

---

# Global Workforce Management

**COURSE DESIGNATOR** LNDN 3227

**LANGUAGE OF INSTRUCTION** English

**NUMBER OF CREDITS** 3

---

## 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 labour 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 labour markets compare in terms of labour costs, labour 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.

With its global presence, CAPA offers students the opportunity to enrich their academic experience by exploring the localized context in London, a premier educational centre in Europe. 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 labour regulations. The course will provide a background of these regulatory differences. With the growing integration of the European Union and the push towards globalisation, 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 from the London location. 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. Further, 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.

The students will be expected to develop and expand their understanding of this local context in the global and European marketplace. The research paper project provides the students an opportunity to explore this localised context and to demonstrate their learning outcomes from this unique opportunity provided studying Global Workforce Management at the CAPA London Centre.

## COURSE 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.

## 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.

## COURSE PREREQUISITES

There are no prerequisites. Students from a variety of backgrounds and interests are encouraged to take this 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

## REQUIRED READING AND RESOURCES

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)

## MYEDUCATION REQUIREMENT

Students are encouraged to participate in events/activities from the CAPA London MyEDUCATION calendar to broaden understanding of this subject in the context of the UK and Europe. Students will be asked to draw on these experiences in one or more learning activities within this course. In addition the course includes field classes, which also count towards MyED.

## GRADING

### CAPA PROGRAM AND INSTRUCTOR POLICY

The faculty expects from its students 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 demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

### CLASS PARTICIPATION AND ATTENDANCE

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will

also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

#### CRITERIA FOR GRADING AND GRADING STANDARDS

| Grading Rubric |                         |  |
|----------------|-------------------------|--|
| A              | 93+                     | Achievement that is outstanding relative to the level necessary to meet course requirements.   |
| A-<br>B+<br>B  | 90-92<br>87-89<br>83-86 | Achievement that is significantly above the level necessary to meet course requirements.   |
| B-<br>C+<br>C  | 80-82<br>77-79<br>73-76 | Achievement that meets the course requirements in every respect.   |
| C-<br>D+<br>D  | 70-72<br>67-69<br>60-66 | Achievement that is worthy of credit even though it fails to meet fully the course requirements.   |
| F              | <59                     | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. |

#### GRADING FOR ASSIGNMENTS

|  |      |
|--|------|
| Class participation and media observations | 10%  |
| Mid-term test                              | 25%  |
| Final Exam                                 | 25%  |
| Research paper and class presentation      | 40%  |
| Overall grade                              | 100% |

#### SCHEDULE AND ASSIGNMENTS

| Course Topics |  |
|---------------|--|
| Week 1        | <p><b>Introduction to International HRM</b><br/>           Introductions, student interests, relevant prior coursework &amp; experience<br/>           Course map, format, required work and assessments<br/>           Review of research paper guidelines – detailed guidelines posted in this syllabus<br/>           Reading:<br/>           Chapter 1 of textbook<br/>           Additional reading 5: Story, J. S., Barbuto, J. E., Luthans, F., &amp; 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.</p> <ul style="list-style-type: none"> <li>Case: MNC Collaboration in Social Responsibility</li> </ul> |
| Week 2        | <p><b>Cultural foundations of international HRM</b><br/>           Understanding Culture<br/>           Major Models of National Culture<br/>           Final Caveats on Culture and Global Workforce Management.</p>  |

|        |   |
|--------|---|
|        | <p>Reading:<br/>Chapter 2 of textbook</p> <ul style="list-style-type: none"> <li>Case: Failure of Rover in Bulgaria or Cross-Cultural Assessment over a Cup of Coffee</li> </ul>  |
| Week 3 | <p><b>Changes and challenges in the global labour market</b><br/>Outsourcing trends<br/>Location decision factors: labour supply, labour costs and productivity, industrial relations, employment regulation<br/>Changes in labour force demographics and migration<br/>Labour productivity and technology<br/>Emergence of the contingent workforce<br/>Global workforce management challenges</p> <p>Reading:<br/>Chapter 3 of textbook<br/>Additional reading: AT Kearney (2009). The Shifting Geography of Offshore Outsourcing: The 2009 Global Services Location Index. Retrieved 29 May 2014 from <a href="http://www.atkearney.com.au/documents/10192/fda82529-b60a-4fae-8d92-22cfd69b95b3">http://www.atkearney.com.au/documents/10192/fda82529-b60a-4fae-8d92-22cfd69b95b3</a></p> <ul style="list-style-type: none"> <li>Case: Europe: The New Destination for Latino Workers</li> </ul> |
| Week 4 | <p><b>The key role of international HRM success in MNC strategy</b><br/>How do MNCs compete in emerging Markets?<br/>Knowledge transfer<br/>Global leadership training and development<br/>Strategic Control Needs<br/>Structuring for optimal global performance<br/>Linking HRM practices to competitive strategy<br/>Organizational Structure<br/>Corporate Social Responsibility</p> <p>Reading:<br/>Chapter 4 of textbook<br/>Additional reading: 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> <ul style="list-style-type: none"> <li>Case: Foreign Buyouts Heighten Tensions in Germany</li> </ul>  |
| Week 5 | <p><b>Global HRM planning</b><br/>From strategy to decisions about work demand and labour supply<br/>External environmental scanning<br/>Job design for meeting global strategy work demand<br/>Sources of global labour supply for meeting work demand<br/>HR planning for the long-term</p> <p>Reading:<br/>Chapter 5 of textbook</p> <ul style="list-style-type: none"> <li>Case: “Who are our Employees, Anyway?” or A Google Search for Talent</li> </ul>  |
| Week 6 | <p><b>Global staffing</b><br/>General factors affecting global staffing<br/>Global recruitment HRM<br/>Global Selection of HRM</p> <p>Reading:<br/>Chapters 6 of textbook</p> <ul style="list-style-type: none"> <li>Case: Global Staffing at the Royal Dutch/Shell Group or MNC Staffing Practices and</li> </ul>  |

|         |   |
|---------|---|
|         | Local Anti-Discrimination Laws  |
| Week 7  | <p><b>International workforce training and development</b><br/> Strategic role of training and development in the global marketplace<br/> Fundamental concepts and principles for guiding global training and Development<br/> Training imperatives for the global workforce.<br/> Reading:<br/> Chapter 7 of textbook<br/> Additional reading: Chung, C., Sparrow, P., &amp; Bozkurt, Ö. (2014). South Korean MNEs' international HRM approach: Hybridization of global standards and local practices. <i>Journal of World Business</i> (2013), Online at <a href="http://dx.doi.org/10.1016/j.jwb.2013.12.008">http://dx.doi.org/10.1016/j.jwb.2013.12.008</a></p> <ul style="list-style-type: none"> <li>• Case: Motorola University or Leading the Way for a New Culture at Chrysler</li> </ul> |
| Week 8  | <p><b>Managing international assignments</b><br/> Expatriate preparation,<br/> Inpatriate managers<br/> Foreign assignment, and repatriation<br/> New and flexible International assignments.<br/> Reading:<br/> Chapter 8 of textbook<br/> Additional reading: Moeller, M., &amp; Harvey, M. (2011). Inpatriate marketing managers: issues associated with staffing global marketing positions. <i>Journal of international marketing</i>, 19(4), 1-16.<br/> Case: Re-Entry Shock: A Family Affair</p>   |
| Week 9  | <p><b>Global performance management</b><br/> Performance Management Process<br/> Important Considerations for Global Performance Management<br/> Planning and Implementing Global Performance Appraisals<br/> Reading:<br/> Chapter 9 from textbook<br/> Additional reading: Maley, J., &amp; 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.</p> <ul style="list-style-type: none"> <li>• <b>Research Paper Due</b></li> </ul>   |
| Week 10 | <p><b>Compensation for a global workforce</b><br/> Managing compensation on a global scale: fundamental practices<br/> Key compensation considerations for expatriates, HCNs, and TCNs<br/> Reading:<br/> Chapter 10 from textbook<br/> Additional reading: Thite, M., Wilkinson, A., &amp; 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.</p> <ul style="list-style-type: none"> <li>• Case: Europe Straining under a Pension System Burden</li> </ul>   |
| Week 11 | <p><b>Global employee relations</b><br/> Current ER issues<br/> Influence of MNCs and unions on global ER.<br/> Reading:<br/> Chapter 11<br/> Case: Age Discrimination in the Workplace</p> <ul style="list-style-type: none"> <li>• <b>Presentations limited to 5 slides &amp; 10 minutes</b></li> </ul>   |

**ATTENDANCE POLICY**

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

**UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**SCHOLASTIC DISHONESTY**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

**STUDENT CONDUCT**

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.