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

38:533:665 – Managing the Global Workforce

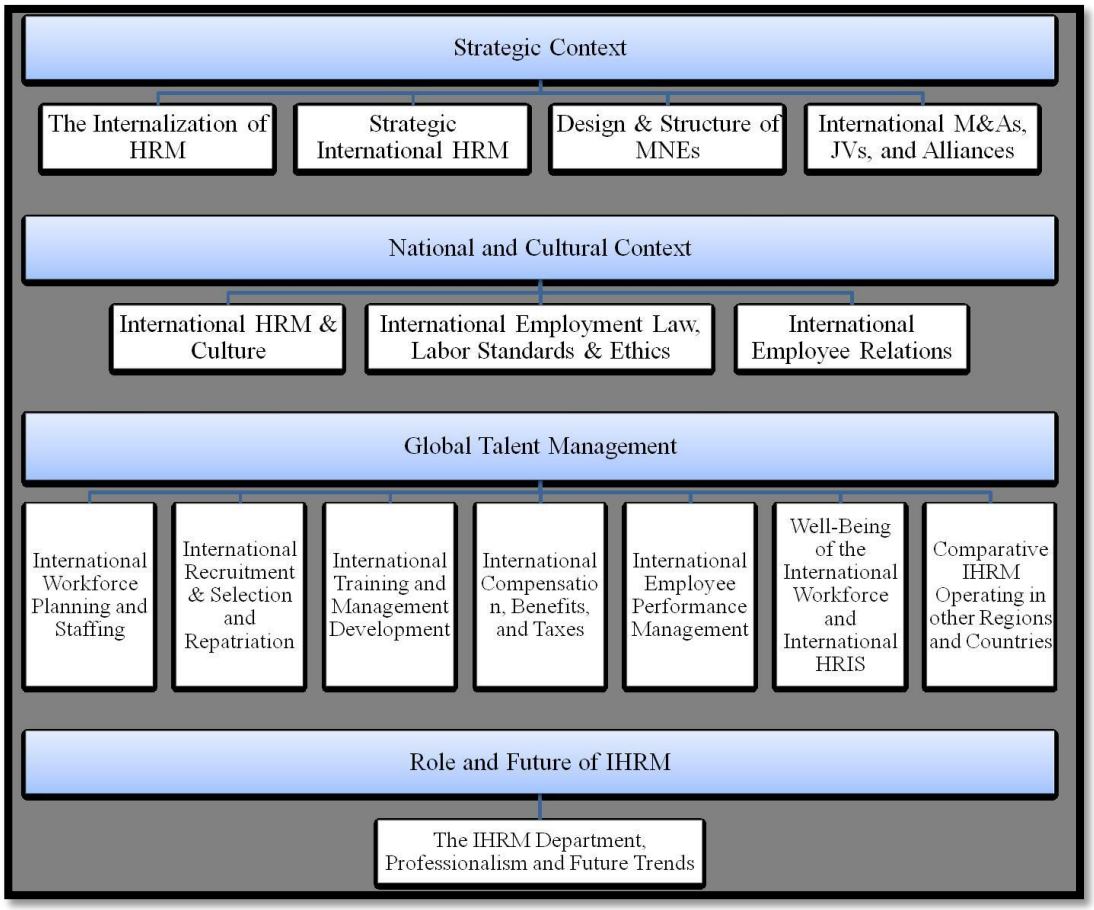
Contact Details
Hadi El Farr, Ph.D., MBA, PHR
Office: 215E Janice H. Levin
Telephone: (848) 445-9432
Email: hadi.elfarr@rutgers.edu
Website: http://www.hadielfarr.com/

Office hours: Mondays and Thursdays
12:00 PM – 1:30 PM or by appointment

Class Details
Day: Wednesdays
Time: 7:20 PM – 10:00 PM
Location: Levin Building Room 006

Contents

1. Course Description 3
2. Course Details 3
3. Readings 4
4. Assessment 4
A. Attendance & Participation 4
B. Exams & Make-up Policy 5
C. Individual Paper & Presentation 5
D. Group Paper& Presentation 5
5. Course Requirements and Instructor Expectations 6
6. Academic Honesty and Code of Conduct 6
7. Attendance Policy 7
8. Special Needs and Accommodation 7
9. Tentative Course Schedule 7



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.

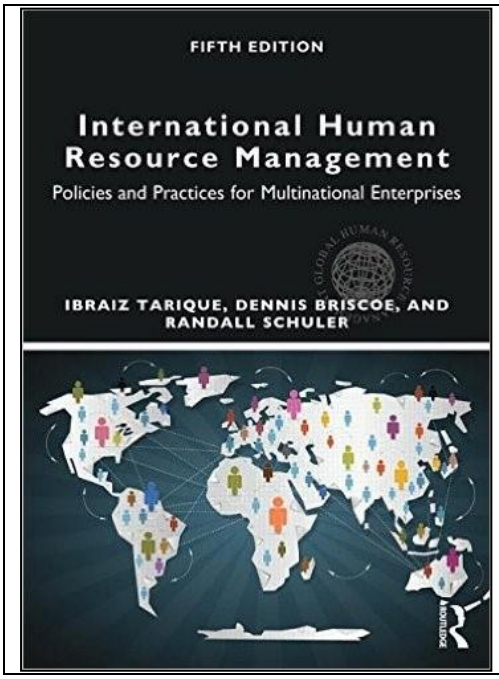
Based on the preceding figures, organizations are internationalizing their operations aggressively – some are even being born as a global enterprise. This trend has a direct impact on the HR function. HR professionals are expected to plan and manage a nationally and culturally diverse workforce. Moreover, 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

Course Learning Objectives	The aim of this course is to provide students with a robust understanding of the 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: 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.
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



- 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). You need to use your Rutgers NetID and password to log in.

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

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 in order 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
Class Participation	10%
Exam One	20%
Exam Two	20%
Individual Project	20%
Group Project	30%
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. Attendance & Participation

Just by attending and actively participate in the assigned sessions you earn up to 10% of the final grade. 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 attendance sheets only.

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

Attendance is taken through Attendance Sheets that you have to sign in class.

B. Exams & Make-up Policy

There are two exams with equal weights – each contributes up to 20% of the final grade. Both exams are take-home case studies. The exams submission dates are fixed and noted in the course schedule. You will receive the case study at least one week before the submission date, and you have the opportunity to receive formative feedback before the final submission. If the examination date was canceled, then the submission date will be automatically the next regular session. The exams 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, need to be uploaded on Sakai, and they will be checked for plagiarism. Thus, the work needs to be original, and when you are utilizing external references, you need to cite in-text appropriately and provide a reference list.

Make-up Policy

Again, the dates for each of the two exams are noted on the course schedule. An exam grade of zero (0) will be assigned to any student who fails to submit on time. 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 one week before the exam date.

C. Individual Paper & Presentation

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 at attaining an in-depth understanding of various cultures and comparing them with the US culture. Each student will pick one country that is different from the countries chosen by others in order to cover as many cultures as possible. This project will account for up to 20% of the final grade.

The project consists of a paper and presentation. The paper size should not exceed 2000 words and the presentation-time is 15 minutes. Both 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 the United States.
6. Note that the paper should be well references (In-text referencing and a reference list).

D. Group 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. This project will account for up to 30% of the final grade.

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 3000 words and the presentation's time is 20 minutes. Both 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 factors that are well developed).
   B. Major unfavorable business-climate factors that discourage multinationals to start a business in this country. (At least 8 to 10 factors that are well developed).
   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 challenges that are well developed). 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 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 every 3 credits of study, students should expect to commit at least 100 hours of their time for coursework, 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.

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 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/. 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. 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 14 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. 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 individual and group work to other classmates, thus enhancing knowledge-sharing and strengthening your presentation skills.

Week	Date	Topic	Learning Outcomes	Required Readings	In-class Activities	Outside of class responsibilities
1	Wednesday 09/05/2018	Introduction to the course The Internalization of HRM	➢ Outlining the course syllabus ➢ Understanding the course structure and students' responsibilities and rights. ➢ 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	Syllabus Ch.1	Lecture Group Formation	Read Ch.1-3 Group Formation
2	Wednesday 09/12/2018	Strategic International HRM Design and Structure of the Multinational Enterprise	➢ 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 ➢ 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 ➢ Explain the implications for IHRM from the different structures ➢ Describe the importance of teams, networking, and the need for learning in MNEs	Ch.2 Ch. 3	Lecture Case study Group Formation	Read Ch.4-5 Group Formation
3	Wednesday 09/19/2018	International Mergers & Acquisitions, Joint Ventures and Alliances International HRM and Culture	➢ 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 ➢ Define and explain the concept of culture ➢ Explain the importance of culture in IB ➢ Describe the basic research findings of Hofstede and Trompenaars ➢ Explain the importance of culture to IHRM	Ch.4 Ch.5	Lecture Case study	Read Ch.6-7 Group meeting
4	Wednesday 09/26/2018	International Employment Law, Labor Standards and Ethics International Employee Relations	➢ 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 ➢ Integrate existing employment laws and regulations, ethical standards, CSR, and corporate governance into IHRM policies and practices ➢ Describe the nature of union membership around the world ➢ Describe the evolution and make-up of global employee relations	Ch.6 Ch.7	Lecture Case study	Group meeting Work on Individual Project and Group Project

			➢ 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			
5	Wednesday 10/03/2018	Group Work	➢ This session is reserved to give feedback on individual and group projects.	N/A	N/A	Group meeting Work on Individual Project and Group Project
6	Wednesday 10/10/2018	**Individual Projects** **Submitting and presenting the individual projects**	➢ Comparative analysis of various national cultures.		Presentations	Read Ch.8 Group meeting
7	Wednesday 10/17/2018	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	Examination Lecture Case study	Read Ch.9 Group meeting Work on the Case Study
8	Wednesday 10/24/2018	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 ➢ 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 exemplary practices ➢ Explain the essential nature of repatriation ➢ 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 ➢ 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	Ch.9	Lecture Case study	Read Ch.10 Group meeting Work on the Case Study

			➢ Describe the characteristics of successful IA selection programs and exemplary practices ➢ Explain the essential nature of repatriation			
9	Wednesday 10/31/2018 **Submit Exam One**	International Training and Management Development 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 ➢ 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.9 Ch.10	Lecture Case study	Read Ch.11 Group meeting
10	Wednesday 11/07/2018	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 ➢ 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 the international assignment	Ch. 11	Lecture Case study	Read Ch. 12 Group meeting Work on the Case Study
11	Wednesday 11/14/2018	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 ➢ 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	Ch.12	Examination Lecture Case Study	Read Ch.13-14 Group meeting Work on the Case Study
12	Wednesday 11/21/2018	Vacation Day	➢ Vacation Day			Work on the Case Study

13	Wednesday 11/28/2018 **Submit Exam Two**	Well-Being of the International Workforce, and International HRIS Comparative IHRM: Operating in Other Regions and Countries	➢ 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 ➢ 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.13 Ch.14	Lecture Case study	Group meeting
14	Wednesday 12/05/2018	Group Work			Lecture Case study Flexible session	Finalize the Report and Presentation
15	Wednesday 12/12/2018	Presentations & Report Submissions	➢ Describe the institutional, economic, and cultural context for HRM in different countries ➢ Describe important features of HRM in different countries		Presentations	Go Home!!!

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: _____