

HRIR 6801, Fall Semester, A-Term, 2016
Human Resources in Practice: Strategy, Execution and Ethics
Wednesday Evenings, 5:45 - 9:05 pm

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Time Change: 15 hours ahead

I encourage you to make an appointment to meet with me if you have any questions or would like to discuss any parts of the class. Please feel free to connect with me about the class and any questions or ideas you have about this course. This is a course that lends itself well to a continuous learning environment so I welcome your thoughts, ideas, and critiques.

Content Description:

This capstone class will involve collaborating with students from QUT Business School, Brisbane, Australia. This class will be an active learning environment co-facilitated by instructors in the United States and Australia that combines the best of two great business schools. It will bring together top students from the two programs to work on a real world problem. Working with General Mills corporation virtual student teams will apply their related knowledge, concepts, and methods to a practical problem in human resources/industrial relations.

Teams will work together to create an applied evidence based solution for a real world problem that considers ethical issues and practical implementation considerations. The course will be a fantastic capstone experience that will take full advantage of your education, benchmarking of related best practices, and class discussion of both research and practice. You will learn about international HRM by doing international HRM!

Course Objectives:

The objectives of this course are to (a) increase our understanding of the practical application of core knowledge from other MA HRIR courses to create a comprehensive HR policy and procedure for a real world organization, (b) identify and address organizational realities as they relate to HR strategy, (c) identify and address ethical challenges that come from global HR work, (d) utilize our knowledge of HR to solve the complex problem associated with global HR talent management.

Required Materials:

Required readings will be listed on the Moodle site prior to each class. These readings will all be available either online through the UMN library database or will be posted as PDF copies on the Moodle site.

Coursework and Grades:

Given the interactive nature of a case-based course, your grade will be weighted on your participation in class. There will also be a final team presentation, an individual paper, a team case analyses, and a reflection paper that will contribute to your grade. Each of these components and its contribution to your grade is discussed below.

Team - Case Analysis Paper (20 points)

This is not a standard university research paper but should be designed as a business proposal. The focus is on the logic of your argument and how well your presentation builds a clear coherent business case. This means part of your task is to decide what information to include and what information is interesting but not important. The papers will need to be crisp and precise. Focus on the quality of your analysis rather than quantity of ideas.

Note, there are multiple potential correct answers to the case. The quality of your paper comes down to how well you can justify your conclusions and how persuasive your argument/analysis is. Therefore, you will need to consider not just what you say but how you say it.

This paper will require you to apply models, frameworks, and techniques covered in class. Not all the content will necessarily be applicable or helpful. Part of your job as a consulting team is to conduct further research to design a best practice approach for the case.

Note, that adequately researching your topic will not guarantee an excellent mark. It is only part of the process, an excellent presentation requires that you synthesis this information to build a compelling case rather than just report findings.

References for the paper should be included in a separate page at the end of the paper. Internal footnotes are necessary only when quoting or citing a statistic. General information does not require citation but it does require that you demonstrate your understanding of international human resource management through application of your knowledge.

Team - Consulting Presentation (40 points)

This is not standard university research presentation but should be designed as a business proposal. The focus is on the logic of your argument and how well your presentation builds a clear coherent business case for the General Mills team. This means part of your task is to decide what information to include and what information is interesting but not important. The presentation will need to be crisp and precise. Focus on the quality of your analysis rather than quantity of ideas.

You will need to identify what potential challenges General Mills may experience with managing this change and provide recommendations on how they can be mitigated.

Note, there are multiple potential correct answers to the case. The quality of your presentation comes down to how well you can justify your conclusions and how persuasive your argument/analysis is. Therefore, you will need to consider not just what you say but how you say it.

This presentation will require you to apply models, frameworks, and techniques covered in class. Not all the content will necessarily be applicable or helpful. Part of your job as a consulting team is to conduct further research to design a best practice approach for this change implementation at General Mills.

Note, that adequately researching the change management processes will not guarantee an excellent mark. It is only part of the process, an excellent presentation requires that you synthesis this information to build a compelling case rather than just report findings.

References for the presentation should be included in a separate slide at the end of the presentation. Internal footnotes are necessary only when quoting or citing a statistic. General information does not require citation but it does require that you demonstrate your understanding of international human resource management through application of your knowledge.

During the last night of class (October 20) each team will present their evaluation of the final case question for the case corporation. This is a "live case" question as there will be an organization looking for your suggestions coming in to listen to your presentations. Presentations will be ten (10) minutes long with five (5) minutes for Q&A at the end. Your presentation should include your evaluation of the case and your ideas for implementation. All teams will present on October 20th and all students must take part in their team's presentation. You will receive more detailed information about this assignment and the overall case in the second class.

Individual - Cultural Teaming Paper (20 points)

This individual paper is intended to help you think through the cultural implications of teaming across borders. Using *The Culture Map* as a basis of understanding, how can we be better prepared to work in teams from diverse backgrounds? Does this change when the teams are virtual? If so, how?

This paper should follow standard formatting rules (i.e., standard font, 12pt, 1" margins, etc.) and should be two to five pages in length, typed, and double-spaced. In this paper, I expect you to provide your thoughts or "position" on the topic above. Although you may reference assigned readings, this paper should NOT be a summary of the readings for the week. Rather, you should provide unique insight, personal reactions, recollections of personal experience, suggestions for scientific inquiry or organizational practices, a critique of the approach, or anything else that shows you have given some extensive thought to the topic.

Please ensure that these papers reflect your best and original work and include citations as necessary.

Individual - Self-Reflection Paper (20 points)

This individual paper is intended to help you critically reflect on the work of this course and how you will apply some of the learnings to your future career. This should take the form of a journal throughout the course as well as a final reflection portion when the course is complete. Take time to think through your team process, your individual learnings, what content was interesting, what group process was frustrating or surprising, and what might you try to do to make a virtual and/or cross-cultural team more effective in the future. This paper should reflect your own unique ideas and thoughts, it should not simply be a journal of what happened when.

This paper should follow standard formatting rules (i.e., standard font, 12pt, 1" margins, etc.) and should be four to five pages in length, typed, and double-spaced. Please ensure that these papers reflect your best and original work and include citations as necessary.

Summary Grades (100 points)

The five components above (Culture Paper, Proposal Papers and Presentation, and Reflection Paper) will be combined into a 100 point composite. Final grades will be assigned based on the following scale:

A/A- – means Superior Performance – Total understanding (written and oral) of all materials with superior demonstrated ability to apply knowledge

B+/B/B- – means Good Performance – Excellent understanding (written and oral) of all materials with demonstrated ability to apply knowledge to most situations

C+/C/C- – means Average Performance – Adequate understanding (written and oral) of most materials with demonstrated ability to apply knowledge to most situations

Late Work

All assignments are due at the beginning of class on the day that they are due. If you know you will miss class when a paper is due, turn it in ahead of time or it may not be accepted.

Disclaimer

This syllabus is not a contract, but a plan for action. The instructors reserve the right to alter its stipulations, upon prior notification to students, if and when educational circumstances warrant changes.

Course Schedule

Because the quality of the class session depends on your understanding of the content, I expect that you will have done all the required readings before class and that you will come prepared to participate in the discussion and the case analysis. You will be given group work time each class period as well – it is vital that you are prepared for class each night so you can use your team time most efficiently and effectively.

Session 1 – September 7th – Welcome and Introductions

Introduction to the class, our course colleagues, and global talent management
Use *The Culture Map* as a common understanding of cultural differences
Group time

Session 2 – September 14th – Change, Performance, and Cross-Cultural Management

****Cultural teaming individual paper due****

Performance management, change management and the context of cultures
Presentation of the case by General Mills
Group time

Session 3 – September 21st – Thinking Beyond the HR box

Implementation in action
Novartis case from HBR
Group time

Session 4 – September 28th – Training for Change

****Paper due on analysis of the Novartis HBR case****

Who are the stakeholders in change and how do you address needs in a global context with local effects

Question and answer time with General Mills

Group time

Session 5 – October 5th – Global Change and Local Practice

Training guides, corporate structures, cultural context and local control

Group time

Session 6 – October 12th – Risk and Reward in Global HR

Ethics, corruption, safety, corporate citizenship, etc.

Question and answer time with General Mills

Group time

Session 7 – October 19st – Consulting Presentations

****Final team presentations****

Class wrap-up

****Individual Self-Reflection Papers are due by 11:59pm on Sunday, October 23rd****

**Department of Work and Organizations
Center for Human Resources and Labor Studies
University of Minnesota**

STATEMENT ON COURSE REQUIREMENTS

1. The instructor will determine the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed.
2. A student may not negotiate the submission of extra work in an attempt to raise his or her grade unless the instructor has made such opportunities available to all students.
3. Academic misconduct is a very serious issue with potential consequences ranging from failure in the course in question to dismissal from the University. The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromised the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of course grade to suspension from the university.
4. The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.
 - Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612- 626-1333 (V/TTY) or ds@umn.edu .
 - Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

Additional information is available at the DS website <http://diversity.umn.edu/disability>.

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 or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu>

5. Student complaints or concerns about some aspect of a course sometimes arise. If possible, it is hoped that these can be resolved through an informal meeting between student and instructor. However, if a student feels this is not feasible, or if such discussion does not remedy the problem, the student may consult with the Director of Graduate Studies for the Carlson School of Management or the Director of the Center for Human Resources and Labor Studies.