

## International Organization and Human Resource Management

Course Name	Course type (credit/hours)	Elective course(3/3)	Course code	1059
	Target students Division/major/grade	Business Administration/Junior	Opening semester	2021 2ND SEMESTER
	Class time and classroom	Mon E(Da310)Wed E(Da310)	English Grade	A(100%English)
Reference to this course	Prerequisite courses	Organizational Behavior or Human Resources Management		
	Related basic courses			
	Recommended concurrent courses			
	Related advanced courses			

Instructor	Name (title/division)		Do-Young Kim(Professor, Business Administration)		
	Office Room Number	Dasan 522	Office phone Number	2914	e-mail
	Office hours			Homepage address	

## 2. Course Objectives

Wage disparities, intense competition, and fluctuating currency values make it challenging for MNEs/SMEs worldwide to compete in markets with products requiring a great deal of labor and make it harder for some MNEs/SMEs to maintain employees abroad. The successes of multinational enterprises such as Novartis, Wal-Mart, Starbucks, Infosys, Wipro, HCL, Samsung, L.G., IBM, Cisco, Lenovo, Haier, Baidu, TCL, Huawei, and Johnson & Johnson, however, show it is possible: it simply takes a lot of hard work and a global perspective.

Huge markets for products and services are not the only things enticing companies to enter the global arena. Foreign labor markets also attract interest. At the year 2000 growth rates, the labor force in developing nations alone will expand by about 700 million people by 2010, while the U.S. labor force will grow by only 25 million. Furthermore, opportunities for productivity growth are much more significant in developing countries. Between 1996 and 2009, for example, U.S. productivity increased by about four percent and China's by more than eight percent. The reasons for these differences in productivity potential are many, but simple demographics tell much of the story. The workforce is generally older in developed countries and younger in developing countries.

Furthermore, education levels are rising more rapidly in developing countries. For example, in 1970, less than 25 percent of all college students were from developing countries. Today, about 50 percent of all college students are from developing countries.

For employers seeking flexible and adaptable workers, the young and newly educated workforces in developing countries are particularly attractive. Thus, it is not surprising that many firms headquartered in developed countries now have a large proportion of their workforce located elsewhere. For example:

- The Ford Motor Company has half of its employees outside the United States.
- Philips Electronics, N. V., has three-fourths of its employees working outside The Netherlands.
- More than half of Matsushita Electric's employees are outside Japan
- Just over half of L. M. Ericsson's staff work outside Sweden

The same is happening in other developed countries such as Germany at an increasing rate. This is due in large part to the huge wage cost disparities that exist between Germany and the world. The figures support the estimate made by BMW that labor costs are between 30 and 40 percent less in Spartanburg, S.C. than in Munich, Germany. For Toyota, they employ more than 200,000 workers in the U.S. because of transportation and manufacturing costs. It is also cheaper to build autos in the U.S. than in Japan. For both MNEs/SMEs, quality can still be maintained regardless of country.

Then, for many firms, developing a global perspective is no longer an option. Consequently, organizational structures that reflect and support globalization are becoming necessary, and the workforce to staff them mandatory. H.R. managers can aid their organizations transition into the arena of more intense worldwide as well as domestic competition.

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### 3. Class types and activities

<Reading assignments>

Class discussion/lecture will be based upon the readings listed in this syllabus for each day and will extend the materials from time to time. Each class requires a high degree of participation. Therefore, it is critical that you complete the reading assignment before class so that you will understand the material presented in class and can contribute to the discussion if it happens.

<Class Notes>

Course notes are available for lectures prepared by the instructor. These course notes are NOT a replacement for your own notes; they are meant to help you organize your notes and keep up with the lecture. There will be many details discussed in class and textbook that will not be included on the notes, and you will be responsible for these details on the exam.

### 4. Teaching Method

☒ lecture

☒ discussion and debate

☒ team project(presentation and case studies)

☒ experiments(role-playing,etc)

☐ designing and production

☒ on-site learning(on-site training)

☐ others

## 5. Support Systems in Use

<input checked="" type="checkbox"/> AjouBb	<input type="checkbox"/> automatic recording system	<input type="checkbox"/> web-based assignment
<input type="checkbox"/> cyber lecture	<input type="checkbox"/> online content	
<input type="checkbox"/> class behavior analyzing system	<input type="checkbox"/> others	

## 6. Teaching Tools

<input checked="" type="checkbox"/> PBL(Problem Based Learning)	<input checked="" type="checkbox"/> CBL(Case Based Learning)	<input checked="" type="checkbox"/> TBL(Team Based Learning)
<input checked="" type="checkbox"/> UR(Undergraduate Research)	<input checked="" type="checkbox"/> FL(Flipped Learning)	<input type="checkbox"/> DSAL(Data Science Active Learning)
<input type="checkbox"/> others		

## 7. Knowledge and ability required for taking this course

## 8. Method of Evaluation

Evaluation Item	The Number of Times	Evaluation Proportion	Remarks
Attendance		20%	
midterm exam	3	30%	
final exam			
quiz			
presentation		30%	
discussion			
homework		20%	
etc			
study hours			

## 9. Textbook and supplementary material

Main/Sub	Title (Web-site)	Writer	Publisher	Publication year
Main	International Human Resource Management (5th Edition)	Tarique, D. Briscoe, & R. Schuler	Routledge.	2015
Sub	Articles assigned as part of course assignment			

## 10. Class system and Class shedule

### < Class Schedule >

\* language : K-korean, E-English

Weeks	Topics	language	Instructor	Teaching Method	Evaluation Method	Matter to be prepared
1	IOHRM Orientation; Chapter 1	E	Do-Yeong Kim			
2	Chapter 1 continues; Teams Due R1: Team Gathering and Discussion	E	Do-Yeong Kim			
3	Teams Due R2: Roles, Goals & Ground Rules; Team Gatheri; Chapter 15	E	Do-Yeong Kim			
4	Exam 1; Chapter 2	E	Do-Yeong Kim			
5	Chapter 5	E	Do-Yeong Kim			
6	Chapter 8	E	Do-Yeong Kim			
7	Exam 2; Chapter 10	E	Do-Yeong Kim			
8	Midterm Week (Team IOHRM Project Consultation 1)	E	Do-Yeong Kim			
9	Special Lecture or Team Consultation with instructor	E	Do-Yeong Kim			
10	Chapter 10 ; Chapter 12	E	Do-Yeong Kim			
11	Chapter 12 (continues)	E	Do-Yeong Kim			
12	Chapter 14; Exam 3	E	Do-Yeong Kim			

## < Class Schedule >

\* language : K-korean, E-English

Weeks	Topics	language	Instructor	Teaching Method	Evaluation Method	Matter to be prepared
13	Oral Team Progress Report to Class ? Extensive & Pre-conference (Team IOHRM Project Consultation 2)	E	Do-Yeong Kim			
14	Conference Round 1	E	Do-Yeong Kim			
15	Conference Round 2	E	Do-Yeong Kim			
16	Final Exam Week! (Final Team Paper Due)	E	Do-Yeong Kim			

## 11. Other items of notification