

INTERNATIONAL HUMAN RESOURCE MANAGEMENT
HRM4470
FALL 2020

Course instructor(s): Christopher Chan  cristoph@yorku.ca

Course objectives: The purpose of this course is to expose students to the life of an expatriate. Some of the pertinent issues that are covered in this course include the challenges, cultural issues, staffing issues, labor relations issues, recruitment and selection issues, training and development issues, compensation issues, performance management issues, and future trends faced by an expatriate.

Technical requirements for taking the course: In addition to stable, higher-speed Internet connection, you will need a computer with webcam and microphone, and/or a smart device with these features.

Here are some useful links for student computing information, resources and help:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run.

Times and locations: Please note that this course will be remotely delivered and we will be meeting on Thursdays from 11:30am to 2:20pm. There will be no in-person interactions or activities on campus.

Organization of the course

- The entire course, including the submission of assignments, participation/discussion and test-taking, will take place on the course's Moodle. Although we are scheduled to meet at particular times and days of the week, this course has no live virtual meetings outside of office hours. Like an online course, you can learn the course material at your own pace, following the schedule of readings and activities.
- We will be meeting virtually on Jitsi and instructions on how to log on will be sent to your preferred email address.

Textbook: Dowling, P.J., Festing, M. and Engle, A.D. Sr. (2017). *International human resource management*. 7th edn., Toronto, Nelson.

Assessments:

Team presentation (20%)

The presentation should consider:

1. A background of the idea/theory/practice,
2. A consideration of its strengths,
3. A consideration of its limitations (Hint: Think about exceptions or situations where that idea/theory/practice might not work),
4. Is/Are there alternative idea(s), theory(ies)/practice(s) that should be considered and why?

Your team's presentation will be jointly judged by your peers (50% weighting) and me (50% weighting). The 50-50 split is designed to minimize peer rating bias and single rater bias. The four criteria above will be used for evaluation.

Training game (20%)

The training game involves teams of students designing corporate training games to train the rest of the class. Plan your game in three major blocks:

1. What is the purpose of the game? What is the focus? Spend about 5-10 minutes to brief the class what you intend to do or achieve. Allow some time for people to absorb their roles.
2. Let the game run for about 20-30 minutes.
3. Spend 5-10 minutes to debrief the class. What are the lessons to be learnt?

Your team's performance will be jointly judged by your peers (50% weighting) and me (50% weighting). The 50-50 split is designed to minimize peer rating bias and single rater bias. You will be judged on four criteria: (1) How well did the game relate to cross-cultural management?, (2) What is the training value of the game?, (3) Is the game fun and engaging?, and (4) Is the game well thought out or planned?

Weekly critique (20%)

The weekly critique involves a short reflective piece of work about the theme(s) covered in the previous week (1 to 2 pages). This is only submitted in class (1st submission in session 2). There are 10 critiques to hand in in total. Here are some ideas to help you think about what to include in the critique:

1. What is one theme covered in the previous session that is important or interesting to me? Why?
2. Is there an organization that I am aware of (not necessarily the ones mentioned in class) that exemplifies the themes mentioned?
3. Is this example universal (i.e., applicable worldwide) or unique (i.e., applicable in specific conditions)?
4. Any other observations or thoughts about the theme?

A late critique will be worth 50% of the mark.

Mid-term test (20%)

The mid-term consists of 20 multiple choice questions (10 marks) and 20 short answer questions (10 marks). Materials from sessions 1-5 will be covered in the 1-hr test.

Final test (20%)

The final test consists of 20 multiple choice questions (10 marks) and 20 short answer questions (10 marks). This is a cumulative 1-hr test.

Session 1 (Sept 10)	1. Course introduction 2. Chapter 1 – Introduction
Session 2 (Sept 17)	1. Chapter 2 – The cultural context 2. Activity: Exposure to a training game 3. Submit 1st critique.
Session 3 (Sept 24)	1. Chapter 3 – The organizational context 2. Submit 2nd critique in class.
Session 4 (Oct 1)	1. Chapter 4 – IHRM in cross-border mergers & acquisitions, international alliances and SMEs 2. Submit 3rd critique.
Session 5 (Oct 8)	1. Chapter 5 – Sourcing HRM for global markets 2. Chapter 6 – International performance management 3. Submit 4th critique.
Fall reading week (Oct. 12-18)	
Session 6 (Oct 22)	1. Mid-term test 2. Submit 5th critique.
Session 7 (Oct 29)	1. Chapter 7 – International training, development and careers 2. Training game 3. Team presentation 4. Submit 6th critique.
Session 8 (Nov 5)	1. Chapter 8 – International compensation 2. Training game 3. Team presentation 4. Submit 7th critique.
Session 9 (Nov 12)	1. Chapter 9 – International industrial relations and the global institutional context 2. Training game 3. Team presentation 4. Submit 8th critique.
Session 10 (Nov 19)	1. Chapter 10 – IHRM trends and future challenges 2. Training game 3. Team presentation 4. Submit 9th critique.
Session 11 (Nov 26)	1. Training game 2. Team presentation

	3. Submit 10th critique.
Session 12 (Dec 3)	1. Final test

Course webpage: [Moodle]

Course readings

[Copyright Support staff are available for helping instructors link their readings to York University's e-resources at copy@yorku.ca. Please also visit the [York Bookstore webpage](#) for ordering e-books and for the free shipping of course books/kits to students with a Canadian address.]

Course policies

Please note that 1) the recordings should be used for educational purposes only and as a means for enhancing accessibility; 2) students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also [FIPPA](#)); and 3) all recordings will be destroyed after the end of classes.

Academic honesty and integrity

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

Course information

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)
- [For more language on course information, please consult the University's [Important Course Information document](#).]