MANAGING THE GLOBAL WORKFORCE

Rutgers University, School of Management and Labor Relations
Fall 2012 - Friday
Course Number: 38:533:665:01

To quote Confucius: "*Tell* me and I will forget; *show* me and I will remember; *involve* me and I will understand."

PROFESSOR: Paula Caligiuri, Ph.D.
TEACHING ASSISTANT: Sargam Garg

REQUIRED READINGS:

Textbook: CALIGIURI, P. (2012) Cultural Agility: Building a Pipeline of Successful Global Professionals. (Jossey-Bass)

Additional articles will be on the course Sakai site.

CLASS TIME AND LOCATION:

Friday Class: 004 Levin from 12:00 to 2:40 pm

OFFICE NUMBER AND OFFICE HOURS:

Professor Caligiuri's email: caligiuri@smlr.rutgers.edu
TA: Sargam Garg's email: sargam2006@gmail.com
Office hours: By appointment
Office #: 848-445-5228

This is a highly interactive class. Laptops, smartphones, and cell phones **may not be used** during class unless noted in the syllabus.

Reading Assignments and Course Outline:

September 7 - Introduction to Managing the Global Workforce

September 14 – International Business Strategy

Readings: Caligiuri – Chapters 1 and 2
Readings available on Sakai site

September 21 – Cross-cultural Differences – ONLINE Class

Class will not meet today. Instead, please work through the self-directed online modules for understanding cross-cultural differences. Visit the Culture Wizard website (see instructions below) and select the option for "Global Cultural Diversity". Two of the tools within that option – the "Cultural Awareness Training Tool" and the "Culture Calculator" are the modules you should work through for this online class.

September 28 - Cross-cultural Differences (continued)

Readings: Readings available on Sakai site

October 5 – Configuring a Global Talent Portfolio

Readings: Readings available on Sakai site

October 12 – Acquiring Culturally Agile Talent

Readings: Caligiuri - Chapter 3, 4, and 5

Take the Cultural Agility Self Assessment (CASA) before class and bring discussion points of your results for class (i.e., what you found interesting about your results). To access CASA, visit:
www.CulturalAgility.com/user/register
Enter registration code: MGW2012

Additional readings available on Sakai site

October 19 – Developing Culturally Agile Talent

Readings: Caligiuri - Chapter 6 and 7
Additional readings available on Sakai site

October 26 - Mid-Term Exam

November 2– Building Effective Global Teams – BRING LAPTOPS TO CLASS

Readings: Visit the Culture Wizard and select the tab for "Team Effectiveness". Familiarize yourself with the Global Teams Tool by creating a hypothetical Global Team Profile within this exercise.

Additional readings available on Sakai site

November 9– Managing International Assignees

Readings: Caligiuri – Chapter 8

Visit the Culture Wizard website and select the tab for "International Assignment". Complete the SAGE (which stands for the "Self-Assessment for Global Endeavors"). Bring your SAGE results to class for discussion.

Due: International Assignment Analysis

November 16- Leading in a Global Organization

Readings: Caligiuri – Chapter 9
Additional readings available on Sakai site

November 21 (WEDNESDAY for Friday class) - Comparative Human Resources

Team Presentation: China
Team Presentation: India
Team Presentation: Germany
Team Presentation: France

November 30 - Comparative Human Resources

Team Presentation: UAE
Team Presentation: Israel
Team Presentation: Brazil
Team Presentation: Mexico

December 7 - Comparative Human Resources

Team Presentation: South Africa
Team Presentation: Kenya
Team Presentation: Russia
Team Presentation: Poland

Due: Biographical Analysis <u>OR</u> Report on a Self-Development Cultural Activity

December 14 – Final Exam

GRADING

20% Class Participation
20% Mid-Term Exam
20% Final Exam
20% Team Presentation and Report
10% International Assignment Analysis
10% Biographical Analysis or Self-Development Cultural Activity

CLASS PARTICIPATION

To receive the maximum credit for participation I expect **attendance** and full **participation** in class discussion (i.e., read before you come to class, contribute to the discussion). **Attendance** will be taken at each class. You are expected to attend all classes; if you expect to miss a class, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me. **Attendance is necessary but not sufficient for full credit in class participation.** To receive the maximum credit for participation I expect full participation in class discussion (i.e., read before you come to class, contribute to the discussion). **Full participation is defined as contributing at least two comments or questions during each class meeting**. To earn full credit for this portion of your grade you will need to speak in class. Speaking only to fellow students in small groups is important, but **not** considered class participation.

ON LINE EXERCISES

This class includes some web access online training tools found collectively on the site called: http://cw3.culturewizard.com. This site includes multiple tools which will be used at various points in the class, where noted in the syllabus and is limited access for students of this class only. Once you are on the website, click "register" on the right side of the page. On the registration page, fill in your name, select a username and password, and fill in your email address. Be sure to write down the username and password you selected because you'll need it to sign in on all subsequent accesses. Select your home country (use either your nationality or country of current residence) and select any country of professional interest. In access code field, type **Rutgers2012**. (Please note that the access code is **case sensitive**.)

INTERNATIONAL ASSIGNMENT ANALYSIS

DUE NOVEMBER 9 FOR THE FRIDAY CLASS

Interview one individual who has lived and worked internationally for his or her job (either currently, or in the past). Based on your interview (sample questions below), summarize the following:

A - From an HR perspective, how well did the company select, train, support, etc. your interviewee (i.e., what the company did well and not so well)?

B - Based on the highlights from the interview or salient comments your interviewee mentioned about his or her experience, provide your insights about the following:

1. his or her readiness or appropriateness for this assignment
2. his or her personal and professional development
3. the affect of the assignment on his or her family members (if any)
4. the repatriation process (if he or she is finished with the assignment)

This total analysis will be between 2 and 4 pages. You do not need to give the full name or company name of your interviewee. Below is a list of possible interview questions (probably more than you will be able to use). The responses to these questions should give you a sense for the interviewee's experience during his or her assignment:

1. How were you selected for the assignment? *Follow-up questions may include*: Was there a process in place to help you make a decision (i.e., self-assessment)? Did this process include your family? How much lead-time were you given before you were expected to relocate? Did you feel as though you had a choice to accept/decline the international assignment? Was this your first assignment? Had you lived in this country before?
2. What type of assistance did you receive prior to your relocation? *Follow-up questions may include*: Did you and your family receive any special assistance prior to the relocation? What type of support was offered (e.g., professional development for your spouse, language training for entire family, cross-cultural training, language training)? Were these helpful?
3. What functional support did you receive for the move (e.g., assistance from a relocation company, home-finding services, school search, and property management)? Were the support services helpful? What did the company do to help you not feel isolated from your home country, headquarters (e.g., providing a mentor)? Were these practices effective?
4. Do you feel as though your performance was managed effectively? And that you were adequately coached with the appropriate amount of feedback?
5. What types of steps are (or were) in place for your repatriation (or your next assignment)? Did you feel anxiety about going back to your home country?
6. Overall, please describe how well your company managed your global assignment. What else could they have done/should they have done?
7. Was your family happy with the relocation? Were you happy?
8. What should your company have done to support you (that they did not do)? What should the company continue doing?
9. Do you have any other comments about your international assignment?

PROJECT OPTION 1 OR OPTION 2 (SELECT ONE)
DUE DECEMBER 7 FOR THE FRIDAY CLASS

OPTION 1: BIOGRAPHICAL ANALYSIS

Read a nonfiction book of your choice in which the central character is a person from one culture who is living and working in another country. Given that much of this class is dedicated to the activity of working across cultures, read the book (hopefully for pleasure) and reflect on what you have learned in terms of humans living and working across cultures. **This is not a book review.** Answer the following two questions in your biographical analysis:

1. Describe the most salient personal and/or professional cultural challenges the central character had when living and/or working in the host country.

2. How did he or she address these cultural challenges and learn how to be effective in and adjusted to living and/or working in the host country? You can answer this question systematically: from the many factors we discussed in class, which ones enabled the central character's effectiveness: dispositional characteristics, supportive relationships, organizational support, prior training or experience, or something else.

You can select any book of your choosing – and there are many possibilities. Some examples (and these are merely examples) of books that would be acceptable are:
Accidental Office Lady by Laura Kriska
Infidel by *Ayaan Hirsi Ali*
Kabul Beauty School by Deborah Rodriguez
YAO: A Life in Two Worlds by Yao Ming and Ric Bucher

Remember the biographical analysis must be based on your analysis of a **non-fiction book**. I am not interested in your impression of the book, rather your ability to capture the essence of the central character's cross-cultural experiences in terms of the two questions above. Please include the book's title and author in your analysis. The analysis should be between 2 and 4 pages in length.

OPTION 2: REPORT ON A SELF-DEVELOPMENT CULTURAL ACTIVITY

Engage in a social activity on campus or in your community, one that will give you a chance to experience another culture. This should be a place you can visit easily and/or an activity that you are interested in engaging in (independent of this assignment). You can participate with a classmate or friend, provided he or she is not from your own culture. The goal of this assignment is to enhance your skills for entering a different culture and learning from it.
You will be making the following observations:

1. Anticipation. Before entering into the situation an image of the environment is created. In some cases, one's mind paints a picture that is, ultimately, very different from reality. *Make note of your feelings before engaging in the cultural activity.*

2. Entry. When you first enter the new cultural experience you might feel conspicuous and, perhaps, uncomfortable. *Make note of your feelings when first entering the cultural activity.*

3. Observation. As time passes, most people feel more comfortable as they watch others in the setting and observe patterns of interaction. *Make note of your feelings during the cultural activity. Also describe the patterns of behavior and interactions you observed (especially as they were different from those with which you are familiar).*

4. Interaction. Be certain you have a chance to interact with others in the cultural setting. *Make note of your experience and feelings during the interactions.*

5. Directed Reflection. Think about the experience. Discuss the experience with someone who understands that cultural context and/or conduct a web search on the experience. *What did you learn about yourself as you experienced a cultural activity? What did you learn about the culture?*

You can select any cultural experience of your choosing. There are a wide variety of activities that would work for this project; many of them are on campus (both convenient and inexpensive). Visit http://www.rutgers.edu/campus-life/clubs-organizations and select "cultural" to see the on-campus cultural clubs. You will need to contact the clubs directly to see what open events are available. Another opportunity is to plan a lunch or dinner with a classmate from a different culture in a restaurant with cuisine from his or her country – or at the home of your classmate. (Since it would be rude to invite yourself to dinner, perhaps you can exchange dinners.)

Please include details about the experience (including why you selected this experience). The analysis should be between 2 and 4 pages in length.