



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
INTERNATIONAL HUMAN RESOURCE MANAGEMENT	

Academic staff	Core academic unit(s)
Coordinator: Assoc. Prof. Dr Ingrida Šarkiūnaitė	Vilnius University Kaunas Faculty Institute of Social Sciences and Applied Informatics Muitinės str. 8, LT-44280 Kaunas

Study cycle	Type of the course unit
Second cycle	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face to face/Remote	4 th semester (12 weeks)	English

Requisites	
Prerequisites: Leadership, International Business and Internationalization of Companies	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	38	92

Purpose of the course unit		
The students will be able to apply the main human resource management internship/work placements to their traditional content with the addition of the international elements. They will also adopt the main management skills of the international human resources management structures, the management of the recruitment, selection, adaptation to the environment, repatriation process, competence development, carrier management, strategic, international aspects of an employee-expatriate.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Be able to communicate and collaborate successfully in a global marketplace, understanding multicultural and intercultural environments, appreciating, recognising and respecting cultural differences, and making decisions related to the dimensions of intercultural environmental change and sustainable development	Lectures Seminars (simulation of professional situations, practical tasks, the analysis of situations) Self-study teamwork: To prepare the employee-expatriate training programme according to the chosen country.	Examination Assessment of theoretical knowledge (a test with closed and open questions) The assessment of team work on the employee-expatriate training programme according to the chosen country and its realization
Able to plan, coordinate and lead an international and intercultural team, managing team members' time and work towards a common goal.		
Able to analyse and systematize theoretical and practical knowledge of human resources management, model expatriate expatriation and repatriation processes on the basis of such knowledge, develop expatriate's career, recruit and select expatriates, develop expatriate's competences		

related to cultural understanding, adaptation, sensitivity, dischancement, stereotypes etc.	
Able to make international business development decisions by applying the basic principles of international human resources management, their specifics, activities involving international elements, systematically analyse the external and internal environment of the organisation, including the international context.	
Be able to develop an expatriate attraction strategy appropriate to new international business development opportunities and organisational objectives.	

Content	Contact hours						Individual work: time and assignments		
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
The development of the human resources management (HRM) theories. The concept and structure of the international human resources management (IHRM).	2						2	3	Information search, study of the literature (Dowling, Festing, & Engle (2013), p. 1-8; Scholz, & Bohm (2008), p. 4-14; Lucas, & Lupton (2006), p. 13-37)
IHRM in international and national context	2	0,5	2				4,5	10	Information search, study of the literature presentation and the analysis of situations in teams (Vance, Paik (2006), p. 11-20; Dowling, Festing, & Engle (2013), p. 51-64; Sebastian Reiche, Stahl, Mendenhall, & Oddou, (2017), p. 3-24; Briscoe, Schuler, & Tarique (2011), p. 11-24)
The job analysis. The staff recruitment and selection. The recruitment of an employee-expatriate. The duration of the expatriate work tasks. The stages of the expatriate's adaptation to the environment.	6		2				8	20	Information search, study of the literature presentation and the analysis of situations in teams (Dowling, Festing, & Engle (2013), p. 109-129; Sebastian Reiche, Stahl, Mendenhall, & Oddou, (2017), p. 189-208; Lucas, & Lupton (2006), p. 117-136; Briscoe, Schuler, & Tarique (2011), p. 221-247; Vance, & Paik (2006), p. 155-168)

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
The strategic aspects of IHRM	2	0,5	2				4,5	4	Information search, study of the literature presentation and the analysis of situations in teams (Briscoe, Schuler, & Tarique (2011), p. 29-53)
International training and improvement of the employees. Expatriate training model. "Green" training.	4		2				6	20	Information search, study of the literature presentation and the analysis of situations in teams (Dowling, Festing, & Engle (2013), p. 137-153; Lucas, & Lupton (2006), p. 147-166; Briscoe, Schuler, & Tarique (2011), p. 254-290; Vance, Paik (2006), p. 174-204; Ari, Karatepe, Rezapouraghdam, & Avci, (2021))
Employee competence. The types, characteristics of competences. The model of expatriate competence.	4	0,5	2				6,5	10	Information search, study of the literature presentation and the analysis of situations in teams (Dowling, Festing, & Engle (2013), p. 183-209)
International career. Career steps. Global supervisors. Psychological contract. The international career strategies. "Green" career.	4	0,5	2				6,5	15	Information search, study of the literature presentation and the analysis of situations in teams (Dowling, Festing, & Engle (2013), p. 98-100; Marquardt (2008))
Preparation for the examination.								11	Information search, the analysis of the written sources
Total	24	2	12				38	95	

Assessment strategy	Weight, %	Deadline	Assessment criteria
The assessment of the theoretical knowledge	25 %	In due time	The test consists of 10 closed and open questions (of different difficulty, from the comprehension to the assessment), each is evaluated by one point. The assessment is carried out in the following manner: 2,5: Excellent knowledge and abilities. Assessment level. 90-100 % of the right answers.

			<p>2: Good knowledge and abilities, there may be minor errors. Synthesis level. 70-89% of the right answers.</p> <p>1,5: Average knowledge and abilities, there are errors. 50-69% of the right answers.</p> <p>1: Below average knowledge and abilities, there are (major) errors. 30-49% of the right answers.</p> <p>0-0,5: The knowledge and abilities fulfil minimal requirements</p>
Group work and its presentation (according to a chosen country)	25 %	In due time	<p>The following aspects are assessed:</p> <ul style="list-style-type: none"> - <u>Presentation according to a chosen country.</u> Presentation of a chosen country which would disclose its economic, social, cultural, geographical and business specificity. Presentation of a country according to its IHRM specifics (0,7 points) - <u>Presentation of practical assignments to the audience.</u> Simulation of real-life situations, managemental games, etc., involving the whole audience in the game (1,5 points) - <u>Preparation of seminar report.</u> Description of practical assignments indicating what the assignment illustrates and what the expected results are), (0,3 points) - If the group work is not presented – 0 points
Examination	50 %	During the exam session	<p>Final examination consists of a concrete situation, related with IHRM activities, solutions by applying theoretical and practical knowledge gained during the course.</p> <p>The assessment is carried out in the following manner:</p> <p>5: Excellent knowledge and abilities. Assessment level. 90-100 % of the right answers.</p> <p>4: Good knowledge and abilities, there may be minor errors. Synthesis level. 70-89% of the right answers.</p> <p>3: Average knowledge and abilities, there are errors. 50-69% of the right answers.</p> <p>2: Below average knowledge and abilities, there are (major) errors. 30-49% of the right answers</p> <p>1: Minimal knowledge and abilities, there are (major) errors. 10-29% of knowledge and understanding.</p> <p>0: The knowledge and abilities do not fulfil minimal requirements</p>
<p>Student's knowledge and skills throughout all the tests and the examination is assessed from 1 to 10 points. The course is passed if:</p> <ul style="list-style-type: none"> • The results of all the tests are not lower than 5 points; • The mark of the examination is not lower than 5 points; <p>The final mark is presented not later than 4 days after the examination.</p>			
<p>For the external examination, the following formula is applied: Final grade = (individual practical work)*0,5+(theoretical test)*0,5.</p>			
<p>Evaluation strategy working remotely the same as expected.</p>			
<p>The use of an Artificial Intelligence (AI) generative model must be disclosed, so if an AI generative model has been used in a text, paper, report or other work, this must be clearly stated (with appropriate citations and/or a declaration of the use of an AI generative model). Failure to disclose the use of an AI generative model in an academic work is considered academic dishonesty. In order to ensure that generative AI tools (ChatGPT, etc.) have not been used in the preparation of the essay (i.e. the content of the essay has not been generated by the AI tools), if not disclosed, the lecturer has the right to ask follow-up questions, to use the AI detection tools and, if necessary, to modify or cancel the grade of the assignment.</p>			
<p>A student who (1) throughout the semester consistently fails to demonstrate progress in achieving the expected learning outcomes of a subject (module) during the practical classes (seminars, exercises, laboratory work, etc.) and (2) fails to complete all interim assessment requirements and tasks within the time specified in the course description, is not allowed to participate in the examination session.</p>			

Author	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				

Author	Publis hing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Harzing, A.W., &Pinnington, A.	2015	International human resource management.	ISBN 978144626731 8	SAGE Publications, 568 p.
Dowling, P., J., Festing, M., & Engle, A. D.	2013	International human resource management	ISBN 978-1- 4080-3209-1	Hampshire: CENGAGE Learning, 364 p.
Scholz, Ch., & Bohm, H.	2008	Human resource management in Europe	ISBN 978-0- 415-44761-4	New York: Routledge, 434 p.
Lucas, R., & Lupton, B.	2006	Human resource management in an international context	ISBN 978-1- 84398-109-1	Wiltshire: Cromwell Press, 377 p.
Vance, C. M., & Paik, Y.	2006	Managing a global workforce	ISBN: 13978- 0-7656-1069-0	M. E. Sharpe Inc.: 399 p. http://site.ebrary.com/lib/VILU/NIV/reader.action?docID=10178050&ppg=1
Dowling, P. J., Marion, F., & Allen. D. E.	2019	International Human Resource Management		Andover: Cengage Learning EMEA
Ari, E., Karatepe, O. M., Rezapouraghdam, H., & Avci, T.	2021	A Conceptual Model for Green Human Resource Management: Indicators, Differential Pathways, and Multiple Pro- Environmental Outcomes		E-straipsnis: https://www.mdpi.com/2071-1050/12/17/7089
Recommended reading				
Briscoe, D., Schuler, R., & Tarique, I.	2011	International Human Resource Management: Policies and Internship/work placements for Multinational Enterprises	4th. Edition	Routledge https://ebookcentral.proquest.com/lib/viluniv-ebooks/reader.action?docID=716523
Hodgetts, R. M.	2008	Modern human relations at work	978-0-324- 42149-1	Thomson South-Western, 603 p.
McNulty, Y., & Kerr, I.	2013	Managing Expatriates: A Return on Investment Approach.		https://ebookcentral.proquest.com/lib/viluniv-ebooks/detail.action?docID=1294954 .
Zheng, C.	2016	International Human Resource Management: Trends, Practices and Future Directions.	978163485016 2	New York: Nova Science Publishers, Inc. https://web.p.ebscohost.com/ehost/ebookviewer/ebook/ZTAWMHh3d19fMTM1MDU3NV9fQU41?sid=546f056a-e669-473e-8fe7-f9d8ebfef0a1@redis&vid=0&format=EB&rid=1
Sebastian, R. E. B., Stahl, G. K., Mendenhall, M. E., & Oddou, G. R.	2017	Readings and Cases in International Human Resource Management	978-1-138- 95049-8	Routledge, 504 p.
Pinzone, M., Guerci, M., Lettieri, E., & Huisingsh D.	2019	Effects of 'green' training on pro-environmental behaviors and job satisfaction: Evidence from the Italian healthcare sector		E-article: https://www.sciencedirect.com/science/article/pii/S0959652619311187
Marquardt, F.	2008	Green Careers	978-1-58207- 865-6	MLA 9th Edition (Modern Language Assoc.) Universum USA. E_knyga: https://web.p.ebscohost.com/ehost/ebookviewer/ebook/ZTAWMHh3d19fMjkzNzk0X19BTg

Author	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
				2?sid=643d9232-ff46-40ad-adfd-bc3b69ebad77@redis&vid=0&format=EB&rid=1
Stor, M.	2023	Human Resources Management in Multinational Companies: A Central European Perspective.		https://ebookcentral.proquest.com/lib/viluniv-ebooks/reader.action?docID=7245083&c=RVBVQg&ppg=1
Adekoya, O, Chima, M., & Hakeem, A.A.	2023	Global Perspectives on Green HRM: Highlighting Practices Across the World.		https://link.springer.com/book/10.1007/978-3-031-35795-4