

COURSE GUIDE



UNIVERSITY
OF APPLIED SCIENCES

PO Box 85029
3508 AA Utrecht
The Netherlands

T: +31 88 481 62 00
F: +31 88 481 62 05
www.hu.nl

- MB-IB2ORBEH-16
- 2017-2018
- Term B&D
- Minor IBEM
- Fulltime
- Conceptual course
- Obligatory course for minor IBEM

Course coordinator: Sarah de Bakker sarah.debakker@hu.nl DL400 2nd floor, Tel: 06 41619908

Lecturer: Sarah de Bakker

Sharepoint: <https://cursussen.sharepoint.hu.nl/fem/20/MB-IB2ORBEH-16/default.aspx>

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International Business II: Organizational Behaviour
Business and Management Studies

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1 Course Description

Many MNEs from the developed world are active in emerging markets, and at the same time, a new generation of MNEs from emerging markets and developing economies are now challenging the traditional MNEs from the West, both at home and abroad. Nowadays, MNEs should be prepared to compete for everything, with everyone, from everywhere.

Multinational Enterprises (MNEs) are characterized by their substantial direct investment in foreign countries, AND active management of their offshore assets. Operating in multiple host economies, with diverse or conflicting demands and pressures means that organizational structure, organizational culture, leadership, HRM, innovation and learning needs to be put in place in order to effectively deliver the company's strategic imperatives.

2 Course Goals and Learning Objectives

This course focuses on the most important aspects of organizational behaviour in emerging markets, with a particular emphasis on MNEs from emerging markets.

At the end of the course students understand the potential influences and effects of organizational structure, organizational culture, leadership, HRM, innovation and learning in organizations on the organization performance of multinationals in and from emerging markets.

3 Place in the Curriculum and Related Courses

The course 'International Business II: Organizational Behaviour' is given in Block B and D as part of the minor 'International Business for Emerging Markets'. The course follows upon the course 'International Business I: Strategy' and focuses on the organizational capabilities that are required to deliver strategic imperatives of MNEs, as discussed in Block A.

4 Study Burden

The total study burden will consist of:

Contact hours	
Tutorials (7 sessions x 3 hours)	21
Self-study hours	
Reading and making questions (5 weeks x 6 hours)	30
Portfolio Assignments	55
Exam preparation	32
Exam participation	2
Total hours	140

5 Pre-requisites

None

6 Exemption Possibilities

None

7 Competencies

This course contributes to the development of the following competencies:

I.1 International business awareness (level 3)

- The ability to do an extensive research and to make a transparent synopsis of an international study. On this basis he/she can advise management on the opportunities and threats in the international legal and business environment.
- The student shows a clear interest in international developments beyond the immediate scope of his/her own activities and reads specialist literature on this topic.
- The ability to attune his/her own activities and those of the company to international trends.

I.2 Intercultural competency (level 3)

- The student can recognize and appreciate cultural differences in behavior and values.
- He/she has developed an open attitude and is motivated to work abroad. He/she can make effective use of empathy, or 'frame of reference shifting', to understand and be understood across cultural boundaries.
- He/she can maintain an international network essential to his/her tasks and to the company.

II.4 Business processes & change management (level 3)

- The ability to create and change organizational policy while respecting the interdependence between company strategy, business structure and human resource processes.

III.9 International human resource management (level 3)

- The ability to assume strategic responsibility in formulating relevant HR policies and practices for the further development of the organization or corporation in international and intercultural context.

IV.1 Leadership (level 3)

- The ability to choose a role as leader depending on the situation. He/she needs to have a great awareness of the different styles of leadership, conflict models and negotiation techniques.
- He/she is able to convince others easily by using arguments.
- He/she is able to make decisions even when the outcome is unsure and he is able to motivate persons to work in a team.

IV.2 Co-operation (level 3)

- The ability to encourage others to obtain results through co-operation by sharing ideas and giving in to the wishes of others, when necessary to progress as a group.
- The ability to fulfill an exemplary role within a team.

- The ability to keep contributing and participating, even when he/she is no longer directly involved.
- The ability to provide new ideas to improve results collectively.

IV.3 Business communication (level 3)

- Good operational command of the English language in a wide range of real world situations, e.g. can participate effectively in discussions and meetings.

IV.5 Planning and organising (level 3)

- The ability to stimulate others to harmonise the planning and organization of projects and activities in an effective manner, in relation to his/her own activities.

8 Didactic Forms

The course involves 7 weeks of sessions of 3 hours. The didactic methods involve lectures, case studies, and assignments. The course will be evaluated by means of an individual exam and a portfolio.

This is an overview of the planning of the course:

	Articles	Tutorial Topic	Deadlines
Week 1	-	Introduction Organizational Behaviour	-
Week 2	- Lenovo's Corporate Culture: A Key Issue as it Absorbs IBM - Lenovo's Secret M&A Recipe - Why Guanxi matters in Business Relationships with China	Organizational Culture	
Week 3	- A Reverse Innovation Playbook	Organizational Structures for Innovation Work on Workshop	• Draft Workshop - Thursday 30 November 9am by email
Week 4	- What Kind of Leader Will Thrive in Africa? - Leadership Lessons from India - Being the Boss in Brussels, Boston, and Beijing	Leadership	• Portfolio assignment 1 – Thursday 7 December 9am by email
Week 5	- The Battle for Female Talent in Emerging Markets - L'Oréal Masters Multiculturalism	HRM Work on Workshop	
Week 6	- Who's Responsible for the Walmart Mexico Scandal? - Culture clash in the boardroom	Ethics	• Portfolio assignment 2 • Peer Review Form 1 Thursday 21 December 9am by email
Week 7		Conference	• Conference
			• Written Exam (See exam schedule for date) • Portfolio: Monday January 22 th 9am by e-mail.

9 Assessment

Type of Assessment	Weghing	Min. Mark
Written Exam (Individual)	40 %	5,5
Portfolio (consists of individual and group assignments)	60 %	5,5

Written Exam

In the individual written exam all concepts discussed during class will be assessed. The exam will consist of open questions and case studies. Anything discussed during the lectures, next to the content of the obligatory literature, can be examined in the written exam. At the end of every class the most important concepts of that week will be summarized. At the exam students must be able to:

- Remember and understand the required articles (homework articles and class articles) and class material
- Analyze new cases and apply the concepts discussed in the articles and in class on these cases
- Use their knowledge to create solutions for cases

Portfolio

You hand in the portfolio individually, but some of the assignments are made in groups. The portfolio must include a cover page, table of content, reference list and the assignments.

Assignment 1: Case study Culture & Structure 25%

Work in pairs and analyze the organizational culture and structure of a self-selected Multinational **from an Emerging Market**. In max 3 pages discuss:

- Artefacts, norms and values and basic assumptions in the company (also look at symbols such as dresscode, office, etc.)
- Division of tasks and responsibilities between different locations and regions
- Forms of vertical and/or horizontal coordination in the company

Assignment 2: Case study HRM & Leadership 25%

Work in pairs and write an HRM plan for an European company that wants to open a business in Indonesia. The company needs to attract mainly high skilled workers. In max 3 pages discuss:

- Specific Opportunities in attracting young high skilled workers in Indonesia
- Specific Challenges in attracting young high skilled workers in Indonesia
- Recommendations on what the company should do and offer to attract young high skilled workers in Indonesia (must be country specific, not too general)

Assignment 3: Workshop 50%

Organize and lead a workshop at the conference 'Doing business in India: Organizational Behaviour Topics for IKEA'. Requirements for the workshop are as follows:

- Must be 40 minutes
- Must be interactive
- Must be original
- Must contribute to the following goal: Better understanding Ikea on organizational behaviour challenges and opportunities in India.
- All group members must contribute to the workshop somehow

The workshop must be in one of the following topics: Ethical behaviour, Organizational Culture, Leadership, HRM (Topics to be selected and divided in class).

To be included in portfolio for this assignment:

- Description of workshop (Max 3 pages)
- Workshop Materials (e.g. presentation, case, game, link to video etc.) (no limit)
- Reflection on own workshop: What was good, what could have been better, are you satisfied with the result and do you think the workshop has contributed to the goal? (Max 1 page)
- Reflection on three other workshops: What was good, what could have been better, was the workshop useful to enhance your understanding in the field of organizational behaviour to do business in India? (Max 0,5 page per workshop)

Assignment 4: Peer Review affects grade assignment 3

Reflect on your own and your group members' contribution and cooperation in organizing the workshop and conference. Use the **Peer review** for evaluation (Appendix 1). Group members are required to fill in an assessment form for each of their workshop group members twice: at the end of week 4 and after the final workshop. If a student scores deviates significantly from other group members, the lecturer can decide on giving a higher (positive deviation) or lower (negative deviation) grade to the student(s) concerned, than the grade given to the whole group.

Resit opportunities

There is a possibility to do a resit of the exam. Exam date will be published in the exam schedule. Deadline for the resit of the portfolio (improving assignments) is 3 April 9am by email to sarah.debakker@hu.nl.

10 Course Material and Literature

Articles to be retrieved from Harvard Business Review, European Business Review, Fortune and HU Library:

1. Chao, J. (2004) Lenovo's Corporate Culture: A Key Issue as it Absorbs IBM. *Forbes: Cox News Service World Media Digest*.
http://www.forbes.com/feeds/general/2004/12/14/generalcoxnews_2004_12_14_eng-coxnews_eng-coxnews_093428_6883557114389138522.html?jumpSelect=Select+Section
2. Fairchild, C. (2014) Lenovo's Secret M&A Recipe. Retrieved from Fortune.com
<http://fortune.com/2014/10/31/lenovos-mergers-motorola/>
3. De Cremer, D. (2016) Why Guanxi Matters in Business Relationships with China. *European Business Review*.
<http://www.europeanbusinessreview.com/why-guanxi-matters-in-business-relationships-with-china/>
4. Govindarajan, V. (2012) A Reverse Innovation Playbook. *Harvard Business Review*.
<https://hbr.org/2012/04/a-reverse-innovation-playbook>
5. Ovadje, F. (2015) What Kind of Leader Will Thrive in Africa? *IESE Insight Issue 24*
<https://hbr.org/product/what-kind-of-leader-will-thrive-in-africa/IIR135-PDF-ENG>
6. Capelli, P. et al. (2010) Leadership lessons from India. *Harvard Business Review*. March 2010
<https://hbr.org/2010/03/leadership-lessons-from-india>
7. Meyer, E. (2017) Being the Boss in Brussels, Boston, and Beijing. *Harvard Business Review* July 2017
<https://hbr.org/2017/07/being-the-boss-in-brussels-boston-and-beijing>
8. Hwelett and Rashid (2010) The Battle for Female Talent in Emerging Markets. *Harvard Business Review*: May 2010
<https://hbr.org/2010/05/the-globe-the-battle-for-female-talent-in-emerging-markets>
9. Hong, H.J. and Doz, Y. (2013) L'Oreal masters Multiculturalism. *Harvard Business Review* June 2013
<https://hbr.org/2013/06/loreal-masters-multiculturalism>
10. Heineman, B.W. (2014) Who's Responsible for the Walmart Mexico Scandal? *Harvard Business Review*
<https://hbr.org/2014/05/whos-responsible-for-the-walmart-mexico-scandal>
11. Xin, K. and Haijie, W. (2011) HBR Case Study: Culture Clash in the Boardroom. *Harvard Business Review* September 2011
<https://hbr.org/2011/09/culture-clash-in-the-boardroom>

11 Course Evaluation

The lecturer will ask students to fill in confidential feedback forms before the end of the course and discuss these evaluations with students at the end of the last lecture of the course.

APPENDIX 1: PEER REVIEW FORM FOR WORKSHOP

Your name:

Name of group member you are evaluating:

		Always	Often	Sometimes	Rarely
1	Did his or her fair share of the work				
2	Participated actively in the group's activities				
3	Contributed useful ideas, suggestions and comments				
4	Listened carefully				
5	Was considerate of others to clarify their ideas if necessary				
6	Expressed disagreements respectfully				
7	Did not dominate the conversation or interrupt others				
8	Asked others to clarify their ideas if necessary				
9	Tried to help the group reach consensus				
10	Helped the group stay on the topic				
11	Helped the group not waste time				
12	Helped me learn more than if I had worked alone				