



LNDN BUSN 3378 Global Workforce Management

CAPA LONDON PROGRAM

Course Description

This course provides an integrated framework for understanding the business and organizational challenges associated with effective workforce management around the world.

As more and more companies aim to leverage the benefits of a global labor market, it is critical to understand the challenges that managers must deal with as they try to coordinate work practices across country settings and prepare individuals for global assignments. Toward that end, we will examine how international labor markets compare in terms of labor costs, labor supply, workplace culture, and employment law. High-profile news events from developed and emerging economies will be used to illustrate the complex cultural and regulatory environment that multinational firms face in such areas as talent management, performance management, offshore outsourcing, downsizing and industrial relations. The last segment will focus on the individual and organizational factors that promote successful global assignments.

Localized content:

London, the United Kingdom and continental Europe offer interesting venues to understand and appreciate human resource practices from a European perspective. The various countries in Europe have developed unique approaches to workforce management. This course will inform the students on the subtle differences in workforce management practices in the European Union. The United Kingdom has secured several 'opt-outs' from EU labor regulations. The course will provide a background of these regulatory differences. With the growing integration of the European Union and the push towards globalization, managing human resources within a global environment has become increasingly challenging.

The presence of British, other European, American and Asian global corporations will present rich perspectives in understanding the subject matter of the course in London. As outsourcing and offshoring expands into various professions, the emerging role of large populations of highly skilled staff in developing countries is changing the face of employment opportunities in Europe. Furthermore, the economic constraints imposed by the global economic crises have forced the corporate world and governments to take a harder look at their employer-employee relationships. London, with its multicultural environment and diverse population, is an ideal venue to present workforce management in a truly global context.

Course Aims

The course aims to equip students with the knowledge and understanding to recognize the diversity in the global workforce that global firms face in today's increasingly complex and unstable world.

It provides a comprehensive analysis of the ways multinational organizations can successfully integrate and draw on the talent available across the globe.

Requirements and Prerequisites

Students must be business majors or minors. The course emphasizes this academic area from a global perspective. Students with a high degree of motivation and desire to learn about the international and global aspects of workforce and people management will benefit from this course.

Learning Outcomes

Following completion of this course, students should be able to recognize, describe and interpret the environments and contexts within which global human resource management (HRM) operates.

- a. Macro/external strategic:
 - significant management issues arising from the globalization of the workforce;
 - issues related to future workplace in developing and developed countries;
 - opportunities presented by corporate social responsibility toward the environment, communities and workers.
- b. Macro/external operational:
 - differences between host and foreign nationals and other cultural perspectives in managing an international workforce;
 - measures to adapt to the additional pressures that global growth places on management;
 - approaches to meet work demand in global markets.
- c. Micro/internal strategic:
 - key terms in global HRM;
 - HRM approaches to facilitate effective operations in global markets;
 - role of HR in transferring knowledge, managing change and building global capability.
- d. Micro/internal operational:
 - differences and similarities between domestic and global HRM;
 - requirements for global recruitment and selection, reward, retention and development;
 - issues surrounding global performance management.

Developmental Outcomes

This course will support the development of student ability in: responsibility and accountability, independence and interdependence, goal orientation, self-confidence, resilience, and appreciation of differences.

Class Methodology

This class will be participative and will require students to contribute individually and as part of a team. The course content and delivery will create a framework where students reflect critically on the weekly discussion topics.

The teaching and learning methods will be a blend of the following:

- lectures
- reflections and observations
- readings on current topics
- class, group and online discussions and debates
- student presentations.

Students are required also to relate key concepts within the localized context of London, the UK and Europe. Examination of topics also from a European perspective will be essential. To do so students will be expected to keep up with the current issues in local and international media. Students should download the relevant media apps (both BBC and The Guardian are free and have good UK as well as global coverage from a UK perspective) and should also include reading articles from The Economist, The Financial Times, The New York Times, together with local and regional business periodicals.

Globally Networked Learning (GNL)

This course is CAPA GNL course, providing the unique opportunity to learn about working not only in London but also in Florence. It offers opportunities to gain professional skills requisite of international collaboration and exposure to international perspectives through involvement with an interactive case study. It will provide a simulation of working on a multinational project, developing the ability to communicate effectively across time zones, cultures and other interpersonal boundaries. Students will develop advanced-level organization, time management and prioritization skills.

The interactive case study is based on a merger and acquisition scenario of two companies, one in the UK and the other in Italy. The GNL activities, both group and individual, will cover a number of topics aligned to the international human resources management theme of talent management: intercultural competence and global mindset; management of change; job design; training and development and performance management. Human talent is critical to the success of all organizations to plan for, attract, develop and retain capable and committed employees, at home and abroad. Research has shown that companies who invest in talent management practices consistently outperform their peers.

Students in the CAPA centers in Italy and the UK will work individually and in groups, and will collaborate both locally and globally. A number of classes throughout the course will be run jointly with those at the CAPA center in Florence (synchronous activities). Out-of-class activities (asynchronous) may involve working in their country group or with assigned groups or individual students from the other center.

Assessment and Grading

Assessment for the course is split into two parts, each up to 50% of the total marks for the class.

The first part is the mid- and end-term exams, each 25% of the total marks for the class. These are taken as fixed duration out-of-class assignments.

The GNL part, includes all individual class participation, all GNL exercises and the research paper assignment. All GNL assignments will be set up as individual assessments locally on Canvas. Group assessments may require some online collaboration and will be completed using Canvas Collaborations/Google Docs.

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
Fail	F	<40	<60	0

Assignments

This course has a number of assignments to support students' learning and development. Questions and discussions are welcome throughout each lesson. The grade breakdown and assessment of learning outcomes is set out in the following table:

Assessment Task	Grade %	Learning Outcomes	Due Date
Individual class participation <ul style="list-style-type: none"> General class participation 	5%	a, b, c, d	Weekly
Mid-term exam <ul style="list-style-type: none"> Short question format out-of-class fixed duration paper 	25%	a, b	Week 6
GNL group exercises <ul style="list-style-type: none"> Four assessed exercises 	20%	a, b, c, d	Various
Individual research paper (2,500 words) on a topic linked to GNL themes* <ul style="list-style-type: none"> Research paper topic and plan of work Research brief for a case study and/or data Presentation of research paper outline in class Research paper (20%) Presentation of findings in class (5%) 	25%	b, c, d	Various
Final exam <ul style="list-style-type: none"> Short question format out-of-class fixed duration paper 	25%	c, d	Week 13

* 1) intercultural competence and global mindset; 2) Management of change; 3) Job design; 4) Training and development; 5) Performance management.

Individual class participation/small group discussion:

The course is designed to provide the optimum opportunities for students to participate and develop their confidence, and skills in debating, negotiation and engagement (on both an individual and team/small group basis).

Students are expected to read the appropriate material listed in the class schedule before each class. Both the preparation for (out-of-class) and critical discussion of the assigned case studies count as class participation. Students will provide a written critical commentary on these case studies, applying the learning points from the weekly content into the issues raised in the various cases.

The following table is a guide to grading for participation:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.

B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyze them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

Presentation assignments:

Students will each lead and participate in a number of presentation sessions both as part of their class work and for the GNL components, in addition to their individual presentations for their research papers.

Mid-term and Final Exams:

Exams are held in weeks 6 and 13 of the course. Each exam will cover half the course content.

Each exam paper consists of a number of short questions covering lessons 1-5 in the mid-term exam and lessons 6-10 in the final exam. Lesson 11 is not within the scope of the exams. The questions will test the understanding, rather than merely knowledge of the topics covered, and will assess students' abilities to analyse, compare and evaluate.

Students will have 48 hours from the time (agreed with all students) the exam questions are posted on Canvas to submit their paper as a completed assignment. They should allow up to two hours in total to complete the paper. Use of textbooks, personal notes and internet sources may all be used to develop responses. All papers will be checked using Turnitin.

Research paper:

Student's individual work will focus on the development and delivery of a research paper of up to 2,500 words. The topic will be chosen by the individual student but will be to be aligned with one or more of the GNL talent management themes, approached from the localized perspective of the European region, and agreed with the local faculty member.

As talent management is a central theme in the course and touches on most aspects of international human resources management, there will be a wide choice available. However, students will need to narrow down their research topic significantly to avoid presenting a high level overview attracting only low marks. Students should identify a small aspect of the theoretical discussion that interests them and focus sharply on it. A research paper that merely presents a general overview of the relevant chapter(s) will only receive an average grade at best.

In week 3 students will have discussed possible research paper topics with the lecturer and agreed a topic posted a plan of work online. The next step is to identify a case study or identify sufficient data or other sources that fit the selected topic. Students may choose current or recent global HRM events or alternatively examine an event(s) from a historical perspective to narrow and focus their analysis.

In week 5 students will provide an update of progress online by posting their research brief setting out how qualitative and/or quantitative data and sources will be analyzed.

In week 8 students will give a short one-minute presentation in class (no slides) of the outline of their research paper, including how they are progressing with the analysis, how the case study or evidence fits into the theoretical discussion, and if the facts are consistent with the theory.

It is important that students are well prepared for these status updates. The updates at weeks 3, 5 and 8 are not graded, but more importantly, these points will enable the lecturer to provide the necessary guidance and feedback to help students achieve a higher grade.

The completed research paper is submitted in week 12, checked using Turnitin. A thorough analysis will examine and explain a number of key elements. How does the case study or evidence fit into the theoretical discussion? Are the facts consistent with the theory? What lessons were learnt from this project? This analysis will carry the highest weight for this assignment. Submission of the paper is followed by a presentation of findings in week 14. Each student will provide in class: an outline of their essay; the theoretical background; data and findings of the case study and conclusions. Please note that this presentation should last no more than 10 minutes. Students can present with or without slides; if slides are used, there is a maximum of five. There will be a short Q & A session following the presentation.

To obtain an 'A' grade, the submission (the paper in week 12 and the presentation in week 14) students will have to meet three requirements: 1) clear theoretical discussion; 2) good presentation of research; and 3) thorough analysis. Any submissions that do not meet all the criteria will be downgraded.

Dress Code

There is no specified dress code for this class.

Course Materials

The course text and additional materials are mandatory reading for the class. Further reading materials are for students to use if they have a specific interest. Additional and further reading materials are available via the course modules. Presentations or supplementary notes used in class will be published on CANVAS shortly after the lesson.

Course Text

It is essential that all students have access to the required textbook for the course: Vance, C. M., & Paik, Y. (2015). **Managing a Global Workforce: Challenges and Opportunities in International Human Resource Management** (3rd ed.). Armonk, NY: M.E. Sharpe.

Additional Reading

The following articles should be read in conjunction with the required course text:

- 1a: Story, J. S., Barbutto, J. E., Luthans, F., & Bovaird, J. A. (2014). **Meeting the challenges of effective international HRM: Analysis of the antecedents of global mindset.** *Human Resource Management*, 53(1), 131-155.
- 2a: Meyer, E. (2015). **When culture doesn't translate.** *Harvard Business Review*, 93(10), 66-73.
- 2b: Hofstede, G. (1980). **Motivation, leadership, and organization: do American theories apply *abroad*?** *Organizational Dynamics*, 9(1), 42-63.
- 2c: Hofstede, G. (1993). **Cultural constraints in management theories.** *The Academy of Management Executive*, 7(1), 81-94.
- 3a: AT Kearney (2009). **The 2009 Global Services Location Index: The shifting geography of offshore outsourcing.**
- 3b: AT Kearney (2014). **The 2014 Global Services Location Index: A wealth of choices: From anywhere on earth to no location at all.**
- 4a: Chung, C., Sparrow, P., & Bozkurt, Ö. (2014). **South Korean MNEs' international HRM approach: Hybridization of global standards and local practices.** *Journal of World Business*, 49(4), 549-559.
- 4b: Aguilera, R. V., & Dencker, J. C. (2004). **The role of human resource management in cross-border mergers and acquisitions.** *The International Journal of Human Resource Management*, 15(8), 1355-1370.
- 4c: Brewster, C. (2007). **A European perspective on HRM.** *European Journal of International Management*, 1(3), 239-259.
- 5a: Thite, M., Wilkinson, A., & Shah, D. (2012). **Internationalization and HRM strategies across subsidiaries in multinational corporations from emerging economies – A conceptual framework.** *Journal of World Business*, 47(2), 251-258.
- 6a: Dowling, P. J., & Donnelly, N. (2013). **Managing people in global markets – The Asia Pacific perspective.** *Journal of World Business*, 48(2), 171-174.
- 6b: Farndale, E., Scullion, H., & Sparrow, P. (2010). **The role of the corporate HR function in global talent management.** *Journal of World Business*, 45(2), 161-168.
- 7a: Bernstein, A. (2015). **Why are we so hard on female CEOs?** *Harvard Business Review*, 93(5), 118-119.
- 7b: Minbaeva D. B. **HRM practices and knowledge transfer in multinational companies.** In Sullivan, K. (ed.). (2008). *Strategic Knowledge Management in Multinational Organizations*, 1-27. London: IGI Global.
- 8a: Moeller, M., & Harvey, M. (2011). **Inpatriate marketing managers: issues associated with staffing global marketing positions.** *Journal of International Marketing*, 19(4), 1-16.
- 9a: Maley, J., & Kramar, R. (2014). **The influence of global uncertainty on the cross-border performance appraisal: A real options approach.** *Personnel Review*, 43(1), 2-21.

9b: HRGrapevine Editorial (2016). **Neil Woodford scraps 'largely ineffective' employee bonuses to discourage 'wrong behaviours'**. 22 August 2016. Retrieved from <http://www.hrgrapevine.com/markets/hr/article/2016-08-22-top-fund-manager-scrap-employee-bonuses> on 31 August 2016.

10a: Chamorro-Premuzic, T. (2013). **Does money really affect motivation? A review of the research**. *Harvard Business Review Blog Network*, April 10.

10b: Sims, R. H. & Schraeder, M. (2005). **Expatriate compensation: An exploratory review of salient contextual factors and common practices**. *Career Development International*, 10(2), 98-108.

11a: Bernaciak, M., Gumbrell-McCormick, R. and Hyman, R. (2014). **Varieties of European trade unionism, varieties of challenges** in Report 133: European Trade Unionism: From crisis to renewal? *European Trade Union Institute, Brussels*, November 2014, 7-16.

The initial reference (e.g. 3a) indicates the lesson (not the week) in which the reading will be directly referenced.

Further Reading

Further articles may be supplied during the course, and students may be directed to a number of websites. A number of these are listed below.

The following websites are useful, free to access (although some may require registration), reference websites to go to throughout the course:

<https://www.cia.gov/library/publications/the-world-factbook/> The World Factbook, produced for US policymakers and coordinated throughout the US Intelligence Community, marshals facts on every country, dependency, and geographic entity in the world: history, people, government, economy, energy, geography, communications, transportation, and military.

<http://www.state.gov/r/pa/ei/bgn/index.htm> U.S. Bilateral Relations Fact Sheets, prior to 2012 known as 'Country Background Notes' provide a considerable depth of information on peoples, economies, governments, communications and transnational issues.

<http://www.ilo.org/global/topics/labour-migration/lang-en/index.htm> The International Labour Organization was founded in 1919, based on the premise that universal, lasting peace can be established only if it is based on social justice. The ILO became the first specialized agency of the UN in 1946. It provides considerable information on labor market conditions and changing demographics. This specific link has details on research and data on labor migration.

<http://www.talesmag.com/> *Tales from a Small Planet* was created at the turn of the millennium by a group of U.S. Foreign Service spouses who had previously collaborated on the "Spouses' Underground Newsletter" (SUN) to provide links and resources, as well as a global message board, for international employees and family members.

<http://www.worldatwork.org/networking/html/community-info.html> WorldatWork is a professional association and useful source for global compensation, benefits and total rewards information, including news and information, and research reports.

Weekly Course Schedule

All classes meet on Tuesdays between 09:30 and 12:50 in the Islington Room.

WEEK 1	
Lesson number / title	1) Introduction to international HRM
In-class activity / sessions	<ul style="list-style-type: none"> • Introductions, student interests, knowledge and experience • Overview and course map • Course format and delivery, assignments and assessments (including research paper guidelines), and an introduction to Globally Networked Learning (GNL) • Topic 1-1: Global market context • Topic 1-2: Key perspectives in global workforce management • Case study 1: Multinational corporation (MNC) collaboration in social responsibility
Required reading	<ul style="list-style-type: none"> • Chapter 1 and Chapter 11 (pages 394-400) of Vance & Paik (2015) • 1a: Storey et al. (2013)
Assignments (for next lesson)	<ul style="list-style-type: none"> • Required reading for lesson 2 • Case study 2: Cross-cultural assessment over a cup of coffee
WEEK 2	
Lesson number / title	2) Cultural foundations of international HRM
In-class activity	<ul style="list-style-type: none"> • Topic 2-1: Understanding culture • Topic 2-2: Major models of national culture • Topic 2-3: Caveats on culture and global workforce management • Case study 2: Cross-cultural assessment over a cup of coffee
Required reading	<ul style="list-style-type: none"> • Chapter 2 of Vance & Paik (2015) • 2a: Meyer (2015) • 2b & 2c: Hofstede (1980 & 1993)
Assignments (for next lesson)	<ul style="list-style-type: none"> • Required reading for lesson 3 • Case study 3: Europe: The new destination for Latino workers • Research paper topic and plan of work
WEEK 3	
Lesson number / title	3) Changes and challenges in the global labor market
In-class activity	<ul style="list-style-type: none"> • Topic 3-1: Globalization, technical advances and changes in labor force demographics and migration: location decision factors; labor supply; labor costs and productivity; industrial relations; employment regulation • Topic 3-2: Emergence of contingent workers and offshore resourcing • Topic 3-3: Global workforce management challenges • Case study 3: Europe: The new destination for Latino workers
GNL	<ul style="list-style-type: none"> • GNL01: Intercultural competence and global mindset
Assessment	<ul style="list-style-type: none"> • Research topic and plan of work submission
Required reading	<ul style="list-style-type: none"> • Chapter 3 of Vance & Paik (2015) • 3a: AT Kearney (2009) • 3b: A T Kearney (2014)
Assignments (for next lesson)	<ul style="list-style-type: none"> • Required readings for lesson 4 • GNL exercise • Case study 4: Is Accenture's global face really a façade?
WEEK 4	
Lesson number / title	4) The key role of international HRM in successful MNC strategy
In-class activity	<ul style="list-style-type: none"> • Topic 4-1: Competing and performing in global markets and the role of corporate social responsibility: strategies for MNCs; knowledge transfer; global leadership training and development; strategic control needs; structuring for optimal global performance • Topic 4-2: Linking HRM practices to competitive strategy and organizational structure • Topic 4-3: Paradigm shift of international HRM from contingency model to process development and corporate social responsibility • Case study 4: Is Accenture's global face really a façade
GNL	<ul style="list-style-type: none"> • GNL02: The role of IHRM in mergers and acquisitions

WEEK 4	
Required reading	<ul style="list-style-type: none"> • Chapter 4 of Vance & Paik (2015) • 4a: Chung & Sparrow (2014) • 4b: Aguilera & Dencker (2004) • 4c: Brewster (2007)
Assignments (for next lesson)	<ul style="list-style-type: none"> • Required reading for lesson 5 • GNL exercise • Case study 5: A Google search – for talent • Research brief

WEEK 5	
Lesson number / title	5) Global HRM planning
In-class activity	<ul style="list-style-type: none"> • Topic 5-1: Strategy development for work demand and labor supply and the role of external environmental scanning • Topic 5-2: Job design and labor supply sources – implementing the strategy to meet work demand • Topic 5-3: HR planning for the long term • Case study 5: A Google search – for talent
GNL	<ul style="list-style-type: none"> • GNL03: Job design
Assessment	<ul style="list-style-type: none"> • Research brief submission
Required reading	<ul style="list-style-type: none"> • Chapter 5 of Vance & Paik (2015) • 5a: Thite et al. (2014)
Assignments (for next lesson)	<ul style="list-style-type: none"> • Required reading for lesson 6 • GNL exercise • Case study 6: MNC staffing practices and local anti-discrimination laws • Mid-term exam revision

WEEK 6	
Lesson number / title	6) Global staffing
In-class activity	<ul style="list-style-type: none"> • Review of course map, course to-date, including course and personal objectives (mid-term evaluation) • Mid-term revision • Topic 6-1: Global recruitment and selection – general factors affecting global staffing • Case study 6-2: MNC staffing practices and local anti-discrimination laws
Assessment	<ul style="list-style-type: none"> • Mid-term exam
Required reading	<ul style="list-style-type: none"> • Chapter 6 of Vance & Paik (2015) • 6a: Dowling & Donnelly (2013) • 6b. Farndale, Scullion & Sparrow (2010)
Assignments (for next lesson)	<ul style="list-style-type: none"> • Required reading for lesson 7 • Case study 7: Leading the way for a new culture at Chrysler

WEEK 7	
Lesson number / title	Mid-term break week

WEEK 8	
Lesson number / title	7) International workforce training and development
In-class activity	<ul style="list-style-type: none"> • Topic 7-1: Strategic role of training and development in the global marketplace • Topic 7-2: Concepts and principles for guiding global training and development • Topic 7-3: Training imperatives for the global workforce • Case study 7: Leading the way for a new culture at Chrysler
GNL	<ul style="list-style-type: none"> • GNL04: Training, development and performance
Required readings	<ul style="list-style-type: none"> • Chapter 7 of Vance & Paik (2015) • 7a: Bernstein (2015) • 7b: Minbaeva (2008)
Assignments (for next lesson)	<ul style="list-style-type: none"> • Required reading for lesson 8 • GNL exercise • Case study 8: Working in a sheltered enclave in Shanghai, China

WEEK 8	
	<ul style="list-style-type: none"> • Research paper outline – preparation for class presentation

WEEK 9	
Lesson number / title	8) Managing international assignments
In-class activity	<ul style="list-style-type: none"> • Topic 8-1: Expatriate preparation, foreign assignment, and repatriation • Topic 8-2: Managing inpatriates • Topic 8-3: New and flexible international assignments with global teams • Case study 8: Working in a sheltered enclave in Shanghai, China
Assessment	<ul style="list-style-type: none"> • Class presentation – research paper outlines
Required reading	<ul style="list-style-type: none"> • Chapter 8 of Vance & Paik (2015) • 8a: Moeller & Harvey (2011)
Assignments (for next lesson)	<ul style="list-style-type: none"> • Required reading for lesson 9 • Case study 9: Overcoming gender stereotyping in performance management • Writing up research paper

WEEK 10	
Lesson number / title	9) Global performance management
In-class activity	<ul style="list-style-type: none"> • Topic 9-1: Managing for performance on a global scale • Topic 9-2: The performance management process • Topic 9-3: Planning and implementing global performance appraisals • Topic 9-4: Managing poor performance • Case study 9: Overcoming gender stereotyping in performance management
GNL	<ul style="list-style-type: none"> • GNL05: Performance appraisal
Required reading	<ul style="list-style-type: none"> • Chapter 9 and 11 (pages 376-385) of Vance & Paik (2015) • 9a: Maley & Kramar (2014) • 9b: HRGrapevine Editorial (2016)
Assignments (for next lesson)	<ul style="list-style-type: none"> • Required reading for lesson 10 • GNL exercise • Case study 10: Regulating executive bonuses in the European Union

WEEK 11	
Lesson number / title	10) Compensation for a global workforce
In-class activity	<ul style="list-style-type: none"> • Topic 10-1: Managing compensation on a global scale • Topic 10-2: Managing compensation for expatriates, host and third country nationals • Case study 10: Regulating executive bonuses in the European Union
Required reading	<ul style="list-style-type: none"> • Chapter 10 of Vance & Paik (2015) • 10a: Chamorro-Premuzic (2013) • 10b: Sims & Schraeder (2005)
Assignments (for next lesson)	<ul style="list-style-type: none"> • Research paper submission

WEEK 12	
Lesson number / title	Field Study/Workshop
GNL	<ul style="list-style-type: none"> • Link to GNL to be confirmed
Assessment	Research paper submission
Assignments (for next lesson)	<ul style="list-style-type: none"> • Final exam revision

WEEK 13	
Lesson number / title	11) Global employee relations and engagement
In-class activity	<ul style="list-style-type: none"> • Review of course map, course to-date, including course and personal objectives • Final exam review and revision • Topic 11: The influence of MNCs and unions on global ER • Case Study 11: High cost of plant closings in Europe

WEEK 13	
Assessment	<ul style="list-style-type: none"> • Final exam
Required reading	<ul style="list-style-type: none"> • Chapter 11 (pages 369-376) of Vance & Paik (2015) • 11a: Bernaciak et al. (2014) • Research paper findings – preparation for class presentation

WEEK 14	
Lesson number / title	Research paper presentations
Meeting time and venue	
Assessment	Research paper findings – class presentations

Attendance, Participation and Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

Missing classes for medical reasons: If students need to miss a class for medical reasons or for a family emergency, **students must send an e-mail** to let the academic affairs team know at least one hour in advance of the class or meeting at the following e-mail: excused.absence@capa.org. Note that calling the CAPA Centre (0207 370 7389) is acceptable only if students do not temporarily have access to the internet. An email is still required as soon as access to the internet can be restored. Students will need to provide evidence of the reason for their absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is the student's responsibility to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of the grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class: All devices such as laptops, iPods, iPads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless a student has express permission from the faculty or have been instructed to do so. If students do require an accommodation to use any type of electronic equipment, they must inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may students compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.