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| **TOWSON UNIVERSITY**HUMAN RESOURCE DEVELOPMENTGraduate Degree Program | HRD 679International Human Resource DevelopmentSummer Semester, 2013Study Abroad--Argentina |

**INSTRUCTOR** Katie Rosenbusch, Ed.D

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**INFORMATION** Phone: 410-704-3064

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 Office Hours: Mondays, Thursdays 4:00-5:30pm

OR by appointment

**Course Description:**

This course will explore the impact of culture and globalization on international programs and practices. It will examine models and conceptual frameworks of culture to understand the nature of learning, change and leadership across cultures. Various activities and approaches to prepare professionals for global assignments will be used in this course.

**Course Objectives:**

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

1. Define fundamental dimensions of culture;
2. Develop awareness of their own culture;
3. Understand the impact of culture and globalization on learning, change and leadership in different contexts;
4. Identify difficulties encountered in cross-cultural work and ways to reconcile cultural dilemmas;
5. Develop skills and competencies to increase their cultural intelligence needed for global professionals/citizens;
6. Experience group dynamics through collaborative learning projects and in-class activities;
7. Develop research, writing, analytical, critical and reflective thinking skills;
8. Prepare a portfolio in support of their international work.

**REQUIRED TEXT, ARTICLES & BOOK CHAPTERS**

Trompenaars F., & Hampden-Turner, C. (1998). *Riding the waves of culture: Understanding diversity in global business* (2nd ed.). New York: McGraw-Hill. [ISBN: 0-7863-1125-8] CHAPTERS 1-7

Lundby, K. & Jolton, J. (2010). *Going Global: Practical Applications and Recommendations for HR and OD Prefoessionals in the globla workplace*.San Francisco: Jossey-Bass. [ISBN: 978-0470-52533-3]

**The Essence of Culture---Models/Conceptual Frameworks**

Earley, C.& Mosakowski, E. (2004). Cultural intelligence. Harvard Business Review. October edition.

**Multicultural Teams and the Global Workplace**

Distefano & Maznevsky (2000). Creating value through diverse teams in global management. Organizational Dynamics, Vol. 29, No. 1, pp. 45–63.

**Global Leadership**

Javidan, Dorfman, Sully de Luque & House (2006) In the Eye of the Beholder: Cross Cultural Lessons in Leadership from Project GLOBE. Academy of Management Perspectives. February Issue.

**Cross-cultural Communication and Conflict Management**

\*Chen, G. and Starosta, W.J.(1998). Chapter 5: Nonverbal communication and culture. In *Foundations of Intercultural Communication*. Boston: Allyn & Bacon.

\*Chen, G. and Starosta, W.J.(1998). Chapter 7: Intercultural Conflict Management. In *Foundations of Intercultural Communication*. Boston: Allyn & Bacon.

\*Please note: These readings will be uploaded to Blackboard by May 1st.

**COURSE POLICIES**

* When submitting papers that involve citing the works of other authors and/or the inclusion of a list of references, use APA style.
* Plagiarism (using the ideas of others without proper citation) is not acceptable and can be grounds for a fail grade for the assignment and/or the course. All course assignments will be submitted through Blackboard and will be run through SafeAssign to verify authenticity.
* Towson University (TU) is in full compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities should register with the Office of Disability Support Services (410-704-2638 after admission to ensure the timely provision of required support services. Students must provide documentation of a disability from the TU Office for Students with Disabilities.

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| **Emergency Statement** (Office of the Provost)In the event of a University-wide emergency, including the impact of the H1N1 flu pandemic, course requirements, classes, deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme. In the case of a University-wide emergency, I will attempt to communicate with you via e-mail and/or the Blackboard site.For up-to-date information on the H1N1 flu, see the Dowell Health Center website at: <http://www.towson.edu/dowellhealthcenter/> and click on the “Flu Facts” link.For more general information about any emergency situation, please refer to the following: Web Site: [www.towson.edu](http://www.towson.edu) Telephone Number: 410-704-2000TU Text Alert System Sign-up at: <http://www.towson.edu/adminfinance/facilities/police/campusemergency/>). This is a service designed to alert the Towson University community via text messages to cell phones when situations arise on campus that affect the ability of the campus - students, faculty and staff - to function normally.**H1N1 Influenza Policy Statement**: Students should not attend classes or other university events from the onset of flu-like symptoms until at least 24 hours after the fever subsides without the use of fever reducing medications. Such absences will be considered excused absences; however, students are responsible for the material covered during the period of their absence. |

* You are responsible for providing and maintaining a usable e-mail address through the Learn on Line, Blackboard website for this course.
* Attendance is expected and will be taken. Excused absences (as defined by University policy and verified as appropriate) will not count against the student. If you are late to class and wish to be recorded as present, it is your responsibility to notify the instructor no later than the end of class that day.
* Students are expected to complete and submit all course assignments on the dates scheduled. Accepting an assignment after the scheduled close of the class on its due date is at the sole discretion of the instructor. If you will be unable to complete and submit the assignment by the due date and time, the student must obtain the instructor’s approval prior to the start of class on that date.
* Students are expected to demonstrate polite, civil behaviors in class by refraining from talking while others (including the instructor) are speaking, by listening fully to the comments of others, and by respecting differences in opinions and orientations to the topics at hand.
* Please turn off all cell phones, iPods, Blackberries, and any other type of electronic transmission or reception device unless for use with class assignments. During class time, you should not otherwise handle, monitor, acquire sensory inputs from or in any other way interact with any such device unless by my permission. During class time, multitasking using electronic transmission devices is not acceptable; violators will be asked to leave the class. Laptop computers may be used only and exclusively for purposes of note-taking and completing class assignments. Your continued enrollment in this course indicates your acceptance of and commitment to this policy.
* Students should contact the instructor if there are any questions about the direction or content of the assignments, or if they wish feedback on class performance.
* The student is responsible for obtaining notes on missed classes from other students.
* I reserve the right to collect unannounced and grade any homework or class assignments and to administer exams for reading assignments at any time.

**ASSIGNMENTS**

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| **Assignments** |  |
| **PROJECT #1: Individual Cross-cultural Portfolio** |  |
|  **4 sections (20 points each) along with 2 page Reflection**  **Page (20 points)** | 100pts |
| **PROJECT #2: Team Project** |  |
|  **Team Contract**  **Final Paper**  **Final Presentation** | 10pts60pts30pts |
| **Participation** |  |
|  **In Class**  **Team Involvement**  | 70pts30pts |

**Assignment Descriptions**

**PROJECT #1: Individual Portfolio**

Each person will develop an international/multicultural portfolio. The portfolio will contain articles, critical book reviews, assessment tools, intercultural activities and other materials concerning each of the topic areas covered during the course. The topics to be covered in the portfolio include but are not limited to: Culture, Cross-Cultural Conflict/Negotiation, Cross-Cultural Communication, Global Leadership, Organizational Development and Change and Learning across Cultures. Each selected topic must include at least a one-page summary of materials included under that topic, one journal article, one book review, and one activity. At least four topics will have to be included in the portfolio—each section will be worth 20 points. Each student will be asked to reflect in a journal the entire week in country. Jot down your observations, questions and interpretations of the culture. Utilize these entries to write a two-page reflection paper about your experience in Argentina. At the end of the semester, you will submit the portfolio along with a two-page reflection paper to the instructor.

**PROJECT #2: Team Project**

Each team of three to four students will select one topic of interest to the team members covered in class. The team will prepare a 30 minute presentation on the selected topic. The presentation should include readings/research outside the required readings and may involve outside resources, multimedia, artifacts, and other activities to add excitement and interest to the topic. Project presentations will be scheduled on **June 1st**. The team project paper must be 8-10 double-spaced pages in length and include references. The paper is due by **July 1st.**

**Team Presentation Guidelines**

1. Provide and interesting, informative, and educational presentation that excites us about HRD and management in that cultural context.
2. **Prepare, practice and present as a team** so that the presentation is integrated, thorough and completed **within 30 minutes**. Thus there may not be enough time to present all that you have prepared, but these materials can be included in your handouts. Please respect the time of your classmates and be well-prepared and plan good use of your 30 minutes.
3. Handouts should include the slides, any other pertinent information, and resources (books, articles, websites) relative to the culture.
4. Your presentation may include the following:
	* Impact of the culture on HRD and management
	* Best practices from Panama and other countries
	* Language and its impact on cultural thinking and behavior
	* Verbal and nonverbal communications
	* Do’s and Taboos
	* Simulations and case situations
	* Videos, PowerPoint slides, artifacts, photographs

***Participation***

Given the wealth of experience you bring to the class, your regular attendance is an important part of our learning experience. However, I realize that illness, emergencies and job demands may require you to miss a class. Notify me and your teammates as soon as possible if you will be absent for one of these reasons. You will be responsible for the work missed when you are absent from any class or part of the class.

Learning can only happen when you are playing an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.

Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.

***Peer evaluation of the project teamwork***

*Each team member must demonstrate the ability to:*

* *Collaborate successfully and be inclusive of all members*
* *Support and respect other member opinions and ideas*
* *Distribute roles and workload fairly and equitably*
* *Meet all individual and team project deadlines*
* *Maintain accurate records of team communications and decisions*
* *Resolve team conflict*
* *Make sound and ethical decisions*
* *Produce professional quality work products*
* *Seek direction from and maintain communications with the professor as needed*

Peer evaluation will be used as the basis of assigning individual grade to team members and ensuring every member contributes equally to project completion. At end of the semester, each member of the team will submit a peer evaluation of themselves and their team members individually (and not in group) as a private email to me providing informal feedback on how well each team member has added value to this project assignment.

**GRADING STANDARDS**

The benchmark standards for grades are described by the following criteria:

A: The student demonstrates an excellent understanding of the topic by showing a thorough, correct and accurate understanding of the concepts, theory and/or research, as well as the ability to evaluation critically the topic. This understanding is shown in written and/or verbal communications that are clear, precise, grammatically correct and well-formed in logic and presentation. The student shows a mastery of the subject under discussion, and is able to integrate concepts within this course and from other areas of application. While not necessarily original, the work is of superior quality. The A grade is reserved for students who demonstrate outstanding achievement in all aspects of the assignment or activity.

B: The student demonstrates a fundamental understanding of the topic. While the key and essential concepts, theories and research are adequately covered, there may be other relevant aspects of the topic which are not treated adequately, either in written or verbal presentations or in class discussion. While written assignments are generally in good form, there may be periodic lapses in grammar or logic. In general, the work is of good quality. This is the minimal level of performance expected of graduate students.

C: The student shows an adequate but not fully correct understanding of the topic. Some key points are addressed, but other points are left out or are not covered at all. There are specific problems, weaknesses and/or gaps in accuracy, correctness and/or logic in the presentation of the assignment. In general, the work is marginally acceptable at the graduate level.

F: Unacceptable and unsatisfactory for any of several reasons, including: non-completion of the assignment, non-attendance or non-participation, submitted work of unacceptable quality, and any other failure to meet minimum standards of course preparation, completion or participation.

**GRADING PROCEDURE**

Generally, all written assignments will be given a letter grade: A, B, C, or F; + and – grades may be added to the A, B or C grades. The numerical equivalent of each letter grade is as follows:

A = 282-300 pts.

1. = 270-281 pts.

B+ = 265-269 pts.

B = 255-264 pts.

1. = 240-254 pts.

C = 210-239 pts.

F = Below 210 pts.

**PROGRAM GOALS**

Course: HRD 679: International HRD

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| **Program Goals** | **Course Emphasis** | **Application** |
| 1. Knowledge of and ability to apply key concepts, theories, practices, laws and regulations in the fields of human resources management and development and organizational behavior and change
 | High | The course covers various theories, principles and practices in international human resource development and cross-cultural business issues. |
| 1. Diagnostic and analytic abilities to investigate and assess organizational and human resources issues in order to recommend appropriate solutions
 | Moderate | Students are required to identify, evaluate and report on various aspects international human resource topics including cross-cultural communication, global leadership, and learning across cultures.  |
| 1. Creative problem-solving to create, apply and carry out effective interventions to improve both organizational and individual performance
 | High | Students are required to reflect and report on various international and global strategies utilizing case studies and company site visits as examples.  |
| 1. Presentation skills in order to communicate ideas and information effectively and clearly in a variety of written, public-speaking and technology mediated venues and formats
 | High | Students are required to make a team presentation on the international human resource development topics of their choice. |
| 1. Interaction skills in working effectively with others in such a way as to be influential in a leadership capacity, to work well with others in team formats, and to respect and constructively support others in a diverse operating workplace
 | High  | Students work in teams to research and report on international HR topics of interests. They will present findings and core concepts that HR professionals need to know when working abroad. |

**HRD Study Abroad Tentative Schedule**

Date: TBD Orientation and Class (Assignment of Teams)

Friday, May 24th –Saturday, May 25th

Arrive in Buenos Aires

 11:00am-3:00pm Overview of the city with lunch at Local restaurant

7:00pm-9:00pm Welcome Dinner & Orientation

Sunday, May 26th

9:00am -5:00pm Excursion to El Tigre River Delta

Monday, May 27th

 8:30am Meet in the lobby

 9:00am-12:00pm Company Site visit

12:00pm-1:00pm Lunch

1:00pm-5:00pm Class time

***The Essence of Culture---Models/Conceptual Frameworks (TH Chapters 1-7; Chapters 1 &2)***

Tuesday, May 28th

8:30am Meet in the lobby

 9:00am-12:00pm Company site visit

12:00pm-1:00pm Lunch

1:00pm-5:00pm Class at QLU

 ***Multicultural Teams and the Global Workplace (GG: Chapters 3-7)***

Wednesday, May 29th

8:30am Meet in the lobby of the Crowne Plaza

 9:00am-12:00pm Class at QLU

 ***Cross-Cultural Conflict Resolution and Cross-cultural Communication***

12:00pm-1:00pm Lunch

1:00pm-5:00pm Cultural Excursion: TBD

Thursday, May 30th

8:30am Meet in the lobby

 9:00am-12:00pm Company site Visit

12:00pm-1:00pm Lunch

1:00pm-5:00pm Class at QLU

 ***Global Leadership Development & Training (GG: Chapters 8 & 10)***

7:00pm-9:00pm Farewell Dinner

Friday, May 31st

8:30am Meet in the lobby

 9:00am-12:00pm Final Wrap-up

12:00pm-1:00pm Lunch

1:00pm-5:00pm Free Time

6:00pm Meet in Lobby to depart for Airport

Saturday, June 1st

Arrive Home