
Global Workforce Management

COURSE DESIGNATOR SDNY 3024

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 this case, Australia and the Asia Pacific. As outsourcing and offshoring expands into the professions, the emerging role of large populations of highly educated youth in developing countries in the region is changing the face of employment opportunities in developed countries such as Australia and the USA. In addition, as Australian companies expand into the region developing an Asia 'capability' including language and inter-cultural competencies, becomes critical. These issues and others are explored in the course.

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 this 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 an hour per day keeping up with the current global issues in international business, politics and society. Expected reading sources should include *The Economist*, *Financial Times* and *The New York Times*. The teaching and learning methods will be a blend of the following:

- Lectures
- Reflections & observations
- Readings on current topics
- Class discussions and case studies
- Student presentations and two research papers.

MYEDUCATION REQUIREMENT

Students are encouraged to participate in events/activities from the CAPA Sydney MyEDUCATION calendar to broaden understanding of this subject in the context of Sydney and Australia. 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.

REQUIRED READING AND RESOURCES

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)

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-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	Achievement that meets the course requirements in every respect.
C	73-76	

C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
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>Introduction to International HRM 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: Attracting factory workers in China</p>
Week 2	<p>Cultural foundations of international HRM Understanding Culture Major Models of National Culture Final Caveats on Culture and Global Workforce Management. Reading: Chapter 2 of textbook Case: Matsushita's and Japan's changing culture</p>
Week 3	<p>Changes and challenges in the global labour market Outsourcing trends Location decision factors: labour supply, labour costs and productivity, industrial relations, employment regulation Changes in labour force demographics and migration Labour 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: India is sending jobs abroad</p>
Week 4	<p>The key role of international HRM success in MNC strategy How do MNCs compete in emerging Markets? Knowledge transfer Global leadership training and development Strategic Control Needs Structuring for optimal global performance Linking HRM practices to competitive strategy Organizational Structure Corporate Social Responsibility Reading: Chapter 4 of textbook 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>
Week 5	<p>Global HRM planning From strategy to decisions about work demand and labour supply External environmental scanning Job design for meeting global strategy work demand Sources of global labour supply for meeting work demand HR planning for the long-term Reading: Chapter 5 of textbook Case: Google search for talent</p>
Week 6	<p>Global staffing General factors affecting global staffing Global recruitment HRM Global Selection of HRM Reading: Chapters 6 of textbook Case: Australian mining industry, study of Newcrest Mines</p>
Week 7	<p>International workforce training and development Strategic role of training and development in the global marketplace Fundamental concepts and principles for guiding global training and Development Training imperatives for the global workforce. Reading: Chapter 7 of textbook Additional reading: Chung, C., Sparrow, P., & 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 http://dx.doi.org/10.1016/j.jwb.2013.12.008 Case: Review Toyota Australia; Newcastle Steel industry</p>
Week 8	<p>Managing international assignments Expatriate preparation, Inpatriate managers</p>

	<p>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: Working in a Sheltered Enclave in Shanghai, China</p>
Week 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>
Week 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: Executive Pay: Increasing the Threat of China's Wealth Gap</p>
Week 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>
Week 12	<p>Final Exam</p>

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 Australia and the Asia Pacific 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 multiple-choice questions. Each exam will cover half of the course content.

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.