



Georgetown University
School of Continuing Studies
Master of Professional Studies in Human Resources Management
Course Syllabus – Fall 2014

Course:	HR in the International Context (MPHR-817-01)
Class Time:	Thursdays – 5:20 p.m. – 7:50 p.m.
Class Location:	640 Massachusetts Avenue NW Room C220
Instructor:	Marcelline T. Babicz, M.O.D.
Office Hours:	By Appointment
Contact Telephone:	847-477-9935 (Mobile)
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Course Description:

This course will explore Global Human Resources, focusing on the core competencies necessary to effectively work in International Human Resources, whether one is based in the US and works on international issues or is based overseas. Increasing globalization will set the context for discussions of Global HR, and a study of culture and cultural intelligence will form the foundation upon which we will build an understanding of how Global HR is alike and how it is different from domestic US HR. During the course of the semester, we will look at specific international areas such as HR in a variety of cross-border business structures; local and international labor law; training and performance management; compensation, benefits, and taxation for locals, expats, and TCNs; and the safety, health and security issues unique to Global HR.

Learning Objectives:

At the conclusion of the course, students will be able to:

1. Think critically about and articulate ways international and domestic HR are similar and different.
2. Describe different ways culture can be studied and characterized and apply those methods to real-world situations.
3. Have an understanding of their own cultural intelligence and an action plan for developing it further.
4. Apply and adapt HR theories and methodologies to bi-cultural and multi-cultural organizational situations.
5. Apply the principles of strategic HR to international and global situations.

Teaching Methodology:

- Learning strategies follow established principles of andragogy (adult learning theory), incorporating limited lectures with group discussions, case studies, and independent learning. Students are responsible for reading all assigned readings PRIOR to the class period and then engaging in class discussions to test their understanding as well as implied assumptions about the topics presented.
- Socratic method: Students are encouraged to question norms and propose alternative viewpoints to those presented in the reading materials, both individually and within small groups.
- Case Study method: Enables the student to serve in the role of decision-maker for real-life business and management situations. The case method approach empowers students to apply the theories, concepts, and practices of managing complex organizational change. Moreover, critical thinking skills are applied as students examine the causes, consider and compare/contrast alternative courses of actions, probe underlying issues, and suggest recommendations or strategies that address the situations of the case.

Required Texts:

Dowling, P. J., Festing, M., & Engle, A. (2013). *International Human Resource Management* (6th edition.). Cengage Learning. ISBN: 9781408075746

Livermore, D. (2011). *The Cultural Intelligence Difference: Master the One Skill You Can't Do Without in Today's Global Economy*. New York: AMACOM. ISBN: 9780814417065 (Students must purchase the **actual book**, **NOT the e-book**: the actual paper book has a code for an online assessment that will be required for an assignment).

American Psychological Association.(2010) *Publication Manual of the American Psychological Association*, 6th Ed. (**\$28.95**) ISBN 1433805618

Recommended Text:

Strunk, W., White, E. B., & Angell, R. (1999). *The Elements of Style* (4th edition.). Boston: Longman. ISBN: 978-0205313426 (NOTE: Purchase the **4th Edition ONLY!** Do not purchase the Kindle edition or other editions or versions, even if they have a later publication date, because the 4th is the most complete).

Additional Readings (to be posted on Blackboard):

In addition to the required textbooks, this course will draw on information contained in scholarly papers and articles, cases, videos, or other popular sources, to assist students in better understanding HR in the International Context, as well as meeting the course learning objectives.

Course Grading Requirements and Assignments:

Grading System - The final grade will be based on the following areas:

One Cultural Intelligence Self-Assessment Paper (10%)

Each student will complete a Cultural Intelligence (CQ) Assessment online and receive a feedback report immediately upon completion. This 3-4 page paper will analyze the student's own CQ results, discuss the implications for an International HR professional, and identify key ways s/he might work on improving his/her CQ over time.

One Case Analysis Paper (20%)

Case Studies are intended to offer simulated real-world scenarios and will provide a common foundation for all students to engage in the course. Students will review and analyze a case study (TBD by instructor) and prepare a 6-8 page response that examines the issues and associated challenges, and discusses potential solutions from an international perspective. Students will examine the case as if it were a real-world scenario and look at how actionable approaches should be designed, developed, and implemented throughout the case organization – keeping in mind the international focus of this course. The response should be backed by scholarly research and thought, and focus on addressing which approaches will enable the case organization to best meet its goals.

Group Project and Presentations (15%)

Groups will be responsible for leading one or more class discussions on assigned topics. Groups will consist of approximately 3 to 5 persons based on the intricacies of the topic being covered. More details and guidelines for the team project will be given during the first class; however, it is expected that presentations will summarize the topic area, present the issues and challenges, and engage the class in interactive dialogue while presenting realistic approaches for addressing the specifics of the assigned topic. Individuals must be present to get credit for this assignment.

Final Paper (45%) and Presentation (10%)

Students will prepare a 10-12 page paper that addresses the benefits and challenges of HR in the international context. This will be the key deliverable for this course and should take into account all previous learning, current and historical scholarly thought, and practitioner experience and application.

Brief presentations will be given during the final classes. The presentations should focus on summarizing the key points of the paper and integrating/synthesizing course learning. The presentation will provide the opportunity for students to share their learning with course colleagues.

Note: All papers must be in APA format. Grades will be negatively impacted for any deviations from this format.

All papers must be submitted in MS Word (.doc or .docx) format.

The page limit for all papers does not include title page, abstract, table of contents, reference pages, or appendices.

Grading Scale (See below for detailed grade descriptions)

Percentage	Grade
95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
70-79	C
69 and below	F

Letter Grading Descriptions:

Listed below are grades and academic standards for each grade awarded.

A = 95-100%

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A- = 90-94%

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89%

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is s well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86 %

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82 %

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79%

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F = 69% and below

Fails to meet minimum acceptable standards.

Course Outline:

DATE	TOPICS	READINGS	ASSIGNMENTS
AUG 28	Intro: <ul style="list-style-type: none"> • People • Syllabus • Learning Objectives • Course Requirements • International HRM 	Dowling (et al): Chapter 1	<ul style="list-style-type: none"> • Review Syllabus and come prepared with questions
SEPT 4	Culture and IHRM	Dowling Chapter 2	<ul style="list-style-type: none"> • Complete CQ assessment by 5 pm <i>Complete CQ assessment BEFORE reading Livermore</i>
SEPT 11	Culture Part 2 and CQ: Cultural Intelligence	Livermore (all)	
SEPT 18	Globalization and Global Organizational Context	Dowling Chapter 3	Culture paper due by 5 pm
SEPT 25	IHRM in Specific Organization Types	Dowling Chapter 4	Group Presentations
OCT 2	International Talent Management: Expat, Local, and TCN <ul style="list-style-type: none"> • Workforce Planning • Recruitment & Staffing • Succession Planning • International Reassignment • Repatriation 	Dowling Chapter 5 BB Readings	Group Presentations
OCT 9	Global Compensation, Benefits, and Taxation	Dowling Chapter 8 BB Readings	Group Presentations
OCT 16	International Industrial Relations, Labor Unions, Labor Law	Dowling Chapter 9 BB Readings	First Case Study Paper due by 5 pm
OCT 23	Global Performance Management	Dowling Chapter 6	Group Presentations
OCT 30	International Training and Development	Dowling Chapter 7	Group Presentations
NOV 6	IHRM Competencies	BB Readings	Second Case Study Paper due by 5 pm
NOV 13	Safety, Health, and Security Paper Presentations		
NOV 20	Paper Presentations		
NOV 27	THANKSGIVING	NO CLASS	
DEC 4	Paper Presentations		Final Papers Due December 11 by 5 pm

Policies and Expectations

Class Participation – Class participation provides an opportunity for you to demonstrate your understanding of the theories, concepts, and practices and is therefore a critical component to this course. More importantly, it allows you to develop your persuasive communication and analytical skills in a learning environment where valuable feedback is provided. The readings and assignments listed on this syllabus must be completed prior to class in order to fully participate in the class discussions. At the graduate level, active and informed class participation is required and expected. I will not give points for class participation. However, failure to participate in class discussions shall result in a reduction of your final grade by 10%.

Attendance - Students are expected to be present at all meetings. Late arrival and early departure (more than 10 minutes) are not acceptable. If an emergency arises that may necessitate missing a class, please contact your professor ahead of time or as soon as possible. Failure to communicate regarding missed class may result in the deduction of up to 10 points from the student's grade. **It is the student's responsibility to discuss missed class assignments with the professor and obtain notes from a fellow student.**

Any student who misses more than two classes is subject to withdrawal from the class by Professor Babicz and a final grade of "F" in the course.

Citation System – Students must use APA Style (APA Publication Manual 6th Edition) for all papers submitted in this course. Points will be deducted for failure to follow APA style. The following links provide guidance for APA style and citations:

<http://apastyle.org/> American Psychological Association

<http://owl.english.purdue.edu/owl/section/2/10/> Purdue Online Writing Lab.

TurnItIn.com - All writing assignments must be your original work. Students agree that by taking this course all required papers would be subject to submission to TurnItIn.com for text matching algorithm for detection of plagiarism. All submitted papers will be added as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers in the future.

Late Papers - Except in extremely rare circumstances and with appropriate documentation late papers are not accepted. Requests for extensions must reach me no later than a week before the paper is due. Extensions are not guaranteed and a student is not entitled to receive an extension. In case of an emergency, this rule can be waived with appropriate documentation and cause.

Incompletes - Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "I" shall be granted until the work is handed in and then the grade shall be changed accordingly.

Students with Disabilities Policy:

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; [202-687-8354](tel:202-687-8354); arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate

accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Honor System:

All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at:

<http://gervaseprograms.georgetown.edu/honor/system/>

The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system;

To live out a commitment to integrity in all my words and actions;

To be honest in every academic endeavor;

And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;

To live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement;

To care for this venerable campus and all of those with whom I share it;

And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.