

Syllabus

Course Overview

Global human resource management (HRM) is a thriving segment of the world of business and commerce. Three of the most important responsibilities of HRM professionals in a global capacity are practicing overseas, managing overseas human resources from an office in the United States, and preparing U.S. citizens for operational roles in a foreign country. This course presents the critical knowledge areas that frame the environment of work and the knowledge required to be successful in global HRM.

There are enormous differences among world cultures. When working in this field, global HRM professionals need to recognize this important reality and strive to understand the culture or cultures they are working in or working with. In the past, language was always an important part of cultural awareness but learning new languages, particularly non-romance languages, can take years. The U.S. Department of State allows 2 years for English speakers to achieve a rudimentary level of Chinese proficiency. For this reason, learning about the culture without speaking the language of the nation may be more important to the practice of global HRM.

The world is a place of great variety. Among the areas of difference that makes business challenging are the customs and traditions that contribute to the common ethical standards of each nation. While nations like Britain have been historically the beacon of rule of law embraced by the United States, other nations of great prominence operate within traditional cultures where the concept of relationship-based societies thrives. This reality germinates a major challenge for the practice of global HRM and is addressed in depth in this course.

Just as cultures are different, so are the laws and rules that govern the process of employment in nations throughout the world. Though there are similarities within the European Union (EU), there are many differences in most other countries regarding hiring, termination, vacation time, retirement, health care, other benefits, and government regulations. Labor codes differ from nation to nation, and it is important we understand this. No course can present a comprehensive review of the differences, but global HRM learners are exposed to selected nations as strong examples designed to orient them on the challenges HRM professionals encounter.

Along with the traditional functional areas of global HRM, which include talent acquisition, workforce relations, risk management, and strategic HRM in the global environment, this course provides internationally recognized human rights guidelines intended to serve as a compass for organizational decisions involving the host nation's employees and their protection against economic, physical, and psychological mistreatment in the workplace. HRM professionals today are being asked to do much more than they have in the past and knowing what differentiates an acceptable work environment in any setting is an absolute requirement.

This course in global HRM presents an extensive effort in bringing you high-level, operational knowledge, and while it cannot teach the functions of HRM for every nation in the world, it does emphasize what practitioners

working in these environments need to watch out for. The course provides you with the tools to understand the challenges and complexities in the field. Be ready to begin the process of learning how other regions and nations of the world manage their human resources.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply human resource principles and models in multiple contexts within a global environment.
- 2 Navigate the global legal and regulatory environment and its application to human resource practice.
- 3 Develop an awareness of global cultures and effective practices for working across cultures.
- 4 Communicate in a manner that is professional and consistent with expectations for human resource professionals.

Course Prerequisites

Prerequisite(s): HRM5002.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Dowling, P. J., Festing, M., & Engle, Sr., A. D. (2017). *International human resource management* (7th ed.). Boston, MA: Cengage. ISBN: 9781473719026.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Abugre, J. B., & Debrah, Y. (2013). [Does cross-cultural communication competence facilitate expatriates' assignment in MNCs in foreign subsidiaries?](#) *Business and Management Review*, 3(4), 198–211.
- Addison, J. T., & Teixeira, P. (2005). [What have we learned about the employment effects of severance pay? Further iterations of Lazear et al.](#) *Empirica*, 32(3/4), 345–368. doi:http://dx.doi.org/10.1007/s10663-005-4934-6

- Al Khattab, A. (2011). [The role of corporate risk managers in country risk management: A survey of Jordanian multinational enterprises](#). *International Journal of Business and Management*, 6(1), 274–282.
- Andrade, M. S. (2018). [English language development: Preparing for a business career](#). *The e-Journal of Business Education & Scholarship of Teaching*, 12(2), 107–119.
- Andreason, A. W. (2008). [Expatriate adjustment of spouses and expatriate managers: An integrative research review](#). *International Journal of Management*, 25(2), 382–395.
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- Bourne, A., & Haddon, D. (2010). [An evidence-based approach to developing HR strategy: Transformation in Royal Mail](#). *Strategic HR Review*, 9(1), 10–16.
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- Dartey-Baah, K. (2013). [The cultural approach to the management of the international human resource: An analysis of Hofstede's cultural dimensions](#). *International Journal of Business Administration*, 4(2), 39–46.
- Dowling, D. C., Jr. (2009). [Layoffs outside the U.S.](#) *Employee Benefit Plan Review*, 63(9), 15–16.
- [Ethics inquiries: The high price of gifts](#). (2005). *Public Management*, 87(1), 2, 35.
- Falcone, P. (2004). [Learning from our overseas counterparts](#). *HRMagazine*, 49(2), 113–116.
- Fasterling, B., & Demuijnck, G. (2013). [Human rights in the void? Due diligence in the UN guiding principles on business and human rights](#). *Journal of Business Ethics*, 116(4), 799–814.
doi:http://dx.doi.org/10.1007/s10551-013-1822-z
- Fischer, A. K. (2012). [Corporate human resource management in an international setting](#). *Journal of Business Case Studies*, 8(6), 621.
- Gilbert, H. (2010). [HR's transformation through the noughties](#). *Personnel Today*, 10–11.
- Grund, C. (2006). [Severance payments for dismissed employees in Germany](#). *European Journal of Law and Economics*, 22(1), 49. doi:http://dx.doi.org/10.1007/s10657-006-8980-8
- Gulati, N., & Chowdhury, A. (2011). [Tata Motors plans Nano factories overseas](#). *Wall Street Journal (Online)*.
- Hough, J. (2013). [Safety in the factory](#). *Barron's*, 93(40), 28.
- Ingram, J. D. (2008). [What is a "right to have rights"? Three images of the politics of human rights](#). *The American Political Science Review*, 102(4), 401–416.
- Jones, R. B. (2006). [Don't be caught unaware – Severance and change-in-control policies need to be reviewed now more than ever](#). *Benefits Quarterly*, 22(3), 48–52.
- Jones, R. B. (2009). [12 important things employers should be doing with severance programs in light of the current economy](#). *Benefits Quarterly*, 25(2), 29–37.
- Katz, J. (2008). [How to keep an eye on your offshored workforce](#). *Industry Week*, 257(9), 18.

- Keeping, J. (2009). [Support for human rights? There's no better investment.](#) *Canadian HR Reporter*, 22(4), 22.
- Keough, J. (2005). [Manufacturing's ongoing challenges.](#) *Industrial Distribution*, 94(5), 50–53.
- Kritzer, B. E., Kay, S. J., & Sinha, T. (2011). [Next generation of individual account pension reforms in Latin America.](#) *Social Security Bulletin*, 71(1), 35–76.
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- Lenartowicz, T., & Johnson, J. P. (2007). [Staffing managerial positions in emerging markets: A cultural perspective.](#) *International Journal of Emerging Markets*, 2(3), 207–214.
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- [No trade tariffs to stop jobs moving overseas.](#) (2003). *Personnel Today*, 10.
- O'Donovan, D. (2011). [International: Johnson and Johnson takes world view on compensation.](#) *Employee Benefits*, 7.
- Perego, M. (2008). [Ethics: 'Tis the season-for gifts!](#) *Public Management*, 90(11), 2–3.
- Petrescu, I., & Konrad, C. (2012). [Human resources management in the European context.](#) *Revista De Management Comparat International*, 13(1), 49–54.
- Renard, M., & Tracy, K. (2011). [How much is that in dollars?: Costly international downsizing.](#) *American Journal of Business Education*, 4(5), 21–29.
- Sarkin, J., & Koenig, M. (2010). [Ending caste discrimination in India: Human rights and the responsibility to protect \(R2P\) individuals and groups from discrimination at the domestic and international levels.](#) *The George Washington International Law Review*, 41(3), 541–576.
- Scott-Jackson, W., Druck, S., Mortimer, T., & Viney, J. (2011). [HR's global impact: Building strategic differentiating capabilities.](#) *Strategic HR Review*, 10(4), 33–39.
- Searcey, D. (2009). [Currents – Law journal: To combat overseas bribery, authorities make it personal.](#) *Wall Street Journal*, A.13.
- [Sikorsky to make helicopters in India for local, overseas markets.](#) (2011). *Mint*.
- Smith, J. J. (2008). [HR practices strategy at conference.](#) *HRMagazine*, 53(8), 114.
- Smith, W. R. (2003). [Labor unions, partisan coalitions, and market reforms in Latin America.](#) *Latin American Politics and Society*, 45(3), 141–144.
- Spronk, S. (2007). [Banamera: Women transforming the banana unions of Latin America.](#) *Labour*, 60, 313–316.
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- Ulrich, D., Brockbank, W., & Johnson, D. (2009). [The role of strategy architect in the strategic HR organization.](#) *People and Strategy*, 32(1), 24–31.

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- Zamora, E., & Kirchmer, J. (2010). [Compensation costs in manufacturing across industries and countries, 1975–2007](#). *Monthly Labor Review*, 133(6), 32–54.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Boyd, J. (2008). [An overview of time perspective types](#). *The Time Paradox*. Retrieved from <http://www.thetimeparadox.com/2008/08/03/an-overview-of-time-perspective-types/>
- De Grimaldo, M. A. (2012). [A primer on Panama's labor & employment law](#). *TerraLex Connections*. Retrieved from <http://www.terralex.org/publication/p80128a914f>
- Geert Hofstede. (n.d.). [The 6-D model of national culture](#). Retrieved from <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/>
- International Comparative Labor Guides. (2013). [Albania chapter – Employment & labour law 2013](#). Retrieved from <http://www.iclg.co.uk/practice-areas/employment-and-labour-law/employment-and-labour-law-2013/albania>
- Mayhew, R. (2014). [How to know if you are entitled to severance pay from your job](#). *GlobalPost*. Retrieved from <http://everydaylife.globalpost.com/entitled-severance-pay-job-8830.html>
- National Consortium for the Study of Terrorism and Responses to Terrorism. (2013). [August 2013 security threat to Americans abroad](#). Retrieved from http://www.start.umd.edu/start/publications/br/STARTBackgroundReport_Aug2013SecurityThreats.pdf
- Nolo. (2014). [Should you offer severance pay?](#) Retrieved from <http://www.nolo.com/legal-encyclopedia/should-you-offer-severance-pay-29796.html>
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- Schiaffino, M. (n.d.). [Basics of Mexico labor law](#). Retrieved from <https://insights.offshoregroup.com/mexican-labor-law>
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- [Tales from a small planet](#). (2014). Retrieved from <http://www.talesmag.com/>
- U.S. Agency for International Development. (n.d.). [USAID](#). Retrieved from <http://www.usaid.gov/>
- [U.S. Department of State](#). (2019). Retrieved from <https://www.state.gov/>
- U.S. Department of State: Travel.State.Gov. (2013). [Worldwide caution](#). Retrieved from http://travel.state.gov/travel/cis_pa_tw/pa/pa_4787.html

- United States Department of State Overseas Security Advisory Council. (1994). [Personal security guidelines for the American business traveler overseas](http://www.state.gov/documents/organization/19795.pdf). Retrieved from <http://www.state.gov/documents/organization/19795.pdf>
- United States Office of Government Ethics. (n.d.). [Gifts & payments](http://www.oge.gov/Topics/Gifts-and-Payments/Gifts---Payments/). Retrieved from <http://www.oge.gov/Topics/Gifts-and-Payments/Gifts---Payments/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Integrated Materials

Book

Lewis, R. D. (2006). *When cultures collide: Managing successfully across cultures* (3rd ed.). Boston, MA: Nicholas Brealey.

External Resource

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- Global Issues. (2006). [Corporations and worker's rights](http://www.globalissues.org/article/57/corporations-and-workers-rights). Retrieved from <http://www.globalissues.org/article/57/corporations-and-workers-rights>
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- [International Labour Organization](http://www.ilo.org/global/lang--en/index.htm). (2019). Retrieved from <http://www.ilo.org/global/lang--en/index.htm>
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- United Nations. (2019). [Protect human rights](https://www.un.org/en/sections/what-we-do/protect-human-rights/index.html). Retrieved from <https://www.un.org/en/sections/what-we-do/protect-human-rights/index.html>

Introduction

Welcome to Unit 1 of our course on global HRM. Most of us have had contact with people from other nations and cultures, and some of us have actually lived in other countries. What many of us still are not fully versed in is the many differences and similarities that exist across the many cultures of the world. As we look at Western Europe, it is relatively easy to understand the nature of the common cultural values present. Mainstream U.S. culture largely comprises people whose ancestors immigrated from Europe, and though our population is changing, our values are still largely the same as those held by the average British, French, or Italian citizen.

It can often be a challenge for professionals who are managing human resources in another nation to understand the unique cultural attributes of an environment with which they are not sufficiently familiar. Even if they understand the language, the culture may well be something that they simply are not versed in, and it will take time to understand and translate into attributes that can be fully comprehended.

The commonly accepted lens with which to understand differences in culture throughout the world includes power distance, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance, long-term versus short-term orientation, and indulgence versus restraint (Hofstede, n.d.). These are excellent mechanisms with which to begin understanding any culture. All HRM professionals must have a working knowledge of Hofstede's work.

Equally important is the recognition that the rule of law, one of the foundational aspects of the United States Constitution, is not always valued in many developing nations where there is a traditional culture present and that historically, democracy has not been the accepted form of government. This is not a criticism of our friends and neighbors but a critical observation essential for understanding other cultures. In many traditional cultures, the rule of law is less important than relationships. Many societies in foreign nations are founded upon the idea that family, clan, and friendship ties are more important than rule of law. This may seem antithesis to American values, but where laws have not been a reflection of the people's desires and values, they are nothing more than an instrument of the ruling party, designed to punish rivals and dissidents. As HRM professionals, this may well be one of the first challenges you face. The people of the nation in which you are working may trust those they know rather than a government they do not trust.

As we move forward in this course, it is essential to take the time to understand Hofstede's (n.d.) work and recognize there is a great deal more to the difference between nations than language. Failure to do this has been a common shortfall that leaders across many sectors of the U.S. society have made in the past, but it is hoped we are now wiser and more aware.

Reference

The Hofstede Center. (n.d.). National cultural dimensions. Retrieved from <http://geert-hofstede.com/national-culture.html>

Learning Activities

u01s1 - Studies

Readings

Use your *International Human Resource Management* text to read Chapter 1, "Introduction," pages 1–18.

Use the Capella University Library to complete the following:

- Read Petrescu and Konrad's 2012 article, "[Human Resources Management in the European Context](#)," from *Revista De Management Comparat International*, volume 13, issue 1, pages 49–54.
- Read Fischer's 2012 article, "[Corporate Human Resource Management in an International Setting](#)," from *Journal of Business Case Studies*, volume 8, issue 6, page 621.

Use the Internet to read "[The 6-D Model of National Culture](#)" from the Geert Hofstede website. This article provides an overview of Professor Geert Hofstede's studies on how culture influences values in the workplace.

Multimedia

- View [Business Fundamentals: Global and International Environment](#).
 - For the human resources professional, an understanding of the issues for international business is becoming increasingly important. Working for an organization with plants and operations in foreign countries requires political, social, and cultural knowledge to recruit, train, and motivate new staff in those less familiar environments. In addition, it is important to understand the global factors influencing decisions within organizations and what that mean for HRM.
- Listen to [Working With Foreign Countries](#).
 - In this presentation, Mike Sobo speaks about the challenges and opportunities of working with foreign countries, including doing business in China, communicating with employees, cultural dynamics and challenges, managing a Chinese workforce, and working in a foreign country.
- View [Global Map of World Cultures](#).
 - This map provides a reference point to key cultures and provides insight into some social nuances for each culture.

Optional – Readings

You may choose to read pages 1–142 from Lewis's 2006 text *When Cultures Collide: Managing Successfully Across Cultures*.

u01d1 - Foreign National Applicants and Referrals

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

HRM professionals working in a global setting need to bridge the gap between accepted U.S. HRM policies and what is appropriate and familiar to foreign nationals. Common challenges include applicant requirements and referral procedures. The expectation within the professional field of HRM in the United States is that the best qualified be considered successful applicants and possible candidates, which are processed through a standard procedure of evaluation and review. Now, consider that you are an HRM official in the United States and you have been provided a list of candidates with supporting resumes to consider for an interview and for possible selection as the administrative officer for your hotel chain in the host nation. As you review the list of eight resumes, you notice that six are strong resumes that meet or exceed the announcement for the job, which is based upon the official position description. The other two resumes neither meet or exceed standards but have been identified as preferred applicants by the senior member of the host nation staff. You have a good relationship that you have developed over time with both local HRM professionals and the organization's deputy who reports directly to the hotel chain's senior leader. The culture of the host nation is high on masculinity and power distance.

Consider that you could contact the senior leader who made the recommendations regarding the final selection of the candidate resumes, or the organization's deputy (who happens to be senior to you), or the local human resources generalist, or her assistant.

For this discussion, respond to the following:

- Which of the local national organization's roles would you choose to discuss the two unqualified but highly recommended resumes? Why?
- What should you say and how should you say it?
- What should be the outcome of your conversation? What is your goal?

Your discussion post should:

- Demonstrate critical analysis and evaluation of the unit materials.
- Reference trade publications and scholarly literature relevant to unit materials.
- Engage in reflective modes of enquiry that both evaluate the current status of knowledge to determine gaps or needs for new knowledge and potentially create new areas of inquiry.
- Suggest strategies and tactics for incorporating awareness of cultural dimensions into the practice of global HRM.

Response Guidelines

Discussion activities are a key component of any course. In this unit, we integrate different cultural dimensions and an awareness of the differences between nations in which rule of law is supreme and those in which it is subordinated to the primacy of relationships with friends and relatives. It is essential that you engage in critical

discussions with other learners on topics raised in the unit. For this discussion, you are required to make your initial post and then respond to the posts of two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Cross-Cultural Communication Effectiveness

Introduction

As we continue with our course, we move into the critical area of cross-cultural communication. First, let us look at communication among people with shared cultural backgrounds. What are common vehicles of conflict within the same culture? Popular culture would have people believe that generational differences are among the most common and powerful. Though logical, generation is less of a communication stumbling block than people would assume. Certainly, the realities of people's age and social interests orient people to and away from many different areas, but they are not as powerful as the media and popular culture would have us believe. It is a simple explanation for much more complex questions that deal with the nature of communication among people.

Before we discuss cross-cultural communication, it is important to take a short visit to communication within one's own culture. More than any other factor, communication from the perspective of work is driven by temperament. Temperament is measured by several theories, but the most common is Jungian psychology and the instrumentation that has been developed to execute these measurements. The importance of temperament cannot be overstated from the perspective of the HRM professional. The most common tool for determining temperament is the Myers-Briggs Type Indicator , also known as the MBTI . It is one of the single most important tools you will ever use. Temperament brings us together through the structure for communication and it creates communication obstacles that are common in every workplace and family in the world.

As we look deeper at the differences and similarities among people, there is yet one more difference. People differ in how they experience and perceive time. This may seem strange, but not everyone sees time in the same way. There are present-, past-, and future-focused people. Each perspective alters the manner in which people plan and execute tasks, and as we know very well, how we view time determines how much time we allocate to anything we wish to do. When we combine people of different temperaments, time perspectives, and cultures, we arrive at differences that have a scope and scale that create vast chasms of differences and similarities among people.

Given the nature of communication among people of the same culture, consider the enormity of differences that can and often exist when different cultures come into play. Unit 1 presented culture in general terms. Hofstede's (2013) work offers an understanding of common cultural attributes such as masculinity versus femininity and

power distance. When we consider the significant progression of women in the U.S. society and the egalitarian nature of the people of United States, we can and should expect challenges in communication driven by roles and role ambiguity. Among cultures of male dominance, women may experience challenges in attaining the appropriate recognition that their positions require. Also, consider the use of titles and first names. In many nations, first names are simply not used; titles are required. This is less and less common in the United States. Though these two points may not seem overwhelming, both are very serious. Women often experience major challenges in communicating with host country males, and visiting or temporarily assigned U.S. citizens, known as expatriates, can and do have difficulties recognizing and adjusting to sizable power distance when formality in communication is required. The use of terms such as sir, mister, or madam may be a requirement, and first names may simply not be a manner in which people refer to each other.

Reference

Zimbardo, P., & Boyd, J. (2008). *The time paradox: The new psychology of time that will change your life*. New York, NY: Atria Books.

Learning Activities

u02s1 - Studies

Readings

Use your *International Human Resource Management* text to read Chapter 2, "The Cultural Context of IHRM," pages 22–39.

Use the Capella library to complete the following:

- Read Abugre and Debrah's 2013 article, "[Does Cross-Cultural Communication Competence Facilitate Expatriates' Assignment in MNCs in Foreign Subsidiaries?](#)" from *Business and Management Review*, volume 3, issue 4, pages 198–211.
- Read Andrade's 2018 article, "[English Language Development: Preparing for a Business Career](#)," from *The e-Journal of Business Education & Scholarship of Teaching*, volume 12, issue 2, pages 107–119.
- Read Dartey-Baah's 2013 article, "[The Cultural Approach to the Management of the International Human Resource: An Analysis of Hofstede's Cultural Dimensions](#)," from *International Journal of Business Administration*, volume 4, issue 2, pages 39–46.

Use the Internet to read Boyd's 2008 article, "[An Overview of Time Perspective Types](#)," from *The Time Paradox* to learn about time perspective biases: general, phenomenological characterizations of each time perspective.

Multimedia

- Complete [Myers-Briggs Personality Types](#).
 - Learn which characteristics are frequently associated with each personality type.

- View [Cultural Dimensions](#).
 - Culture is the very essence of a society and its people. Geert Hofstede first suggested in 1980 that you could measure the differences among your employees according to their country of national origin, and he outlined five key factors to define personal values by country of origin: individualism versus collectivism, power distance, uncertainty avoidance, masculinity versus femininity, and long-term versus short-term orientation.
- View [Intercultural Communication](#).
 - These videos show real people talking about their real experiences that involve differences between their culture and another culture in which they have either lived in or studied in, and you will see that there is a wide array of differences across the cultures of the world.
- View [Components of Cultural Intelligence](#).
 - Culturally intelligent people have knowledge, mindfulness, skills, and cultural intelligence (CQ).
- Complete the [Cultural Sensitivity Self-Assessment](#).
 - Take this assessment and indicate your level of agreement with statements about cross-cultural awareness and intercultural communication.

Optional – Readings

You may choose to complete the following:

- Read pages 165–263 from Lewis's 2006 text *When Cultures Collide: Managing Successfully Across Cultures*.
- Review the [PersonalityPathways](#) website to further your understanding of using the MBTI instrument and personality type concepts.

u02d1 - Communication and Temperament Dynamics

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

Successful communication is at the core of any human-to-human interaction. In matters of organizational tasks, whether it be a commercial exchange among private sector companies or an interaction between non-governmental agencies, respectful communication exchanges are critical and essential.

With this in mind, we will consider an interesting situation faced by three professionals from an organization who have flown into a Caribbean country to meet with a host country national who runs the organization's factory. The organizational representatives include the HRM director, the director of operations for the firm, and the safety professional. The intent is to discuss the number and types of positions needed to expand operations for a new

product line. The product is of a more sophisticated nature than what is currently being produced. All representatives are peers in organizational terms, so they have no authority over the actions or decisions of each other. The three meet to discuss plans to review operational requirements and then move to build a staffing pattern. Early in the negotiations, it is clear that the host country national and the HRM director are getting along well and seem to be communicating very well toward what appear to be common goals. The operations director seems frustrated and is asking lots of questions that do not seem to get answered, at least in his opinion. The operations professional was tested to be an ESTJ, the HRM professional is an ENFJ, and the local representative is an ENTJ. The operations director is very present-focused, while both of the other people are future-focused. Eventually, the operations manager becomes so frustrated he leaves the room and says he will come back later.

While this meeting is going on, the female safety professional has been waiting for 2 hours to see the maintenance supervisor at his office. He has not yet arrived. She calls the operations director, who is quite upset and is at the hotel having a drink because he is so frustrated with the way the whole trip is going. He says this is not the "way to do business." Things are not going well for two out of three members of this visiting group.

For this discussion, respond to the following:

- What are some of the attributes affecting the events indicated above?
- What could be done to remedy them?
- Who in the group could do it and why should they?
- How did things get off on the wrong foot?
- Is culture the issue here? Or are there other things?

Your discussion post should:

- Demonstrate critical analysis and evaluation of the unit materials.
- Reference trade publications and scholarly literature relevant to unit materials.
- Engage in reflective modes of inquiry that both evaluate the current status of knowledge to determine gaps or needs for new knowledge and potentially create new areas of inquiry.
- Suggest strategies and tactics for incorporating awareness of cultural dimensions into the practice of global HRM.

Response Guidelines

Discussion activities are a key component of any course. It is essential that you engage in critical discussions with other learners on topics raised in the unit. For this discussion, you are required to make your initial post and then respond to the posts of two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Introduction

The United States stands before the world as a country of great economic and military power. It also has a commitment to human rights and a willingness to support its vital interests with all of its resources. Its commitment to human rights has seen the nation become involved in many challenging and important international organizations. As we engage in private sector interactions in nations across the globe, our reputation helps us and sometimes hurts us, depending upon the political orientation of the nation in which we are operating.

HRM professionals will interact overseas with host country employees, local governments, national governments, and other civil society institutions. The scope of these interactions will vary and are often quite complicated. If a company has an overseas operation, the HRM professional may be either directly or indirectly involved in the daily operations of HRM. If an HRM professional is in the host country, the challenges will go far beyond daily internal work and will require him or her to become an expatriate. This involves travel to and settlement in a new nation. The HRM professional will likely not be the only member of the organization; other members of the company staff will also be moved to the foreign country.

Another way in which HRM professionals practice the field of human resources on a global scale is through the use of information technology (IT). Virtual involvement of the HRM professional is a manifestation of the advancement and development of nations that were considered in a growth period, but now have strong capacity to establish and sustain vibrant economic and social states that have created capable organizational levels. Many HRM professionals support and guide overseas operations without ever leaving their own country, though they do interact with, and sometimes visit, the operations centers abroad.

Throughout the world, national governments have varying levels of stability. Political instability is among the most destructive aspects of economic growth. It also tends to alter labor laws, employment agreements and the many rules and regulations that control the employment relationship. National labor codes in socialist governments throughout the world tend to be generally stable. Nations in flux tend to have transitory rules that frequently change with ruling parties and shifting ideology. As an HRM professional working in any part of the world, you should know that learning about local and regional labor laws is an essential aspect of becoming an effective actor in guiding the organization's welfare. Among the most varied areas of employment relationships are union activity and the nature of the employment contract.

One of the many challenges HRM professionals will face with operations in other nations is the variation of values. Values tend to form ethical behavior and guide the creation of ethical guidelines or their absence. In the field of human resources, there is the "SHRM Code of Ethics" and many HRM professionals work in organizations that have their own ethical guidelines. Relationship-based interests and commitments are common to many traditional cultures found around the world. The United States is a nation of laws built upon the rule of law. In a relationship-based culture, as discussed in the introduction to this course, the commitment to

others based on friendship and family relationship are very important and often interrupt and interfere with HRM operations with behaviors such as nepotism.

Ethical issues go beyond questionable hiring practices. The traditions of bribery and exchange are common throughout the world. Bribery is common in many nations and regions and is not likely to disappear anytime soon. So common is the practice of bribery in other nations that there are federal laws that prohibit the use of bribery as a part of business operations and negotiation. Along with bribery come the concepts of exchange and influence. Both are inherently unethical with respect to the "SHRM Code of Ethics" and the codes of ethics of virtually all organizations in the United States. The practice of exchanging favors is present among long-term members of organizations and tends to destabilize operations within any organizations. Last, the practice of influence as part of an organization's operations is quite difficult to identify. Influence occurs with the gradual and sometimes hidden favors done over time for a person in a position of authority in an effort to create a relationship of gratitude.

Reference

Society for Human Resource Management. (2007). SHRM code of ethics. Retrieved from <http://www.shrm.org/about/Pages/code-of-ethics.aspx>

Learning Activities

u03s1 - Studies

Readings

Use your *International Human Resource Management* text to read Chapter 10, "IHRM Trends and Future Trends," pages 274–285.

- Study this chapter in depth and in detail.

Use the Capella library to complete the following:

- Read Perego's 2008 article, "[Ethics: 'Tis the Season-for Gifts!](#)" from *Public Management*, volume 90, issue 11, pages 2–3.
- Read the 2005 article "[Ethics Inquiries: The High Price of Gifts](#)" from *Public Management*, volume 87, issue 1, pages 2 and 35.
- Read Searcey's 2009 article, "[Currents – Law Journal: To Combat Overseas Bribery, Authorities Make It Personal](#)," from *Wall Street Journal*, page A.13.
- Read Williamson's 2006 article, "[West Failing to Curb Bribery Overseas](#)," from *Financial Times*, page 11.
- Read Masters's 2007 article, "[US Push to Stamp Out Overseas Bribery](#)," from *FT.Com*, page 1.
- Read Nevin's 2006 article, "[India, China Lead Bribery Index](#)," from *African Business*, issue 326, pages 42–43.

Use the Internet to read "[Gifts & Payments](#)" from the *United States Office of Government Ethics* website to understand federal government guidelines for gifts received from employees and outside sources.

Multimedia

- View [Harshman and Harshman Ethical Behavior Model](#).
 - Transforming individual ethical behavior can be illustrated in model form. The Harshman and Harshman ethical behavior model is designed to map the flow of the ethical behavior chain from event to results. The model is designed to show that the entire chain occurs within a culture—for example, a society, a community, or an organization. And, it occurs in a context—for example work, family, or recreation. It also includes aspects of the individual such as attitudes, values, emotions, and competence. Recognizing the key components of ethical behavior can aid the human resources professional in dealing with sensitive situations involving ethical behavior.
- View [Ethical Competencies](#).
 - This presentation will help you in understanding ethical and legal foundations, values, and ideals, as well as recognizing issues and ethical principles.
- View [CapraTek: Cultural Considerations](#).
 - In this presentation, you can see the cultural interaction at CapraTek , which you will use for this unit's assignment.

u03a1 - Cultural Issues

In the unit studies, you completed an interactive CapraTek activity involving the sales director's receipt of an expensive gift. For this assignment, you will use that activity for context and incorporate the preliminary work you did during the activity. There are two components for this assignment.

First, prepare a final draft of the e-mail to Jason Lin with a recommendation of what to do about the gift. Please consider there may not be a perfect answer, and you may recommend a course of action that includes keeping the gift or one that favors returning it. Whatever course of action you recommend, it must be supported.

You should be aware that in Japanese culture, gift giving is a meaningful activity into which much thought is put, and there are occasions that the culture demands one give or receive a gift. You may find it helpful to do a little cultural research before formulating your recommendation.

Second, draft an organizational code of ethics that has a range of 10–15 guiding principles. This is not intended to be a response to Mr. Lin's situation, but rather a means to addressing the broader issue that CapraTek employees need more context to help them avoid ethical conflicts. Again, you will probably need to do some research before finalizing your recommendation.

Other Assignment Requirements

- **Written communication:** Written communication is thoughtful and free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Length of e-mail and code of ethics research:** 3–4 typed, double-spaced pages. Assignment should be submitted as one document.
- **Font and font size:** Times New Roman, 12-point.
- **Communication:** Understand the audience and communicate appropriately.

Course Resources

[APA Style and Format](#)

[CapraTek: Cultural Considerations](#) | Transcript

u03d1 - Ethics Case Study

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

Managing human resources in a national setting is very hard. Doing it in an international setting is much harder and certainly more complex. Navigating the exigencies of the political and legal challenges of foreign countries is a very difficult process, requiring significant knowledge and understanding of laws, culture, and social mores. For this discussion, you are presented with a situation that could occur to any HRM professional working in an overseas location.

You are working as an expatriate HRM professional for a large, manufacturing and knowledge-oriented organization overseas. Since your arrival, you have been treated with great respect and have received small presents and many courtesies. Over the last 12 months, you have even received some larger presents, which include several bottles of wine and the opportunity to purchase a vehicle locally at a remarkably reasonable price. Also, you have been introduced to many prominent people in the capital. One introduction led to a series of invitations and a free European vacation. After this trip, you have begun to question the appropriateness of accepting some of these gifts and have begun to politely turn down other things that you have been offered.

For this discussion, respond to the following:

- What should you do?
- What is going on and what is the intent of those presenting you with the gifts and opportunities?
- What are these gifts intended for? Could some or all be aimed simply at making you feel welcome? Explain why or why not.

- How might you be able to shift this situation to your advantage and orient the HRM professionals working with you in the host nation?

Your discussion post should:

- Demonstrate critical analysis and evaluation of the unit materials.
- Reference trade publications and scholarly literature relevant to unit materials.
- Engage in reflective modes of inquiry that both evaluate the current status of knowledge to determine gaps or needs for new knowledge and potentially create new areas of inquiry.
- Suggest strategies and tactics for incorporating awareness of cultural dimensions into the practice of global HRM.

Response Guidelines

Discussion activities are a key component of any course. It is essential that you engage in critical discussions with other learners on topics raised in the unit. For this discussion, you are required to make your initial post and then respond to the posts of two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Global Legal and Regulatory Environments

Introduction

No matter what nation you are working in or working with, the one thing that HRM professionals can count on is cultural differences. These differences have very specific impacts and originate at the very foundations of society throughout every nation in the world. The political, economic, and social contexts of a nation are the forces that impact upon any organization operating in that country. This is where knowledge of comparative political and economic systems is essential. A common government structure is the parliamentary system that originated in the United Kingdom. Also, there are hybrid monarchies in developing nations and in the Middle East.

One shared attribute that is present in many nations is the presence of complex bureaucracies that are far from digitally integrated and information still moves with paper. This is not the case everywhere as Western Europe, parts of Latin America, Japan, portions of China, and South Korea are moving government operations into the twenty-first century. There are many nations still pushing paper across government agencies because of limited technology but also because of difficult authentication standards. This means that anything as simple as a work permit for a foreigner employee can take 3 months or more.

Virtually all nations in the world have a labor code that reflects political and social decisions that have come together over decades. They are seldom straightforward, but are often complex and always different from the ones to which you are accustomed. Sometimes, the terms of these codes are not comparable to any law or regulation and a translation will be required. This can be a problem because a translation by a non-legal expert may include an incorrect interpretation. This challenge represents some of the complexities common to operating in an international setting. Unintended consequences are common.

Next, an environment that will challenge the HRM professional in an overseas setting is a wide variety of labor laws and union activities. Unlike United States, where unions and management have enjoyed a relatively balanced exchange of power over decades of legal decisions, many nations have one-sided union policies, rules, and laws. This situation can shock leaders in the U.S. organizations and makes local operations difficult and unpredictable. These challenges can be overcome with local experts and strong legal counsel from reputable firms. Also, developing expert knowledge of the labor-management landscape and relationship to the national and regional politics is critical.

Though HRM professionals may not be in the lead in dealing with complex operational issues with the host country, they are likely to come face-to-face with issues that may make life interesting. Some of the common challenges are dealing with medical care for expatriates and their families, schools for the children of U.S. citizens living in the host nation, and many other things that we recognize as public goods in the United States but have an entirely different process and qualities in another country. The quality of medical care and schools in other nations tends to vary from elite and expensive institutions to very poor and substandard in comparison to expectations.

Learning Activities

u04s1 - Studies

Readings

Use your *International Human Resource Management* text to read Chapter 3, "The Organizational Context," pages 46–75.

Use the Capella library to complete the following:

- Read Addison and Teixeira's 2005 article, "[What Have We Learned About the Employment Effects of Severance Pay? Further Iterations of Lazear et al](#)," from *Empirica*, volume 32, issue 3/4, pages 345–368.
- Read Dowling's 2009 article, "[Layoffs Outside the U.S.](#)," from *Employee Benefit Plan Review*, volume 63, issue 9, pages 15–16.
- Read Grund's 2006 article, "[Severance Payments for Dismissed Employees in Germany](#)," from *European Journal of Law and Economics*, volume 22, issue 1, page 49.
- Read Jones's 2009 article, "[12 Important Things Employers Should Be Doing With Severance Programs in Light of the Current Economy](#)," from *Benefits Quarterly*, volume 25, issue 2, pages 29–37.

- Read Jones's 2006 article, "[Don't Be Caught Unaware – Severance and Change-in-Control Policies Need to Be Reviewed Now More Than Ever](#)," from *Benefits Quarterly*, volume 22, issue 3, pages 48–52.
- Read Renard and Tracy's 2011 article, "[How Much Is That in Dollars?: Costly International Downsizing](#)," from *American Journal of Business Education*, volume 4, issue 5, pages 21–29.

Use the Internet to complete the following:

- Read "[A Primer on Panama's Labor & Employment Law](#)" from *TerraLex Connections* for an overview of Panamanian labor and employment law for national or international businesses looking to start or expand their operations within the Panamanian territory.
- Read "[Should You Offer Severance Pay?](#)" from *Nolo* for an overview about paying severance, even if it is not legally required.
- Read Mayhew's article, "[How to Know if You Are Entitled to Severance Pay From Your Job](#)," from *GlobalPost* for understanding legal mandates.
- Read "[Albania Chapter – Employment & Labour Law 2013](#)" from *International Comparative Labor Guides* for legal guidance for topics including terms and conditions of employment and termination.
- Read Schiaffino's article, "[Basics of Mexico Labor Law](#)," for a legal framework of Mexican labor law.

u04d1 - International Separation and Severance Scenario

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

The organization that employs you as an HRM professional is planning to execute a separation of a long-term employee. The company has an employee manual in the United States, and of course, there is a labor code in the nation of Panama where the medical products production lab that supports the company is located. The human resources director in the company headquarters wants to execute severance pay based on the guidelines of the company's U.S. employee manual, which has no relationship with the Panamanian labor code, in large part because the company's employee manual used by the operation in Panama has no discussion of severance. The Panamanian labor code's guidance is very different regarding severance with respect to direct payments, how they should be distributed, how benefits should be maintained and for how long, as well as a number of other areas, including leave and access to perquisites. The organizational member whose separation is pending is a very senior manager. The HRM specialist from the host nation disagrees with the headquarters' recommendation. You are the HRM manager in the United States and supervise the HRM office in Panama.

For this discussion, respond to the following:

- What advice should you provide the human resources director about the best course of action with respect to this severance action?
- What points would you make in support of your recommendation?

Your discussion post should:

- Demonstrate critical analysis and evaluation of the unit materials.
- Reference trade publications and scholarly literature relevant to unit materials.
- Engage in reflective modes of inquiry that both evaluate the current status of knowledge to determine gaps or needs for new knowledge and potentially create new areas of inquiry.
- Suggest strategies and tactics for incorporating awareness of cultural dimensions into the practice of global HRM.

Response Guidelines

Discussion activities are a key component of any course. It is essential that you engage in critical discussions with other learners on topics raised in the unit. For this discussion, you are required to make your initial post and then respond to the posts of two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Global Talent Acquisition and Mobility

Introduction

Sourcing employees is a challenge of a very different type, depending on the context of the economy, nature of the work, type of skills, and strategy of the organization in the short-, middle-, and long-term ranges. Given the broad-spectrum variables organizations pursue, a varied scope of global approaches with local, national, and international tactics must be worked out. The oil industry is among the most involved and active in hiring across local staff, expatriates, and third-country nationals.

The nature, structure, mission, and size of U.S. companies operating overseas and nationally is radically different from stateside operations. Some operations have thousands of overseas employees with a sizable number of both U.S. expatriates and third-country nationals. Others have a large number of local employees with no third-country nationals and just a few U.S. expatriates. Employee composition is also affected by location and available human resources, as well as variation in the number of qualified candidates for a given position.

As we look at sourcing in a global setting, we must recognize the need for locally available applicants, U.S. expatriates, and third-country nationals. Recruitment for each of these groups of prospective employees is radically different, and the post-recruitment process may require additional, potentially expensive resources to be successful. No matter where your company is located overseas, recruiting local employees is the easiest, if

not the least expensive. In the European Union, locally hired employees may be at a higher pay scale than expatriates. The next group of employees is the U.S. expatriate, who can often be easily hired and transitioned to a new nation and culture in some parts of the world, but they can also have very difficult times in other parts of the globe, particularly in developing countries. Recruitment should be an arduous process, recognizing the challenge present in the host nation for people used to U.S. standards of hygiene, availability of medical care, quality schools, amenities, and services. HRM professionals should be particularly sensitive to family needs and expectations and spousal employment.

Third-country nationals may be needed for a variety of reasons. Sometimes, the skills required and the U.S. market simply will not support a strong enough pool of prospective candidates from which selection can be done. Other times, the nation may be in such an underdeveloped state that qualified U.S. candidates may choose not to apply to announcements for the job. Third-country nationals come from all over the world, and, when recruiting them, HRM professionals need to get an orientation to cultural traditions. A common field where third-country nationals are often sought after is medical services. They work in expatriate enclaves at large industrial installations overseas where Americans live and local medical care may not be as accessible as is the norm in the U.S.

Recruitment for overseas positions can be posted at professional-associated online job boards, at digital journal sites, and at company websites. Also, professional conferences can be a great place to network for these types of positions. Of course, social networking is an approach but caution is encouraged here. Social networking sites, no matter what their origins are, should be approached with some caution, particularly for overseas recruitment where organizations costs are high, lead times are very long, and skill requirements may be extensive.

Learning Activities

u05s1 - Studies

Readings

Use your *International Human Resource Management* text to read Chapter 5, "Sourcing Human Resources for Global Markets – Staffing, Recruitment and Selection," pages 108–141.

Use the Capella library to complete the following:

- Read Andreason's 2008 article, "[Expatriate Adjustment of Spouses and Expatriate Managers: An Integrative Research Review](#)," *International Journal of Management*, volume 25, issue 2, pages 382–395.
- Read Lenartowicz and Johnson's 2007 article, "[Staffing Managerial Positions in Emerging Markets: A Cultural Perspective](#)," from *International Journal of Emerging Markets*, volume 2, issue 3, pages 207–214.
- Read Bendix and Ericksen's 2010 article, "[Globetrotting Medicine](#)," from *Medical Economics*, volume 87, issue 12, pages 14–18.

- Read Toh's 2003 dissertation "[Host Country Nationals to the Rescue: A Social Categorization Approach to Expatriate Adjustment.](#)"
- Read Wang and Hinrichs's 2005 article, "[Realistic Expatriate Assignment Preview: A Potential Solution to Expatriate Premature Return,](#)" from *International Journal of Organizational Analysis*, volume 13, issue 3, pages 269–282.

Use the Internet to complete the following:

- Browse the [Tales from a Small Planet](#) website and read some of the real-world posts useful for future expatriates headed to overseas assignments.
- Browse the [U.S. Department of State](#) website for general information.
- Browse [USAID](#) website for general information.
- Review "[SHRM Code of Ethics](#)" from the *Society for Human Resource Management*.

Multimedia

Review [CapraTek: Ethical Issues](#). You will use this presentation in this unit's assignment.

u05a1 - Ethical Issues

In the unit studies, you completed an interactive CapraTek activity involving a CapraTek employee and the challenges she faced while setting up a new call center in India. For this assignment, you are asked to prepare a brief report that provides an analysis of those events. Use the CapraTek activity (linked in Resources) for context and incorporate the preliminary work you did during the activity.

In preparing your responses to this situation, consider the following. Use the SHRM Code of Ethics (linked in Resources) as a guideline for your responses.

- Where did Rhonda make mistakes of judgment?
- Where did her actions seem clearly inappropriate in terms of accepting assistance?
- Did CapraTek go wrong at some point in this situation?
- What future dangers do Rhonda and CapraTek face in dealing with the local business community?

To complete this assignment, you will:

- Analyze Rhonda's ethical judgments to support your position on her conduct.
- Evaluate the impact of Rhonda's and CapraTek's ethics in the host country.
- Communicate professionally.

Other Assignment Requirements

- **Written communication:** Written communication is thoughtful and free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Length of paper:** 2–3 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.
- **Communication:** Understand the audience and communicate appropriately.

Course Resources

[APA Style and Format](#)

[CapraTek: Ethical Issues](#) | Transcript

[SHRM Code of Ethics.](#)

u05d1 - Overseas Sourcing Scenario

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

The organization for which you are a human resources manager has assigned you the responsibility to source a position in Ndjamena, Chad. Chad is a nation in north Central Africa that shares borders with Libya, Sudan, Niger, Nigeria, Cameroon, and the Central African Republic. The company is about to purchase several local factories, build two more, and set up a regional logistics hub. The installation is expected to have a large number of U.S. expatriates and third-country nationals that are already in the process of candidacy and selection. The company has contracted for housing and security, and transportation resources are currently in progress. Two skills have been determined to be essential for viable operation of the current facilities as well as the new factories and company housing facility. The two requirements that you have been assigned are for a physician's assistant or nurse practitioner and a mid-career safety professional with extensive experience in manufacturing settings. The medical professional may be either a U.S. citizen, board-certified by a U.S. professional organization, or from the governing professional body of a developed nation. The safety professional requirements are quite specific, and the sourcing process may be limited to the United States and the EU, Australia, Canada, and New Zealand.

For this discussion, respond to the following:

- How would you approach this overseas employment procurement situation?
- What might be some challenges you will face in hiring professionals and assigning them to these two positions?

- What constraints does the organization face?

Your discussion post should:

- Demonstrate critical analysis and evaluation of the unit materials.
- Reference trade publications and scholarly literature relevant to unit materials.
- Engage in reflective modes of inquiry that both evaluate the current status of knowledge to determine gaps or needs for new knowledge and potentially create new areas of inquiry.
- Suggest strategies and tactics for incorporating awareness of cultural dimensions into the practice of global HRM.

Response Guidelines

Discussion activities are a key component of any course. It is essential that you engage in critical discussions with other learners on topics raised in the unit. For this discussion, you are required to make your initial post and then respond to the posts of two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Global Human Rights

Introduction

Most of us hear about human rights through the media. Some of us practicing in an international HRM role will actually face human rights issues, either directly or indirectly. The great majority of us may never have to deal with or provide an advisory opinion on a human rights issue. Although these issues will usually have an international origin, one never knows when an issue of human rights might cross one's path in our own country.

Human rights issues come in many different variations—from child labor issues to major safety concerns in an industrial setting. Make no mistake as the media will not differentiate your role. If the company you work for has a relationship with an organization that is found to have questionable human rights practices, your company, and you personally, may be considered guilty by association.

Among the most egregious human rights violations are those that deal with vulnerable groups. Children are the most vulnerable, but the elderly are often equally as helpless. In developing nations, women may be an especially vulnerable group due to the laws made by their own governments. Another group of people at risk for human rights violations are indigenous people. They are seldom workers in an organization, but they can be clients, customers, or possible land users of an area that an organization has procured through legal means.

As an HRM professional working at an overseas location or managing the HRM operation through a virtual process, you may experience situations where there are clear or questionable treatment of employees, third-country nationals, or contractors who are nationals of the country in which the organization has an operation. It is essential that you are fully aware of the working conditions, salary, benefits, and the entire scope of HRM-related functional areas and how they are administered in the overseas location. This means you need to get into the field and inspect facilities. It also means that you have to train senior managers to do the same. It is quite likely that managers and first-line supervisors will be local employees who are more tolerant of traditional cultural practices and norms. These practices may seem acceptable to them but in reality, these may be definitive human rights violations that require immediate attention and notification of the executive leadership.

There are other situations where HRM professionals will come upon possible human rights violations. Consider your role in an overseas acquisition in a developing nation with a history of human rights violations in a political context. Could the same be present in the work environment? You should not jump to conclusions, but you should be concerned about what conditions are present in the factories or work environments for which the organization is about to become responsible. An audit of HRM functions including compensation, safety, and risk management should be executed and completed long before the financial transaction that executes the purchase takes place.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to complete the following:

- Read the 2013 article "[Business and Human Rights](#)" from *Mint*.
- Read FASTERLING and DEMUIJNCK'S 2013 article, "[Human Rights in the Void? Due Diligence in the UN Guiding Principles on Business and Human Rights](#)," from *Journal of Business Ethics*, volume 116, issue 4, pages 799–814.
- Read INGRAM'S 2008 article, "[What Is a "Right to Have Rights"?: Three Images of the Politics of Human Rights](#)," from *The American Political Science Review*, volume 102, issue 4, pages 401–416.
- Read KEEPING'S 2009 article, "[Support for Human Rights? There's no Better Investment](#)," from *Canadian HR Reporter*, volume 22, issue 4, page 22.
- Read MORE and PATIL'S 2012 article, "[The Promotion and Protection of Human Rights in Global Scenario: Nuts and Facts](#)," from *Asia Pacific Journal of Management & Entrepreneurship Research*, volume 1, issue 1, pages 137–142.
- Read NISAR'S 2011 article, "[Corporate Human Rights Violations: Possibilities of Extending Liabilities on Multinational Enterprises](#)," from *International Journal of Business and Social Science*, volume 2, issue 18, pages 138–148.
- Read SARKIN and KOENIG'S 2010 article, "[Ending Caste Discrimination in India: Human Rights and the Responsibility to Protect \(R2P\) Individuals and Groups from Discrimination at the Domestic and](#)

[International levels](#)," from *The George Washington International Law Review*, volume 41, issue 3, pages 541–576.

- Read Walchuk's 2010 article, "[Are Worker Rights Human Rights?](#)" from *Labour*, issue 66, pages 306–308.
- Read Compa's 2008 article, "[Labor's New Opening to International Human Rights Standards](#)," from *Working USA*, volume 11, issue 1, pages 99–123.

Multimedia

View the slideshow [Children Working in Factories](#).

Optional – Readings

You may choose to browse the following for additional content relevant to this unit:

- [United Nations: Human Rights](#).
- "[The Universal Declaration of Human Rights](#)" from the United Nations.
- [Human Rights Watch](#).
- [Human Rights Campaign](#).

u06d1 - Human Rights Scenario

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

You are an HRM director of a large automotive company that has several factories in a developing nation outside the capitol city. It is a politically stable nation with many economic and social challenges. There are three factories in overseas locations—two in the capitol and one in a small community about 60 miles to the west. The two factories typically have issues that have you engaged with the local HRM folks about twice a week. The third factory is quiet and seems to roll along with little or no support or involvement from the local HRM folks, except for the occasional turnovers. This morning you receive a call from your company's public affairs officer telling you that there is a film on YouTube about the deplorable conditions at the factory outside the capitol, including how people have to work mandatory overtime, women are assaulted, and the hostile environment allows the bullies in that factory to mistreat everyone else. Though the building is neat, clean, and productive, the human relations and human rights are dismal. Cameras filmed employees working 14 hours a day, 6 days a week, with bathroom breaks being given as rewards and workers only getting 5 minutes for meals. Two female employees were interviewed with their faces and voices shrouded and told stories of sexual assault by first-line supervisors.

For this discussion, respond to the following:

- What is your immediate response?
- What are the first three actions you would take?
- What longer term efforts would you have the organization make?

Your discussion post should:

- Demonstrate critical analysis and evaluation of the unit materials.
- Reference trade publications and scholarly literature relevant to unit materials.
- Engage in reflective modes of inquiry that both evaluate the current status of knowledge to determine gaps or needs for new knowledge and potentially create new areas of inquiry.
- Suggest strategies and tactics for incorporating awareness of cultural dimensions into the practice of global.

Response Guidelines

Discussion activities are a key component of any course. It is essential that you engage in critical discussions with other learners on topics raised in the unit. For this discussion, you are required to make your initial post and then respond to the posts of two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Global Workforce Relations

Introduction

As we begin this unit focusing on workforce relations, it is important to observe early on that this is a subject that is built upon social, political, and economic forces. The different regions of the world have varying levels of development and thus, their workforce development issues and challenges are similar. Developing nations face many different kinds of problems, most notably, political instability and scarce economic resources. The presence of civil society organizations are major contributing forces to the stability of any nation, and as the government, faith-based organizations, and small business begin to thrive, stability increases. The nation's trading partners influence economic growth leading to direct foreign investment and prosperity.

As the conditions and forces explained above begin to shift favorably, local and foreign investment grow, and we begin to see industrial development, which may be driven by a number of things. In some cases, natural resources may be the catalyst, while in other cases, the lower cost of labor may be the driving force. In either case, as working populations begin to grow, political movements thrive in developing nations. The potential and

reality for the birth of national and regional labor movements is common. Labor movements driven by either locally established unions or organizations or regional unions will serve as the starting point.

The nature and power of labor unions in foreign nations will have a great deal to do with the nation's history, political background, social class structure, and past foreign involvement. The labor unions in a post-colonial setting such as India and Australia will be different from those in China and different again from unions operating in Latin America. The predominately socialist nations of Latin America have similar policies related to union activities, while Chinese unions are more like public-sector employees, with limited power to engage and negotiate with management.

In Europe, members of the EU have multiple unions that are national in scope, which continually influence political outcomes. The role of labor unions and movements in Europe has served as a template to other nations as have labor union activities in the United States. Labor unions in the United States had many reasons for their growth and evolution, though in some countries the driving forces of unions has been inherently economic.

Labor relations are never easy no matter which part of the world you operate. In some nations, labor strife has changed the political direction of an entire region. This happened in Poland where now two-time president and Nobel Peace prize winner, Lech Wałęsa, began the solidarity movement in early 1980s when the nation was a satellite of the former Soviet Union. The solidarity movement was so powerful that it had an effect that influenced the future of all of Eastern Europe. Labor movements have truly shaped some nations and will continue to craft how their countries govern.

As an HRM professional working in a foreign country or managing local employees from a corporate headquarters in the United States, there will be a great deal that you will have to know to be effective. First, you must have confidence in the HRM professionals that are part of your team working for the organization. This means that they need to be committed to the company or corporation and clearly understand that they are agents of the firm and cannot in any way compromise the interests of the company. Care should be taken to ensure that they have no working or active relationships with political partners who might be either supportive of or opposed to the unions operating in the nation. Local media can and will pick up on this and make what is likely to be a challenging relationship, a very, very difficult one.

Labor relations in a foreign setting can become the single most important news item on the local news and, if the organization is a U.S. business, there will be complex political issues that transcend ongoing negotiations and the desired outcomes by management and labor. Though negotiations may not necessarily be complex, they will likely be contentious. Posturing may be expected and is intended to ensure that the rank-and-file membership, media, government, and the populous at large recognize the value and importance of the union.

Learning Activities

u07s1 - Studies

Readings

Use your *International Human Resource Management* text to read Chapter 9, "International Industrial Relations and the Global Institutional Context," pages 242–267.

Use the Capella library to complete the following:

- Read Athreya's 2004 article, "[China's Changing Labor Relations](#)," from *The China Business Review*, volume 31, issue 1, pages 20–23 and 39.
- Read Boxell's 2009 article, "[Workers in IT Lead Transfers from Overseas](#)," from *Financial Times*, page 3.
- Read Charnovitz's 2011 article, "[The U.S. International Labor Relations Act](#)," from *ABA Journal of Labor & Employment Law*, volume 26, issue 2, pages 311–325.
- Read Falcone's 2004 article, "[Learning from Our Overseas Counterparts](#)," from *HRMagazine*, volume 49, issue 2, pages 113–116.
- Read Gulati and Chowdhury's 2011 article, "[Tata Motors Plans Nano Factories Overseas](#)," from *Wall Street Journal (Online)*.
- Read Medland's 2004 article, "[Setting Up Overseas](#)," from *HRMagazine*, volume 49, issue 1, pages 68–72.
- Read the 2003 article "[No Trade Tariffs to Stop Jobs Moving Overseas](#)" from *Personnel Today*, page 10.
- Read Spronk's 2007 article, "[Bananera: Women Transforming the Banana Unions of Latin America](#)," from *Labour*, issue 60, pages 313–316.
- Read Smith's 2003 article, "[Labor Unions, Partisan Coalitions, and Market Reforms in Latin America](#)," from *Latin American Politics and Society*, volume 45, issue 3, pages 141–144.

Optional – Readings

You may choose to browse the following to supplement this unit's content on global workforce relations:

- [International Labour Organization](#).
- [United Nations: Human Rights](#).
- [United Nations Human Rights Council](#).
- "[Corporations and Worker's Rights](#)" from *Global Issues*.

u07a1 - Workforce Relations

Union organizing efforts succeed and fail. This happens in the United States, and it happens in foreign countries. Some global HRM professionals are expatriate employees on an extended assignment to Korea. The workforce is relatively stable but recently the pipe fitters, who represent a relatively small portion of the organization but belong to a national union, believed that if they could get into the organization through a small group or bargaining unit, as we say in American collective bargaining studies, then they could spread throughout the firm. You consulted with your three local career reports, and they shared with you that they simply did not know what

would happen. In the past, this union had been able to improve the compensation and working conditions of some occupations but not all. Also, the organization process had at times become contentious and disruptive. Soon after the labor ministry approved the pipe fitter union group, the union went into two more departments. They sought to organize the electricians and the assemblers. The assemblers represent about 80 employees, while the electricians are a small number like the pipe fitters.

As union organizing activities began, the assemblers broke into two groups; one was sure that they wanted to become part of the union, while the other more seasoned portion of the group was not sure. The electricians did not want to say anything. They were unwilling to discuss activities with anyone in the firm but each other. This group of employees represented long-term employees who were well compensated and often had a business on the side. They made an announcement through a letter to both the union organizer and the HRM that they had no interest in becoming part of the union. The assemblers went on for about 2 weeks and then the movement lost momentum as the summer came around and many people went on vacation. The assemblers notified the union and HRM that at this time they were unwilling to even take a vote.

During all of these activities you, as the senior HRM professional present, advised all management personnel on the labor code requirements with respect to organizational actions during organizing activities. All management personnel behaved professionally. There were no violations of the labor code in terms of organizing activities by management personnel.

This assignment is not about what you as an HRM professional in a global setting should do when faced with a situation of this type. The assignment is about what you learned from this small story of labor relations in the international workplace. We know what happened with the pipe fitters. The assemblers seemed to be fast to respond and slow to act, finally choosing not to act at all.

Please present your views of what occurred in this situation with the following points in mind:

- Was the union effective or ineffective? If they were both, how?
- What lessons in union activities have you learned? Explain.
- Do different occupations see their roles in the organizations differently? If so, how?
- How did each group of employees see themselves? What were their differences?
- What mistakes might have been made by the union?
- Did culture play a role, and if so, what was this role? How did it influence the outcome?

To complete this assignment, you will:

- Analyze this scenario to support your position on labor unionization.
- Analyze workforce roles in relation to labor unionization.
- Evaluate the impact of culture on labor unionization.
- Communicate professionally.

Other Assignment Requirements

- **Written communication:** Written communication is thoughtful and free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.

- **Length of paper:** 3–4 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.
- **Communication:** Understand the audience and communicate appropriately.

Course Resources

[APA Style and Format](#)

u07d1 - Addressing Employee Political Activities

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

At this point in the course, you should be well in tune with the common HRM roles in the global setting of actually performing HRM duties in a different country or managing human resources in a foreign setting, or from corporate offices in the United States. All are difficult for specific reasons, but labor relations in the real world calls for extensive expertise and significant caution on behalf of supervisors, managers, HRM professionals, and executives. This is true no matter where they work. If you have an installation overseas, you have a major responsibility to stockholders and the firm to manage its human resources effectively, lawfully, and efficiently.

This discussion question places you in a not uncommon situation of addressing the off-duty political activities of local HRM professionals. You are working in New York for a large corporation, which owns several factories outside a major Latin American capital city. The company is in the midst of contract negotiation, which has caused several demonstrations that had ended in violence outside the local installation. The media has been present at all labor demonstrations and has just picked up the fact that one of the two local HRM employees is the sister of the local mayor currently running for re-election. The sister was photographed at a political rally supporting the party that backs the union, with which your company is currently in negotiation.

For this discussion, respond to the following:

- What actions should you take, if any, with respect to the media?
- Should you request assistance from public affairs?
- What actions should you take with respect to addressing your employee's political activities?
- Should you or another member of the HRM office fly there to evaluate the situation and determine what to do?

Your discussion post should:

- Demonstrate critical analysis and evaluation of the unit materials.
- Reference trade publications and scholarly literature relevant to unit materials.

- Engage in reflective modes of inquiry that both evaluate the current status of knowledge to determine gaps or needs for new knowledge and potentially create new areas of inquiry.
- Suggest strategies and tactics for incorporating awareness of cultural dimensions into the practice of global HRM.

Response Guidelines

Discussion activities are a key component of any course. It is essential that you engage in critical discussions with other learners on topics raised in the unit. For this discussion, you are required to make your initial post and then respond to the posts of two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Global Compensation and Benefits

Introduction

One of the most complex challenges global HRM professionals face is direct and indirect compensation in foreign nations. Though most professionals expect parity among nations in many areas of employment, most of the time, there are great differences between the compensation programs in the United States and the other country. The economic posture of a nation and standard of living drive salaries and establish competition for employees. What is essential to understand is that each individual field or discipline has varied degrees of employees who are educated or trained, experienced, and eligible for work. These qualities of an employee have to be matched to the job classifications that the organization has established as a function of its operational mission it runs overseas.

Though most companies run overseas operations because of lower employment costs, as mentioned in a previous unit, others run different operations because of access to a foreign nation's natural resources, which are further exported to the United States or other nations for primary consumption or processing into a final product. In some overseas operations, such as the IT environment in India, the scope of position classification will be not too different from what exists in the United States, though the pay structure and benefits offered will vary significantly. At the same time, a company will have an installation in a developing nation where the manufacturing skills are not highly sophisticated and the pay and compensation structure is by no means similar to that of the United States or the EU. Finally, when we look at oil companies operating in the African continent, there you will have a highly sophisticated operation with a comparable position classification structure that represents a vast array of occupations and professionals. The direct compensation program will not be too

different from what can be described as western standard (the United States and the EU) but will be even more complex because of expatriates and third-country nationals working in the organization.

What described above underscores how intricate and diversified overseas compensation programs are and the conditions that drive these differences. Clearly, the pay structures in developing nations, for example, represent a long-term reality, which will be a consistent factor in the management of human resources overseas. Also, knowledge of local benefits programs will be an essential tool for HRM.

Pay structures are formalized by researching or measuring salaries and benefits. These are not simple to design or execute but are essential to ensure that the organization aligns its corporate strategy to its compensation strategy. The processes associated with salary and benefits surveys require extensive time and cost to develop and deploy. Though it is possible for qualified HRM professionals to do so, the amount of time involved is prohibitive unless the office has sufficient personnel to dedicate to this task for the time necessary to complete it. Often the best course of action is to hire a consultant to perform this function. Caution is advised in that, like all organizations, consultants are in the business of making a profit and not all compensation survey products are equal. Dialogue with peer organizations, international financial and banking organizations, non-governmental agencies, and the department of state can offer some insight in how to best execute this process. Though no organization will tell you what to do, they will share information on service providers and occasionally, the performance they experienced with the consultants they hired.

Learning Activities

u08s1 - Studies

Readings

Use your *International Human Resource Management* text to read Chapter 8, "International Compensation," pages 215–236.

Use the Capella library to complete the following:

- Read Banister and Cook's 2011 article, "[China's Employment and Compensation Costs in Manufacturing Through 2008](#)," from *Monthly Labor Review*, volume 134, issue 3, pages 39–52.
- Review Gulati and Chowdhury's 2011 article, "[Tata Motors Plans Nano Factories Overseas](#)," from *Wall Street Journal (Online)*.
- Read Kritzer, Kay, and Sinha's 2011 article, "[Next Generation of Individual Account Pension Reforms in Latin America](#)," from *Social Security Bulletin*, volume 71, issue 1, pages 35–76.
- Read O'Donovan's 2011 article, "[International: Johnson and Johnson Takes World View on Compensation](#)," from *Employee Benefits*, page 7.
- Read Zamora and Kirchmer's 2010 article, "[Compensation Costs in Manufacturing Across Industries and Countries, 1975–2007](#)," from *Monthly Labor Review*, volume 133, issue 6, pages 32–54.

u08d1 - Global Compensation Considerations

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

The role of HRM professionals in all processes dealing with compensation is the closest the field gets to operational decisions that affect profit and loss. For this reason, our contributions in this area must be absolutely clear and accurate. All associated courses of action are critical and can shape the future of the organization's success.

You are an HRM professional with global compensation management responsibility over the company's IT service provider in a foreign nation. Your company is among the largest corporations in the United States, providing grocery services in the United States, Canada, and Latin America. The company has an IT subsidiary in India, and you have been assigned the task to review its compensation structure. The issues involve compensation for employees, direct compensation, and indirect compensation rates.

For this discussion, respond to the following:

- How would you approach the assignment you have been given?
- What resources might you consider and utilize?
- What factors are involved in the work you have been assigned?

Your discussion post should:

- Demonstrate critical analysis and evaluation of the unit materials.
- Reference trade publications and scholarly literature relevant to unit materials.
- Engage in reflective modes of inquiry that both evaluate the current status of knowledge to determine gaps or needs for new knowledge and potentially create new areas of inquiry.
- Suggest strategies and tactics for incorporating awareness of cultural dimensions into the practice of global HRM.

Response Guidelines

Discussion activities are a key component of any course. It is essential that you engage in critical discussions with other learners on topics raised in the unit. For this discussion, you are required to make your initial post and then respond to the posts of two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> Managing Risk in a Global Environment

Introduction

As we have seen throughout this course, the international workplace differs in many ways from that of the United States. The differences in safety standards, security requirements, and information privacy are among the most important. The realities of a nation's social, economic, and industrial development becomes vividly important to foreign visitors from the moment they visit a local retail store, auto repair facility, or factory. In office buildings and hospitals, the trained eye can quickly determine the level of safety and security present in the working environment. Things such as exposed wires, improperly working lighting fixtures, blocked exits, outdated fire suppression equipment, and many more are of immediate concern to anyone with such a background. Outsiders in certain locations quickly realize that pretty much nothing is up to U.S. standards, and that has implications for an HRM professional who is contemplating bringing his or her family there. It is also a factor in choosing existing employees, who must have the internal resources and maturity to accept a less-than-ideal, less-than-safe environment, and be able to work with what is available.

When we consider that establishing and sustaining these conditions in the United States is not always easy, doing the same in developing nations and many other parts of the world where the regard for these standards vary because of social, political, and economic realities, we begin to realize how much work has to be done. As HRM professionals, we are sometimes responsible for these areas of workplace safety, security, and privacy. We may work with a safety professional in our organization, depending on the size of the organization, and even more likely, we will work with a security officer hand-in-hand to address employee background reviews and things such as employee credentials. Although we may not have direct responsibilities for either of these areas, we are likely to have a role in all of them.

An effective safety program is an expensive effort in any installation. It may require significant investment and active monitoring. There are many areas that affect employee safety in any environment, from electrical delivery portals and outlets and lighting to fire exits and ventilation systems. Many foreign nations have very different sets of standards and may have facilities built with dangerous materials such as asbestos. It must be noted that it is not the HRM professional's job to criticize but to understand that things are the way they are due to many circumstances out of the control of everyone—your company, the local nationals, and the local government. All of these countries are working with budgets that do not extend as far as they would like, and they have had to prioritize. They have set the standards they can afford. As HRM professionals, we will need the support of others who possess the expertise to determine if these hazardous elements are present. From the point at which the firm acquires overseas operations, there are many types of actions that must take place to protect the welfare of all employees. Today, there are structures in Western Europe that were built before the Second World War and are fully operational as warehouses, vehicle repair centers, and supply chain processing units. In older buildings like these, there may be money to update the facility to current standards, but local opinion may be against doing so. Safety is serious, and it is an area we work in and work with, even if we do not lead or manage the function.

Another critical area we have is the protection of personal information of our employees. This requires us to work with the IT office in supporting the protection of personal information. This may take many different tangents, but we will likely be the person or persons providing guidance on national and international requirements. Some of these include, but are not limited to, the EU Data Privacy Directive, U.S. HIPAA, and Australian Federal Privacy Act.

Today, safety in the workplace is an international concern. On a daily basis, media tracks and reports on all sorts of workplace events driven by political, personal, and psychological troubles. Security is not only a function of secure doors and monitoring using cameras. It is also about establishing and sustaining appropriate background review programs prior to actual candidate's entry on to duty. Whether the organization outsources or performs its own background investigations, its performance is essential to ensure the safety and security of all employees in the organization. Among the global HRM professional's greatest responsibilities is working with security professionals to establish, sustain, and refine an organization's security program.

In addition to background pre-employment activities, security officers monitor off-duty activities of personnel in many overseas installations owned by U.S. companies. The monitoring is reported to and coordinated with HRM and often actions can be or must be taken to respond to conducts or behaviors detrimental to the operation or image of the organization.

Learning Activities

u09s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Al Khattab's 2011 article, "[The Role of Corporate Risk Managers in Country Risk Management: A Survey of Jordanian Multinational Enterprises](#)," from *International Journal of Business and Management*, volume 6, issue 1, pages 274–282.
- Read Hough's 2013 article, "[Safety in the Factory](#)," from *Barron's*, volume 93, issue 40, page 28.
- Read Katz's 2008 article, "[How to Keep an Eye on Your Offshored Workforce](#)," from *Industry Week*, volume 257, issue 9, page 18.
- Read Keough's 2005 article, "[Manufacturing's Ongoing Challenges](#)," from *Industrial Distribution*, volume 94, issue 5, pages 50–53.
- Read Larson's 2006 article, "[U.S. Employers' International Expansion Raising Demand for Overseas Background Checks](#)," from *Workforce Management*, volume 85, issue 11, pages 44–45.
- Read Maidment's 2009 article, "[International Off-Shoring: The Changes in the World Economy](#)," from *Journal of American Academy of Business, Cambridge*, volume 15, issue 1, pages 43–48.
- Read the 2011 article "[Sikorsky to Make Helicopters in India for Local, Overseas Markets](#)" from *Mint*.
- Read United States Department of State Overseas Security Advisory Council's [Security Guidelines for American Families Living Abroad](#).

- Read Centers for Disease Control and Prevention's [Global Disease Detection and Emergency Response Activities at CDC 2012](#).

Use the Internet to complete the following:

- Read "[August 2013 Security Threat to Americans Abroad](#)" from the *National Consortium for the Study of Terrorism and Responses to Terrorism*.
- Read "[Worldwide Caution](#)" from the U.S. Department of State's *Travel.State.Gov* website.
- Read "[Personal Security Guidelines for the American Business Traveler Overseas](#)" from the United States Department of State Overseas Security Advisory Council.
- Read the 2007 article "[Overseas Security Threats to U.S. Businesses Cited](#)" from *Los Angeles Times*.

u09d1 - Recruitment and Background Investigations

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

You are an HRM professional for a medium-sized company in the United States, importing children's clothes for sale in the country at high-end brick-and-mortar boutiques that market very elite fashions. The company has purchased two small factories in a Latin American nation that appear to have an acceptable safety profile. You spent a month hiring supervisors and two managers. One existing manager will be leaving soon. The staff is in the process of hiring plant employees who will be running sewing machines and maintaining the buildings. During the process of the building acquisition, an attorney was hired who proved instrumental to the process. Without his efforts, the deals would have fallen through. He was paid, of course. The recruiting process for sewing personnel and maintenance personnel is ongoing. Several maintenance candidates have been selected, and their background investigations are ongoing. Three maintenance workers have been conditionally hired and two are on a hire list for possible employment in the future. Local authorities have identified one of the three maintenance selectees as participating in an insurgent movement over 15 years ago that has long been disbanded and ended in a political agreement with the government. Your security officer is concerned and wants to deny employment. You have conferred with your locally retained attorney, and he says there is no issue.

For this discussion, respond to the following:

- How would you proceed in dealing with the situation?
- What are the facts associated with this situation? Is there really a problem? What is it?
- Should you consult with the company's public affairs staff? If so, why?

Your discussion post should:

- Demonstrate critical analysis and evaluation of the unit materials.
- Reference trade publications and scholarly literature relevant to unit materials.

- Engage in reflective modes of inquiry that both evaluate the current status of knowledge to determine gaps or needs for new knowledge and potentially create new areas of inquiry.
- Suggest strategies and tactics for incorporating awareness of cultural dimensions into the practice of global HRM.

Response Guidelines

Discussion activities are a key component of any course. It is essential that you engage in critical discussions with other learners on topics raised in the unit. For this discussion, you are required to make your initial post and then respond to the posts of two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Strategic Global Human Resources Management

Introduction

Few organizational processes approach the complexity of designing, developing, and implementing global HRM strategy. While HRM strategy development on a national level is a challenge, creating an HRM strategy to support the organization becomes even more difficult when we add in the variables associated with working in an international setting. There is also a certain level of risk present. While environmental scanning can support national or regional HRM strategy development, this is not the case when one considers the requirements for a company operating in the United States, Japan, and India.

To build an effective global strategic posture that works well in every organizational venue, a number of factors must be taken into consideration. The organization's position in its market, the intent of its leadership, product or service goals, occupational status (overages or shortages of the disciplines the organization mostly employs), and current successes or failures in the broader organizational context with respect to the organization's mission are all important elements of the strategy. Regional and national differences have to be considered, whether they be legal or cultural. Also, constraints that are created by government regulations or existing labor agreements with respect to direct or indirect compensation are major drivers of planning and decisions. Integrating all of these factors requires awareness and understanding of many different disciplines, including what is called business acumen, along with HRM expertise. Here, more than any other aspect of the discipline, an expert's understanding of how the business works and operates in other nations is essential for the designing of a successful global HRM strategy.

Business acumen is essential in global HRM for several reasons. Among the most important reasons organizations have offshore operations is the single largest expense companies have: salaries and benefits. The costs of both are lower in many countries, in fact, extremely low in developing nations. This makes them excellent places to manufacture or assemble materials. This comes with many follow-on issues, which at times become very tenuous. Occasionally, organizations find themselves having to decide whether an overseas investment or purchase is appropriate for the success of the organization. Among the analyses that have to be executed are labor costs, along with supply chain processes—examples of other critical areas not associated with HRM. Along with total rewards (indirect and direct compensation), costs issues of labor relations, government regulation, and the supply of workers have to be considered. Any of these can derail the tactical decision when creating or adjusting an organization's global HRM strategy.

Learning Activities

u10s1 - Studies

Readings

Use your *International Human Resource Management* text to review Chapter 10, "IHRM Trends and Future Challenges," pages 274–285.

Use the Capella library to complete the following:

- Read Bourne and Haddon's 2010 article, "[An Evidence-Based Approach to Developing HR Strategy: Transformation in Royal Mail](#)," from *Strategic HR Review*, volume 9, issue 1, pages 10–16.
- Read Gilbert's 2010 article, "[HR's Transformation Through the Noughties](#)," from *Personnel Today*, pages 10–11.
- Read Muritiba, Muritiba, Campanário, and de Albuquerque's 2010 article, "[International HR Strategy in Brazilian Technology Multinationals](#)," from *Brazilian Administration Review*, volume 7, issue 4, pages 325–344.
- Read Scott-Jackson, Druck, Mortimer, and Viney's 2011 article, "[HR's Global Impact: Building Strategic Differentiating Capabilities](#)," from *Strategic HR Review*, volume 10, issue 4, pages 33–39.
- Read Smith's 2008 article, "[HR Practices Strategy at Conference](#)," from *HR Magazine*, volume 53, issue 8, page 114.
- Read Ulrich, Brockbank, and Johnson's 2009 article, "[The Role of Strategy Architect in the Strategic HR Organization](#)," from *People and Strategy*, volume 32, issue 1, pages 24–31.

Multimedia

View the slideshow [Mexican Workers](#). You will find the photographs of workers in Mexican factories useful for this unit's assignment.

u10a1 - Global Compensation and Benefits

The total rewards concept provides for a comprehensive package of both direct and indirect compensation for members of an organization. An executive total rewards package is strategically aligned with the organization's goals and objectives. To support these goals and objectives, the right array of employees must be present. This standard is present in any place in the world.

For your final assignment, you are the overseas HRM specialist working for an aftermarket car parts company, Rally, located on the border between the United States and Mexico. Rally is the second largest provider of performance parts for several brands of both U.S. and Japanese manufactured automobiles. The nature of the work is a bit more complex than in a standard auto parts manufacturing factory, because they are making parts for so many different automobiles. You are located at the corporate headquarter based in Albany, New York.

Review the Global Compensation and Benefits document given in resources to learn more about Rally's manufacturing business, current compensation, and benefits to workers.

To complete this assignment, you will develop a compensation update presentation to address the following questions (presented in any order you choose):

- How would you increase direct compensation (salaries) and why? Should all classifications get the same increase in proportion?
- What improvements should be made to benefits, if any? What benefits should get the most attention?
- How should the new compensation budget be used?
- How do you approach direct and indirect compensation?
- Is there an issue with the two top grades? What should the company do about it, if anything?
- Should any benefits be reduced?

You may include additional content in your report.

Note: The assignment outcome does not require exact monetary calculations. The financial information is provided to give you a comprehensive understanding of the operational context you, as the HRM professional running the compensation program, face. There are no compensation personnel on site, though there are three HRM professionals who are compensated on another payment schedule that does not appear in this exercise.

Other Assignment Requirements

- **Written communication:** Written communication is thoughtful and free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA sixth edition style and formatting.
- **Length of Presentation:** 6–8 slides, using a professional template.
- **Communication:** Understand the audience and communicate appropriately.

[APA Style and Format](#)

Global Compensation and Benefits

[Mexican Workers](#) | Transcript

u10d1 - Risk Case Study

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

The organization for which you work as a human resources generalist currently has a call center in Mumbai, India. The call center is doing well in terms of cost, but feedback in service operations is mixed. The operations and marketing manager want to open one in North Carolina to provide a higher-tier service when needed, while the accounting folks are concerned it may not be affordable, and based on the data, may not even be necessary. The COO is looking to you for a recommendation, though it will not be the final decision. The recommendation is not on what to do, but rather how might the problem be approached; what questions need to be asked; what comparisons need to be made; and what further research needs to be conducted.

Please consider the following in making your recommendations on how to approach the request of the COO:

- What new information and data is needed?
- Could there be questions you do not know that you should ask?
- Do you need to take a trip to the current Mumbai operation? Why or why not?
- What things might you be missing about this scenario?

Your discussion post should:

- Demonstrate critical analysis and evaluation of the unit materials.
- Reference trade publications and scholarly literature relevant to unit materials.
- Engage in reflective modes of inquiry that both evaluate the current status of knowledge to determine gaps or needs for new knowledge and potentially create new areas of inquiry.
- Suggest strategies and tactics for incorporating awareness of cultural dimensions into the practice of global HRM.

Response Guidelines

Discussion activities are a key component of any course. It is essential that you engage in critical discussions with other learners on topics raised in the unit. For this discussion, you are required to make your initial post and then respond to the posts of two other learners.

Course Resources

Graduate Discussion Participation Scoring Guide

<p>Construct a code of ethics to address organizational ethics for a selected organization. 33%</p>				