1. Basic description

**Name of the course:** International Team Management

**Academic year:** 2012-2013

**Year:** 4th

**Term:** 2nd

**Degree / Course:** Bachelor’s degree in International Business and Marketing

**Code:** 44204

**Number of credits:** 4th

**Total number of hours imparted:** 100

**Teaching language:** English

**Lecturers:** Carlos Jiménez Pérez & Karina Henao Soto

**Timetable:**

- **GROUP 1**
  - Monday 18:30-20:45 Lecture
  - Thursday 1A 17:05-18:00 / 1B 16:05-17:00 Seminars

- **GROUP 2**
  - Monday 15:45-18:00 Lecture

**Office hour:** Thursdays 15:00h

2. Presentation of the course

The aim of the subject consists in following an approach from the general to the particular way of conducting an international team. Starting with the new trends in management in international environments and the differences to the traditional ways of doing, we will cover the global aspects of the differences between geographical and cultural areas.

Then we will enter into personnel aspects that drive the ways of conducting people: the personality and the values to continue with the main theories about motivation and leadership through the self awareness to finish with the main tools to develop people and teams.

Key aspects will be how to use self assessment and how to realize the ways that each individual really thinks, the ability to identify others behavioural drivers, to get the theories and guidelines about the main aspects of team management to foster a major maturity degree of each participant.
3. Competencies to be achieved in the course

<table>
<thead>
<tr>
<th>General competencies</th>
<th>Specific competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instrumental competencies</strong></td>
<td><strong>Professional competencies</strong></td>
</tr>
<tr>
<td>G.I.2. Ability to relate concepts and knowledge from different areas.</td>
<td>E.P.5. Ability to take strategic managerial decisions whilst taking into account the economic, cultural, social and political determinants specific to a particular area.</td>
</tr>
<tr>
<td>G.I.3. Ability to organise and plan.</td>
<td>E.P.8. Ability to take functional decisions within an organisation with international activity.</td>
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<td>G.I.4. Ability to tackle and solve problems.</td>
<td>E.P.13. Improvement of communication and negotiation skills, both oral and written.</td>
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<tr>
<td>G.I.5. Ability to take decisions in complex and changing environments.</td>
<td>E.P.15. Acquire the ability to express ideas and emotions orally and in a written form, use an organised approach and strategically plan behaviour.</td>
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<tr>
<td>G.I.8. Oral and written competence in communicating in English.</td>
<td>E.P.16. Adapt the communication style to different audiences, understand cultural differences in communication and convey multicultural abilities.</td>
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<tr>
<td><strong>General personal competencies</strong></td>
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<tr>
<td>G.P.1. Ability to adapt, lead and work in a group that is multicultural, interdisciplinary, competitive, changing and complex in nature.</td>
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<td><strong>Generic systemic competencies</strong></td>
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<td>G.S.3. Ability to think globally.</td>
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<tr>
<td>G.S.8. Promotion of and respect for gender, environmental and safety at work issues.</td>
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</tbody>
</table>

The above competencies interrelate with the basic competencies set out in Royal Decree 1393/2007, namely:

a. competence to **comprehend knowledge, on the basis of general secondary education**
b. competence to **apply knowledge** to day-to-day work in international management or marketing, in particular, ability to develop and defend arguments and to solve problems
c. competence to **gather and interpret** relevant **data**, enabling the development of critical judgements on the economic and social reality
d. competence to **communicate and transmit information** (ideas, problems, solutions) to a specialised and non-specialised public
e. competence to **develop learning activities** in a relatively autonomous manner.

In order to establish a correspondence between the basic competencies and those developed in the degree, these are grouped according to two criteria. Thus, the competencies developed in the subject are structured into those that are seen as a development or specification of basic competencies and those that define the professional profile of the graduate, with respect to general and specific competencies.

**Basic competence:** **understanding of knowledge**

**I. General competencies** G.I.3

**Basic competence:** **application of knowledge**

**I. General competencies** G.I.2, G.S.3

**Basic competence:** **communicate and transmit information**

**I. General competencies** G.I.8

**II. Specific competencies** E.P.13, E.P.15, E.P.16, E.P.17

**Basic competence:** **develop learning activities**

**I. General competencies** G.I.3, G.I.4, G.P.4

Competencies that define the professional profile which are not included under basic competencies

In general, these competencies combine the following key elements for professionalising students in the area of international business and marketing:

- provide students with the capacity to adapt to dynamic teams and environments
- provide students with the capacity to create their own integral vision of the operation of a business or international marketing project
- provide students with the capacity to take complex decisions and carry out negotiation processes

**I. General competencies** G.I.4, G.I.5, G.P.1, G.S.8

**II. Specific competencies** E.P.5, E.P.8

**Own competencies of the subject**

Understand the impact that teamwork has on developing a company's strategy. Delegate and assign tasks. Manage performance.
4. Contents

1. Different approaches to international team management. Outlining the diversity from the beginning of the project.
   1.1. Centralized/Traditional management of Int'l teams
   1.2. Decentralized management of Int'l teams
   1.3. Project Management
   1.4. Communication and trust
   1.5. Different types of organization

2. Multicultural differences. Dimensions Part 1
   2.1. Hierarchy vs. egalitarianism
   2.2. Groups vs. individuals
   2.3. Open vs. hidden display of emotions
   2.4. Degree of comfort with uncertainty
   2.5. Relationship vs. task
   2.6. Work vs. life balance
   2.7. Attitudes to time
   2.8. Masculinity vs feminity

3. Individual differences.
   3.1 Personality Theories
      3.1.1. DISC and Marston Theories
      3.1.2. Types of personality
   3.2 Personality
      3.2.1. Personality and learning styles

4. Values
   4.1. The concept and strategy of values in business
   4.2. Different values in the world

5. Motivation
   5.1. What motivates me?
   5.2. Motivation theories
   5.3. Self appraisal

6. Management styles
   6.1. How to manage teams
   6.2. Coaching and mentoring
   6.3. Delegation

7. Leadership styles
   7.1. Am I a good leader?
   7.2. Effective leadership

8. Developing people
   8.1. Staff selection
   8.2. Need for training
   8.3. The individual development discussion
5. Assessment

This subject, “International Team Management”, is focused on the progressive acquisition of different skills and awareness on each one of the issues cited in the contents (paragraph 4). Continuous evaluation will be based on the follow-up of both team work and individual work during the sessions, the seminars and outside class work. The main purpose of this continuous evaluation is to identify the level acquired in each of the different competencies cited in the paragraph 3 in this teaching plan.

It is compulsory to get at least 40% of the grade in each of the activities that compose the continuous evaluation. (that is: 4 points (min) for the papers and 4 points (min) for team work, role plays, reading activities and case studies). Otherwise the minimum qualification obtained will be the only one considered to sum up to the qualification obtained in the final exam.

The synthesis evaluation will be the final exam that will consist of five open questions. ESCI will fix the date of this exam.

Preparing readings before each lecture, doing the exercises for the seminars and participating actively in case discussions is essential to get a thorough understanding of the subject.

It is compulsory to take the final written exam. The minimum grade required to be eligible to pass the discipline is 4 points in the final one.

<table>
<thead>
<tr>
<th>Assessment Elements</th>
<th>Time Period</th>
<th>Type of evaluation</th>
<th>Assessment agent</th>
<th>Evaluation</th>
<th>Type of activity</th>
<th>Grouping</th>
<th>Weigh t (%)</th>
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<tbody>
<tr>
<td>Papers</td>
<td>After seminars on weeks 6, 7, 8 and 10</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Continuous evaluation</td>
<td>X</td>
<td>32%</td>
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<tr>
<td>Participation, Team work, Role Play, Case Study Resolution</td>
<td>Every session</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Application and analysis</td>
<td>X</td>
<td>8%</td>
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<td>Final exam</td>
<td>ESCI will fix the date for the final in December</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Synthesis</td>
<td>X</td>
<td>60%</td>
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6. Criteria for Exam Retake

Papers, participation, team work, case study resolution and role play activities cannot be made up.

In the case that students are unable to pass the discipline, the following criteria apply:

If the students have not obtained the minimum grade specified above, they will have to retake the exam in order to have the possibility of passing the subject successfully. ESCI will fix the date for the retaking for this exam.

Not retaking the test will mean keeping the previous grade.

Taking the retake exam will imply that the student will get the new grade with the following weighting distribution: 60% final exam, 8% continuous evaluation, 32% (papers, team work and role play activities).

It is indispensable to obtain a 4 points minimum in the retake exam in order to pass the discipline successfully.

6. Bibliography and teaching resources

Basic bibliography

- Managing Across Cultures by Charlen Solomon
- When teams collide by Richard Lewis. Editor Nicholas Beraley. June 2012.

Teaching resources

- Case Studies
- Psychological tests
- Articles
- Videos
- Presentations
- Papers
7. Methodology

The purpose of this course is to make a very pragmatic approach, not only to understand international teamwork within the organization, but also the recognition of personnel and an awareness of the individual profile. This mindset will equip the student to interpret practices and behaviors in the organizational world starting from their own knowledge until comprehending the behavior of others and of the group.

The didactic dynamic involve tackling the theoretical base in the class session followed by the seminars where the purpose is to provide a setup of practical exercises by analyzing case studies, developing psychological tests and doing practical tasks by peers or groups in order to apply the concepts acquired in class and with the complementary material (articles, texts, papers etc.)

The students will be advised by the lecturers when required.

Individual work
Students must read the articles and should review, analyze the material, and develop the individual exercise (workshops and psychological tests). Besides, the students must prepare 4 papers for weeks 6, 7, 8 and 10. This will consist of the 32% of the assessment.

Group work
There is some “pre-work” that needs to be done before some seminars (detailed in the schedule below). As well, we will develop other activities through pair-work or group-work in the class or in the seminars.

8. Scheduling activities
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity previous to the session</th>
<th>Activity previous to the seminar</th>
<th>Activity in the classroom</th>
<th>Activity during seminar</th>
<th>Activity after the session</th>
<th>Total Hours</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Case Study preparation (Same Inc.)</td>
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<td>Session 1 Different approaches to international team management. Outlining the diversity from the beginning of the project Presentation and one business case</td>
<td>Study of a paper (project management)</td>
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<td>3 hours</td>
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<td>Week 2</td>
<td>Research (Hoffstede and Trompenaars’ books)</td>
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<td>Session 2 Multicultural differences. Dimensions Part 1 Presentation and discussion</td>
<td>Seminar 1 Exercise and discussion about dimensions. Discussion and self assessment Exercise in groups Material delivered in class</td>
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<td>4 hours</td>
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<tr>
<td>Week 3</td>
<td>Research (Hoffstede and Trompenaars’ books)</td>
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<td>Session 3 Multicultural differences. Dimensions Part 2 Presentation and discussion</td>
<td>Seminar 2 Exercise and discussion about dimensions Discussion and self assessment Exercise in group</td>
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<td>4 hours</td>
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<tr>
<td>Week 4</td>
<td>Reading papers and books. (Marston and Jung Theories)</td>
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<td>Session 4 Individual differences. Personality theories 1 Presentation</td>
<td>Seminar 3 Personality recognition Self assessment and peer assessment</td>
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<td>3 hour</td>
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<tr>
<td>Week 5</td>
<td>Reading Papers and books (Marston and Jung Theories)</td>
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<td>Session 5 Individual differences. Personality Presentation and discussion</td>
<td>Seminar 4 Personality recognition and learning style. Presentation and life exercise</td>
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<td>3 hours</td>
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<td>Week 6</td>
<td>Research in the web about Values in the world</td>
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<td>Session 6 Values Presentation and discussion</td>
<td>Seminar 5 Values in Business Case Study Writing up a paper (Optional assessment)</td>
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<td></td>
<td>Case Study (Will she fit in?)</td>
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<td>1 hours</td>
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<td>Week 7</td>
<td>Reading Paper / articles (HBR articles)</td>
<td>Group discussion and correcting test</td>
<td><strong>Session 7</strong> Motivation Presentation and testing</td>
<td><strong>Seminar 6</strong> My motivational drivers Discussion</td>
<td>Writing up a paper (Optional Assessment)</td>
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<td>Week 8</td>
<td>Case Preparation (Let's have breakfast)</td>
<td>Self Appraisal</td>
<td><strong>Session 8</strong> Management Styles Presentation and case study and self appraisal</td>
<td><strong>Seminar 7</strong> Discussion about the appraisal. Results Discussion</td>
<td>Making a paper (optional assessment)</td>
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<td>Week 9</td>
<td>Research about new leadership ways at international level</td>
<td>Appraisal</td>
<td><strong>Session 9</strong> Leadership Styles Presentation and self appraisal</td>
<td><strong>Seminar 8</strong> Discussion about appraisal Results Discussion</td>
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<td>Week 10</td>
<td>Case Study. (Antares)</td>
<td>Interview Preparation</td>
<td><strong>Session 10</strong> Developing People Presentation and Case study</td>
<td><strong>Seminar 9</strong> Role Play an individual development discussion Role Play in the classroom</td>
<td>Making a paper (optional assessment)</td>
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<td>3 hours</td>
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<tr>
<td>Week final exams</td>
<td>Preparing and reviewing the contents</td>
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<td>Exam with open questions</td>
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