HUMAN RESOURCE MANAGEMENT IN MULTINATIONAL RETAIL ENTERPRISES: STRATEGIC ISSUES AND SPECIFIC APPLICATION IN CHINA

MODULE OBJECTIVES

1. Develop understanding of strategic business role of International Human Resource Management (IHRM) in Multinational Retail Enterprises (MNREs)
2. Analyze several approaches to IHRM: strategies, structures and evolution over time
3. Consider interaction of business strategy/design and impact of host country culture on IHRM decisions and practices
4. Provide examples of challenges and practical implementation issues in execution of IHRM practices (including recruiting/selection, training, rewards and recognition, performance management, legal/governmental constraints, general management practice)
5. Understand specific challenges and opportunities for IHRM in China retailing (Examples from China used in all modules)
6. Define knowledge, skill and ability implications for effective HR management in MNREs

SEGMENT TITLES FOR THIS MODULE

1. Overview of Human Resource Management Issues and Challenges in Multinational Retail Enterprises
2. Approaches to IHRM in Multinational Retailing: Strategy, Structure and Change Over Time
3. IHRM Impact of History, Culture, Politics and Relationships: General Issues, and the Specific Case of Retailing in China
5. Core IHRM Practice in the MNRE (Part 2): Performance Management, Recognition and Rewards, Legal and Governmental Constraints, Business Ethics
### SEGMENT OBJECTIVES

See “Segment” Pages

### READINGS AND PREPARATION

Segment-Specific readings are included in each segment. Instructors interested in in-depth treatment of these topics should consider these texts:


### PERIPHERALS REQUIRED

Shown in each segment

### TIME REQUIRED FOR MODULE

The total time required for this module is approximately six hours, assuming that all five segments are included. Each segment requires about 60-75 minutes, depending on the depth of treatment, inclusion of exercises/cases, use of video, and instructor presentation time. The segments are designed to be relatively free-standing, so there is some intentional repetition of concepts in order to permit use of a single segment if that is what is desired for a particular instructional objective.