
International HR Management

Professor: Miriam Diez

Office hours: by appointment

Course Type: Compulsory

Credits: 3 ECTS

Term: 2nd

1. COURSE PRESENTATION

Course Description

The main purpose of this course is to provide an overview of Human Resources Management in an international environment (IHRM), as an example of our increasingly interconnected world. In an era marked by **globalization**, multinational corporations, and cross-border collaborations, IHRM is essential for understanding the complex dynamics of a global workforce. Also, a **sustainable international management of human resources** is essential in the contemporary era as it not only aligns with societal values and expectations but also contributes to organizational success, risk management, and ethical responsibility.

Furthermore, IHRM is instrumental in navigating the intricate web of international labor laws, which vary significantly from one country to another, ensuring compliance and minimizing legal risks. Effective IHRM practices can enhance an organization's competitiveness by optimizing its global talent pool, adapting to local market demands, and achieving strategic objectives. It also addresses the ethical dimensions of HR management in diverse cultural contexts, promoting social responsibility. According to this framework, the course will provide knowledge and skills needed to recruit, develop, and retain talent from **diverse cultural backgrounds**, fostering inclusion and preventing discrimination.

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The contents of the course will be interconnected according to the main issues for a contemporary and global Human Resource Management:

1. Strategic approach: which implies understanding the role of HR and how HR can be an ambassador of the business strategy.
2. Crosscultural practices: how to understand organizational practices according different cultural mindsets.
3. Humanistic leadership: every decision is taken by human beings and it has an impact on the person who is taking it and on the people who are impacted by this decision.

Objectives

The course will prepare students to be responsible and effective HR professionals capable of addressing global challenges while contributing to a more ethical, socially conscious, and environmentally sustainable business environment. According to it, the main specific objectives are:

1. Develop an understanding of the cultural diversity and its implications for HR practices in an international context.
2. Integrate Sustainability into HR Strategies, including talent acquisition, development, and retention. This objective involves developing skills in promoting environmentally responsible workplace practices, reducing waste, and optimizing resource use.
3. Promote ethical HR Practices, emphasizing the importance of fair labor standards, responsible supply chain management, and social responsibility. Encourage them to incorporate these principles into HR strategies to create a positive impact on employees, stakeholders, and society.
4. Encourage students to lead by example, making ethical choices and promoting sustainability within the organization. This objective involves critical thinking, ethical reasoning, and the ability to make informed decisions that consider both business objectives and societal well-being.

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This course is included in the subject **Organisation** which has the following learning outcomes:

The student will be able to discriminate the different types of business presence to implement business activities abroad during the resolution of practical cases proposed within the master's degree.

RA3. Mat.6.1 Integrate corporate social responsibility (CSR) policies of the company in the internationalization process.

The student will be able to decide the optimal way for the company to enter international markets by participating in international negotiation processes in the professional context.

RA4. Mat.6.2 Use synthesis and communication information tools for international business.

RA4. Mat.6.3 Organise the human resources of the company in an international environment.

RA4. Mat.6.4 Apply the tools and advanced skills to successfully develop an international negotiation, taking into account the importance of the specific socio-cultural aspects of each region.

RA4. Mat.6.5 Recognise the different forms of organization of the international company. The student will be able to develop the ability to assess gender and sex inequalities in order to design solutions in the different executions during the master's degree applied to international business management.

RA9. Mat. 6.6 Integrate equality policies (gender and sex) in the internationalization process of the company.

Related SDGs

Agenda 2030, also known as the United Nations Sustainable Development Goals (SDGs), is crucial for the international management of human resources. These goals provide a comprehensive framework for addressing global challenges, and they have profound implications for the field of international human resources management (IHRM). According to this, the main SDGs that will be introduced are related with different issues:

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- Build more healthy and resilient organizations:

SDG 3: Good Health and Well-being

- Contribute to a lifelong learning journey and continuously improve the knowledge, skills, and competences:

SDG 4: Quality education

- Improve more equal and tolerant workplaces:

SDG 5: Gender equality

SDG 8: Decent work and economic growth

SDG 10: Reduce inequalities

2. COURSE LEARNING PLAN

Methodology

LEARNING MODEL:

The methodological approach of this course is based on *three-steps* consecutives: **active experimentation**, **reflective observation**, and **abstract conceptualization**.

This path has been inspired by Kolb's learning model (Morris, 2020). Both theory and practice are equally important. As students need to learn:

- How to connect the facts and the challenges that we see in the business world with the theoretical foundation explaining them.
- Learn how to apply theoretical concepts to business reality.

This is a dynamic and engaging learning process that promotes active learning and retention of knowledge and skills. This methodological approach is a hands-on, experiential learning strategy that emphasizes practical application and active engagement. It encourages individuals to learn through direct experiences, problem-solving, and real-world activities. Some of the learning activities and pedagogical tools that will be used are as follows:

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Active experimentation:

- Real challenges connecting the learning outcomes to real-world applications.
- Contextualize Learning: Ensure that the learning activities are relevant to the participants' real-life or work situations.
- Active Participation: Encourage participants to actively engage in the learning process, providing activities, simulations, and real-world projects that require them to apply what they've learned.
- Collaborative Learning through group work: encouraging students to exchange experiences and perspectives.

Reflexive observation:

- Feedback and Reflection for self-reflection. After completing a task or activity, encourage participants to reflect on their experiences, identify what they have learned, and consider how they can improve.
- Problem-Solving and Critical Thinking: Design learning experiences that involve complex problems or challenges. Participants should be required to analyze, evaluate, and come up with solutions, fostering critical thinking and problem-solving skills.

Abstract conceptualization:

Assessment and Evaluation: Use formative and summative assessments to measure participants' progress and achievement of learning objectives. Assessments can take various forms, such as quizzes, presentations, or the quality of work produced.

PEDAGOGICAL TOOLS:

Academic and Professional Readings: Theoretical presentations about a specific topic (e.g. development methods, types of international companies, roles and responsibilities of HR... etc.). The intention of the lecture is to provide supporting material to the students for them to integrate as a basis to work as people managers (either HR managers or managing a team of people, whatever the area is). Presentations will be illustrated with business reports about the topic and videos. Preparation material will be uploaded one week in advance. Students will bring short articles from newspapers or

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business magazines (e.g. Financial Times, Harvard Business Review). These articles will be discussed during the class. Students will bring them one week in advance so everyone can have the possibility to review them before class and be part of the discussion.

Case discussion: is a critical thinking and decision-making process. By analyzing real-world business challenges and outlining a course of action among a pool of equally plausible solutions, students will develop their ability to make decisions and develop judgments in different HR business contexts.

Workshops: There will be several interactive workshops on critical management areas, including team leadership, feedback and feedforward, how to build trust, and how to strengthen students' core leadership competencies. ´

HR guest speakers: During the term, we will have the possibility of hosting several industry experts who will share their perspective of how they see the future of business and people management towards 2030 and the key competencies required to succeed.

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Evaluation criteria

Assessment element	Frequency	Compulsory	Due date	Weight
Class participation: Preparing case memos Active participation Preparing role plays, readings and workshops	4 times each student (Distributed along the 10 week)	X	Ongoing	10%
Elevator pitch	Once	X (individual)	Jan 8th	5%
Individual report	Only 1 per quarter	X (individual)	April 13th	15%
Team project	Only 1 per quarter	X (team)	April 9th	30%
Final exam	1 final written exam per quarter.	X (individual)	Date to be confirmed	40%

Regarding class participation: 10% (1 points over 10). Active attendance and participation are required. Not participating will result in losing 1 point from the total grade. **Participation means listening and making meaningful comments related to the topic.** Being in class during the sessions (either face-to-face or online) is not considered active participation. Attendance is compulsory.

Individual report: 15% (1, 5 points out of 10) Participants will write a critical essay about the key learnings of some of the topics that will be proposed.

Team project, 30 %. (3 points out of 10)

The purpose of the team project is to design an International Human Resources department. Imagine that you have been hired by a company to design an HR department. This means: which kind of HR department do you need to contribute to company results and employee engagement? As an example, some topics to be covered in the team project are the following:

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- What position does HR have in the company org chart?
- What are the main characteristics of each policy?
- How many people does your HR department need?

Each team will have 5 people maximum (3 minimum). Each presentation will take a maximum of 10 minutes. Each team will record the team presentation and will send it to me using transfer or any other similar platform. Aspects that will be assessed for the evaluation are:

- Proven understanding of the HR function in global companies
- Ability to explain the integration between HR and company strategy
- Capacity to choose the most adequate HR practice depending on the sector, country, environment, company size, etc.
- Presentation style (not reading slides but telling a story while presenting the slides).

Elevator pitch, 10% (1 point over 10)

Final exam: 40%. (4 points over 10)

A written exam will take place at the end of the course. It is compulsory to get 2 points to pass the whole subject. The weight of the exam is 4 points maximum of over 10.

Retake conditions

Students that fail the evaluation of the course will have a retake exam opportunity that will be programmed in accordance with the academic calendar. If a student has to retake the exam, their **maximal grade for the course will be a 5,0 (out of 10,0)**.

General Issues

Attendance: Students are required to attend 80% of classes. Failing to do so without justified reason will imply a zero grade in the participation/attendance evaluation and may lead to suspension from the program.

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Plagiarism: Plagiarism is using another's work and to present it as one's own without acknowledging the sources in the correct way. All essays, reports, or projects handed in by a student must be original work completed by the student. By enrolling at any UPF BSM Master of Science and signing the "Honor Code," students acknowledge that they understand the school's policy on plagiarism and certify that all course assignments will be their own work, except where indicated by correct referencing. Failing to do so may result in an automatic expulsion from the program.

Content and learning activities:

Session	Contents
1	<p>The Challenges of International Human Resource Management.</p> <p>Content: A comprehensive and adaptable strategy that aligns with the organization's global business goals. It also involves a deep understanding of local cultures, laws, and economic conditions, as well as the ability to leverage technology and effective HR practices to overcome these challenges.</p>
2	<p>Crosscultural Human Resource Management.</p> <p>Content: Cross-cultural human resource management is essential for success in a globalized world. For successful performance in this field, organizations should foster cultural sensitivity among employees to promote respect and understanding of diverse backgrounds. Second, invest in cross-cultural training and development programs to enhance cultural intelligence, ensuring employees can navigate cultural nuances effectively. Third, create an inclusive work environment that values diversity, equity, and inclusion to harness the full potential of a multicultural workforce.</p>
3	<p>Managing Global Talent: issues, trends, and topics</p> <p>Content: Inclusive Leadership. Adaptability and Flexibility. Virtual Leadership and international teams. Ethical Leadership. Empathy and Cultural Sensitivity. Resilience and Crisis Management.</p>
4,5,6	<p>Managing Global Talent: Recruitment, Selection and Retention</p> <p>Content: Recruiting and selecting talent across different countries and cultures. Local customs, preferences, and expectations. Language and Communication Barriers. Global Mobility.</p>

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	Assessment and Validation Tools.
7	<p>Global Performance Management. Rewarding talent</p> <p>Content: Principles for assessing international performance. Key Performance Indicators for a global company. Global Competency Frameworks. Multi-Source Feedback. Agile and Flexible Performance Management</p>
8,9	<p>Retention versus motivation. Employee engagement.</p> <p>Content: Development and Growth. Wellness and Well-Being. Remote Work Focus. Goal Alignment. Digital Tools and Platforms. Inclusion and Diversity Metrics. Engagement strategies according to cultural and strategic models.</p>
10,11	<p>Self-knowledge and feedback. Executive learning</p> <p>Content: Skills and competences for leading a global company. Learnability Quotient. Agile leadership framework. Emotional Competences (Goleman, 2006).</p>
12,13,14	<p>Trends and challenges for a future IHR managers.</p> <p>Content: team challenge presentations. Round table with companies from different economical sectors.</p>

The learning activities per week will include:

- **Significant lectures** for identifying key questions for exploration.
- **Real Challenges** related to the contents proposed per week: guest speakers, real cases.
- **Reflective observation** (individual and/or group)
- **Abstract conceptualization** at the end of each week: to remark the main learnings of each lesson.

Total student workload (including self-study): 75 hours

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3. PROFESSOR

Miriam Díez Piñol, PhD: Doctor in Psychology, specialty in Organizational Behavior and Human Resources. Topics of interest: occupational health, quality of life at work, female leadership, team development, impact of new technologies on companies, psychosocial risks of the digital society, etc. Lecturer for international university since 1996. Throughout these years, I have published books and articles related to the strategic management of human resources and the well-being of people in the workplace. Guest professor at international business schools (Colombia, United Kingdom, ...), being part of different international research groups from 1999 until now. I currently combine university teaching activity in the field of social and behavioral sciences with applied research. Research director of Global Future of Work Foundation (www.globalfutureofwork.com). Member of Editorial Board as a topic coordinator of "Frontiers of Psychology" (1QT). Vocal of Organizational Psychology and Human Resources in the Official College of Psychology. Also, entrepreneur in the field of corporate events.

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4. BIBLIOGRAPHY/RESOURCES/ READING MATERIALS

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- Brewster, C., Sparrow, P., Vernon, G., & Houldsworth, E. (2016). International Human Resource Management. Wimbledon, CIPD. (4th Edition).
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Note: A list of supplemental readings and websites will be provided weekly for preparing the learning activities proposed.