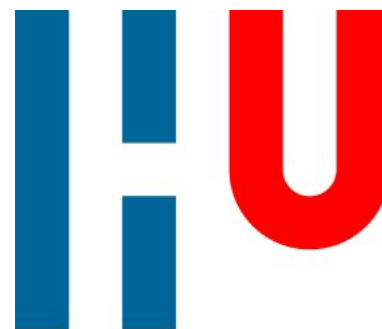


Social Business Skills

Course Guide



(International Business Skills Minor)

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

Social Business Skills 10 EC	Team Performance <i>Team development training / Coaching</i>	Team Performance <i>Team development training / Coaching</i>	PERSONAL BRANDING AND TEAM DEVELOPMENT
	Personal Leadership <i>developed and tested in:</i> <ul style="list-style-type: none">• Intercultural Management• Golf: The Distinguishing Factor in Business (<i>Staying Relaxed in a Challenging Environment</i>)	Personal Leadership <i>developed in:</i> <ul style="list-style-type: none">• Wine, Etiquette & Networking (<i>Staying Sharp in a Relaxed Environment</i>)	

Name of course: Social Business Skills
Code: MI-SOCBUSSK-19
Course of study: International Business Skills Minor
Year of study: 3rd / 4th year
Number of blocks: Blocks 1,2
ECTS credits: 10

Table of Contents

1. Course description	3
2. Course goals and learning objectives	4
3. Place in the curriculum and related courses	5
4. Study burden.....	6
5. Pre-requisites	7
6. Exemption possibilities.....	8
7. Competencies & module learning outcomes	9
8. Didactic forms	10
9. Assessment	11
10. Course materials and literature	13
11. Evaluation	13

1. Course description

The Social Business Skills course is a part of the International Business Skills Minor, which consists of three courses: first of all, the “Casework” course, an international business project, which is supported by the courses of “International Branding and Sales in a Business-to-Business environment” and the Social Business Skills course, which has been designed to support a team of students in achieving the best result for the project they are working on.

Students will be working on a project pre-acquired by the IBS Minor staff. At the beginning of the minor, each class of students is split up into different “country teams”. In this project students will build a new business concept, “the Royal Ahrend Challenge”, that will work in the world and particularly in the countries that the teams have been assigned respectively. This concept is the result of a combination of thorough research and a creative leap, all within the framework of the Design Thinking cycle.

Students will work together as a class, but mainly as a team (i.e. a group of four to five students focusing on one country). After establishing the above-mentioned concept, the country teams will work on a marketing communication and sales plan for their respective country. They will also work on their abilities to sell the product to potential business partners. These activities are supported by the course of “International Branding and Sales in a Business-to-Business Environment”.

The Compass PLO for the project is derived and adapted from Design Thinking¹ principles, following the pathway of:

Immersion → Creating options → Concepting → Testing → Valorizing → Implementing

As a team, students will develop a solution to a strategically relevant (internal or external) real-life challenge confronting the client organization. The complexity of the business challenge requires a well-designed research process, data-driven creative solutions that lead to a concept (a.k.a. solution) which is brought to market for implementation after thorough testing and valorization (i.e. proving the value).

A team will apply the stages of Design Thinking in a project. **The role of Social Business Skills** is to provide the teams through (self-)assessments with the guidance necessary to get the best out of a) individual team members and b) the team itself, in order to achieve the ultimate goal of Social Business Skills: becoming a winning team. During the course a limited range of assessments will be planned to support this process.

In addition to this overriding goal of “becoming a winning team”, the course offers skills training, which has been developed to a) confront students with themselves in terms of effective behaviour and personal leadership and b) become a “better” team member based on insights from the Belbin and MBTI tests, learning to foster from one’s academic and cultural background. The skills set offered in “Golf for Business”, “Wine Tasting” and “Business Etiquette” has another advantage: they are of direct value in business interactions.

In the Social Business Skills course the team contract is the carrier of mutual expectations. The evaluations during the course will be assessed in terms of meeting the standards formulated in the contract.

¹ In the Design Thinking theory you may find some variations in this pathway.

2. Course goals and learning objectives

The course goal is to help teams become a 'winning' team; that is, by demonstrating the best professional performance as judged by the principal of the project, specialists in the field of branding and sales and the IBS Minor teaching staff. A winning team gets the best out of each individual member and the synergy among these team members. So, effective behaviour and personal leadership are key items which are trained (partly) in a way that serves other goals as well: good social behaviour in formal and informal business settings such as the golf course, at the table and, also, more general business etiquette and (inter)cultural behaviour.

More particularly about the sessions related to golf, among the concepts that are discussed are

- fair play and credibility
- trust and delegation
- performance pressure
- etiquette
- first impressions
- networking
- coping with misfortune and character building.
- the added value of golf as
 - (1) a marketing and networking tool
 - (2) a staff recruitment tool (in certain areas of business) and
 - (3) a means to enhance team development.

To sum up, the Social Business Skills course accompanies and supports the other minor courses that prepare and guide students through the project and helps them develop personal leadership as well as enhance team performance with the aim of ensuring client satisfaction.

3. Place in the curriculum and related courses

The International Business Skills Minor is one of the minors offered by the Institute of International Business Studies and welcomes international students, HU students (in the past students from ICT and other technical faculties, IB, BK/MER, CE, HRM, Communication and Pharmacy followed our IBS minor successfully) and “KOM” students (we have hosted students from Hogeschool Rotterdam, Hogeschool van Amsterdam, HAN, AVANS, and other universities).

4. Study burden

Total Workload: 10 ECs = 280 Hours

Intercultural Management sessions, incl. homework	: 20 hours	:
Golf sessions (6) (with instructor)	: 24 hours	
Golf practice (without instructor)	: 20 hours	
Wine session, incl. homework	: 3 hours	
Etiquette session, incl. homework	: 3 hours	
Various workshops and training sessions, e.g. on Presentations	: 20 hours	
coaching sessions and self-guided team sessions,		
incl. preparation and TEEs	: 50 hours	
homework, incl. literature and assessments	: 70 hours	
portfolio assignments	: <u>70 hours</u>	
total	280 hours	

5. Pre-requisites

- Level of English: a command of English at B1/B2-level of the European Framework is required. On the basis of our past experiences, we can safely say that students of the following study programmes will have no problem attending our English-spoken IBS minor: Commerce/SBRM, Communication, BK/MER, TBK and Facility Management, Technical/ICT studies. For all other study programmes: please contact the IBS Minor coordinator for advice.
- Level marketing proficiency: for marketing proficiency: a first-year programme of marketing will have given you enough prior knowledge to be able to do well in this minor. For students without this prior knowledge, it will suffice to have read up on this subject prior to entering the minor.

6. Exemption possibilities

There are no exemption possibilities without the permission of the Exam Board.

7. Competencies & module learning outcomes

7.1 Personal competencies

Competence: **Personal Vision**

The student is able to define his/her own vision about Social Business Skills in the broadest context. He/She is able to explain this vision to others.

Competence: **Pro-activity**

The student is able to develop a pro-active attitude and responsibility for his/her own actions. The student is able to reflect towards himself/herself about failures and personal growth and can therefore make changes whenever necessary.

Competence: **Empathic and Intercultural Communication**

The student has the ability and shows how to interact in an empathic and efficient way with students from other cultures. He/She can build the bridge to effective communication on a global level using his/her knowledge of cultural differences as an asset.

Competence: **Teamwork**

The student can work in a team, in which leadership, judgement, negotiation, research, personal and team reflection are the key words to progress the development of this competence. The student can work together to get the assignments delivered on time.

The student understands what is needed to turn his/her team into “a winning team”, which not only is a successful team or the winner in a competition, but also a team that is able to overcome adversity as a team. The student is able to show what he/she as an individual contributed to the team that made a huge impact on the team or that the team benefited from.

Competence: **Learning Ability**

Personal and team reflection is important to discover the learning ability curve. The student is able to show himself/herself, the other team members and lecturer(s) how the learning ability was developed during the entire course. Also, the student is able to outline what he/she would do differently as a team member of a future team.

7.2 Profession-related competencies

<i>International Business Competencies</i>	
1. Intercultural Adaptability	The ability to explain the differences between national, organisational and occupational cultures and to outline strategies for adapting to these differences in e.g. human resources management, marketing and intercultural communication. The student can identify the relevant dimensions of cultures and has developed self-awareness of his/her own cultural background. He/She is able to adapt his/her behaviour to the standards in other cultures and can maintain an international network essential to his/her tasks.

	Task and context	The graduate should be aware of cultural differences, be able to identify relevant dimensions of culture, to develop a self-awareness of his/her own cultural background and be able to adapt his/her behaviour to a variety of situations. The graduate will often work abroad or will work with people from a different cultural background. His/Her tasks, whether in general management or in key functional areas like marketing and finance, require a high degree of awareness of cultural differences and an ability to adapt his/her behaviour to the standards of a different culture. His/Her role will often be that of an ambassador for their company. He/She can maintain an international network essential to his/her tasks and to the company (s)he works for.
Level	Level 1	The graduate is aware of cultural differences, can indicate to what extent different behaviours could be based on difference in cultural background, shows an interest in the cultural background of others and is aware of basic elements of his/her own cultural background. He/She is aware of the role of an international network for himself/herself and for the company.
	Level 2	The student can identify dimensions of culture (communication, time perspective, power, individualism etc) within context. He/She has self-awareness of his/her own norms, values and behaviour and shows tact and understanding for others. He/She adapts his/her behaviour to the standards of the prevailing culture. He/She can indicate the importance of the viable international relations of a company within the total value chain.
	Level 3	The student can recognise and appreciate cultural differences in behaviour and values. He/She has developed an open attitude and is motivated to work abroad. He 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.

7.3 Generic competencies

<i>Interpersonal competencies</i>	
1. Co-operation	The ability to actively contribute to a group product or result.
2. Communication (oral and written).	The ability to express oneself fluently and correctly in English, both in speech and writing.
<i>Intra-personal competencies</i>	
3. Learning and self-development	The ability to know one's strengths and weaknesses and to indicate how and when one intends to improve one's weaknesses; he/she knows the limits of his/her competencies and can critically evaluate and account for his/her own actions; he/she can accept criticism and put it to good use. He/She takes initiative and works independently.

8. Didactic forms

In the Social Business Skills course the following didactic forms are used: team coaching, individual coaching, tutorials and workshops, class discussion, and occasional presentations.

Social business skills and etiquette are applied and developed in workshops in the context of wine and golf.

9. Assessment

Both term 1 and term 2 are concluded by team assessments in weeks 1.7–1.9 and 2.7–2.9, respectively. They will be based on a) the questionnaires (term 1) or peer evaluation forms (term 2) and (b) the team evaluation (in consultation with colleagues assessing the project).

There is one resit opportunity per assessment, which will be done on an individual basis. In the case of team performance being under par, the resit will be done as a group. It has the format of a Personal Action Plan (two A4 pages) with a theme related to the question: What should a person do to be a good contributor to a team-based process in order to enhance overall team performance? The details of the resits will be discussed by the course lecturer and the student(s) concerned.

Fall semester

Assessment First Term (50%)	Weighting	Min. Mark
1. Team Performance and Personal Growth	50%	5.5
2. Intercultural Management	Pass / Fail	Pass
3. Golf: continuous assessment, incl. the practical golf exam (in terms of performance AND progress) (50%) and portfolio (50%)	50%	5.5

Assessment Second Term (50%)	Weighting	Min. Mark
1. Team Performance and Personal Growth	100%	5.5
2. SBS portfolio assignments	N.A.	PASS

Spring semester

Assessment First Term (50%)	Weighting	Min. Mark
1. Team Performance and Personal Growth	100%	5.5
2. Intercultural Management	Pass / Fail	Pass

Assessment Second Term (50%)	Weighting	Min. Mark
1. Team Performance and Personal Growth	50%	5.5
2. SBS portfolio assignments	N.A.	PASS
3. Golf: continuous assessment, incl. the practical golf exam (in terms of performance AND progress) (50%) and portfolio (50%)	50%	5.5

Rubric: Social Business Skills

The contract based on Tuckman has *two* themes for which a student may pass or a fail:

(1) Complying with the hygiene factors decided upon in the contract

Unacceptable (4)

Acceptable (6)

Complete (8)

Let the team down

Sufficient (no dominating issues)

Faultless cooperation

- Complying with team procedures:
- Improved after team meeting (max. final mark 7):
- Took the last chance: (max. final mark 6):

(2) Not meeting mutually defined expectations that are part of the contract

(a) "Meeting the agreed standards"

Unacceptable (4)

Acceptable(6)

Complete (8)

Let the team down

Sufficient (no dominating issues)

Faultless cooperation

- Meeting Project standards:
- Improved after team meeting (max. final mark 7):
- Took the last chance (max. final mark 6):

2

(b) "Team Participation"

1. Expected individual attendance, punctuality, and participation at all team meetings
2. Expected level of responsibility for fulfilling team assignments, timelines, and deadlines
3. Expected level of communication with other team members

Unacceptable (4)

Acceptable(6)

Complete (8)

Let the team down

Sufficient (no dominating issues)

Faultless cooperation

Team Participation

-
- 1) as shown above
 - 2) as shown above
 - 3) as shown above

(3) Reflective Self- Evaluation

Exhibits mature, thoughtful and self-critical discussion concerning:

- Key (i) teamwork learnings; (ii) professional learnings; (iii) personal learnings;
- Evaluation of positive and negative competencies and behaviours/attitudes for each area;
- Recommendations on team and individual self-improvement.

The minimum pass for the **Reflective Self-Evaluation** is 'Acceptable' (6).

10. Course materials and literature

Offline resources (Obligatory)					
Title:	Golf: The Distinguishing Factor in Business - reader, available from Canvas				
Author(s):	Theo Daselaar				
ISBN:	N.A.	Edition:		Publisher:	N.A.

Offline resources (Recommended)					
Title:	The 7 Habits of Highly Effective People				
Author(s):	Stephen Covey				
ISBN:	ISBN 978-1-416-50249-4	Edition:		Publisher:	Simon & Schuster
Title:	Business Model You: A One-Page Method for Reinventing Your Career				
Author(s):	Tim Clark, Alexander Osterwalder and Yves Pigneur				
ISBN:	ISBN 978-1-118-15631-5	Edition:	2012	Publisher:	

Online resources	
IBS Minor webpage	on Canvas (see URL sent in welcome e-mail)
The Global Mind Monitor	https://gmm.international/en/

11. Evaluation

Evaluation of the course and exam will take place at the end of the block on the authority of the Institute of International Business Studies. In addition, the final assignment of the golf portfolio includes questions related to the course evaluation.