

Center for Human Resources and Labor Studies  
Carlson School of Management  
University of Minnesota

**International Human Resources Management**  
HRIR 6223 (2 credits)

**Course Information**

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Office: Room (1-127) Carlson School of Management  
Office hours: Mondays 5:00 – 5:45 p.m. and by appointment  
Phone: (651) 442 8227 (mobile)

Class Meetings: Mondays, 5:45pm – 9:05pm; March 19 – April 30, 2018  
Classroom (1-127) Carlson School of Management

Teaching Assistant: Junseok Song, Email: [songx164@umn.edu](mailto:songx164@umn.edu)

**Course Description**

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In this world of global interconnectedness organizational strategy continues to focus on the success of human capital. Human Resources professionals are deeply involved in designing structures that support the success of individuals who are developing and navigating cross-cultural careers.

In this seven-week course we review the challenges and opportunities present when working in an international and multicultural context. We will begin with an in-depth examination of culture. Upon this foundation we will identify the many facets of Human Resource Management affected by culture, including recruitment and mobility, training and development, total rewards, and organizational effectiveness.

Your engagement in the class sessions is critical to the success of this course. Your willingness to share perspectives will enhance your ability to bridge in-class learning to out-of-classroom practice.

## Course Goals

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Learning Objectives: By the end of the course, students should be able to:

- **Identify** how culture influences an organization, the team dynamics, and the individual interactions
- Effectively **design and reflect on** strategies to enhance cultural awareness and global mindsets from the Human Resources perspective
- **Identify and assess** the various challenges faced by HR professionals when organizations are operating globally
- **Engage** in activities designed to build core competencies needed by HR professionals working in multicultural contexts

## Required Text and Materials

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### Required Articles

- Digital course packet. Accessible through the U of M Library reserves direct page and on Moodle. You must purchase the digital course packet as it also includes copy rights for all cases for this course. All required articles and case studies are compiled in the digital course pack and are listed in the course schedule below.
- Digital course pack: HRIR6223

### Recommended Supplemental Book Chapters: *for consideration if interested not required*

- *Breaking the Zero Sum Game: Transforming Societies Through Inclusive Leadership.* (2017) A. Boitano, R. Lagomarsino, H.E. Schockman, editors, Emerald Group Publishing. (Chapter 24 authored by Tami J. France, Title: Cross-cultural collaborators: Expatriate and host country national inclusive relationships, pp. 437- 457).
- *Leading Across Differences.* (2010) Kelly Hannum, Belinda B. McFeeters, and Lize Booyen, editors, Pfeiffer.

## Grading

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Assignment	Due Date	Percent of Course Pts
IHRM Reflection Paper	April 9	20%
Team Case Paper & Presentation	April 30	30%
IHRM Final Paper	May 4	30%
Participation, preparation, attendance	Ongoing	20%

### Grading Policies:

I am committed to ensuring grades are determined fairly and consistently, and spend considerable amount of time evaluating and grading your assignments. If you have a question about a grade, let me know and we can discuss your question or concerns. This is a short course and there are no opportunities for extra credit. Late assignments will not be accepted.

## **Assignments and Expectations**

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### Culture, Identity, and Professional Success – Reflection Paper:

Your first assignment will be to write a reflection paper based on the identity map, culture map, self-assessment, and Cultural Intelligence (CQ) reflection questions. The maps and reflection questions will be provided in class on March 19/26 and the paper will be due on April 9 by the beginning of class. Reflect on and write about what you learned, what surprised you, and how you will use this information to become a more informed Human Resources professional in the global work environment. This paper should be a maximum of four (4) pages in length (size 12 font, double-spaced, Times New Roman, and 1" margins).

### Cross-Cultural Effectiveness and HRM – Team Paper/Project:

Your next assignment consists of a team project and presentation.

Teams will be divided and assigned to focus on one of three strategic areas of the Human Resources Management functions (1) Talent Management, (2) Total Rewards, or (3) Organizational Effectiveness. Teams will write a four to five page paper outlining recommendations on how to most effectively increase the value of that specific HR function in a multinational organization, due at the beginning of class on April 30. Recommendations should be based on learning from this class; use the readings/articles, lectures, and in-class discussions as foundations/evidence for your recommendations. Teams will present the recommendations during the final class, April 30. Present your key recommendations (focusing on what you are recommending and why) using PowerPoint. Each team member must present, presentations should not exceed 20 minutes in total length. All team members will receive the same grade/points.

### International HR Management Synthesis and Recommendations – Final Paper:

Your final assignment will be to write a synthesis paper that includes recommendations based on your learning throughout the class sessions and incorporating real-world experiences/cases. You will chose one of the two case studies discussed in class, and from a Human Resources

professional perspective, describe how certain Human Resources structures, processes, and/or programs, enhance the success of leaders and/or organizations in navigating the global environment. The paper should demonstrate the following structure:

- I. **Title Page:** Use APA format
- II. **Introduce the importance or relevance** of implementing and maintaining Human Resources management systems, processes, and programs that are aligned at the international level (1-2 pages).
- III. Choose a case study from class, **describe/summarize this case** (remember to cite). (1-2 pages), cases to choose/focus on for this paper:
  - i. Groysberg, B., Nohria, N., Herman, K., Bollman, J., & Judge, A. (2011). The expat dilemma. *Harvard Business Review*, 89(11), 150-153.
  - ii. Gill, C. (2012). The role of leadership in successful international mergers and acquisitions: Why Renault-Nissan succeeded and DaimlerChrysler-Mitsubishi failed. *Human Resource Management*, 51(3), 433-456
- IV. Enhance the theories/ideas you studied in class with a real-world HR practice/experience by applying those theories/ideas to one of the two case studies discussed in class by **offering 2-4 recommendations** to the specific leader or HR department (from **the case study you chose**) as they lead and conduct business internationally. Add **depth to each of your recommendations** by describing and applying theories/ideas/models from the required articles, class lectures, class activities that apply to the case you chose (remember to properly cite them) to support your recommendations (3-4 pages).
- V. **Conclude** your paper and tie your introduction to your conclusion (1-2 pages).
- VI. **References Page:** At least five sources (articles/models/activities/lectures) from class should be cited and listed in the references page.

This paper should be a minimum of six (6) pages and a maximum of ten (10) pages in length (not including title and references), (size 12 font, double-spaced, Times New Roman, and 1” margins) and is due by 11:30pm on Friday May 4.

#### Participation:

Your participation will be graded at each class session.

*Excellent participation:* Student attends the entire class, actively participates in all class activities and small group discussions, and makes insightful contributions to large group discussions throughout the class session. Students can do this by: 1) sharing a relevant personal experience, 2) offering an opinion on the topic, 3) making comments that integrate multiple readings or class themes, 4) raising new and interesting questions that generate further class discussion, providing an insightful answer to another student’s question.

*Average participation:* Student attends the entire class, actively participates in all class activities and small group discussions, but does not contribute to full class discussions. Alternatively, the student participates at a higher level however misses part of the class.

*Poor Participation or non-attendance:* Student either does not attend or attends the entire class, but does not participate in class activities and small group discussions, and does not contribute to full class discussions.

#### Guidelines for Papers:

Papers must be submitted by the deadlines specified above, by uploading an electronic copy on the class Moodle site. All papers should be done in size 12 font, double-spaced, Times New Roman font, with a 1" margin. Put your name(s) and ID number(s) at the top of the first page (include a cover page), and be sure to number each page. Be sure to spell check and proofread your work because grammatical and other mistakes detract from its quality. Include a references page. Additional references outside the course pack are not needed. The course lectures and required articles should provide foundational information needed to construct insightful analyses. Use APA Style when citing articles/lectures/books and be careful to consistently and accurately credit all print and electronic sources used. Plagiarism is a serious offense and will not be tolerated.

#### Classroom Expectations:

The professor and students are expected to behave professionally at all times. Professional behavior includes, but is not limited to the following:

- Honesty – Do your own work. Plagiarizing from other students, books and journals, the internet, and other sources is a serious offence and is not acceptable. Be sure to cite your work when using references. Make honest contribution to your group projects.
- Preparation – Come to class prepared to listen, learn, and participate. Attend group meetings prepared to make full contributions and to help other group members make valuable contributions.
- Politeness – Ask questions and contribute to class discussion in a positive, inclusive, and respectful manner. Respond to dissenting views with respect and reason. Respect your classmates and your group members.
- Attentiveness – Turn off and do not answer your cell phone. Laptop computers are welcome for class-related purposes such as note taking. Other activities are inappropriate and exhibit disrespect towards the teacher and other students. Limit individual conversations and other distractions to break times. Focus on the tasks at hand during group meetings.

- Timeliness – Complete assignments on time. Be on time for group meetings and for class. Unforeseen events occur and students have multiple demands on their time (such as work or interviews). If you must arrive late or leave early, do so without walking in front of any speakers. Provide advance notice to the professor whenever possible. Reserve the seats by the door for those who must arrive late or leave early.

## Course Schedule

Date	Topic	Reading	Assignments
Week 1:	<b>Culturally Competent HR: Global Mindsets &amp; Cultural Intelligence</b>	<ol style="list-style-type: none"> <li>1. Tyler, K. (2011). Global ease. <i>HR Magazine</i>, 56(5), 41-48.</li> <li>2. Meyer, E. (2014). Navigating the cultural minefield. <i>Harvard Business Review</i>, 92(5), 119-123.</li> <li>3. Rockstuhl, T., Seiler, S., Ang, S., Van Dyne, L., &amp; Annen, H. (2011). Beyond general intelligence (IQ) and emotional intelligence (EQ): The role of cultural intelligence (CQ) on cross-border leadership effectiveness in a globalized world. <i>Journal of Social Issues</i>, 67(4), 825–840.</li> </ol>	Read the articles in advance of each class, be prepared to discuss them
Week 2:	<b>International HR Practice: Strategy, Values, &amp; Relationships</b>	<ol style="list-style-type: none"> <li>1. Crush, P., Faraqher, J., Jeffery, R., Kirton, H., Lewis, G., Scott, A., &amp; Waller, D. (2014). Be a genuinely international HR department. <i>People Management</i>, May, 26-27.</li> <li>2. Li, S. &amp; Nesbit, P. (2014). An exploration of the HRM values of Chinese managers working in Western multinational enterprises in China: implications for HR practice. <i>International Journal of Human Resource Management</i>. Vol 25(11), 1529-1546.</li> <li>3. Zhuang, W., Wu, M., &amp; Wen, S. (2013). Relationship of mentoring functions to expatriate adjustments: Comparing home country mentorship and host country mentorship. <i>The International Journal of Human Resource Management</i>, 24(1), 35–49.</li> </ol>	(Teams defined and develop Project Charter in class)
Week 3:	<b>International HR Talent Management: Global Mobility &amp; Expatriation</b>	<ol style="list-style-type: none"> <li>1. Chynoweth, C. (2015). Global mobility is the biggest HR role of 2015. <i>People Management</i>, Aug, 8-9.</li> <li>2. Dickman, M., Doherty, N., Mills, T., &amp; Brewster, C. (2008). Why do they go? Individual and corporate perspectives on the factors influencing the decision to accept an international assignment. <i>International Journal of Human Resource Management</i>, 19(4), 731-751.</li> <li>3. Groysberg, B., Nohria, N., Herman, K., Bollman, J., &amp; Judge, A. (2011). The expat dilemma. <i>Harvard Business Review</i>, 89(11), 150-153.</li> </ol>	(The Expat Dilemma, case study discussion in class)
Week 4:	<b>HR Total Rewards for the Diverse Workforce</b>	<ol style="list-style-type: none"> <li>1. Pyrellis, R. (2011). Just a token of your appreciation? <i>Workforces Management</i>. 90(9), 3-8.</li> <li>2. Lejeune, T. (2013). Global leader with local focus engages employees. <i>Employee Benefits News</i>, 27(12), 11-12.</li> <li>3. The relationship between ethnocentrism and cultural intelligence; Cheri A. Younga, Badiyah Haffejeeb, David L. Corsuna - <i>International Journal of Intercultural Relations</i>.</li> </ol>	<p>Short Reflection Paper due at start of class</p> <p>(Team Project time in class)</p>

Week 5:	<b>HR Organization Effectiveness &amp; Global Learning</b>	<ol style="list-style-type: none"> <li>1. Rothwell, W. (2012). 13 practical tips for training in other countries. <i>T+D</i>, 66(5), 38-42.</li> <li>2. Günter K. Stahl, Christof Miska, Hyun-Jung Lee, Mary Sully De Luque, (2017) "The upside of cultural differences: Towards a more balanced treatment of culture in cross-cultural management research", <i>Cross Cultural &amp; Strategic Management</i>, Vol. 24 Issue: 1, pp.2-12</li> <li>3. Gill, C. (2012). The role of leadership in successful international mergers and acquisitions: Why Renault-Nissan succeeded and DaimlerChrysler-Mitsubishi failed. <i>Human Resource Management</i>, 51(3), 433-456.</li> </ol>	(The Role of Leadership, case study discussion in class)
Week 6:	<b>Leading Across Cultures &amp; Toward Inclusion</b>	<ol style="list-style-type: none"> <li>1. Chaudhuri, S. &amp; Alagaraja, M. (2014). An expatriate's perspective on leadership and leading (a global organization) in India: interview with Matt Barney. <i>Human Resources Development International</i>, 17, 358-365.</li> <li>2. Groysberg, B. &amp; Slind, M. (2012). Leadership is a Conversation. <i>Harvard Business Review</i>, June 2012.</li> <li>3. Sebastian Stoermer, Anna Katharina Bader, Fabian Jintae Froese, (2016) "Culture matters: the influence of national culture on inclusion climate", <i>Cross Cultural &amp; Strategic Management</i>, Vol. 23 Issue: 2, pp.287-305</li> </ol>	(Team Project time in class)  Guest Lecture
Week 7:	<b>Cross-Cultural Professional Success &amp; Support ties</b>	<ol style="list-style-type: none"> <li>1. Download via Link: <a href="http://aura.antioch.edu/etds/222">http://aura.antioch.edu/etds/222</a> - France, Tami J., "A Mixed Methods Study: Dimensions of Cross-Cultural Professional Success" (read only Chapter 5)</li> <li>2. Farh, C., Bartol, K., Shapiro, D., Shin, J. (2010). Networking Abroad: A process model of how expatriates form support ties to facilitate adjustment. <i>Academy of Management Review</i>, Vol. 35, 434-454.</li> </ol>	Team Paper Due (Team Presentations in class)

Access the course readings by week by navigating to the HRIR 6223 International HR Management Moodle Site – Go to the Library Resources tile - Click Access Course Readings



# University Policies

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## Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

## Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/education/studentresp>.

## Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/education/instructorresp>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscaj/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

## Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/education/makeupwork>.

## **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

## **Grading and Transcripts**

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

For additional information, please refer to: <http://policy.umn.edu/education/gradingtranscripts>.

## **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

## **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf).

## **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact Disability Resource Center at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with Disability Resource Center and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the Disability Resource Center website, <https://diversity.umn.edu/disability/>.

## **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities.

University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**Academic Freedom and Responsibility: *for courses that do not involve students in research***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*