



BSAS BUSN 3378
Global Workforce Management

Instructor: TBA
Email: TBA
Class times: TBA
Office hours: TBA

Course Description

This course provides an integrative framework for understanding the business and legal challenges that are associated with effective workforce management around the world. As more and more companies try 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 Context

With its global presence, CAPA offers students the opportunity to enrich their academic experience by exploring the localized context in their CAPA city.

Course Aims/Objectives

The course aims to equip students with the ability to recognize the diversity in the global workforce that global firms face in today's increasingly complex and unstable world. It provides a comprehensive understanding of the ways multinational corporations can successfully integrate and draw on the talent available across the globe.

Requirements and Prerequisites

There are no prerequisites, though students are encouraged to have a business background. Students from a variety of backgrounds and interests are encouraged to take this class. The course emphasises 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 business will benefit from this course.

Academic Learning Outcomes

Following completion of these course students should be able to:

- Demonstrate an understanding of the key management issues arising from globalization of the workforce;
- Have an appreciation of the macro and micro context within which global human resource management (HRM) operates;
- Define the key terms in global HRM;
- Outline the difference between domestic and global HRM;
- Explain how global growth places additional demands on management;
- Understand and apply the requirements for global recruitment and selection;
- Analyse the issues surrounding global performance management;
- Recognize the differences between host and foreign nationals and other culture perspectives in managing an international workforce;
- Identify the issues related to future workplace in developing and developed countries.

The academic approach of this course incorporates gaining an appreciation of four essential learning and development outcomes: globalisation, urban environment, social dynamics and diversity. Students taking this course will benefit from these rich perspectives.

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 students will be expected to devote thirty minutes a day keeping up with the current issues in local and international Media. Reading sources should include The Economist, The Financial Times, The New York Times, and local and regional business periodicals. The teaching and learning methods will be a blend of the following:

- Lectures
- Reflections and observations
- Debates
- Readings on current topics
- Class and online discussions
- Student presentations

MyEDUCATION and out-of-class activities

Field trips will be determined based on current events.

Class Participation and Attendance

Participation is a vital part of your grade. CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must complete required reading BEFORE the class. Students are expected to arrive on time, certainly before five minutes past the class start time, and not to leave until the class ends. If you have a problem that makes you late, or forces you to leave early, this must be discussed with the Director of Academic Affairs. Students are

expected to be quiet during classes unless, of course, class participation is required. Phones and computers are not to be used during the class unless authorized by the lecturer for academic purposes. (Refer below for penalties that will apply.)

In the case of blended classes, the attendance requirement is only met on completion of set online activities plus attendance in class.

Assessment and Grading Policy

Assessment	Assessment Items	Due Date of Assignments	Weighting
Assessment 1	Class participation and media observations	All classes	10%
Assessment 2	Mid-term test	Session 6	25%
Assessment 3	Final Exam	Session 12	25%
Assessment 4	Research paper and class presentation	Session 9 - Paper Session 11 - Presentation	40%

Students must complete all required components for this course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a Fail for the course.

Class Participation

Each week, your Lecturer will look for lively discussion and debate in class. You are expected to read the appropriate material listed in the class schedule before each class. This is a mark for participation, NOT attendance (which is compulsory).

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 analyse 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.

Research Paper and class presentation (3,000 words, +/- 10%)

Select any one of the topics that we will be covering in this course. Bear in mind that these topics/chapters are rather broad and you will need to narrow down your research topic significantly. You should identify a small aspect of the theoretical discussion that interests you and focus sharply on it. In other words, you should not be providing a general overview of the chapter(s). Topics should be approached from the localized perspective of the Bri region. These research paper topics should be discussed with the lecturer in advance.

The next step is to identify a case study or identify sufficient data that fits your selected topic. You may choose current or recent global HRM events or alternatively examine an event/s from a historical perspective. The course outline provides you ample guidance on sources of such data.

The final step will be to provide a thorough analysis. How does the case study or evidence fit into the theoretical discussion? Are the facts consistent with the theory? Explain why (or why not). What lessons did you learn from this project? This analysis will carry the highest weight for this assignment.

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

You will provide 3 status updates (online) through the term on the progress you have made to date on your projects. This will enable the lecturer to provide you with the necessary guidance and feedback. It is important that you come well prepared for these status updates.

The presentation in week 11 should provide an outline of your essay, the theoretical background, data and findings of your case study and the conclusions. Please note that this presentation should be limited to 5 slides and 10 minutes. There will be a short Q & A session following the presentation.

Mid-term & Final Exams

The mid-term and final exams will include a combination of short essay questions and/or multiple-choice questions. Each exam will cover half of the course content.

Summary Grading Table (written work and presentations)

Descriptor	Alpha	Numeric	GPA	Requirements
Excellent	A A-	95+ 90 - 94	4.0 3.7	Shows superior use and understanding of extensive literature beyond the textbook and notes
Good	B+ B B-	86 - 89 83 - 85 80 - 82	3.3 3.0 2.7	Shows significant use and understanding of extensive literature beyond the textbook and notes
Average	C+ C	76 - 79 73 - 75	2.3 2.0	Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond
Below Average/ Poor	C- D+ D	70 - 72 66 - 69 60 - 65	1.7 1.3 0.7-1.0	Fails to show a clear understanding or much insight into the material in the textbook and notes

Descriptor	Alpha	Numeric	GPA	Requirements
Fail	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in Faculty Handbook

Academic Integrity: Plagiarism and Cheating

Plagiarism and cheating will be dealt with very seriously, and will be referred to the Vice President of Academic Affairs. Any work submitted by a student in this course for academic credit must be the student's own original work. If you present, as your own ideas, any material copied or extensively drawn from the work of others, then you are plagiarizing – unless you give full citations for your sources. Plagiarism is unacceptable. If it is found, then this will immediately lead to an "F" (Fail) grade for that particular assignment.

Of course, you may make full use of ideas, arguments and information obtained from books, journals, websites, etc., but you must make clear in a footnote whose work you are drawing from. This includes cases of paraphrasing where the idea or the thought of another writer is represented, though not directly quoted. Please note that a citation for paraphrasing is academically acceptable. It could say, for example, "This idea is borrowed from: Author's name, Title, Publisher/Website, (date you accessed the website), year of publication, page number."

In addition, copying our own assignment entirely or partially to submit to a second or third professor in another class is considered plagiarism by duplication. This is unacceptable. The same is when you copy your own work, that was written for another assignment or in another context (news-journal, website, blog, etc.), without citation. While this does not implicate the writing of others as you are copying your own work, it is misrepresentation in academic terms because the work handed in to the instructor in this class was not originally written for this specific class, but for another publication or platform. Students risk receiving an "F" (Fail) grade for all the assignments done in classes for which they have duplicated their own work. An exception can be given if the student has obtained the professor's agreement in advance and has correctly provided a reference (citation in text or as footnote or endnote) to his/her other assignment or earlier work. Students, like any author, are allowed to cite their own earlier work.

In cases of blatant and intentional misrepresentation, a student will receive a failing grade for the course and may face disciplinary action before the Vice President of Academic Affairs, which, in extreme cases may result in dismissal from the Program.

Helpful Resources and Tips on how to avoid Plagiarism

You quote it, you note it! An interactive tutorial guide on how to avoid plagiarism and how to cite sources:

<http://library.acadiau.ca/tutorials/plagiarism/>

http://www.plagiarism.org/learning_center/citation.html - if you scroll down, you'll find links to all major styles and formats for citing and referencing.

How to cite and write a bibliography: Ask your instructor to tell you which citation format to use (the most common are APA, MLA and Chicago). The most important thing is to use one citation and referencing format consistently and accurately throughout your paper.

Textbook and Recommended Readings

The following text is required for the course:

Vance, C. M., & Paik, Y. (2011). *Managing a Global Workforce: Challenges and Opportunities in International Human Resource Management* (2nd ed.). Armonk, NY: M.E. Sharpe (Text)

It is essential that all students have access to the above textbook.

Course Schedule

The framework below indicates class-based sessions at CAPA. The schedule may be revised as the term progresses to incorporate field trips and guest speakers. Weekly class material slides, explanatory notes and relevant additional readings will be posted online. The students are expected to review these materials prior to the weekly session.

Weekly chapter references and case studies are from the required textbook.

Week	Topic
1	<p>Introduction to International HRM</p> <p>Introductions, student interests, relevant prior coursework & experience Course map, format, required work and assessments Review of research paper guidelines – detailed guidelines posted in this syllabus Reading: Chapter 1 of textbook Additional reading 5: Story, J. S., Barbuto, J. E., Luthans, F., & Bovaird, J. A. (2014). Meeting the Challenges of Effective International HRM: Analysis of the Antecedents of Global Mindset. <i>Human Resource Management</i>, 53(1), 131-155. Case: MNC Collaboration in Social Responsibility</p>
2	<p>Cultural foundations of international HRM</p> <p>Understanding Culture Major Models of National Culture Final Caveats on Culture and Global Workforce Management. Reading: Chapter 2 of textbook Case: Failure of Rover in Bulgaria or Cross-Cultural Assessment over a Cup of Coffee</p>
3	<p>Changes and challenges in the global labor market</p> <p>Outsourcing trends Location decision factors: labor supply, labor costs and productivity, industrial relations, employment regulation Changes in labor force demographics and migration Labor productivity and technology Emergence of the contingent workforce Global workforce management challenges Reading: Chapter 3 of textbook</p>

	<p>Additional reading: AT Kearney (2009). The Shifting Geography of Offshore Outsourcing: The 2009 Global Services Location Index. Retrieved 29 May 2014 from http://www.atkearney.com.au/documents/10192/fda82529-b60a-4fae-8d92-22cfd69b95b3</p> <p>Case: Europe: The New Destination for Latino Workers</p>
4	<p>The key role of international HRM success in MNC strategy</p> <p>How do MNCs compete in emerging Markets?</p> <p>Knowledge transfer</p> <p>Global leadership training and development</p> <p>Strategic Control Needs</p> <p>Structuring for optimal global performance</p> <p>Linking HRM practices to competitive strategy</p> <p>Organizational Structure</p> <p>Corporate Social Responsibility</p> <p>Reading:</p> <p>Chapter 4 of textbook</p> <p>Additional reading: Dowling, P. J., & Donnelly, N. (2013). Managing people in global markets—The Asia Pacific perspective. <i>Journal of World Business</i>, 48(2), 171-174.</p> <p>Case: Foreign Buyouts Heighten Tensions in Germany</p>
5	<p>Global HRM planning</p> <p>From strategy to decisions about work demand and labor supply</p> <p>External environmental scanning</p> <p>Job design for meeting global strategy work demand</p> <p>Sources of global labor supply for meeting work demand</p> <p>HR planning for the long-term</p> <p>Reading:</p> <p>Chapter 5 of textbook</p> <p>Case: “Who are our Employees, Anyway?” or A Google Search for Talent</p>
6	<p>Global staffing</p> <p>General factors affecting global staffing</p> <p>Global recruitment HRM</p> <p>Global Selection of HRM</p> <p>Reading:</p> <p>Chapters 6 of textbook</p> <p>Case: Global Staffing at the Royal Dutch/Shell Group or MNC Staffing Practices and Local Anti-Discrimination Laws</p>
7	<p>International workforce training and development</p> <p>Strategic role of training and development in the global marketplace</p> <p>Fundamental concepts and principles for guiding global training and Development</p> <p>Training imperatives for the global workforce.</p> <p>Reading:</p> <p>Chapter 7 of textbook</p> <p>Additional reading: Chung, C., Sparrow, P., & Bozkurt, Ö. (2014). South Korean MNEs’ international HRM approach: Hybridization of global standards and local practices.</p>

	<p><i>Journal of World Business</i> (2013), Online at http://dx.doi.org/10.1016/j.jwb.2013.12.008 Case: Motorola University or Leading the Way for a New Culture at Chrysler</p>
8	<p>Managing international assignments Expatriate preparation, Inpatriate managers Foreign assignment, and repatriation New and flexible International assignments. Reading: Chapter 8 of textbook Additional reading: Moeller, M., & Harvey, M. (2011). Inpatriate marketing managers: issues associated with staffing global marketing positions. <i>Journal of international marketing</i>, 19(4), 1-16. Case: Re-Entry Shock: A Family Affair</p>
9	<p>Global performance management Performance Management Process Important Considerations for Global Performance Management Planning and Implementing Global Performance Appraisals Reading: Chapter 9 from textbook Additional reading: Maley, J., & Kramar, R. (2014). The influence of global uncertainty on the cross-border performance appraisal: A real options approach. <i>Personnel Review</i>, 43(1), 2-2. Research Paper Due</p>
10	<p>Compensation for a global workforce Managing compensation on a global scale: fundamental practices Key compensation considerations for expatriates, HCNs, and TCNs Reading: Chapter 10 from textbook Additional reading: Thite, M., Wilkinson, A., & Shah, D. (2012). Internationalization and HRM strategies across subsidiaries in multinational corporations from emerging economies—A conceptual framework. <i>Journal of World Business</i>, 47(2), 251-258. Case: Europe Straining under a Pension System Burden</p>
11	<p>Global employee relations Current ER issues Influence of MNCs and unions on global ER. Reading: Chapter 11 Case: Age Discrimination in the Workplace Presentations limited to 5 slides & 10 minutes</p>
12	<p>Final Exam</p>

