



Global Human Resource Management: Spring 2020

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| Instructor: | Ralph A. Rodriguez, Ph.D., SPHR | Office: | 215D Janice H. Levin |
| Office Hours: | Mon.: 4:00-6:00; Tues.: 12:00-2:00; , Thurs. 1:30 –2:30 PM; and by appointment | | |
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|-----------------------------|------------|--------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Global HRM 37:533:315:01 | TIL 264 | Tuesday/ Friday | 10:20-11:40 AM | https://PollEv.com/ralpharodriguez/register?group_key=YLwIHDM9xOjXewelqpCbYd5jz |
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Teaching Aide:

Zixin “Ayla” Wang

E-mail: zw162@scarletmail.rutgers.edu

Office Hours: TBA

1. COURSE OVERVIEW:

This course explores the economic drivers of international business management, the strategic orientation of organizations in capturing these economic benefits, and the role of human resource management in ensuring that human capital can “make it happen” dependably and sustainably, even given the very dynamic context of international relations. We will consider the context of international human resource management, including topics on culture, compensation and benefits, international organizations and their structures, international assignment management and the legal and regulatory considerations that global organizations face. This course will help students compare and contrast operations of domestic versus international businesses and how business practice

s need to be adapted to operate successfully in foreign markets. Specifically, this course is about: 1) Global strategy/structure; 2) Understanding and managing cultural differences; 3) Design and alignment of Global HRM practices; and 4) the Global HR function.

2. COURSE DETAILS:

Course Learning Objectives The aim of this course is to provide students with a robust understanding of international HR practices and issues. In addition, the course targets building awareness and appreciation of the international business context and how HR can contribute as a strategic partner to enhance multinational’s performance and competitive advantage. Students who successfully complete this course should demonstrate an understanding of:

1. Drivers for internationalization and the choices businesses have to organize their international Operations
2. Various cultural, legal and labor relations contexts
3. The impact of business internationalization on strategic HRM and its various functions, including HR planning, recruitment& selection, training& development, compensation

management, performance management, safety & health and employee relations.

- SMLR Learning Objectives**
- **Research Skills** – Demonstrate an ability to collect, analyze and synthesize information to make logical and informed decisions impacting the workplace. Use evidence to evaluate hypotheses, theories and approaches to workplace issues.
 - Employ current technologies to access information, to conduct research, and to communicate findings.
 - Analyze and synthesize information and ideas from multiple sources to generate new insights.
 - Assess and critique relevant evidence and research findings.
 - Access high-quality historical, qualitative, and quantitative evidence or research.
 - Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues.
 - **Understanding Context** - Evaluate the context of workplace issues, public policies, and management decisions.
 - Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work.
 - Analyze a contemporary global issue in their field from a multi-disciplinary perspective.
 - Analyze issues related to business strategies, organizational structures, and work systems.
 - Analyze issues of social justice related to work across local and global contexts (LSER).
 - Analyze issues related to the selection, motivation, and development of talent in a global context (HRM).
 - **Professional Development** – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations.
 - Develop effective presentation skills appropriate for different settings and audiences
 - Develop career management skills to navigate one's career.
 - Develop cultural agility competencies
 - Demonstrate lifelong personal & professional development skills.

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| Course Topics/Chapters | 1. | The Internalization of HRM |
| | 2. | Strategic International HRM |
| | 3. | Design and Structure of the Multinational Enterprise |
| | 4. | International Mergers & Acquisitions, Joint Ventures and Alliances |
| | 5. | International HRM and Culture |
| | 6. | International Employment Law, Labor Standards and Ethics |
| | 7. | International Employee Relations |
| | 8. | International Workforce Planning and Staffing |
| | 9. | International Recruitment, Selection and Repatriation |
| | 10. | International Training and Management Development |
| | 11. | International Compensation, Benefits and Taxes |
| | 12. | International Employee Performance Management |
| | 13. | Well-Being of the International Workforce, and International HRIS |

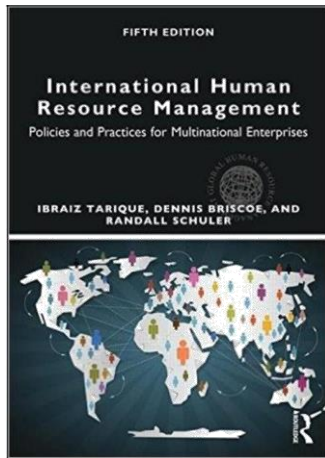
PROCESS GOALS:

- A. Students will understand and appreciate the “real” complexities inherent in international business, as they affect governments, organizations, managers, all employees, and subcontractors
- B. Students will develop their “cultural intelligence” through study, reflection, and exercises
- C. Students will develop their understanding of an analytical framework to determine global HR strategies for MNEs
- D. Students will reinforce and build upon the content of the Intro to HR course in the more complex situations faced by organizations as they internationalize
- E. Students will, in small groups, closely study a country for its potential for subsidiary placement and present (and defend) their conclusions to a mock Executive Team
- F. Students will select from a large group of countries to determine both desirable and undesirable alternatives for subsidiary placement
- G. The course is also designed to develop students in three practical areas:
 - 1) a critical, self-reflective, proactive approach to personal development/learning;

- 2) a strategic approach to personal participation in small groups; and
- 3) the ability to confidently and effectively communicate.

Presentation of the course content and requirements will engage students in a consideration of both academic and applied issues. The text will help you develop mental models that provide a template for understanding how various apparently intuitive HRM actions work and/or don't work in an international context. Theory is a useful simplification but organizational life is messy. Therefore, we will continuously concentrate on integrating the two.

REQUIRED TEXT & TECHNOLOGY:



Tarique, I., Briscoe, D. and Schuler, R. (2016). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. Fifth edition. London: Routledge
ISBN-13: 978-0415710534
ISBN-10: 0415710537

Link: <https://www.routledge.com/products/9780415710534>

Make sure to read all assigned readings BEFORE attending classes in order to optimize your learning experience.

- A. Class Material:** The PowerPoint slides for the lectures and all class readings will be posted on the Course's Sakai website: <https://sakai.rutgers.edu> (use your eden ID and password). Additional print and A/V resources to support your learning will also occasionally be made available via the same portal and will be communicated in class.

Students are **expected** to be "current" on how the issues in this course are "played-out" in actual organizations. Therefore, students are **required** (NOT MERELY "encouraged"!) to regularly read stories posted in an online international business journal (a link to a free, reputable global business website will be prominently posted in our Sakai site). Another way of getting this content is to occasionally watch end-of-day programs on one of the business networks. ("Nightly Business Report" on PBS is a good choice.) If you find yourself more often in the digital world, Yahoo provides several excellent RSS feeds (general business) and hr.com provides excellent FREE resources (you have to register, also FREE). You will find that the material in the text will "stick" better when you are able to frame it in a richer context. (**Note: A command of current business events and topics is often persuasive in improving your candidacy for higher potential HR positions.**)

- B. POLLING:** Throughout the semester, I will take attendance, pose "peer-learning" questions, conduct exercises, and give quizzes via the **Poll Everywhere website (follow the link on page 1 of this document)**. You can respond to the poll questions in three different ways:

- (1) via text message sent from a mobile phone,
- (2) via web browser on your mobile phone, tablet, or laptop, and
- (3) via Twitter.

Your responses to the quizzes will be graded, your participation in exercises will be monitored, and your responses to the attendance poll questions will reflect on your overall participation grade. In order for your responses to be recorded and for you to receive credit, **you will need to register with the Poll Everywhere website at least 24 hours prior to our first class**. Instructions will be communicated via email one week prior to the beginning of the semester and you will be expected to have registered by the first day of class. (Registration on the site is FREE for you and should take you less than 5 minutes.)

Please remember that to participate in the quizzes and receive credit you will need to bring your mobile phone, tablet or laptop with you to EVERY class. If you do not have access to any of these electronic devices, please

email me for an alternative option.

3. **ATTENDANCE:**

- A. Classroom attendance is essential and mandatory. Lectures are designed to supplement the text material with an emphasis on practice and application (as compared with the text, which is primarily theory-loaded). **Prior students in the course estimate that approximately 30% of the content presented in class is NOT in the text.** Furthermore, since every class member is critical to our collective learning process, missing class will have negative repercussions on your own learning and that of your classmates. Therefore, good attendance will be rewarded and poor attendance penalized. If you attend all class sessions, 10 points will be added to your **class participation grade**. If you miss FIVE or more classes, **for any reason**, your **COURSE grade** will be reduced by THREE full points for each class over four that you missed (e.g., if you miss 7 classes, your final course grade will be reduced by 9 points; 8 absences by 12 points; etc.).
- B. In addition, if you do miss a class, it is your responsibility to contact another class member to get any material missed, including schedule changes. If you are absent from class, do not contact the professor for a complete review of the lecture that you have missed. Instead, contact another class member for the material, and then contact the teaching assistant or the professor if you have difficulty with the material after you have reviewed the notes obtained from another student. It is your responsibility, therefore, to team up with a compatible “buddy” and to exchange contact information as early as you can during the semester.

4. **Grading Grid:**

| Assessment | Weight | | Actual Grade | | Actual Points | Total Points | Grade |
|--------------------|--------|---|--------------|---|---------------|--------------|-------|
| Exam 1 | 20% | X | | = | | 90+ | A |
| Exam 2 | 20% | X | | = | | 85-89.9 | B+ |
| Exam 3 | 20% | X | | = | | 80-84.9 | B |
| Quizzes | 15% | X | | = | | 75-79.9 | C+ |
| Team Project | | | | | | 70-74.9 | C |
| Indiv'l Component | 10% | X | | = | | 60-69.9 | D |
| Group Component | 10% | X | | = | | <59.9 | F |
| Participation & HW | 5% | X | | = | | | |
| TOTALS | | | | | | | |

A. ASSIGNMENT WEIGHTS AND EXPECTATIONS

Examinations (60%): There will be three equally-weighted cumulative (approximately 20% will be on “big picture”, non-current content) exams based on **all material** covered in class and/or documented in the text, as noted on the course schedule. NOTE: non-textbook material will routinely be introduced in class, including current events, case studies, etc. (Make-up policy: An examination grade of “0” will be assigned to any student who is absent without an excused absence as defined on the syllabus.)

Quizzes (15%): Approximately 12 unannounced short, multiple-choice quizzes will be held. They will include material from both the text and classroom discussions. For purposes of grading, your lowest two quiz grades will be dropped. THERE WILL BE NO QUIZ MAKEUPS.

In-Class Participation (5%): Class contribution will be assessed, based on both frequency and quality of in-class and Sakai participation, with quality weighted more heavily than frequency. Valued behaviors include: active participation in peer-to-peer instruction and exercises (measured by Poll Everywhere participation), initiating discussions, voicing original ideas, challenging others, defending your own views, raising important and relevant points, attempting to answer unpopular questions, and generally demonstrating a command of assigned reading materials and current

business news. Behaviors to avoid include: reiterating obvious points, making irrelevant remarks, distracting the class, and failing to participate when asked.

General guidelines for self-assessment:

A = "My extraordinary participation in this class made it a more enriching experience for all students"

B = "I participated in class but my contribution didn't make the class either better or worse"

C = "I was in class but generally as a passive observer"

D = "I was physically present and I hope somebody noticed"

F = "I should have waited until after class to check my email (or "shop"... or "update my status")"

Students are expected to have read all assigned material scheduled to be covered in class (including chapter cases) and be prepared to answer questions when called upon. Students who use any electronic device, computer, cell phone, pager, or text messaging device for non-related activity; or "nap"; or disrupt the class; or attend to non-class reading material; or arrive late or leave early will be penalized. A "shadow grade" will be posted on Sakai at mid-semester for students to get an idea of where they stand in terms of expectations at the time. The shadow grade will, of course, be adjusted at the end of the semester to reflect their second-half activity.

Team Project (20%= 10% Individual Component and 10% Group Component): Students will be assigned to project teams within the first several class meetings and be given a randomly assigned country to research. Each team member is required to write a VERY TIGHTLY WRITTEN 2-page (single-spaced) Executive Summary that fully addresses one of the sections of the outline below. At the conclusion of each section, the writer will assign a "smiley-face" rating to how favorable the variable is to an international business decision. Those reports, then, will be edited and assembled at the group level for submission as ONE paper (each section will be individually graded and become 50% of the "Individual Weight" for the assignment, the rest coming from peer evaluations and individual performance during the presentation), along with a summary sheet that represents each smiley-face variable rating and indicates a summary "smiley-face" judgment (and explanation). **THE PROJECT TEAM IS EXPECTED TO EDIT THE REPORT AND ENSURE THAT** its "Introduction," flow, integrity, and quality of research (particularly sources) meets professional relevance and readability standards. This assessment AND the average of each individual section will be computed and contribute to 50% of the "Group Component".

Each team will also produce and deliver a 16-20 minute presentation to a mock Executive Team on the substance of their research. This will allow each group member an average of LESS THAN 2 ½ minutes to present their section (will be timed). The quality of research, analysis, "smoothness" and flow of the presentation will go into computing the "Group" Project Grade. This "Group" Grade will be adjusted by the quality of your individual presentation and your Peer Evaluations to arrive at your "Individual" Project Grade.

The content of these presentations (major points only) will be the basis of a double-weighted late-semester quiz.

Research Paper Outline: Each team must provide all of the following information for their assigned country. All papers must consider the following variables (one variable per group member) in detail (per the instructions above on "Executive Summaries") sufficient to make a "go-or-no" decision regarding doing business in your assigned country.

Section 1: Competitiveness

- Institutions
- Infrastructure
- Financial market sophistication
- Technological readiness
- Business sophistication
- Innovation

Section 2: Economic Environment

- Macroeconomic stability
- Goods market efficiency
- Most current GDP and 5-year trend
- Key industries

Section 3: Social Environment

- Population demographics: gender, ethnicity, age, education and literacy distributions
- Health
- Language(s) spoken
- Religious beliefs
- Social norms

Section 4: Labor Force

- Labor market efficiency
- Size and demographics
- Wage Levels

Section 5: Political Environment

- Form of government
- Stability of government

Section 6: Legal/ Regulatory Environment

- Employment regulations: hiring/firing, benefits, time off
- Industrial/Union relations
- Immigration policies

Section 7: Cultural Environment

- Hofstede's dimensions: Power Distance, Individualism or Collectivism, Masculinity or Femininity, Uncertainty Avoidance, Long-term or Short-term orientation
- Gestland's dimensions: Deal focus versus relationship focus; Informal versus formal; Rigid-time (monochronic) versus fluid-time (polychronic); Expressive versus reserved Cultures; Communication style: Low or High Context, Formal or Informal

Section 8: Business and HR Challenges:

- Describe what the key business and HR challenges would be for a U.S. multinational firm entering this country
- Address how HR policies and practices should be adapted to the local environment and culture specifically focusing on staffing, performance management, compensation, training, and global leadership programs

Project Group Reporting: Each group must appoint a Secretary-Recorder, who will maintain a log of all group activities (including attendance at meetings and team member follow-through on commitments) for my review upon demand. It will also be submitted to me directly at the conclusion of the course (neatness and accuracy are important). The Secretary-Recorder's Participation grade will reflect the quality of the report (plus OR minus). Each group will also appoint a "Captain", who will be responsible for facilitating all group activities and ensuring the active participation of all group members. The Captain's Participation grade will reflect the quality of the group dynamics during the project.

Consistent problematic notes regarding group member participation will prompt a face-to-face confrontation with the intent to reintegrate the erring member. Uncooperative members will have their project grade (both Individual and Group) reduced by a minimum of 25 points to account for their behavior's assumed negative effect on their group's project. In extreme cases, based on the judgment of the Professor, an errant member can be dropped from the group and required to write an independent paper with the same scope of the group project.

5. **ADMINISTRATIVE POLICIES:** The following class rules will be strictly enforced. Do not ask for exceptions.

- A. TIMELINESS AND FORMATTING OF ASSIGNMENTS:** Assignments are **due by the beginning of class on their due dates**. ALL LATE ASSIGNMENTS WILL BE PENALIZED NO MATTER WHAT THE EXCUSE/REASON.
- B. ACADEMIC HONESTY:** Academic integrity is the cornerstone of a university education, business practice in general, and HR practice specifically. It is our joint responsibility as a learning community to foster an environment of trust, honesty, fairness, respect, and responsibility. In addition to the formal Rutgers University Academic Integrity Policy (see <http://academicintegrity.rutgers.edu/integrity.shtml>), all members of our class community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure the integrity of what we accomplish in this course.
- C.** Electronic comparison will be used to detect plagiarism, which will result in AUTOMATIC FAILURE in the assignment and reported to the Office of the Dean.
- D. Inappropriate use of technology and/or Poll Everywhere to misrepresent one's own work or the work of another student is expressly prohibited and will result in automatic failure.**
- E. ABSENCES AND MISSED EXAMS:** There are 28 classes scheduled for this course. You are permitted to miss 4 before penalties. (The job-equivalent would be more than 35 unexcused workdays a year!) Don't ask for an absence to be "excused"; your first four classes will be so automatically. **NOTE: For EXTREME, UNCONTROLLABLE, DOCUMENTED, and VERIFIED life events, ONE absence exception will be considered during the semester and allow the student to make-up ONE examination.**
- F. THINGS THAT GO WITHOUT SAYING BUT WILL BE SAID HERE ANYWAY:** The importance of our time together cannot be overstated. Therefore, you are expected to arrive on time and not disturb the class by leaving early. You are free to use any technology (laptops, tablets, smartphones, etc.) to support your learning in or out of class. **ANY student who uses their technology for ANY use that does not support what the class is currently doing (e.g., shopping, social media) will be permanently reassigned a visible seat under the supervision of a TA or the professor for the rest of the course.**
- G. SAKAI:** The Sakai website (<https://sakai.rutgers.edu>) will be the primary home for this course, so you must be familiar with this mode of interaction. It will house the syllabus, PowerPoint slides for the lecture notes, assignments, and contact information. To access Sakai, you must use your eden ID and password. All assignments must be submitted through Sakai **using its assignment template**. (IMPORTANT: SUBMIT ALL ASSIGNMENT DOCUMENTS **ONLY IN MICROSOFT OFFICE FORMATS**.)
- H. EXTRA CREDIT:** Occasionally, an "Extra-Credit" question will be asked on an Exam or Quiz. (Expect them to be challenging.) In addition, students MAY BE REWARDED WITH EXTRA CREDIT FOR EXTRAORDINARY CONTRIBUTIONS to the class or course.
- I. A NOTE ON SUBMITTED PAPERS:** Please thoroughly proofread all work before submission; check your spelling, word usage and ease of reading, as points will be deducted for such errors. Assignments submitted after the due date may be accepted at the discretion of the professor and are subject to a 10% grade penalty per day.
- J. COURSE QUESTIONS:** Should you have any administrative questions about exams, quizzes, due dates, etc., please take the following steps: 1) first check the syllabus; 2) next, you can check the Sakai Chat Room to see whether others may have had the same question; and 3) If your question has not been asked and answered, then you can pose your question in the Sakai Chat Room. If you do not receive a response to your question within 24 hours, then you should email the graduate teaching assistant for this course.

Should you have any questions about the course concepts, you can also pose your question in the Sakai Chat Room. If you do not receive a response to your question within 24 hours, then you should send me an email (ralpharodriguezphdsphr@gmail.com).

Please note that you should check the syllabus and the Sakai Chat Room before sending an email to the Teaching Aid or to the professor. If the answer to your question is contained in one of those sources, this

greatly reduces the likelihood of receiving a response to your email. You are welcomed and encouraged to answer your classmates' questions in the Sakai Chat Room!

K. CHANGES TO THE SYLLABUS: This syllabus represents my plan for the course. However, it is subject to modification at any time throughout the semester. Such changes will be announced during class and posted on Sakai under the "Syllabus" link. You are responsible for abiding by the terms of the syllabus and any changes announced in class.

Here is a list of useful websites for selected information for GHRM and your projects.

- www.sourceced.org (go to factbook)
- www.dol.gov
- <http://www.imd.org/wcc/>
- www.internationallawoffice.com
- www.bakermckenzie.com/globalnewsroom
- www.boozallen.com
- www.hoovers.com
- www.unctad.org
- www.unsustainable.org
- www.getcustoms.com
- www.routledge.com/textbooks/0415338344
- www.jinjapan.org
- www.fedee.com/index.shtml
- www.cipd.c.uk/
- www.oas.org
- www.aflcio.org
- www.ahri.com.au
- <http://embassy.org/embassies>
- www.mckinsey.com/insights/mgi
- www.pwc.com/us/en/publications/research-and-insights.jhtml
- www.odci.gov/cia/publications/factbook
- www.economist.com/countries/
- www.weforum.org
- www.ilo.org
- <http://business.usa.gov>
- www.wfpma.org
- www.expatriates.com
- <http://unstats.un.org>
- www.worldbank.org
- www.aseansec.org
- www.apec.org
- www.towersperrin.com
- www.shrmglobal.org/
- www.allafrica.com
- www.labour.nic.in/content/
- www.indiagov.org
- www.eurunion.org
- www.atkearney.com
- www.doingbusiness.org

Academic Integrity Contract

(KEEP A COPY OF THIS SIGNED DOCUMENT FOR YOURSELF!)

(To be signed and turned in at the first class)

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> for details regarding The Student Code of Conduct.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> (pp. 24-28) for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

Plagiarism/False Representation of Work

- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information
- Forging signatures

Cheating

- Copying work on examinations.
- Acting to facilitate copying during an exam.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an examination.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing

- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the examination or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, _____ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior. We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Rutgers University ID: _____

| Course Schedule | | |
|-----------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Date | Class | Preparation & Assignments Due |
| Tu. 01/21 | Review of Syllabus/ Quiz on Syllabus | Study the Course Syllabus carefully. |
| | Global Trends in HR | |
| Fri. 01/24 | Student Debate (come prepared to argue for both sides; The Globalization of HR | Watch Globalization for DEBATE& Quiz Ch. 1 |
| Tu. 01/28 | Chapter 1 (Cont.) | Ch. 1 cont. |
| Fri. 01/31 | Strategic International HRM | Ch. 2 |
| Tu. 02/04 | Design & Structure of the MNE | Ch. 3 |
| Fri. 02/07 | Int'l M&As, JVs, and Alliances: Project Teams Formed | Ch. 4 |
| Tu. 02/11 | Int'l M&As, JVs, and Alliances | Ch. 4 cont. |
| Fri. 02/14 | EXAM #1 (Chapters 1-4) | |
| Tu. 02/18 | Int'l Emp. Laws, Standards, & Ethics | Ch. 6 |
| Fri. 02/21 | Int'l Emp. Laws, Standards, & Ethics | Ch. 6 cont. |
| Tu. 02/25 | Int'l Employee Relations | Ch. 7 |
| Fri. 02/28 | IHRM & Culture | Ch. 5 |
| Tu. 03/03 | IHRM & Culture (cont.) | Ch. 5 cont. |
| Fri. 03/06 | Building Cultural Intelligence Workshop | |
| Tu. 03/10 | Int'l Training & Development | Ch. 10 |
| Fri. 03/13 | Int'l Workforce Planning & Staffing | Ch. 8 |
| ----- | ----- | ----- |
| | MARCH 16-MARCH 20 Spring Break | ----- |
| Tu. 03/24 | Int'l Recruitment, Selection & Repatriation | Ch. 9 |
| Fri. 03/27 | EXAM #2 (Chapters 5-10) | |
| Tu. 03/31 | Int'l Compensation, Benefits, & Taxes | Ch. 11 |
| Fri. 04/03 | Int'l Comp., etc. (cont.) | Ch. 11; all drafts of individual sections due via Sakai to be evaluated for plagiarism by Turnitin.com. |
| Tu. 04/07 | Int'l Employee Performance Management | Ch. 12 |
| Fri. 04/10 | Int'l Employee Performance Management (cont.) | Ch. 12; ALL Team Papers Due |
| Tu. 04/14 | Well-Being of the Int'l Workforce | Ch. 13 |
| Fri. 04/17 | Country Briefings 1, 2, 3 | |
| Tu. 04/21 | Country Briefings 4, 5, 6 | |
| Fri. 04/24 | Country Briefings 7, 8, 9 | |
| Tu. 04/28 | Country Briefings 10, 11, 12 | |
| Fri. 05/01 | Final Project Team Exercise & Quiz | 2X-weighted Quiz on Country Briefings |

Final Exam: Wednesday, May 13, 2020 (8:00-11:00 AM)

Graphic Syllabus for GHRM (Spring, 2020)

