
Culture and Organization of International Business

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Office hours: Tuesdays, 17:00 – 18:00 (ESCI – 3rd floor)

Course Type: Compulsory

Credits: 3 ECTS

Term: 1st

1. COURSE PRESENTATION

Course Description

Culture and Organization of International Business course focuses on individuals and organizations operating in an international context. The aim of the course is to enable students to properly analyze and understand opportunities and challenges that individuals and organizations face operating internationally and dealing with their international counterparts in the home markets. In other words, the course's objective is to answer the most fundamental questions in international business management: *what determines the international success and failure of organizations? and; what are the factors that lead to business excellence of organizations operating internationally?*

To answer these questions, in this course we study how to create, foster and manage international organizations in which people thrive and perform at their best. Our assumption is that individual and team thriving is the key to organizational excellence. The challenge in managing from this perspective is how do you architect contexts (jobs, organizational cultures, structures, processes) that enable individuals and teams to thrive? The challenge at a more personal level is how do you find and/or create a context in which you can thrive and manage at your best? Thus, the course maintains dual focus: 1) on your role as manager, designing and enabling contexts where others can thrive; and 2) on your personal quest to find and create contexts where you flourish and perform at your best.

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The course places special attention upon different tools and analytic competences available to various managerial roles when doing business internationally. It aims to balance theoretical and practical approaches. While the theoretical part concentrates upon relevant theories, models, and tools relevant for multinational organizations, the practical part focuses on building insights from real life situations and on providing opportunities to apply theoretical knowledge. Students are expected to adopt a bird's-eye-view perspective and pay attention to both theoretical and practical aspects of the subject.

Objectives

After successful completion of the course the students should have:

- a. An awareness of how culture - at different levels - impact organizational decision-making processes and outcomes.
- b. Deep understanding of how different factors such as motivation, informal institutions and resilience impact individual and team effectiveness in an international context.
- c. An in-depth knowledge of analytical frameworks used in the screening of national markets (defining the key factors in the organization's internationalization process by evaluating the international business environment, stressing particularly the economic and cultural dimensions).
- d. An enhanced understanding of what determines the success and failure of organizations around the globe.
- e. An ability to invoke different management theories (e.g., resource-based view, and stakeholder theory) to understand organizational performance.
- f. An understanding of the "other side" of international business, namely, local organizations that often compete and/or collaborate with foreign entrants, especially in emerging economies.
- g. An ability to recognize the tensions in adopting a global standardized action as opposed to a locally responsive action in international management and relate these to the overall corporate strategy of companies.
- h. A disposition to consider ethical and social responsibility issues in the development and implementation of an international management strategy.

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Co-dependences with other MScIB courses:

The knowledge and competences acquired in this course serve as fundamentals upon which you will continue to build in 'International Business Strategy' and 'International HR Management' 2nd term courses and 'Management Skills, Communication and Negotiation Techniques' and 'Business Game – Simulation of Strategic Decisions' 3rd term courses. Finally, this course will provide a tool set you are expected to apply in your master thesis.

Competences/Learning Objectives

BASIC COMPETENCES

CB7. That students know how to apply the acquired knowledge and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8. That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked

CB10. That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

GENERAL COMPETENCES

Instrumental skills

G1. Search, analysis, evaluation and synthesis of information. Managing the information acquired from its analysis, its assessment and the synthesis of that information.

G2. Relate concepts, knowledge and tools from different areas.

G3. Communicate orally and in writing in English

Personal generic competencies

G4. Leadership and management capacity of multicultural, interdisciplinary, competitive, changing and complex groups.

G5. PERSUASION. Detect customer needs and supplier requirements to adapt the products and services offered.

G6. Put into practice the essential elements to be able to carry out a negotiation.

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Systemic generic competencies

- G7. Understand an organization with a global perspective.
- G8. Implement initiatives and changes within an organization.
- G9. Promote respect for multicultural values: equality, solidarity, commitment.

Competencies for applicability

- G10. Make the knowledge and skills acquired effective in an advanced way.
- G11. Apply quantitative criteria and qualitative aspects in decision making.
- G12. Apply the concept of networking through the use of the Internet and other networking techniques.
- G13. Organize and manage time efficiently in the development of tasks

SPECIFIC COMPETENCES

- E4. Analyze, synthesize and interpret the data and master its application in the analysis of the business potential of a country.
- E8. Advanced ability to use and develop information synthesis and communication tools for international companies.
- E12. Integrate the corporate social responsibility (CSR) policies of the company in the internationalization process.
- E16. Master and resolve the legal-administrative procedures and procedures required in the internationalization process.
- E15. Integrate the different areas of the company in business decision making in a simulated international environment.
- E18. Select, organize, motivate, and lead the human resources of the company in an international environment.
- E19. Mastering the tools and advanced capacity to successfully develop a negotiation at an international level, taking into account the importance of the specific socio-cultural aspects of each region.
- E20. Master and know how to use the different forms of organization of the international company.

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LEARNING OUTCOMES

- Knowing the importance of cultural differences in international business and the ways to manage them.
- Know the different organizational forms of the international company and the logics that govern them.
- Have a broad vision regarding ethics and (CSR) in business and international organizations.
- Know the implications of CSR in areas such as: corporate governance, social, labor and environmental aspects (ILO, Global Compact, etc.), production systems.
- Have a global vision of the role of Human Resources management in an international company.
- Know the types of incentives and compensations used by organizations to attract and motivate the necessary human resources.
- Know the variables that influence the processes that follow the planning and hiring of individuals.
- Know the basic principles and be able to organize and develop aspects such as talent recruitment, mobility, interculturality, time management, emotional intelligence, etc. of human resources in the company.
- Evaluate the results of the human capital of the company and undertake changes to make them more efficient.
- Know the competencies that characterize managerial skills and management styles.
- Get the tools for personal interaction, networking, negotiation and communication in an international environment.

Related SDGs

SDG 3: Good Health and Well-being

SDG 9: Industry, innovation and infrastructure

SDG 12: Responsible consumption and production

2. COURSE LEARNING PLAN

Methodology

In this class, we will take an active learning approach. This approach requires students to prepare for the class EVERY time. In other words, you should watch the assigned video presentations, read assigned readings, think about the issues raised in the assigned presentations and readings, and be prepared to contribute to the class discussion. As your professor, my primary role is to facilitate the learning process. While you will have formal lectures, the main learning will be achieved through case and article preparations, class discussions, and work on assignments.

The course is composed of a mixture of theory classes, case and article analyses and discussions, web-based simulations, and individual and group project work. All class material will be available in English only. Students will be provided with the cases, video presentations, readings, exercises, and lectures before the class via the Intranet site.

Theory classes:

The objective of theory classes is to understand main issues related to cultural and organizational issues in international context and consider all relevant elements in developing and implementing effective international strategies and organizational policies. For each topic, I will provide a set of Power Point slides. These slides will be posted on Intranet ahead of the class. **While we will not discuss every single slide or spend equal time on each slide, you are expected to know all material covered in the slides.**

Cases:

The objective of case discussions and analyses is to develop the necessary abilities to apply previously acquired concepts to specific situation. The case studies put you in the shoes of a decision maker, i.e., you must perform the appropriate analysis and then make a recommendation. In addition to allowing you to study course topics, you benefit by improving your problem-solving ability, your ability to think on your feet and move others towards your point of view.

A case-study course involves continuous student-to-student and student-to-professor discussion. Much of the learning occurs during the class, as students work through what they prepared in advance, ask questions about it, and improve on it. To get the most out of the class you must prepare conscientiously and participate actively in class discussions. Failure to participate robs others of your perspective and increases the

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chances that the discussion will not be relevant to your interest and abilities. So please participate actively.

What makes a conscientious case preparation? Read the case thoroughly; identify the principal issues to be addressed in the case; attempt to analyze these issues using your common sense and any appropriate tools or techniques; and note any action recommendations implied by your analysis. Alternatively, if you find yourself hitting a roadblock, try to articulate what your problem is. Oftentimes, identifying roadblocks is as valuable as a complete analysis.

For each case assigned, I will provide one or more preparation questions. The questions play several roles depending on the case. Usually, the questions are simply to help you get started on your analysis. You should not feel constrained by them, nor should you assume that answering all preparation questions necessarily constitutes a complete analysis. My general advice is always to read the preparation questions, but do not feel overly constrained by them.

I tend to vacillate between asking for volunteers and calling on individuals. If you are not prepared, please notify me before the class, and we can both avoid some embarrassment. If you have read the case, spent time thinking of the questions and problems, but still feel unsure of your opinions, count yourself prepared. **If you have made the effort, you should never feel embarrassed by the result.**

While for the midterm and the final exam you do not need to know details about the case, you should know the principal learning from the cases, and you should be able to use frameworks and tools introduced or used during the case discussion.

Video presentations:

Video presentations will introduce specific topic and models which we will use during our classes, especially during case discussions. Your knowledge of the concepts covered in the video presentations will be tested in the midterm exam and the final exam.

Academic and practitioner articles:

Articles provide additional clarification of the topics that we will cover in this class. In addition, frequently, they will provide the latest thinking about specific issues and will enable you to further study topics if you so desire. My suggestion is to make a one-page summary of each article once you read it. Your knowledge of the concepts covered in the articles will be tested in the midterm exam and the final exam.

News articles and professional papers:

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The objective of article discussions is to develop the ability to analyze current issues in International Management as well as to keep abreast of the recent socio-economic developments and link them to the class material. While the course outline, provided at the end of this document, lists required articles, additional articles from various relevant sources (e.g., The Economist) will be posted on Aula and will serve to initiate discussions either in the classroom or on the Intranet site.

Simulations:

You will play two web simulations outside of the classroom. The purpose of these exercises is to sharpen your analytical skills and apply and further your knowledge of the concepts introduced in the course in a “real-life” situation. The simulations are mandatory. Your team members will evaluate your contribution at the end of the course.

Individual and group project work:

Individual and group assignments in this course are combined. For all group assignments you will have to complete an individual activity to be able to accomplish a group task.

Working on these assignments should:

- Allow you to practice the concepts covered in class to help you learn and understand them better, prepare for the final exam, start with your master thesis work earlier, and work more efficiently as a team.
- Motivate you to learn more about specific industries and sectors.
- Sharpen your analytical skills.
- Help you to become better in dealing with ambiguity.
- Encourage you to learn how to make recommendations and how to justify your opinions.
- Improve your group working skills.
- Give you an opportunity to improve your written and spoken English.

Number of hours and credits committed per type of activity:

Activity	Hours	Credits
Directed and/or supervised		
Theory classes	10	0.40

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Case analyses	7	0.28
Article discussions	5	0.20
In-class exercises	7	0.28
Midterm exam	1	0.04
TOTAL	30 hours	1.2
Autonomous		
Case preparations	7	0.28
Article preparations	8	0.32
Video cases	2	0.08
Video presentations	6	0.24
Simulations	4	0.16
Assignments	5	0.2
Midterm exam preparation	5	0.2
Final exam preparation	8	0.32
TOTAL	45 hours	1.8

The competences, the learning outcomes, the assessment elements and the quality of the learning process included in this Teaching Plan will not be affected if during the academic trimester the teaching model must switch either to a hybrid model (combination of face-to-face and on-line sessions) or to a complete on-line model.

Evaluation criteria

Regular Term Evaluation

During the regular term you will be evaluated as indicated in the table below.

Assessment elements	Frequency	Minimum grade required	Assessment agent			Type of activity	Grouping		Weight (%)
			Prof	Self	360°		Solo	Group (#)	
CONTINUOUS EVALUATION									
Minimum 40% required on weighted average continuous evaluation grade to be allowed to take the final exam and pass the course. Continuous evaluation elements cannot be recuperated or compensated for.									
Midterm Exam	1	N/A	X			Application	X		15%
Group Exercises	3	N/A	X	X	X	Analysis and application		4/group	30% Simulation 2 – 10% TFM Assignment – 10% Ongoing Engagement – 10%
Simulation Assignments	2	N/A	X	X	X	Analysis and application		4/group	20% Simulation 1 – 10% Simulation 3 – 10%
FINAL EXAM (Minimum 40% required to pass the course)									
Final Exam	1	Min. 40%	X			Synthesis	X		35%
BONUS EVALUATION (default 0%, maximum 10%)									

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Individual Engagement Bonus Grade	Ongoing	N/A	X	X	X	Analysis and application	X		≤10% bonus
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- a. Each assessment element (the first column) is scored with a grade between 0 and 10 with one decimal point precision. Zero is the lowest grade and ten is the highest grade.
- b. The final grade for the course is calculated as a weighted average by adding grades obtained in each element multiplied by their assigned weights (the last column).
- c. The final grade of the course is reported on the scale from 0 to 10 with one decimal point precision. The course will be considered as “passed” if the final grade is equal to or greater than 5.0 (50%).
- d. In addition to numeric final grades, students are also given descriptive grades:
 - No presentat (‘no show’)
 - 0.0 – 4.9 Suspès (‘fail’)
 - 5.0 – 6.9 Aprovat (‘pass’)
 - 7.0 – 8.9 Notable (‘pass with merits’)
 - 9.0 – 10.0 Excel.lent (‘excellent’) Matricula d’Honor (‘honors’)
- e. The highest numeric course grade does not automatically imply an ‘honors’ grade. The ‘honors’ grade is a subjective evaluation of overall student’s contribution and work during the term.
- f. ‘Frequency’ column in the table indicates the number of times assessment element is evaluated during the term.
- g. The “Minimum Grade Required” column indicates if an assessment element has a minimum.
- h. required grade. If an assessment element has no minimum grade required, a student can get zero grade in this element, and if other criteria are fulfilled, the student can obtain a passing grade for the course.
- i. To be allowed to take the final exam, the continuous evaluation grade (midterm exam + group assignments + simulations) must be 4.0 or greater. If this condition is not met, a student will not be allowed to take the final exam and the continuous evaluation grades becomes the final course grade.
- j. Students must take the final exam. If a student does not take the final exam, the final

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course grade will be recorded as “No presentat” (“No show”), irrespective of other course grades.

- k. In case of a justified no-show to an exam, the student must inform the corresponding faculty member and the director(s) of the program so that they study the possibility of rescheduling the exam (one possibility being during the “Retake” period). In the meantime, the student will get an “incomplete”, which will be replaced by the actual grade after the final exam is taken. The “incomplete” will not be reflected on the student’s Academic Transcript.
- l. Students need to obtain a **minimum of 4 in the final exam** to pass the course. This condition applies to both the regular exam and the retake exam. The final course grade of students that do not obtain a minimum of 4 in the exam will be the minimum between the final exam grade and the final grade computed from the different evaluation elements (with the weights set above).
- m. There will be neither individual make-up work nor extra credit work assigned if a student fails any of obligatory grading elements, is unable to attend the final exam or the midterm exam, or if a student obtains a grade below expectations.
- n. No assignments are accepted after deadline without previous approval. Late assignments will be graded with grade zero.
- o. For the first group assignment, students will receive a group grade and an individual grade. All students in a group receive the same group grade. However, individual grade can be different for members of the same group.
- p. Students are required to attend 80% of classes (16 out of 20 sessions). Failing to do so without justified reason will imply a zero grade in the participation bonus grade (irrespective of the participation levels during the attended classes).
- q. Participation in this course is evaluated as an extra credit that can contribute up to 10% of your final grade (default is zero). Thus, if you do not say a word during the class or you have irregular attendance (below 80%), your participation grade will be zero, but you still may obtain a maximum final course grade. Participation grade is based exclusively on your contribution during class discussions. My experience is that in the courses that are evaluated on the continuous basis like this one, it is hard to fail but it is also hard to obtain a very high mark. So, if you are concerned with your average grade, take this element seriously as it can compensate for losses of grades in other elements. Furthermore, do not think of this grade as an entitlement or a gift – it must be EARNED. **Do not confuse attendance with participation.** A student can have a perfect attendance record and still have zero participation mark. Some of the behaviors that contribute to effective class

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participation are captured in the questions that follow:

1. Is the participant a good listener?
2. Are the points that are made relevant to the discussion? Are they linked to the comments of others?
3. Do the comments add to our understanding of the situation?
4. Do the comments show evidence of analysis of the case?
5. Does the participant distinguish among different kinds of data (that is, facts, opinions, beliefs, concepts, etc.)?
6. Is there a willingness to share?
7. Is there a willingness to test new ideas, or are all comments "safe"? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague.)
8. Is the participant willing to interact with other class members?
9. Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?

The questions above deal with both the process of class participation and (of equal or greater concern) the content of what you say. Please trust that both quality and frequency are important, but that quantity never can make up for low quality.

Retake conditions

Students that fail the evaluation of the course will have a retake exam opportunity that will be programmed in accordance with the academic calendar. If a student has to retake the exam, his **maximal grade for the course will be a 5,0 (out of 10,0)**.

General Issues

Students are required to attend 80% of classes. Failing to do so without justified reason will imply a Zero grade in the participation/attendance evaluation item and may lead to suspension from the program.

Students who fail the course during the regular evaluation are allowed ONE re-take of the evaluation, in the conditions specified above. If the course is again failed after the retake, the student will have to register again for the course the following year.

In case of a justified no-show to an exam, the student must inform the corresponding

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faculty member and the director(s) of the program so that they study the possibility of rescheduling the exam (one possibility being during the “Retake” period). In the meantime, the student will get an “incomplete”, which will be replaced by the actual grade after the final exam is taken. The “incomplete” will not be reflected on the student’s Academic Transcript.

Plagiarism is to use another’s work and to present it as one’s own without acknowledging the sources in the correct way. All essays, reports or projects handed in by a student must be original work completed by the student. By enrolling at ESCI UPF BSM Master of Science and signing the “Honor Code,” students acknowledge that they understand the schools’ policy on plagiarism and certify that all course assignments will be their own work, except where indicated, by correct referencing. Failing to do so may result in automatic expulsion from the program.”

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Summary of Important Dates

N	ACTIVITY	DUE DATE	COMMENTS
1.	Simulation 1 (outside of the class time)	Wednesday, October 18, 2023, by 13:00	Activity period: 09/10 – 18/10/2023
2.	Simulation 2 (mostly during the class time)	Sunday, October 22, 2023, by 13:00	Activity period: 16/10 – 22/10/2023
3.	Midterm Exam	Monday, November 13, 2023 9:30 – 10:30	NA
4.	Master Thesis Assignment	Sunday, November 20, 2023, by 13:00	Activity period: 13/11 – 20/11/2023
5.	Simulation 3 (outside of the class time)	Sunday, November 20, 2023, by 13:00	Activity period: 20/11 – 26/11/2023

Clarifying Expectations

MY EXPECTATIONS:

Class Preparation: I expect you to come to classes prepared. This includes reading of the assigned cases, articles, reviewing of the power point slides and exercises. While participation during the classes is predominantly voluntary, I also practice “cold calling”. This means that anyone can be asked to answer any question. Fear of public speaking will not be accepted as an excuse.

Punctuality and Deadlines: I expect you to be on time for classes. To keep any disturbance to a minimum, **students are not allowed to enter the classroom after 10 minutes have passed from the beginning of the class.** The class will count as unjustified absence. Deadlines will always be strictly enforced, and no exceptions of any kind will be made without prior approval.

Attendance: I expect you to attend classes regularly. I understand that due to unforeseen circumstances, you may be occasionally absent. If possible, please let me know in advance.

(copying the program administration) if you are going to be absent. Being habitually absent and/or being absent without a valid reason are a good way of losing goodwill (e.g., not performing well on class participation). Being absent does not excuse you from any deadline. It is your responsibility to ensure that I receive required material by the given deadline, in the specified format, even if you are not present. If your attendance is below 80%, your participation extra credit will be set to zero.

Class Discipline: It is of utmost importance that you respect your classmates and the professor by allowing them to work and study in a professional environment. You are expected to exhibit the highest level of professionalism and courtesy in and out of class.

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Minimum behavioral expectations include:

- Silence your cell phones while in class
- Arrive punctually to class (if you must depart early, please find a seat closer to the door and exit in a non-disruptive manner)
- Keep private conversations to a minimum

If you are asked to leave the classroom, your attendance sheet will be marked as 'expelled' and you will be asked to meet with the program director.

YOUR EXPECTATIONS:

Responsiveness and Feedback: You should expect that questions and concerns that you raise with me would be answered, addressed, and responded to. Besides formal feedback mechanisms feel free to write me an e-mail with any question or feedback. I will try my best to respond as speedily as I possibly can, usually with 24 hours (48 hours weekends).

If you need to talk to me, you can see me during the office hour or you can send me an e-mail requesting to meet either before or after the class and I will schedule time to talk to you. Although I am usually available before and after the class for impromptu questions and consultations, unless you previously request to meet, you need to be prepared for the possibility that I may ask you to postpone the conversation for another day due to my previously scheduled obligations.

Punctuality: You should expect me to start and finish classes on time. If we need extra time to cover materials, or need to organize an extra session, I will only do so if most of the class agree.

Preparation and Rigor: You should expect the most up-to-date and rigorous materials to be covered in class.

Guidelines and Expectations: For all assignments, exams, and other course materials, I will state my expectations as clearly as possible.

If either of us finds that the other party has been violating expectations, it is our duty to inform the other party as promptly, and in as fair a manner as possible.

Calendar and Contents

Contents:

- I. Fundamentals of Strategic Management
 - a. Understanding value, value creation and value capturing
 - b. Strategy diamond
 - c. Internal view of strategy (RBV, VRIO)
 - d. External view of strategy (5-Forces)
 - e. Institutional view of strategy
 - f. Diversification and corporate strategy
- II. Selecting Markets and Internationalization Tools
 - a. The CAGE distance framework
 - b. The AAA framework
 - c. The ADDING value scorecard
 - d. Porter's diamond of national competitive advantage
- III. Rethinking international business for the digital age
 - a. The five domains of digital transformation
 - b. Turning data into assets
 - c. Innovating by rapid experimentation
- IV. Networks, platforms, and business models
 - a. Business model canvas
 - b. Blue-ocean strategy and value curves
 - c. Digital platform-based business models
 - d. Blockchain and AI-based business models
- V. Organizational Structure and Design
 - a. Elements of organizational structures and design
 - b. Multinational corporations
 - c. Creating and managing organizational alignment
- VI. Control Systems in International Business
 - a. Balanced score card
- VII. Culture
 - a. What is culture and how does it manifest itself - a multi-level view of culture
 - b. Cultural mind-set and assimilation to a cultural framework
 - c. Culture mixing and its cognitive and attitudinal consequences
 - d. Globalization, culture, and brands
 - e. Culture and acquisitions, merger, and joint ventures
 - f. Culture and management of cross-functional processes
 - g. The GLOBE study of leadership
 - h. Schwartz' value theory

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- VIII. Change Management
 - a. Kotter 8-step model for leading organizational change
 - b. Resilience
- IX. Individuals, Teams and Organizations
 - a. Essential motivational theories
 - b. Design and management of high-performance teams
- X. Positive Social Change and Shared Value Creation
 - a. Strategies for sustainable development
 - b. Alternative modes of organizing (social enterprises, cooperatives, B-corp, community enterprises)
 - c. Sustainability directed business models

TENTATIVE CLASS SCHEDULE			
Week	Date	Topics and required readings	Important Activity
PART 1 Focusing on organizations: Strategic management and organizational design in international context			
1	Sep. 27 Monday 9:30–13:00	Introduction to the Course Fundamentals of Strategic Management (Part 1) Presentation I: Introduction to the course Lecture I: Fundamentals of strategic management <ul style="list-style-type: none"> - Review of basic strategic management concepts and tools - Exploring the internal, external, and institutional view of strategy Case I: eHarmony (HBS 709-424) Preparation Questions: <ol style="list-style-type: none"> 1. Why do people want to meet others on-line instead of finding them in the real world? 2. How structurally attractive is the on-line personals market? 3. Does eHarmony have a competitive advantage? If so, where does it come from? 4. How serious is the competitive threat to eHarmony? 5. Which of the four options should Waldorf pursue? Case II: ECCO A/S: Global value chain management (Ivey 908M14) Preparation Questions: <ol style="list-style-type: none"> 1. Describe the competitive environment of ECCO and determine how 	

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		<p>well ECCO is positioned (vis-à-vis the competitors) to take advantage of changes in the industry.</p> <ol style="list-style-type: none"> Analyse ECCO's global value chain. How well does this configuration match the drivers in the industry? ECCO has a fully integrated vertical value chain. What are the pros and cons of this strategy? What economic and strategic factors should be analysed to answer this question? Is ECCO following the inside-out or outside-in strategic perspective? What are the implications of this choice and how can ECCO increase their sales/marketing efforts? How is family ownership affecting ECCO? Comment on the corporate ownership structure and its implications for strategy-making and implementation. What alternatives exist? <p>Before-class to do:</p> <ul style="list-style-type: none"> Read and prepare Case I and II <p>After-class to do:</p> <ul style="list-style-type: none"> Review and study your class notes <p>Relevant Book Chapters:</p> <ul style="list-style-type: none"> Strategy: Ahlstrom - chapters 3, 4 and 5 	
2	Oct. 02 Monday 9:30-13:00	<p>Fundamentals of Strategic Management (Part 2)</p> <p>Lecture I: Fundamentals of strategic management (continued)</p> <ul style="list-style-type: none"> Review of basic strategic management concepts and tools Exploring the internal, external, and institutional views of strategy <p>Optional Article I: Michael Porter, "What is strategy?" <u>Harvard Business Review</u>, November-December 1996.</p> <p>Optional Article II: Michael Porter, "The five competitive forces that shape strategy." <u>Harvard Business Review</u>, January 2008.</p> <p>Before-class to do:</p> <ul style="list-style-type: none"> Read Article I and II Review PP slides <p>After-class to do:</p> <ul style="list-style-type: none"> Review and study PP slides and your class notes <p>Relevant Book Chapters: Strategy: Ahlstrom – chapters 3, 4 and 5</p>	

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<p>3</p>	<p>Oct. 09 Monday 09:30- 13:00</p>	<p>Evaluating Internationalization Opportunities Strategy Implementation (** out-of-the classroom - individual and group work)</p> <p>Lecture II: Evaluating internationalization opportunities</p> <ul style="list-style-type: none"> - International strategy tools (CAGE Framework, ADDING Value Scorecard, AAA Triangle Framework, Porter's Diamond of National Competitive Advantage) <p>Case III: Tricon Restaurants International: Globalization re-examined (HBS 700-030)</p> <p>Preparation Questions:</p> <ol style="list-style-type: none"> 1. What kinds of differences between countries are salient in the global fast-food industry? 2. How have cross-border competitors in fast food dealt with differences across countries? 3. Does Tricon's decision to focus on 10 key equity markets make sense? 4. Which markets should Tricon select? 5. How about the decision to standardize to a greater extent? If you were a large franchisee, how would you feel about this? 6. Does it make sense for TRI to reposition in China the way its local management team is proposing? 7. Given your diagnosis of the situation, what other recommendations Pete Bassi ought to be making to the CEO of Tricon Global Restaurants, Pearson, and President, David Novak? <p>Optional Article III: Pankaj Ghemawat, "Differences across countries: The CAGE distance framework" in <u>Redefining Global Strategy: Crossing Borders in a World Where Differences Still Matter</u>, Harvard Business School Press, (HBS book chapter 2619BC)</p> <p>Optional Article IV: Pankaj Ghemawat, "Global Value Creation: The ADDING Value Scorecard" in <u>Redefining Global Strategy: Crossing Borders in a World Where Differences Still Matter</u>, Harvard Business School Press, (HBS book chapter 2619BC)</p> <p>Before-class to do:</p> <ul style="list-style-type: none"> - Read and prepare Case III - Read Articles III and IV - Review PP slides <p>After-class to do:</p> <ul style="list-style-type: none"> - Review and study PP slides and your class notes - Work on Simulation 1 <p>During the week (individual and group work): Simulation 1: Strategy Simulation: Balanced</p>	<p>Work on Simulation 1 (Oct. 09-18). Deadline: Wednesday, October 18, 2023, by 13:00.</p> <p>This simulation will be played in groups of 4 students, outside the class hours and at the time mutually agreed by 4 group members.</p>
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		Scorecard (114701-HTM-ENG) Article V***: Robert Simons, "Building a Balanced Scorecard." <u>Harvard Business School Module Note 117-109</u> , November 2016. (Revised March 2018)	
4	Oct. 16 Monday 9:30-13:00	<p>Business Models</p> <p>Simulation II: LiveCase Simulation: Horizon Ventures - Innovation Accelerator (done mostly during the class, <i>non-recoverable evaluation activity</i>)</p> <p>Lecture III: Business models (in-class lecture & self-study) - Business model canvas and business model innovation</p> <p>Before-class to do: - Read PP slides</p> <p>After-class to do: - Review and study PP slides and your class notes - Work on Simulation 2</p> <p>Relevant Book Chapters: - Osterwalder & Pigneur (Business Model Canvas)</p>	<p>Work on Simulation 2 (Oct. 16 – 22) Deadline: Sunday, October 22, 2023, by 13:00.</p> <p>This assignment will be done in groups of 4 students, mostly in the classroom.</p>
5	Oct. 23 Monday 9:30-13:00	<p>Business Model Innovation & Blue Ocean Strategy Organizational Design and Structure</p> <p>Lecture IV: Blue ocean strategy - Blue ocean strategy and value curve.</p> <p>Lecture V: Organizational design, form, and structure - Elements of an organizational structure; Organizational structure in international business; Multinational corporations - Comments on actual application of Simulation 1</p> <p>Case IV: Uber vs. Didi: The Race for China's Ride-hailing Market (IN1306) Preparation Questions:</p> <ol style="list-style-type: none"> 1. How attractive was the taxi industry (before Uber and other ride-hailing players entered the market)? 2. What is Uber's value innovation? How did it create a blue ocean? 3. How does creating and maintaining competitive advantages in a platform business like Uber's differ from a vertical chain business like a taxi company? 4. What should Uber do regarding its surge pricing model? 	

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		<p>Would you keep the surge pricing model? Why/why not?</p> <p>5. a) Comparing the screenshots of Uber's and Didi's App interface (Exhibit 12 of the case), would you agree that Didi needs to be more focused on its servicing offerings, instead of over-diversification? Why / why not?</p> <p>b) Would you agree with Uber's argument that advanced booking is not an efficient business model in the ride-hailing market (page 12 of the case)? Why / why not?</p> <p>6. What is the competitive advantage of Uber? How transferable is Uber's competitive advantage to an emerging market such as China?</p> <p>7. What is Didi's competitive advantage in China?</p> <p>Optional Article VI: W. Chan Kim & Renée Mauborgne, "Blue Ocean Strategy". <u>Harvard Business Review</u>, October 2004</p> <p>Video Case I: Grameen Danone</p> <p>Before-class to do:</p> <ul style="list-style-type: none"> - Read and prepare Case IV - Watch assigned Video Presentations - Review PP slides <p>After-class to do:</p> <ul style="list-style-type: none"> - Review and study PP slides and your class notes <p>Relevant Book Chapters:</p> <ul style="list-style-type: none"> - Chan & Mauborgne (Blue Ocean Strategy) - Robins – chapter 15; Ahlstrom – chapter 13 	
<p>PART 2</p> <p>Focusing on culture and individuals in organizations</p>			
6	<p>Oct.30 Monday 9:30- 13:00</p>	<p>Digital Transformation and International Business</p> <p>Lecture VI: Digital transformation of international business</p> <ul style="list-style-type: none"> - Networks and platforms – architecture, disruption, monetization, openness, governance, metrics, strategy, and policy <p>Case V: Artificial Intelligence: Stitch Fix (A Blue Ocean Retailer in the AI World) (IN 1630)</p> <p>Preparation Questions:</p> <p>1. Katrina Lake raised \$42 million and struggled to find investors to back Stitch Fix. Meanwhile, the male-run apparel retailing start-</p>	

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		<p>ups such as Fanatics, The Hut Group and Wish raised on average over \$2 billion in funding. What role do you think gender played in this disparity? How could Lake have more effectively tackled this issue?</p> <p>2. Lake looked across three industries to create her new market space: retail, personal stylists, and subscription boxes. What did she take from those three industries and what did she leave behind?</p> <p>3. From the buyer's perspective, what are the unique ways which Stitch Fix offered a leap in value beyond other retailers (brick-and-mortar and online)? What do you think will be the likely impact of Amazon? What advice, if any, would you give to Lake concerning Amazon's "Personal Shopper" offering?</p> <p>4. Will Stitch Fix's recent purchase of Finery IP help to act as a barrier to imitation and extend its blue ocean, especially against Amazon? With the understanding of what Finery does, how can you imagine Stitch Fix could use this to really add value for customers?</p> <p>5. If you look at Stitch Fix's profit proposition, what do you see as key challenges to growing revenue and profits and protecting the blue ocean it created?</p> <p>Before-class to do:</p> <ul style="list-style-type: none"> - Read and prepare Case V - Review PP slides <p>After-class to do:</p> <ul style="list-style-type: none"> - Review and study PP slides and your class notes <p>Relevant Book Chapters:</p> <ul style="list-style-type: none"> - Parker et al. (Networks and Platforms) 	
7	Nov. 06 Monday 9:30- 13:00	PART 2	
		Focusing on culture and individuals in organizations	
8	Nov. 13 Monday 9:30- 13:00	<p>Culture across Organizational Levels and Geography</p> <p>Lecture VII: A dynamic and multi-level perspective of culture</p> <p>Optional Article VII: Rimac, T., Mair, J., and Battilana, J. 2012. "Social Entrepreneurs, Socialization Processes, and Social Change: The Case of Sekem." In K. Golden-Biddle and J. E. Dutton, (Eds). Using a Positive Lens to Explore</p>	

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		<p><u>Social Change and Organizations: Building a Theoretical and Research Foundation</u>. Routledge, Taylor & Francis Group, New York: 71-90.</p> <p>Optional Article VIII: Mansour Javidan, Peter W. Dorfman, Mary Sully de Luque, and Robert J. House, "In the eye of beholder: Cross cultural lessons in leadership from project GLOBE", <u>Academy of Management Perspective</u>, February 2006</p> <p>Before-class to do:</p> <ul style="list-style-type: none"> - Read Articles VII and VIII - Review PP slides <p>After-class to do:</p> <ul style="list-style-type: none"> - Review and study PP slides and your class notes <p>Relevant Book Chapters:</p> <ul style="list-style-type: none"> - Culture: Robins – chapter 16; Ahlstrom – chapter 2 - 	
9	Nov. 20 Monday 9:30- 13:00	<p>Midterm Exam Inspiring and Motivating Individuals</p> <p>Lecture VIII: Motivation</p> <p>Optional Article IX: Frederick Herzberg, "One more time: How do you motivate employees?" <u>Harvard Business Review</u>, January 2003.</p> <p>Before-class to do:</p> <ul style="list-style-type: none"> - Read Article IX - Watch assigned Video Presentations - Review PP slides <p>After-class to do:</p> <ul style="list-style-type: none"> - Review and study PP slides and your class notes <p>Relevant Book Chapters:</p> <ul style="list-style-type: none"> - Motivation: Robins – chapters 7 and 8; Ahlstrom – chapter 7 	<p>Midterm Exam: First 60 minutes of the class</p> <p>The midterm exam will be an on-line exam - multiple choice, and true/false type questions. The midterm exam cannot be done outside of the assigned time. You must be physically present in the classroom. The midterm exam is offered only once and cannot be compensated by other types of work.</p> <p>Work on TFM Assignment (Nov. 13-19). Deadline: Sunday, November 19, 2023, by 13:00.</p> <p>This assignment must be done in your master</p>

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			thesis groups, after the class and at the time mutually agreed by all group members.
10	Nov. 27 Monday 9:30 – 13:00	<p>Managing Change. Power.</p> <p>Lecture IX: Managing change and power in business</p> <p>Case VI: Momentum and metropolitan merger: Authentic transformational leadership (W15045)</p> <p>Preparation Questions:</p> <ol style="list-style-type: none"> 1. Critically evaluate whether the MMI Holdings merger was a true merger by referring to the literature on mergers and acquisitions. 2. Perform an analysis of transformational and authentic leadership by noting the impact of various influencers during specific stages of the merger process. 3. Referring to Kotter's 8-Step Process for Leading Change, analyse the effectiveness of the merger process and recommend how Kruger might derive value from the next phase of integration. <p>Optional Article X: John P. Kotter, "Leading change: Why transformation efforts fail," <u>Harvard Business Review</u>, January 2007.</p> <p>Simulation 3: Change Management Simulation: Power and Influence v3 (HBS 7611-HTM-ENG)</p> <p>Before-class to do:</p> <ul style="list-style-type: none"> - Read Case VI - Watch assigned Video Presentations - Read Article X - Review PP slides <p>After-class to do:</p> <ul style="list-style-type: none"> - Review and study PP slides and your class notes - Work on the Simulation II <p>Relevant Book Chapters:</p> <ul style="list-style-type: none"> - Power: Robins – chapter 13; Change Management: Robins – chapter 18. 	<p>Work on Simulation 3 (Nov. 20-26). Deadline: Sunday, November 26, 2023, by 13:00.</p> <p>This simulation will be played in groups of 4 students, after the class and at the time mutually agreed by 4 group members.</p>

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11	Dec. 11 Monday	<p>Fostering Excellence Through High Performance Teams</p> <p>Lecture X: Teams</p> <p>Case VII: Taran Swan at Nickelodeon Latin America (A) (HBS 400-036)</p> <p>Preparation Questions:</p> <ol style="list-style-type: none"> 1. Evaluate Swan as a team leader. What are her strengths and weaknesses? 2. How effective is the team? Justify your assessment. 3. Should she appoint an interim director? 4. Describe the culture in Nickelodeon Latin America. Be specific. 5. How did Swan go about building that culture? (Consider the interrelationships among Nickelodeon Latin America's context, design factors, culture, and outcomes) <p>Optional Article XI: Jeanne Brett, Krsitin Behfar, and Mary C. Kern, "Managing multicultural teams", Harvard Business Review, November 2006.</p> <p>Optional Article XII: Alex "sandy" Petland, "The new science of building great teams" Harvard Business Review, April 2012.</p> <p>Video Case II: IDEO</p> <p>Before-class to do:</p> <ul style="list-style-type: none"> - Read and prepare Case VII - Watch assigned Video Presentations - Read Articles XI and XII - Watch Video Case II <p>After-class to do:</p> <ul style="list-style-type: none"> - Review and study PP slides and your class notes - Work on the Group Assignment II - Work on the thesis project <p>Relevant Book Chapters:</p> <ul style="list-style-type: none"> - Teams: Robins – chapters 9 and 10 - 	
11	Dec. 11 Monday	<p>FINAL EXAM</p> <p>Before-exam to do: Review and study PP slides, your class notes, articles, and cases</p>	Compulsory Final Exam

Total student workload (including self-study): 75 hours

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3. PROFESSOR

- Associate Professor and Academic Coordinator at ESCI-UPF; Director of the Master of International Digital Marketing and the Master of International Management
- PhD in Management and Organizational Economics by the IESE Business School, University of Navarra (Spain)
- MBA by the Rotman School of Management, University of Toronto (Canada)
- BSc (Electrical Engineering), FER, University of Zagreb (Croatia)

My research focuses on entrepreneurship directed at positive social change and sustainable development (business models, strategies, change processes, and governance mechanisms related to social entrepreneurship and innovation, and community entrepreneurship). Over the years, I have acted as a Principal Investigator on several large-scale multinational research projects such as European Commission funded FP7 SELUSI and SEFORIS projects and have collaborated with the OECD on projects related to social entrepreneurship. Prior to entering academia, I held positions in the Canadian banking sector and in the international IT and engineering consulting.

LinkedIn: <https://www.linkedin.com/in/tomislavrimac>

ESCI Web page: <https://www.esci.upf.edu/en/lecturer/tomislav-rimac-1833>

4. BIBLIOGRAPHY/RESOURCES/ READING MATERIALS

Course pack:

- Teaching cases
- Articles
- Video presentations
- Power point slides
- Access to the simulations
- Access to the StrengthsFinder

You are required to read all assigned cases and articles that are distributed to you in the coursepack. In the Tentative Class Schedule section, you may find a detailed schedule that specifies cases and articles you are required to read for each class.

Basic bibliography:

- Ahlstrom, D. and Bruton, G. D. (2010). **International Management: Strategy and Culture in the Emerging World** (1st ed.). South Western Cengage Learning.
- Osterwalder, A., Pigneur, Y. (2010). **Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers** (1st ed.). Wiley.
- Robbins, S. P. and Judge, T. A. (2019). **Organizational Behavior** (18th ed.). Prentice Hall.

Supplementary bibliography (alphabetical listing):

- Bartlett, C. and Ghoshal, S. (1998). **Managing Across Borders: The Transnational Solution.** Harvard Business School Press.
- Dunning, J. (2008). **Multinational Enterprises and the Global Economy** (2nd ed.). Addison-Wesley.
- Ghemawat, P. (2018). **The New Global Road Map. Enduring Strategies for Turbulent Times.** Harvard Business Review Press.
- Ghemawat, P. (2016). **The Laws of Globalization and Business Application.** Cambridge University Press.
- Ghemawat, P. (2011). World 3.0: **Global Prosperity and How to Achieve It.**

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Harvard Business School Publishing.

- Ghemawat, P. (2007). **Redefining Global Strategy: Crossing Border in a World Where Differences Still Matter.** Harvard Business School Publishing.
- Hill, C. W. L. (2018). **International Business: Competing in the Global Marketplace** (12thed.). McGraw-Hill.
- Ismail, S. (2014). **Exponential Organizations. Why New Organizations are Ten Times Better, Faster, and Cheaper than Yours (and What to do About it).** Diversion Books.
- Jones, G. (2005). **Multinationals and Global Capitalism.** Oxford University Press.
- Parker, G. G., Van Alstyne, M, W., Choudary, S. P. (2016). **Platform Revolution. How Networked markets Are Transforming the Economy and How to Make Them Work for you.** W. W. Norton & Company Inc.
- Peng, M. W. (2017). **Global Business** (4th ed.). South Western Cengage Learning.
- Rogers, D. L. (2016). **The Digital Transformation. Rethink your Business for the Digital Age.** Columbia Business School.
- Van Tulder, R., Verbeke, A., & Piscitello, L. (2019). **International Business in the Information and Digital Age.** Progress in international Business Research. Volume 13. Emerald Publishing.
- Verbeke, A. (2013). **International Business Strategy** (2nd ed.). Cambridge University Press.

Although the course will loosely follow two books listed in the basic bibliography section above, there is no required textbook for this course. You will not need to buy or borrow any of these books to successfully complete the course. In the Tentative Class Schedule section, at the end of each class description, you may find the book and the chapter(s) that are related to the material covered during the class. Although you are not required to read these chapters, you may refer to them if you need additional explanations.

If you choose, you may refer to other books listed in the supplementary bibliography section for further reading on the topics covered in the course.