Human Resource Management Practices in Mexico

By Pramila Rao, Ph.D.
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Human Resource Management Practices in Mexico

OVERVIEW
This learning module is designed for an undergraduate or graduate global human resource management (HRM) class focusing on understanding HRM practices from different countries.

The learning module is divided into five units to be taught over five 50-minute classes. Instructors are free to use their own teaching styles and lecture formats and adapt the learning module to their own styles.

The units consist of the following:

**Unit 1: Background information and federal laws**
- Presentation from students: Slide 14.
- Quiz 1: Slide 15.

**Unit 2: HR practices in Mexico**
- HR practices in Mexico.
- Article discussion and submission of a two-page response (Slide 24, please see the teaching notes).

**Unit 3: Culture and HR practices**
- National Cultural Profile: Definitions of cultural dimensions and scores from the GLOBE study.
- Implications of national culture for HRM.

**Unit 4: Share and learn: Bio-data exercise (connecting national cultural dimensions)**
- Socrates seminar (emphasizing HRM practices and national cultures).

**Unit 5: Quiz 2 and immigration patterns**
Learning Module Outline

UNIT 1

- Slides 5-15: Provide students information about the historical and business background of Mexico.
- Frequently pause and ask students what they think about several bullet points. For example:
  - Slide 9: Mexico is a large exporter—what do you think it exports?
  - Slide 9: Why is Mexico a better IT outsourcing choice compared with India and China?
- Slide 15: Administer Quiz 1.

- Assign students the research project on best practices for the next class. For this project, the students should form groups of 2-3 students based on the class size. The assignment involves:
  - Preparing a 10-minute presentation about their research for the next class. Encourage students to ask questions during the each group’s presentation to give them a good grounding of the local HR practices of these best companies.
  - For increased class participation, the instructor can ask how these HR practices are different in their company (for a working audience).

UNIT 2

- Begin this unit with the student presentations of best practices. Provide 10 minutes per group presentation if possible, based on class size.
- Slides 16-24: Present these slides and frequently pause and ask students about their understanding of various HR practices. Ask if there is a difference in their organizations/culture.

UNIT 3

- Begin the unit with discussing the answers to the article provided in Unit 2. Generate discussion by asking students to play the devil’s advocate (taking an opposing viewpoint).
- Spend time making sure students have thoroughly understood national cultural dimensions. For example: What is your understanding of assertiveness? From the
definition provided, how do you think this will manifest in HRM practices? Do any of these dimensions affect HR practices at your workplace?

UNIT 4

- Slide 33: Ask students to examine the bio-data and identify items they consider personally invasive.

- Generate discussion by asking probing questions. For instance:
  - Why is weight and age important in the Mexican employment culture?
  - What do applicants’ photos have to do with their job performance?
  - Do you think U.S. multinational organization erred in following local recruitment patterns?

- Slide 35: Provide the articles and handouts cited on the slide (see Appendix 3) and ask the students to generate questions based on a Socratic dialogue.

- Provide 30 minutes for reading and 20 minutes for questions and dialogue.

- This will be an entirely in-class activity and will significantly increase the students’ understanding of national cultural dimensions.

- Assign students to study for the quiz they will take during next class. The quiz is based on content from slides 17-32.

UNIT 5

- Slide 36: Administer Quiz 2 and allow about 15-20 minutes. Discuss answers with students and answer any questions.

- Address immigration patterns and discuss the article that identifies specific HR consequences of Mexican immigration.
References


**POWERPOINT PRESENTATION REFERENCES**

**Slide 6**


**Slide 7**


**Slide 8**


Slide 9


Slide 10


Slide 11


Slide 12
Slide 18

Slide 37
Appendix 1: Mexican Bio-Data and Description of Categories

SHARE AND LEARN CLASS EXERCISE 1 (30 MINUTES)
Mexican organizations generally seek abundant personal information from applicants’ bio-data (referred to as solicitud de empleo). The bio-data usually fall into the following categories:

1. **Personal data** *(datos personales)* includes specific personal information such as maternal and paternal names, place of birth, age, people with whom an applicant lives and people who are dependent upon him or her.

2. **Documentation** *(documentacion)* seeks personal information about documents related to such things as a unique personal identification number, military service, passport number, driver’s license class number, social health number and documents that permit work activities within the country.

3. **Health status and personal habits** *(estado de salud y habitos personales)* identifies information on current health status, chronic health problems, favorite hobbies and preferred club memberships.

4. **Family data** *(datos familiares)* seeks information on parents, spouse and children.

5. **Educational history** *(escolaridad)* solicits information about an applicant’s degrees or certifications, including the age of the applicant at the time of completion of each degree or certification.

6. **General knowledge** *(conocimientos generales)* seeks information about foreign language skills, computer skills and any specific office expertise.

7. **Detailed work history** *(empleo actual y anteriores)* identifies previous positions with bosses’ names and contact information, and previous salaries.

8. **Personal references** *(referencias personales)* asks for personal references confirming the bio-data information submitted.

9. **General data** *(datos generales)* elaborates any geographical work preferences, personal connections in the organization, union memberships and travel preferences.

10. **Economic information** *(datos economicos)* seeks personal property information (such as rent or own), automobile information, loans, spouse’s salary.

Instructor: please have students comment on the items of the Mexican bio-data.
**Solicitud de Empleo**

<table>
<thead>
<tr>
<th>Puesto que solicita</th>
<th>Sueldo Mensual deseado</th>
<th>Sueldo Mensual Aprobado</th>
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**NOTA**: Toda información aquí proporcionada será tratada confidencialmente.

<table>
<thead>
<tr>
<th>Fecha de Contratación</th>
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### Datos Personales

<table>
<thead>
<tr>
<th>Apellido Paterno</th>
<th>Apellido Materno</th>
<th>Nombre(s)</th>
<th>Edad</th>
<th>Años</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Domicilio</th>
<th>Colonia</th>
<th>Código Postal</th>
<th>Teléfono</th>
<th>Sexo</th>
<th>Masculino</th>
<th>Femenino</th>
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<table>
<thead>
<tr>
<th>Ciudad, Estado</th>
<th>Lugar de Nacimiento</th>
<th>Fecha de Nacimiento</th>
<th>Nacionalidad</th>
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| Vive con | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|
| Sus padres | Su familia | Parientes | Solo | Estatura | Peso |
|           |           |           |      |          |     |

| Personas que dependen de usted | | | | | | | |
| Hijos | Cónyuge | Padres | Otros | Estado Civil | Soltero | Casado | Otro |
|       |        |       |       |              |         |       |     |

### Documentación

<table>
<thead>
<tr>
<th>Clave Única de Registro de Población</th>
<th>AFORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reg. Fed. De Contribuyentes</td>
<td>Numero de Seguridad Social</td>
</tr>
<tr>
<td>Cartilla de Servicio Militar No.</td>
<td>Pasaporte No.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tiene licencia de manejo</th>
<th>Clase y Número de Licencia</th>
<th>Siendo extranjero que documentos le permiten trabajar en el país</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sí</td>
<td></td>
<td></td>
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</tbody>
</table>

### Estado de Salud y Hábitos Personales

<table>
<thead>
<tr>
<th>¿Cómo considera su estado de salud actual?</th>
<th>¿Padece alguna enfermedad crónica?</th>
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<tbody>
<tr>
<td>Bueno</td>
<td>Regular</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>¿Práctica Ud. Algún Deporte?</th>
<th>¿Permanece a algún Club Social o Deportivo?</th>
<th>¿Cuál es su pasatiempo favorito?</th>
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<td></td>
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<table>
<thead>
<tr>
<th>¿Cuál es su meta en la vida?</th>
<th></th>
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</table>

### Datos Familiares

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Vive</th>
<th>Fin</th>
<th>Domicilio</th>
<th>Ocupación</th>
</tr>
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<tbody>
<tr>
<td></td>
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| Padre | | | |
|       | | | |

| Madre | | | |
|       | | | |

| Esposa (o) | | | |
|------------| | | |

<table>
<thead>
<tr>
<th>Nombre y edades de los hijos</th>
<th></th>
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### Escolaridad

<table>
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<tr>
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<th>Dirección</th>
<th>De</th>
<th>A</th>
<th>Titulo Recibido</th>
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<tr>
<th>Primaria</th>
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<tr>
<th>Secundaria o Prevocacional</th>
<th></th>
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<table>
<thead>
<tr>
<th>Preparatoria o Vocacional</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Profesional</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Comercial u Otras</th>
<th></th>
</tr>
</thead>
</table>

| Estudios que está efectuando en la actualidad: | | |
|------------------------------------------------| | |

<table>
<thead>
<tr>
<th>Escuela</th>
<th>Horario</th>
<th>Curso o Carrera</th>
<th>Grado</th>
<th></th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Conocimientos Generales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Que idiomas habla</td>
</tr>
<tr>
<td>Funciones de oficina que domina</td>
</tr>
<tr>
<td>Maquina de Oficina o taller que sepa manejar</td>
</tr>
<tr>
<td>Otros trabajos o funciones que domina</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Empleo Actual y Anteriores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepto</td>
</tr>
<tr>
<td>Tiempo que presto sus servicios</td>
</tr>
<tr>
<td>Nombre de la Compañía</td>
</tr>
<tr>
<td>Dirección</td>
</tr>
<tr>
<td>Teléfono</td>
</tr>
<tr>
<td>Puesto desempeñado</td>
</tr>
<tr>
<td>Suelos Mensual:</td>
</tr>
<tr>
<td>Motivo de separación</td>
</tr>
<tr>
<td>Nombre de su jefe directo</td>
</tr>
<tr>
<td>Puesto de jefe directo</td>
</tr>
<tr>
<td>Podemos solicitar informes de usted</td>
</tr>
<tr>
<td>Si</td>
</tr>
<tr>
<td>Comentarios de su jefe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Referencias Personales (favor de no incluir a jefes anteriores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
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<tr>
<td>--------</td>
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<table>
<thead>
<tr>
<th>Datos Generales</th>
<th>Datos Económicos</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cómo supo de este empleo?</td>
<td>¿Tiene usted otros ingresos? Importe mensual</td>
</tr>
<tr>
<td>Anuncio</td>
<td>Otro medio (análogo)</td>
</tr>
<tr>
<td>¿Tiene parientes trabajando en esta Empresa?</td>
<td>¿Su cónyuge trabaja? Percepción mensual</td>
</tr>
<tr>
<td>No</td>
<td>Sí (números)</td>
</tr>
<tr>
<td>¿Ha estado afianzado?</td>
<td>¿Vive en casa propia? Valor aproximado</td>
</tr>
<tr>
<td>No</td>
<td>Sí (nombre de la Cía.)</td>
</tr>
<tr>
<td>¿Ha estado afiliado a algún sindicato?</td>
<td>¿Paga renta? Renta mensual</td>
</tr>
<tr>
<td>No</td>
<td>Sí a Cual?</td>
</tr>
<tr>
<td>¿Tiene seguro de vida?</td>
<td>¿Tiene automóvil propio? Marca Modelo</td>
</tr>
<tr>
<td>No</td>
<td>Sí (nombre de la Cía.)</td>
</tr>
<tr>
<td>¿Puede viajar?</td>
<td>¿Tiene deudas? Importe</td>
</tr>
<tr>
<td>Sí</td>
<td>No (razones)</td>
</tr>
<tr>
<td>¿Esta dispuesto a cambiar de lugar de residencia?</td>
<td>¿Cuanto abona mensualmente?</td>
</tr>
<tr>
<td>Si</td>
<td>No (razones)</td>
</tr>
<tr>
<td>Fecha en que podría presentarse a trabajar</td>
<td>A cuánto ascienden sus gastos mensuales?</td>
</tr>
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<table>
<thead>
<tr>
<th>Comentarios del Entrevistador y Firma</th>
<th>Hago constar que mis respuestas son verdaderas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Firma del solicitante</td>
</tr>
</tbody>
</table>

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Appendix 2: Quizzes

QUIZ 1

Unit 1: Background, History and Federal Acts (Slides 6-12)

1. The President of Mexico is elected once every _______ years.
   A. Four.
   B. Five.
   C. Three.
   D. Six.

2. The colors of the Mexican flag symbolically represent:
   A. Agriculture, slavery, strength.
   B. Hope, peace, strength.
   C. Freedom, purity, intelligence.
   D. None of the above.

3. The main religion in Mexico is:
   A. Protestant.
   B. Roman Catholic.
   C. Aztecs and Mayan faith.
   D. None of the above.

4. Mexicans believe in public displays of their religious faith.
   A. True.
   B. False.

5. The Mexicans were ruled by the Spanish for almost _______ years.
   A. 100.
   B. 150.
   C. 300.
   D. 500.
6. The political party that ruled Mexico for almost seven decades after its independence was:
   A. PRI.
   B. PAN.
   C. Both of the above.
   D. None of the above.

7. The establishment of maquiladoras, considered an important step in the Mexican internationalization process, refers to:
   A. Mexican trade laws.
   B. Mexican manufacturing plants.
   C. U.S.-owned manufacturing plants.
   D. Farmer’s fees.

8. Maquiladoras provide the Mexican economy with:
   A. Foreign exchange and local employment.
   B. Foreign goods and international exposure.
   C. Domestic goods and domestic employment.
   D. None of the above.

9. The term “aguinaldo” refers to:
   A. Social security.
   B. Income taxes.
   C. Christmas bonus.
   D. Profit-sharing.

10. Minimum wages in Mexico are dictated by:
    A. Economic levels.
    B. State laws.
    C. Geographic areas.
    D. All of the above.
11. All companies in Mexico must provide employees a mandatory distribution of _______ of the gross profits.
   A. 5 percent.
   B. 25 percent.
   C. 15 percent.
   D. 10 percent.

12. The INFONAVIT refers to _____________ and is _______ of employee’s salary.
   A. Training programs, 10 percent.
   B. Housing fund, 5 percent.
   C. Social security, 5 percent.
   D. Retirement savings, 8 percent.

13. If you were the HR director of a multinational organization in Mexico, would you provide December 12, Day of Our Lady Guadalupe, as an optional holiday?
   A. Yes.
   B. No.
   C. Undecided.

14. There are ________ mandated federal holidays in Mexico.
   A. 10.
   B. 15.
   C. 12.
   D. 7.
QUIZ 1

Unit 1: Background, History and Federal Acts
(Slides 6-12)

Correct Answers
1. D
2. B
3. B
4. A
5. C
6. A
7. B
8. A
9. C
10. C
11. D
12. B
13. A
14. D
QUIZ 2

Unit 2: Culture and HR Practices (Slides 17-32)

1. Power distance is:
   A. Anxiety about the unknown.
   B. How superiors and subordinates interact.
   C. How organizations support employees.
   D. None of the above.

2. Uncertainty avoidance is:
   A. Concern about promotions.
   B. Bureaucracy and strict rules.
   C. Anxiety about being fired.
   D. All the above.

3. High masculinity scores are displayed by:
   A. A strong leader in the organization.
   B. Exaggerated display of titles.
   C. Nurturing work environment.
   D. Strong bond between employees.

4. In-group collectivism is reflected by:
   A. Strong bonds to the organization.
   B. Strong bonds to the organization, family and friends.
   C. Strong feelings of self-achievement.
   D. None of the above.

5. Mexican bio-data seek elaborate personal information because of this national dimension:
   A. Power distance.
   B. In-group collectivism.
   C. Uncertainty avoidance.
   D. Masculinity.
6. Training was mandated by federal law because:
   A. Organizations did not provide adequate training.
   B. Universities did not prepare students very well.
   C. Training improves organizational efficiency.
   D. All of the above.

7. Objective performance appraisals are challenging in Mexico due to:
   A. Collectivism and masculinity.
   B. Power distance and collectivism.
   C. Uncertainty avoidance and collectivism.
   D. None of the above.

8. The feedback interview in the appraisal process is:
   A. Considered a social exchange process.
   B. Mandated by the federal law.
   C. Provided with a group of employees.
   D. None of the above.

9. Mexican employees receive _________ weeks of vacation after one year of work:
   A. 10.
   B. 12.
   C. 15.
   D. 6.

10. There is an emphasis on family-friendly practices because of this cultural dimension:
    A. Power distance.
    B. Uncertainty avoidance.
    C. In-group collectivism.
    D. Masculinity.
11. The retirement age in Mexico is:
   A. 60 years of age.
   B. 65 years of age.
   C. 58 years of age.
   D. All of the above.

12. Paid maternity leave for Mexican women is usually:
   A. 6 weeks.
   B. 10 weeks.
   C. 4 weeks.
   D. 12 weeks.
QUIZ 2

Unit 2: Culture and HR Practices
(Slides 17-32)

Correct Answers
1. B
2. B
3. B
4. B
5. C
6. B
7. B
8. A
9. D
10. C
11. D
12. D
Appendix 3: Socrates Seminar

Understanding Mexican Culture (Slide 35)

Students ask questions and engage in a stimulating dialogue with their peers. The instructor merely facilitates the discussion. The Socrates method uses dialogue as a learning tool to explore different individual opinions. As you read the article, ask “why,” “what for” and “so what” questions.

This type of discussion involves three steps:

- As you read the article, write down your questions in the space below.
- After everyone has finished reading, ask your peers the questions you identified.
- Listen to your peers’ questions so you can provide an answer based on your understanding of the article.

TEACHING NOTE

A Socrates dialogue reinforces the notion of students being autonomous learners. Therefore, students pose questions to their peers based on the article. For instance, why are fiestas so important in the Mexican culture? Students will provide different perspectives on the question, augmenting learning on the subject matter. The instructor merely observes and follows the dialogue among the students without any contribution per se. The instructor can then summarize the article and students’ discussion after the seminar.
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