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

RUTGERS
THE STATE UNIVERSITY OF NEW JERSEY

37:533:315:90– Global Human Resource Management

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Virtual office hours will be assigned during the first week

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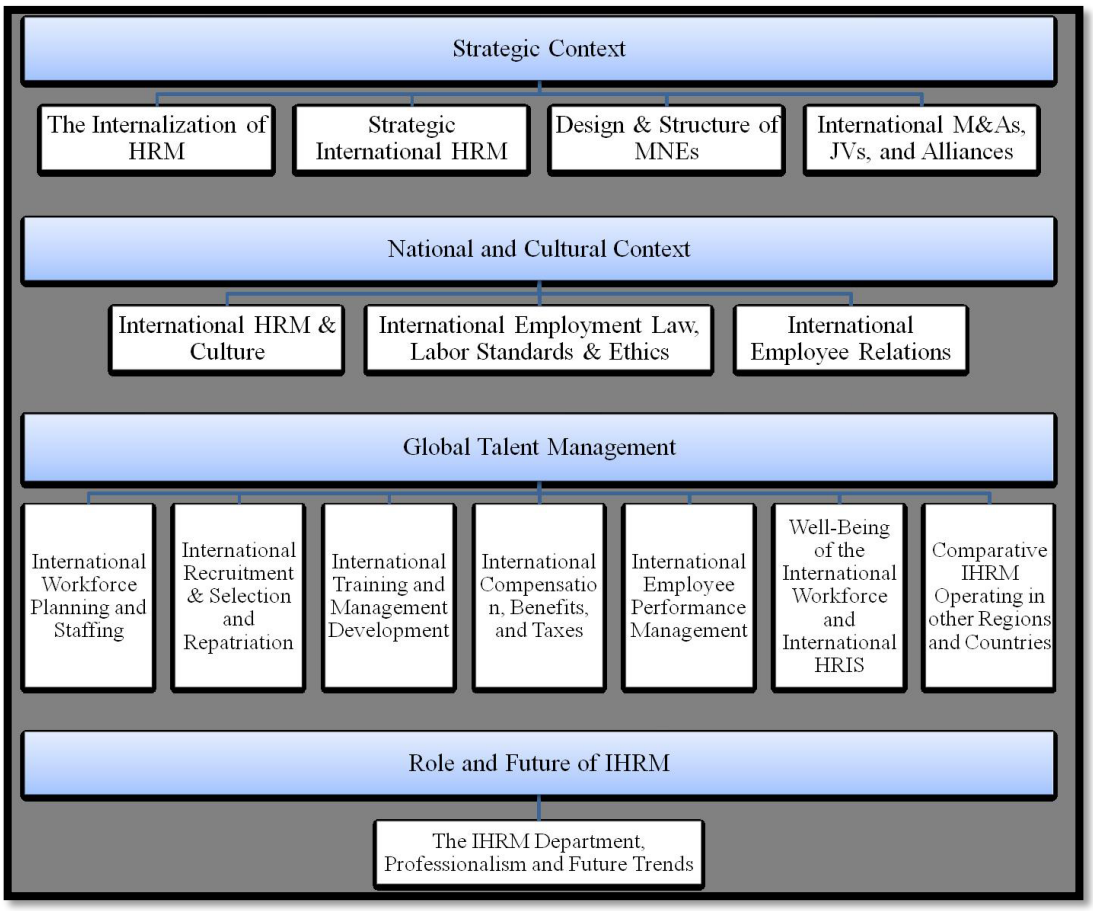


1. Course Description

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

Although it is difficult to estimate, there are more than 82,000 multinational enterprises with over 810,000 affiliates operating worldwide. Those multinationals employ around 80 million. Moreover, in 2016, the global FDI reached $1.75 trillion. The global FDI is projected to continue its growth over the coming years. Furthermore, in 2016, 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 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 global enterprises. This trend has a direct impact on the HR function. HR professionals are expected to plan and manage a workforce that is both nationally and culturally diverse. Moreover, they are expected to manage migrant workers and international assignees at each geographical location, in addition to their local employees.

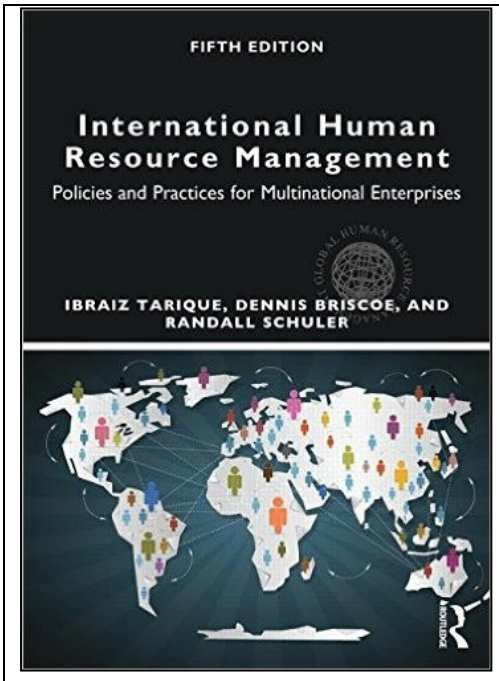
Therefore, this course aims to clarify global HRM practices. To begin with, the course displays the drivers of business internationalization and the levels of corporate global integration. Then, the course outlines the structural alternatives for multinational enterprises and the cultural/national and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

2. Course Details

Course Learning Objectives	This course aims to provide students with a robust understanding of international HR practices and issues. In addition, the course aims to build awareness and appreciation of the international business context and how HR can contribute as a strategic partner to enhance a multinational's performance and competitive advantage. Students who complete this course should demonstrate an understanding of: 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	➢ **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. ➢ Employ current technologies to access information, conduct research, and 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 to inform effective decision-making. ➢ 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 and intersectional perspective. ➢ Analyze issues related to business strategies, organizational structures, and work systems. ➢ Analyze problems 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 local and global context (HRM). ➢ Professional Development – Demonstrate an ability to interact with and professionally influence others, 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. ➢ Develop capabilities to work and lead in a multicultural and diverse environment. ➢ Work productively in teams, in social networks, and on an individual basis. ➢ Develop cultural agility competencies. ➢ Demonstrate lifelong personal and professional development skills.
Target Audience	<u>This course is an optimal learning experience for:</u> ➢ 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



- You may buy any edition after the following book: Tarique, I., Briscoe, D., and Schuler, R. (2016). International Human Resource Management: Policies and Practices for Multinational Enterprises. Fifth edition. London: Routledge
- Additional optional readings and useful links will be added as needed. They will be available on the course's website, along with other course material. Please check the course website frequently to stay up-to-date with important material.
- **Note: The book is helpful as a reference, but you may still be successful in completing the course without it. The lectures are comprehensive; however, if you need more details, then feel free to buy the book. You can purchase the fourth edition or any subsequent edition. I recommend going for the cheapest available option if you plan to buy the book.**
- Make sure to read all assigned readings and cover the weekly lectures early in the week to optimize your learning experience.

4. Assessment

The assessment criteria abide by the Undergraduate Grades and Records Policy: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1358.html. Moreover, it is helpful to read the New Brunswick Undergraduate Catalog to know your rights and obligations at http://catalogs.rutgers.edu/generated/nb-ug_current/pg1355.html. The following table lists the assessment methods and their weight:

Method	Points
Forum Discussions	100
Midterm One	100
Midterm Two	100
Final Exam	100
Group Project	100
Total	500

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

Percent	Grade	Description	Grade Points
90-100%	A	Outstanding	4.0
85-89%	B+		3.5
80-84%	B	Good	3.0
75-79%	C+		2.5
70-74%	C	Satisfactory	2.0
65-69%	D	Poor	1.0
≤ 64	F	Failing	0.0

A. Exams & Make-up Policy

There are three non-cumulative exams, each with equal weight (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 chapters' 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. If the examination session is canceled, then you will be notified of the new date.

Exams will be proctored through LockDown-Respondus. Having a computer with an appropriate camera and microphone is a requirement to take the exam. You will be provided with a practice quiz early in the semester to test your computer. Not having a functional computer is not an acceptable excuse for not taking the exam. If you face any technical issues, then please get in touch with the Canvas Helpdesk, which is available 24/7 @ https://canvas.rutgers.edu/canvas-help/

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 (verified when applicable), or a reason approved by the instructor. The instructor's approval should be obtained at least two weeks before the exam date. Moreover, other reasons are assigned by the Rutgers Attendance Policy (please refer to the attendance policy section).

A makeup exam will be held at a time convenient for the instructor. Individual make-up exams could be in essay, short-answer, or multiple-choice question format – or any format chosen by the instructor.

B. Forum Discussions

For every two weeks, an assigned discussion forum will be provided. The forum aims to debate and discuss a question that addresses an issue related to the chapters' subjects. Students are expected to actively participate in the online forum discussions, interact, reflect, exchange ideas, and expand their knowledge base. There will be a total of 7 forums, and each will be assessed separately. The total assessment of the forum discussions will be based on the top 5 individual forum scores, averaging up to a grade of 100.

First, students should post an initial contribution that answers the forum question. The initial contribution should be posted by the first week of the forum's duration. The initial contribution will be assessed based on its content, demonstrated analytical thinking, and the quality of the references used. Second, the student should actively collaborate and respond to other posts throughout the second week of the forum duration. At a minimum, the student should reply at least three times to others, in addition to the initial contribution. The collaboration will be assessed based on content and engagement, demonstrated analytical thinking, and the quality of references used. Additionally, students will be evaluated based on the quality of their writing. The quality of writing will be assessed based on clarity, mechanics, and organization.

The following is the breakdown of each forum discussion assessment:

Assessment Category	Assessment Criteria
Initial Contribution (45%)	Content Contribution (20%)
	Analytical Thinking (20%)
	References (5%)
Collaboration (45%)	Content Contribution and Engagement (20%)
	Analytical Thinking (20%)
	References (5%)
Quality of Writing (10%)	Clarity and mechanics (5%)
	Organization (5%)

For more details on how to maximize your score, please refer to the forum discussion rubrics. The rubrics can be located under the Policies & Guidelines section of the course website.

C. Extra-credit Assignments

During the semester, you will have the opportunity to submit two assignments to improve your grades for the two midterm exams. Each assignment will contribute up to 10 points. The two assignments are optional and will be in an essay format. The submission dates for both assignments will be at the end of next week, following 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. Group Project

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, 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 following countries. However, if you fail to find a team or pick a case study by the time limit assigned to the course schedule, then the instructor will select a team to join on your behalf.

Each group is composed of 5 students. Each team will cover a distinctive country, so 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, 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 should not exceed 4000 words in length. It should cover the following:

1. Overview of the country (750 words).
   This section provides a comprehensive and concise overview of the country. This section aims to provide information that will support other sections in the report. This section may include information on the country's geography & government, history, demographics, economic conditions, and sectors. 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 should debate the cultural dimensions of the country and compare them to those of the USA. Also, it needs to address the various cultural layers of the country. A good starting point is https://www.hofstede-insights.com/product/compare-countries/.

3. Overview of the business climate (including what makes this country favorable to do business in? What makes this country an unfavorable place to do business? What interesting things should we know about when conducting business in this country/business culture and etiquette?) (1000 words).

4. What HR-specific challenges might a multinational face when conducting business in this country? The HR challenges should be specific to the country, rather than general HR global issues (1000 words). At least five 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. If a student does not contribute equally to a project compared to other group members, they may receive reduced or no points for the project grade.

5. Course Requirements and Instructor Expectations

- Students are expected to read all the required readings and cover the chapter's lecture early on during the assigned week for each chapter. This increases the learning experience throughout the chapter's week and elevates the interaction level among students within the chapter's discussion forum.
- Students are expected to actively participate in discussion forums to fulfill the learning outcomes of classes. Please note that discussion forums are evaluated and contribute to your final grade.
- Students are asked to check Canvas frequently – at least every 24 hours. Course materials, including additional readings, media, valuable links, and announcements, will be added regularly to enhance your learning experience.
- All required materials for the course are subject to formal assessment, even if they were not covered in the lecture. Remember that the instructor is merely a facilitator of your learning experience. Attaining the utmost knowledge of the course subjects is highly dependent on individual effort and peer involvement.
- For every three credits of study, students should expect to commit at least 100 hours of their time to coursework, self-study, and revision.
- The instructor will continuously provide feedback whenever a student requests help. Students are encouraged to contact their instructor for one-on-one sessions if needed.
- Students are expected to behave professionally. Failing to do so will affect your forum discussion grade. The following are some guidelines:
    - Students are expected to participate in the chapters' 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, teaching aids, and peers.
    - Misconduct in the chapters' forum discussions, chatting, and other forms of communication will not be tolerated.
    - Make sure not to use all capital letters while replying to your peer. In case you want to emphasize a keyword or a point, use italics, bold, or asterisks.
    - For further information on the discussion forum's rubrics and how to behave ethically and professionally in an online course, please refer to the guidelines on the course website.

6. Academic Honesty and Code of Conduct

Students are expected to abide by Rutgers's Academic Integrity Policy and Code of Student Conduct. Acts of cheating, plagiarism, forgery, fabrication, or misrepresentation are not tolerated and will be addressed in accordance with university policies and procedures. If you have doubts about committing an act of academic dishonesty, please get in touch with the course instructor for guidance. 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 Code of Conduct at http://catalogs.rutgers.edu/generated/nb-ug_current/pg1373.html.

7. Communication Guidelines

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

Please refer to the SMLR General Netiquette Rules for online communication under the "Syllabus" section on the course website.

8. Attendance Policy

This is an asynchronous course, and students are not obliged to attend the virtual office hours. That said, when it comes to exams, forum discussions, and assignments, the deadlines are strict. Failure to submit any of those on time will result in a grade of zero. If you have a genuine excuse for not meeting a deadline, it must be well-documented.

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

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

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

Rutgers' Attendance Policy: http://policies.rutgers.edu/sites/policies/files/10.2.7%20-%20current.pdf
Rutgers' Religious Holiday Policy: https://scheduling.rutgers.edu/scheduling/religious-holiday-policy
Interfaith Calendar: http://www.interfaithcalendar.org/index.htm
NJ Department of Education Religious Holiday List: http://www.state.nj.us/education/genfo/holidays.htm

9. Technical Requirements

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. Lockdown/Respondus technical requirements

10. Special Needs and Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where they are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable 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 soon as possible in your courses. To begin this process, please complete the registration form on the ODS website at https://ods.rutgers.edu/students/registration-form. For additional information, please visit the Office of Disability Services website at https://ods.rutgers.edu/students.

11. Student Resources & Scholarships

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

12. Tentative Course Schedule

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

- Lectures covering the main course topics: concepts, theories, and practices in HRM.
- Forum discussions to demonstrate your knowledge and interact with other students.
- Formal assessments to demonstrate your understanding of the course content.
- A group project to enhance research and teamwork skills.

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

Good luck and welcome to the Course!