



**HRER 329 Section 101- LEC(1885)**  
**Global HR Management**  
**Spring, 2018**  
**Wednesdays 4:15 – 6:45**  
**Corboy 522**

**Instructor Information**

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or by appointment

**Catalog Description**

This course provides an understanding of the critical roles of Human Resource professionals throughout the strategic globalization process. The course will also teach one to become aware of cross-cultural issues that affect organizational dynamics and behaviors central to management processes, such as staffing, motivation, negotiation, communication, and leadership.

**Course Objectives and Learning Outcomes**

- To understand the critical roles of Human Resource professionals throughout the strategic globalization process
- To become aware of cross-cultural issues that affect organizational dynamics and behaviors central to management processes, such as staffing, compensation, employee development and performance management.
- To highlight the interactions between the understanding of behavior and the management of human resources in three types of topics:
  1. strategic management of human resources in global corporations
  2. management of expatriate employees
  3. comparison of human resource practices in a variety of different countries.

## Goals for this Course/Evaluation

- Gain factual knowledge (terminology, classifications, methods, trends).
- Learn fundamental principles, generalizations or theories underlying design and administration of global HR policies and programs.
- Practice applying course material (to improve thinking, problem solving, and decisions).
- Develop specific skills, competencies, and points of view needed by global managers and HR professionals to perform their jobs successfully.

## Required Materials

1. Thomas, David C., Lazarova, Mila B. Essentials of International Human Resource Management: Managing People Globally, Sage Publications (2014)
2. Handouts: Readings and Cases – various, to be provided by professor
3. Case Study: Fred Bailey: An Innocent Abroad
4. Case Study: In a World of Pay

## Grading

Coursework will consist of two exams, 3 team presentations and summary papers/Power Points, 2 case studies, a capstone assignment and participation in class discussions and activities. Assignment of grades will be based on the following:

	Points	%
Midterm Exam	100	25%
Final Exam	100	25%
Country Papers and Presentations (3)(25 points each)	75	19%
Case Studies (2) (25 points each)	50	12%
Capstone Assignment: Country Assessment	50	12%
Class Participation	25	7%
	400	100%
Total Points for Grading Purposes	Grade	Points
A 100-93%	A	372-400
A- 92-90	A-	360-371
B+ 89-87	B+	348-359
B 86-83	B	332-347
B- 82-80	B-	320-331
C+ 79-77	C+	308-319
C 76-73	C	292-307
C- 72-70	C-	280-291
D+ 69-67	D+	268-279
D 66-60	D	240-267
F 59 and below	F	239

## **Class Policies**

The course is designed to be fully interactive. Participation requires preparation before class, attendance in class, and presentation of your ideas to the class.

- Please check Sakai for announcements and possible handouts before each class.
- Please bring your textbook and assigned readings to each class.
- Exams cover material discussed in class in addition to assigned readings and handouts. If you have to miss a class, please let me know. It is your responsibility to get notes and information from your classmates.
- Plagiarized written assignments will receive a grade of F.

## **Exams**

The in-class midterm and final exams will consist of matching or multiple-choice questions, short essay questions, and perhaps a short case. The exam will cover material from assigned readings, lectures, and classroom discussions and activities.

The in-class final exam will consist of 2 parts: a midterm-type detailed test of the topics covered since the midterm exam; and possibly one or two comprehensive essays and/or cases to analyze, broadly covering major themes from the entire course.

Grading criteria for the exams include:

- Knowledge of the subject matter
- Linkage to the assigned text and class activities
- Answering every part of the question

## **Team Case Briefs and Presentations**

The Team Case Briefs and Presentations are designed to help you:

1. Apply the knowledge you acquire from the textbook and class to a specific country and culture.
2. Develop your ability to critically analyze HR problems and to develop appropriate solutions.
3. Hone your teamwork and writing skills.

Team Briefs and Presentations should be based on required readings, class discussions and research. The presentations should provide an up-to-date examination as to how the HR policies and programs are applied within the country assigned to the team. The topics for the briefs include:

1. Cultural and Legal Impacts to Business
2. Global Staffing and Recruiting
3. Employee Development
4. Performance Management
5. International Compensation

Teams will be comprised of 5 or 6 members. Each team will be assigned one of the following countries; 1) Brazil, 2) China, 3) Germany, 4) India, 5) Japan, 6) Russia, and 7) Sweden. These countries were selected to provide a diverse learning experience for the class. Countries were

selected where culture and employment information is generally available.

During the first class, your preference for country will be requested. You will be asked to rank order the countries based on your preference. Countries will be formally assigned by the next class.

The Briefs are expected to be tightly reasoned and display upper classman analytical ability. The Briefs should be written as if you were submitting this work to a senior level executive. It is strongly suggested to use sources through the library, rather than depend exclusively on Google. Be sure to reference materials correctly (see an APA style manual). The purpose of references is to supply enough information that a reader can evaluate the quality of the source and find the source material if desired. These Briefs cannot be longer than 1,250 words. Additionally, a Power Point must be developed for the purpose of presentation in class. The Power Point should essentially be an outline of the paper.

As you search relevant information to develop Team Case Briefs, you will uncover a variety of resources. You are encouraged to share these sources of information that might be helpful to other teams. The Team Case Briefs are not a competitively graded assignment (e.g. you are not competing against the other teams). By sharing information with other teams you will enhance the quality of the class and what you learn about Global HR.

The Team Briefs and Power Point should be submitted in a document by one team member through Sakai "Assignment." To facilitate grading and feedback, the document should be named "**TB# and the last names of team members in alphabetical order**". For example, "TB1 Herendez\_Scott\_Zeller.docx" is the file name for the first brief.

Two or more students from each team must make an **8 to 12 minute presentation** on the application of the topic (e.g. Global Recruitment & Staffing) as it applies to their assigned country. It is expected that a Power Point will be used for the presentation. Feel free to use short videos (e.g. 1 to 2 minutes) if you feel the video will enhance learning.

In most cases, each member of the team will receive the same grade for this paper/presentation assignment. The professor reserves the right to make exceptions in very rare cases in which a member contributes substantially above or below the norms and requirements of the team. This has occurred very seldom, but it is important that you understand the importance of each member contributing to the teamwork.

Below are the presentations and the dates when presentations will be made.

For each country, there will be "A" members and "B" members. Both "A" and "B" members will complete assignment #1. "A" members of the team will also complete assignments # 2 and #4. "B" members of the team will complete assignments #3 and #5.

	TOPICS/Team A or B/(Due Date)				
TEAMS	1	2	3	4	5
1	A&B (2/7)	A (2/21)	B (3/21)	A (4/4)	B (4/18)
2	A&B (2/7)	A(2/21)	B (3/21)	A (4/4)	B (4/18)
3	A&B (2/7)	A (2/21)	B (3/21)	A (4/4)	B (4/18)
4	A&B (2/7)	A(2/21)	B (3/21)	A (4/4)	B (4/18)
5	A&B (2/14)	A(3/14)	B (3/28)	A (4/11)	B (4/25)
6	A&B (2/14)	A (3/14)	B (3/28)	A (4/11)	B (4/25)
7	A&B (2/14)	A (3/14)	B (3/28)	A (4/11)	B (4/25)

Each member of the team should be involved in preparing both the class presentation and paper – however, it is not expected that each will be involved equally in both paper preparation and presentation. All members must be present, but not all members must participate in the class presentation.

### Peer Review

In the interest of fairness with respect to each team member’s relative contribution to the “ Team Case Briefs and Presentations”, a contribution that team members are uniquely qualified to judge, you are requested to rate every other team member’s contribution after all 5 presentations have been made. You do not rate yourself. See the schedule for the due date for the Peer Review. Here is how the procedure will work.

Each team member will be assigned a total number of points equal to 100 (N-1). That is, if you are in a 6-person group, you will be allocated 500 points. A 5-person group will be allocated 400 points. If, in your opinion, each of your co-workers contributed equally to the project, then you would assign 100 points to each team member. However, you might also assign 50 points to one team member and 150 points to another. The total number of points must equal 100 (N-1). You **do not rate yourself**.

Team members whose average rating is between 75 and 60 points will receive a grade on their reports that is one-half a grade lower than that of the rest of the team. Team members whose average rating is between 59 and 50 points will receive a grade on their reports that is a full grade lower than that of the rest of the team. Team members whose average rating is below 50 points will receive a failing grade on their reports. Conversely, team members whose average rating is between 125 and 140 points will receive a grade on their reports that is one-half a grade higher than that of the rest of the team. Average ratings above 140 will receive a full grade higher than the rest of the team.

Each team member must submit the information listed below for each team member. Then each

team member will submit this confidentially to the Professor with the “Points Assigned”. These evaluations must be submitted by each individual team member.

<b>Team</b>	
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	<b>Team Member</b>	<b>Contribution to Presentations</b>	<b>Contribution to Papers</b>	<b>Points Assigned</b>
1.				
2.				
3.				
4.				
5.				

Submitted by \_\_\_\_\_

### **Case Studies**

You are assigned to review two case studies (“Fred Bailey: An Innocent Abroad” and “In a World of Pay”). You will be asked to answer questions related to the case studies and submit your paper on Sakai. Your paper should not exceed 3 pages. See the schedule for due dates.

### **Capstone Assignment: Country Assessment**

This assignment is the capstone for this class. In this assignment, you will prepare a report making a recommendation regarding which country, of the countries reviewed, would be the best in which to expand operations based on HR related issues. For the country you recommend, reasons must be provided why that country is the best for global expansion. For all other countries, you need to provide the reasons why not to expand into those countries. In order to adequately prepare this assignment, it is critical that you be aware of the major issues faced when expanding into a country (these issues will come from the text and class discussions). Also, you will need to be aware of the issues in the other countries reviewed by the country teams.

### **Participation**

The best part of this class is what we can learn from each other’s diverse work and life experiences. The participation component of your course requirements is taking an active part in class discussions including, preparing cases, carefully reading the assigned readings for each class, and sharing your own professional, cultural, and intellectual experiences. I am looking for student engagement in the topic and the course.

## Quinlan School of Business Policies

### Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believes examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. Limited assistance in proctoring make-up exams may be available through a designated Quinlan administrative assistant. . For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

### Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Faculty may set participation policies unique to their courses and use class participation as a component of the final grade. The student is responsible for any assignments or requirements missed during an absence.

Please leave me a message, either by telephone or email, informing me that you will not be in class. I do consider absenteeism when assigning final grades for class participation.

### Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

### **Laptops and Handheld Devices**

The use of laptops in the class room is **NOT allowed**. The reason for this is that I have personally found laptops to be a distraction from learning. An increasing number of studies have found laptops in the classroom to have a negative effect on learning as well. If you feel that not having a laptop will be a detriment to your learning, you can seek approval to have a laptop in class. See the Appendix for details.

The use of handheld devices (e.g. cell phones) during class is prohibited. This means no texting or reading of texts during class.



## CLASS SCHEDULE

Class # and Date	Chapter	Topic	Presentations	Case Studies & Assignments
1 1/17	1	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Input for Teams</li> <li>• Globalization &amp; HR Mgt.</li> </ul>		
2 1/24	2	<ul style="list-style-type: none"> <li>• Team Formation</li> <li>• Cultural &amp; Institutional Context of Global HR Mgt</li> </ul>		
3 1/31	3	Organizational Context of Global HRM		
4 2/7	4	Transfer of HRM Across Boundaries	Team Presentation # 1: Cultural and Legal Impacts to Business (Teams 1-4/A&B)	
5 2/14	5	HRM in International Joint Ventures, M&As & Alliances	Team Presentation # 1: Cultural and Legal Impacts to Business (Teams 5-7 A&B)	
6 2/21	6	Global Staffing	Team Presentation # 2: Global Staffing (Teams (1-4 A)	
7 2/28		<b>Midterm Exam</b>		
		<b>Spring Break 3/5 – 3/10</b>		
8 3/14	7	Global Human Resource Development	Team Presentation # 2: Global Staffing (teams 5-7 A)	
9 3/21	8	Global Performance Management & Compensation	Team Presentation # 3: Global HR Development (Teams 1-4 B)	Fred Bailey: An Innocent Abroad
10 3/28	8	Global Performance Management & Compensation	Team Presentation # 3: Global HR Development (Teams 5-7 B)	

Class # and Date	Chapter	Topic	Presentations	Case Studies & Assignments
11 4/4	8	Global Performance Management & Compensation (Guest Speaker: Mark Daniels @ 4:15)	Team Presentation # 4: Global Performance Management (Teams 1-4A)	In a World of Pay (Germany)
12 4/11	9	International Mobility and Global Careers	Team Presentation # 4: Global Performance Management (Teams 5-7A)	
13 4/18	10	International Employee Representation and Corporate Social Responsibility	Team Presentation # 5: International Compensation Management (Teams 1-4B)	Assignment: Report on a Company and their Corporate Social Responsibility Stance – in class discussion
14 4/25	11	Emerging Issues in Global HRM	Team Presentation # 5: International Compensation Management (Teams 5-7B)	Capstone Assignment: Country Assessment – Best Country in Which to Operate. <b>PEER REVIEW REPORTS DUE</b>
5/2		<b>FINAL EXAM:</b> 4:15 – 6:15		

**Please note:** This class may occasionally deviate from the course outline above. The professor reserves the right to make changes as needed to the course syllabus.

## APPENDIX: LAPTOP USEAGE

If you feel that not having a laptop will be a detriment to your learning, you can seek approval to have a laptop in class. You can send me an e-mail with the language below requesting the use of a laptop in class. We must also meet to discuss your request.

Email:

“I regularly use a laptop to take notes in class and it would negatively impact my learning without the use of a laptop. Therefore, I am requesting to use a laptop in class. I understand that if the professor sees that I am distracted in using my laptop in class, I will have 10 points deducted from my grade and will no longer be able to use my laptop in class. I also understand that I must meet with the professor to further discuss and to have my request reviewed and approved.”