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 2021\_S0X\_PGE\_M2\_HRM\_0008\_E\_L\_BOD\_APP

## INTERNATIONAL MOBILITY AND CAREER DEVELOPMENT

Semester 2, 2020– 2021

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<b>OFFICE HOURS</b>	By appointment only

<b>COURSE DELIVERABLE</b>	<b>DUE DATE</b>	<b>WEIGHT ON FINAL GRADE</b>
Team assignments	In class assignment	40%
Final Examination	Session 10	60%

**Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course**

## INTRODUCTION AND OBJECTIVES

### *Course Purpose & Objectives*

- Knowledge about career concepts, career management, career development, (international) mobility;
- Critical insight into the policies, practices, actions, and attitudes that help HR professionals guarantee the continuity of the organizational processes and contribute to the overall success of their organization.

**1 Different concepts of career.** Before studying career development and international mobility, the module will start with an introduction to different relevant career concepts. These concepts include lifelong employment and the shift to the boundaryless and protean careers.

**2 Career management** can be initiated by the organization and by the employee. Students will study these different roles. After studying career management, the students will be familiar with the concepts of career plan, career intentions and career decisions.

**3 Career development.** Multinational companies can use career development programs when creating a pool of key personnel with international experience. By treating different forms of career development, the placement of these programs within the organization, the roles of the parties involved, best practices, do's and don'ts and so on, the students will be able to identify and analyze the different elements of a career development program.

**4 International mobility.** There are different forms of mobility that can be offered by the organization in the framework of career management or a career development program. The students will study the different possibilities for both organization and employee. Meanwhile, this course will present different challenges and difficulties linked to the international mobility, such as gender and careers, work-life balance, compensation packages and security benefits, tax, support, talent retention after the international mobility, and so forth.

### *Courses contribution to program objectives*

KM1: Understand and integrate core management disciplines

KM2: Developing a strategic perspective

KM3: Demonstrate leadership, interpersonal and communication skills

KM5: Demonstrate critical thinking and the ability to perform in a culturally diverse environment

***Courses description***

Session 1 : Introduction : international mobility & career development: goals, motives & selection process of international assignment

Session 2 : International mobility : which IHR strategy for staffing ?

Session 3 : Diversity & career Management: culture, dual couples, working parents, unskilled & disabled workforce, etc.

Session 4 : Effective international career preparation : cross-cultural training

Session 5 : International career rewards

Session 6 : Global performance management

Session 7 : Career management of repatriates

Session 8 : Career management: cross-countries analysis

Session 9 : Company HR Manager guest

Session 10 : Exam

**COURSE MATERIAL*****Textbooks***

Reiche S., Harzing A.W. and Tenzer H. (2018), International Human Resource management, 5th Eds. Sage Publications, London.

**SUPPLEMENTARY READINGS*****List of References***

- Browaeys M.J and Price R. (2015), Understanding cross-cultural Management, Pearson
- Budhwar P., Mellahi K. (2006), Managing Human resources in the Middle East, Routledge.
- Dickmann M., Brewster C. and Sparrow P. (2016), Contemporary Human Resource Issues in Europe (Global HRM) (3rd Edition), Routledge.
- Dickmann M. and Baruch Y. (2011), Global Career, New York: Routledge.
- Dowling, P.J., Festing, M. and Engle, A.D. (2013), International Human Resource Management. Managing people in a multinational context. (6th ed.). Australia: Thomson.
- Hayton, J.C., Biron, M., Christiansen, L.C. and Kuvaas, B. (2012). Global Human Resource Management Casebook. London: Routledge.
- **Rees C. and Edwards T. (2016), International Human Resource Management: Globalization, National Systems and Multinational Companies, 2<sup>nd</sup> Ed. Financial Times Press.**

- Sparrow P., Brewster C., And Chung. C. (2016), *Globalizing Human Resource Management*, 2nd Eds, Routledge, NY.
- Tarique, I., Briscoe, D. and Schuler, R. (2016). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. Fifth edition. New York: Routledge.
- **Tayeb, M.H. (2005), *International Human Resource Management*. Oxford: Oxford University Press.**
- Varma A., Budhwar P. (2013), *Managing Human resources in Asia-Pacific*, Routledge
- Varma A., Budhwar P.S., Denisi A. (2008), *Performance Management systems : a global perspective*, Routledge

### *Academic papers*

All the academic paper listed in this syllabus are *available online through the library databases* such as Business Source Complete :

Benson, G.S. and Pattie, M. (2008) Is expatriation good for my career? The impact of expatriate assignments on perceived and actual career outcomes. *The International Journal of Human Resource Management*, 19(9): 1636-1653.

Cappellen, T., & Janssens, M. (2010). The career reality of global managers : an examination of career triggers. *International Journal of Human Resource Management*, 21(11): 1884-1910.

Hutchings, K., Metcalfe, B. D., Cooper, B. K. (2010). Exploring Arab Middle Eastern women's perceptions of barriers to, and facilitators of, international management opportunities. *International Journal of Human Resource Management*. 21(1): 61-83.

Kempen, R., Pangert, B., Hattrup, K., Mueller, K. and Joens, I. (2015). Beyond Conflict : The role of life-domain enrichment for expatriates. *International Journal of Human Resource Management*, 26(1): 1-22;

Kraimer, M.M., Shaffer, M.A. and Bolino, M.C. (2009). The influence of expatriate and repatriate experiences on career advancement and repatriate retention. *Human Resource Management*, 48(1): 27-47.

Kreng, V. B. and Huang, M-Y. (2009). A discussion on international assignments performance and the constructing mechanism of career success development. *The International Journal of Human Resource Management*, 20(7): 1487-1502.

Teague, J. (2015) Corporate preparation for the cross cultural adaptation experience of the accompanying expatriate spouse. *Journal of International Business Research*, 14(2): 139-153.

Yan, A., Zhu, G., Hall, D. T. (2002). International assignments for career Building : a model of agency relationships and psychological contracts. *Academy of Management Review*, 27(3): 373- 391.

*Electronic resources*

[www.shrm.org](http://www.shrm.org)

[www.outsourcing.com](http://www.outsourcing.com)

[www.workforceonline.com](http://www.workforceonline.com)

[www.diversityforum.com](http://www.diversityforum.com)

[www.eeoc.gov](http://www.eeoc.gov)

[www.careerpath.com](http://www.careerpath.com)

[www.jobbankinfo.org](http://www.jobbankinfo.org)

[www.doleta.gov/programs/onet](http://www.doleta.gov/programs/onet)

Asia Pacific Journal of Human Resources (online)

Career Development International (Online)

Harvard Business Review (online)

Human Relations (online)

International Journal of Human Resource Management (online)

Journal of Applied Psychology (online)

Training and Development (online)

**COURSE CONTENTS AND TIMETABLE**

<b>SESSIONS</b>	<b>TOPIC</b>	<b>ADDITIONAL READING(S) AND ASSIGNMENTS</b>
1	Introduction : international mobility & career development: goals, motives & selection process of international assignment	Play role /case study
2	International mobility : which IHR strategy for staffing ?	Case study
3	Diversity & career Management: culture, dual couples, working parents, unskilled & disabled workforce, etc.	Case study
4	Effective international career preparation : cross-cultural training	Case study to discuss Expatriate career path & pre-departure preparation
5	International career rewards	Case study to discuss Expatriate compensation package/criteria
6	Global performance management	Case study to discuss Expatriate performance appraisal experience
7	Career management of repatriates	Case study to discuss Repatriation experience
8	Career management: cross-countries analysis	Presentation on comparative career management practices across countries
9	Story telling of HR manager or expatriate manager as a guest	In class debate, exercise and case study
10	Final Exam	Case study

## TEACHING APPROACH/ INSTRUCTIONAL METHODS

### *A Word of Advice*

Our teaching philosophy is aimed at making a long-term impact by delivering high value through exposing students to versatile knowledge bases, thus enabling them to develop a deep understanding of organizational and managerial issues.

### *Organization of the sessions*

There will be 9 sessions, each lasting 3 hours. Each will cover a specific topic (see above). The last session 10 is dedicated to the final exam.

### *Class Policies*

**Computers or phones in class.** This module requires active participation by the students, which means that interference due to the use of laptops or phones will not be tolerated.

**Arrive on time.** Students who arrive more than 5 minutes late will not be admitted in the class.

**Breaks.** Each session has a break of 15 minutes. Students who will leave the class during the break or will arrive after the break will be considered absent for the day.

### *Individual Assignments (60%)*

Students are evaluated individually during the final exam that counts for 60% of the final grade.

### *Group work (40%) = In-class case study (20%) + project work (20%)*

**In-class case study (20%):** Students will be randomly assigned to a team at the beginning of the course. **The absent students will not be assigned to any group.** From Session 1 to Session 6, all the subgroups work on the specific cases in class and provide the subgroup solutions to the incidents during a debate. The team setting will be used for the entire course. For each session, please upload your answers at: <https://learn.kedgebs.com> (Learn > Forum > Session X), with the title of the word doc as: Group X.case (“X” for the Group Number). **Be noted to put your names on the first page.**

**Project work (20%):** On session 8, each subgroup delivers a PPT presentation on comparative career management practices across 2 countries. The choice of the countries has to be decided during the first session.

## EVALUATION OF STUDENT PERFORMANCE :

DELIVERABLES	%
Coursework portfolio (group work)	40
Exam - Individual	60

***Methods Used to Evaluate Student Performance :***

**Collective assessment (40%) = In-class case study (20%) + project work (20%)**

Group members may receive different grades ( $\pm 1$ ), which is linked to the presentation clarity, capability to answer the questions asked by professor and other participants.

CRITERIA	Exceeds Requirements (15/20 $0 \leq \text{mark} \leq 19/20$ )	Meets Requirements (10/20 $\leq \text{mark} \leq 14/20$ )	Below Requirements (05/20 $\leq \text{mark} \leq 09/20$ )
Identify issues	Ability to identify potential issues.	Identify main issues.	No issues or only peripheral issues.
Use relative course topics/theories/concepts/tools	Predict results from different scenarios and provide a set of action plan.	Use the appropriate tool or model.	Doesn't use the appropriate tools or models or theories. Failure to incorporate the key concept
Provide solutions for further development in the area of international mobility and career development	Multiple feasible creative solutions	Generates some Feasible solutions	Solutions not feasible
Quality of Oral Presentation	Well-structured presentation	Clarity and precision of the presentation	Unclear and ambiguous

**Project work - comparative career management practices across countries:** Each team should choose TWO COUNTRIES, describe the career management in these countries, highlight the local factors (institutional/cultural) related to each country and influencing the way career is managed.

Use Academic paper, video, interviews, company as eg.

The presentation itself should be 15 minutes in length, followed by a discussion of 10 -15 minutes. A selected group will participate as a jury to assess the presentation, ask questions and conduct a debate. These jury groups will be also graded. These grades will be added to their presentation grade.

**The PPT should be printed and given back to the professor the day of the presentation.**

**No change of the groups and in the presentation order for each session is allowed**



**Individual evaluation (60%)**

In session 10, each participant will have the final exam, which lasts for 3 hours. Participants will provide individual recommendations after having identified and evaluated issues.

Individual case study rubrics :

<b>Section</b>	<b>Marks</b>	<b>Criteria</b>
<b>Problem(s) Identification</b>	1 to 4	Identify the problem(s) in a clear and organized manner. Evaluation:
<b>Cause(s) Analysis</b>	1 to 6	Define fundamental causes. Evaluation : - Have the most important causes been well illustrated ? - Through which tools / methods to analyze the cause(s) ?
<b>Recommendations</b>	1 to 6	Provide recommendations and expected results. Evaluation : - Are recommendations well-linked to the analysis? - Are they cost-effective ? - Are they reasonable ?
<b>Implementation</b>	1 to 4	Propose action plan Evaluation : - Is it a logical sequence of steps identified ? - Any difficulties during the implementation of company's action plans

**BIOGRAPHY**

**Dr. Dorra YAHIAOUI** is an Associate Professor at Kedge Business School and Head of Management Department. She is teaching Human Resource Management and Organizational Behavior. She holds a PhD in Management from the University of Lyon III (France). She is an alumna of the International Teachers Program at London of Business School and head of the research group *Human Resource Management* at EuroMed Research Business Institute. Her research is mainly focused on HRM practices within international context, the transnational innovation, and the Management in Middle East, North Africa and Asian countries. She published several book chapters and articles in high ranked journals such as *Human Resource Management; The International Journal of Human Resource Management; Journal of Business Research, Asia Pacific Business Review, Thunderbird: International Business Review, International Marketing Review*, among others.

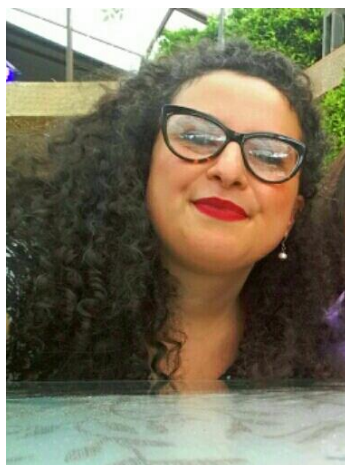
Beside her teaching and research activity, Dorra is also an international consultant within famous groups (Valeo, Air Liquide, Orange, LVMH, etc.) in different countries (Tunisia, Lebanon, China, Korea, Senegal, Argentina, UAE, etc.).

## BIOGRAPHY



**Dr. Johannes M. KRAAK** is Associate Professor in Human Resource Management and Organizational Behavior and is a member of the Center of Excellence for Corporate Social Responsibility (CSR) at Kedge Business School. He holds a PhD in Human Resources Management from the University of Toulouse 1 (Toulouse School of Management). He has held positions as a visiting professor at Calgary University (Canada), North-West University (South-Africa) and Macquarie University (Australia). Johannes is Senior Editor at the European Journal of International Management. His primary research area focuses on the exchanges between employers and employees in the wider context of the employment relationship but he also conducts crossover studies in International Human Resource Management, International Management, Service Marketing and CSR/sustainability issues. His previous projects have included expatriates, military personnel, older workers and service employees.

## BIOGRAPHY



**Noha El Attar** is a PhD student and Adjunct Lecturer at Toulouse Business School and Kedge Business School. She Holds an MBA from Herriot Watt University, UK. She is also a Psychodrama practitioner with a IAGP Diploma from Spain. She is a certified trainer from Cambridge University-UK and a certified Assessor Level A & B Psychometric testing/ SHL from British Psychological Society- UK. She has been a keynote speaker in several international events. Co-founder of Quttab Organizational Transformation & Social Innovation Solutions and founder of The Corporateatro©. She is a Personality and Social Psychology Lecturer in Hebei University of Technology in China, an Organizational Psychology Consultant (at Siemens, Oracle, Qatar Authority Museums, Dubai Islamic Bank, etc.), Expressive Art Director, Psychodramatist, Management Lecturer and Business coach.

## ACADEMIC FRAUD

### Definition

Academic fraud is a breach of ethics.

“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source : Dictionnaire Juridique des Lois, 2010, available at: [www.dictionnairejuridique.com/definition/fraude/php](http://www.dictionnairejuridique.com/definition/fraude/php))”

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they :

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

### Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
  - A grade of zero for the work concerned and a formal warning;
  - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):

- Suspension from the programme for one or two semesters ;
- Exclusion from the programme.

N.B: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.