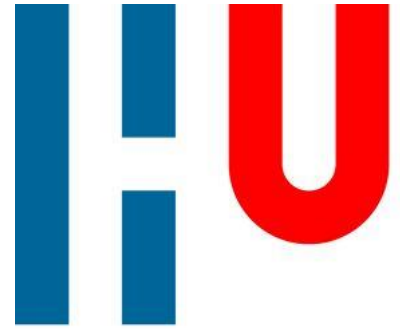


COURSE GUIDE



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MI-GLOBMANP-19 Term D

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1. Introduction

Business in a Globalization Context: National economies are connected tighter with another more than ever before. Some of these economies are on the rise, showing a steep incline in GDP. There is increasing trade, financial transactions and physical transport around the world. The sky seems the limit to this kind of growth.

There is not one accepted definition of Globalization. That makes it difficult to create a clear understanding of the topic. We'll use the definition here as the process that takes place for closer economic and cultural integration, considering the financial markets, products and services, and people (labour and cultures). Although the process of Globalization exists as long as humanity, there is an acceleration going on. There is, of course, improved technology, making the financial and information exchanges possible, but also economies like China, India and Korea are booming as can be seen in a rapid rise in their GDP. The acceleration also takes place in international trade and integration at financial markets and migration rates.

Now there is a rising feeling that globalization isn't a process that is beneficial for everybody in the world. And that it should be steered in the right direction. For example, you see movements like anti-globalization becoming stronger with more followers. And there are reversing trends like Brexit, based on more nationalistic sentiments. On the other hand, you see global organizations like the WTO, forcing countries to develop their policies and markets in a direction that they see fit for the common good.

It can be concluded at least, that the business environment is changing rapidly. New long-term strategies have to be set out. A trend in business is the awareness of the sustainability of the business. The problems of reaching the planetary limits are recognized, and from a moral and a business perspective (making profits in the long term), business has to adapt towards a sustainability strategy.

Emerging Markets: Also, as a part of the force of Globalization, it is generally expected that there will be a major shift in the market. The Western-based markets (Often referred to as the TRIAD of North America, Europe and Japan) are losing their dominance. Global investors foresee a dominance of emerging markets. A couple of years ago only the BRIC (Brazil, Russia, India and China) countries were considered emerging, but now that definition has widened towards all Latin American, some African, and almost all Asian and Eastern European Countries. Although their economies might be relatively small, in total they will overshadow the "old" developed markets. Now doing business in this new setting will give rise to new challenges. Tapping into the business opportunities available in these huge markets requires a proper understanding of the dynamics of these markets. The cultural, political, legal, and societal diversities are mostly unknown to the Western-based entrepreneur and traditional business schools seem hardly equipped to prepare future entrepreneurs for these challenges.

The Future of Business: How can the current business survive in this rapidly changing environment? Western businesses cannot compete with low wages and cheap production. Land and property price is relatively high, social and environmental regulations are stringent, and permits and procedures are often complex and tedious. Will Western businesses lose the competition with these newly emerging economies, which often don't have these delimiting circumstances? That's why business has to reposition themselves in the market. Elements like creativity, a high level of innovation, high tech and knowledgeable and intrinsically motivated workforce are assets that are not easy to copy for the new competitors in emerging markets. Especially business that has a good understanding of the market, with good product-market combinations, a high level of service, can create an enduring relationship with their clients. This relationship will not be easily traded for cheap, low-quality products or services. This might be the key to long time survival.

This project will address aspects of the issues mentioned above. Most companies will seek knowledge on these items and it will be our task to advise companies on what steps to take. This project is part of the INTENSE project (INternational ENtrepreneurship Skills Europe). HU Students will collaborate with students from partner universities to advise businesses on their internationalization questions. The questions are provided by companies who have real plans to internationalize but are still lacking sufficient means to do so.

The project has 3 components:

1 Consulting project:

The students will advise a business client on internationalisation. After the kick-off of the project, the students will have regular contact with the client and weekly contact with the tutor. The students show progress on their work and do project planning to ensure meeting the in-between milestones and meeting the final deadline. The deliverable to the client is a PowerPoint, a presentation to the client and a consulting report.

2 Business game: In the project, a business simulation game will be played. In what is called a serious game, the students have a role in a management board and have to make decisions for a multinational company in a highly competitive market. The game has an increasing complexity and students will switch roles during the simulation. The roles are in the area of Research and Development, Procurement, Production, Logistics, Marketing, Sales and Human Resources. Students will play in teams and compete with other teams. The effects of decision-making will become clear each round and students get direct feedback on their performance. The business simulation illustrates the dependencies of the different areas, mentioned before. It strengthens teamwork and supports the making of operational and tactical decisions according to the strategy of the company. During the game, unforeseen events can happen and the students will have to respond to these changes. Students will have to process information, make a distinction between relevant and irrelevant information, and work with Key Performance Indicators to understand the effects of decisions made and to support further decision-making.

3 Business Case writing:

At the end of the project the students write their experience and their findings in a business case that can be used for educational purposes. The aim for the student is to reflect upon their learning and to transfer that to others. Students will contribute to the knowledge base that is created and updated with the newest insights. The business case will be written with a specific audience in mind. The reader will be invited to analyse the situation, draw conclusions and make recommendations as the students did while they did the consulting project. The case is also written with a specific objective in mind. The objective is in line with the objectives taught in the minor courses. Students also write a short teaching manual to help the instructor with applying the case in an educational setting. The manual describes the expected student level, required background knowledge and a framework for the solution/recommendation of the case.

2. Project Case

2.1 Project challenge description.

The clients to this project will be introduced during the kick-off on the first day of the project. During this kick-off the clients challenge will be explained by the tutors or company client.

2.2 Positioning

The students will act as consultants. The students will write the recommendations to the questions delivered by the client and present it to the client at the end of the term.

The consulting students' team will meet weekly with one of the tutors, to discuss the progress, evaluate interim results and set out further course of the project (and make adjustments if necessary). The workload of this project is managed by the consulting team and they have to make good planning accordingly and be able to show that to tutors. The student teams members will write hours like consultants. The functioning of the teams will be assessed by the use of peer evaluation (appendix 4) and a final evaluation of the delivered products (appendix 3).

2.3 Milestones

Important "milestones" in the project are:

1. Briefing: The Project Coordinator and tutors explain the proceedings of the course. If available the representative of the client explains the case, students ask questions about the course and challenge.
2. Debriefing: students give feedback to each other, recreate their briefing and give debriefing to the client on their understanding of the assignment, and upon agreement, a plan of approach will be made.
3. Project Scope Statement: tasks, time planning, hours to spend (budget), products to be expected etc., are described in the Project Scope Statement. It is delivered by the consulting team to the tutor and client.
4. In weekly meetings the teams show the progress of the project to the tutor. In MsTeams the Project Scope Statement and the draft documents for the recommendations are uploaded/updated weekly. During the project, the students can ask questions to the client.
5. Throughout the project intermediary results are shown to the client. Based on the feedback of the client the project can be given an improved direction.

Deliverables:

-Presentation. On the final day, the consulting report is presented, explained and motivated during a PowerPoint presentation. After the presentation there is a moment for a Q&A.

-Consulting report. The consulting report has to be according to the clients wishes, the debriefing and plan of approach.

-Business Case. About this internationalisation assignment a case study is written. This case study will be used by students to learn and practice in future courses.

2.4 Assignment and assessment

Process/ The student consulting team will report to the tutor the outcome of the research regularly (weekly), on appointment with the tutor. These sessions are used to steer the work in the right direction to give a satisfactory recommendation to the client and to pass this project. Being transparent on progress is essential in this project.

Student attendance. In general all class or team activities where an assessment takes place is obligatory. In the case of this project, all meetings contribute to your grade and are therefore obligatory. In case a student can't attend a meeting the student needs to inform the teams and tutor of the absence and reason beforehand.

The assessment of the presentation takes place by a panel of the tutors and the client. The Consulting report and written Business Case study is assessed by the tutor.

Individual marks are given based on the peer evaluation and assessment by the tutor. See 5 Tests and assessment for the details.

3. Competences

Domain competencies for the Bachelor of Business Administration:

From the Domain competencies as described in the curriculum for the FEM documents the following 2 are applicable to the project:

Domain	Business Administration	
ID	International Business and Management Studies	
International Business Competencies	International Business Awareness	The ability to outline and evaluate the key patterns and trends in international business activity, the different approaches to internationalisation, the influence of increasing globalisation, international trade systems and financial relations and the role of several principal institutions (e.g. WTO, EU, IMF, World Bank) on international business. He can assess the impact of these trends on his own activities as well on the business policy.
	Task and Context	<p>The IBMS graduate should be a true generalist in the theory of international business. He needs to have a great awareness of the universal aspects of international business trends and the role of principal institutions.</p> <p>The IBMS-graduate is internationally oriented, shows a clear interest in international developments beyond the immediate scope of his own activities, reads specialist literature and is able to make a transparent synopsis of an international study. This should be combined with a broad application of knowledge, insight and skills and a multidisciplinary integration.</p> <p>With this knowledge and insight he will be able to attune his own activities and the business policy to the opportunities and threats in the international developments. His role will be that of an advisor.</p>
Level	<i>Level 1</i>	<p>The ability to research, describe and understand the key patterns and trends in international business, to identify the role and importance of Multinational Enterprises and to explain the role of globalisation.</p> <p>The ability to examine the impact of governmental policies and practices on international trade and the role of the EU and other principal international institutions like WTO, IMF and World bank.</p> <p>The student has the legal knowledge to understand legal terminology and basic legal arguments.</p> <p>The student shows interest in international developments.</p>
	<i>Level 2</i>	<p>The ability to evaluate patterns and trends in international business, elaborate further on the theory and practice of international trade and financial markets. The ability to explain various methods to enter foreign markets, outline the arguments to support free trade, identify the sources of comparative and competitive advantage among nations.</p> <p>The student can research and assess political risks, economic variables and legal systems of foreign markets.</p> <p>The ability to make legal statements and support those statements with legal arguments.</p> <p>The student is aware of recent international developments in specific regions.</p>

	<i>Level 3</i>	<p>The ability to do an extensive research and to make a transparent synopsis of an international study. On this basis he can advise management on the opportunities and threats in the international legal and business environment.</p> <p>The student shows a clear interest in international developments beyond the immediate scope of his own activities and reads specialist literature on this topic.</p> <p>The ability to attune his own activities and those of the company to international trends.</p>
Further Specification	<p>International Business awareness refers to the knowledge and skills in the fields of international business research, economics and law. Students should have an integrated view on trends in the international business environment and apply this knowledge in his role as an advisor on international aspects essential for a company.</p>	

Domain	Business Administration	
ID	International Business and Management Studies	
General Management Competencies	<i>International Strategic Vision Development</i>	The ability to use his conceptual and visionary skills to contribute to the development and evaluation of the internationalisation strategy of a company.
	Task and Context	<p>The graduate performs his tasks within the constraints of a company's mission/vision and internationalisation strategy. He must be able to recognise and understand this mission/vision and be aware of the impact it has on his own activities.</p> <p>On the basis of his own knowledge and awareness of international trends and developments he must be able to contribute to adjustments in the mission/vision and internationalisation strategy of a company, while also being able to evaluate, assess and defend various possible strategic choices.</p>
Level	<i>Level 1</i>	The ability to identify the basic components and concepts of a vision and an internationalisation strategy. He can describe this vision and strategy and can indicate the consequences of this vision and strategy for his immediate activities.
	<i>Level 2</i>	The ability to recognise topical trends and the consequences they could have for the vision and internationalisation strategy. He can outline and explain several methods to enter foreign markets. He can assess the consequences of an internationalisation strategy for the evaluation of management options.
	<i>Level 3</i>	<p>The ability to translate trends in the environment to opportunities and threats for the organisation. He should be able to assess an international strategic policy for a company, clearly defining the strategic limits. He can contribute to the adjustment of a vision and strategy.</p> <p>He can assess the consequences of a vision and strategy for business policies and processes.</p>

4. Organisation and Support

4.1 Planning

The planning is in the hands of the student consulting teams under monitored by the tutors. Every week progress is shown to the tutors. The consulting team reports and meets every week with the tutors. The deadline for the final presentation is set together with the client for week 8. The deadline for the report is just after the presentation so feedback can still be included. The business case is due in week 9.

4.2 Support

For questions contact:

Menno de Lind van Wijngaarden menno.lind@hu.nl,

The student should have a year 3 level of undergraduate studies; a high level of motivation and a great sense of responsibility towards their team members. For this project, a B1+ level of English is required.

4.3 Related courses

All courses within the Minor Globalizing Business, but especially Consulting Skills and Topics in International Business

4.4 Literature

All material is available in MS Teams

5. Assessment of the Project

5.1 Products

Products:

- Consulting report (see Appendix 2, in Word)
- Presentation (in PowerPoint)
- Written Business Case (in Word)

5.2 Process

Process:

- The Project Scope Statement (Appendix 1)
- Weekly progress meetings/minutes/activities/draft products in msTeams Planner
- Peer evaluations (Appendix 4)

5.3 Individual vs. group assessment

The assessment panel consisting of the tutors and the client, gives feedback on the presentation and consulting report. In the ideal situation all members contributes equally and all members of the consulting team get the same grade eventually. But based on the peer evaluation (Appendix 4) and tutor assessment, a certain percentage of the grade can be given to individual students. See table below in 5.4

5.4 Pass/Fail

One grade is given in Osiris (70%) for TOETS1 Consultancy which consists of the total project, including Process, Consulting report, and Presentation. The remaining 30% TOETS2 consists of the Written Business Case and the Business Game. The latter is a Pass/Fail assessment based on active participation, preparation and attendance.

Test in Osiris	Assessment	Individual Grade or Group	Minimum requirement
TOETS 1 (70%)	Process (20%)	Individual	5.5 average for TOETS 1
	Consulting Report (30%)	Group	
	Presentation (20%)	Group	
TOETS 2 (30%)	Written Business Case (30%)	Group	5.5 for TOETS 2
	Business Game Pass/Fail	Individual	

5.5 Resit Possibilities

The resit consists of a repair of the Consulting report, the Presentation and the Written Business Case. The Process is evaluated during the project and at the end. If a student fails this part and the average is below 5.5 the project can be done again next semester.

If the consulting team is not functioning well the team members have to inform the tutor timely. If the tutor observes that one student is freeloading, the student will receive a warning. If no improvement is made by the student the project coordinator can expel the student from the project.

The team has to show to the tutor, however, that all was done to improve the performance (e.g. attendance, meeting deadlines, quality of work) of individual team members and show the communication to the student in question.

There is no resit opportunity (only a repair for the final deliverables) for the project, so if a team or team member is expelled there can be no grade or ECTS earned for this term anymore. The student will have to resit in the next semester by repeating the project.

Appendix 1 The Project Scope Statement

The briefing by the company is the first input for your project scope statement. Next you need to do some preliminary research to understand the problem better. Then you will rapport back to the client on how it will fit into the consulting project. In this project scope document you will use the standard elements of a proposal:

- **Introduction** This is the problem statement. It is the justification of where you explain the need for your project. It is the motivation. You make clear that this project will contribute to solving the problem
- **Business Objectives** and **Expected Benefits** What will you achieve with this project? This can include product development, a new business model to generate a higher rate of recurring revenue, higher customer satisfaction, seeking new market opportunities and others.
- **Background** and **Context** Give a short description on who is the client. Are there other issues bearing on the problem, that might influence your outcome (but will be outside your scope)?
- **Constraints (Scope description, Delimitation)** What is *not* in the scope? What solutions are not acceptable?
- **Project Plan** with an overview of the various activities you will do (desk research, interviews, analysis, reporting, developing strategy, etc.)
- **Timetable** Use a Gantt Chart and include all important milestones and deadlines.
- **Consultants** working on the project (mini CV). Introduce yourselves and any experience or background that might be useful in this project
- **Prerequisites** for a successful project: Define what resources you will need from the client, and specify the time per week you will require from them. Describe the role of each individual in your team. Describe the assumptions. Are there things that could end up as being a constraint?
- **Deliverables** (what is the end product: word report, PPT, interim management)
- **Confidentiality, Non-Disclosure Agreement (NDA), ethical issues, professional reliability** General Data Protection Regulation, see document Guide on Good Data Protection Practice in Research, 2019
- **Project Costs**

Keep it short and to the point. Don't overpromise, but make it compelling to the client.

Recommended Reading

- <http://www.consultantsmind.com/2014/12/19/proposal/>
- <https://www.consultingsuccess.com/consulting-proposal-template>

Appendix 2 Rubrics

Client Report (30%)	Below Expectations	Meeting Expectations	Exceeding Expectations
Diligence		Work delivered pro-actively, with little to no reliance on guidance. Seeking solutions independently. Seeking feedback only on own input.	
Desk Research		Research shows information from an extensive amount of sources. Sources are recent, well documented and of a good level	
Field Research		Report shows a significant amount of information based on own research such as observations, interviews, social media analysis, phone calls, emails, surveys.	
Relevance of consulting report		Findings are highly relevant to the company. It is clear from your report what the company should do.	
Consulting report structure		Report is professional with introduction, executive summary, conclusion. Content is professional and well-structured.	
Consulting report logic		Report is fully linked to theory. Report is consistent and logical. Information is correct and to the point.	
Overall comments			

Presentation (20%)	Below Expectations	Meeting Expectations	Exceeding Expectations
Elements of Delivery		Presenter does not read, knows content by heart. Good eye contact, dynamic voice., good use of body language. Professional handling of questions. Checks if audience understands. Delivery is polished and engaging. Powerpoint is consistent in layout and content.	
Transfer of Content		Seamless transfer of content. Key points are effectively communicated, with clear and logical transitions. Well-chosen supporting information. Provides clear purpose, facts and stats, supports conclusions and recommendations with evidence. Answers questions of audience with clear understanding of the subject.	
Enthusiasm Convincing		Presenter displays high enthusiasm consistently. Tone and body language are dynamic, capturing and maintaining audience interest. Highly convincing presentation. Strong, well-structured arguments supported by compelling evidence	

		and relevant examples. Audience is engaged and persuaded.	
Overall comments			

Business Case Report (30%)	Below Expectations	Meeting Expectations	Exceeding Expectations
Content of Case		Clear focus and objective, good identification of company problem/challenge, supporting facts and stats, challenging for intended target group.	
Writing style		Short and to the point, clear structure, well written, good narration, engaging, good layout	
Sources		Complete selection of appropriate sources, citations are complete and consistent in format.	
Teaching note		Some descriptions of relevant theories, some possible answers or areas of research, somewhat suitable outline of use of case.	
Overall comments			

Individual contribution/ Process (20%)	Below Expectations	Meeting Expectations	Exceeding Expectations
Contribution to the team (is measured by growth, does student show improvement, development)		Student works S.M.A.R.T. meets all deadlines has a positive team contribution in attitude (courteous, constructive, and curious) and is productive.	
Overall comments			

Appendix 3 Self and Peer Evaluation Form

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3. Using the following scale and the attached instructions and criteria, please evaluate EVERY group member on each of the areas listed.

First evaluate **yourself**

	Outstandin g	Good	Marginal	Poor
Contributes to Team project (participates actively, works S.M.A.R.T. delivers as promised)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates contribution of others (active and constructive communication, integrates own work with others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fosters a Team climate (shows interest in others, is curious, creative and positive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning and Management (Responding to communication in a timely manner, plans ahead, is productive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of submitted work (Well thought-out and/or researched)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>