
International Dimensions of Organization Behaviour

COURSE DESIGNATOR LNDN 3224

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

COURSE DESCRIPTION

In the International Dimensions of Organisational Behaviour course, students will study how theories, research, and current issues in the field of organisational behaviour apply in the context of the international workplace. This course will focus on the international application of core management theories and strategies, and will be based on interdisciplinary research, from fields including psychology, sociology, economics, political science and anthropology. Students will be expected to increase their understanding of human behaviour within the setting of a global work environment, and across a variety of historical and current issues. Students will also be expected to reflect critically on how theoretical frameworks can be applied and developed within the organizational setting.

The course incorporates Harvard Business School case studies from Nike, Colgate Palmolive, Lincoln Electric and Oil & Wasser as well as the students' internship experiences in London to critically discuss and apply the thematic issues covered in the course.

With its global presence, CAPA offers students the opportunity to enrich their academic experience by exposing and exploring the localised context of the CAPA London Centre. London is the leading international financial centre and the UK is a member of the European Union. While the UK is not a member of the Eurozone (countries using the Euro currency), it has deep economic and financial links with other European countries. London's pre-eminent role in the international financial markets dates back to its being the capital of the British Empire as well as the various market innovations developed in the UK since the 1980s.

London is a melting pot with a population of more than 8 million. Workers from the 28 European Union member states who have made this city their home enrich the international dimensions of the London work place. Further, its population includes a cross-section of immigrants and workers from Asia, Africa, the Americas, the Far East and the non-EU European states. This cultural and ethnic diversity of London makes the city a unique location for the students to immerse themselves and to study and observe the international dimensions of society. The students will have the opportunity to apply the learning outcomes of this course in their internships as well as in interactions with the local population.

The students will be expected to develop and expand their understanding of this local context of the UK's role in the global and European marketplace. The research paper project provides the students an opportunity to explore this localised context and to demonstrate their learning outcomes from this unique opportunity provided studying International Dimensions of Organisational Behaviour at the CAPA London Centre.

COURSE OBJECTIVES

Students will develop the following skills during this course:

- Problem analysis
- Developing good reading habits
- Critical thinking
- Working independently and as part of a team
- Personal reflection

LEARNING OUTCOMES

After taking this course, students should be able to:

- Explain theories, best practices and applications of how to effectively manage people within a global business

setting.

- Identify and analyse challenges facing global businesses today.
- Recognize major elements of socio-cultural diversity within global business.
- Examine and analyse competitive advantages that accrue to organizations consistently successful at adapting to problems/challenges/opportunities of intercultural management and communication.
- Describe frameworks of personal and organizational value systems, in the context of a global business environment.
- Discuss significant, current international business issues as informed global citizens.

COURSE PREREQUISITES

There are no prerequisites. Students from a variety of backgrounds and interests are encouraged to take this class.

METHODOLOGY

This class will be participative and will require students to contribute individually and as part of a team. The course content and delivery will create a framework where students reflect critically on the weekly discussion topics. The students will be expected to devote an hour per day keeping up with the current global issues in international business, politics and society. Expected reading sources should include *The Economist*, *Financial Times* and *The New York Times*. The teaching and learning methods will be a blend of the following:

- Lectures
- Reflections & observations
- Readings on current topics
- Class discussions and case studies
- Student presentations and two research papers.

MY EDUCATION REQUIREMENT

London is the leading financial and economic centre in the global market place. It is the nerve centre of the largest global financial institutions, the Bank of England, the European Reconstruction & Development Bank, as well as prestigious academic institutions such as the London School of Economics and Political Science, Imperial College and the University of London. As part of this course, field trips will be arranged to the Bank of England, the City of London and Canary Wharf (the hubs of international finance in London), as well as the British Museum and the Museum of London. Further, the London internship experience offers students a rich contextual environment to apply the learning outcomes from this course in their work place. Findings and observations from these experiences can be used to enrich the content of your project and research papers.

It is strongly recommended that students attend topical evening talks and lectures at the London School of Economics and Political Science, where prominent economists, political leaders and members of civil society present their views on current economic and social and political events. Guest lecturers will include experienced professionals to share their 'real world' insights into the course topics.

REQUIRED READING AND RESOURCES

Nancy J. Adler with Allison Gunderson 'International Dimensions of Organizational Behaviour' 5th Edition © 2008 South-Western Centage Learning ISBN: 13: 978-0-324-36074-5

Available on Amazon: http://www.amazon.co.uk/International-Dimensions-Organizational-Behavior-ISE/dp/0324360754/ref=sr_1_1?ie=UTF8&qid=1390119542&sr=8-1&keywords=adler+gundersen+international+dimensions

Susan C. Schneider & Jean-Louis Barsoux, *Managing Across Cultures*, 2nd edition 2003, FT Prentice Hall.

Available on Amazon: http://www.amazon.co.uk/Managing-Across-Cultures-Susan-Schneider/dp/027364663X/ref=sr_1_1?ie=UTF8&qid=1390119621&sr=8-1&keywords=schneider+barsoux+managing+across+cultures

You may also find the following texts useful.

Robert Rosen 'Global Literacies' 2000 Simon and Schuster ISBN 0-684-85902-5

Fullan M 'Leading in a Culture of Change' 2007 Jossey Bass ISBN 0-7879-5395-4

The students will be provided a detailed Course Pack containing a summary of the weekly content and the main discussion themes for the seminars. You are encouraged to bring in your laptops to class to make your notes and update the soft copy of the Course Pack.

It is fine to use previous editions or online versions of the textbook. You could obtain used copies of the book at substantial discounts through the online marketplace. The book is also available for electronic download through the publisher and will be placed in the CAPA library for reference purposes.

GRADING

CAPA PROGRAM AND INSTRUCTOR POLICY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

CLASS PARTICIPATION AND ATTENDANCE

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	<59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

GRADING FOR ASSIGNMENTS

Midterm Research Paper	35%
Final Project and Class Presentation	40%
Class Participation	25%
Overall grade	100%

SCHEDULE AND ASSIGNMENTS

Course Topics	
Week 1	<p>Introduction</p> <ul style="list-style-type: none"> • Introductions, student interests, relevant prior coursework & experience • Course map, format, required work and assessments • Review of mid-term research paper and final project guidelines – detailed guidelines posted in this syllabus • Overview of International Dimensions of Organisational Behaviour – what will the course cover? • Exploring Culture: what is ‘culture’? Convergence & divergence; recognising cultures; culture clash; aspects of culture • Readings: AG 1 & SB 1 & 2
Week 2	<p>How Cultural Differences affect Organisations</p> <ul style="list-style-type: none"> • Readings: AG 2 & SB 3, 4 • Corporate culture & architecture • Regional and national cultures • Industry-specific cultures & reasons for differences • Case discussion: comparing Viking, Brazilian & Indonesian management structures • Policies & procedures
Week 3	<p>Communicating across Cultures & Strategy</p> <ul style="list-style-type: none"> • Readings: AG 3 & SB 5 • How do we exchange ‘meaning’? Verbal and non-verbal messages • Perception & cultural ‘filters’ • Cross-cultural misconception & mis--evaluation • Stereotypes – and how/why to avoid them • Exercise: How well do you know your colleagues – AG 87-88. Incorporate this exercise into your projects and note your observations. • Culture and strategy
Week 4	<p>Cultural Diversity & Human Resource Management</p> <ul style="list-style-type: none"> • Readings: AG 4 & SB 6 • Cultural invisibility & blindness • ‘Diversity causes problems’ – but also creates opportunities • Strategy for managing cultural diversity • Class assignment on cultural assumptions and organisations benefiting from cultural diversity – review tables in AG 108-111 to prepare for this discussion.

Week 5	<p>Managing Multicultural Teams</p> <ul style="list-style-type: none"> • Readings: AG 5 & SB 8 • Firm types: domestic, multi-domestic, multinational, global • How do various firm types manage multicultural teams? • Team diversity – advantages & disadvantages • Dangers of ‘group-think’ • Is there a ‘most effective’ way to manage multicultural teams? • Midterm research paper and final project status updates
Week 6	<p>International Managers</p> <ul style="list-style-type: none"> • Readings: AG 6 & SB 7 • This session will include a seminar discussion of two case studies – the Oil & Wasser (HBR case) and ‘Join the Global Elite’ research paper. You are expected to read the two cases prior to the class to prepare for this discussion. You should work with your project partner to discuss and prepare for these cases.
Week 7	<p>Global Organisation & Motivating Diversity</p> <ul style="list-style-type: none"> • Readings: AG 7 & SB 8,9 • Inspiring people to contribute • Theoretical aspects: Three Motives, Two Factor Motivation, Expectancy Theory • How do rewards vary across cultures? How • Class discussion of ‘The Multicultural Team’ article – SB 8.
Week 8	<p>Multinational Decision Making & Negotiations</p> <ul style="list-style-type: none"> • Readings: AG 8 • Steps in decision-making process • Critical discussion of ethical decision making in four situations – Middle East, West Africa, South-east Asia & Cultural Conflict in the Middle East (see class notes containing excerpts of the situations from AG 8). You are expected to prepare for this discussion by thinking of how/what you will do if faced with these situations. Provide your reasoning. • Case study discussion: Lincoln Electric Case (HBS). • Final project paper - 2nd status updates
Week 9	<p>Negotiating Globally</p> <ul style="list-style-type: none"> • Readings: AG 9 • Alternative strategies • Success: people, situation & process • Desirable qualities (of negotiators) • Typical buyer/seller relationships: US vs. Japan • Situations leading to success or failure • How should you handle the ‘process’? – Note the contrasts in table 9.4 on AG 237. • Stages of negotiations
Week 10	<p>Class Final Project Presentations</p> <ul style="list-style-type: none"> ➤ Group presentation limited to 10 slides & 12-13 minutes (max)

Week 11	<p>Managing Global Managers</p> <ul style="list-style-type: none"> • Readings: AG 10, 11 • Managing cross-cultural transitions • Expatriate assignments – main issues • ‘Transpats’ and ‘repats’ – main issues • Entering a new culture: stress, culture shock, ‘coming home’ • Transition strategies – how companies can help • Case discussion: Nike (HBS) case study. • Discussion on contrasting negotiating styles – Malaysians negotiating with Americans (AG 244-246). • Review verbal negotiating tactics – AG 249
Week 12	<p>Research paper submission deadline & Review Session</p> <ul style="list-style-type: none"> • Course review – what have we learned? • Class discussion: Coaching Women for Success – AG 297-304 • Women as global managers/leaders • ‘What does it take to reach the top?’ • Today’s (and tomorrow’s) global career paths • Reasons for accepting or rejecting global assignments

FINAL PROJECT & CLASS PRESENTATION GUIDELINES: 40% WEIGHT

Final Project submission deadline: week 12.

Class presentations: week 10. Provide an outline of your research paper, the theoretical background, data and findings of your case study and the conclusions. Please note that this presentation is a group effort and should be limited to 10 slides and 12-13 minutes (max). There will be a Q&A session following the presentation. The students will be given feedback on their presentations and will be expected to incorporate this feedback into their final research paper submissions.

The final project for this course will be an assessment of each student’s cumulative learning across the semester. The final project involved a collection of reflections corresponding to lessons throughout the term, a presentation, and a final analytical project paper. You may wish to use your internship organisation as the subject of your final project. During the course of the internship, you will work with and come across people from diverse cultures and backgrounds. Apply the learning outcomes of this course in your interactions. Make critical observations. This should provide rich evidence that you could incorporate into your final project. Depending on the class size, you will work in groups of 2 (or 3) students on this final project. The group sizes and composition will be determined by week 2. Guidance on all areas of assessment will be provided throughout the term. You are encouraged to discuss the direction and content of your projects with the lecturer after class or during his/her office hours.

MID-TERM RESEARCH PAPER: 35% WEIGHT

Mid-term research paper submission deadline: week 6.

This will be an individual assignment to be submitted prior to the mid-term break and will cover the week 1-6 class topics. One of the case studies assigned for the course will be the subject of your mid-term research paper. The assigned case study will be announced in week 2. You are required to present an analysis of the situation described in the case by applying the various readings for the course. The assessment of your mid-term paper will be based on your application of the theories, examples and content of the weekly seminars and class discussions as well as the course reading material.

CLASS PARTICIPATION & FIELD STUDY OBSERVATIONS: 25% WEIGHT

The class participation assessment component includes preparation for the weekly classes and the quality (rather than quantity) of your participation. The preparation and critical discussion of the assigned case studies and homework tasks will count as class participation. The case studies (Colgate-Palmolive, Lincoln Electric, Nike, Oil & Wasser, Join the

Global Elite, etc.) involve some preparation and background reading. You are expected to provide a critical commentary on these cases, applying the learning points from the weekly content into the issues raised in the various cases. For the case studies, you will be working closely with your final project partners. Discuss and prepare the case with your respective partners prior to the weekly class. Each team will be jointly assessed for their participation in the case studies; you are therefore expected to work closely with your partner in a collaborative manner.

LOCALISED CONTEXT

The students are required to identify relevant research paper topics within the localised context of the UK and Europe to benefit from their presence in London, the UK and Europe. These research paper topics should be discussed with the lecturer in advance. Preparatory work would include developing good reading sources such as at the *Financial Times*, the *Economist* and the *New York Times* to gain a better understanding of the localised context.

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.