UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: 36059
Course Title: International Human Resource Management

Year: 2025
Course and Section #: HR 470G-X01
Credits: 3

Course Description

Introduces the field of international human resource management (IHRM). Provides an understanding of global influences on and practices in human resource management in international organizations. Includes globalization, internationalization of HR, cultural influences on HR, global employment law, global talent management, global training, global compensation, international performance evaluations, global human relations, and global employee engagement.

As part of the restructuring of the Woodbury Business core, this course provides students an option to satisfy the GI requirement in their major.

International HRM is the study of the management of human resources in an international context. This course focuses on the HR challenges which affect or influence the success of the entire enterprise, challenges that are often far beyond the scope of the traditional "personnel" function. Problems, challenges, and decisions are analyzed from the point of view of the HR executive or GM who has scorecard responsibility at the organizational level. By focusing on policies, programs, and practices characteristic of organizational efforts to manage human assets worldwide, we will explore the critical impact that these have on the firm's success.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☐ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☒ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Silvia Clark, Ph.D.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Solve challenges of IHRM and cultural concepts, utilizing observation, question formulation and asking, and listening skills
- Generate solutions for real-world IHRM issues using critical analytical and thinking skills
- Communicate viable, valid, and valuable solutions to real-world IHRM issues in organizations
- Explain the influence of cultural differences on IHRM practices
- Conduct research using database research, interviews, observation, and listening
- Recognize cultural stereotypes and global conceptions including the complexity and variety of different cultural groups
- Interrelate respectfully with individuals from cultures and perspectives other than one's own

Course Materials and Texts

Briscoe, D. R., Tarique, I., & Schuler, R. S. (2022b). International Human Resource Management: Policies and Practices for Multinational Enterprises. Global HRM.

Course Requirements

Course Assignments, Assessments, and Grading Policy
  Grading and Late Work Statement
Grading Scale
The following grading standards will be used in this class:

Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-
Percent	93–100	90–92.99	87–89.99	83–86.99	80–82.99	77–79.99	73–76.99	70–72.99

Assignment Categories
The course requirements include one midterm and one final exam, multiple quizzes, one group project, one case analysis, and participation through discussion posts, comments on team projects, etc.

Assignment Categories

Activity	Percent
Discussions	10%
Quizzes	15%
Midterm	20%
Final Exam	20%

Assignment Categories

Activity	Percent
Group Project Presentation	20%
Case Study Analysis	10%
Participation	5%

Late Work Statement

If you are late completing homework assignments, the grade **will be reduced by 5% each day** it is late. If you think you will not be able to turn in your Case Study Analysis on time, please speak with me in advance (which means at least three days before the due date) to make other arrangements. Giving notice will minimize the penalty on the final project as opposed to providing no notice and incurring the full penalty. Late work will be handled according to individual circumstances and for that reason, the process may differ. Only documented health-related issues or family emergencies count as valid reasons for late work.

Assignment and Assessment Descriptions

Discussions

There will be discussions throughout the course on topics associated with each chapter. There will also be discussions on the Group Project Presentations.

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. Comments that do not add significantly to a discussion will receive no credit. It is okay to disagree in a discussion. In fact, much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial postdate which is **Friday by 11:59pm.** Follow up comments are due **Sunday by 11:59pm.** Follow up posts are expected to be after the due date and are not marked late. Discussions conclude on Sunday following the due date. After this, posts will be marked late.

Quizzes

Quizzes are open-book but timed and consist of 10 multiple choice, T/F, or fill-in-the-blank questions. They will assess your knowledge of chapter concepts.

Exams

You will be taking one midterm and one final exam in this class. These consist of multiple choice, true/false, and short essay questions. **Makeup exams will be allowed only with pre-approval of the instructor or with an acceptable, *documented* reason.** Acceptable reasons for makeup tests include severe illness, family emergencies, or other unavoidable events. The test format for makeup tests may differ from the original test.

Group Project Presentation

At the beginning of the semester, you will be randomly assigned to a team consisting of 3 to 4 students. Your team will research how HR is handled by local firms and/or multinational firms doing business in an assigned country. Later in the semester, you will present your findings as a discussion post. All class members are expected to watch each presentation, provide thoughtful feedback, and ask additional questions, which team members are expected to answer. These questions and feedback will count towards your participation grade.

Case Study Analysis

It is important to practice and apply the skills we are learning in this class. To that end, you will complete a Case Study Analysis this semester. You will choose one case study from the textbook and answer the associated questions listed with the study. You may need to do additional research on your own to provide sufficient answers to the questions. You will then craft a professionally written response, including an introduction, conclusion, and list of sources.

Participation

This is linked to your Group Project Presentation on which students will comment and group members will respond.

Required or Recommended Reading Assignments

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General Description of the Subject Matter of Each Lecture or Discussion
Course Schedule

Module	Week	Assignments
Module 1: The Internationalization of Human Resource Management	Jan 6–12	- Read: Chapter 1 - Watch: Lecture - Discuss: Class Introductions - Submit: Case Study Choice - Quiz: Chapter 1
Module 2: Strategic International Human Resource Management	Jan 13–19	- Read: Chapter 2 - Watch: Lecture - Discuss: Multinational Enterprises and IHRM - Submit: Schedule Group Project Meeting - Quiz: Chapter 2
Module 3: Design and Structure of the Multinational Enterprise	Jan 20–26	- Read: Chapter 3 - Watch: Lecture - Discuss: Organizational Structure - Quiz: Chapter 3
Module 4: International Mergers and Acquisitions, International Joint Ventures, and Alliances	Jan 27–Feb 2	- Read: Chapter 4 - Watch: Lecture - Discuss: IJVs, Mergers, and Acquisitions - Quiz: Chapter 4
Module 5: Country and Company Culture, International HRM	Feb 3–9	- Read: Chapter 5 - Watch: Lecture

		• Discuss: Culture • Quiz: Chapter 5
Module 6: International Employment Law, Labor Standards, and Ethics	Feb 10–16	• Read: Chapter 6 • Watch: Lecture • Discuss: Employment Laws, Standards, and Ethics • Quiz: Chapter 6
Module 7: International Employee Relations	Feb 17–23	• Read: Chapter 7 • Watch: Lecture • Discuss: International Labor Standards and Directives • Submit: Case Study Check-in • Quiz: Chapter 7
Midterm Exam	Feb 23	• Covers Chapters 1–7
Module 8: International Workforce Planning and Staffing	Feb 24–Mar 2	• Read: Chapter 8 • Watch: Lecture • Discuss: International Workforce Planning and Staffing • Submit: Group Project Check-in • Quiz: Chapter 8
Module 9: International Recruitment, International Selection, and Repatriation	Mar 3–9	• Read: Chapter 9 • Watch: Lecture • Discuss: Foreign Assignments • Quiz: Chapter 9

Module 10: International Training and Management Development	Mar 17–23	• Read: Chapter 10
		• Watch: Lecture
		• Discuss: Training and Development
		• Team 1 Submit: HR in China
		    o Presentation video and slides
		    o Paper
		• Quiz: Chapter 10
		• Discuss: HR in China

Module 11: International Compensation, Benefits, and Taxes	Mar 24–30	• Read: Chapter 11 • Watch: Lecture • Discuss: Remuneration and Compensation • Team 2 Submit: HR in Japan o Presentation video and slides

		o Paper
		• Quiz: Chapter 11
		• Discuss: HR in Japan

Module 12: International Employee Performance Management	Mar 31 - Apr 6	• Read: Chapter 12
		• Watch: Lecture
		• Discuss: Performance Management
		• Team 3 Submit: HR in Germany
		  o Presentation video and slides
		  o Paper
		• Quiz: Chapter 12
		• Discuss: HR in Germany

Module 13: Well-Being of the International Workforce and International HRIS	Apr 7–13	• Read: Chapter 13
		• Watch: Lecture
		• Discuss: Well-Being and Human Resource Systems
		• Team 4 Submit: HR in India
		  o Presentation video and slides
		  o Paper
		• Quiz: Chapter 13
		• Discuss: HR in India

Module 14: Comparative IHRM – Operating in Other Regions and Countries	Apr 14–20	• Read: Chapter 14
		• Watch: Lecture
		• Discuss: HRM Systems in Other Regions
		• Team 5 Submit: HR in the UK
		  o Presentation video and slides
		  o Paper
		• Quiz: Chapter 14
		• Submit: Case Study Analysis

Module 15: The IHRM Department, Global Workforce Analytics, Professionalism, and Future Trends	Apr 21–23	• Read: Chapter 15 • Watch: Lecture • Discuss: Challenges and Future Trends • Quiz: Chapter 15
Final Exams	Apr 24–Apr 30	Covers Chapters 8–15

Required Course Syllabus Statements

Generative AI

Generative AI tools (e.g., ChatGPT, DALL-E, Bard) can serve as valuable resources for brainstorming ideas, enhancing creativity, and generating initial drafts for assignments or projects in this course. However, their use must adhere to the following guidelines:

1. **Transparency and Academic Integrity**:
   o If you use generative AI in any capacity, you must explicitly disclose its use in your submission (e.g., "Generated with assistance from ChatGPT"). Failure to disclose constitutes academic dishonesty.
2. **Purpose and Limits**:
   o Generative AI should only be used to support your learning, not to replace critical thinking, problem-solving, or original work. All final submissions should reflect your own understanding and effort.
3. **Attribution**:
   o Content generated by AI must be properly cited, just like any other source. For example:
     ▪ APA Format: OpenAI. (2023). Response generated using ChatGPT. Retrieved from https://chat.openai.com/
4. **Prohibited Uses**:
   o AI tools may not be used for completing tests, quizzes, or any assignments explicitly marked as "individual work" without instructor approval.
   o Submitting work generated solely by AI as your own is not permitted.
5. **Instructor's Role**:
   o The instructor reserves the right to ask for clarification or additional information on your work to confirm your understanding.

Note: The integration of AI tools is meant to enhance your learning experience. Please use these tools ethically and responsibly, keeping in mind the expectations of academic integrity.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.