Instructor: Julian Dalzell.
Lecturer
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Email: Julian.Dalzell@moore.sc.edu

Class Location: Room 351, Darla Moore School of Business

Class Time: Tuesday and Thursday: 9.30 a.m. – 12.15 am

Office Hours: I am typically NOT in the office on Monday and Friday. I teach Tuesday and Thursdays and plan to be in the office all day. Wednesday I also plan to be in the office most weeks so this is also a good opportunity HOWEVER
1. I will try and accommodate times that suit you to the best of my ability AND
2. I require that you make an appointment.

COURSE DESCRIPTION

This course examines how human resources are managed within a global context. It examines how human resources are managed within global firms as well as across different cultural settings.

LEARNING OBJECTIVES

Upon completion of the course, you should be able to:
1. Describe your own national-based biases and perspectives and how those could impact your effectiveness in an international context.
2. Analyze some of the complexities and nuances of managing Human Resources across national borders.
3. Articulate the differences between domestic and international HR
4. Gain an appreciation of the impact of culture on the design and delivery of HR processes
5. Articulate how multinational Companies manage their workforce internationally
6. Develop techniques to deal with the barriers and enablers of Global HR strategies

MGMT 801 – HR in the Global Firm - Fall 2012
REQUIRED TEXTS


METHOD OF INSTRUCTION

The instruction will use a variety of modes:

1. Instructor Class lectures. These will focus on core concepts and real life examples for illustration. Some of these will be drawn from the required text, but much will be based on external reading and personal life experiences.
2. Guest lectures. I will invite practitioners from the field to share their experience in this field. These will be scheduled throughout the semester, dependant on their availability, but always within the scheduled class time.
3. Mini Case Studies. Many of these will be given as homework assignments, which will then be discussed in class. This work will be individual and you will be expected to be prepared and actually participate in class discussions on these.
4. Group Project. While you will be interacting with the whole class throughout the semester, you will also be assigned to work with a specific learning group. The idea of having learning groups is that you can help one another learn more effectively. Learning group members are expected to participate equitably and support one another. Each Group will consist of 6-8 students (dependent on class enrolment). Each group will be assigned a Project and will produce a written report (20-25 pages) and an oral report out to the rest of the class.

ASSIGNMENTS

You will be evaluated on the basis of the quality, quantity, and timeliness of your efforts.

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Class Attendance and participation</td>
<td>10</td>
<td>Ongoing</td>
</tr>
<tr>
<td>• I will follow the USC attendance policy (potential reduction) see below.</td>
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<tr>
<td>• Discretionary work completion.</td>
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<tr>
<td>2. Mid Term Exam</td>
<td>15</td>
<td>September 14th</td>
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<tr>
<td>3. Final Exam</td>
<td>25</td>
<td>October 5th</td>
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<tr>
<td>4. Homework 2 pts./homework</td>
<td>20</td>
<td>As advised</td>
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<tr>
<td>5. Term Project (Group)</td>
<td>30</td>
<td>One week prior to final class</td>
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<tr>
<td>• Group Paper (15 points)</td>
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<tr>
<td>• Group Presentation (10 Points)</td>
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Peer Group Evaluation* (5 points) |  
| TOTAL POINTS | 100  

*Group Evaluation—you will evaluate each member of your group based on his/her participation and contribution to the group project. This evaluation will be confidential and the result will be incorporated into the final grade each group member will receive for the group project. Non-submission of peer ranking will result in a peer score of 0 for that participant.

**GRADING**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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- A grade of I (Incomplete) will NOT be assigned except in the case of a documented emergency.
- Late assignments will NOT be accepted unless it is a documented emergency.
- In the world of academia, the ability to write is probably the single most important skill a person can possess. In the world of business, this skill is also critical for success, particularly at senior levels. Therefore I believe that is an important element of this class that you hone these skills. I will expect high quality in your written assignments. Assignments that are turned in on the due dates are assumed to be in the final form, and thus no rewrites will be accepted after the due date.
- All written assignments will be evaluated based upon the following criteria:
  - Style—clarify of expression on the topic of the written assignment.
  - Relevance—selection and expression of ideas, concepts, and information being provided to address the nature of the written assignment.
  - Defensibility—demonstrated analytical and conceptual abilities that support the focus of the written assignment, and the quality of the support of evidence for statements included in the written assignments.
  - Demonstrated understanding of the subject matter.

All written assignments must be word-processed and be double spaced, 12 point Times New Roman font, with 1 inch margins. When you submit a paper, please include a cover page with your name, the course number and title. Please number the page in your paper—this is very important!!
1. **Attendance/Class Participation (10 Points)**
   Although I will provide input in the form of lectures as a basis for learning, especially in the early weeks, on many issues in HR, particularly in the international arena, right and wrong answers are elusive. I will share my experience and perspectives, but I also expect to learn from the diversity of the class, and views shaped by your own life experiences. So the learning in this class will be enhanced by active participation in class discussion. This does not mean a domination of “air time”, but active listening and sharing of ideas, views etc. In addition, there will be times that I will ask you to do additional work, such as provide feedback on an external speaker. Providing that feedback will give you additional points. If I assign more than 10 pieces of homework and you complete that, I will award an additional point in participation. The MAXIMUM that you can get under this category is 5 points.

I will take attendance at each class. In accordance with USC Attendance Policy, points will be deducted from your final grade for more than two (2) unexcused absences. Excused absences, other than in the case of medical, family emergencies etc., will require PRIOR agreement. This includes interviews etc. I will be reasonable to those who let me know AHEAD of class. If you do not turn up, excuses for non-attendance will require proof (e.g. Doctor’s certificate.)

2. **Written homework (20)**
   During the course of the term there will be homework assignments that will require you to hand in your work. I will NOT subject this to major critical evaluation in terms of quality but I will evaluate if you have done the work with reasonable due diligence. So the primary grading criteria will be whether you have shown that you have taken time to do the work AND if you have handed it in ON TIME. Not handing it in or handing in late will be a zero (0). Each assignment will be worth 2 points.

3. **Mid Term Exam (15 Points)**
   This will be an open book, take home exam. I will focus mainly on the material we have covered to this point, but I will also be looking for what you UNDERSTAND as opposed to KNOW. In other words, the test will be designed to test how much you can assimilate the information and apply it to different circumstances and scenarios. There will also be multiple choice questions that will be designed to stress the importance of keeping good notes and revising the material that we have covered in class.

4. **Final Exam (25 points)**
   As with the mid-term exam, I will be testing for understanding. In business you will find that some problems and issues are managed because you have seen them before. More often, in my experience, you can draw in the past for some parts of the solutions but have to recognize the differing circumstances or look for solutions based on creativity because you have not encountered the issue before. The final examination, therefore, will contain a series of scenarios, which you will be asked to describe how to manage or handle. I will assess based on use of material presented, clarity of thought and practicality of proposed course of action. There will also be multiple choice style questions.
5. **Group Project/Term Paper (30 points)**

This will be a Group Project on which you will work through the term. I will assign the groups after the first week of class. I will also provide the assignments at that time. The assignments will be on practical issues that I will expect you to research and for which I will expect you to provide potential solutions. The definitions of the issues are not particularly detailed – this is by design to test your criticality of thinking. So that you do not get too far off base and make progress over the term I will:

- Require a Project Plan with individual assignments for each team member to be submitted by the beginning of Spring Break.
- Be available for two consulting sessions of 1 hour each – one in the first half of term and one in the second half. You do not HAVE to take advantage of these but they will be a useful checkpoint for you. I WILL NOT BE PROVIDING YOU WITH THE ANSWERS but will ask questions that may open up insights into areas that potentially you have overlooked. Experience has shown that these sessions do help, and the groups that have taken advantage EARLY have performed better than those that leave it to the last minute.

These projects will be presented in two formats.
(i). Written paper, approximately 20-25 pages long, double-spaced. This will show the research you have done, the data that you have used and expose your thinking process that lead to the proposals.
(ii). Presentation to the class, as though they were a Board of Directors to whom you are reporting out. You will be expected to summarize the issue, explain the options you considered and the potential solutions. You will need to be prepared to answer questions for clarification and defend your positions against challenge – from me if no one else!!!

**Evaluation Criteria:**

- Quality of your oral and written presentations.
- Timely delivery of the completed paper and presentation at least 7 days before the final class in both paper and electronic format.
- Evidence that the partners share the equal responsibility in oral presentation.

**Timing:**

- We will take the last two face to face sessions to hear the presentations
- Each Group will have **15 minutes** to present their case.
- You are responsible for your own time-keeping.
- After your presentation, you have 5-7 **minutes** for questions and challenge.

**Evaluation Criteria (points each):**

1. Richness and depth of analysis (3)
2. Organization of presentation material (3)
3. Presentation quality, including graphics (2)

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COURSE POLICIES

Expectations
As a participant in this class, you are expected to:
1. Take full responsibility to direct your own learning and study. Motivate yourself to excel in this course! It means that you are responsible for all assigned readings, all materials presented in class, all information disseminated in class, and all course requirements, including deadlines.
2. Take class and team responsibilities seriously.
3. Treat your colleagues with the same respect and courtesy you would like for yourself at all times.
4. Treat information shared in class with respect, sensitivity, and confidentiality.
5. Check your e-mail before coming to each class in case I send announcements about the class in-between our meeting times.
6. Turn off your cell phone, blackberry. HINT – this is a pet peeve of mine! It may disturb your fellow students and it will certainly distract me.
7. Use laptops during class only for class related purposes (e.g., taking class notes), not for Google search or email checking! It may not distract you, you may still hear what I or your fellow students are saying BUT I know from personal and recent experience that sitting behind someone who is Facebooking, Googling, checking e mail etc., is potentially incredibly distracting for those of us who find multi-tasking a challenge.
8. If you find yourself experiencing any kind of difficulty in class, please let me know as soon as possible so that we can work together to find a solution.