IHRM</b>		
Day 7	<p style="text-align: center;">RECRUITMENT &amp; SELECTION OF TALENTS</p> <ul style="list-style-type: none"> <li>• Student presentation: International recruitment, selection and talent management</li> <li>• Discussion: Potential issues in recruitment and talent selection</li> </ul>	Wintersberger, Chapter 7 (14p)



Day 8	<p>STAFFING AT MNCs</p> <ul style="list-style-type: none"> <li>• Student presentation: International staffing at multinational companies</li> <li>• Discussion: Potential issues regarding staffing and cultural adjustment at MNCs</li> </ul>	Wintersberger, Chapter 8 (13p)
Day 9	<p>TRAINING AT MNCs; EMPLOYEE RELATIONS</p> <ul style="list-style-type: none"> <li>• Student presentation: International training and workforce skills</li> <li>• Student presentation: International employee relations</li> </ul>	Wintersberger, Chapter 10, 11 (14p, 16p)
<b>Case Studies of companies going global</b>		
Day 10	<p>CASE STUDY I: A CHINESE COMPANY GOES GLOBAL</p> <ul style="list-style-type: none"> <li>• Reading and group work in class</li> <li>• Group discussion: How to ‘transfer’ corporate values and practices upon global expansion? Pitfalls of global expansion?</li> </ul>	Tbd.
Day 11	<p>CASE II: A JAPANESE COMPANY GOES GLOBAL</p> <ul style="list-style-type: none"> <li>• Reading and group work in class</li> <li>• Group discussion: How to ‘transfer’ corporate values and practices upon global expansion? Pitfalls of global expansion?</li> </ul>	Tbd.
Day 12	<p>CASE III: A US COMPANY GOES GLOBAL</p> <ul style="list-style-type: none"> <li>• Reading and group work in class</li> <li>• Group discussion: How to ‘transfer’ corporate values and practices upon global expansion? Pitfalls of global expansion?</li> </ul>	Tbd.
Day 13	<p>CASE IV: A GERMAN COMPANY GOES GLOBAL</p> <ul style="list-style-type: none"> <li>• Reading and group work in class</li> <li>• Group discussion: How to ‘transfer’ corporate values and practices upon global expansion? Pitfalls of global expansion?</li> </ul>	Tbd.
Day 14	<p>Guest Lecture: IHRM Manager</p>	No Reading



Day 15	Documentary: American Factory • IHRM: Companies in between localization and standardization Group discussion based on guiding questions: How do these cases relate to the topics of	Dowling et al., Chapter 3
Day 16	The future or HRM practices,	Dowling et al., Chapter 10
Day 17	The future or HRM practices	Wintersberger, Chapter 13
Day 18	Role Play: IHRM pitfalls and how to correct them I	Practical Work
Day 19	Role Play: IHRM pitfalls and how to correct them II	Practical Work
Day 20	Final Course Wrap-Up, Q&A,	No Reading