
International Human Resources Management

Professor: Estíbalitz Ortiz

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Office hours: by appointment

Course Type: Compulsory

Credits: 3 ECTS

Term: 2nd Term

Course Description

The objective of this course is to provide an overview of Human Resources in a hyper-connected world.

Multinational corporations live and work in a global context. One of the consequences is that strategy, organizational capabilities, and people management practices are intertwined. In addition to that, the world has a different "shape" after COVID-19, and leadership is different in the new normal.

During the 20 sessions of the term, we will explain HR and People Management from these perspectives.

1. Strategic, which implies understanding the role of HR and how HR can be an ambassador of the business strategy.
2. Operational: how to put the strategy in place from an HR perspective.
3. Humanistic: the course is based on a humanistic principle. 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

Following the methodology applied to all the disciplines of the Master in Business (readings, case discussions, role plays, and lectures), participants are expected to gain relevant insights into what International Human Resources represent in any human organization (for instance, in a hospital, in a multinational operating in the high-tech industry or in a university).

At the end of the course, participants will have learned:

- How to design the structure of an HR department aligned with the business strategy.
- What are the key aspects to consider when recruiting, selecting, developing, rewarding, and managing teams.
- Will have developed their own self-awareness towards people management topics despite the position they handle in the organization (not necessarily as HR managers).

Methodology

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 and the theoretical foundation explaining them.
- Learn how to apply theoretical concepts to business reality.

Sessions will be a combination of lectures plus case studies, exercises, articles, videos, and workshops, plus the preparation of the team project. Preparation material will be uploaded one week in advance. Students will bring short articles from newspapers or 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 everybody can have the possibility to review them before class and be part of the discussion.

Lectures: theoretical presentations about a specific topic (e.g. development methods, type 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 them as a basis to work as people managers (either HR manager or managing a team of people whatever the area is). Presentations will be illustrated with business reports about the topic and videos.

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 take 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 experts: During the term we will have the possibility of hosting several industry experts that will share their perspective of how they see the future of business and people management towards 2030 and which are the key competencies required to succeed.

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Note: This document is for informational purposes only. Course contents and faculty may change.

Peer learning: participants will work in groups (dyads, triads, small teams) in which they will be exposed to new ideas and practices outside their own perspective.

At the end of each day, there will be a short debriefing to reinforce individual reflection on the takeaways of the day and how to put them into practice.

The competencies, the learning outcomes, the assessment elements, and the quality of the learning process included in this Teaching Plan will not be affected if, during the academic term, the teaching model has to switch either to a hybrid model (combination of face-to-face and online sessions) or to a complete on-line model.

Evaluation criteria

Assessment element	Frequency	Compulsory	Due date	Weight
Class participation: 1. Preparing case memos Active participation Preparing role plays, readings and workshops	4 times each student (Distributed along the 10 week)	X	Ongoing	15%
Individual assignments				
Elevator pitch	Once	X (individual)	Jan 18	10%
Individual report	Only 1 per quarter.	X (individual)	Feb 15	15%
Team project	Only 1 per quarter.	X (team)	March 15	20%
Final exam	1 final written exam per quarter.	X (individual)	Date to be confirmed	40%

Regarding class participation: 15% (1,5 points over 10). Active attendance and participation are required. Not participating will imply 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 over 10)

Participants will write a 2-page essay explaining the key learnings of the following book *The 100-year life, living and working in an age of longevity*, Linda Gratton & Andrew Scott, Blumsbury, 2016.

The essay is individual. The due date is Feb. 15 at 9.30 a.m. (Not presenting the essay on time will imply that the maximum possible score will be 0,5 unless there is serious medical justification).

Team project, 20 %. (2 points over 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:

- 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 by March 15. I will review and evaluate them. 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.

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.

Mobile phones are NOT allowed in class.

As with all courses taught at the UPF BSM, students who fail the course during the regular evaluation will be allowed ONE re-take of the examination/evaluation. Students who pass any retake exam should get a 5 by default as a final grade for the course. If the course is again failed after the retake, students will have to register again for the course the following year.

In case of a justified no-show to an exam, the student must inform the corresponding faculty member and the director(s) of the program so that they study the possibility of rescheduling the exam (one possibility being during the “Retake” period). In the meantime, the student will get an “incomplete,” which will be replaced by the actual grade after the final exam is taken. The “incomplete” will not be reflected on the student’s Academic Transcript.

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.

Calendar and Contents

Week 1. Jan 11, The Challenges of International Human Resource Management. Overview of the Course.

- Course objectives.
- Introductory Lecture: Introduction to the HR Function and People management. Human Resources Management in the International Firm: The Framework. The world in the new normal. Roles and responsibilities in the HR Function.
- Workshop: how to build your elevator pitch: How to build your message.

- Closure: what have we learned?

Week 2. Jan 18, Managing Global Talent: Recruitment.

- Articles. (Discussion of articles from newspapers and magazines)
- Company brand and employee brand. Exercise.
- Lecture: Recruitment methods. Labor short plus and labor shortage
- Presentation and review of the elevator pitch
- Closure: what have we learned?

Week 3. Jan 25, Managing Global Talent: Selection and Retention

- Selection and Retention methods. (Lecture)
- Workshop on interview/video interview and selection methods.
- Guest speaker: "What companies look for when looking for talent?" Speaker tbc.

Week 4. Feb 1, Rewarding talent

- Case Discussion: "Rob Parson at Morgan Stanley"
- Guest speaker: Mr Gustavo Pedefferri, Vice President, Global Compensation and Benefits DHL Supply. Topic: "Salary and payment programs in global environments"

Week 5. Feb 8, Retention versus motivation. Employee engagement.

- Case discussion: "Lara Castro and the feedback 360".
- Lecture: Assessment methods: Feedback 360° and other evaluation tools used for development.

Week 6. Feb 15 Self-knowledge and feedback.

- Workshop in triads.
- Guest Speaker: Mr. Enrique Escauriaza, Director of Potential Project Consultants.
Topic:
- "How to develop resilience in the business environment"

Week 7. Feb 22 How to build trust.

- Workshop: the art of listening and questioning. How to generate trust in business relationships.

Week 8. March 1, Executive Learning

- Lecture about Executive Learning.
- Case discussion: "When your star performer cannot manage"
- Workshop on how to build sustainable change (The power of habit).

Week 9. March 8. Global Performance Management.

- Workshop: Executive Coaching, peer coaching, and mentoring
- The executive coaching process and Executive challenge as methods to boost
- Lecture on performance management methods.

Week 10. March 15. Cross cultural management.

- Case Discussion: "SEMCO"
- Lecture on cross-cultural management and international mobility

Reading Materials/ Bibliography/Resources

During the course, the professor will distribute articles and readings which are not on this list. In addition to that, we will follow the book from Evans, Pucik and Bjorkman.

Compulsory readings:

- The 100-year life, living and working in an age of longevity, Linda Gratton & Andrew Scott, Blumsbury, 2016
- Crucial Conversations: Tools for Talking When Stakes are High Aut. Kerry Patterson, Joseph granny, Ron Mc Millan, Al Switzler. Ed. Mc Graw-Hill, Vital Smarts, 2002.
- The Global Challenge-International Human Resource Management Auth.: Paul Evans, Vladimir Pucik, Ingmar Björkman. Ed. Mc Graw-Hill-Irwin,NY.

Recommended readings:

- Management Across Cultures, Challenges and Strategies Auth: Richard Steers, Carlos Sanchez-Runde, Luciana Nardon Ed. Cambridge University Press, 2010.
- Human Resources Management: Gaining a Competitive Strategy Aut. Noe, Hollenbeck et al. Ed.: Mc Graw Hill, 2010
- The power of Habit, why we do what we do and how to change, Charles Duhigg
- The HR Transformation: Building Human Resources from the Outside In Auth: Dave Ulrich Ed. Mc Graw Hill Professional, 2009.
- The Practice of Management Auth: Peter Drucker Ed. Harper Education. First edition, 1955. Classic Drucker collection edition, 2007.
- Coaching for Performance: GROW Auth: John Whitmore.
- Focus: The Hidden Driver of Excellence Auth.: Daniel Goleman Ed. Harper Collins Bloomsbury, 2014.
- The mind of the leader Aut. RasmusHougaard, Jacqueline Carter, Ed. Harvard Business Review Press, 2018.

Competences

Basic competences

CB7. That students know how to apply the acquired knowledge and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8. That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked

CB10. That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

General competences

Instrumental skills

G1. Search, analysis, evaluation, and synthesis of information. Managing the information acquired from its analysis, its assessment, and the synthesis of that information.

G2. Relate concepts, knowledge and tools from different areas.

G3. Communicate orally and in writing in English

Personal generic competencies

G4. Leadership and management capacity of multicultural, interdisciplinary, competitive, changing and complex groups.

G5. PERSUASION. Detect customer needs and supplier requirements to adapt the products and services offered.

G6. Put into practice the essential elements to be able to carry out a negotiation.

Systemic generic competencies

G7. Understand an organization with a global perspective. G8. Implement initiatives and changes within an organization.

G9. Promote respect for multicultural values: equality, solidarity, and commitment.

Competencies for applicability

G10. Make the knowledge and skills acquired effective in an advanced way.

G11. Apply quantitative criteria and qualitative aspects in decision-making.

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G12. Apply the concept of networking through the use of the Internet and other networking techniques.

G13. Organize and manage time efficiently in the development of tasks

Specific competences

E4. Analyze, synthesize and interpret the data and master its application in the analysis of the business potential of a country.

E8. Advanced ability to use and develop information synthesis and communication tools for international companies.

E12. Integrate the corporate social responsibility (CSR) policies of the company in the internationalization process.

E15. Integrate the different areas of the company in business decision-making in a simulated international environment.

E16. Master and resolve the legal-administrative procedures and procedures required in the internationalization process.

E18. Select, organize, motivate, and lead the human resources of the company in an international environment.

E19. Mastering the tools and advanced capabilities to successfully develop a negotiation at an international level, considering the importance of the specific socio-cultural aspects of each region.

E20. Master and know how to use the different forms of organization of the international company.

Learning outcomes

- Knowing the importance of cultural differences in international business and the ways to manage them.
- Know the different organizational forms of the international company and the logic that governs them.
- Have a broad vision regarding ethics and (CSR) in business and international organizations.
- Have a global vision of the role of Human Resources management in an international company.
- Know the types of incentives and compensations used by organizations to attract and motivate the necessary human resources.
- Know the variables that influence the processes that follow the planning and hiring of individuals.

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- Know the basic principles and be able to organize and develop aspects such as talent recruitment, mobility, interculturality, time management, emotional intelligence, etc. of human resources in the company.
- Evaluate the results of the human capital of the company and undertake changes to make them more efficient.
- Know the competencies that characterize managerial skills and management styles.
- Get the tools for personal interaction, networking, negotiation, and communication in an international environment.

Bio of Professor

Estibalitz has been professor of International Human Resource Management in the Master of International Businesses since 2012. She was professor at the ESCI-UPF School of International Business of Pompeu Fabra from 2008 until 2015. Currently, she combines teaching at the university with her role as Executive Director of the IESE Coaching Unit at IESE Business School. She has a PhD from IESE Business School in Mentoring and Coaching. She had previously earned a degree in Spanish language and literature from the University of Navarra. She is accredited coach (ACC by ICF -International Coach Federation) and Senior practitioner coach by EMCC - European Mentoring and Coaching council). Estibalitz initiated her professional career more than 20 years ago. Most of her professional career developed in multinational environments: she worked 10 years as Human Resources Generalist for Agilent Technologies Spain, where she dealt with organizational development, training and coaching for people managers of more than 20 different nationalities. During this period, she collaborated in the creation of the Commercial and Finance Shared Services Center for Europe, Middle East and South America. Later, she worked as a trainer, associate researcher, and consultant for the hospitality industry. She is the author of the book, *La Práctica del Mentoring en la Empresa* (EUNSA, 2003), and co-author of the book *The 7 moments of Coaching* (Ed. Reverté, Barcelona, 2019). She is co-author of several technical notes: *Executive Coaching* (IESE Publishing, 2015), *360° feedback evaluation as a tool for the development of leadership competencies*, (IESE Publishing, 2017).