

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



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

Contact Details

Hadi El Farr, Ph.D., MBA, PHR

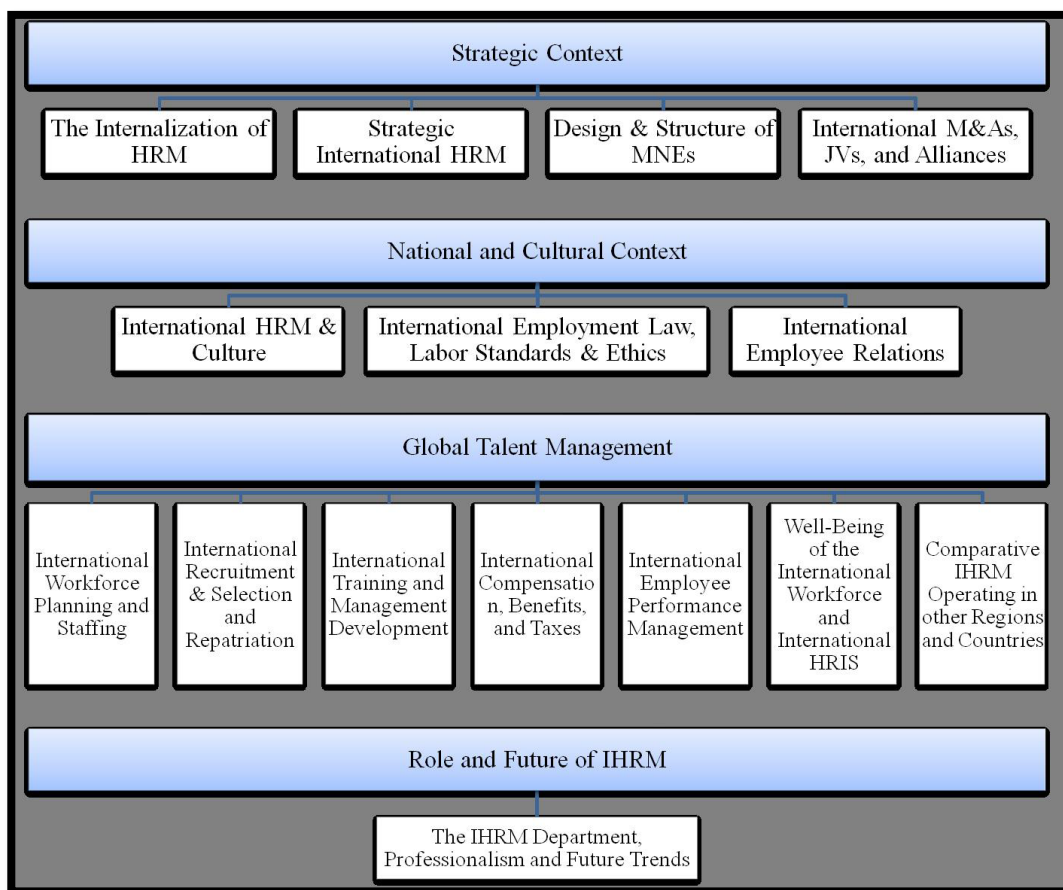
Office: 109 Janice H. Levin

Email: he89@smlr.rutgers.edu

Office hours: Assigned on the Course Website

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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 in the number of enterprises conducting business across the borders of their headquarters, the volume of foreign direct investment (FDI), and the value of trade between countries.

Although estimates are hard to come by, 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. Global FDI is projected to continue growing 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 directly impacts the HR function. HR professionals are expected to plan and manage a workforce that is nationally and culturally diverse. Moreover, they are expected to manage migrant workers and international assignees at each location, as well as their local employees.

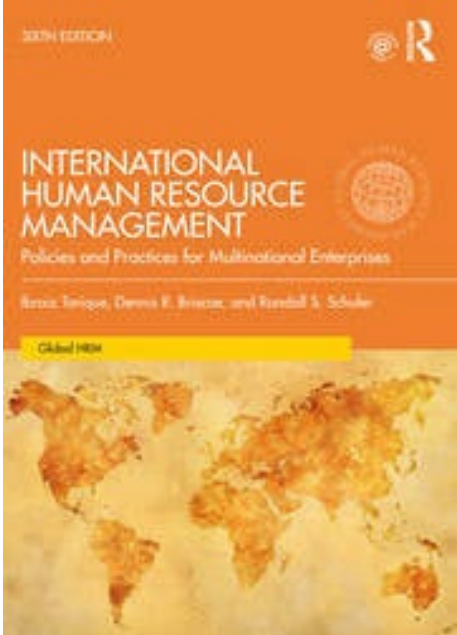
Therefore, this course aims at clarifying global HRM practices. To begin with, the course displays the drivers of business internationalization and the levels of corporate global integration. Then, the course outlines the structural alternatives for multinational enterprises and the cultural/national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

2. Course Details

Course Learning Objectives	This course aims to provide students with a robust understanding of international HR practices and issues. In addition, the course targets building awareness and appreciation of the international business context and how HR can contribute as a strategic partner to enhance a multinational's performance and competitive advantage. Students who complete this course should demonstrate an understanding of: 1. Drivers for internationalization and the choices businesses have to organize their international operations 2. Various cultural, legal, and labor relations contexts 3. The impact of business internationalization on strategic HRM and its various functions, including HR planning, recruitment & selection, training & development, compensation management, performance management, safety & health, and employee relations.
SMLR Learning Objectives	I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry-level professional. - o Communicate complex ideas effectively, in standard written English - o Analyze and synthesize information and ideas from multiple sources to generate new insights - o Produce quality research papers with the proper convention of attribution/citation - o Produce high-quality executive summaries - o Make an argument using contemporary and/or historical evidence - o Present ideas and arguments in a logical and effective way 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. - o Employ current technologies to access information, conduct research, and communicate findings - o Analyze and synthesize information and ideas from multiple sources to generate new insights - o Assess and critique relevant evidence and research findings - o Access high-quality historical, qualitative, and quantitative evidence or research - o Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues

	IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. - 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 V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions - 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) VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance - 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	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 Topics/Chapters	1. The Internalization of HRM 2. Strategic International HRM 3. Design and Structure of the Multinational Enterprise 4. International Mergers & Acquisitions, Joint Ventures, and Alliances 5. International HRM and Culture 6. International Employment Law, Labor Standards and Ethics 7. International Employee Relations 8. International Workforce Planning and Staffing 9. International Recruitment, Selection, and Repatriation 10. International Training and Management Development 11. International Compensation, Benefits, and Taxes 12. International Employee Performance Management 13. Well-Being of the International Workforce, and International HRIS 14. Comparative IHRM: Operating in Other Regions and Countries

3. Readings



- Tarique, I., Briscoe, D. and Schuler, R. (2022). International Human Resource Management: Policies and Practices for Multinational Enterprises. Sixth edition. London: Routledge. <https://doi.org/10.4324/9780429441462>
- The lectures provided are comprehensive. The book is an excellent read, but it is not required for the course.
- Additional optional readings and useful links will be added as needed. They will be available on the course website, along with other course material. Please 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 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	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 related to the week's subject. Students are expected to actively participate in online forum discussions, interact, reflect, 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 need to post an initial contribution that answers the forum question. The initial contribution should be posted within the first three days of the assigned period. The initial contribution will be assessed based on its content, demonstrated analytical thinking, and any references used. Second, the student should actively collaborate and respond to other posts throughout the assigned period. At a minimum, the student should reply to others at least 3 times – in addition to the initial contribution. The collaboration will be assessed based on content and engagement, demonstrated analytical thinking, and references used. Also, the students will be assessed 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 7 quizzes, each covering 2 lectures out of the 14. Each quiz consists of 20 questions, some True/False and others 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 can take the quiz at any time during the assigned week, and it is not monitored. Therefore, their primary aim is educational, not punitive.

C. Assignments

There are two assignments with equal weights – each contributes 15% of 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 the final submission. 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 use external references, you need to cite them in-text and provide a reference list.

Make-up Policy

Again, the assessment dates 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 doctor's note), 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 pick one country that differs from the others' choices 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 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 20% of the final grade.

Each team will cover a distinct country; thus, no two teams may cover the same case study. Therefore, the sooner you decide on a country, the more likely it is to 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 4000 and 4500 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, 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 and cover the week's lecture early on. This enhances the learning experience and elevates student interaction in discussion forums.
- Students are expected to actively participate in discussion forums to fulfill the learning outcomes. Remember that discussion forums are assessed and contribute to your final grade!
- Students are asked to check Canvas frequently – at least every 24 hours. Course material, including additional readings, media, useful links, 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 the lecture. Remember that the instructor is merely a facilitator of your learning experience. Acquiring the fullest understanding of the course subjects depends heavily on individual effort and peer interaction.
- For every 3 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 dealt with in accordance with the university's policies and procedures. If you have doubts about committing 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. Artificial Intelligence (AI) Use Policy

Students may use Artificial Intelligence (AI) tools for limited educational support purposes, such as brainstorming ideas, outlining assignments, grammar review, research guidance, and study assistance. However, all submitted work must reflect the student's own understanding, critical thinking, and original effort. AI should be used as a supplementary support tool rather than as a means of generating the original substance or primary text of an assignment.

Students may not submit AI-generated content as their own work or use AI tools in quizzes, exams, closed-book assessments, or in any assignment where such use is prohibited by the instructor. Specifically, AI is prohibited from generating the initial text for forum discussion posts, assignments, and projects. However, students may use AI tools afterward for limited purposes such as grammatical review, editing, clarity, and stylistic improvements.

Students are responsible for verifying the accuracy, quality, citations, references, and originality of all submitted work. While AI may be used as a search and research support tool to explore ideas and obtain guidance, students must ensure that the final submission reflects their own contribution, analysis, and critical thinking. Any significant use of AI in the preparation of assignments should be disclosed appropriately. Unauthorized, excessive, or undisclosed use of AI may be considered a violation of academic integrity policies. The instructor reserves the right to limit or prohibit the use of AI for specific course activities or assessments.

8. Communication Guidelines

When corresponding with your instructor and classmates via email or discussion forums, please use correct grammar 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.

9. Attendance Policy

Participation in all discussion forums shall be expected. Submitting all assessments on time is also expected. 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 rule, 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, then the instructor will work with the student to make up the 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>

10. Technical Requirements

There are no special technical prerequisites, but, as the course delivery and communication takes place via the screen, students will benefit from consistent, secure access to a personal computer with up-to-date word processing and graphics software (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 make sure 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. Please check the following link for more technical requirements: <http://www.proctortrack.com/technical-requirements/>

11. Special Needs and Accommodation

“Rutgers University welcomes students with disabilities into all 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 accommodations, your campus's disability services office will provide you with a Letter of Accommodation. 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 Office of Disability Services website at: <https://ods.rutgers.edu/students>.

12. 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>

13. Tentative Course Schedule

This is a fully asynchronous online course. Thus, meeting deadlines assigned in the course modules is vital. Self-management is an important skill for keeping up with the course. The course will be delivered over approximately 8 weeks, with a module assigned each week. 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 business examples and enhance 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 change it as seen fit.

Good luck and welcome to the Course