

International HR Management

Professor: Miriam Diez

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Office hours: by appointment

Course Type: Compulsory

Credits: 3 ECTS

Term: 2nd

1. COURSE PRESENTATION

Course Description

The main purpose of this course is to provide an overview of Human Resources Management in an international environment (IHRM), as an example of our increasingly interconnected world. In an era marked by **globalization**, multinational corporations, and cross-border collaborations, IHRM is essential for understanding the complex dynamics of a global workforce. Also, a **sustainable international management of human resources** is essential in the contemporary era as it not only aligns with societal values and expectations but also contributes to organizational success, risk management, and ethical responsibility.

Furthermore, IHRM is instrumental in navigating the intricate web of international labor laws, which vary significantly from one country to another, ensuring compliance and minimizing legal risks. Effective IHRM practices can enhance an organization's competitiveness by optimizing its global talent pool, adapting to local market demands, and achieving strategic objectives. It also addresses the ethical dimensions of HR management in diverse cultural contexts, promoting social responsibility. According to this framework, the course will provide knowledge and skills needed to recruit, develop, and retain talent from **diverse cultural backgrounds**, fostering inclusion and preventing discrimination.

The contents of the course will be interconnected according to the main issues for a contemporary and global Human Resource Management:

MSc in International Business (2023/24)

1. Strategic approach: which implies understanding the role of HR and how HR can be an ambassador of the business strategy.
2. Crosscultural practices: how to understand organizational practices according different cultural mindsets.
3. Humanistic leadership: every decision is taken by human beings and it has an impact on the person who is taking it and on the people who are impacted by this decision.

Objectives

The course will prepare students to be responsible and effective HR professionals capable of addressing global challenges while contributing to a more ethical, socially conscious, and environmentally sustainable business environment. According to it, the main specific objectives are:

1. Develop an understanding of the cultural diversity and its implications for HR practices in an international context.
2. Integrate Sustainability into HR Strategies, including talent acquisition, development, and retention. This objective involves developing skills in promoting environmentally responsible workplace practices, reducing waste, and optimizing resource use.
3. Promote ethical HR Practices, emphasizing the importance of fair labor standards, responsible supply chain management, and social responsibility. Encourage them to incorporate these principles into HR strategies to create a positive impact on employees, stakeholders, and society.
4. Encourage students to lead by example, making ethical choices and promoting sustainability within the organization. This objective involves critical thinking, ethical reasoning, and the ability to make informed decisions that consider both business objectives and societal well-being.

Competences/Learning Objectives

BASIC COMPETENCES

CB7. That students know how to apply the acquired knowledge and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8. That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked

CB10. That students possess the learning skills that allow them to continue studying in

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a way that will be largely self-directed or autonomous.

GENERAL COMPETENCES

Instrumental skills

G1. Search, analysis, evaluation and synthesis of information. Managing the information acquired from its analysis, its assessment and the synthesis of that information.

G2. Relate concepts, knowledge and tools from different areas.

G3. Communicate orally and in writing in English

Personal generic competencies

G4. Leadership and management capacity of multicultural, interdisciplinary, competitive, changing and complex groups.

G5. PERSUASION. Detect customer needs and supplier requirements to adapt the products and services offered.

G6. Put into practice the essential elements to be able to carry out a negotiation.

Systemic generic competencies

G7. Understand an organization with a global perspective.

G8. Implement initiatives and changes within an organization.

G9. Promote respect for multicultural values: equality, solidarity, commitment.

Competencies for applicability

G10. Make the knowledge and skills acquired effective in an advanced way.

G11. Apply quantitative criteria and qualitative aspects in decision making.

G12. Apply the concept of networking through the use of the Internet and other networking techniques.

G13. Organize and manage time efficiently in the development of tasks

SPECIFIC COMPETENCES

E4. Analyze, synthesize and interpret the data and master its application in the analysis of the business potential of a country.

E8. Advanced ability to use and develop information synthesis and communication tools for international companies.

MSc in International Business (2023/24)

E12. Integrate the corporate social responsibility (CSR) policies of the company in the internationalization process. E16. Master and resolve the legal-administrative procedures and procedures required in the internationalization process.

E15. Integrate the different areas of the company in business decision making in a simulated international environment.

E18. Select, organize, motivate, and lead the human resources of the company in an international environment.

E19. Mastering the tools and advanced capacity to successfully develop a negotiation at an international level, taking into account the importance of the specific socio-cultural aspects of each region.

E20. Master and know how to use the different forms of organization of the international company.

LEARNING OUTCOMES

- Knowing the importance of cultural differences in international business and the ways to manage them.
- Know the different organizational forms of the international company and the logics that govern them.
- Have a broad vision regarding ethics and (CSR) in business and international organizations.
- Know the implications of CSR in areas such as: corporate governance, social, labor and environmental aspects (ILO, Global Compact, etc.), production systems.
- Have a global vision of the role of Human Resources management in an international company.
- Know the types of incentives and compensations used by organizations to attract and motivate the necessary human resources.
- Know the variables that influence the processes that follow the planning and hiring of individuals.
- Know the basic principles and be able to organize and develop aspects such as talent recruitment, mobility, interculturality, time management, emotional intelligence, etc. of human resources in the company.
- Evaluate the results of the human capital of the company and undertake changes

MSc in International Business (2023/24)

to make them more efficient.

- Know the competencies that characterize managerial skills and management styles.
- Get the tools for personal interaction, networking, negotiation and communication in an international environment.

Related SDGs

Agenda 2030, also known as the United Nations Sustainable Development Goals (SDGs), is crucial for the international management of human resources. These goals provide a comprehensive framework for addressing global challenges, and they have profound implications for the field of international human resources management (IHRM). According to this, the main SDGs that will be introduced are related with different issues:

- Build more healthy and resilient organizations:

SDG 3: Good Health and Well-being

- Contribute for a long learning journey and continuously improve the knowledge, skills and competences:

SDG 4: Quality education

- Improve more equal and tolerant workplaces:

SDG 5: Gender equality

SDG 8: Decent work and economic growth

SDG 10: Reduce inequalities

2. COURSE LEARNING PLAN

Methodology

LEARNING MODEL:

The methodological approach of this course is based on *three-steps* consecutives: first *active experimentation*, second *reflexive observation*, and finally *abstract conceptualization*. This path has been inspired by the Kolb's learning model (Morris, 2020). Both theory and practice are equally important. As students need to learn:

- How to connect the facts and the challenges that we see in the business world and the theoretical foundation explaining them.
- Learn how to apply theoretical concepts to business reality.

This is a dynamic and engaging learning process, that promotes active learning and retention of knowledge and skills. This methodological approach is a hands-on, experiential learning strategy that emphasizes practical application and active engagement. It encourages individuals to learn through direct experiences, problem-solving, and real-world activities. Some of the learning activities and pedagogical tools that will be used are following:

Active experimentation:

- Real challenges connecting the learning outcomes to real-world applications.
- Contextualize Learning: Ensure that the learning activities are relevant to the participants' real-life or work situations.
- Active Participation: Encourage participants to actively engage in the learning process, providing activities, simulations and real-world projects that require them to apply what they've learned.
- Collaborative Learning by group work: encouraging students for exchange experiences and perspectives.

Reflexive observation:

- Feedback and Reflection for self-reflection. After completing a task or activity, encourage participants to reflect on their experiences, identify what they've learned, and consider how they can improve.
- Problem-Solving and Critical Thinking: Design learning experiences that involve complex problems or challenges. Participants should be required to analyze,

MSc in International Business (2023/24)

evaluate, and come up with solutions, fostering critical thinking and problem-solving skills.

Abstract conceptualization:

Assessment and evaluation: Use formative and summative assessments to measure participants' progress and achievement of learning objectives. Assessments can take various forms, such as quizzes, presentations, or the quality of work produced.

PEDAGOGICAL TOOLS:

Academic and professional lectures: theoretical presentations about a specific topic (e.g. development methods, type of international companies, roles and responsibilities of HR... etc.). The intention of the lecture is to provide supporting material to the students for them to integrate them as a basis to work as people managers (either HR manager or managing a team of people whatever the area is). Presentations will be illustrated with business reports about the topic and videos. Preparation material will be uploaded one week in advance. Students will bring short articles from newspapers or business magazines (e.g. Financial Times, Harvard Business Review). These articles will be discussed during the class. Students will bring them one week in advance so everybody can have the possibility to review them before class and be part of the discussion.

Case discussion: is a critical thinking and decision-making process. By analyzing real-world business challenges and outlining a course of action among a pool of equally plausible solutions, students will develop their ability to take decisions and develop judgments in different HR Business contexts.

Workshops: there will be several interactive workshops on critical management areas, including team leadership, feedback, and feedforward, how to build trust, and how to strengthen students core leadership competencies.

HR guest speakers: During the term we will have the possibility of hosting several industry experts that will share their perspective of how they see the future of business and people management towards 2030 and which are the key competencies required to succeed.

MSc in International Business (2023/24)

Evaluation criteria

Assessment element	Frequency	Compulsory	Due date	Weight
Class participation: Preparing case memos Active participation Preparing role plays, readings and workshops	4 times each student (Distributed along the 10 week)	X	Ongoing	10%
Elevator pitch	Once	X (individual)	Jan 10	5%
Individual report	Only 1 per quarter.	X (individual)	March 20	15%
Team project	Only 1 per quarter.	X (team)	April 17	30%
Final exam	1 final written exam per quarter.	X (individual)	Date to be confirmed	40%

Regarding class participation: 10% (1 points over 10). Active attendance and participation are required. Not participating will imply losing 1 point from the total grade. **Participation means listening and making meaningful comments related to the topic.** Being in class during the sessions (either face-to-face or online) is not considered active participation. Attendance is compulsory.

Individual report: 15% (1, 5 points over 10) Participants will write a 2-page critical essay about the key learnings of some of the topics will be proposed.

Team project, 30 %. (3 points over 10)

The purpose of the team project is to design an International Human Resources department.

Imagine that you have been hired by a company to design an HR department. This means: which kind of HR department do you need to contribute to company results and employee engagement? As an example, some topics to be covered in the team project are the following:

- What position does HR have in the company org chart?

MSc in International Business (2023/24)

- What are the main characteristics of each policy?
- How many people does your HR department need?

Each team will have 5 people maximum (3 minimum). Each presentation will take a maximum of 10 minutes. Each team will record the team presentation and will send it to me using transfer or any other similar platform. Aspects that will be assessed for the evaluation are:

- Proven understanding of the HR function in global companies
- Ability to explain the integration between HR and company strategy
- Capacity to choose the most adequate HR practice depending on the sector, country, environment, company size, etc.
- Presentation style (not reading slides but telling a story while presenting the slides).

Elevator pitch, 10% (1 point over 10)

Final exam: 40%. (4 points over 10)

A written exam will take place at the end of the course. It is compulsory to get 2 points to pass the whole subject. The weight of the exam is 4 points maximum of over 10.

Retake conditions

Students that fail the evaluation of the course will have a retake exam opportunity that will be programmed in accordance with the academic calendar. If a student has to retake the exam, their **maximal grade for the course will be a 5,0 (out of 10,0)**.

General Issues

Attendance: Students are required to attend 80% of classes. Failing to do so without justified reason will imply a zero grade in the participation/attendance evaluation and may lead to suspension from the program.

Plagiarism: Plagiarism is using another's work and to present it as one's own without acknowledging the sources in the correct way. All essays, reports, or projects handed in by a student must be original work completed by the student. By enrolling at any UPF BSM Master of Science and signing the "Honor Code," students acknowledge that they understand the school's policy on plagiarism and certify that all course assignments will be their own work, except where indicated by correct referencing. Failing to do so may

MSc in International Business (2023/24)

result in an automatic expulsion from the program.

Content and learning activities:

Session	Contents
10 th January	<p>The Challenges of International Human Resource Management.</p> <p>Content: A comprehensive and adaptable strategy that aligns with the organization's global business goals. It also involves a deep understanding of local cultures, laws, and economic conditions, as well as the ability to leverage technology and effective HR practices to overcome these challenges.</p>
17 th January	<p>Crosscultural Human Resource Management.</p> <p>Content: Cross-cultural human resource management is essential for success in a globalized world. For a successful performance in this field, organizations should fostering cultural sensitivity among employees to promote respect and understanding of diverse backgrounds. Second, invest in cross-cultural training and development programs to enhance cultural intelligence, ensuring employees can navigate cultural nuances effectively. Third, create an inclusive work environment that values diversity, equity, and inclusion to harness the full potential of a multicultural workforce.</p>
24 th and 31 st January	<p>Managing Global Talent: issues, trends and topics</p> <p>Content: Inclusive Leadership. Adaptability and Flexibility. Virtual Leadership and international teams. Ethical Leadership. Empathy and Cultural Sensitivity. Resilience and Crisis Management.</p>
<u>7th and 14th February</u>	<p>Managing Global Talent: Recruitment, Selection and Retention</p> <p>Content: Recruiting and selecting talent across different countries and cultures. Local customs, preferences, and expectations. Language and Communication Barriers. Global Mobility. Assessment and Validation Tools.</p>
<u>21^h and 28th February</u>	<p>Global Performance Management. Rewarding talent</p> <p>Content: Principles for assessing international performance. Key Performance Indicators for a global company. Global Competency</p>

MSc in International Business (2023/24)

	Frameworks. Multi-Source Feedback. Agile and Flexible Performance Management
<u>6^h and 13th March</u>	Retention versus motivation. Employee engagement. Content: Development and Growth. Wellness and Well-Being. Remote Work Focus. Goal Alignment. Digital Tools and Platforms. Inclusion and Diversity Metrics. Engagement strategies according to cultural and strategic models.
<u>20^h March, 3rd and 10th April</u>	Self-knowledge and feedback. Executive learning Content: Skills and competences for leading a global company. Learnability Quotient. Agile leadership framework. Emotional Competences (Goleman, 2006).
<u>17th April and 24th April</u>	Trends and challenges for a future IHR managers. Content: team challenge presentations. Round table with companies from different economical sectors.

The learning activities per week will include:

- **Significant lectures** for identifying key questions for exploring.
- **Real Challenges** related with the contents proposed per week: guest speakers, real cases.
- **Reflexive observation** (individual and/or grupal)
- **Abstract conceptualization** at the end of each week: to remark the main learnings of each lesson.

Total student workload (including self-study): 75 hours

3. PROFESSOR

Miriam Díez Piñol, PhD: Doctor in Psychology, specialty in Organizational Behavior and Human Resources. Topics of interest: occupational health, quality of life at work, female leadership, team development, impact of new technologies on companies, psychosocial risks of the digital society, etc. Lecturer for international university since 1996. Throughout these years, I have published books and articles related to the strategic management of human resources and the well-being of people in the workplace. Guest professor at international business schools (Colombia, United Kingdom, ...), being part of different international research groups from 1999 until now. I currently combine university teaching activity in the field of social and behavioral sciences with applied research. Research director of Global Future of Work Foundation (www.globalfutureofwork.com). Member of Editorial Board as a topic coordinator of "Frontiers of Psychology" (1QT). Vocal of Organizational Psychology and Human Resources in the Oficial College of Psychology. Also, entrepreneur in the field of corporate events.

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4. BIBLIOGRAPHY/RESOURCES/ READING MATERIALS

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- Brewster, C., Sparrow, P., Vernon, G., & Houldsworth, E. (2016). International Human Resource Management. Wimbledon, CIPD. (4th Edition).
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MSc in International Business (2023/24)

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MSc in International Business (2023/24)

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Note: A list of supplemental readings and websites will be provided weekly for preparing the learning activities proposed.