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2021_S02_KBA_B2_HRM_0002_E_L_BOD

Globalized Human Resource Management

Semester 2, *2020 – 2021*

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OFFICE HOURS	By appointment

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Group-based case studies	from session 1 to session 6	20%
Group-based project work	from session 7 to session 9	20%
Individual final exam	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

Discover
Decode
Do

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

Welcome to globalized human resource management (HRM). This course aims at offering participants knowledge on how to manage human resources across borders, and how companies could balance the HRM standardization and localization in different sites.

The course topics cover managing human resource in various cultural and institutional contexts, strategic HRM and its various functions, such as the international staffing, training and development, global performance management, total rewards in the international context and so forth.

Course objectives are:

(1) To develop a better understanding on globalized human resource management (HRM);

(2) To identify the key challenges related to balance between HRM standardization and localization from the headquarters and foreign subsidiary perspectives, and how to transfer HRM practices across borders and so forth;

(3) To build competencies in dealing the issues in managing the effectiveness and efficiencies of multicultural teams.

Courses contribution to program objectives

The course is composed of 10 sessions, which provides participants with a better understanding of HRM in multinational companies, in particular regarding how companies could balance the HRM standardization and localization between headquarters and foreign subsidiaries. It contributes to the following three learning goals.

KB1 Understand and integrate core management disciplines

This course explains the comparative HRM, how cultural and institutional factors affect HR practices, how companies manage people across borders, in particular . Meanwhile, various international HR policies and practices are presented.

KBA2 Develop Business, Communication, Teamwork and Leadership Skills

Participants will work in a subgroup for the in-class case study. Professors will maximize the cultural diversity level in each subgroup. The subgroup's success depends not only on mastering globalized HRM approaches and knowledge, but, moreover, on group members' ability to work in teams, clear and concise communication and effective presentations.

KBA6 Apply Managerial Concepts, Techniques and Tools in a chosen area of specialization

As mentioned above, participants will work in a multicultural subgroup. Through the in-class discussions, analysis of critical incidents in multinational companies, case studies, participants can master critical thinking and develop different strategies for managing HR in multinational companies across borders.

Courses description

Session 1: Introduction to globalized human resource management (GHRM)

Session 2: Comparative HRM

Session 3: International recruitment

Session 4: Training and development

Session 5: Global performance management

Session 6: Compensation & benefits in the international context

Session 7: Multinational companies and the host country environment

Session 8: Transfer of HRM practices across borders

Session 9: The future of globalized HRM

Session 10: Exam

COURSE MATERIAL

Textbooks

Harzing, A.W. and Pinnington, A.H. (2015) International Human Resource Management (4th edition). London: Sage.
This textbook is available in the campus library.

Websites

www.shrm.org
Harvard Business Review (online)
International Journal of Human Resource Management (online)
Human Relations (online)
Journal of Applied Psychology (online)
Asia Pacific Journal of Human Resources (online)

Supplementary readings

The followings are required readings, which can be downloaded at https://library.kedge.edu/ , at EBSCO (Business Source Complete).

Session 1: Pudelko, M. and Harzing, A. (2007) The golden triangle for MNCs: Standardization towards headquarters practices, standardization towards global best practices and localization. *Organizational Dynamics*, 37(4), 394-404.

Session 2: Meyer, K.E., Li, C., & Schotter, A.P.J. (2020). Managing the MNE subsidiary: Advancing a multi-level and dynamic research agenda. *Journal of International Business Studies*, 51, 538-576.

Session 3: Lakshman, S., & Jiang, C. (2016) Executive nationality choices in subsidiaries: Evidence from French multinationals in Asia. *Asia Pacific Journal of Human Resources*, 54(4), 498-517.

Session 4: Peltokorpi, V. (2017). Absorptive capacity in foreign subsidiaries: The effects of language-sensitive recruitment, language training, and interunit knowledge transfer. *International Business Review*, 26(1), 119-129.

Session 5: Mellahi, K., Frynas, J.G., & Collings, D.G. (2015). Performance management practices within emerging market multinational enterprises: The case of Brazilian multinationals. *The International Journal of Human Resource Management*, 27(8), 876-905.

Session 6: McGraw, P. (2015). Changing patterns of compensation and benefits in multinational and Australian companies 1996-2009. *Asian Pacific Journal of Human Resources*, 53(1), 59-82.

Session 7: Brewster, C., Mayrhofer, W., Smale, A. (2016). Crossing the streams: HRM in multinational enterprises and comparative HRM. *Human Resource Management Review*, 26(4), 285-297.

Session 8: Chang, Y., Gong, Y. and Peng, M. (2012) Expatriate knowledge transfer, subsidiary absorptive capacity, and subsidiary performance. *Academy of Management Journal*, 55(4), 927-948.

Session 9: Caligiuri, P., De Cieri, H., Minbaeva, D., Verbeke, A., & Zimmermann, A. (2020). International HRM insights for navigating the COVID-19 pandemic: Implications for future research and practice. *Journal of International Business Studies*, doi: 10.1057/s41267-020-00335-9

COURSE CONTENTS AND TIMETABLE

SESSIONS	TOPIC	PRELIMINARY READING(S AND ASSIGNMENTS	ADDITIONAL READING(S) AND ASSIGNMENTS
1	Introduction to Globalized HRM	Read Paper in Session 1	Read article in Session 1
2	Comparative HRM	Read case on Learn	Read article in Session 2
3	International recruitment	Read case on Learn	Read article in session 3
4	Training and development	Read case on Learn	Read article in session 4
5	Global performance management	Read case on Learn	Read article in session 5
6	Compensation & benefits in the international context	Read case on Learn	Read article in session 6
7	Multinational companies and the host country environment	Project work	Read article in session 7
8	Transfer of HRM practices across borders	Project work	Read article in Session 8
9	The future of globalized HRM	Project work	Read article in Session 9
10	Final exam	Prepare final exam	N/A

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

Participants must be familiar with the materials presented in the textbook, academic articles and cases. Class attendance is required and you should plan to be on time for each class. Please feel free to express any questions and ideas you may have about the course. Your engagement in class discussion and willingness to share your own experiences are critical to the success of this course.

Organization of the sessions

Each session will be organized in two parts.

For the first part of the session (1 ½ h), professor delivers the lecture on specific and complex implementations of the said topics. Some participants may have some vocational or specific knowledge of such tools and they are encouraged to share their knowledge with other team members.

For the second part of the session (1 ½ h), participants will work on a specific case related to the lecture topic and deliver a presentation on the solutions to the case. You can find the cases at Blackboard. This part allows participants to develop deeper insight and better level of expertise towards the specific topics. Groups are expected to work together and integrate the advantages of each team member for all the collective assignments.

There are two lecturers for this course. Please find below the teaching schedule:

Session 1: Introduction to GHRM (O. TERNAULT)

Session 2: Comparative HRM (O. TERNAULT)

Session 3: International recruitment (O. TERNAULT)

Session 4: Training and development (O. TERNAULT)

Session 5: Global performance management (M. BOUCHAIN)

Session 6: Compensation & benefits in the international context (M. BOUCHAIN)

Session 7: Multinational companies and the host country environment (M. BOUCHAIN)

Session 8: Transfer of HRM practices across borders (M. BOUCHAIN)

Session 9: The future of globalized HRM (M. BOUCHAIN)

Session 10: Exam

Individual Assignments (session 10)

The exam is organized. Each participant has 3 hours to give solutions to two case studies.

Group work

In-Class Case Studies (Session 1 – 6)

During the first session, participants are assigned to subgroups by the professor, on a random basis but respecting the diversity issue within the team. In Session 1-6, each subgroup will work on specific cases in class and provide the subgroup solutions to the incidents. Then, all the subgroup members should explain their ideas to the participants in class. In total, this part of evaluation corresponds to 20% of the final grade.

The PowerPoint and/or the link to watch the video(s) must be uploaded to LEARN (Menu → Evaluations → Project work) before the set due time. The title of the ppt file should be: "Group Y.ppt" ("Y" for subgroup N°).

Group-Based Project Work from Session 7 to Session 9

Starting from session 7, we have project work discussion. In total, this part of evaluation corresponds to 20% of the final grade. The presentation should be made via a video (lasting 15 minutes/group) and a report is requested for this project work. The title of report should be: "Group Y" ("Y" for the subgroup N°).

For each group, you should conduct the project work to firstly compare how (1) recruitment, (2) training, (3) performance management, (4) compensation & benefits, are implemented in 2 different countries, and then discuss how multinational companies (MNCs) can management human resources in the new normal context across borders. The project work structure is below:

Introduction: human resource management (HRM) practices vary from one country to another (6 points)

- Recruitment

- Training

- Performance management

- Compensation & benefits

Part I: the impacts of Covid-19 on HRM (6 points)

- Challenges facing multinational companies in managing HR across borders in the new normal context

- 6 points in total, where 1,5 points for recruitment challenges, 1,5 points for challenges related to training, 1,5 points for challenges related to compensation & benefits, and 1,5 points for performance management challenges;

Part II: Action plan - Multinational companies reshape the people strategy in the "new normal" context (6 points)

- 6 points in total, where 3 points for best practices taken from MNCs, 3 points for lessons learned from MNCs

Conclusion

References with APA format (2 points)

The deadline for submissions of report to project work and the link to watch your video (presentation) is March 1st (before 19:00, time in France).

Please submit your report and put the link to watch your presentation on Learn → Menu → Evaluation → GHRM Project work.

The report should use Times New Roman, 12-pitch font, single line spacing, and 2.5 cm margin all around. Number all of the pages of the paper. 10 pages maximum (excluding appendix, references, tables, figures, pictures) APA reference format.

SafeAssign antiplagiarism test will be applied to all the submitted reports (< 10 %). It is possible to have the plagiarism rate higher than 10%, with the condition that all the references are well indicated in the main text and in the reference list.

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
In-class case study (group-based)	20%
project work (group-based)	20%
final exam (individual based)	60%

Methods Used to Evaluate Student Performance

Individual Assignments (60%)

The final exam is based on case studies, which lasts for 3 hours.

Individual assessment rubrics:

Section	Marks	Criteria
Problem(s) Identification	1 to 4	Identify the problem(s) in a clear and organized manner. Evaluation: - How to identify the problem(s)? - Demonstrate good understanding?
Cause(s) Analysis	1 to 6	Analyse fundamental causes. Evaluation: - Provide concise analysis of all relevant issues/theories? - Through which tools / methods to analyse the cause(s)?

Recommendations	1 to6	Provide recommendations and expected results. Evaluation: - Are recommendations relevant to subject? - Are recommendations cost-effective? - Are recommendations original?
Implementation	1 to 4	Propose action plan Evaluation: - Is it a logical sequence of steps identified? - Any difficulties when the company implements the action plan(s)?

Below Requirements:	**Meets Requirements:**	**Exceeds Requirements:**	**Excellent Performance:**
05/20 ≤ M ≤ 09/20	10/20 ≤ M ≤ 14/20	15/20 ≤ M ≤ 19/20	M = 20

A mark (M) of 4/20 and less indicates disciplinary action, not limited to academic fraud. A mark of 20/20 means the excellent performance.

Collective assessment (40%)

Participants will work with the same team members from session 1 to session 9. The group membership is assigned randomly. In each team, participants may receive different grade, which is linked to one's input in the case study and project work (e.g. presentation and answers to the questions).

Criteria of evaluation for group-based work on in-class case study

Section	Marks	Criteria
Pertinent analysis	8	- Demonstrates well-coordinated, grounded and reasoned understanding? - Provides concise analysis of all relevant issues/theory? - All material relevant to subject? - Respect of submission deadline?
Recommendation and problem solving	6	- Reasonable application of knowledge to all issues/theory? - Be able to draw various points made and add an original perspective?
Written and oral communication	4	- Use articulate & persuasive use of language? - The analysis structure is well designed? - Consistently accurate user of grammar/spelling? - Structure guides reader/listener through argument? - Good time management of presentation? - Be able to deliver appropriate answers?
Research referencing	2	- Wide use of relevant concepts and theories? - Good referencing in all areas?

Below Requirements:	Meets Requirements:	Exceeds Requirements:	Excellent Performance:
$05/20 \leq M \leq 09/20$	$10/20 \leq M \leq 14/20$	$15/20 \leq M \leq 19/20$	$M = 20$

A mark (M) of 4/20 and less indicates disciplinary action, not limited to academic fraud. A mark of 20/20 means the excellent performance.

Criteria of evaluation for group-based project work

Section	Marks	Criteria
Comparative analysis of HRM practices and identification of covid-19 impacts on HRM in global context	12	- Demonstrates well-coordinated, grounded and reasoned understanding on how HRM practices vary from one country to another, in terms of recruitment, training, compensation & benefits, performance appraisal? - Be able to identify the impacts of Covid-19 on HRM in the global context? - All material relevant to subject?
Recommendation	6	- Draw various points made and add an original perspective? - The action plan is pertinent?
Research referencing	2	- Wide use of relevant concepts and theories? - Good referencing in all areas?
Oral presentation	20	- Use articulate & persuasive language? - The presentation structure is well designed? - Accurate use of grammar/spelling in slides? - Structure guides reader/listener through argument? - Good time management of presentation? - Teamwork spirit? Well-coordination in presentation? Creative and attractive video design?

Below Requirements:	Meets Requirements:	Exceeds Requirements:	Excellent Performance:
$05/20 \leq M \leq 09/20$	$10/20 \leq M \leq 14/20$	$15/20 \leq M \leq 19/20$	$M = 20$

A mark (M) of 4/20 and less indicates disciplinary action, not limited to academic fraud. A mark of 20/20 means the excellent performance.

BIOGRAPHY

Maryline Bouchain is the Global Employee Engagement Specialist at Schneider Electric. She holds a Master degree from Kedge Business School. In 1997, she joined Schneider Electric as an apprentice in the Corporate Functions Training Department. Since then, she has rotated in different positions in the group, in particular in the human resource management area. For instance, she has worked on Talent Management, International Recruitment and Corporate Human Resources. What drove her during these 23 years at Schneider Electric is her curiosity to learn and her passion in Human Resources related topics.

Olivier Ternault is an international training and coaching consultant. He holds an MBA degree from Essec Business School in France. He has spent most of his career in international groups: in sales with IBM, as an HR management consultant in a London based company. Then he joined BPCE Banking Group In various positions mainly related to top management, recruitment and HR issues as HR Director. Being based in Bordeaux over the last years, he has got a wide experience in international HR issues including career management, recruitment and training. He is interested in coaching and teaching to business students and has a strong belief in empowerment and helping people giving the best of themselves.

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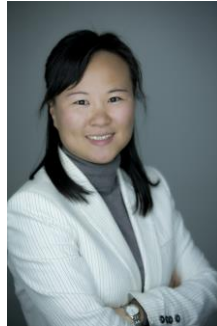
JIANG Cuiling is an assistant professor at Kedge Business School, teaching courses in the fields of international human resource management, cross cultural management and international management at both the Master and Bachelor levels. Cuiling holds a Ph.D in Management Science in France. Her research focuses on five aspects: expatriation, employee well-being and high performance system, cultural diversity and perceptions, emerging market multinational companies, and knowledge management. In particular, she conducted several research and consulting projects on French multinationals and their human resource management in Asia. Cuiling has published papers in book chapters and journals such as Asia Pacific Journal of Human Resource, Asia Pacific Business Review, and Journal of Business Ethics.

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.dictionnaire-juridique.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 exerts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the exerts;

- 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.