

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

**RUTGERS**  
THE STATE UNIVERSITY  
OF NEW JERSEY



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

**Contact Details**

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

Office: 215E Janice H. Levin

Telephone: (848) 445-9432

Email: [hadi.elfarr@rutgers.edu](mailto:hadi.elfarr@rutgers.edu)

Webex: <https://rutgers.webex.com/meet/he89>

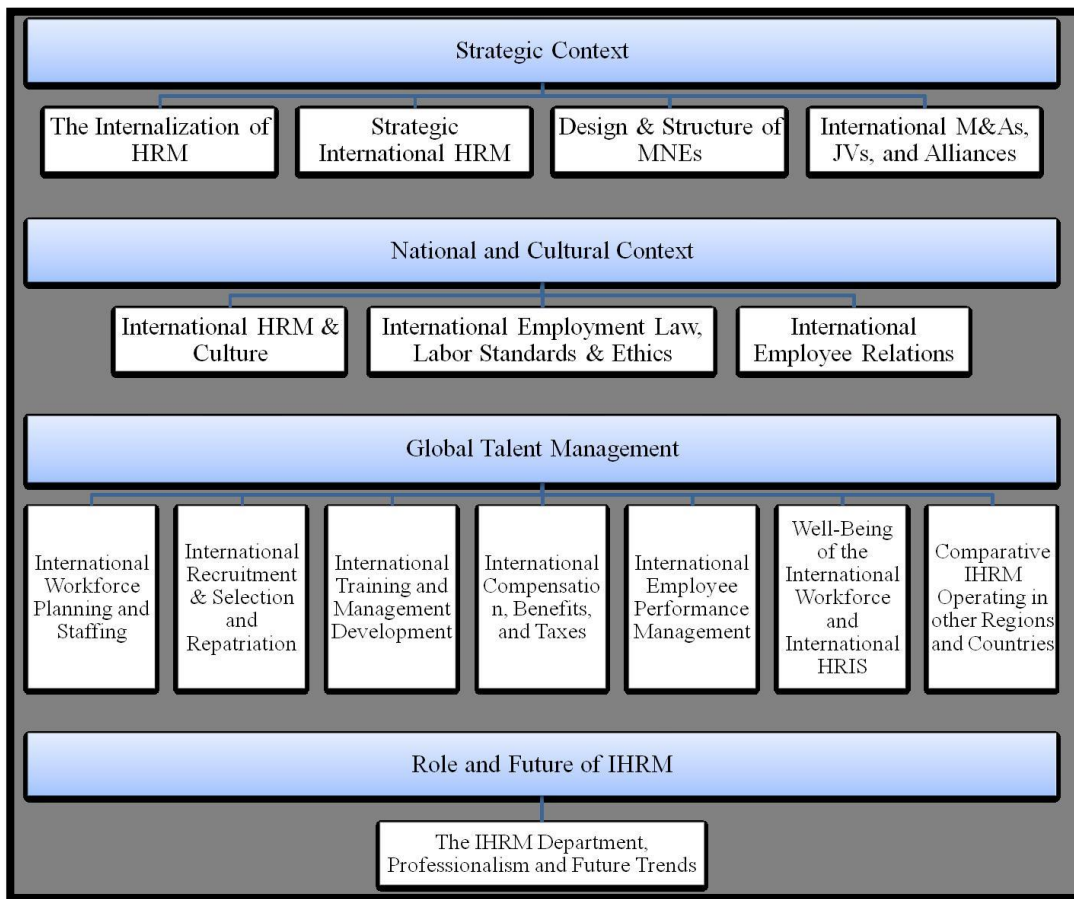
Website: <http://www.hadielfarr.com/>

**Virtual Office hours:** Mondays and Wednesdays

1:00 PM – 2:30 PM

## Contents

1. Course Description.....	3
2. Course Details.....	3
3. Readings.....	4
4. Assessment.....	4
A. Attendance & Participation.....	5
B. Exams & Make-up Policy.....	5
C. Extra-credit Assignments.....	5
D. Paper& Presentation.....	6
5. Polling Instructions.....	<b>Error! Bookmark not defined.</b>
6. Course Requirements and Instructor Expectations.....	6
7. Academic Honesty and Code of Conduct.....	7
8. Attendance Policy.....	7
9. Special Needs and Accommodation.....	7
10. Tentative Course Schedule.....	8



## 1. Course Description

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

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

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

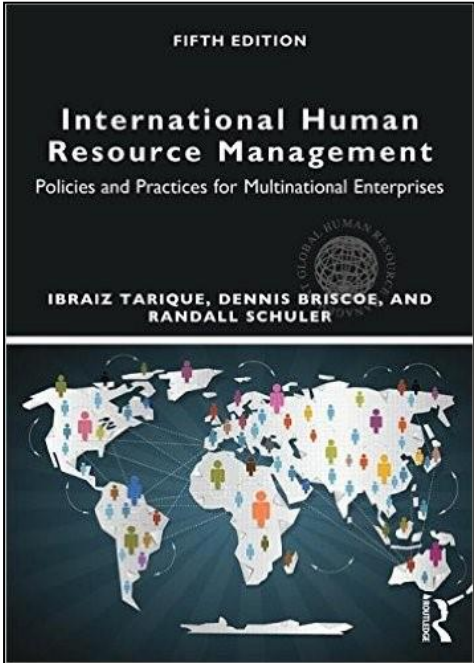
Therefore, this course aims at clarifying global HRM practices. To begin with, the course displays the drivers of business internationalization and the levels of corporate global integration. Then, the course outlines the structural alternatives for multinational enterprises and the cultural/national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

## 2. Course Details

<p><b>Course Learning Objectives</b></p>	<p>The aim of this course is 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 multinational’s performance and competitive advantage. Students who successfully complete this course should demonstrate an understanding of:</p> <ol style="list-style-type: none"> <li>1. Drivers for internationalization and the choices businesses have to organize their international operations</li> <li>2. Various cultural, legal and labor relations contexts</li> <li>3. The impact of business internationalization on strategic HRM and its various functions, including HR planning, recruitment&amp; selection, training&amp; development, compensation management, performance management, safety&amp; health and employee relations.</li> </ol>
<p><b>SMLR Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Research Skills</b> – Demonstrate the 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. <ul style="list-style-type: none"> <li>➤ Employ current technologies to access information, to conduct research, and to communicate findings.</li> <li>➤ Analyze and synthesize information and ideas from multiple sources to generate new insights.</li> <li>➤ Assess and critique relevant evidence and research findings.</li> <li>➤ Access high-quality historical, qualitative, and quantitative evidence or research.</li> <li>➤ Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues.</li> </ul> </li> <li>➤ <b>Understanding Context</b> - Evaluate the context of workplace issues, public policies, and management decisions. <ul style="list-style-type: none"> <li>➤ Analyze the degree to which forms of human difference shape a person’s experience of, and perspectives on work.</li> <li>➤ Analyze a contemporary global issue in their field from a multi-disciplinary perspective.</li> <li>➤ Analyze issues related to business strategies, organizational structures, and work systems.</li> <li>➤ Analyze issues of social justice related to work across local and global contexts (LSER).</li> <li>➤ Analyze issues related to the selection, motivation, and development of talent in a global context (HRM).</li> </ul> </li> <li>➤ <b>Professional Development</b> – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations.</li> <li>➤ Develop effective presentation skills appropriate for different settings and audiences <ul style="list-style-type: none"> <li>➤ Develop career management skills to navigate one’s career.</li> <li>➤ Understand cultural differences and how to work in a multicultural environment.</li> <li>➤ Work productively in teams, on social networks, and on an individual basis.</li> <li>➤ Develop cultural agility competencies.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Demonstrate lifelong personal &amp; professional development skills.</li> </ul>
<b>Target Audience</b>	<p><u>This course is an optimal learning experience for:</u></p> <ul style="list-style-type: none"> <li>➤ Students aiming for a career in Human Resources.</li> <li>➤ Students seeking knowledge of Global People Management.</li> <li>➤ Managers seeking to improve their People Management skills and interested in implementing effective Global HR practices.</li> <li>➤ Employees involved in HR practices such as staffing and performance management within a global environment.</li> </ul>
<b>Course Topics/Chapters</b>	<ol style="list-style-type: none"> <li>1. The Internalization of HRM</li> <li>2. Strategic International HRM</li> <li>3. Design and Structure of the Multinational Enterprise</li> <li>4. International Mergers &amp; Acquisitions, Joint Ventures and Alliances</li> <li>5. International HRM and Culture</li> <li>6. International Employment Law, Labor Standards and Ethics</li> <li>7. International Employee Relations</li> <li>8. International Workforce Planning and Staffing</li> <li>9. International Recruitment, Selection and Repatriation</li> <li>10. International Training and Management Development</li> <li>11. International Compensation, Benefits and Taxes</li> <li>12. International Employee Performance Management</li> <li>13. Well-Being of the International Workforce, and International HRIS</li> <li>14. Comparative IHRM: Operating in Other Regions and Countries</li> </ol>

### 3. Readings

	<ul style="list-style-type: none"> <li>➤ Tarique, I., Briscoe, D. and Schuler, R. (2016). International Human Resource Management: Policies and Practices for Multinational Enterprises. Fifth edition. London: Routledge</li> </ul> <p>ISBN-13: 978-0415710534          ISBN-10: 0415710537</p> <p>Link: <a href="https://www.routledge.com/products/9780415710534">https://www.routledge.com/products/9780415710534</a></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Make sure to read all the assigned readings before attending classes in order to optimize your learning experience.</li> </ul>
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### 4. Assessment

The assessment criteria abide by the Undergraduate Grades and Records Policy: [http://catalogs.rutgers.edu/generated/nb-ug\\_current/pg1358.html](http://catalogs.rutgers.edu/generated/nb-ug_current/pg1358.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/pg1355.html](http://catalogs.rutgers.edu/generated/nb-ug_current/pg1355.html). The following table lists the assessment methods and their weights:

Method	Points
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<b>Forum Discussions</b>	100
<b>Midterm One</b>	100
<b>Midterm Two</b>	100
<b>Final Exam</b>	100
<b>Paper &amp; Presentation</b>	100
<b>Total</b>	500

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

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

### A. Forum Discussions

Students are expected to actively participate in the online forum discussions, in order to interact, reflect, exchange ideas, and expand their knowledge base. There will be 5 forums in total. First, students should post an initial contribution that answers the forum question. The initial contribution should be posted during the first three days of the assigned week. The initial contribution will be assessed based on its content, demonstrated analytical thinking and references used. Second, the student should actively collaborate and respond to other posts throughout the chapter’s week. At a minimum, the student should reply twice to others – in addition to the initial contribution. The collaboration will be assessed based on content and engagement, demonstrated analytical thinking and references used. In addition, the student will be assessed based on the quality of writing. The quality of writing will be assessed based on clarity and mechanics and organization.

### B. Exams & Make-up Policy

There are three noncumulative exams with equal weights (two midterms and one final). The exams consist of multiple-choice questions. Each exam covers the subjects addressed before its conduction (approximately each covers one-third of the material). The exam material includes the units’ lectures and the required readings. The exam dates are fixed and noted in the course schedule. Please note that all exams are closed-book, and you are not allowed to use any form of assistance. Please note that the exams will be monitored through ProctorTrack. You will receive a notification concerning ProctorTrack through an announcement posted early on during the semester.

#### Make-up Policy

Again, the dates for each of the three exams are noted on the course schedule. 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 requiring medical attention (verified with a note from a doctor), an emergency situation (verified when applicable), or for a reason that is approved by the instructor. The instructor’s approval should be attained at least two weeks before the exam date. Moreover, other reasons include 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 could be in the essay, short answers or multiple-choice questions formats – or any format chosen by the instructor.

### 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 an essay format. Submission dates of both assignments will be the end of next week after the examination date. Late submissions are strictly not accepted. Assignments should be both uploaded on the Sakai website and a hard copy submitted to the Teaching Aids.

## D. Paper & Presentation

### Project Description & Performance Guidelines

The course will provide an extensive overview of International HRM. However, when businesses internationalize, the HR professionals should familiarize themselves with the specific context of the targeted market. Those projects aim to familiarize students with various national contexts from different regions, thus further broadening the course content. Moreover, the project aims to strengthen your teamwork, presentation, analytical and written communication skills.

Students will have the opportunity to self-select each other and form teams. More so, each team will have the freedom to choose one national context from the below-mentioned countries. However, if you fail to find a team or choose a case study by the time limit assigned to the course schedule, then the instructor will select a team to join on your behalf.

Each group is formed of 6 to 8 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. **Western Europe:** Germany, Italy, Netherlands, United Kingdom
- II. **Scandinavia:** Denmark, Finland, Sweden
- III. **Central & Eastern Europe:** Bulgaria, Poland, Russia
- IV. **Mediterranean, Middle East, and Africa:** Ghana, Uganda, United Arab Emirates
- V. **Asia and the Pacific Rim:** China, India, Indonesia, Singapore
- VI. **America:** Canada, Chile, Mexico

The project consists of a paper and presentation. The paper size should not exceed 4000 words and the presentation-time is 14 minutes (+2 minutes for discussion). Both should cover the following:

1. Overview of the country (750 words).  
This section provides a comprehensive and concise overview of the country. The aim of this section is to provide information that will support other sections in the report. This section might include information on the country's geography & government, history, demographics, economic condition and sectors...etc. A good source of information as a start would be the World Fact Book: <https://www.cia.gov/library/publications/the-world-factbook/>
2. Overview of the country's national culture (1000 words).  
This section needs to debate the cultural dimensions of the country and compare them to the USA. Also, it needs to address the various cultural layers of the country. A good source to start with is <https://www.hofstede-insights.com/product/compare-countries/>.
3. Overview of the business climate (including what makes this country favorable to do business at? What makes this country unfavorable to do business at? What interesting things we should know about when conducting business in this country/business culture and etiquette?) (1000 words).
4. HR-specific challenges that a multinational might face when conducting business in this country? The HR challenges should be very specific to the country, and NOT general HR global issues (1000 words). At least 5 challenges should be debated and well developed, if not more.

Note 01: you have 250 words that are flexible to use in any section.

Note 02: the word limit does not apply to the reference list.

Note 03: Keep the report specific to the country and support your claims with data and references.

**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. Technical Requirements

1. Broadband connection with a reliable internet access
2. Voice input (Microphone) and output hardware
3. A webcam (800 x 600 resolution or better)
4. Operating System (Windows 7, 8, or higher / MAC OSX 10.7 Lion or higher)
5. Microsoft Word & PowerPoint

6. [Adobe Flash – latest version \(Links to an external site.\)](#) (you will need it to view videos)
7. Adobe Reader (PDF reader)
8. A Media Player
9. [Basic computer requirements for CanvasLinks to an external site.](#)
10. [Proctortrack technical requirements](#)

## 6. Academic Honesty and Code of Conduct

Students are expected to abide by Rutgers’s Academic Integrity Policy and Code of Student Conduct. Acts of cheating, plagiarism, forgery, fabrication or misrepresentation are not tolerated and will be dealt with according to university policies and procedures. If you have doubts concerning committing a potential act of academic dishonesty, please contact the course instructor for advice. Moreover, you are advised to check the websites of the Office of Academic Integrity at: <http://academicintegrity.rutgers.edu/> and the Office of Student Conduct at: <http://studentconduct.rutgers.edu/>. Alternatively, you can refer to the undergraduate catalog section for academic integrity at: [http://catalogs.rutgers.edu/generated/nb-ug\\_current/pg1370.html](http://catalogs.rutgers.edu/generated/nb-ug_current/pg1370.html) and the section for Code of Conduct at: [http://catalogs.rutgers.edu/generated/nb-ug\\_current/pg1373.html](http://catalogs.rutgers.edu/generated/nb-ug_current/pg1373.html).

## 7. Attendance Policy

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

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

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

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

Rutgers’ Attendance Policy: <http://policies.rutgers.edu/sites/policies/files/10.2.7%20-%20current.pdf>

Rutgers’ Religious Holiday Policy: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

Interfaith Calendar: <http://www.interfaithcalendar.org/index.htm>

NJ Department of Education Religious Holiday List: <http://www.state.nj.us/education/genfo/holidays.htm>

**Providing an excuse of absence after one week of a medical situation is not accepted.**

**Providing an excuse of absence after one week of an Emergency is not accepted.**

**Providing an excuse of absence for any other reasons without prior approval of the Instructor is not accepted.**

## 8. Special Needs and Accommodation

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

## **9. Tentative Course Schedule**

The course will be delivered through 28 assigned sessions, twice per week. The course content will be covered based on the sequence specified in the next page. Please note that the dates are tentative and subject to change. 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	Dates	Topic	Learning Outcomes	Required Readings	Activities
1	Wednesday 05/26/2020 – Sunday 05/31/2020	Introduction to the course  The Internalization of HRM	<ul style="list-style-type: none"> <li>➤ Outlining the course syllabus</li> <li>➤ Understanding the course structure and students’ responsibilities and rights.</li> <li>➤ Describe the many drivers of the internationalization of business</li> <li>➤ Describe the growth and spread of internationalization</li> <li>➤ Describe the different settings of international human resource management</li> <li>➤ Discuss the development of international human resource management</li> </ul>	Syllabus  Ch.1 Ch. 2	Lecture Group Formation
2	Monday 06/01/2020 – Sunday 06/07/2020	Strategic International HRM  Design and Structure of the Multinational Enterprise  International Mergers & Acquisitions, Joint Ventures and Alliances  International HRM and Culture	<ul style="list-style-type: none"> <li>➤ Describe the development of SIHRM and the process of international strategic management</li> <li>➤ Describe the evolution of the MNE in terms of various stages of internationalization and the methods firms use to enter international markets</li> <li>➤ Describe the process for developing MNE strategy and IHRM strategy and the relationship between the two</li> <li>➤ Explain the fundamentals of organizational design and Structure and explain the process of designing an MNE</li> <li>➤ Describe the basic characteristics associated with different organizational structures</li> <li>➤ Explain the implications for IHRM from the different structures</li> <li>➤ Describe the importance of teams, networking, and the need for learning in MNEs</li> <li>➤ Describe the basic nature of international mergers and acquisitions, international joint ventures, and international alliances</li> <li>➤ Explain the major IHRM implications from international mergers and acquisitions, international joint ventures, and international alliances</li> <li>➤ Define the IHRM professional’s role in implementing effective international mergers and acquisitions, international joint ventures, and international alliances</li> <li>➤ Define and explain the concept of culture</li> <li>➤ Explain the importance of culture in IB</li> <li>➤ Describe the basic research findings of Hofstede and Trompenaars</li> <li>➤ Explain the importance of culture to IHRM</li> </ul>	Ch. 3 Ch. 4	Lecture  Case study Group Formation  Lecture Case study
3	Monday 06/08/2020 – Sunday 06/14/2020	International Employment Law, Labor Standards and Ethics	<ul style="list-style-type: none"> <li>➤ Describe the three major legal systems and their key differences</li> <li>➤ Describe international labor law and standards and explain their impacts</li> <li>➤ List and describe the goals of the various international trade agreements</li> </ul>	Ch. 5 Ch. 6 Ch. 7	Lecture  Case study

		International Employee Relations	<ul style="list-style-type: none"> <li>➤ Integrate existing employment laws and regulations, ethical standards, CSR, and corporate governance into IHRM policies and practices</li> <li>➤ Describe the nature of union membership around the world</li> <li>➤ Describe the evolution and make-up of global employee relations</li> <li>➤ Explain the relationship between unions and MNEs.</li> <li>➤ Describe the various strategies with which MNEs approach global employee relations</li> <li>➤ Describe the various approaches taken to non-union worker representation</li> <li>➤ Explain the litigation risks in international employee relations</li> </ul>		
		Exam 1 (Ch. 1-5)	<ul style="list-style-type: none"> <li>➤ Describe the workforce planning process and the challenges involved in planning the international workforce for an MNE</li> </ul>	Ch. 8	Examination
		International Workforce Planning and Staffing	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Describe the implications of the different staffing options and the various types of employees for the MNE</li> </ul>		Lecture Case study
4	Monday 06/15/2020 – Sunday 06/21/2020	International Recruitment, Selection and Repatriation	<ul style="list-style-type: none"> <li>➤ Describe the broad issues involved in staffing subsidiaries with international assignees or expatriates</li> <li>➤ Describe the various issues involved in recruiting international assignees or expatriates</li> <li>➤ 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</li> <li>➤ Describe the characteristics of successful IA selection programs and exemplary practices</li> <li>➤ Explain the essential nature of repatriation</li> <li>➤ Advocate for training and development programs for the MNE’s global managers and workforce</li> <li>➤ Identify the challenges of training an international workforce</li> <li>➤ Explain key learning objectives that drive training programs aimed at enabling a productive global workforce</li> </ul>	Ch. 8 Ch. 9	Lecture Case study
		International Recruitment, Selection and Repatriation	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Describe the characteristics of successful IA selection programs and exemplary practices</li> <li>➤ Explain the essential nature of repatriation</li> </ul>	Ch.9 Ch.10	Lecture Case study

		International Training and Management Development	<ul style="list-style-type: none"> <li>➤ Advocate for training and development programs for the MNE’s global managers and workforce</li> <li>➤ Identify the challenges of training an international workforce</li> <li>➤ Explain key learning objectives that drive training programs aimed at enabling a productive global workforce</li> </ul>		
5	Monday 06/22/2020 – Sunday 06/28/2020	International Training and Management Development  International Compensation, Benefits and Taxes	<ul style="list-style-type: none"> <li>➤ Design cross-cultural training programs that enable international assignees to successfully complete their assignments and develop an effective global management team</li> <li>➤ Develop a global mindset, global competencies, and global leadership in the international organization</li> <li>➤ Improve the effectiveness of global and virtual teams</li> <li>➤ Outline the basic objectives of global compensation and benefits (C&amp;B)</li> <li>➤ Distinguish between global remuneration and international assignment C&amp;B</li> <li>➤ Identify critical issues in C&amp;B of the global workforce of the MNE</li> <li>➤ Describe the types of compensation systems available for international assignees</li> <li>➤ Explain the balance-sheet approach, as well as other approaches, of designing international assignment C&amp;B packages</li> <li>➤ Identify the challenges of dealing with various tax structures and methods affecting the international assignment</li> </ul>	Ch. 10 Ch. 11 Ch. 12	Lecture  Case study
		Exam 2	<ul style="list-style-type: none"> <li>➤ Describe the importance of developing an international performance management system</li> </ul>		Examination
		International Employee Performance Management	<ul style="list-style-type: none"> <li>➤ Explain the characteristics of a successful international performance management system</li> <li>➤ Identify and overcome the major challenges to international performance management</li> <li>➤ Describe the role of cultural value dimensions in the design, implementation, and evaluation of an international performance management system</li> <li>➤ Formulate evaluation criteria and practices that meet parent-company requirements while addressing the host culture's norms and expectations</li> <li>➤ Identify and overcome the major challenges related to the performance management of international assignees</li> </ul>		Lecture  Case Study
6	Monday 06/29/2020 – Sunday 07/05/2020	Well-Being of the International Workforce, and International HRIS	<ul style="list-style-type: none"> <li>➤ Explain the importance of global health &amp; Safety</li> <li>➤ Identify the role of IHRM in health &amp; Safety</li> <li>➤ Display the importance of HRIS in supporting evidence-based decisions</li> <li>➤ Identify the major challenges in designing and implementing global HRIS</li> </ul>	Ch.13 Ch.14	Lecture Examination Project Submission

Comparative IHRM: Operating in Other Regions and Countries	<ul style="list-style-type: none"> <li>➤ Understand the field of Comparative IHRM</li> <li>➤ Understand different types of regions in the world</li> <li>➤ Describe the institutional, economic, and cultural context for IHRM in different regions</li> <li>➤ Describe important features of IHRM in Europe, North America, Asia Pacific, and Latin America</li> <li>➤ Explain the current debate over the convergence of IHRM across countries and regions</li> </ul>	
Exam 3 (Ch.11-14)	<ul style="list-style-type: none"> <li>➤ Describe the institutional, economic, and cultural context for HRM in different countries</li> </ul>	Examination
Presentations & Report Submissions	<ul style="list-style-type: none"> <li>➤ Describe important features of HRM in different countries</li> </ul>	Presentations

***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://studentconduct.rutgers.edu/disciplinary-processes/university-code-of-student-conduct/> for details regarding the Student Code of Conduct. Please see <https://policies.rutgers.edu/sites/default/files/10.2.13-current.pdf> for details regarding the Rutgers University 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 <https://policies.rutgers.edu/sites/default/files/10.2.13%20-%20current.pdf> 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.
- 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.

37:533:315– Global Human Resource Management  
Human Resource Management Department  
School of Management and Labor Relations

- Doing another student’s work, excluding collaborative learning assignments or joint assignments approved by the instructor.

The recommended sanction for those who cheat on an exam or plagiarize is the reduction of one letter grade and a zero on either the assignment or exam. Some infractions may result in expulsion from the University. All infractions will be reported to the Rutgers University Office of Student Conduct.

I, \_\_\_\_\_ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University. 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, Program Director, Department Chair, or Dean.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name (Please Print): \_\_\_\_\_

Rutgers University ID: \_\_\_\_\_