



## **FLORENCE BUSN 3376**

### **International Dimensions of Organizational Behavior**

#### **CAPA Florence**

#### **Course description**

In this course, students will study how theories, experimental 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.

#### **Local Context**

With its global presence, CAPA offers students the opportunity to enrich their academic experience by exploring the local context in Florence, a premier educational centre in Europe. Italy and continental Europe offer an interesting venue to understand and appreciate organizational behavior practices from a European perspective.

With the push towards globalization, managing human resources within a global environment has become increasingly challenging. The presence of Italian, other European, American and Asian global corporations will present rich perspectives in understanding the subject matter of the course from our Florence location. As outsourcing and off-shoring expands into various professions, the emerging role of large populations of highly skilled staff in developing countries is changing the face of employment opportunities in Europe and elsewhere. Further, the economic constraints imposed by the global economic crises have forced the corporate world and governments to take a harder look at their employer-employee relationships. Florence, with its multicultural environment and diverse population, is an ideal venue to present International Dimensions of Organisational Behaviour in a European context.

Students will be expected to develop and expand their understanding of this local context and Italy's role in the global and European marketplace. The final project provides the students an opportunity to explore this localized context and to demonstrate their learning outcomes from this unique opportunity.

#### **Course Aims**

These topics are addressed with particular reference to Europe.

#### **Requirements and Prerequisites**

Students must be business majors or minors. The course emphasizes this academic area from a global perspective. Students with a high degree of motivation and desire to learn about the international and global aspects of business will benefit from this course.

#### **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.

## Developmental Outcomes

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

The academic approach of this course incorporates gaining an appreciation of four essential learning and development outcomes: globalisation, urban environment, social dynamics and diversity. Students taking this course will benefit from these rich perspectives.

## 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.

A **term-long simulation** will allow students to experience what it means to do global business, negotiate and capitalize on cultural differences.

Students will also be expected to devote at least an hour per day keeping up with the relevant global issues in international business, politics and society. To do that, they are expected to resort to sources like *The Economist*, *The 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 research papers.

## MyEducation/Field Study: out-of-class requirements

Students are encouraged to participate in events/activities from the CAPA Florence MyEDUCATION calendar to broaden understanding of this subject in the context of Florence, Italy and Europe. Students will be asked to draw on these experiences in one or more learning activities within this course. In addition the course may include field classes, which also count towards MyED. Guest lecturers will include experienced professionals to share their 'real world' insights into the course topics.

## Assessment and Grading policy

Final grade breakdown EXAMPLE:

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Class participation/Small group discussion	10%
Mid-term exam	20%
Oral Presentations	20%
Research Paper	20%
Final Exam	30%
➤ Short questions	10%
➤ Essay	20%

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Overall grade 100%

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## Final Grade Breakdown

TASK	PERCENTAGE	STUDENT LEARNING OUTCOMES (SLOs)
Mid-term exam	35%	All
Final Project and Class presentation		
➤ Class Presentation 10%	40%	All
➤ Final Project 30%		
Class Participation & Field study observation	25%	All

Students must complete all required components for this course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a grade of F for the course in question.

**Assessment 1) 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. The work will be centred on one case study to 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.

**Assessment 2) Final Project & Class Presentation: 40% weight**

Class presentation: week 11 (10% weight)

Final Project submission deadline: week 13 (30% weight)

You will be involved in a **term-long simulation**: Depending on the class size, you will work in groups of 3 (or 5) students on this final project. Groups will impersonate a culturally diverse start-up company trying to sell a 2.0 tourist service in Florence to culturally different markets. You will simulate working with and coming 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. 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 early on, after class or during his/her office hours.

*Class Presentation*: Provide a well-developed outline of your project, the theoretical background, data, findings and 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 that is as important as the presentation itself. The students will be given feedback on their presentations and will be expected to incorporate this feedback into their final submissions.

*Final Project*: this will be an assessment of each student’s cumulative learning across the semester and their capacity to integrate it into a well-rounded team-work. The final project involves a collection of reflections corresponding to lessons throughout the term, a presentation, and a final analytical project paper.

**Assessment 3) 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. You are expected to provide a critical commentary on these cases, applying the learning points from the weekly content. For the case studies, you will be working closely with your final project partners. Discuss and prepare the case with your 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 partners in a collaborative manner.

**Localized Context:**

Students are required to identify relevant topics within the local context of Florence. Examining the case from a European perspective will be essential. The research paper topics should be discussed with the lecturer in advance. Preparatory work will also include gaining a better understanding of such context.

**Grading Criteria**

The final grade will be the aggregate of the various assessments and be weighted as follows: Midterm research paper: 35%; Final project paper & presentation: 40% (30%+10%); Class participation & field study observations: 25%. The overall grading matrix is shown below:

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade “A-”, the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent

				thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

### Dress Code

No requirements.

### Required Textbook and Recommended Readings

-Nancy J. Adler with Allison Gunderson 'International Dimensions of Organizational Behaviour' 5<sup>th</sup> Edition © 2008 South-Western Cengage 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](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, 2<sup>nd</sup> 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](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.

## Course Schedule

The framework below indicates class-based sessions at CAPA. The schedule may be revised as the term progresses to incorporate field trips and guest speakers. It includes 12 sessions but there will be two additional ones (total of 14) making up for holidays and breaks. Please consult “Modules” on CANVAS for a breakdown of the activities of these two weeks.

Weekly class material slides; explanatory notes and relevant additional readings will be posted online. The students are expected to review these materials prior to the weekly session.

Weekly chapter references are from the required textbooks.

Legend for assigned readings:

IDOB: International Dimensions of Organisational Behaviour

MAC: Managing Across Cultures

Week	Lesson	Topic
1	1	Introduction <ul style="list-style-type: none"> <li>➤ Introductions, student interests, relevant prior coursework &amp; experience</li> <li>➤ Course map, format, required work and assessments</li> <li>➤ Review of mid-term research paper and final project guidelines – detailed guidelines posted in this syllabus</li> <li>➤ Overview of International Dimensions of Organisational Behaviour – what will the course cover?</li> </ul>
1	2	Culture & Management <ul style="list-style-type: none"> <li>➤ Readings: IDOB 1 &amp; MAC 1, 2</li> <li>➤ Exploring Culture: what is ‘culture’? Convergence &amp; divergence; recognising cultures; culture clash; aspects of culture</li> </ul>
2	3	How Cultural Differences affect Organisations/1 <ul style="list-style-type: none"> <li>➤ Readings: IDOB 2 &amp; MAC 3, 4</li> <li>➤ Corporate culture &amp; architecture</li> <li>➤ Regional and national cultures</li> <li>➤ Industry-specific cultures &amp; reasons for differences</li> </ul>
2	4	How Cultural Differences affect Organisations/2 <ul style="list-style-type: none"> <li>➤ Readings: IDOB 2 &amp; MAC 3, 4</li> <li>➤ Case discussion: comparing Viking, Brazilian &amp; Indonesian management structures – MAC 103</li> <li>➤ Policies &amp; procedures</li> <li>➤ Communication of Midterm case study and Final project subject</li> <li>➤ Setting up of group size and composition for Final project</li> </ul>
3	5	Communicating across Cultures & Strategy/1 <ul style="list-style-type: none"> <li>➤ Readings: IDOB 3 &amp; MAC 5</li> <li>➤ How do we exchange ‘meaning’? Verbal and non-verbal messages</li> <li>➤ Perception &amp; cultural ‘filters’</li> <li>➤ Cross-cultural misconception &amp; mis-evaluation</li> </ul>
3	6	Communicating across Cultures & Strategy/2 <ul style="list-style-type: none"> <li>➤ Readings: IDOB 3 &amp; MAC 5</li> <li>➤ Stereotypes – and how/why to avoid them</li> <li>➤ Exercise: How well do you know your colleagues – IDOB 87-88. Incorporate this exercise into your projects and note your observations.</li> <li>➤ Culture and strategy</li> </ul>
4	7	Cultural Diversity & Human Resource Management/1 <ul style="list-style-type: none"> <li>➤ Readings: IDOB 4 &amp; MAC 6</li> <li>➤ Cultural invisibility &amp; blindness</li> <li>➤ ‘Diversity causes problems’ – but also creates opportunities</li> </ul>
4	8	Cultural Diversity & Human Resource Management/2 <ul style="list-style-type: none"> <li>➤ Readings: IDOB 4 &amp; MAC 6</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Strategy for managing cultural diversity</li> <li>➤ Class assignment on cultural assumptions and organisations benefiting from cultural diversity – review tables in IDOB 108-111 to prepare for this discussion.</li> </ul>
5	9	<p>Managing Multicultural Teams/1</p> <ul style="list-style-type: none"> <li>➤ Readings: IDOB 5 &amp; MAC 8</li> <li>➤ Firm types: domestic, multi-domestic, multinational, global</li> <li>➤ How do various firm types manage multicultural teams?</li> <li>➤ Team diversity – advantages &amp; disadvantages</li> </ul>
5	10	<p>Managing Multicultural Teams/2</p> <ul style="list-style-type: none"> <li>➤ Readings: IDOB 5 &amp; MAC 8</li> <li>➤ Dangers of ‘group-think’</li> <li>➤ Is there a ‘most effective’ way to manage multicultural teams?</li> <li>➤ Midterm research paper and final project status updates</li> </ul>
6	11	<p>International Managers/1</p> <ul style="list-style-type: none"> <li>➤ Readings: IDOB 6 &amp; MAC 7</li> <li>➤ This session will include a seminar discussion of a case study – the Oil &amp; Wasser (HBR case). You are expected to read the case prior to the class to prepare for this discussion. You should work with your project partner to discuss and prepare for this case.</li> </ul>
6	12	<p>International Managers/2</p> <ul style="list-style-type: none"> <li>➤ Readings: IDOB 6 &amp; MAC 7</li> <li>➤ This session will include a seminar discussion of a case study – the ‘Join the Global Elite’ research paper. You are expected to read the case prior to the class to prepare for this discussion. You should work with your project partner to discuss and prepare for this case.</li> <li>➤ Submission of Mid Term Research Paper</li> </ul>
7	13	<p>Global Organisation &amp; Motivating Diversity/1</p> <ul style="list-style-type: none"> <li>➤ Readings: IDOB 7 &amp; MAC 8,9</li> <li>➤ Inspiring people to contribute</li> <li>➤ Theoretical aspects: Three Motives, Two Factor Motivation, Expectancy Theory</li> </ul>
7	14	<p>Global Organisation &amp; Motivating Diversity/2</p> <ul style="list-style-type: none"> <li>➤ Readings: IDOB 7 &amp; MAC 8,9</li> <li>➤ How do rewards vary across cultures?</li> <li>➤ Class discussion of ‘The Multicultural Team’ article – MAC 8.</li> </ul>
8	15	<p>Multinational Decision Making &amp; Negotiations/1</p> <ul style="list-style-type: none"> <li>➤ Readings: IDOB 8</li> <li>➤ Steps in decision-making process</li> <li>➤ Critical discussion of ethical decision making in four situations – Middle East, West Africa, South-east Asia &amp; Cultural Conflict in the Middle East (see class notes containing excerpts of the situations from IDOB 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.</li> </ul>
8	16	<p>Multinational Decision Making &amp; Negotiations/2</p> <ul style="list-style-type: none"> <li>➤ Readings: IDOB 8</li> <li>➤ Case study discussion: Lincoln Electric Case (HBS).</li> <li>➤ Final project paper - 2<sup>nd</sup> status updates</li> </ul>
9	17,18	<p>Visit at Gucci Museum on March 20<sup>th</sup> 15:30-18:30 (to be confirmed). Meet at 15.30 in Piazza della Signoria, 10 – Firenze (here is located the Museum)</p> <ul style="list-style-type: none"> <li>➤ The internationalization of Gucci brand read through Gucci museum</li> </ul>
10	19	<p>Negotiating Globally/1</p> <ul style="list-style-type: none"> <li>➤ GUEST Lecture - Dott.ssa Rossino presents the case “Eataly Spa” (to be confirmed)</li> <li>➤ Readings: IDOB 9</li> <li>➤ Alternative strategies</li> <li>➤ Success: people, situation &amp; process</li> </ul>
10	20	<p>Negotiating Globally/2</p> <ul style="list-style-type: none"> <li>➤ GUEST Lecture – Mr. Fabio Picchi presents the case “Cibreo and Teatro del Sale” (to be confirmed)</li> <li>➤ Readings: IDOB 9</li> <li>➤ Desirable qualities (of negotiators)</li> <li>➤ Typical buyer/seller relationships: US vs. Japan</li> </ul>
11	21	<p>Negotiating Globally/3</p> <ul style="list-style-type: none"> <li>➤ GUEST Lecture – Dott. Basagni presents the case “Miniconf” (to be confirmed)</li> <li>➤ Readings: IDOB 9</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Situations leading to success or failure</li> <li>➤ How should you handle the 'process'? – Note the contrasts in table 9.4 on IDOB 237.</li> <li>➤ Stages of negotiations</li> </ul>
11	22	Class Final Project Presentations <ul style="list-style-type: none"> <li>➤ Group presentation limited to 10 slides &amp; 12-13 minutes (max)</li> </ul>
12	23	Managing Global Managers/1 <ul style="list-style-type: none"> <li>➤ Readings: IDOB 10,11</li> <li>➤ Managing cross-cultural transitions</li> <li>➤ Expatriate assignments – main issues</li> <li>➤ 'Transpats' and 'repats' – main issues</li> <li>➤ Entering a new culture: stress, culture shock, 'coming home'</li> </ul>
12	24	Managing Global Managers/2 <ul style="list-style-type: none"> <li>➤ Readings: IDOB 10,11</li> <li>➤ Transition strategies – how companies can help</li> <li>➤ Case discussion: Nike (HBS) case study.</li> <li>➤ Discussion on contrasting negotiating styles – Malaysians negotiating with Americans (IDOB 244-246).</li> <li>➤ Review verbal negotiating tactics – IDOB 249</li> </ul>
13	25	Review Session <ul style="list-style-type: none"> <li>➤ Course review – what have we learned?</li> <li>➤ Class discussion: Coaching Women for Success – IDOB 297-304</li> <li>➤ Women as global managers/leaders</li> </ul>
13	26	Research paper submission deadline & Review Session <ul style="list-style-type: none"> <li>➤ 'What does it take to reach the top?'</li> <li>➤ Today's (and tomorrow's) global career paths</li> <li>➤ Reasons for accepting or rejecting global assignments</li> </ul>

## Student Responsibilities

Refer to the *Academic Handbook* for a complete outline of all academic policies. This page contains a summary only.

### Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

### Unexcused absences

The instructor for the course may lower the student's participation grade based on the number of absences. For custom programs, some will follow our absence policy (like when CAPA sponsors visa) and some will not; see academic director for details.

### Excused absences

Any student seeking to be excused from class on the ground of a verifiable illness (i.e. doctor's note) or a family emergency, must email the DAA ([greverdito@capa.org](mailto:greverdito@capa.org)) in advance of their class. The CAPA staff will then email the relevant Faculty member. Note that calling the CAPA Center (055-2466439) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. If a doctor's note is written to excuse a student from class, the student cannot use that time for personal travel. Please note: excused absences will NOT be granted to accommodate visiting friends or family. Students absent due to extenuating circumstances that have been approved by the Director of Academic Affairs in advance of the missed class, including family emergency or verifiable health-related incapacity, remain responsible for meeting all class requirements. Faculty shall offer such students reasonable assistance in making up missed work (e.g. share handouts).

### Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

## **Academic Integrity**

The faculty expects from you, the student, 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 demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

## **Use of electronic equipment in class**

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

## **Late Submission**

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

## **Behavior during Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action