
SYLLABUS

Date/ Revision August 11, 2017
Faculty Business and Social Sciences
Approval Dr. Samuel Prasetya

SUBJECT : HUMAN RESOURCES MANAGEMENT 2 (INTERNATIONAL)

1. Identification of Subject:

Name of Subject : Human Resources Management 2 (International)
Code of Subject : INMG-3000
SKS / ECTS : 3 SKS
Semester : 5
Study Program : B-MGT/B-IBA
Lecturer : Zairil S.A.,S.Pd., MM & Dr. Samuel Prasetya

2. Competency

After having the course, students are expected to:

- Identify the main differences between domestic and international human resource management
- Identify the challenges of international business dynamics on international human resource management
- Identify the training and development requirements for expatriates
- Identify key success factors for international assignments

3. Description of Subject:

As corporation go global, one of the most complex and challenging issues international managers face today is how to effectively manage expatriates that may originate from parent, host and third countries.

While the diversity of manpower for international assignment is necessary for expansion as well as survival, it is imperative that managers develop appropriate procedures in the recruitment, training and development processes international human resource management (IHRM). Students in this course will familiarize themselves with various controllable and uncontrollable international environments that might affect the policies and guidelines of multinational corporations. As global firms no more possess the ultimate power to reduce the complexity of the international business environments, students will recognize why international business organizations will depend on experienced international managers who are sensitive to the host countries' cultural values and are well oriented about the local government policies as well as labor unions' activity.

4. Learning Approach

Approach	: Combination of expository - inquiry and collaborative
Method	: Discussions, questions/answers, sample problems/cases
Student Task	: Quizzes and group projects
Media	: LCD projector

5. Evaluation

a) Non-attendance maximum	: 25%
b) Homework/Projects	: 20 points
c) Presentation, Simulation	: 10 points
d) Quiz	: 10 points
e) Final Examination	: 60 points
Total	: 100 points

6. Contents/Topics of Lecturing:

Week	Content / Topics of Lecturing	Text Book Chapter	Remark
1	Introduction to International Human Resources Management	Chapter 1	Group project assignment
2	The Cultural Context of IHRM	Chapter 2	
3	The Organizational Context	Chapter 3	
4	IHRM in Cross-Border Mergers & Acquisitions, International Alliances and SMEs	Chapter 4	Quiz 1
5	Sourcing Human Resources for Global Markets – Staffing, Recruitment and Selection	Chapter 5	
6	International Performance Management	Chapter 6	
7	Review	Chapter 1-6	Quiz 2
8	Semester Break: Only Make-Up Classes		
9	International Training, Development and Careers	Chapter 7	
10	International Compensation	Chapter 8	
11	International Industrial Relations and The Global Institutional Context	Chapter 9	
12	IHRM Trends and Future Challenges	Chapter 10	Quiz 3
13	Case Study		
14	Case Study		
15	Review	Chapter 1 - 10	Quiz 4
16	Semester Break: Only Make-Up Classes		
17	Final Examination	All Chapters	

7. Book Reference:

a) Main Textbook

Paul Evans, Vladimir Pucik, Ingmar Bjorkman The Global Challenge: International Human Resource Management, 2nd Edition, McGraw-Hill/Irwin

b) Supplement Articles

Various online journal articles

8. Detail of Lecturing Activity (LESSON PLAN):

WEEK : 1
Duration : 3 x 50 minutes
Topic : Introduction to International Human Resources Management
Subtopic : Defining International HRM
 Differences between domestic and international HRM
 Variables of domestic and international HRM
 Strategic view of IHRM
 Enduring context of IHRM

Learning Outcomes of Lesson:

1. **Main Competency.** The students are expected able to:
 - Define the key terms in IHRM.
 - Definition of IHRM.
 - Issues of expatriate international assignment management .

2. **Supporting Competency.** The students are expected able to:
 - Explain the role of international human resource management.
 - Discuss issues in international human resource management.
 - Outline differences between domestic and international HRM
 - Present the complexity of IHRM

DETAIL OF LECTURING ACTIVITY

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> • Introduce Chapter 1 objectives 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> • What is IHRM • Function and responsibilities of Human Resources • Similarities and differences between domestic and international HRM • HR activities in multinational firms • Variables of domestic and international HRM 	<ul style="list-style-type: none"> • Listening into the Lecturer • Read the Text Book • Surf the web 	Beamer/ LCD Black / White Board Students Laptop,
Closing	<ul style="list-style-type: none"> • Inform the student the next 2nd 	<ul style="list-style-type: none"> • Listening to the lecturer 	Lecturing

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
	meeting and material		
Evaluation	<ul style="list-style-type: none"> evaluate the students activity during the lesson evaluate and observe, how the students solve the problem 		
Reference	Text Book Chapter 1		

WEEK : 2
 Duration : 3 x 50 minutes
 Topic : The Cultural Context of IHRM
 Subtopic : Definition of Culture
 Cultural Concepts
 Results of intercultural management
 Reflections on cross-cultural management research
 The development of cultures

Learning Outcomes of Lesson:

- Main Competency.** The students are expected able to:
 - Explain the culture and its concepts.
 - Understand the complexity of IHRM
 - Present dimensions of IHRM and matrix solution
- Supporting Competency.** The students are expected able to:
 - Describe of organizational behavior within countries and cultures
 - Compare the organizational behavior between countries and cultures
 - Explain the interaction between employees, customers, suppliers or business partners from different countries and cultures.

DETAIL OF LECTURING ACTIVITY

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> Definition of Culture and Concepts 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> What is Culture Concepts of Culture Results of intercultural 	<ul style="list-style-type: none"> Listening into the Lecturer Read the Text Book 	Beamer/ LCD Black / White Board

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
	management <ul style="list-style-type: none"> • Reflections on cross-cultural management research • The development of cultures 	<ul style="list-style-type: none"> • Surf the web 	Students Laptop,
Closing	<ul style="list-style-type: none"> • Inform the student the next 3rd meeting and material 	<ul style="list-style-type: none"> • Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> • evaluate the students activity during the lesson • evaluate and observe, how the students solve the problem 		
Reference	Text Book Chapter 2		

WEEK : 3

Duration : 3 x 50 minutes

Topic : The Organizational Context

Subtopic : Issues of standardization and localization.

Structural responses to international growth.

Control and coordination mechanisms, including cultural control.

Effect of responses on human resource management approaches and activities

Learning Outcomes of Lesson:

1. Main Competency. The students are expected able to:

- Explain Management demands of international growth
- Understand Balancing the standardization and localization of human resource management in MNEs
- Describe Institutional effects on MNEs

2. Supporting Competency. The students are expected able to:

- Describe the impact of the cultural and institutional context on HRM practices
- Stages of internationalization
- Explain International division structure.
- Understand The place of the HR function in structural forms
- Clarify control strategies for multinational firms

DETAIL OF LECTURING ACTIVITY

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> Definition of Organizational Context 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> What are Issues of standardization and localization Structural responses to international growth. Control and coordination mechanisms, including cultural control. Effect of responses on human resource management approaches and activities 	<ul style="list-style-type: none"> Listening into the Lecturer Read the Text Book Surf the web 	Beamer/ LCD Black / White Board Students Laptop,
Closing	<ul style="list-style-type: none"> Inform the student the next 4th meeting and material 	<ul style="list-style-type: none"> Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> evaluate the students activity during the lesson evaluate and observe, how the students solve the problem 		
Reference	Text Book Chapter 3		

WEEK : 4
Duration : 3 x 50 minutes
Topic : IHRM in Cross-Border Mergers & Acquisitions, International Alliances and SMEs
Subtopic : Mergers and acquisitions (M&As)
 International joint ventures (IJVs)

Learning Outcomes of Lesson:

1. Main Competency. The students are expected able to:

- Explain Equity and non-equity modes of foreign operation
- Understand The formation processes of M&As and HR Challenges
- Describe HR activities in the phases of a cross-border M&A
- Narrate Formation of an international equity joint venture

2. Supporting Competency. The students are expected able to:

- Describe SME definition
- Stages of Recruitment, selection and retention
- Understand Human resource development : The challenge of learning

- Clarify Limited resources of the HR department and outsourcing

DETAIL OF LECTURING ACTIVITY

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> • What is Mergers and acquisitions (M&As); International joint ventures (IJVs) 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> • What are Issues of Equity and non-equity modes of foreign operation • Understand The formation processes of M&As and HR Challenges • Describe HR activities in the phases of a cross-border M&A • Narrate Formation of an international equity joint venture 	<ul style="list-style-type: none"> • Listening into the Lecturer • Read the Text Book • Surf the web 	Beamer/ LCD Black / White Board Students Laptop,
Closing	<ul style="list-style-type: none"> • Inform the student the next 5th meeting and material 	<ul style="list-style-type: none"> • Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> • evaluate the students activity during the lesson • evaluate and observe, how the students solve the problem 		
Reference	Text Book Chapter 4		

- WEEK** : 5
- Duration** : 3 x 50 minutes
- Topic** : Sourcing Human Resources for Global Markets – Staffing, Recruitment and Selection
- Subtopic** : Issues relating to the various approaches to staffing foreign operations
The reasons for using international assignments
The various types of international assignments
The role of expatriates and non-expatriates
The debate surrounding expatriate failure as a starting point.
Selection criteria and procedures for international assignments.
Gender in international HRM

Learning Outcomes of Lesson:

- 1. Main Competency.** The students are expected able to:

- Explain approaches to staffing
- Understand The advantages and disadvantages of using PCNs, TCNs and HCNs
- Describe Determinants of staffing choices
- Narrate transferring staff for international business activities

2. Supporting Competency. The students are expected able to:

- Describe Reasons for international assignments
- Identify The roles of an expatriate
- Understand Differences between traditional and short-term assignments
- Clarify Recruitment and selection of international managers

DETAIL OF LECTURING ACTIVITY

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> • What are steps of Staffing, Recruitment and Selection 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> • Issues of staffing foreign operations • Types of international assignments • The role of expatriates and non-expatriates • Selection criteria and procedures for international assignments. • Gender in international HRM 	<ul style="list-style-type: none"> • Listening into the Lecturer • Read the Text Book • Surf the web 	Beamer/ LCD Black / White Board Students Laptop,
Closing	<ul style="list-style-type: none"> • Inform the student the next 6th meeting and material 	<ul style="list-style-type: none"> • Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> • evaluate the students activity during the lesson • evaluate and observe, how the students solve the problem 		
Reference	Text Book Chapter 5		

WEEK : 6
Duration : 3 x 50 minutes
Topic : International Performance Management
Subtopic :

- Multinational performance management at the global and local level
- Performance management as part of a MNE's control system.
- Expatriate performance : compensation package, task and role, headquarters' support, host environment factors and cultural

adjustment.

- Performance management of expatriates and non-expatriates, and for those on non-standard tasks and assignments such as commuter and virtual work.
- Issues related to the performance appraisal of international employees.

Learning Outcomes of Lesson:

1. Main Competency. The students are expected able to:

- Explain perspectives, issues, actions and consequences in MNE performance management
- Understand MNE control and performance
- Describe Variables affecting expatriate performance

2. Supporting Competency. The students are expected able to:

- Describe PCN role conception
- Identify TCN role conception
- Understand Performance appraisal of international employees
- Clarify Performance criteria

DETAIL OF LECTURING ACTIVITY

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> • What is the performance management 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> • Perspectives, issues, actions and consequences in MNE performance management • MNE control and performance • Variables affecting expatriate performance • PCN role conception • TCN role conception • Performance appraisal of international employees • Performance criteria 	<ul style="list-style-type: none"> • Listening into the Lecturer • Read the Text Book • Surf the web 	Beamer/ LCD Black / White Board Students Laptop,
Closing	<ul style="list-style-type: none"> • Inform the student the next meeting and material 	<ul style="list-style-type: none"> • Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> • evaluate the students activity during the lesson • evaluate and observe, how the students solve the problem 		

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Reference	Text Book Chapter 6		

WEEK : 7
 Duration : 3 x 50 minutes
 Topic : Review Chapter 1 - 6
 Subtopic : Student's presentation / Quiz

WEEK : 8
 Duration : 3 x 50 minutes
 Topic : Semester Break:
 Subtopic : Only Make-Up Classes

WEEK : 9
 Duration : 3 x 50 minutes
 Topic : International Training, Development and Careers
 Subtopic :

- The role of training in supporting expatriate adjustment and on-assignment performance.
- Components of effective pre-departure training programs
- The effectiveness of pre-departure training.
- The developmental aspect of international assignments.
- Training and developing international management teams.
- Trends in international training and development.

Learning Outcomes of Lesson:

1. Main Competency. The students are expected able to:

- Explain The process of re-entry or repatriation
- Understand Job-related issues
- Describe Social factors that affect re-entry and work adjustment
- Clarify MNE responses to repatriate concerns

2. Supporting Competency. The students are expected able to:

- Describe Staff availability and career issues
- Identify Return on investment (ROI) and knowledge transfer
- Understand Designing a repatriation program.
- Clarify Broader international career issues

DETAIL OF LECTURING ACTIVITY

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> What is International Training, Development and Careers 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> The role of training in supporting expatriate adjustment and on-assignment performance. Components of effective pre-departure training programs The effectiveness of pre-departure training. The developmental aspect of international assignments. Training and developing international management teams. Trends in international training and development 	<ul style="list-style-type: none"> Listening into the Lecturer Read the Text Book Surf the web 	Beamer/ LCD Black / White Board Students Laptop,
Closing	<ul style="list-style-type: none"> Inform the student the next 10th meeting and material 	<ul style="list-style-type: none"> Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> evaluate the students activity during the lesson evaluate and observe, how the students solve the problem 		
Reference	Text Book Chapter 7		

- WEEK** : 10
Duration : 3 x 50 minutes
Topic : International Compensation
Subtopic :
 - The complexities of compensation in an international context.
 - Key components of an international compensation program.
 - Outline the two main approaches to international compensation
 - Introduce a third emerging approach to international compensation
 - Special problem areas of taxation, valid international living cost data and the problem of managing TCN compensation.
 - Recent developments and global compensation issues.

Learning Outcomes of Lesson:

- 1. Main Competency.** The students are expected able to:

- Explain going rate approach
- Understand Advantages and disadvantages of the going rate approach
- Describe The balance sheet approach
- Clarify Expatriate compensation worksheet
- Define Advantages and disadvantages of the balance sheet approach

2. **Supporting Competency.** The students are expected able to:

- Describe compensation approaches and strategies for long-term international assignments
- Identify Social security contributions by employers and employees
- Understand Complexity, challenges and choices in global pay

DETAIL OF LECTURING ACTIVITY

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> • What is International Compensation 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> • The complexities of compensation in an international context. • Key components of an international compensation program. • Outline the two main approaches to international compensation • Introduce a third emerging approach to international compensation • Special problem areas of taxation, valid international living cost data and the problem of managing TCN compensation. • Recent developments and global compensation issues. 	<ul style="list-style-type: none"> • Listening into the Lecturer • Read the Text Book • Surf the web 	Beamer/ LCD Black / White Board Students Laptop,
Closing	<ul style="list-style-type: none"> • Inform the student the next 11th meeting and material 	<ul style="list-style-type: none"> • Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> • evaluate the students activity during the lesson • evaluate and observe, how the students solve the problem 		

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Reference	Text Book Chapter 8		

- WEEK** : 11
Duration : 3 x 50 minutes
Topic : International Industrial Relations and The Global Institutional Context
Subtopic :
- Key issues in international industrial relations and the policies and practices of MNEs.
 - Potential constraints that trade unions may have on MNEs.
 - Key concerns that trade unions have with regard to the activities.
 - Recent trends and issues in the global workforce context.
 - Formation of regional economic zones such as the European Union and the impact of opponents to globalization.
 - Present issues of codes of conduct and nongovernmental organizations
 - HR implications of offshoring strategies.

Learning Outcomes of Lesson:

1. Main Competency. The students are expected able to:

- Explain Industrial relations policies and practices of multinational firms
- Understand influencing wage levels
- Describe the ability of multinationals to vary employment levels
- Clarify global integration of the operations
- Define International trade

2. Supporting Competency. The students are expected able to:

- Describe Regulation of multinationals by international organizations
- Identify regional integration
- Understand code of conduct
- Define concept of offshoring and its strategic importance

DETAIL OF LECTURING ACTIVITY

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Introduction	• What is International Industrial Relations and The Global Institutional Context	Group Formation	Lecturing

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Delivery	<ul style="list-style-type: none"> • What are the key issues in international industrial relations and the policies and practices of MNEs. • Potential constraints that trade unions may have on MNEs. • Key concerns that trade unions have with regard to the activities. • Recent trends and issues in the global workforce context. • Formation of regional economic zones such as the European Union and the impact of opponents to globalization. • Present issues of codes of conduct and nongovernmental organizations • HR implications of offshoring strategies. 	<ul style="list-style-type: none"> • Listening into the Lecturer • Read the Text Book • Surf the web 	<p>Beamer/ LCD Black / White Board</p> <p>Students Laptop,</p>
Closing	<ul style="list-style-type: none"> • Inform the student the next 12th meeting and material 	<ul style="list-style-type: none"> • Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> • evaluate the students activity during the lesson • evaluate and observe, how the students solve the problem 		
Reference	Text Book Chapter 9		

- WEEK** : 12
- Duration** : 3 x 50 minutes
- Topic** : IHRM Trends and Future Challenges
- Subtopic** :
- International business ethics and HRM.
 - Mode of operation and IHRM.
 - Ownership issues relating to IHRM requirements of organizations other than the large multinational, such as non-government organizations (NGOs).
 - Safety, security and terrorism issues.

Learning Outcomes of Lesson:

1. Main Competency. The students are expected able to:

- Explain A model of strategic HRM in multinational enterprises

- Understand New global developments on the criminalization of bribery
- Describe Ethics-related challenges for the HR function of the multinational enterprise
- Clarify Non-government organizations (NGOs)

2. **Supporting Competency.** The students are expected able to:

- Describe External factors: Challenges in an uncertain world: Safety, security and counterterrorism
- Identify The evolving field of IHRM
- Understand The evolving role of the HRM function in MNEs

DETAIL OF LECTURING ACTIVITY

Phase	TOPIC: Lecturer / Facilitator Activity	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> • What are IHRM Trends and Future Challenges 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> • International business ethics and HRM. • Mode of operation and IHRM. • Ownership issues relating to IHRM requirements of organizations other than the large multinational, such as non-government organizations (NGOs). • Safety, security and terrorism issues. 	<ul style="list-style-type: none"> • Listening into the Lecturer • Read the Text Book • Surf the web 	Beamer/ LCD Black / White Board Students Laptop,
Closing	<ul style="list-style-type: none"> • Inform the student the next 13th activity (case study) 	<ul style="list-style-type: none"> • Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> • evaluate the students activity during the lesson • evaluate and observe, how the students solve the problem 		
Reference	Text Book Chapter 10		

WEEK : 13
Duration : 3 x 50 minutes
Topic : Case Study – Group Discussion
Subtopic :

- Case 1 : Spanning the Globe
- Case 2 : Quality Compliance at the Hawthorn Arms
- Case 3 : Wolfgang’s Balancing Act: Rewarding Healthcare Executives in

- a Dispersed Yet Integrated Firm
- Case 4 : Strategic Forecasts and Staffing Formulation: Executive and Managerial Planning for Bosch-Kazakhstan

Learning Outcomes of Lesson:

1. Main Competency. The students are expected able to:

- Understand the underlying issues
- Describe the way out of the issue

2. Supporting Competency. The students are expected able to:

- Identify the problem in each case
- Understand to find the right solutions

DETAIL OF ACTIVITY

Phase	ACTIVITY :	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> • Each group receives a different case study and present it in front of the class 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> • Each student is required to provide feedback and comments on the case 	<ul style="list-style-type: none"> • Listening into the Lecturer • Read the Text Book • Surf the web 	Beamer/ LCD Black / White Board Students Laptop,
Closing	<ul style="list-style-type: none"> • Inform the student the next 14th activity (case study) 	<ul style="list-style-type: none"> • Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> • evaluate the students activity during the lesson • evaluate and observe, how the students solve the problem 		
Reference	Case study 1 - 4		

- WEEK** : 14
- Duration** : 3 x 50 minutes
- Topic** : Case Study – Group Discussion
- Subtopic** :
- Case 5 : Local and International? Managing Complex Employment Expectations
 - Case 6 : Expatriate Compensation at Robert Bosch GmbH: Coping With Modern Mobility Challenges
 - Case 7 : Balancing Values – An Indian Perspective on Corporate Values from Scandinavia

- Case 8 : Just Another Move to China? The Impact of International Assignments on Expatriate Families

Learning Outcomes of Lesson:

1. Main Competency. The students are expected able to:

- Understand the underlying issues
- Describe the way out of the issue

2. Supporting Competency. The students are expected able to:

- Identify the problem in each case
- Understand to find the right solutions

DETAIL OF ACTIVITY

Phase	ACTIVITY :	Students activity	Method / Lecturing Tools / Remarks
Introduction	<ul style="list-style-type: none"> • Each group receives a different case study and present it in front of the class 	Group Formation	Lecturing
Delivery	<ul style="list-style-type: none"> • Each student is required to provide feedback and comments on the case 	<ul style="list-style-type: none"> • Listening into the Lecturer • Read the Text Book • Surf the web 	Beamer/ LCD Black / White Board Students Laptop,
Closing	<ul style="list-style-type: none"> • Summary of International Human Resources 	<ul style="list-style-type: none"> • Listening to the lecturer 	Lecturing
Evaluation	<ul style="list-style-type: none"> • evaluate the students activity during the lesson • evaluate and observe, how the students solve the problem 		
Reference	Case study 5 - 8		