

LER566
International Human Resource Management
Spring 2017
Monday 11:00-1:50
47 LER

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COURSE DESCRIPTION

The goal of this course is to provide you with a solid understanding of the complexities of international human resource management (IHRM). We will survey the strategic and cultural context of IHRM, the functional aspects of IHRM, and identify some of the challenges of managing employees around the globe.

The class consists of lectures, case analysis, class discussions, presentations, and exercises. Because this course is heavily case-based, it is essential that students prepare in advance for the classes and engage in class discussion. You will be graded based on your performance on class participation, individual presentation, exams, an interview paper, and group presentations.

COURSE MATERIALS

Required Text Books:

1. Ibraiz Tarique, Dennis Briscoe, & Randall S. Schuler and. *International Human Resource Management: Policies and Practices for Multinational Enterprises* (5th edition). London: Routledge, 2015.
2. Günter K. Stahl, Mark E. Mendenhall, and Gary R. Oddou. *Readings and Cases in International Human Resource Management and organizational behavior* (5th edition). London: Routledge, 2011.

ASSIGNMENTS AND GRADING

• Class Participation	15%
• Individual Presentation	10%
• Weekly Quiz	15%
• Midterm Exam	20%
• Expatriate Interview Paper	20%
• Group Presentation	20%

Class Participation. This course requires active participation in classes. The class participation will include your attendance and your contributions to the intellectual life of the classroom, demonstrated by your understanding of the assigned readings, your active involvement in class activities, and the meaningful questions or comments you raise during lectures and discussions.

Each student is allowed to miss no more than **TWO** classes in the semester and quizzes will not be counted into the grades for these two classes. However, students who miss two classes will not be eligible to drop the two lowest quiz scores. Every additional absence leads to **3** points cut in the final grade. In order to receive credits for this course, students are not allowed to miss more than four classes under any circumstances.

If a student has never missed a class (including the project day) throughout the semester they will be eligible to drop the two lowest quiz scores. If a student misses only one class (including the project day), they will only be eligible to drop the lowest quiz score.

Students are expected to be punctual and engage in respectful interactions with each other. Any behaviors that would distract others in the classroom such as talking on the phone, texting, using the internet for things irrelevant to the course, and emailing are prohibited. Students' grades on class participation may be negatively affected if they engage in these distractive behaviors.

Individual Presentation. Every week a student or a group of students will be assigned to make a 10 minute individual presentation for the following week regarding (1) topics assigned by the instructor or (2) your own observations, experiences, and insights related to IHRM that you would like to share and discuss in class in relation to readings and topics assigned to this course.

Students who are assigned to the individual presentation should email me their presentation PPT **TWO** days before the class (Saturday) before 10:00 PM.

Students should send the FINAL version of the PPT to the instructor before their presentation.

Weekly Quiz. In every teaching session you will need to complete a short quiz (5-10 minutes) on your readings. The quiz includes five questions in the format of the true/false, multiple-choice or filling in the blanks. Each quiz will deal with the chapter(s), articles and cases that I have assigned for that class session. I may administer a quiz at the beginning, middle or end of class. There are **NO** make-up quizzes.

Midterm Exam. This will cover the readings, cases, and information contained in lectures prior to the exam. The test will be a take-home exam, and it is open book

and open notes. You may not consult your colleagues for answers. The exam will include a few essay questions and one case analysis.

Due Date: Monday, March 13, 2017 at 11:00 AM.

Not submitting your mid-term exam on time will result in a 20% deduction from the mid-term grade for each day late.

Submission via Compass is required. Students should submit their answers via Compass. If technical problems occur students should send their answers as an attachment in Word/or PDF format to my email listed at the beginning of the syllabus by the due date.

Expatriate Interview Paper. Each student is required to interview a business professional who works or worked outside his/her country of origin. The purpose of the assignment is to help students understand the challenges and advantages of working abroad. You can pair up with another student to help take notes but you will still each perform an interview, and must complete the paper independently.

The interview should include these elements:

- Basic demographic information (age/age range, gender, race, years employed at the company, nationality, etc.).
- What is the country of origin and what are the differences in culture between the country of origin and the country where the international assignment was located? Any cultural mishaps? How did you manage the difficulties and challenges of working abroad? If everything went smoothly and you did not encounter any difficulties could you please share how did you achieve it?
- How were you selected to work abroad? How long did you work there?
- Are you satisfied with your assignment, salary, and performance evaluation process?
- Did you experience any work-family conflict? How did you manage them?
- Did you experience any gender/race related discrimination? How did you handle it?
- What kind of HR assistance did you receive when you worked abroad? Any suggestions on what kinds of organizational help you wish you could have?
- Did you receive any “before departure” and/or “in country” training? If you did, do you think it was helpful?
- What lessons did you learn from your experiences?
- What advice would you give to other expatriates who may work in the country or area where you worked?
- What advice would you give to MNCs that may send expatriates to subsidiaries?

The paper should review the relevant literature, conduct in-depth analyses, report findings and recommendations. Six or more pages for the main text, double spaced, in Times New Romans 12-point font, with margins of 1 inch. This paper must include an appendix with transcribed interview notes.

Outline of the interview paper is due on March 27, 2017 at 11:00 AM
Paper Due date: Monday, April 24, 2017 at 11:00 AM

Submission via Compass is required for paper submission. If technical problems occur students should send their answers as an attachment in word/or PDF format to my email listed at the beginning of the syllabus by the due date. **Not submitting your paper on time will result in a 10% deduction from the paper grade for each day late.**

Group Project and Presentation. Group project is research oriented. Each student will participate in a group analysis of a particular topic. Students should not repeat solely what they have already learned in class. Instead students are expected to conduct research, read relevant research literature and present with new and fresh information. It is acceptable to integrate materials from the interview paper into the group presentation.

Each group will make a 20 minute presentation to the class about their topic at the end of the semester. When presenting, it is recommended that each of the group members present some parts of the work. Topics of the group presentation are listed at the end of this syllabus. With permission from the instructor students are allowed to choose a topic of their own choice that is beyond the listed recommended topics.

Students should make sure to properly reference all materials used to construct your points. Within groups, peers will evaluate group-member contributions. Within the class, those listening to presentations (meaning the instructor and all of the students) will evaluate the quality of the presentation. It is presentation only; no written paper is required for group presentation.

The group leader should send the final version of the group project PPT to the instructor no later than 10 am, May 1st 2017.

Preliminary outline of the group project is due on April 3rd, 2017 at 11:00 AM

HONOR CODE

The **midterm exam** is an individual assignment. It will be open book, so you can use any written material from class, PowerPoint slides, and notes. When writing the exam, you can quote from written materials, but if you do so, indicate that you are quoting. Also, in answering questions, I would like to know that you know the

answer. So, quoting a phrase or sentence is acceptable, but beyond that make sure the answer is in your own words. For the **expatriate interview paper**, you can pair up with other students to conduct interviews but the paper has to be written independently. For **group assignments**, it is expected that all members of a group contribute equally to the assignment. If a group member receives marks of “marginal” or “check out” from all or the majority of the group members they may receive a significant deduction of points of the group presentation grade.

All members of this class should abide by the University's standards for academic integrity. Violations of the honor code, in the form of plagiarism, cheating on exams/quizzes, and the like, will be penalized according to the steps outlined in the UIUC Code of Policies and Regulations.

Class Schedule Spring 2017
(Tentative, Subject to Change)

Week	Date '2017	Topic	Chapter/Case/Readings
1	January 16		M. L. King Day. NO CLASS
2	January 23	The Internationalization of HRM	<ol style="list-style-type: none"> 1. Tarique et al., Chapter 1 2. Case: Peter Hanson: Building a world-class product center for HI Tech Systems in China. In Stahl et al., pp. 62-70. 3. Evans, P., & Pucik, V., & Bjorkman, I, Putting the challenges of international human resource management into perspective. In Stahl et al., pp. 3-23.
3	January 30	Strategic International HRM	<ol style="list-style-type: none"> 1. Tarique et al., Chapter 2 and Chapter 3 2. Movie case: outsourced (2006 film) directed by John Jeffcoat Available at Amazon instant video. Need to pay to watch it
4	February 6	Cultural Issues and IHRM (Between Cultural Differences)	<ol style="list-style-type: none"> 1. Tarique et al., Chapter 5 2. Case: Four seasons goes to Paris. In Stahl et al., pp. 74-104
5	February 13	Cultural Issues and IHRM (Within Cultural Differences)	<ol style="list-style-type: none"> 1. Roberson, L. & Kulik, C.T. Stereotype threat at work. In Stahl et al, pp. 410-433. 2. Movie case: Crash (2004 film) directed by Paul Haggins 3. Fitzsimmons, S.R., Miska, C., & Stahl, G.K. Multicultural individuals: What can they bring to global organizations? In Stahl et al., pp. 167-184.
6	February 20	International Employment Law, Labor Standards, and Ethics	<ol style="list-style-type: none"> 1. Tarique et al., Chapter 6 2. Case: Levis Strauss & Co.: Addressing child labor in Bangladesh. In Stahl et al., pp. 446-457. 3. Donaldson, T. When is different just different, and when is different wrong. In Stahl et al., pp. 383-396.

7	February 27	International Workforce Planning and Staffing	<ol style="list-style-type: none"> 1. Tarique et al., Chapter 8 2. Case: Strategic forecasts and staffing formulation: Executive and managerial planning for Bosch-Kazakhstan 3. Competing on talents analytics, <i>Harvard Business Review</i>, 2010, pp. 2-6.
8	March 6	Take-home Midterm Exam Week	No Class
9	March 13	International Recruitment, Selection, and Repatriation Take-home Midterm Exam due	<ol style="list-style-type: none"> 1. Tarique et al., Chapter 9 2. Case: Recruiting a manager for BRB, Israel. In Stahl et al., pp. 276-281
10	March 20		Spring Break. No Class.
11	March 27	International Training and Management Development Outline of the interview paper due	<ol style="list-style-type: none"> 1. Tarique et al., Chapters 10 2. Case 10.1: Management Training in Africa (Malawi). In Tarique et al., page 321-322 3. Case: Fred Bailey: An innocent Abroad. In Stahl et al., pp. 269-275.
12	April 3	International Compensation Outline of the group project due	<ol style="list-style-type: none"> 1. Tarique et al., Chapter 11 2. Case: Expatriate compensation at Robert Bosch GmbH: Coping with modern mobility challenges 3. Case: 11.1 Compensation problems with a global Workforce. In Tarique et al., pp. 373-374. 4. Toh, S. M., & DeNisi, A. S. A local perspective to expatriate success: Executive overview. In Stahl et al., pp. 246-268.
13	April 10	Project Day	<p>Each group will meet with the instructor to discuss the topic of their projects</p> <p>Location: room 47</p>

14	April 17	International Employee Performance Management	<ol style="list-style-type: none"> 1. Tarique et al., Chapter 12 2. Case: Andreas Weber's reward for success in an international assignment: A return to an uncertain future. In Stahl et al., pp. 283-286. 3. Oddou, G., & Mendenhall, M., Expatriate performance appraisal: Problems and solutions. In Stahl et al., pp. 236-245.
15	April 24	People Issues in Alliances and Mergers Interview Paper due	<ol style="list-style-type: none"> 1. Tarique et al., Chapter 4 2. Case: Lenova-IBM: Bridging cultures, languages, and time zones. In Stahl et al., pp. 351-365. 3. Case: Bavarian Auto Works in Indonesia. In Tarique et al., pp.503-508. 4. Brett et al. Managing multicultural teams. In Stahl et al., pp. 289-298
16	May 1	Group Presentations	Note: Recommended topics are listed on next page

Group Presentation Topics

Note: It is NOT required to cover all bullets under a topic.

Group Presentation Topic #1. Key Issues in International Staffing

- Potential differences in recruiting and selection criteria between domestic HR practices and IHRM policy and practices in the home country
- Potential different staffing approaches as related to countries chosen for comparative analysis
- What is the best staffing strategy for starting new multinational facilities (leverage local talent versus sourcing talent globally)?
- How should MNCs respond to talent poaching?

Group Presentation Topic #2 Compensation issues within the international workforce

- Equity issues within the international workforce including pay gaps and pay differentials
- Compensation policies in different countries
- Challenges to employee motivation and workplace morale

Group Presentation Topic #3 Performance Management of International Employees

- Factors affecting international employee performance
- Validity or effectiveness of performance appraisals
- New trends in performance management of international employees

Group Presentation Topic #4 Career Developments through International Assignments

- The importance of career development planning for international assignees
- Challenges of career development planning and implementation
- How to manage repatriation
- The relationship between international assignments and career success

Group Presentation Topic #5 Cross-Cultural Leader-Member Relational Models

- Different/similar leader-member relational models in different countries/cultures
- What are the positive effects of such close relationship? What are the negative effects of such close relationship?
- Provides constructive advice and suggestions to expatriates on what they should do in dealing with different leader-member relational expectations in different cultural contexts

Group Presentation Topic #6 Cross-Cultural Work-Family Conflict

- How people in different societies tend to view work-family relationship differently and make work-family adjustment in different ways
- Impact of family on expatriate adaptation, performance and retention, and IHRM policies and guidelines in support of cross-cultural work-family adjustments
- Dual career couple issues for international assignees and MNCs' HR strategies and policies
- Implications for developing culturally appropriate IHRM policies and support services

Group Presentation Topic #7 Cross-Cultural Gender Issues

- Comparative country/firm contexts
- Career opportunities and challenges for women expatriates versus their male counterparts
- Key gender issues related to expatriates that MNCs should consider
- Firm HR policy evaluation and recommendations

Group Presentation Topic #8 Labor Union and International Industrial relations

- Local or regional regulations and labor law,
- Union organizing practices and their impacts on international business expansion
- IHRM policy guidelines and recommendations

Group Presentation Topic #9 The Role of IHRM in Cross-Cultural Ethical Issues and Corporate Social Responsibility

- Conflicting issues in the country/firm contexts, such as work conditions, fair pay, fair labor, subcontractors, bribery, environmental concerns, charity activities, etc.
- Normative principles and standards
- Recommended policies, procedures, and practices

Group Presentation Topic #10 MNCs from (headquartered in) the Developing Countries

- The overview of MNCs from the developing countries
- Challenges they face when they try to enter the markets of the developed countries
- How should they select, train, evaluate, pay and retain their expatriates?
- IHR policies evolution and challenges for MNCs from the developing countries

Group Presentation Topic #11 Global Talent Management and the MNE

- How do MNEs evaluate and manage global talent issues (e.g., the definitions of talent across cultures; availability of talent; relative competencies across locations)?
- What are the key competencies for individuals to become international assignees? What are the corresponding HR practices to identify and develop them?
- How to deal with the geographic dispersion (extent of coordination across borders needed) and multiculturalism/multilingualism (extent of coordination among people from diverse cultures and native languages needed) of international teams?

Group Presentation Topic #12 Strategic HRM in the MNE

- How do institutional, cultural and other contextual factors affect the development, implementation, and effectiveness of HRM practices in MNEs?
- How does centralization/localization strategy affect firms' performance?

Appendix Grading Scheme

Calculation of Course Grades

Grade	Percentage
A	96-100%
A-	92-95.99%
B+	88-91.99%
B	84-87.99%
B-	80-83.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	Below 60%

Class participation:

0: absence

5: Presence, but no or irrelevant comments/questions; passive spectators.

8: Participate in group discussion

10: In addition to group discussion participation, a student has individual comments/questions that enhance the learning of fellow students by integrating conceptual frameworks, assigned readings, or personal experiences.

Interview Paper:

The quality of the interviews (30%)	Detailed, original transcribed interview notes. In-depth interview. Interview note should be written in cohesive paragraphs, rather in broken phases.
Content of the paper (50%)	Clearly describe the research methods (5 %) Sufficiently review the relevant literature (10%) and report findings from the interview (15 %) The quality of the recommendations (20%)
Structure of the paper (10%)	A clear, logical organization with well-developed major points
Writing (10%)	Well written, free of grammatical and spelling errors.

Below is an excellent example of a transcribed note for one of the required questions for the expatriate interview paper. The interviewee is a White male American who worked in Brazil for two years.

Questions: What are some differences in culture you experienced between US and Brazil? Any cultural mishaps?

There were many differences in culture I witnessed. I was in an entirely different country, an entirely different continent actually, so I experienced a lot of confusion and awkwardness. Brazilians are very different than Americans in a lot of ways, specifically in terms of social and business etiquette. When I first arrived there I had to get used to socializing before starting a meeting. As an American it was ingrained in me to start discussing business immediately, but in Brazil it is quite the opposite. Brazilians highly value relationships, even working ones. They will want to get to know you before mentioning anything work related. It took me a little while to adjust to that.

My first several weeks in the office with my new coworkers were pretty challenging. Anytime you move to a new position or job, it is going to be, at least to a small degree, difficult, but if you move that position to a different country, then it becomes a different conversation. I had to encounter a variety of different social norms and factors that I had never been exposed to before. When delivering presentations, it is perfectly acceptable for people in the audience to interrupt you. Here in the US we would consider this rude, but there it is normal and shows that the audience is paying attention. The first few times this happened to me at work I became frustrated with the constant interjecting, so eventually I asked them politely, to please save their questions until I was finished. I realized this was a big mistake, because at the end no one asked any questions, it was as if they were almost ignoring me. After the meeting, one of my coworkers who was informally given the role as my mentor, told me to not ever do that again. When I looked confused he explained the custom to me that interrupting someone when they are speaking is acceptable.

My US manager came for an onsite visit a couple times during my assignment and he did not adjust well to the close quarters that Brazilians adhere to. They tend to stand closer to you during conversations than Americans are normally comfortable with. They will also tend to make physical contact with you while talking like reaching out to touch your arm or shoulder. My manager would often flinch or appear uncomfortable, which is not good to do because it can be seen as disrespectful and at times insincere.

My largest struggle was with scheduling meetings. In Brazil it is custom to send out meeting invites two to three weeks in advance, and then it also has to be confirmed in writing. This was rather difficult for me to get used to, because in my old position in the US only the very important meetings were scheduled that

far in advance. So I had to do a lot more planning ahead of time so I could ensure I covered everything I wanted to in meetings.

My wife and I encountered a cultural mishap together when we were invited to a coworker's house for a dinner party. I was told at work that the dinner party would begin at 8 pm. I told my wife the time, we stopped by the market beforehand to pick up some flowers to give to our hostess. We did do one thing right, because in Brazil it is custom to bring the hostess flowers or a small gift when invited to their home. We arrived to the house about ten minutes after 8 o'clock, because that is what we would have done in the US. Americans tend to arrive to parties and dinners slightly after the time you were told so that's what we did. When we arrived to their house we noticed that only their cars were in the driveway, and most of the lights in their house were off. We knew that we were the first ones there so we decided to just go ahead and ring the doorbell and wait inside until the other guests arrived. We had to ring the doorbell several times, and finally my friend answered in his bathrobe. He looked very confused as to why we were there and hesitated for a few moments before inviting us in. His wife was still upstairs getting ready and when we looked in the kitchen only half of the food looked like it was ready to be served. We learned later after asking if we had gotten the time wrong, that in Brazil if you are invited to someone's house for dinner then you should arrive about 30 to 45 minutes late. If it is a dinner party or a large gathering then you should arrive a little over an hour late. Needless to say, my wife and I made sure we took our time getting ready for parties from then on.

A Template for the Interview Paper

I. Introduction

Why it is important to study the topic of your choice

The purpose of the paper

The structure of the paper (optional)

II Review the relevant literature

III. Analysis and Findings

a. Background information/methods

The interviewee' basic information

How did you know the interviewee?

How was the interview conducted?

How long did the interview last?

b. Findings

IV. Recommendations

a. To the interviewee/expatriates in general

b. To the organization

V. Conclusion

Peer Evaluation for Group Project

Please evaluate the contributions of all members of your team, including yourself. For each person, check one of the five options. This information is confidential. Return to the sheet to me after the group presentation on **May 1st, 2017**.

Team member #1 (SELF) _____

- A major force; beyond what is expected
- Normal, solid contributor; did a major part of project; contributions were of high quality
- O.K., but slightly below expectations; did what was asked; contributions were acceptable
- Marginal; did some work, but could not depend on this person.
- Checked out; was a team member in name only

Team member #2 _____

- A major force; beyond what is expected
- Normal, solid contributor; did a major part of project; contributions were of high quality
- O.K., but slightly below expectations; did what was asked; contributions were acceptable
- Marginal; did some work, but could not depend on this person.
- Checked out; was a team member in name only

Team member #3 _____

- A major force; beyond what is expected
- Normal, solid contributor; did a major part of project; contributions were of high quality
- O.K., but slightly below expectations; did what was asked; contributions were acceptable
- Marginal; did some work, but could not depend on this person.
- Checked out; was a team member in name only

Team member #4 _____

- A major force; beyond what is expected
- Normal, solid contributor; did a major part of project; contributions were of high quality
- O.K., but slightly below expectations; did what was asked; contributions were acceptable
- Marginal; did some work, but could not depend on this person.
- Checked out; was a team member in name only