

**2021_S02_PGE_M2_HRM_0601_E_L_BOD HUMAN RESOURCE
MANAGEMENT IN ASIA**

Semester 6, 2020/2021

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COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
In-class case study (subgroup)	From Session 1 to Session 7	20%
Project work (subgroup)	Session 8 and Session 9	20%
Final Exam (individual)	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

Asia is a complex region, which covers a range of geographical, economic and cultural spheres. This course aims at offering participants accessible, coordinated and comprehensive knowledge in managing human resource (HR) at the local level in the selected countries, such as China, Japan, South Korea, India and ASEAN. We use a common framework to analyze the various HRM activities in different countries. A range of national factors including culture, institutions, industrial sector, and dynamic changes in the environment will be discussed. Participants can therefore better understand the factors that lead to unique human resource management (HRM) solutions in different countries in Asia; identify the essential elements of localization and the opportunities for transfer of best HRM practices in the foreign subsidiaries.

Course objectives are:

- (1) To develop an understanding of the dynamics of HRM in selected countries in Asia;
- (2) To identify the diverse and unique configurations of national factors (cultural, institutional and business environment) which differentiate HRM in cross-national settings;
- (3) To provide solutions to deal with the key challenges, for example, in the areas of expatriation management, workplace health management, labor unrest, leadership, talent management, strategic HRM, etc. in the countries covered;
- (4) To build competencies required by professionals for working in multicultural contexts in the Asia region.

Courses Contribution

The course is composed of 10 sessions, which provides participants with a better understanding of dynamics of HRM selected countries in Asia. It contributes to the program objectives:

PGE1 Understand and Integrate Core Management Disciplines

- This course discusses questions pertaining to the "what", "why" and "how" of HRM in Asia. Participants need to evaluate and apply learned HR practices in making logical recommendations to the various types of multinational companies regarding their HRM in the selected countries in Asia.

PGE2 Demonstrate Communication, Interpersonal 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 HR practices for Asian markets, but also on group members' ability to work in teams, clear and concise communication and effective presentations.

Courses Description

Session 1: An overview of HRM in Asia

Session 2: HRM in Japan

Session 3: HRM in South Korea

Session 4: HRM in China

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- Session 5: HRM in India
- Session 6: HRM in Southeast Asia
- Session 7: HRM in Singapore
- Session 8: HRM in IM (Indonesia, and Malaysia)
- Session 9: HRM in Vietnam
- Session 10: Exam

COURSE MATERIAL

All assigned readings and slides can be found on LEARN. You should come to each class prepared to summarize key points from the readings and participate actively in article discussion and experiential exercises. For each reading, you should prepare the answers to the following questions:

- What are the key concepts and arguments in the article?
- How can I use these concepts/arguments/theories/tools in daily life? With my team/association/company?
- If I were a leader, what are the difficulties/challenges I may face when I applied the concepts/theories into reality?

Textbook (available in the campus library)

Varma, A. & Budhwar, P.S. (2013). *Managing Human Resources in Asia-Pacific* (2nd Edition). Abingdon, UK: Routledge.

Paul Sparrow, Chris Brewster and Chul Chung (2017), *Globalized Human Resource Management* (2nd edition). New York: Routledge.

Dickmann Michael and Baruch Yehuda (2011), *Global Career*, New York: Routledge.

Course material available on Learn

- Power point presentations for sessions 1-9.
- Case studies for sessions 1-7.
- Additional reading (see details below and documents on Learn)
- Participants' presentations (sessions 8-9)

Required readings: Articles can be downloaded at <https://library.kedge.edu/> (Business source complet)

Session 1: Boxall, P. (2012). High-performance work systems: What, why, how and for whom? *Asia Pacific Journal of Human Resources*, 50(2), 169-186.

Session 2: Aoki, K., Delbridge, R., & Endo, T. (2014). Japanese human resource management in post-bubble Japan. *The International Journal of Human Resource Management*, 25(18), 2551-2572.

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Session 3: Horak, S. (2017). The informal dimension of human resource management in Korea : Yongo, recruiting practices and career progression. *The International Journal of Human Resource Management*, 1409-1432.

Session 4: Hartmann, E., Feisel, E., & Schober, H. (2010). Talent management of western MNCs in China: Balancing global integration and local responsiveness. *Journal of World Business*, 45(2), 169-178.

Session 5: Cooke, F.L., Saini, D .S., & Wang, J. (2014). Talent management in China and India: A comparison of management perceptions and human resource practices. *Journal of World Business*, 49(2), 225-235.

Session 6 : Harvey, W.S., & Groutsis, D. (2015). Reputation and talent mobility in the Asia Pacific. *Asia Pacific Journal of Human Resources*, 53(1), 22-40.

Session 7: Lakshman, S., & Jiang, C. (2016). Nationality choices regarding executives in subsidiaries: evidence from French multinationals in Asia. *Asia Pacific Journal of Human Resources*, 54(4), 498-517.

Session 8: Tung, R.L. (2016). New perspectives on human resource management in a global context. *Journal of World Business*, 51(1), 142-152.

Session 9: Collins, N., Chou, Y-M., Warner, M., & Rowley, C. (2017). Human factors in East Asian virtual teamwork: A comparative study of Indonesia, Taiwan and Vietnam. *The International Journal of Human Resource Management*, 28(10), 1475-1498.

SUPPLEMENTARY READINGS

Other textbook (available in the campus library)

Harzing, A.W., & Pinnington, A.H. (2011). *International Human Resource Management* (3rd Edition). Los Angeles: Sage.

Academic journals

Human Resource Management Journal

Asia Pacific journal of human resources

Asia Pacific journal of management

Asia Pacific business review

Human relations

International business review

International journal of human resource management

Journal of management studies

Useful websites

<https://learn.kedgebs.com>

<https://library.kedge.edu/>

<http://www.mckinsey.com/>

<https://hbr.org>

COURSE CONTENTS AND TIMETABLE

SESSIONS	TOPIC	PRELIMINARY READING(S) AND ASSIGNMENTS	ADDITIONAL READING(S) AND ASSIGNMENTS
1	An overview of HRM in Asia	See LEARN: case study to be prepared in teams	Read Paper in Session 1
2	HRM in Japan	See LEARN: case study to be prepared in teams	Read Paper in Session 2
3	HRM in South Korea	See LEARN: case study to be prepared in teams	Read Paper in Session 3
4	HRM in China	See LEARN: case study to be prepared in teams	Read Paper in Session 4
5	HRM in India	See LEARN: case study to be prepared in teams	Read Paper in Session 5
6	HRM in Southeast Asia	See LEARN: case study to be prepared in teams	Read paper in Session 6
7	HRM in Singapore	See LEARN: case study to be prepared in teams	Read Paper in Session 7
8	HRM in IM (Indonesia and Malaysia)	Project work	Read Paper in Session 8
9	HRM in Vietnam	Project work	Read Paper in Session 9
10	Exam	Revision	N/A

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

Participants must be familiar with the materials presented in the textbook and journal papers. Class attendance is required and you should plan to be on time for each class. Please feel free to contact me with 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.

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. Be noted that you are invited to ask questions and request clarifications at the end of the professor's presentation.

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 on e-campus. 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.

In-Class Case Study from Session 1 to Session 7 (20%)

During the first session, participants are assigned to subgroups by the professor, on a random basis but respecting the diversity issue within the team. From Session 1 to Session 7, each subgroup will work on a specific case and provide the subgroup solutions to the incidents in a PowerPoint. Then, all the subgroup members should explain their ideas to the participants in class. The PowerPoint must be uploaded at LEARN before the due time in the corresponding sessions. The title of the ppt file should be: Group X ("X" for the subgroup number).

For a fair evaluation, make sure that the job will be shared **EQUALLY** between the members of each subgroup. Be noted to put your names on the first slide.

Project work from Session 8 to Session 9 (20%)

In Session 2, all the subgroups should make the choice on the company that they would like to investigate its HRM in Asia. Such a choice should be communicated to professor via LEARN in session 2. Be noted that once the choice of the company has been made public, no change is allowed.

Starting from session 8, each subgroup delivers a presentation on **Comparative study of HR practices in two selected countries. The HR practices should cover recruitment & selection, training & development, performance, compensation & benefits.** Regarding the two selected countries, one of them should be in Asia.

The PowerPoint and the research report for this project must be uploaded to LEARN one day before Session 8 starts. The title for the PowerPoint should be: Group

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X.ppt” (“X” for the subgroup number). The presentation lasts 20-25 minutes/subgroup, around 5 minutes/participant. **The written report should not exceed ten pages, single space, Times New Roman.**

Final Exam (60%)

The final exam is organized in session 10. The exam lasts for 3 hours. Participants should identify the problem(s) shown in the case(s), analyze the cause(s) and provide managerial recommendation(s) thanks to the tools and theories learnt in class.

EVALUATION OF STUDENT PERFORMANCE

COURSE DELIVERABLE	WEIGHT ON FINAL GRADE
In-class case study (subgroup)	20%
Project work (subgroup)	20%
Final 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 (± 1), which is linked to the presentation clarity, capability to answer the questions asked by professor and other participants.

CRITERIA	Below Requirements <i>(05/20 ≤ mark ≤ 09/20)</i>	Meets Requirements <i>(10/20 ≤ mark ≤ 14/20)</i>	Exceeds Requirements <i>(15/20 ≤ mark ≤ 19/20)</i>
Consistency between questions and answers	The answers were not at all clearly given, making it impossible to assess the understanding of participants.	The explanation to the questions makes few sense or is not clearly linked to question asked.	The complete answers are given in a concrete and illustrative manner.
Use relative management tools	Doesn't use the appropriate tools or models or theories. Fails to incorporate the actions of others	Use the appropriate tool or model.	Predict results from different scenarios and provide a set of action plan.
Provide solutions	Solutions infeasible or only a single solution	Generates some feasible solutions	Multiple feasible creative solutions

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Quality of Oral Presentation	Unclear and ambiguous	Acceptable clarity and precision of the presentation	Well-structured presentation with fluent English, clear and precise
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A mark of 4/20 and less indicates disciplinary action, not limited to academic fraud. A mark of 20/20 means the excellent performance.

Individual Final Exam (60%)

In session 10, each participant will work on a case study related to the topic of HRM in Asia.

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)? - Any potential disadvantages if the problem(s) is (are) not solved?
Cause(s) Analysis	1 to 6	Define fundamental causes. Evaluation: - Have the most important causes been well illustrated? - Through which tools / methods to analyze the cause(s)?
Recommendations	1 to 4	Provide recommendations and expected results. Evaluation: - Are recommendations well-linked to the analysis? - Are they cost-effective? - Are they reasonable?
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)
Writing	1 to 2	English writing

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

Cuiling JIANG



Cuiling JIANG 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 from the University of Pau 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 on French multinationals and their human resource management in Asia, which had been published in book chapters and journals such as Asia Pacific Journal of Human Resource, Asia Pacific Business Review.

Julien COSTA



Julien COSTA holds a master degree from Kedge Business School, with studies and work experience in France, South Korea, Japan, Singapore and Taiwan. While working as a business developer for the French Chambers of Commerce in Singapore and Seoul, Julien specialized in counselling French companies with their export strategy to Asian markets and provided assistance with setting up their local branches. Meanwhile, Julien also accompanied Korean Free Trade Zones officials in their search for French investors. He later worked for iMode International Co., Ltd in Seoul as a marketing and logistic manager for European markets. Recently, Julien provided coaching on cross-cultural management practices and business service localization for foreign companies and employees of the South Korean Embassy in Paris.

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 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:

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- 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.