



## **SDNY BUSN 3378**

### **Global Workforce Management**

#### **Course description**

This course introduces students to the theories, concepts and challenges of the management of a workforce located across country settings to achieve business outcomes. Students gain an understanding of the key management issues and human resources management practices associated with globalisation of workforces.

Considering CAPA's global presence, students have the opportunity to enrich their academic experience by exploring the localized context. In this course students engage with real world news events and case studies from developed and emerging economies, with a particular focus on Australia and the Asia Pacific region to illustrate the complex cultural and regulatory environments that organisations face, and apply the principles of human resources management to align global workforces with company strategies and manage each of the components of the employee life cycle in global settings.

#### **Course aims**

The course aims to provide students with an understanding of the dimensions and challenges of human resources management in the international marketplace in today's increasingly complex and unstable world, and equip students with a framework to successfully integrate the talent available across the globe to achieve business outcomes.

As future managers, the course aims to give students frameworks to manage the individuals in their team and the team as a whole to achieve the best possible outcomes for the business and the individuals in global environments.

#### **Requirements and Prerequisites**

There are no prerequisites for this course.

The course is directed towards future general managers rather than Human Resources (HR) professionals. Every student entering the workforce and building their career needs the skills to manage people. In an increasingly global environment all businesses have a diverse workforce and every working person needs to develop skills to work effectively in diverse environments. Additionally, managers need to develop skills and gain experience to be able to work effectively with their team and other teams as well as people across the workforce frequently in global settings.

Students with no background in human resources management (HRM) will be provided with an introduction to the theories, concepts and challenges and their application in real life settings, to provide a basis for them in future roles as managers of staff potentially in global environments. The emphasis is on application in the real world.

Students with an interest and some experience in the management of people will be able to share and build on their real life experiences, compare and contrast their experience with the Australasian settings and broadening their perspectives to a global environment.

## Learning Outcomes

Following completion of this course, students should be able to:

1. Demonstrate an understanding of the key management issues arising from globalisation of the workforce;
2. Provide an overview of the macro and micro context within which global human resources management (HRM) operates;
3. Explain and understand the application of the cultural foundations and principles of managing diversity in international workforces;
4. Provide an overview of the key role of global workforce management in organisational strategy and explain and understand the application of the key elements of HRM, and global HRM in particular;
5. Explain and understand the application of the principles and challenges associated with each element of the employee life cycle in global workforce management including:
  - global recruitment and selection;
  - international workforce training and development
  - performance management in a global environment
  - compensation for a global workforce
  - employee relations in a global environment
6. Understand and explain the principles and practices of global workforce management in a global or simulated global setting.

## Developmental Outcomes

In undertaking the course students are expected to demonstrate responsibility and accountability, goal orientation, time management, working effectively individually and as a member of a team to achieve outcomes within set timeframes, and work respectfully with others.

## Class Methodology

This course is delivered primarily face to face through classroom seminars that include short presentations of principles and concepts followed by their application to case studies, historical context and emerging issues. The course content and delivery is designed to create a framework for students to reflect critically about the application of HRM principles to the seminar readings.

Students are expected to prepare for each seminar by completing assigned readings as a minimum. Classes are participative with students contributing individually and as part of teams. Students are expected to participate in each seminar by discussing assigned readings, actively participating in discussions and class exercises and making short presentations.

## Field Components

The course focuses on global workforce management in the Australasian context and utilises case studies in the Australasian context. As such it includes two guest speakers who will present their specific expertise of the course from an Australasian perspective.

## Assessment

There are a number of components to the assessment for the course. These components include participation in seminars, the mid-term and final tests and a research paper and associated class presentation.

Task	Assessment items	Due date	Weighting	Learning outcomes
1	Participation in seminars	Seminars 1 – 12	25%	1 - 6
2	Mid term test covering Chapters 1 - 5 (inclusive) of textbook	Seminar 6 –	25%	1,2,3,4
3	Research paper and class presentation	Research topic identified and submitted – Research paper status update submitted – Final paper submitted – Class presentation –	25%	
4	Final exam	Seminar 12 –	25%	5,6

### 1. Participation in Seminars

This is a mark for participation in seminars. It should be noted that attendance at seminars is compulsory. As a minimum, students are expected to read the material listed in the schedule before each seminar. Students are then expected to participate in lively discussion and debate in seminars.

### 2. & 4. Mid-term & Final Exams

The mid-term and final exams include a combination of short written and multiple-choice and true and false questions. The mid-term exam covers content to the end of seminar 5, ie student learning outcomes 1 – 4 (inclusive). The final exam covers the remaining seminar content, ie covering content of seminars 6 – 11 (inclusive) which cover student learning outcomes 5 and 6. (inclusive) which cover student learning outcomes 5 and 6.

### 3. Research Paper and Class Presentation

The topic for the research paper may be selected from any of the material covered in this course. Bear in mind that the topics are generally broad and you will need to narrow down your research topic significantly. You should identify a small aspect of the course that interests you and focus sharply on it.

The topic of your research paper should be discussed with the lecturer in advance.

Once you have decided on your topic you need to work out what you are trying to achieve in your research paper and focus on a specific aspect. You may for example identify a case study or hypothesis that you'd like to test or you may choose current or recent global HRM events or alternatively examine an event/s from a historical perspective.

The final and most important step is to provide a thorough analysis. This analysis will carry the highest weight for this assignment. 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?

You must provide a status update (online) on the progress you have made to date on your project. You are expected to have made substantial progress with your research paper in this status update. This will enable the lecturer to provide you with guidance and feedback.

The final research paper must be submitted online. You will then be expected to present your paper to the class at a seminar. You will make this presentation in seminar 11 or 12. The presentation should include a brief outline of your paper and then focus on the analysis and conclusions section. Your presentation should take 10 minutes with an additional 5 minutes for questions.

Your paper should be no more than 2,500 words.

To obtain an 'A' grade, the submission needs 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.

## Grading

Please review the following table as a guide:

Grade	Discussion	Reading
<b>A range</b>	<b>Excellent:</b> 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>B+</b>	<b>Very Good:</b> 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 / B-</b>	<b>Satisfactory:</b> 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.
<b>C range</b>	<b>Poor:</b> 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.
<b>D / F</b>	<b>Very Poor: rarely speaks; merely quotes text</b> or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83-86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Be low Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7-1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

## Course Materials

### Course Readings

The following text is an **essential textbook** for the course.

Vance, C. M., & Paik, Y. (2015). *Managing a Global Workforce: Challenges and Opportunities in International Human Resource Management* (3rd ed.)

Please ensure you have the third edition of the textbook. There are set readings from the textbook for each Seminar in the course.

### Recommended Readings

Each Seminar also includes Recommended Readings for that Seminar. The Readings are set out for each Seminar in the Modules section of CANVAS for the course.

### Library and Research Facilities

The Sydney TAFE Library facilities are available for your use <http://sydneytafe.edu.au/current-students/ultimo-college/library/library-ultimo-college>. You may use the library to access the internet. You can also photocopy or scan the Library books for your own educational use. More information on CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.

## Weekly Schedule

The framework below indicates class-based sessions at CAPA. The schedule may be revised as the term progresses to accommodate availability for field trips and guest speakers.

Relevant additional readings are included for each Seminar under Modules in CANVAS. Other readings may be added from time to time to accommodate recent developments in the areas being discussed. Students are expected to review these materials prior to the weekly session. Weekly chapter references and a number of the case studies are from the required textbook.

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.

Date	Seminar Topics	Class Activities
	<p><b>Seminar 1 - Introduction to International HRM</b></p> <p>Introductions, student interests, relevant prior and current coursework &amp; experience Activity: Labels we wear Course Map, format, required work &amp; assessments Review of research paper guidelines Factors influencing global workforce management Key perspectives in global workforce management Case study: Pros and cons of globalisation and current status in Australia and the USA Meeting the challenges of effective international human resources management (IHRM) Review of IHRM</p> <p><b>Required Reading</b></p> <p>Chapter 1 of textbook</p>	<p><b>Class</b></p> <p>Lecture Activities Discussion of Case Studies</p>

	<p><b>Case Studies and Activities</b>  Read Case Studies in chapter one of the text book  The lucky country? Sydney Morning Herald Sept 13, 2013  Toy story The Economist January 9th 2016 page 59</p>	
	<p><b>Seminar 2 - Cultural foundations of international HRM</b>  Understanding Culture  Major Models of National Culture  Perspectives on Eastern and Western cultures activity  Cultural similarities and differences activity  Culture and its impact and place in global workforce management  Developing a Code of Conduct for our humanitarian aid program case study</p> <p><b>Required Reading</b>  Chapter 2 of textbook</p> <p><b>Case Study</b>  Matsushita's and Japan's changing culture</p>	<p><b>Class</b>  Lecture  Discussion of Case Studies  Activities</p>
	<p><b>Seminar 3 - Changes and challenges in the global labour market</b>  The war for skilled immigrant talent  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  The implications of the European migration</p> <p><b>Required Reading</b>  Chapter 3 of textbook</p> <p><b>Additional Reading</b>  Immigration Is Good for Economic Growth. If Europe Gets It Right, Refugees Can Be Too.</p> <p><b>Case Study</b>  India is sending jobs abroad (refer to Chapter 3 of text book)</p>	<p><b>Class</b>  Lecture  Discussion of Case Studies  Activities</p>
	<p><b>Seminar 4 - The key role of international HRM success in MNC strategy</b>  How do MNCs compete in emerging markets?  Knowledge transfer  Global leadership training &amp; development  Strategic control needs  Structuring for optimal global performance  Linking HRM practices to competitive strategy  Organizational structure  Debate of Adani and the Abbot Point coal expansion project  An Asia Pacific perspective of managing people in a global market</p> <p><b>Required Reading</b></p>	<p><b>Class</b>  Lecture  Discussion of Case Studies  Debate</p> <p><b>Assessment task</b>  Topic of research paper due to be submitted online</p>

	<p>Chapter 4 of textbook</p> <p><b>Additional Reading</b></p> <p>Abbot Point: Federal Government approves huge coal port expansion near Great Barrier Reef  Dowling, P. J., &amp; Donnelly, N. (2013). Managing people in global markets—The Asia Pacific perspective. <i>Journal of World Business</i>, 48(2), 171-174.</p> <p><b>Case Studies</b></p> <p>Read Case Studies in Chapter 4 of text book  Prepare for debate of Adani and the Abbot Point coal expansion project</p>	
	<p><b>Seminar 5 - Global HRM planning</b></p> <p>Who are our employees?  From strategy to decisions about work demand &amp; labor supply  External environmental scanning  Job design to meet global strategy work demand  Sources of global labor supply, to meet work demand  Global HR planning for the long term  Humanitarian aid case study: HR planning</p> <p><b>Required Reading</b></p> <p>Chapter 5 of textbook</p> <p><b>Case Study</b></p> <p>Humanitarian aid case study: Workforce planning</p>	<p><b>Class</b></p> <p>Lecture  Discussion of Case Study</p>
<p><b>Mid semester break</b></p>		
	<p><b>Seminar 6 - Global staffing</b></p> <p>Global staffing at the Royal Dutch/Shell Group  General factors affecting global staffing  Global recruitment of human resources  Global selection of human resources  Brazil's economic boom needs more talent (pages 225,6 of text)  Mid-term test competed in classroom online</p> <p><b>Required Reading</b></p> <p>Chapters 6 of textbook</p> <p><b>Case Studies</b></p> <p>A Google search for talent  Staffing the humanitarian aid program</p>	<p><b>Class</b></p> <p>Lecture  Discussion of Case Study</p> <p><b>Assessment task</b></p> <p><b>Mid-Term Test</b></p>
	<p><b>Seminar 7 - International workforce training and development</b></p> <p>Strategic role of training &amp; development in the global workplace  Fundamental concepts and principles for guiding training &amp; development  Training imperatives for the global workforce  Developing training plans for humanitarian aid program case study  Case study: HCN supervisor training needs  Status update on research paper due for submission online</p>	<p><b>Class</b></p> <p>Lecture  Discussion of Case Studies  Activities</p> <p><b>Assessment task</b></p>



	<p><b>Required Reading</b></p> <p>Chapter 7 of textbook</p> <p><b>Case Studies</b></p> <p>Read Case Studies in Chapter 7 of text book</p>	<p>Status update on research paper due to be submitted online</p>
	<p><b>Seminar 8 - Managing international assignments</b></p> <p>Will millenials accept the same expatriate challenge? Expatriate preparation Inpatriate managers Foreign assignment and repatriation New and flexible international assignments</p> <p><b>Required Reading</b></p> <p>Chapter 8 from textbook</p> <p><b>Additional Reading</b></p> <p>Big businesses fail to make the most of employees with foreign experience. <i>The Economist</i> Nov 7<sup>th</sup> 2015, 64</p>	<p><b>Class</b></p> <p>Lecture Discussion of Case Studies Activities</p>
	<p><b>Seminar 9 - Global performance management</b></p> <p>Performance management process Important considerations for global performance management Planning &amp; implementing global performance appraisals Designing a performance management system for the humanitarian aid program</p> <p><b>Required Reading</b></p> <p>Chapter 9 from textbook</p> <p><b>Case Studies</b></p> <p>Case Study: Puzzling Performance Appraisal (pp 311,312 of text) Case study: Customising HCN performance appraisal design (pages 342,3 of text)</p>	
	<p><b>Seminar 10 - Compensation for a global workforce</b></p> <p>Managing compensation on a global scale: fundamental practices Key compensation considerations for expatriates, HCNs &amp; TCNs Compensation convergence (pages 353,4 of textbook What are the most rewarding countries for expatriates? (pages 382,3 of textbook) Making pay fair in the humanitarian and development sector Submission of research paper</p> <p><b>Required Reading</b></p> <p>Chapter 10 from textbook</p> <p><b>Additional Reading</b></p> <p>Making pay fair in the humanitarian and development sector</p>	<p><b>Class</b></p> <p>Lecture Discussion of Case Studies</p> <p><b>Assessment task</b></p> <p>Research papers to be submitted online</p>

	<p><b>Case Studies</b></p> <p>Read the Case Studies in Chapter 10 of textbook</p>	
	<p><b>Seminar 11 - Global employee relations</b></p> <p>Current ER issues Influence of MNCs &amp; unions on global ER The Bangladesh Fire and Building Safety Accord New wave of jobs goes offshore Presentations of research papers</p> <p><b>Required Reading</b></p> <p>Chapter 11 from textbook Collie Mine articles</p> <p><b>Case Studies</b></p> <p>Age Discrimination in the Workplace The Bangladesh Fire and Building Safety Accord New wave of jobs goes offshore</p>	<p><b>Class</b></p> <p>Lecture Discussion of Case Studies Guest speaker Presentations of research papers</p> <p><b>Assessment task</b></p> <p>Student presentations of their research paper to the class</p>
	<p><b>Seminar 12 - Final Exam and Class Presentations</b></p> <p>Final exam Remaining class presentations Debate: The benefits of a globalised workforce outweigh the challenge Course learnings</p>	<p><b>Class</b></p> <p>Final exam Presentations of research papers Debate</p> <p><b>Assessment task</b></p> <p>Student presentations of research papers to class</p>

## Attendance, Participation & Student Responsibilities

### Attendance

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 read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class.

### Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting by emailing [jmiller@capa.org](mailto:jmiller@capa.org). Note that calling the CAPA Center (02 9217 5977) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

### Class Participation

Participation is a vital part of your 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**

The faculty expects from you, the student, a high level of responsibility and academic honesty. 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, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director 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 due, 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, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you 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.