Course Syllabus **Rutgers University** **School of Management and Labor Relations** **Human Resources Management Department** **2015-2016**	RUTGERS THE STATE UNIVERSITY OF NEW JERSEY

37:533:315:02– Global Human Resource Management

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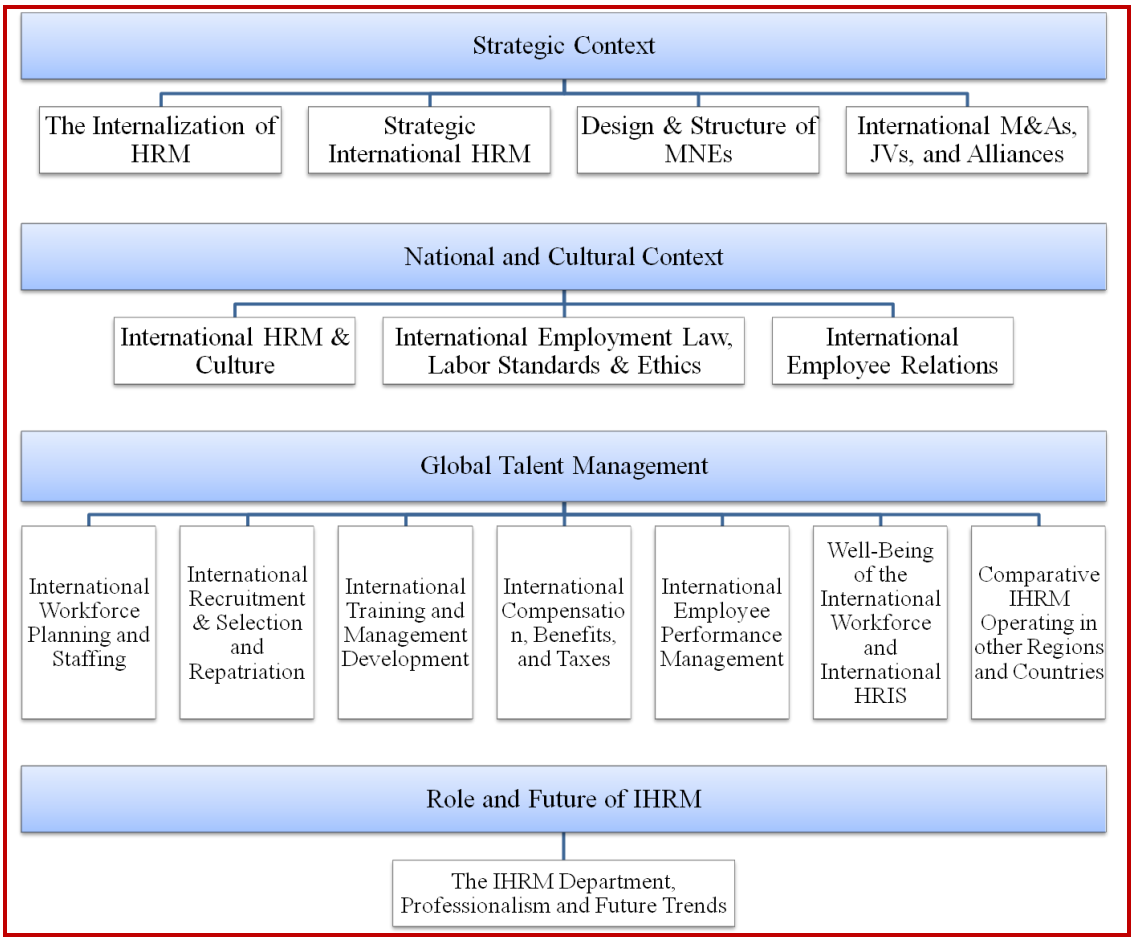


1. Course Description

The trend of business internationalization has been exponentially increasing since the last century. This is demonstrated in 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.

In 2010 alone, more than 82,000 multinational enterprises with more than 810,000 affiliates operated worldwide. Moreover, in 2013, the global FDI reached $1.45 Trillion – a 9% growth compared to 2012 (UNCTAD, 2014). The global FDI is projected to continue its growth for the coming years, reaching $1.6 Trillion, $1.75 Trillion and $1.85 Trillion in 2014, 2015 and 2016 simultaneously (UNCTAD, 2014). Furthermore, in 2012, the collective WTO members' exports of merchandise and commercial services reached around $21.55 Trillion – around 30% of the World's GDP (WTO, 2013). As a rough estimation, the total of 60-70% of the international trade takes place within the same multinational groups (Sheppard, 2012, from www.taxjustice.net).

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. Afterwards, the course addresses strategic international HRM and the employment cycle within an international context.

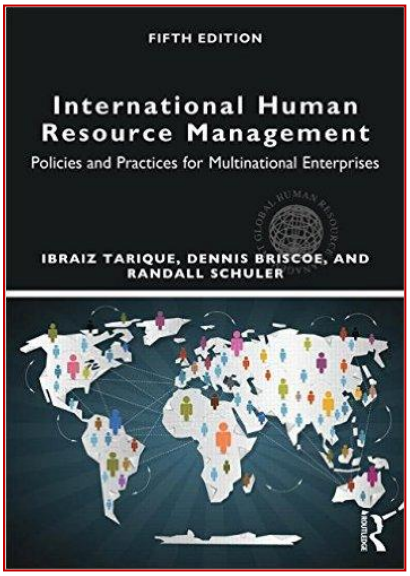
2. Course Details

Instructor	Hadi El Farr
Credits	3
Semesters	Fall
Program of Study	Undergraduate – Human Resources Management
Target Audience	This course is an optimal learning experience for: ➢ Students aiming for a career in Human Resources ➢ Students seeking knowledge of Global People Management ➢ Managers seeking to improve their People Management skills and interested in implementing effective Global HR practices. ➢ Employees involved in HR practices such as staffing and performance management within a global environment
Course Learning Objectives	Students who complete this course will demonstrate an understanding of: ➢ Drivers for internationalization and the choices businesses have to organize their international operations ➢ Various cultural and legal contexts ➢ 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	➢ Research Skills – Demonstrate an ability to collect, analyze and synthesize

Objectives	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 • Understand cultural differences and how to work in a multicultural environment • Work productively in teams, in social networks, and on an individual basis • Develop cultural agility competencies • Demonstrate lifelong personal & professional development skills
Topics	The Internalization of HRM Strategic International HRM Design and Structure of the Multinational Enterprise International Mergers & Acquisitions, Joint Ventures and Alliances International HRM and Culture International Employment Law, Labor Standards and Ethics International Employee Relations International Workforce Planning and Staffing International Recruitment, Selection and Repatriation International Training and Management Development International Compensation, Benefits and Taxes International Employee Performance Management Well-Being of the International Workforce, and International HRIS Comparative IHRM: Operating in Other Regions and Countries The IHRM Department, Professionalism and Future Trends

3. Reading List

Readings for this course will be selected from the following textbook:



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

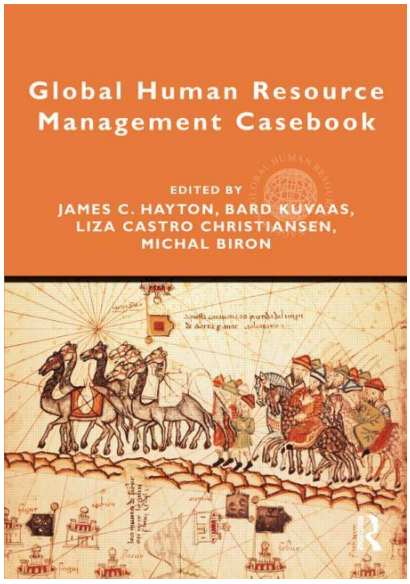
ISBN-13: 978-0415710534
ISBN-10: 0415710537

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

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

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

Case studies for the team projects will be selected from the following textbook:



- Hayton, J.C., Biron, M., Christiansen, L.C. and Kuvaas, B. (2012). Global Human Resource Management Casebook. London: Routledge.

ISBN-13: 978-0-415-89371-8

Link: http://www.routledge.com/books/details/9780415893718/

4. Assessment

The assessment criteria abide by the Undergraduate Grades and Records Policy: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1344.html. Moreover, it is useful to read the New Brunswick Undergraduate Catalog in order to know your rights and obligations at: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1341.html. The following table lists the assessment methods:

Method	Points
Attendance & Participation	50
Exam I	100
Exam II	100
Exam III	100
Paper& Presentation	100
Total	450

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

Points	Percent	Grade	Description	Grade Points
405-450	90-100%	A	Outstanding	4.0
382-404	85-89%	B+		3.5
360-381	80-84%	B	Good	3.0
336-359	75-79%	C+		2.5
315-335	70-74%	C	Satisfactory	2.0
292-314	65-69%	D	Poor	1.0
≤ 291	≤ 64%	F	Failing	0.0

A. Attendance & Active Participation

Just by attending and actively participate in the assigned sessions you earn up to 50 points. 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 Poll Everywhere and/or attendance sheets..

Also, students are expected to actively participate in class and online forums. In addition to earning points, students will have the opportunity to add their input, share experiences and learn from others. Points are gained through answering the Poll questions 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.

Also, to participate through Poll Everywhere you need to bring your mobile phone, tablet or laptop. If unable to obtain any of those devices, please contact me to arrange an alternative method for participation. You need to register with the Poll Everywhere website at least 24 hours before the third class (please refer to the Polling Instructions below for the registration instructions). You can respond to the Poll questions through text messages or via the web browser.

B. Exams

There are three noncumulative exams with equal weights (two midterms and one final). The exams consist of multiple-choice and true-false questions. Each exam covers five chapters. The material includes lectures, discussions, exercises and readings. The exams dates are fixed and noted in the course schedule. Please note that all exams are closed-book. If the examination session was cancelled, then the exam will be automatically rescheduled for the next regular session.

Make-up policy

Again, the dates of each of the three exams are noted on the course agenda. An exam grade of zero (0) will be assigned to any student who is absent without a legitimate excuse on the date of a regularly scheduled test. Legitimate excuses include illness (verified with a note from a doctor), inclement weather (only when the Rutgers Information Service, 732-932-INFO, indicates that Rutgers is closed), and others as assigned by Rutgers Attendance Policy (please refer to the attendance policy section). An individual make-up exam will be held at a time that is convenient for the instructor. Individual make up exams will be in essay and/or short answers format.

C. Extra Credit Assignments

During the semester, you will have the opportunity to submit two assignments in order to improve the grades of the two midterm exams. Each assignment will contribute to up to 10 points. The two assignments are optional and will be in essay and/or short answers format. Submission dates of both assignments will be the end of next week after the examination date. Late submissions are strictly not acceptable. Assignments should be both uploaded on the Sakai website and a hard copy submitted to the Teaching Aids.

D. Paper& Presentation

<u>Project Description & Performance Guidelines</u>

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 aforementioned assigned casebook. However, if you fail to find a team or choose a case study by the time limit assigned at the course schedule, then the instructor will select on your behalf.

In total, there will be 20 teams: each is formed of 5 to 6 students. 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. **Case Studies from Western Europe:** Germany, Italy, Netherlands, United Kingdom
II. **Case Studies from Scandinavia:** Denmark, Finland, Sweden
III. **Case Studies from Central & Eastern Europe:** Bulgaria, Poland, Russia
IV. **Case Studies from Mediterranean, Middle East, and Africa:** Ghana, Uganda, United Arab Emirates
V. **Case Studies from Asian and the Pacific Rim:** China, India, Indonesia, Singapore
VI. **Case Studies from the Americas:** Canada, Chile, Mexico

The project consists of a paper and presentation. The paper size should not exceed 2500 words and the presentation time is 15 minutes (+5 minutes for discussion). Both should cover the following:

1. Overview of the country and its business climate (500 words, 2 minutes)
2. HR challenges that a multinational firm might face within the given context (500 words, 3 minutes)
3. Overview of the case study (500 words, 5 minutes)
4. Critical answers to the questions at the end of the case study (1000 words, 5minutes)

The deadline for submitting the report is the same day and time assigned for your presentation day. You need to bring a physical copy of your report and presentation to class and hand it to the instructor at the date assigned for the presentation. Late submissions are not accepted. Each group will submit one report.

5. Polling Instructions

During the sessions, you will be presented with poll questions to answer through the PollEverywhere website. The site allows you to respond to polls in various methods: (1) text messages through mobile phones and (2) web browser through your laptops/tablets/smart phones. Therefore, you are permitted to use the aforementioned devises strictly while responding to poles. Using electronic devices is not allowed otherwise.

The aim of the polls is to take attendance, to confirm you comprehension of the subject and to expose of sample exam questions. Accordingly, you need to register with PollEverywhere before attending the third session through following the instructions at this link: www.polleverywhere.com/register?p=2cwgm-1qkf&pg=3DKqN8t&u=zKS17IVl

Upon accessing the link provided above, you may see the statement "You're registering as a participant for Rebecca A Tinkham, Rebecca A's account". The HRM department has a group license under which all faculty members might utilize. Rebecca is the undergraduate staff coordinator for our department, and she is also listed as the administrator on the PollEverywhere departmental license. Please ignore that it lists her name and continue to follow the instructions as provided.

1. Be sure to complete all the registration steps, including the certification of your cell phone (If you intend to text your responses).
2. If you are already registered with PollEverywhere for a different class in the HR department, please email the Teaching Assistant and s/he will add you to this specific course.
3. In part, this is how participation/attendance is tabulated. Coming to class late, or attending but not responding to that day's poll, will be considered a non-attendance. It is your responsibility to respond to the polls so that your attendance/participation is recorded.
4. You may check your own responses to confirm submission through logging in to the PollEverywhere website (www.polleverywhere.com) and clicking on My Response History. You are encouraged to track your responses in order to address issues as soon as possible.

6. Course Requirement 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 each 3 credits of study, students should expect to commit at least 100 hours of their time for course work, 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.

7. 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/. The following documents are also useful to know your rights and responsibilities:

Academic Integrity Policy: http://studentconduct.rutgers.edu/files/documents/AI_Policy_2013.pdf.
Code of Student Conduct: http://studentconduct.rutgers.edu/files/documents/UCSC_2013.pdf.

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 web site 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. 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:

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).

As a general guideline, students have to attain the instructor's approval before their day of 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/view-policies/academic-%E2%80%93-section-10#2
Rutgers' Religious Holiday Policy: http://scheduling.rutgers.edu/religious.shtml
Interfaith Calendar: http://www.interfaithcalendar.org/index.htm
NJ Department of Education Religious Holiday List: http://www.state.nj.us/education/genfo/holidays.htm

10. Tentative Course Schedule

The course will be delivered through 28 assigned sessions, mostly 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. Also, note that the two midterm exams are set during class hours. The final exam time and location will be assigned by the university and will take place during the final exams days. Sessions will include the following delivery methods and activities:

- Lectures covering the main course topics: concepts, theories and practices in HRM.
- 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 group work to other classmates, thus enhancing knowledge-sharing and strengthening your presentation skills.
- Formal assessments of students' knowledge attained throughout the course delivery.

Week	Date	Topic	Learning Outcomes	Required Readings	In-class Activities	Outside of class responsibilities
1	Thursday 09/03/2015	Introduction to the course	➢ Outlining the course syllabus ➢ Understanding the course structure and students' responsibilities and rights.	Syllabus	Lecture Group Formation	Read Ch1 Group Formation
2	Monday 09/07/2015	N/A	Labor Day	N/A	N/A	Read Ch1
	Tuesday 09/08/2015 **Note: Change of Day**	The Internalization of HRM	➢ Describe the many drivers of the internationalization of business ➢ Describe the growth and spread of internationalization ➢ Describe the different settings of international human resource management ➢ Discuss the development of international human resource management **Note that the normal class on Monday is cancelled due to Labor Day and shifted to Tuesday this week.**	Ch.1	Lecture Group Formation	Read Ch.2 Group Formation
	Thursday 09/10/2015	Strategic International HRM	➢ Describe the development of SIHRM and the process of international strategic management ➢ Describe the evolution of the MNE in terms of various stages of internationalization and the methods firms use to enter international markets ➢ Describe the process for developing MNE strategy and IHRM strategy and the relationship between the two	Ch.2	Lecture Case study Group Formation	Read Ch.3 Group Formation
3	Monday 09/14/2015	Design and Structure of the Multinational Enterprise	➢ Explain the fundamentals of organizational design and Structure and explain the process of designing an MNE ➢ Describe the basic characteristics associated with different organizational structures	Ch.3	Lecture Case study	Read Ch.3 Decide on the case study
	Thursday 09/17/2015	Design and Structure of the Multinational Enterprise	➢ Explain the implications for IHRM from the different structures ➢ Describe the importance of teams, networking, and the need for learning in MNEs	Ch.3	Lecture Case study	Read Ch.4 Decide on the case study
4	Monday 09/21/2015	International Mergers & Acquisitions, Joint Ventures and Alliances	➢ Describe the basic nature of international mergers and acquisitions, international joint ventures, and international alliances ➢ Explain the major IHRM implications from international mergers and acquisitions, international joint ventures, and international alliances ➢ Define the IHRM professional's role in implementing effective international mergers and acquisitions, international joint ventures, and international alliances	Ch.4	Lecture Case study	Read Ch.5 Research the case study
	Thursday 09/24/2015	International HRM and Culture	➢ Define and explain the concept of culture ➢ Explain the importance of culture in IB ➢ Describe the basic research findings of Hofstede and Trompenaars	Ch.5	Lecture Case study	Read Ch.5 Research the case study
5	Monday	International HRM	➢ Explain the importance of culture to IHRM	Ch.5	Lecture	Read Ch.6

	09/28/2015	and Culture			Case study	Research the case study
	Thursday 10/01/2015	International Employment Law, Labor Standards and Ethics	➢ Describe the three major legal systems and their key differences ➢ Describe international labor law and standards and explain their impacts ➢ List and describe the goals of the various international trade agreements	Ch.6	Lecture Case study	Read Ch.6 Prepare for the exam Research the case study
6	Monday 10/05/2015	International Employment Law, Labor Standards and Ethics	➢ Integrate existing employment laws and regulations, ethical standards, CSR, and corporate governance into IHRM policies and practices	Ch.6	Lecture Case study	Prepare for the exam
	Thursday 10/08/2015	Exam 1	The exam material covers chapters 1,2,3,4 and 5.	N/A	Examination	Read Ch.7 Research the case study Write the optional extra-credit assignment
7	Monday 10/12/2015	International Employee Relations	➢ Describe the nature of union membership around the world ➢ Describe the evolution and make-up of global employee relations ➢ Explain the relationship between unions and MNEs. ➢ Describe the various strategies with which MNEs approach global employee relations ➢ Describe the various approaches taken to non-union worker representation ➢ Explain the litigation risks in international employee relations	Ch.7	Lecture Case study	Read Ch.8 Research the case study Write the optional extra-credit assignment
	Thursday 10/15/2015	International Workforce Planning and Staffing	➢ Describe the workforce planning process and the challenges involved in planning the international workforce for an MNE ➢ Explain the many options available to MNEs for staffing their operations in terms of the different types of international employees that MNEs can draw on to staff their operations in the global marketplace ➢ Describe the implications of the different staffing options and the various types of employees for the MNE	Ch.8	Lecture Case study	Read Ch.9 Working on the report draft Submit the optional extra-credit assignment
8	Monday 10/19/2015	International Recruitment, Selection and Repatriation	➢ Describe the broad issues involved in staffing subsidiaries with international assignees or expatriates ➢ Describe the various issues involved in recruiting international assignees or expatriates	Ch.9	Lecture Case study	Read Ch.9 Working on the report draft
	Thursday 10/22/2015	International Recruitment, Selection and Repatriation	➢ Describe the general process of selection of international assignees (IAs) for international assignments and the issue of failure in an IA assignment and reasons for it ➢ Describe the characteristics of successful IA selection programs and	Ch.9	Lecture Case study	Read Ch.10 Working on the report draft

			exemplary practices ➢ Explain the essential nature of repatriation			
9	Monday 10/26/2015	International Training and Management Development	➢ Advocate for training and development programs for the MNE's global managers and workforce ➢ Identify the challenges of training an international workforce ➢ Explain key learning objectives that drive training programs aimed at enabling a productive global workforce	Ch.10	Lecture Case study	Read Ch.10 Working on the report draft
	Thursday 10/29/2015	International Training and Management Development	➢ Design cross-cultural training programs that enable international assignees to successfully complete their assignments and develop an effective global management team ➢ Develop a global mindset, global competencies, and global leadership in the international organization ➢ Improve the effectiveness of global and virtual teams	Ch.10	Lecture Case study	Read Ch.11 Working on the report draft
10	Monday 11/02/2015	International Compensation, Benefits and Taxes	➢ Outline the basic objectives of global compensation and benefits (C&B) ➢ Distinguish between global remuneration and international assignment C&B ➢ Identify critical issues in C&B of the global workforce of the MNE ➢	Ch.11	Lecture Case study	Read Ch.11 Finalizing the report
	Thursday 11/05/2015	International Compensation, Benefits and Taxes	➢ Describe the types of compensation systems available for international assignees ➢ Explain the balance-sheet approach, as well as other approaches, of designing international assignment C&B packages ➢ Identify the challenges of dealing with various tax structures and methods affecting international assignment	Ch.11	Lecture Case study	Prepare for the exam Finalizing the report
11	Monday 11/09/2015	Exam 2	The exam material covers chapters 6, 7, 8, 9 and 10.	N/A	Examination	Read Ch.12 Working on the presentation and report Write the optional extra-credit assignment
	Thursday 11/12/2015	International Employee Performance Management	➢ Describe the importance of developing an international performance management system ➢ Explain the characteristics of a successful international performance management system ➢ Identify and overcome the major challenges to international performance management ➢ Describe the role of cultural value dimensions in the design, implementation, and evaluation of an international performance management system	Ch.12	Lecture Case study	Reach Ch.13 Working on the presentation and report Write the optional extra-credit assignment

			➢ Formulate evaluation criteria and practices that meet parent-company requirements while addressing the host-culture's norms and expectations ➢ Identify and overcome the major challenges related to the performance management of international assignees			
12	Monday 11/16/2015	Well-Being of the International Workforce, and International HRIS	➢ Explain the importance of global health & Safety ➢ Identify the role of IHRM in health & Safety ➢ Display the importance of HRIS in supporting evidence-based decisions ➢ Identify the major challenges in designing and implementing global HRIS	Ch.13	Lecture Case study	Reach Ch.14 Working on the presentation and report Submit the optional extra-credit assignment
	Thursday 11/19/2015	Comparative IHRM: Operating in Other Regions and Countries	➢ Understand the field of Comparative IHRM ➢ Understand different types of regions in the world ➢ Describe the institutional, economic, and cultural context for IHRM in different regions ➢ Describe important features of IHRM in Europe, North America, Asia Pacific, and Latin America ➢ Explain the current debate over the convergence of IHRM across countries and regions	Ch.14	Lecture Case study	Read Ch.15 Working on the presentation and report
13	Monday 11/23/2015	The IHRM Department, Professionalism and Future Trends	➢ Describe the ways the IHRM department can obtain more involvement in the MNE ➢ Explain the role and professionalization of the IHRM manager ➢ The complexities and challenges faced by IHRM ➢ The future of the IHRM department and profession	Ch.15	Lecture Case study	Finalizing the report and presentation
	Thursday 11/26/2015	N/A	**Thanksgiving Recess**	N/A	N/A	Studying for the Exam Prepare for the presentations & Report
14	Monday 11/30/2015	Presentations (Group1-5) Submit the report and presentation for groups 1-5.	Presentations (Group1-5) I. **Case Studies from Western Europe:** Germany, Italy, Netherlands, United Kingdom II. **Case Studies from Scandinavia:** Denmark	Matching cases from the second textbook	Case Study Presentations	Studying for the Exam Prepare for the presentations & Report
	Thursday 12/03/2015	Presentations (Group 6-10) Submit the report and presentation for groups 6-10.	Presentations (Group 6-10) II. **Case Studies from Scandinavia:** Finland, Sweden III. **Case Studies from Central & Eastern Europe:** Bulgaria, Poland, Russia	Matching cases from the second textbook	Case Study Presentations	Studying for the Exam Prepare for the presentations & Report

15	Monday 12/07/2015	Presentations (Group 11-15) Submit the report and presentation for groups 11-15.	Presentations (Group 11-15) IV. **Case Studies from Mediterranean, Middle East, and Africa:** Ghana, Uganda, United Arab Emirates V. **Case Studies from Asian and the Pacific Rim:** China, India,	Matching cases from the second textbook	Case Study Presentations	Studying for the Exam Prepare for the presentations & Report
	Thursday 12/10/2015	Presentations (Group 16-20) Submit the report and presentation for groups 16-20.	Presentations (Group 16-20) V. **Case Studies from Asian and the Pacific Rim:** Indonesia, Singapore VI. **Case Studies from the Americas:** Canada, Chile, Mexico	Matching cases from the second textbook	Case Study Presentations	Studying for the Exam

The final exam will be assigned by the university. Usually, it will take place at the same class location, except if you were informed otherwise. The day and time of the final exam will be declared later on during the semester.
The final exam is non-cumulative and the exam material covers chapters 10, 11, 12, 14 and 15

Academic Integrity Contract

(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. Please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf for details regarding the Academic Integrity Policy.

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 8
- 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: _____