**Course Syllabus**
**Rutgers University**
**School of Management and Labor Relations**
**Human Resource Management Department**

# 38:533:665 – Managing the Global Workforce


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**Class Details**
Day: Thursdays
Time: 4:30 PM – 7:10 PM
Location: Levin Building Room 103

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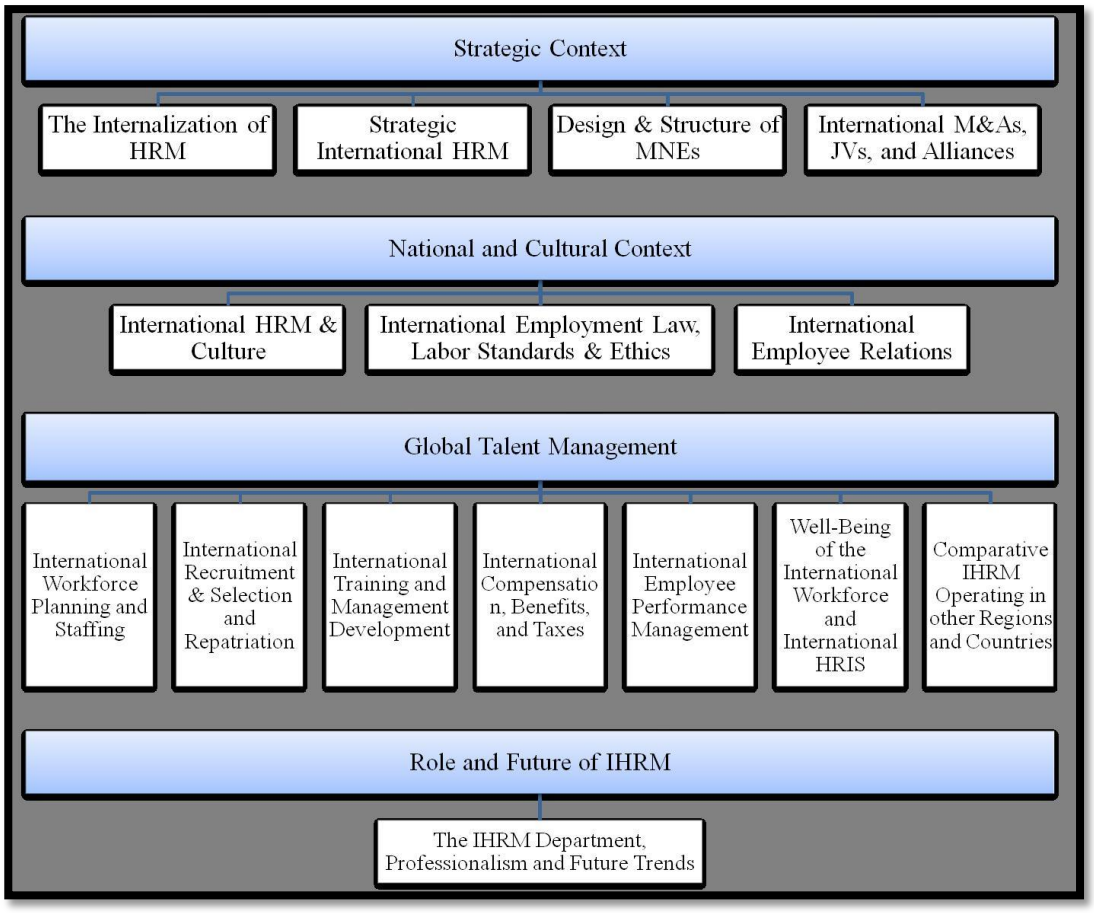

## 1. Course Description

The trend of business internationalization has been exponentially increasing since the last century. This is demonstrated by the growth of the number of enterprises conducting business across the national borders of their headquarters, the amount of foreign direct investment (FDI) and the value of trade between countries.

Although it is hard to estimate, there are more than 82,000 multinational enterprises with more than 810,000 affiliates operated worldwide. Those multinationals employ around 80 million. Moreover, in 2016, the global FDI reached $1.75 Trillion. The global FDI is projected to continue its growth over the coming years. Furthermore, in 2016, exports of merchandise and commercial services reached around $21 Trillion – around 27% of the World's GDP. As a rough estimation, a total of 60-70% of the international trade takes place within the same multinational groups.

Based on the preceding figures, organizations are internationalizing their operations aggressively – some are even being born as a global enterprise. This trend has a direct impact on the HR function. HR professionals are expected to plan and manage a nationally and culturally diverse workforce. Moreover, they are expected to manage migrant workers and international assignees at each geographical location, in addition to its local employees.

Therefore, this course aims at clarifying global HRM practices. To begin with, the course displays the drivers of business internationalization and the levels of corporate global integration. Then, the course outlines the structural alternatives for multinational enterprises and the cultural/national and legal considerations to account for. Afterward, the course addresses strategic international HRM and the employment cycle within an international context.

## 2. Course Details

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| **Course Learning Objectives** | The aim of this course is to provide students with a robust understanding of the 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:<br>1. Drivers for internationalization and the choices businesses have to organize their international operations<br>2. Various cultural, legal and labor relations contexts<br>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. |

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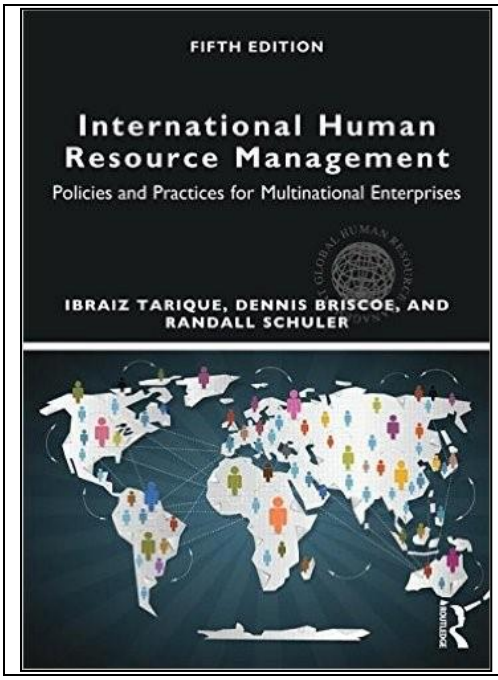
| **SMLR Learning Objectives** | I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.<br>o Communicate complex ideas effectively, in standard written English<br>o Analyze and synthesize information and ideas from multiple sources to generate new insights<br>o Produce quality research papers with proper convention of attribution/citation<br>o Produce high quality executive summaries<br>o Make an argument using contemporary and/or historical evidence<br>o Present ideas and arguments in a logical and effective way<br>III) 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.<br>o Employ current technologies to access information, to conduct research, and to communicate findings<br>o Analyze and synthesize information and ideas from multiple sources to generate new insights<br>o Assess and critique relevant evidence and research findings<br>o Access high-quality historical, qualitative, and quantitative evidence or research<br>o Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues<br>IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.<br>o Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study<br>o Evaluate and apply theories from social science disciplines to workplace issues<br>V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions<br>o Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work<br>o Analyze a contemporary global issue in their field from a multi-disciplinary perspective<br>o Analyze issues related to business strategies, organizational structures,and work systems<br>o Analyze issues of social justice related to work across local and global contexts (LSER)<br>o Analyze issues related to the selection, motivation, and development of talent in a global context (HRM)<br>VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance<br>o Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work<br>o Understand the legal, regulatory and ethical issues related to their field<br>o Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)<br>o Understand the internal and external alignment and measurement of human resource practices (HRM) |
| **Target Audience** | <u>This course is an optimal learning experience for:</u><br>➢ Students aiming for a career in Human Resources.<br>➢ Students seeking knowledge of Global People Management.<br>➢ Managers seeking to improve their People Management skills and interested in implementing effective Global HR practices.<br>➢ Employees involved in HR practices such as staffing and performance management within a global environment. |

| | |
|---|---|
| **Course Topics/Chapters** | 1. The Internalization of HRM<br>2. Strategic International HRM<br>3. Design and Structure of the Multinational Enterprise<br>4. International Mergers & Acquisitions, Joint Ventures and Alliances<br>5. International HRM and Culture<br>6. International Employment Law, Labor Standards and Ethics<br>7. International Employee Relations<br>8. International Workforce Planning and Staffing<br>9. International Recruitment, Selection and Repatriation<br>10. International Training and Management Development<br>11. International Compensation, Benefits and Taxes<br>12. International Employee Performance Management<br>13. Well-Being of the International Workforce, and International HRIS<br>14. Comparative IHRM: Operating in Other Regions and Countries |

## 3. Readings




- Tarique, I., Briscoe, D. and Schuler, R. (2016). International Human Resource Management: Policies and Practices for Multinational Enterprises. Fifth edition. London: Routledge

- Additional optional readings and useful links will be added as needed. They will be available on the course's website. , along with other course material. Please, make sure to check the course website frequently, so you won't miss any important material.

## 4. Assessment

The assessment criteria abide by the Graduate Grades and Records Policy: http://catalogs.rutgers.edu/generated/nb-grad_current/pg69.html. Moreover, it is useful to read the New Brunswick Graduate Catalog in order to know your rights and obligations at: http://catalogs.rutgers.edu/generated/nb-grad_current/pg43.html. The following table lists the assessment methods and their weights:

| Method | Percent |
|---|---|
| **Forum Discussions & Participation** | 10% |
| **Assignment One** | 20% |
| **Assignment Two** | 20% |
| **Individual Project** | 20% |
| **Group Project** | 30% |
| **Total** | 100% |

The following table lists the Grading and Point System assigned by the university:

| Percent | Grade | Description | Grade Points |
|---|---|---|---|
| **90-100%** | A | Outstanding | 4.0 |
| **87-89%** | B+ | | 3.5 |
| **80-86%** | B | Good | 3.0 |
| **77-79%** | C+ | | 2.5 |
| **70-76%** | C | Satisfactory | 2.0 |
| **≤ 69%** | F | Failing | 0.0 |

## A. Forum Discussions & Participation

Forum discussions aim to debate questions that address issues related to the week's subject. Students are expected to actively participate in the online forum discussions, to interact, reflect, exchange ideas, and expand their knowledge base. Students are encouraged to post and interact with each other as much as they can. That said, at a minimum, students need to post an initial contribution that answers the forum question. The initial contribution should be posted at least during the first three days of the assigned period. The initial contribution will be assessed based on its content, demonstrated analytical thinking and references used, if any. Second, the student should actively collaborate and respond to other posts throughout the assigned period. At a minimum, the student should reply thrice to others – in addition to the initial contribution. The collaboration will be assessed based on content and engagement, demonstrated analytical thinking and references used. Also, the student will be assessed based on the quality of writing. The quality of writing will be assessed based on clarity and mechanics and organization.

**The following is the breakdown of each forum discussion assessment:**

| Assessment Category | Assessment Criteria |
|---|---|
| **Initial Contribution (45%)** | Content Contribution (20%) |
| | Analytical Thinking (20%) |
| | References (5%) |
| **Collaboration (45%)** | Content Contribution and Engagement (20%) |
| | Analytical Thinking (20%) |
| | References (5%) |
| **Quality of Writing (10%)** | Clarity and mechanics (5%) |
| | Organization (5%) |

Just by attending and actively participate in the assigned sessions you earn up to 10% of the final grade. Each missed class results in losing significant points – unless proper justification is provided. Please refer to the attendance policy to familiarize yourself with the recognized grounds for absences. Attendance will be monitored through attendance sheets only.

Also, students are expected to actively participate in class. In addition to earning points, students will have the opportunity to add their input, share experiences and learn from others. Points are gained through attendance and providing insightful contributions. Points are lost for frequent absenteeism, being unprepared and misconduct during class. Therefore, you are expected to be well prepared before class sessions through reading the required readings and preparing yourself for discussions.

**Attendance is taken through Attendance Sheets that you have to sign in class.**

## B. Exams & Make-up Policy

There are two exams with equal weights – each contributes up to 20% of the final grade. Both exams are take-home case studies. The exams submission dates are fixed and noted in the course schedule. You will receive the case study at least one week before the submission date, and you have the opportunity to receive formative feedback before the

final submission. If the examination date was canceled, then the submission date will be automatically the next regular session. The exams are meant to be based on individual effort, so please refrain from consulting your colleagues for answers. Also, note that exams, like any written document, need to be uploaded on Sakai, and they will be checked for plagiarism. Thus, the work needs to be original, and when you are utilizing external references, you need to cite in-text appropriately and provide a reference list.

## Make-up Policy

Again, the dates for each of the two exams are noted on the course schedule. An exam grade of zero (0) will be assigned to any student who fails to submit on time. Legitimate excuses include illness requiring medical attention (verified with a note from a doctor), an emergency situation (verified when applicable), or for a reason that is approved by the instructor. The instructor's approval should be attained at least one week before the exam date.

## C. Individual Paper & Presentation

**Project Description & Performance Guidelines**

One of the subjects that this course will focus on is the impact of culture on business and HR practices. Thus, this project aims at attaining an in-depth understanding of various cultures and comparing them with the US culture. Each student will pick one country that is different from the countries chosen by others in order to cover as many cultures as possible. This project will account for up to 20% of the final grade.

The project consists of a paper and presentation. The paper size should not exceed 2000 words and the presentation-time is 15 minutes. Both should cover the following:

1. An overview of the country.
2. A discussion of the cultural layers (surface, hidden and invisible layers).
3. A discussion of the cultural dimensions (based on Hofstede). This should include the dimension scores and an explanation of why the country attained the scores on each dimension.
4. A comparison between the cultural dimensions of the chosen country and the United States.
5. Based on the preceding points, a discussion of the business culture and how it differs from the United States.
6. Note that the paper should be well references (In-text referencing and a reference list).

## D. Group Paper& Presentation

**Project Description & Performance Guidelines**

The course will provide an extensive overview of International HRM. However, when businesses internationalize, the HR professionals should familiarize themselves with the specific context of the targeted market. Those projects aim to familiarize students with various national contexts from different regions, thus further broadening the course content. Moreover, the project aims to strengthen your teamwork, presentation, analytical and written communication skills. Students will have the opportunity to self-select each other and form teams. More so, each team will have the freedom to choose one national context from the below-mentioned countries. However, if you fail to find a team or choose a case study by the time limit assigned to the course schedule, then the instructor will select a team to join on your behalf. This project will account for up to 30% of the final grade.

Each team will be covering one distinctive country, thus no two or more teams will be allowed to cover the same case study. Therefore, the sooner you decide on the country, the more likely it will be assigned to you. The following is the list of countries/case studies:

I. **Western Europe:** Germany, Italy, Netherlands, United Kingdom
II. **Scandinavia:** Denmark, Finland, Sweden
III. **Central & Eastern Europe:** Bulgaria, Poland, Russia
IV. **Mediterranean, Middle East, and Africa:** Ghana, Uganda, United Arab Emirates
V. **Asia and the Pacific Rim:** China, India, Indonesia, Singapore
VI. **America:** Canada, Chile, Mexico

The project consists of a paper and presentation. The paper size should not exceed 3000 words and the presentation's time is 20 minutes. Both should cover the following:

1. An overview of the country
2. A discussion of the business climate. This includes:
    A. Major favorable business-climate factors that encourage multinationals to start a business in this country. (At least 8 to 10 factors that are well developed).
    B. Major unfavorable business-climate factors that discourage multinationals to start a business in this country. (At least 8 to 10 factors that are well developed).
    C. Any additional facts or factors that multinationals should know about before starting their business in this country).
4. A discussion of HR-specific challenges that a multinational might face when conducting business in this country. (At least 8 to 10 challenges that are well developed). Please remember that those challenges should be specific to the country and not general HR challenges.

**Important Notice: Group Projects are subject to peer assessment, and if a student does not contribute equally to a project compared to other group members, then the student may receive reduced or no points for the project grade.**

## 5. Course Requirements and Instructor Expectations

- Students are expected to read all the required readings before attending the class. This increases the learning capacity throughout the sessions and elevates the interaction level among students and between the attendees and the instructor.
- Attendance and active participation in class discussions and activities fulfill the learning outcomes of classes. Remember both are assessed and contribute to your final grade!
- Students are asked to check Sakai frequently – at least every 48 hours. The course material, additional readings, posts and announcements will be added regularly and will enhance your learning experience.
- All required materials for the course are subject to formal assessment, even if they were not covered in class. Remember that the instructor is merely a facilitator of your learning experience. Attaining the utmost knowledge of the course subjects is highly dependent on individual effort and peer involvement.
- For every 3 credits of study, students should expect to commit at least 100 hours of their time for coursework, self-study and revision.
- The instructor will continuously provide feedback and whenever a student requests help. Students are encouraged to contact their instructor for one-on-one sessions if needed.
- If any conflicts arise between group members, then they should be addressed as soon as possible. If students fail to resolve the conflicts among group members, then they should seek the assistance of the instructor ASAP.
- Reports should be submitted by due date. Late submissions are not accepted unless you provide a legitimate excuse. Early submissions can be prearranged with your instructor.
- Students are expected to behave in a professional manner. Failing to do so will affect your participation grade. The following are some guidelines:
    - Students are expected to arrive on time in order to avoid distractions and to show respect for the instructor and peers.
    - Electronic devices should not be used during the session except for class requirements.
    - Students are expected to behave ethically. Misconduct during the session will not be tolerated.

## 6. Academic Honesty and Code of Conduct

Students are expected to abide by Rutgers's Academic Integrity Policy and Code of Student Conduct. Acts of cheating, plagiarism, forgery, fabrication or misrepresentation are not tolerated and will be dealt with according to the university policies and procedures. If you have doubts concerning committing a potential act of academic dishonesty, please contact the course instructor for advice. Moreover, you are advised to check the websites of the Office of Academic Integrity at: http://academicintegrity.rutgers.edu/ and the Office of Student Conduct at:

http://studentconduct.rutgers.edu/. Alternatively, you can refer to the undergraduate catalog section for academic integrity at: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1370.html and the section for the code of conduct at: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1373.html.

## 7. Attendance Policy

Attendance at all scheduled classes shall be expected. Failure to attend classes with no authentic excuse will negatively affect your grade – as attendance and participation are accounted for in the course assessment. Rutgers University Attendance Policy has assigned the following recognized grounds for absences:

Rutgers University Attendance Policy has assigned the following recognized grounds for absences:

1. Illness requiring medical attention **(written proof is needed)**.
2. Curricular or extracurricular activities approved by the faculty.
3. Personal obligations claimed by the student and recognized as valid **(pre-approved by the instructor unless it is a family emergency)**.
4. Recognized religious holidays (please refer to the links at the end of this section).
5. Severe inclement weather causing dangerous traveling conditions (Rutgers University usually cancels classes when the weather conditions are not safe for commute) – this condition is invalid as the course is delivered online and requires no transportation.

As a general guideline, students have to attain the instructor's approval before their absence unless it is an emergency. At least two weeks' notice is required before any examination date. If the cause of absenteeism is legitimate, then the instructor will work with the student to make-up required exercises and examinations. The following links further clarify the attendance policy:

Rutgers' Attendance Policy: http://policies.rutgers.edu/sites/policies/files/10.2.7%20-%20current.pdf
Rutgers' Religious Holiday Policy: https://scheduling.rutgers.edu/scheduling/religious-holiday-policy
Interfaith Calendar: http://www.interfaithcalendar.org/index.htm
NJ Department of Education Religious Holiday List: http://www.state.nj.us/education/genfo/holidays.htm

**Providing an excuse of absence after one week of a medical situation is not accepted.**
**Providing an excuse of absence after one week of an Emergency is not accepted.**
**Providing an excuse of absence for any other reasons without prior approval of the Instructor is not accepted.**

## 8. Special Needs and Accommodation

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at: https://ods.rutgers.edu/students/registration-form". For additional information, please visit the website of the Office of Disability Services at: https://ods.rutgers.edu/students.

## 9. Tentative Course Schedule

The course will be delivered through 14 assigned sessions, twice per week. The course content will be covered based on the sequence specified in the next page. Please note that the dates are tentative and subject to change. Sessions will include the following delivery methods and activities:

- Lectures covering the main course topics: concepts, theories and practices in HRM.
- Forum discussions to demonstrate your knowledge and interact with other students.
- Case studies that contextualize the course topics with real business examples and enhance knowledge-sharing and interaction among the session attendees – including the instructor. In addition, they aim to refine your analytical and communication skills.
- Presenting individual and group work to other classmates, thus enhancing knowledge-sharing and strengthening your presentation skills.

| Week | Topic | |
|---|---|---|
| 1 | Introduction to the Course<br><br>The Internalization of HRM | Meet your learning Community<br>Academic Integrity<br>Syllabus<br>Group Formation<br>Required Readings |
| 2 | Strategic International HRM<br><br>Design and Structure of the Multinational Enterprise | Lectures<br>Case Studies<br>Forum Discussion<br>Group formation<br>Required Readings |
| 3 | International Mergers & Acquisitions, Joint Ventures and Alliances<br><br>International HRM and Culture | Lectures<br>Case Studies<br>Forum Discussion<br>Group formation<br>Required Readings |
| 4 | International Employment Law, Labor Standards and Ethics<br><br>International Employee Relations | Lectures<br>Case Studies<br>Forum Discussion<br>Required Readings |
| 5 | Individual Projects Presentations<br>Each is allocated 10 minutes talking about one culture | Case studies on various cultures presented by students |
| 6 | International Employment Law, Labor Standards and Ethics<br><br>International Employee Relations | Lectures<br>Case Studies<br>Forum Discussion<br>Required Readings |
| 7 | Assignment 01 Submission : Comparative Labor Law and Standards<br><br>International Employee Relations | Lectures<br>Case Studies<br>Required Readings |
| 8 | International Workforce Planning and Staffing<br><br>International Recruitment, Selection and Repatriation | Lectures<br>Case Studies<br>Forum Discussion<br>Required Readings |
| 9 | Spring Recess | Spring recess |
| 10 | International Training and Management Development | Lectures<br>Case Studies |

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|---|---|---|
| | Group work | Required Readings |
| 11 | International Compensation, Benefits and Taxes<br><br>Assignment 02 Submission: Case Study on Staffing Multinationals | Lectures<br>Case Studies<br>Required Readings |
| 12 | International Compensation, Benefits and Taxes | Lectures<br>Case Studies<br>Forum Discussion<br>Required Readings |
| 13 | International Employee Performance Management<br><br>Well-Being of the International Workforce, and International HRIS | Lectures<br>Case Studies<br>Forum Discussion<br>Required Readings |
| 14 | Comparative IHRM: Operating in Other Regions and Countries<br><br>Group Work | Lectures<br>Case Studies<br>Required Readings |
| 15 | Final Project Submission and Presentations: Comparative HRM: Operating in Specific Countries | Case Study presentations |