



**Jindal Global Business School  
Course Outline**

Course Title	International Human Resource Management
Core or Elective	Elective
Program and Batch	MBA 2024, IBM 2022
Semester & Academic Year	Spring 2026
Credits	1.5
Discipline/Area	OB & HR
Name of the Faculty Member/Course Instructor	Manisha Mishra
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Faculty Member's Open Office Day/s & Time	TBA

### **Introduction to the Course**

In a globalized world there is movement of not only goods and services across national boundaries but also of people. The various multi-national organisations not only set shop in different countries but also have people from various countries working at their home base. Thus, various national and business cultures interact and give rise to completely different dynamics. This requires a different approach than usual which the International Human Resource Management course will cover. The people issues dealing with different national and business environments, working in different cultures, integration of expatriates and homecoming of repatriates and specific issues like mergers and acquisitions will be covered in the course.

## Course Learning Objectives

1. Establish the linkage between organizations' need for internationalization, its form structure, process and people management.
2. Integrate conceptual and applied knowledge of international human resource management using cases, readings, and articles.
3. Examine international human resource management issues and problems in different contexts and give justification for their proposed solutions.
4. Persuade their peers through different mediums with clarity and logic.

## Program Competency Goals – MBA

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant techniques and tools for better business decision making.	<ol style="list-style-type: none"><li>1. Understand relevant business technologies</li><li>2. Understand future technologies in the business domain</li></ol>
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	<ol style="list-style-type: none"><li>3. Understand the interplay between local and global business issues</li><li>4. Demonstrate sensitivity towards ethical issues</li><li>5. Demonstrate sensitivity towards social issues</li><li>6. Address societal issues</li></ol>
3	Effective communication: Ability to effectively exchange ideas and information	<ol style="list-style-type: none"><li>7. Present their ideas with clarity</li><li>8. Prepare an organized and logical business document</li></ol>

		9. Use technology for effective communication
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis
		13. Evaluate alternatives
		14. Summarize and conclude
5	Leadership: Ability to take initiative, inspire and collaborate with others	15. Take initiative
		16. Contribute effectively in groups

#### **PLO-PCG Assessments Mapping Matrix**

<b>Program Learning Objectives (PLOs)</b>	<b>Program Competency Goals (PCGs)</b>	<b>Course Assessment Item</b>
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO 3,7,10,11	PCG 2,3,4	A3, A4
PLO 3,10, 11, 12, 13, 14	PCG 2,4	A1, A2, A5
PLO 7, 8	PCG 3	A1, A2, A5

## Evaluation Schema

The course grade will be determined based on

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1. Presentations	15%	Group	2-6	PLO 3,7,8,10,11,12,13,14
A2. Case Analysis	15%	Group	2-6	PLO 3,7,8,10,11,12,13,14
A3. Quiz	30%	Individual	3-6	PLO 3,7,10,11
A4. Class Participation	10%	Individual	2-6	PLO 3,7,10, 11
A5. End-term examination	30%	Individual	In the JGU Examination period/week	PLO 3,7,8,10,11,12,13,14

### Description of Assessments:

**A1 Presentations-** Every group will be assigned a class reading and/or case to present to the class. The group should be able to sharpen the key issues and discussion of class, use logical argument and analysis to highlight depth and relevance of their analysis and demonstrate effective communication through their presentations.

**A2. Case Analysis-** Every group will be assigned a case to analyse and present to the class. The group should be able to sharpen the key issues and discussion of class, use logical argument and analysis to highlight depth and relevance of their analysis and demonstrate effective communication through their analysis.

**A3. Quiz-** Short 10-15 minutes in-class quizzes will be taken. The quizzes will be on topics already discussed in class. They can be surprise and/or announced. 3-4 quizzes will be given.

**A4. Class Participation-** Every student is expected to contribute to class and add to the discussion with logical insights and analysis. Class participation may be verbal in class or through typing in chat box.

**A5. End term examination-** It will be a case-based examination where students will be assessed how well they have imbibed the course learnings and are able to integrate it in providing solutions to case questions. Clear, logical, relevant and in-depth analysis and inferences are expected in this summative assessment. The end term examination will be of 30 marks of 1.5 hours duration. This will be an invigilated exam held on the JGU campus according to the mode decided by CoE.

### Rubrics for Assessment

#### A1 Presentation Rubrics

Criteria/Level	Poor (0)	Fair (1-2)	Good (3-4)	Excellent (5)
Coverage & Logical Flow	Did not cover the entire material and the flow was not haphazard and disconnected	Coverage was somewhat incomplete and organisation of ideas was sometimes clear	Coverage was mostly complete with organisation of ideas was mostly clear	Coverage was complete with no mistakes and organisation of ideas was very clear
Analysis & Examples	Gave no examples and no analysis of concepts	Very few examples were given and mostly reading from slides with minimal analysis	Some examples were given and sometimes spoke outside of slides with analysis of concepts	Many examples given and used slides only for cues linked examples with concepts with good analysis
Communication & Presentation skills	Poor communication skills could not engage the audience	Fair communication skills could somewhat engage the audience	Good communication skills could engage audience most of the time	Excellent communication skills could engage audience all throughout the presentation

#### A2- Case Analysis Rubrics

Criteria/Level	Poor (0)	Fair (1-2)	Good (3-4)	Excellent (5)
Understanding of problem(s)	Demonstrates superficial understanding of problem(s)	Demonstrates limited understanding of problem(s)	Demonstrates deep understanding of problem(s)	Demonstrates a clear and deep understanding of an issue/problem
Quality of Analysis	No attempt to draw linkages between topic and research	Some connections drawn between topic and research with basic insights	Frequent connections drawn between topic and research showing some detail and deeper insights	Consistent insightful connections drawn between topic and research with adequate detail/ clearly explained and strong insights.
Logical Flow	No coherence or organisation of ideas	Little coherence and organisation of ideas generally clear.	Some coherence and organisation of ideas generally clear.	Coherent and clear organisations of ideas
Understanding and linking theory and concepts	Incomplete links between the problems and the theory.	Limited links between the problems and the theory.	Good documented links between the problems and the theory.	Excellent documented links to the theory and possibly additional material read and used.

## Teaching Method

The course will have a judicious mix of lectures and cases. Here the onus of learning will be with the student and the instructor will be a facilitator. Instead of learning ‘what to do’, the cases will also be used as examples of real-world phenomenon where a particular issue or set of issues arises and good and bad practices are seen. The key to learning this way is to see many examples and many situations and learning inductively from the different experiences of student managers.

## Textbook / Course Package / Other Readings

The recommended book for the course is ***International Human Resource Management: Policy and Practice for the Global Enterprise by Ibraiz Tarique, Dennis R. Briscoe, & Randall Schuler***. Articles, journal papers and reports will form the basis of class discussions. Cases will be used to see the application of theory as well as understand real life international human resource management problems and issues. All reading material and cases will be provided to you before class.

## Session Plan

Session Details		PLOs Covered
<b>Session 1&amp;2</b>	Strategic Context of IHRM	PLO 3,7,10,11,12
Objective of the session	Understanding Internationalisation of HRM and Strategic IHRM	
Subtopics to be covered	Globalization of business Evolution of IHRM International business strategies IHRM strategy and MNA strategy	
Readings	Chapter 1 & 2	
Pedagogy	Class discussion/PPT presentation/caselet discussion	
<b>Session 3&amp;4</b>	Internationalisation of the Firm	PLO 3,7,10,11,12
Objective of the session	Understanding design and structure of Multinational enterprises and its different forms	
Subtopics to be covered	Role of IHRM in design of MNEs M&As IJVs and IAs	
Readings	Chapter 3 & 4	
Case Title/ Number	NA	
Pedagogy	Class discussion/PPT presentation/caselet discussion	
<b>Session 5&amp;6</b>	Cultural Context of IHRM	PLO 3,7,10,11,12
Objective of the session	Understanding influence and impact of National culture on IHRM	
Subtopics to be covered	What is culture Different levels of culture National Culture dimensions	
Readings	Chapter 5	
Case Title/ Number	NA	
Pedagogy	Class discussion/PPT presentation/caselet discussion	
<b>Session 7</b>	Internationalisation of the Person: Expatriate Management	PLO 3,7,10,11,12
Objective of the session	Workforce forecasting, planning, and staffing for expatriates	
Subtopics to be covered	Characteristics of Labour markets Labour markets in different countries Staffing options	
Readings	Chapter 8	

Case Title/ Number	NA	
Pedagogy	Class discussion/PPT presentation/caselet discussion	
<b>Session 8</b>	Internationalisation of the Person: Expatriate Management	PLO 3,7,8,10,11,12,13,14
Objective of the session	Workforce forecasting, planning, and staffing for expatriates	
Subtopics to be covered	How organisations balance local and global staffing problems	
Readings	NA	
Case Title/ Number	OKI UK Ltd. from the book IHRM-A Multinational Company Perspective, Monir H. Tayeb	
Pedagogy	Case discussion/Class discussion	
<b>Session 9</b>	Internationalisation of the Person: Expatriate Management	PLO 3,7,10,11,12
Objective of the session	Recruitment and selection of expatriates	
Subtopics to be covered	Expatriation management Repatriation management Issues of Non-traditional expatriates	
Readings	Chapter 9	
Case Title/ Number	NA	
Pedagogy	Class discussion/PPT presentation/caselet discussion	
<b>Session 10</b>	Internationalisation of the Person: Expatriate Management	PLO 3,7,8,10,11,12,13,14
Objective of the session	Recruitment and selection of expatriates	
Subtopics to be covered	Best practices of recruitment and selection in organisations	
Readings	NA	
Case Title/ Number	News International PLC from the book IHRM-A Multinational Company Perspective, Monir H. Tayeb	
Pedagogy	Class discussion/PPT presentation/caselet discussion	
<b>Session 11</b>	Internationalisation of the Person: Expatriate Management	PLO 3,7,10,11,12

Objective of the session	Compensation, benefits, and rewards management for expatriates	
Subtopics to be covered	Seven approaches to expatriate compensation Designing and implementing expatriate compensation management Problems of expatriate compensation management	
Readings	Chapter 11	
Case Title/Number	NA	
Pedagogy	Class discussion/PPT presentation/caselet discussion	
<b>Session 12</b>	Internationalisation of the Person: Expatriate Management	PLO 3,7,8,10,11,12,13,14
Objective of the session	Compensation, benefits, and rewards management for expatriates	
Subtopics to be covered	Compensation Management issues in organizations	
Readings	NA	
Case Title/Number	Seiko Instruments from the book IHRM-A Multinational Company Perspective, Monir H. Tayeb	
Pedagogy	Case discussion/Class discussion	
<b>Session 13</b>	Guest Lecture	PLO 3,10
Objective of the session	Future of International HRM amidst the push for re-globalisation	
Subtopics to be covered	Industry perspectives on IHRM efforts when the world is becoming bigger again	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture/ Class Discussion	
<b>Session 14</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	

Pedagogy	NA	
Session 15	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

\*Elective Endterm Examinations may take place in the last week of classes.

## Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

Disclaimer: This course outline including assessments, sessions and/or readings may be revised during the semester if such need arises.