

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



38:533:665:90 – Managing the Global Workforce

Contact Details

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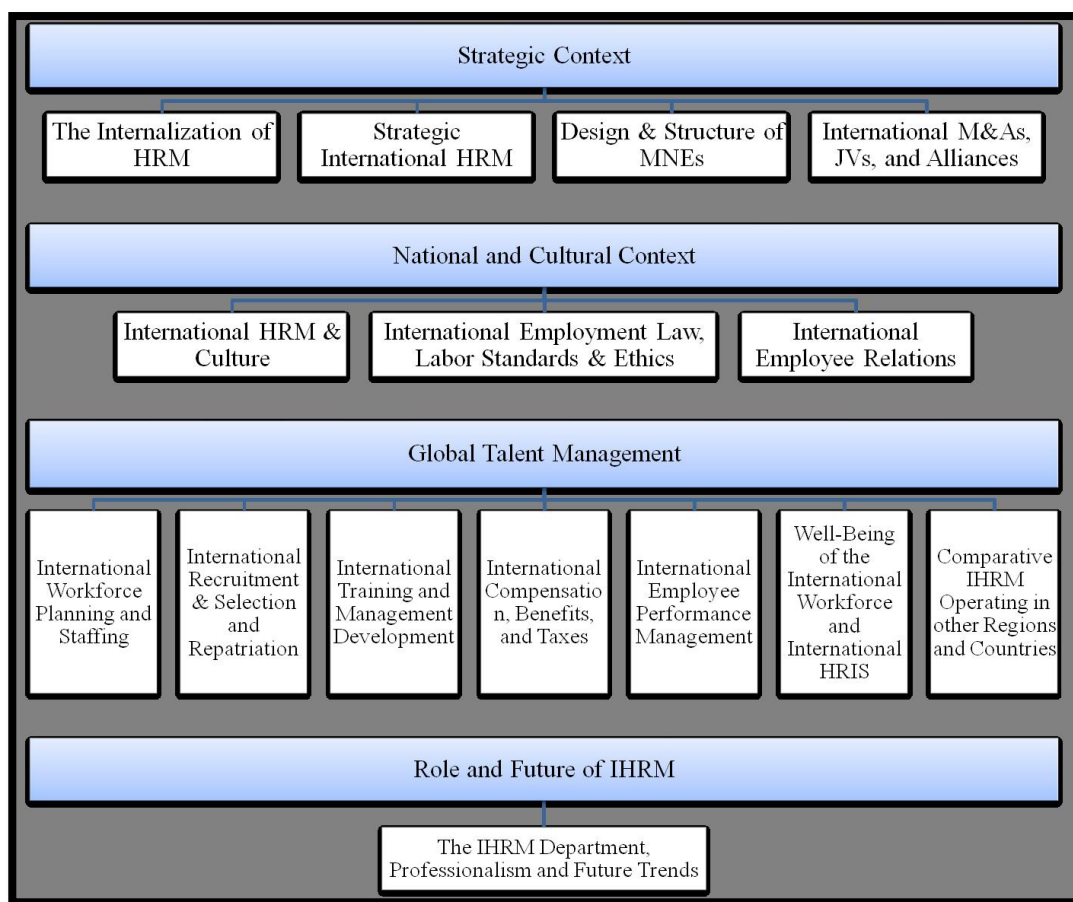
4:00 PM – 5:00 PM or by appointment

Class Details

Location: Online

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1. Course Description

The trend of international business expansion has been increasing exponentially 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 difficult to estimate, there are more than 82,000 multinational enterprises with over 810,000 affiliates operating 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, merchandise and commercial services exports reached around \$21 trillion – around 27% of the World's GDP. As a rough estimation, 60-70% of international trade occurs within the same multinational groups.

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

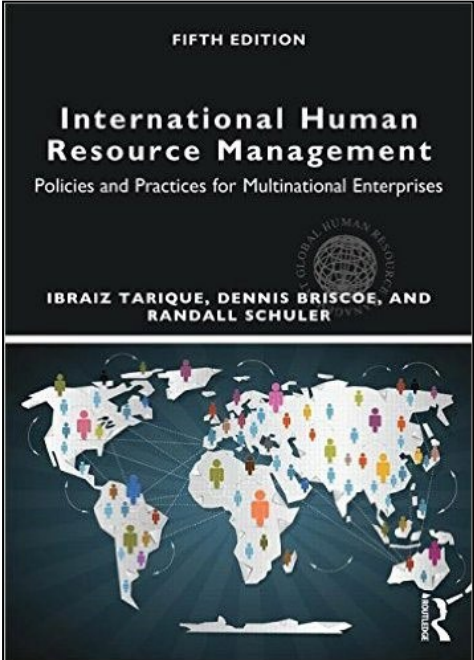
Therefore, this course aims to clarify global HRM practices. To begin with, the course displays the drivers of business internationalization and the levels of corporate global integration. Then, the course outlines the structural alternatives for multinational enterprises and the cultural/national and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

2. Course Details

Course Learning Objectives	<p>This course aims to provide students with a robust understanding of international HR practices and issues. In addition, the course aims to build awareness and appreciation of the international business context and how HR can contribute as a strategic partner to enhance a multinational's performance and competitive advantage. Students who complete this course should demonstrate an understanding of:</p> <ol style="list-style-type: none">1. Drivers for internationalization and the choices businesses have to organize their international operations2. Various cultural, legal, and labor relations contexts3. 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	<p>I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry-level professional.</p> <ul style="list-style-type: none">o Communicate complex ideas effectively, in standard written Englisho Analyze and synthesize information and ideas from multiple sources to generate new insightso Produce quality research papers with the proper convention of attribution/citationo Produce high-quality executive summarieso Make an argument using contemporary and/or historical evidenceo Present ideas and arguments in a logical and effective way <p>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.</p> <ul style="list-style-type: none">o Employ current technologies to access information, conduct research, and communicate findingso Analyze and synthesize information and ideas from multiple sources to generate new insightso Assess and critique relevant evidence and research findingso Access high-quality historical, qualitative, and quantitative evidence or researcho Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues

	<p>IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.</p> <ul style="list-style-type: none"> o Demonstrate an understanding of the practical perspectives, theories, and concepts in their field of study o Evaluate and apply theories from social science disciplines to workplace issues <p>V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions</p> <ul style="list-style-type: none"> o Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work o Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective o Analyze issues related to business strategies, organizational structures, and work systems o Analyze issues of social justice related to work across local and global contexts (LSER) o Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM) <p>VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance</p> <ul style="list-style-type: none"> o Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work o Understand the legal, regulatory, and ethical issues related to their field o Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM) o Understand the internal and external alignment and measurement of human resource practices (HRM)
Target Audience	<p>This course is an optimal learning experience for:</p> <ul style="list-style-type: none"> ➤ Students aiming for a career in Human Resources. ➤ Students seeking knowledge of Global People Management. ➤ Managers seeking to improve their People Management skills and are interested in implementing effective Global HR practices. ➤ Employees involved in HR practices such as staffing and performance management within a global environment.
Course Topics/Chapters	<ol style="list-style-type: none"> 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 14. Comparative IHRM: Operating in Other Regions and Countries

3. Readings



- You may buy any edition after the following book: 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 check the course website regularly to stay current with essential course materials.
- **Note: The book is helpful as a reference, but you may still be successful in completing the course without it. The lectures are comprehensive; however, if you need more details, then feel free to buy the book. You can purchase the fourth edition or any subsequent edition. I recommend opting for the most affordable option if you plan to buy the book.**
- Make sure to read all assigned readings and cover the weekly lectures early in the week to optimize your learning experience.

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 helpful to consult the New Brunswick Graduate Catalog to understand your rights and obligations at: http://catalogs.rutgers.edu/generated/nb-grad_current/pg43.html. The following table lists the assessment methods and their weight:

Method	Percent
Forum Discussions	15%
Quizzes	15%
Assignments	30%
Individual Project	20%
Group Project	20%
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

Forum discussions aim to debate questions that address issues related to the week's subject. Students are expected to actively participate in online forum discussions, interact with others, reflect on their thoughts, exchange ideas, and expand their knowledge base. Students are encouraged to post and interact with one another as much as possible. That said, at a minimum, students must post an initial contribution that addresses 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 at least three times to others – in addition to the initial contribution. The collaboration will be assessed based on content and engagement, demonstrated analytical thinking, and the quality of references used. Also, the students will be evaluated based on the quality of their writing. The quality of writing will be assessed based on clarity, 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%)

B. Quizzes

In total, you will have to take seven quizzes, each covering two lectures out of the 14. Each quiz consists of 20 questions, some of which are True/False and others are multiple-choice. You will have permission to repeat each quiz twice, and the final attempt score will be counted towards your final grade. The quizzes aim to ensure that students cover all the lectures. You have the flexibility to take the quiz at any time during the assigned week, and it is not monitored. Therefore, their primary aim is educative, not punitive.

C. Assignments

There are two assignments with equal weights, each contributing 15% to the final grade. Both are case studies. The exams' submission dates are fixed and noted in the course schedule. You can receive formative feedback before submitting your final work. The assignments 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, must be uploaded to Canvas and will be checked for plagiarism. Thus, the work needs to be original, and when you utilize external references, you must cite them 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 it on time. Legitimate excuses include illness requiring medical attention (verified with a note from a doctor), an emergency (verified when applicable), or a reason approved by the instructor. The instructor's approval should be attained at least one week before the exam date.

D. Individual Project

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 to attain an in-depth understanding of various cultures and compare them with US culture. Each student will select one country that differs from the countries chosen by others to cover as many cultures as possible. This project will account for 20% of the final grade.

The paper size should not exceed 2000-2500 words, and it 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 that in the United States.
6. Note that the paper should be well-referenced (In-text referencing and a reference list).

E. Group Paper

Project Description & Performance Guidelines

The course will provide an extensive overview of International HRM. However, when businesses internationalize, 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, 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 following countries. However, if you fail to find a team or pick 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 20% of the final grade.

Each team will cover a distinct country; therefore, no two or more teams will be allowed to cover the same case study. Thus, 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, the Netherlands, the 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 paper size is between 3000 and 4000 words, and it 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 well-developed factors).
 - B. Major unfavorable business climate factors that discourage multinationals from starting a business in this country. (At least 8 to 10 well-developed factors).
 - 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 well-developed challenges). 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. If a student does not contribute equally to a project compared to other group members, they 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 and cover the week's lecture early on. This increases the learning experience and elevates the interaction level among students in the discussion forums.
- Students are expected to participate in discussion forums to fulfill the learning outcomes actively. Please note that discussion forums are evaluated and contribute to your final grade.
- Students are asked to check Canvas frequently – at least every 24 hours. Course materials, including additional readings, media, valuable links, and announcements, will be added regularly to enhance your learning experience.
- All required materials for the course are subject to formal assessment, even if they were not covered in the lecture. 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 interaction.
- For every three credits of study, students should expect to commit at least 100 hours of their time to coursework, self-study, and revision.
- The instructor will continuously provide feedback whenever a student requests help. Students are encouraged to contact their instructor for one-on-one sessions if needed.
- Students are expected to behave professionally. Failing to do so will affect your forum discussion grade. The following are some guidelines:
 - Students are expected to participate in forum discussions on time with adequate quality and quantity of replies.
 - Revise your work before posting your initial contribution and replies, as you will not be able to modify your post once you submit it.
 - Add something new to justify your position when posting in the forums. Do not only post if you agree or don't agree with your peers' replies. Instead, justify your comment with appropriate references, analysis, and linkages.
 - Students are expected to behave ethically and respectfully towards their instructor and peers.
 - Misconduct in forum discussions, chatting, and other forums and forms of communication will not be tolerated.
 - Make sure not to use all capital letters while replying to your peer. In case you want to emphasize a keyword or a point, use italics, bold, or asterisks.
 - For further information on the discussion forum's rubrics and how to behave ethically and professionally in an online course, please refer to the guidelines on the course website.

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 addressed in accordance with the university's policies and procedures. If you have doubts about 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. Communication Guidelines

When corresponding with your instructor and classmates via email or discussion forums, please take the time to use grammatically correct language and maintain a positive tone. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting. Always treat your instructor and fellow students respectfully in all communications.

8. Attendance Policy

Participation in all discussion forums shall be expected. Submitting all assessments on time is also likely. Failure to participate in discussion forums with no authentic excuse will negatively affect your grade. Failure to submit an assessment on time will result in a grade of zero.

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 the commute) – this condition is invalid as the course is delivered online and requires no transportation.

As a general guideline, students must obtain the instructor's approval before taking an absence, unless it is an emergency. At least two weeks' notice is required before any examination date. If the cause of absenteeism is legitimate, the instructor will work with the student to make up any missed 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>

9. Technical Requirements

There are no special technical prerequisites, but, as the course delivery and communication take place via the screen, students will benefit from consistent, secure access to a personal computer with up-to-date word processing and graphics software (including Flash and video players). A high-speed Internet connection is also recommended. The following are some basic hardware and software requirements:

1. An up-to-date computer (usually no older than 2-3 years. Students need to ensure that their computers are functional, as it is their responsibility).
2. Broadband connection with reliable internet access.
3. Voice input (Microphone) and output hardware.
4. A webcam (800 x 600 resolution or better).
5. Operating System (Windows 7, 8, or higher / Mac OSX 10.7 Lion or higher).
6. Microsoft Word & PowerPoint.
7. Adobe Flash Player.
8. Adobe Reader (PDF reader).
9. A Media Player.

10. Special Needs and Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where they 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 accommodation, your campus's disability services office will provide you with a Letter of Accommodation. Please share this letter with your instructors and discuss the accommodation with them as soon as possible in your courses. 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 Office of Disability Services website at: <https://ods.rutgers.edu/students>.

11. Student Resources & Scholarships

If you require any help in the areas of (a) mental health, (b) academic coaching, and (c) financial assistance: <https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students>
Additional resources are available at the Dean of Students' office: <http://deanofstudents.rutgers.edu/resources-and-support/>
For SMLR's scholarship offerings: <https://smlr.rutgers.edu/academic-programs/scholarships>

12. Tentative Course Schedule

This is a fully asynchronous online course. Thus, meeting deadlines assigned in the course modules is vital. Self-management is a crucial ability to stay on track with the course. The course will be delivered over approximately 15 weeks, with each week assigned a specific module. Please refer to the course website for more details. Modules include:

- Lectures covering the main course topics: concepts, theories, and practices.
- Formal assessments of students' knowledge for each lecture
- Discussion forums that contextualize course topics with real-world business examples, enhancing knowledge sharing and interaction among session attendees, including the instructor. In addition, they aim to refine your analytical and communication skills.
- Assignments and projects that will contextualize your knowledge in an organizational context.

Note: The course schedule is tentative, and the instructor reserves the right to modify it as needed.

Good luck and welcome to the Course!