FOA231 Managing the Multinational Enterprise

A part of the EFMD accredited bachelor's programme in International Business Management

Course analysis period Spring 2022

Noushan Memar - Course Responsible/coordinator

School: EST - Mälardalen University

Date: 2022-04-01

Overall view of the FOA231 "Managing the Multinational Enterprise" course, Bachelor's level, 15cr

<div style="background:green;text-align:center">**FAST FACT SHEET**</div>

Course Background: The course "Managing the Multinational Enterprise" has been running as an undergraduate course since the spring of 2012. In the spring of 2022, this course was adjusted to the COVID-19 pandemic and adapted distance learning tools.

The Crew: In the spring of 2022, the team consisted of seven academics (six EST faculty members and one guest from Uppsala University), with six additional international practitioners who attended as panellists and were all (except for 1) are alumni of EFMD accredited bachelor's programme in International Business Management.

The participation: In the spring of 2022, 61 students were registered to the course – where XX students finished this course.

Course Path:
The path of the course is demostrated below.
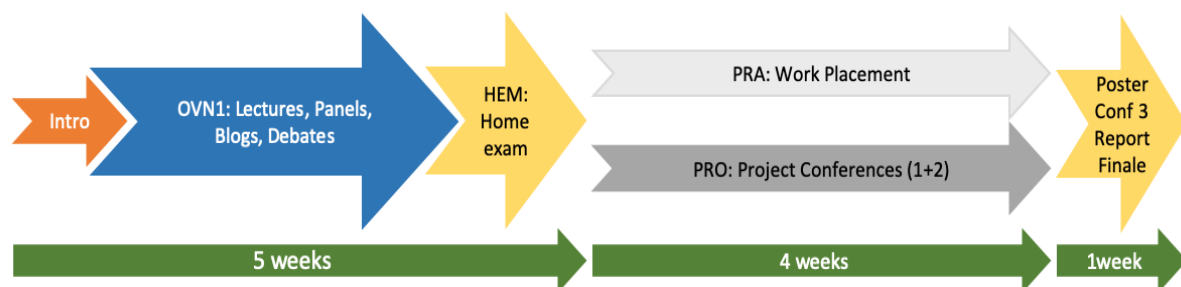
The first five weeks of the course starts with:
- Introduction lecture to the course is delivered by course responsible and followed by the two lectures about the MNE (given by the author of the coursebook, professor Mats Forsgren, Uppsala university).
- *OVN1(4cr)* starts with "Theme weeks"; within these weeks, professors and researchers specialized in each theme (*a: Coordination and control; b: Knowledge transfer; c: The responsible MNE)* are holding lectures. The day after each theme lecture, a panel of practitioners was held to bridge the theoretical knowledge and practice. Afterwards, each theme is then delved into via students' blogs, followed by students debates.
- The first part of the course finishes with a home exam, *HEM1(4cr).* In the home exam, students are examined individually on the theoretical part of the course.

The second part of the course starts with two tracks; Practical Workplacement track *(PRA1)* and Project track *(PRO1).*
- Students choose to do either of the tracks to complete 7cr of the course. Each track is then holding lectures and workshop to prepare students for the expectations and the tasks to come.

In the upcoming five weeks of the course, students have chosen either the Workplacement *(WP)* track (PRA1) or the Project track (PRO1):

- **WP** contains four weeks of practical workplacement within an enterprise or an organization operating in more than a single country and a week of writing a Workplacement report.
  - Students initially contact these organizations themselves to negotiate their workplacement and sign the provided agreement. All of the workplacement contracts are then assessed (in terms of appropriateness) and approved by the course WP management team.
  - The workplacement reports are about observing of the learned themes and concepts in the corporate environment by students.
- **PRO** - Project Track contains four weeks of exploration of a theme(s) in academic and research settings by writing an article in the specialized area regarding an MNE. This project is being assessed, peer-reviewed by students themselves and their assigned supervisors in two conferences during the four weeks.

In the final week – the course finishes with an examination's week (the fifth week of the second part) for the WP as well as the PRO track. Students present, defend, and review theirs and other reports and articles in front of their peers, teachers in the third conference and the WP presentations.

Finally, the course finishes with (1) a mini update on MNE's forecast on FDI considering the Pandemic, military conflict as well as the related SDG goals that needs acute attention in near future in which MNE can be influential and (2) an evaluation of the course.

Track report:

In the spring of 2022, two students pursued the WP track in the following multinationals: Systemair and CGI.

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1. FOLLOW UP OF THE PREVIOUS COURSE ANALYSIS

<u>Regarding the Execution of 2022:</u> In 2022, the course was adjusted due to the COVID-19 pandemic. As a result, the lectures were held in a hybrid mode with limited students who signed up for the physical classes on Campus and the rest on ZOOM. The students perceived this change very positively in the finale-evaluation of the course. Furthermore, as usual, the panels were held on ZOOM for more focused discussion since some panellists were not located in close proximity to the university. The debates, project workshop, and the few conferences (All groups in Conference 3, one group in Conference 1, and one group in Conference 2) were on ZOOM due to the COVID19 breakout and the assessed risk associated with it. The activities, of Blogs and poster sessions, were on the PADLET platform. The Workplacement workshop and the rest of the conferences were held entirely on Campus.

<u>Regarding the material:</u> Students requested more coherent literature for the third theme and debate in the previous year. Thus, with the help of the lecturing faculty, who are active researchers in the international business field, the course literature has been updated with both mandatory and complementary readings regarding the responsible MNEs incorporating sustainable development goals (SDGs). For that reason, the suggestion of changing the theme name to politicizing and governing MNE was put on hold.

<u>Regarding the Communication:</u> The course team, as usual, started their communication regarding the WP three months before the start of the course to potential MDU students and the international ones, as suggested by the previous year's students as well. The course started with an introduction session where course management gave an overview of the course and the connection between each assignment with learning outcome, and the soft skills associated with it.

<u>Regarding the CANVAS:</u> The previous year, students requested that all the course information is in one place, and the faculty wanted a platform so students could see each other's questions. As a result, course management adopted the more interactive CANVAS design where all the information on each block was communicated in one place with a place for students to raise questions publicly (see appendix 1- Canvas). Additionally, the CANVAS was designed in a manner that students needed to read the introduction, FAQs, and regulations of being an MDH student first to unlock the rest of the course. In this way, the management ensured that all the course students saw the course rules and structure (and hopefully thoroughly read).

<u>Regarding the Evaluation</u>: At the finale of the course, the course team informed students about (1) the importance of SUNET evaluation and the feedback loop between students and faculty of the course and (2) where they have to look for the link.

<u>Regarding the Project:</u> After reviewing the task and communicating with the Bachelor thesis course, the course management team decided to keep the project as it is, and interestingly

enough, in the finale-evaluation, the students of 2022 expressed that they appreciated the project track since it was a good exercise for their thesis course.

2. PARTICIPATION OF THE COURSE

2.1 Students' aspect

Number of registered students: 61
Number of Drop out: 6 (this is not included in 61)

Note: A total of 6 students discontinued the course entirely (8,9%).

Examination elements: OVN1 (4cr), PRO1(7cr)/PRA1(7cr), and HEM1 (4cr)

Percentage entirely completed*:	*OVN1:*	*58/61*	*95%*
	PRO1/ PRA1:	*56/61*	*100%*
	HEM1:	*56/61*	*100%*

Class composition regarding the registered student's background and the gender ratio is summarized in Table 2.

Students registered in the course from IBM programme	65,6 %
Students registered in the course from IMF programme	13,1 %
Students registered in the course from ERASMUS programme	21,3 %
Female to Male ratio among Students registered in the course	0,8

Table 1- Class composition

2.2 Faculty aspect

Course Responsible :   Noushan Memar, Lecturer,& PhD candidate at Mälardalen
                              University – Sweden; (IM Master programme alumna)

Course Co- Responsible: Charlotta Edlund, Lecturer at Mälardalen University – Sweden

Lecturers: Mats Forsgren, Professor emeritus at Uppsala University – Sweden[1]

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[1] Professor Mats Forsgren was identified as the most productive and influential author in the field of IB (Rialp et al., 2019). Meyer et al. (2020) found Forsgren among the key contributor researchers since 1990.

Ulf Andersson, Professor at Mälardalen University – Sweden[2]

Noushan Memar, Lecturer,& PhD candidate at Mälardalen University – Sweden; (IM Master programme alumna)

Teachers/Examiners: Charlotta Edlund , Lecturer at Mälardalen University – Sweden

Alphabetical order   Noushan Memar, Lecturer, & PhD candidate at Mälardalen University – Sweden; (IM Master programme alumna)

Andreas Pajuvirta, Lecturer at Mälardalen University – Sweden

Stylianos Papaioannou, Senior Lecturer at Mälardalen University – Sweden

Main Examiner: Ulf Andersson, Professor at Mälardalen University – Sweden

Panellists: *Panel about Control and coordination within MNEs*
Mats Forsgren, Professor emeritus at Uppsala University - Sweden

Erik Lehikoinen, Senior Vice President Of Global Sales of Logmore (Alumnus of "International business management" bachelor programme class of 2017)

Johan Eriksson, eCommerce Project Manager Parts & Service at Sandvik Mining & Rock Technology (Alumnus of "International Marketing" master programme class of 2012)

Panel about Knowledge Transfer within MNEs

Ulf Andersson, Professor at Mälardalen University – Sweden

Peter Strömberg, Business Development ABB Marine & Ports (Alumnus of "International business management" bachelor programme class of 2011)

Eric Bassi, Regional Sales Controller, EMEA at Hitachi Energy (Alumnus of "International business management" bachelor programme class of 2017)

Panel about Responsibility within MNEs

Peter Ekman, Professor at Mälardalen University – Sweden

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[2] Professor Ulf Andersson was identified as the third most productive and influential author in the field of IB (Rialp et al., 2019). Meyer et al. (2020) found Andersson among the key contributor researchers since 1990.

Johanna Jahnstedt, E-commerce shopping experience lead at H&M
(Alumna of "International business management"
bachelor programme class of 2015)

Bledar Beqiri, Project Manager at Swedish Institute for Standards,
SIS (Alumnus of "International business management"
bachelor programme class of 2016)

3. EVALUATION OF THE COURSE

3.1 Summary of the digital course evaluation and any other evaluation from students

The responses in the official course evaluation of SUNET (see Appendix 1) are too few to give a credible picture of the course (11,48%). Nevertheless, the results show the above mean average toward the course modules, examination, structure, course literature, and the teaching method of the course.

Since there is only seven response in the SUNET evaluation, we investigated in detail with the inofficial evaluation of MENTIMETER responded by 32 students (52,5 % of the class - see Appendix 2 - Appendix 3) that was done in the final session of the course for more detailed analysis.

The general impression of the course was positive. The course was perceived as an advanced course, and 59% of the respondents estimated their course work to be more than 20 hours a week. However, when asking students about the reason for the low work hours, they claimed to have better skills in grasping materials online. In addition, they expressed the high quality of lecturers and their capability to clarify the challenging literature was great support for their study.

Furthermore, students felt that the course was interesting and the connection to industry was sufficient, and literature was highly relevant. Additionally, students felt that they feel confident in their learning and understanding of the managerial issues in the MNEs regarding Control and coordination in MNEs, Knowledge transfer in MNEs, as well as responsibility and Sustainable Development Goals in MNEs.

Finally, the communication of the course team was optimal and the communication reading the structure made it easy for students to plan their study journey however the CANVAS structure received some feedback (elaborated on in section 4).

Regarding the learning modules of the course, students rated the activities in respect to the contribution to learning as follow: From high rating to low: **Debate** and **Lectures**, **Project/ Workplacement**, **Panel, Exam, and Blogs.** It is worth mentioning that all modules ranked with a higher contribution.

When we asked about specific learning modules of the course, students suggested as follow: Regarding the **OVN1**:
- The Blog could be introduced before the lectures, so students enter the lectures with a pre-knowledge about the material and the themes. In this way, the reflection time from the student's side is higher and can consequent in better retention of knowledge.

keeping PADLET as the primary platform for blogs. At the finale, the blog winner of the course was introduced (see Appendix 5).

- The majority of the students perceived **Debates** as fun, challenging, and productive learning activity. However, the third debate's statements were perceived as hard.
- The **Lectures** were found very interesting and engaging. Students suggested continuing with a hybrid mode regardless of a pandemic.
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- The **Panels** were perceived as exciting and a reflection of the lectured theories. Especially having Alumni of the program from around the world makes it even more enjoyable. Students welcomed the webinar platform for Panels and suggested keeping it as such.
- The **Home-exam** format was exciting and challenging; thus, it was an appropriate method to test the students' knowledge, although some liked its timing, and some did not.

Regarding the **Workplacement:**

- Students who have done the Workplacement enjoyed their experience; however, the number of students was lower than expected. Thus, after brainstorming with the WP responsible, it was suggested to gather testimonials from previous year's students regarding their experience to share and encourage the students to take the same path. Additionally, it was discussed that WP responsible make a WP introduction video for the WP supervisor for a more efficient process. It is worth mentioning that students in spring 2022 expressed that they chose to do the project track since their experience in academic writing was limited.
-
- hands-on approach of the activity. However, it was noted that the exchange student did not get enough time to apply for work placement.

Regarding the **Project**:

- Overall feedback from the students was positive. They have seen the Project as an activity that contributed to their thesis and learning.
- The poster session was suggested to be moved to Campus to initiate better engagement among students

Finally, the students felt that the assignments of the course prepared them more for a future profession in academia comparaed to industry.

3.2 Summary of teachers 'and examiner's comments

The faculty on the team has collaborated with continuous communication regarding various issues, activities, and assignments of the course. This made it possible to adjust to COVID19 issues faster and efficient. Additionally, exchanging feedback and ideas among the faculty involved is an old ritual of this team.

The main feedback from the faculty was to adjust the lectures or break the third theme to politicizing and governing MNE and Responsible MNE to have a better flow.

Additionally, the idea of incorporating SDG in all three themes was dismissed for two reasons (1) students require fundamental knowledge gained from the course of the entire lectures to be able to understand the impact of SDG in each theme, and (2) incorporating SDG in all themes might send a wrong signal that the course is about sustainability within MNE and not the management of it.

Furthermore, the faculty appreciated the possibility of adjusting to online mode due to the Pandemic situation.

4. COURSE COORDINATOR AND ANALYSIS OF THE COURSE

In terms of the grading, students were overly ambitious and had grand expectations of themselves, which was consequent in the above-average results of the course. The results from the course are shown in Table 3. It is noteworthy that there was no official objection to the grading. Also, one student was reported for suspicion of plagiarism during the exam.

INSERT Table 2 - Grading distribution through out the course

It is worth mentioning that by running a independent sample T-test, we found that regarding the Total grade of the course, there was no significant difference (see Graph 4) in scores for Female (M = 3.59, SD = 0.786) and for Male (M = 3.34, SD = 0.62; t (54) = 1.308 , p = 0.196, two-tailed). The magnitude of the difference in the means (mean differences = 0.25, 95% CI: -0.13 to 0.63) was small (eta squared =0.03). Furthermore, one-way analysis of variance (ANOVA) showed no statistically significant differences in the total grade of the course score between the different programs' students (i.e., IBM, IMF, and Erasmus) Welch's F(2, 18.129)= 0.168 , *p* = .847 (see Graph 5).

It is noteworthy that we divided the debate groups so that the programs background and gender were normally distributed among groups. Moreover, students were free to choose their project group.

Insert Graph 3 - Gender and Total grade

Insert 4 - Impact of studnets background on Total grade

All modules of the course worked well. Lectures, Debates, and blogs were engaging. The Panels worked very well online. The panel of practitioners and Alumni made a stronger connection to the industry. The workplacement activity, the conferences and the workshops were received well by students.

Like previous years, in the final week of the course, a *"finale"* session for the course with inofficial course evaluation where students voice their feedbacks in the conversation with the course management. For that purpose, MENTIMETER was utilized with quantitative *and qualitative* questions (see Appendix 2) and allowed discussion about the course's strengths and weaknesses amongst students, the course management. 52.5% of the class answered the MEMTIMETER. Furthermore, the course team heard students qualitative evaluation based on

the questions' sheet provided (see Appendix 3). In the MENTIMETER and during the finale, students voiced some suggestions and feedback to the main objectives of the course (learning, structure and themes) that is as follow:

Regarding *learning* of the students:
- Students were trained on their hard skills by learning about the subject and soft skills by working together in teams and individually to practise time management, team building, and team-leading skills.

Regarding *the structure* of the course:
- Students appreciated the structure and communication of the course and its coordination.
- The course map provided a good indication of what is to come.
- Having a master file single document containing all the expectations and with all the links to each activity on CANVAS was suggested.
- The case home exam worked well as in previous years.

Regarding *the themes* in the course:
- The themes were interesting and organized well with a good structure.
- Students liked the three themes of the course. Especially the third theme since the topic of SDG in MNEs and their political influence is contemporary. Additionally, students suggested that the theme could be more explored in two lectures since the theme has many layers to be covered in.

5. QUALITY ASPECTS

5.1 Co-operation
The students welcomed the guest researchers and panellists. Furthermore, the involvement of the six alumni gave students a view of their careers after graduation related to the topic of the course. Some of these alumni also mentioned that they could offer mentorship and aid to the students during their thesis and project data collection.

5.2 Research Basis
All teachers, lecturers and guests in the course are active researchers, experts, and recognized figures within the field of international business. The literature is picked based on the high quality and has largely been published by the teachers in the course and covers the themes and aim of the course. Each year, faculty and the course management team gather to evaluate the articles assigned for the course. The articles and literature list were discussed in this meeting, and we brainstormed whether recent publications could add a better perspective to the course material. As a result, this year, we changed the literature list for theme three with publications from the top journals in the field in the past two years. The students highly appreciated this.

5.3 Internationalization
This course covers a broad scope of internationalization by introducing guest practitioners, guest researchers, and alumni with diverse backgrounds personally and professionally. Additionally, the course is also offered to exchange students, which adds another dimension to

the internationalization aspect of students (see Table 1 and section 2.2). All of which is increasing the current internationalization level of the course since the material and context of the course is international by nature.

5.3 Sustainable Development

Panellists, debates, and literature included in the theme of "the responsible MNE" emphasized the Agenda 2030 implementation in the MNEs, MNE responsibility toward the environment, ethics of the top management team of MNEs and CSR issues of MNEs.

At the finale of the course, faculty gave with a mini update on MNE's forecast on FDI considering the Pandemic, military conflict as well as the related SDG goals that needs acute attention in near future in which MNE can be influential. The students highly appreciated this.

5.4 Equal Opportunities

Exams were anonymous, and all students were given a chance to be seen and heard during workshops, debates, conferences, finale, evaluations, and through their blogs.

5.5 Digitalization

A prerequisite for understanding and managing an MNE today includes digitalization, an aspect that was highlighted by the COVID-19 pandemic. Thus, everything from coordination to management of MNEs may be influenced by digitalization means or a technique of doing a task.

6. SUGGESTION FOR FUTURE COURSE DEVELOPMENT

After analyzing the feedback from all the parties involved in the course, the following are suggested:

- Changing the timeline of the blog to before the lectures.
- The poster session was suggested to be moved to Campus to initiate better engagement among students (!)
- The **Lectures** were suggested continuing with a hybrid mode regardless of a pandemic
- Third theme to have longer or more lectures or be redesigned.
- Having a master file single document containing all the expectations and with all the links to each activity on CANVAS was suggested.
- Reagrding WP:
  - Gathering testimonials from previous year's students regarding the experience to share and encourage the students to take the same path.
  - Making a WP introduction video for the WP supervisor for a more efficient process.
-
- Have all the course information in one document and no information under the modules on CANVAS.
- As last year, soft skills practice should be highlighted during the learning activities.
- The third debate's statements should be adjusted.
- The literature list for the third theme should be less.

- Evaluation should be advertised in the course since the low number of responses in both official SUNET and inofficial MENTIMETER is hampering the quality of the feedback loop between students and faculty.
- The project is stressful and overlapping with the bachelor thesis; thus, it is recommended to change the activity to simulation or a case clinic.
- Regarding the Workplacement
  - Better communication with exchange students regarding the WP.
- Regrading the material:
  - Incorporate SDG in all three themes with an article as suggested in the faculty comments
  - Rename the third theme to politicizing and governing MNE
- Considering having the blog session on PADLET.
- Considering having the Panel session on Webinar ZOOM.
- Considering having some moments like lectures and debates on hybrid or ZOOM.

/End of the report

Appendix 1 – CANVAS

1-1 Canvas Design

▾ Introduction and information

🔗 Virtual Classroom ↗

📄 Overview of the course FOA231 Managing the Multinational Enterprise

💬 Course documents & general questions

📄 Being a student at Mälardalen University

▾ OVN1: Lectures, Panels, Blog, Debates   Prerequisites: Introduction and information

💬 Lectures information, slides, & questions

💬 Blog information & assessment & questions

💬 Debate information & assessment & questions

📄 Debate Groups and Schedule

▸ HEM1: Home Exam   Prerequisites: Introduction and information

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▾ PRO1: Conference Article / Project   Prerequisites: Introduction and information

💬 Conference instructions & assessment &questions

📄 Project Groups, Supervisors, and Schedule

📝 Final version Conference Article
24 Mar | 0 pts

▾ PRA1: Work Placement   Prerequisites: Introduction and information

💬 Work Placement instructions & assessment &questions

📝 Work Placement Presentation 22nd of March
0 pts

📝 WPR - Work Placement Report
25 Mar | 0 pts

▾ Compensation for missed moments

1-2 Example of interaction space

Debate assessment

The evaluation of what is said is based, **rather on quality than quantity**. It is important that you are active as a student, but it is the quality of the argument that is important, e.g. how **strong and well it is connected to the literature** or how **relevant** the example is to the topic discussed. *See the assessment criteria.*

Reply

26 Jan 15:49 Last reply 26 Jan 16:14

Hi!

To get some clarification of what is necessary to prepare before the debate sessions:

Theme 1 - control & coordination (which can be found in ->[Course documents & general questions -> Welcome letter 2022 (sent January 11th)].

The table you posted in [Debate information & assessment & questions] means that the first, second, and third row represents theme 1, 2, and 3, correct?

Reply | 1 reply, 1 unread

SUNET evaluation

Appendix 2 - MENTIMETER General Evaluation

Appendix 3 – data from the in-class discussion, and Group evaluations open ended Questions combined

The answers have been categorized for faster read

In-class evaluation Notes

Lectures:

Positive notes:	Negative notes:
•	•

Panels:

Positive notes:	Negative notes:
•	•
Suggestion:	
•	

Blogs:

Positive notes:	Negative notes:
●	●
Suggestion:	
●	

Debates

Positive notes:	Negative notes:
●	●

Project:

Positive notes:	Negative notes:
●	●
Suggestion:	
●	

Work placement:

Positive notes:	Negative notes:
●	●
●	

Communication and structure of the course

Positive notes:	Negative notes:
●	●
Suggestion:	
●	

Content of the course and themes:

Positive notes:	Negative notes:
●	●

General comment

Faculty comments:
- The question one in evaluation should be scaled.
- Restructure the themes as follow:
  - Rename the third theme to politicizing and governing.
  - Introduced the topic of SDG and ERS in all three themes.
    - Theme 1: finding an article that shows the value chain alignment with SDG from control and coordination aspect.
    - Theme 2: finding an article that shows the knowledge development and alignment with SDG.
    - Theme 3: finding an article that influence of political power in SDG.

Appendix 4 – Group questions

Appendix 5 – Finale and blog winner

School of Business, Society and Engineering

Overall view of the FOA231 "Managing the Multinational Enterprise" course, Bachelor's level, 15cr

Analysis and comments to course evaluations Spring 2021

FAST FACT SHEET

Course Background: The course "Managing the Multinational Enterprise" has been running as an undergraduate course since the spring of 2012. In the spring of 2019, the main structure of the course was updated and included the workplacement activity (*see figure1*).
In the spring of 2021, this course was done on distance due to the COVID-19 pandemic.

The Crew: In the spring of 2021, the teaching team consists predominantly of six faculty members, with nine additional practitioners who attended as panellists and were all belong to EFMD accredited program alumni (i.e., bachelor on IBM and master of IM)

The participation: In the spring of 2021, 64 students were registered to the course – where 56 students finished this course. The course had the rate of 12,5% dropped out during the course.

Course Path:
The first five weeks of the course starts with:
- Introduction lecture to the course is delivered by course responsible and followed by the two lectures about the MNE (given by the author of the coursebook, professor Mats Forsgren).
- *OVN1(4cr)* starts with "Theme weeks"; within these weeks, professors and researchers specialized in each theme (*a: Coordination and control; b: Knowledge transfer; c: The responsible MNE)* are holding lectures. The day after each theme lecture, a panel of practitioners was held to bridge the theoretical knowledge and practice. Afterwards, each theme is then delved into via students' blogs, followed by students debates.
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  - o Students initially contact these organizations themselves to negotiate their workplacement and sign the provided agreement. All of the workplacement contracts are then assessed (in terms of appropriateness) and approved by the course WP management team.
  - o The workplacement reports are about observing of the learned themes and concepts in the corporate environment by students.
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In the final week – the course finishes with an examination's week (the fifth week of the second part) for the WP as well as the PRO track. Students present, defend, and review theirs and other reports and articles in front of their peers, teachers in the third conference and the WP presentations.

Track report:
In the spring of 2021, four students pursued the WP track in the following multinationals: Systemair (2), ABB, and Ericsson. The rest of the students carried out the PRO track and pursued studies on multinationals such as Ben & Jerry, ABB, H&M, Walt Disney, Volvo group, DHL, Post Nord, SPM Instrument, IKEA, and Handelsbanken.

Course purpose:
During the course, the students write, read, discuss, and reflect continuously and progressively. Aside from learning the topic of the course, i.e., MNE main management issues; the *secondary* purpose of the course is to prepare

- to prepare the students for the challenging task of finalizing a Bachelor thesis
- to facilitate and bridge the theoretical knowledge with the practice for a smoother transition to life after graduation.
- to develop worthy career skills students future endeavours beyond academia. Skills such as data collection skills, and analytical skills coupled with soft skills like team building, initiative-taking, time management, and conflict management.
- This year, due to the COVID19 pandemic, we aimed to prepare students for online engagements by introducing different online platforms like PADLET and ZOOM.

Course Analysis Period/Year   3/21
Noushan Memar - Coure coordinator
School: EST - Mälardalen University
Date: 2021-07-22

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In 2021, the entire course was run online due to the COVID-19 pandemic. The lectures were held via ZOOM, where students could interact with the lecturers. Additionally, to provide the lecturers with a high concentration on the task at hand, the course coordinators attended to technical issues, questions and chat during the lectures. The debates, workshops, conferences were on ZOOM with moderately smaller groups and were coordinated by debate/conference leaders. Furthermore, the panels were held via Webinar mode of ZOOM for more focused discussion. The rest of the activities, such as Blogs and poster sessions, were on the PADLET platform. The students highly appreciated them since the platform's design induced more engagement than last year among students. It is worth mentioning that the participation rate in each online learning activity was high[1] (see Table 1).

Learning Activities		Attendance %
	Course Introduction	98,2
Lectures	*MNE Lecture*	96,5
	Control and coordination within MNE Lecture	93,0
	Knowledge transfer within MNE Lecture	87,7
	Responsible MNE Lecture	86,0
Panels	*Panel Control and coordination within MNE*	93,0
	Panel Knowledge transfer within MNE	73,7
	Panel Responsibility within MNE	71,9
Workshops	*Project Workshop*	96,4
	Work placement Workshop	100,0
Debates	*Debate 1- Control and coordination within MNE*	100,0
	Debate 2- Knowledge transfer within MNE	98,2
	Debate 3- Responsibility within MNE	98,2
Conferences & WP sessions	*Conference 1,2,3, & WP sessions*	100,0

Table 1- Attendance percentage in online activities

The previous year students requested a more in-depth view of the taught theories and literature that addresses both traditional and contemporary issues in Managing multinational enterprises. Thus, with the help of the faculty, who are active researchers in the international business field, the course literature has been updated with both mandatory and complementary readings.
Additionally, the previous year students also requested shorter learning days for the lectures and panels. This point was addressed closely in the scheduling, so the lectures and panels were on different days without harming the preparations for debates. The students appreciated this change during the *evaluation* of the course. Moreover, previous year students requested a more elaborated and focused segment for the Course information through CANVAS without repetition. Thus this year, the management team concentrated on the design of the CANVAS to avoid confusion. Additionally, the CANVAS was designed in a manner that students needed first to read the introduction, FAQs, and regulations of being an MDH student to unlock the

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[1] We looked at the connected time of each student's ID during the learning activities.

rest of the course. In this way, the management ensured that the course rules and structure were seen (and hopefully thoroughly read) by all the course students.

Furthermore, the management requested a lighter in-official evaluation for faster analysis to avoid working over budget. Thus, the MENTIMETER unofficial evaluation was adjusted and enhanced to cover the major points and avoid clutter.

Finally, considering both faculty and students recommendation, we kept the changes that we made last year regarding: multiple information spread for workplacement from four months before the start of the course (in October); a supervised workshop for both project and workplacement tracks.

The immediate responses toward these changes were positive, although not free of further suggestions. It is worth mentioning that all the made changes coupled with their reasonings were discussed during the introduction of the course, where the course management team introduced the course to the students.

During the course, the soft skill development of each learning activity was highlighted for the studnets—skills such as team, project and conflict management, debating skills.

2. PARTICIPATION OF THE COURSE

2.1 Students' aspect

Number of students: 64

Note: A total of 8 students discontinued or cancelled the course entirely (12,5%). Finally, 56 students completed the course. Therefore, the course had a rate of 12,5% dropped out during the course.

Examination elements: OVN1 (4cr), PRO1(7cr)/PRA1(7cr), and HEM1 (4cr)

Percentage entirely completed*:   OVN1:   56/56   100%
PRO1/ PRA1: 56/56   100%
HEM1:   56/56   100%

*The percentage is calculated excluding the eight students who drop out.
Class composition regarding the student's background and the gender ratio is summarized in Table 2.

Students registered in the course from IBM programme	61,4%
Students registered in the course from IMF programme	19,3%
Students registered in the course from ERASMUS programme	17,5%
Female to Male ratio among Students registered in the course	1,1

Table 2- Class composition

2.2 Faculty aspect

Course Coordinator: Noushan Memar, Lecturer,& PhD candidate at Mälardalen University – Sweden; (IM Master programme alumna)

Course Co-coordinator: Charlotta Edlund, Lecturer at Mälardalen University – Sweden

Lecturers: Mats Forsgren, Professor emeritus at Uppsala University – Sweden[2]

Ulf Andersson, Professor at Mälardalen University – Sweden[3]

Noushan Memar, Lecturer,& PhD candidate at Mälardalen University – Sweden; (IM Master programme alumna)

Teachers/Examiners: Charlotta Edlund , Lecturer at Mälardalen University – Sweden

Alphabetical order Noushan Memar, Lecturer,& PhD candidate at Mälardalen University – Sweden; (IM Master programme alumna)

Andreas Pajuvirta, Lecturer at Mälardalen University – Sweden

Main Examiner: Matthias Holmstedt, Senior lecturer at Mälardalen University - Sweden

Panellists: *Panel about Control and coordination within MNEs*
Mats Forsgren, Professor emeritus at Uppsala University - Sweden

Magdalena Niechwiadowicz, Global Supply Manager at ABB (Alumna of "International Business and Entrepreneurship" master class of 2009)

Kristoffer Sandén, Change Management Avande (Alumnus of IBM class of 2017)

Shermila Maddumagamage, Epiroc Supply and Order Planner (Alumna IBM class of 2019)

Panel about Knowledge Transfer within MNEs

Ulf Andersson, Professor at Mälardalen University – Sweden

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[2] Professor Mats Forsgren was identified as the most productive and influential author in the field of IB (Rialp et al., 2019). Meyer et al. (2020) found Forsgren among the key contributor researchers since 1990.
[3] Professor Ulf Andersson was identified as the third most productive and influential author in the field of IB (Rialp et al., 2019). Meyer et al. (2020) found Andersson among the key contributor researchers since 1990.

Mikaela Löjdqvist, Depute Security Manager at Microsoft (Alumna of IBM of 2016 and Alumna of IM class of 2017)

Kaspar Schertenleib, Sales Manager Duty Free Europe at Lindt & Sprüngli (Alumnus of IBM class of 2015)

Minda Neffling, Program Coordinator at EF Education First (Alumna of IM class of 2020)

Panel about Responsibility within MNEs

Peter Ekman, Associate Professor at Mälardalen University – Sweden

Dennis Tran, Operations Manager at AstraZeneca (Alumnus of IBM class of 2016)

Glenn Donnestenn, Global Sales Leader at IKEA (Alumnus of IBM class of 2016)

Lauri Erik Lehikoinen, Senior Vice president of global sales at Logmore, Alumnus of IBM class of 2017

3. EVALUATION OF THE COURSE

3.1 Summary of the digital course evaluation and any other evaluation from students

The responses in the official course evaluation of SUNET (see Appendix 1) are too few to give a credible picture of the course (13,56%). Nevertheless, the results show the above mean average toward the course modules, examination, structure, course literature, and the teaching method of the course. Since there is not enough information in the SUNET evaluation, we investigated in detail with the inofficial evaluation of MENTIMETER responded by 28 students (43,75% of the class - see Appendix 2 - Appendix 3)
that was done in the final session of the course for more detailed analysis.

The general impression of the course was positive. The course was perceived as an advanced course, and 43% of the respondents estimating their course work to be more than 30 hours a week.

Furthermore, students felt that the subject was interesting and adequately connected to industry, literature was relevant, and students have learned enough to talk about the taught subjects confidently. The communication via Email and CANVAS from the coordinators was acceptable, but the CANVAS structure received some feedback (elaborated on in section 4).

Regarding the learning modules of the course, 23% of students (17 people out of 28) expressed that **Debate** and **Panels** were the most popular learning activities in contributing to their learning, followed by the **Lectures** (16%, 28 students), **Blogs** (16%, 12 students), the **Project** landed on 12%, 9 students. Finally, the **Workplacement** activities (12%, 3 students) landed on the lowes popular activities; however, after in-class discussion, this activity was much appreciated by the students who participated in the activities.

When we asked about specific learning modules of the course, students responded as follow:
Regarding the **OVN1**:

- The **Blog** was perceived as a great activity to reflect and read about others opinions. They expressed that it contributed to their learning. Students suggested keeping PADLET as the primary platform for blogs. At the finale, the blog winner of the course was introduced (see Appendix 5).
- The majority of the students perceived **Debates** as fun, challenging, and productive learning activity. However, the third debate's statements were perceived as hard.
- The **Lectures** were found very interesting. Especially, having Professor Mats Forsgren at the beginning of the course was appreciated.
- The **Panels** were perceived as exciting and a reflection of the lectured theories. Especially having Alumni of the program from around the world makes it even more enjoyable. Students welcomed the webinar platform for Panels and suggested keeping it as such.
- The **Home-exam** format was exciting and challenging; thus, it was an appropriate method to test the students' knowledge, although some liked its timing, and some did not.

Regarding the **Workplacement**:

- Students who have done the Workplacement were very pleased with the hands-on approach of the activity. However, it was noted that the exchange student did not get enough time to apply for work placement.

Regarding the **Project**:

- Overall feedback from the students was positive. They have seen the Project as an activity that contributed to their thesis and learning. However, some felt stressed due to the overlap with the bachelor thesis. Thus, after presenting the simulation plan by the management team, the student felt very favourable toward the upcoming change. Additionally, the idea of a case clinic was brought up and perceived as a good backup plan.

Finally, students felt that the learning activities were well adapted to online teaching methods. In addition, students felt that they had enough opportunities to show they have accomplished the course's objectives.

3.2 Summary of teachers 'and examiner's comments

The faculty on the team has collaboration with continuous communication regarding various issues, activities, and assignments of the course. This made it possible to adjust to online teaching mode much faster and efficient. Additionally, exchanging feedback and ideas among the faculty involved is an old ritual of this team.

The main feedback from the faculty was to incorporate the simulation into the course instead of writing an academic project. In this way, students will have a similar hands-on approach in both project and WP tracks. Additionally, it requested to change the name of the third theme to politicizing and governing MNE to have a correct flow with course material.

It was suggested to incorporate SDG in all three themes. For example:

- Theme 1: an article on the value chain alignment with SDG from control and coordination.

- Theme 2: an article on knowledge development and alignment with SDG.
- Theme 3: an article on the influence of political power in SDG.

Furthermore, the faculty appreciated the workshop, webinars and some online modules. Thus some modules will be kept online in the coming semesters.

Finally, the faculty suggested having a scale question in the first question of the inofficial MENTIMETER for more accuracy in answering.

Finally, together with students and faculty at the finale, we constructed a list of changes for the future development of the course.

4. COURSE COORDINATOR AND ANALYSIS OF THE COURSE

In terms of the grading, students were overly ambitious and had grand expectations of themselves, which was consequent in the above-average results of the course. The results from the course are shown in Table 3. It is noteworthy that there was no official objection to the grading.

	Frequency
A	8
B	20
C	23
D	5
DIS	8
Total	64
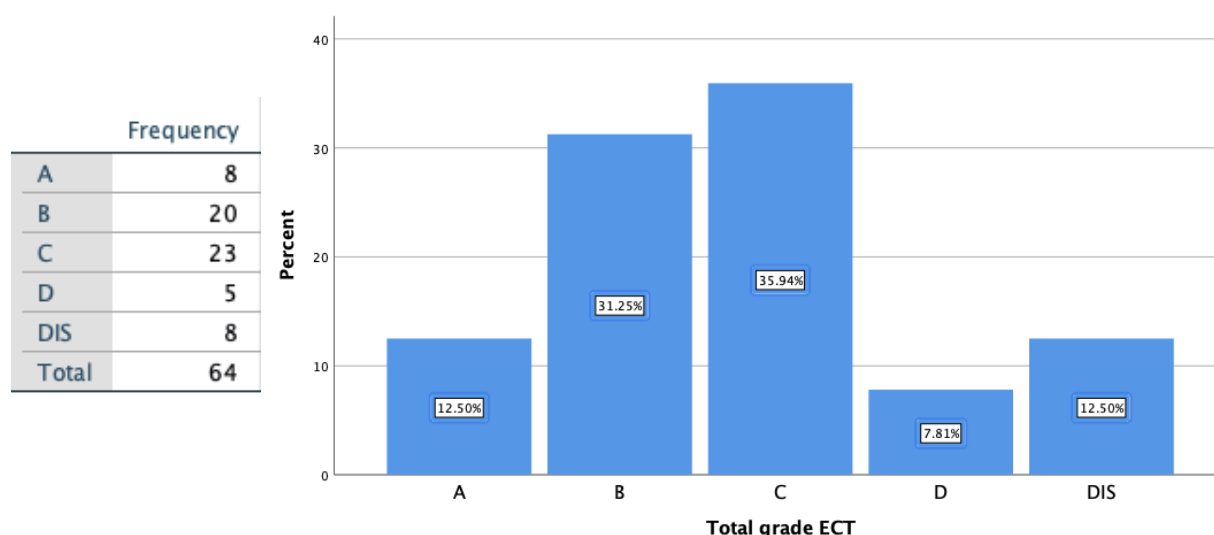
Table 3 - Grading distribution through out the course

It is worth mentioning that by running a independent sample T-test, we found that regarding the Total grade of the course, there was no significant difference (see Graph 4) in scores for Female (M = 3.59, SD = 0.786) and for Male (M = 3.34, SD = 0.62; t (54) = 1.308 , p = 0.196, two-tailed). The magnitude of the difference in the means (mean differences = 0.25, 95% CI: -0.13 to 0.63) was small (eta squared =0.03). Furthermore, one-way analysis of variance (ANOVA) showed no statistically significant differences in the total grade of the course score between the different programs' students (i.e., IBM, IMF, and Erasmus) Welch's F(2, 18.129)= 0.168 , p = .847 (see Graph 5).

It is noteworthy that we divided the debate groups so that the programs background and gender were normally distributed among groups. Moreover, students were free to choose their project group.

Graph 4 - Gender and Total grade
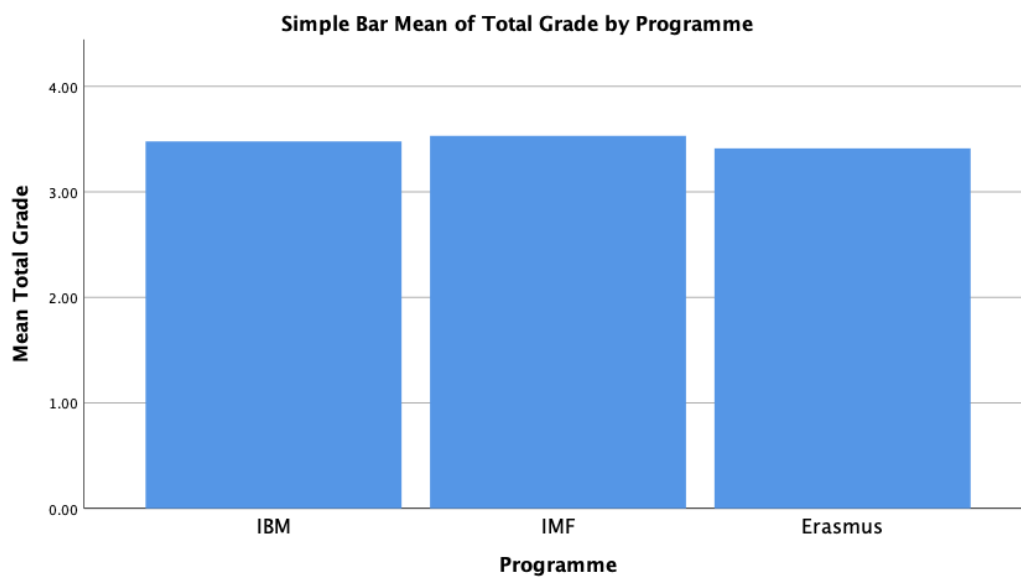
Graph 5 - Impact of studnets background on Total grade

This year course was entirely online due to the COVID-19 pandemic, and fortunately, the course activities achieved their objective learnings.

Lectures and Debates were engaging. The recorded Lecture was very well received by the students. The Panels worked very well online. The webinar was a better platform for students to engage, and the online panels allowed us to reach out to broader practitioners. The panel of practitioners and Alumni made a stronger connection to the industry—this learning activity helps bridge the path between academic knowledge and the practical world.

The workplacement activity, the conferences and the workshops were received well by students. Especially methodology workshop was needed since the majority of the class had limited experience in academic writing (see table 6)
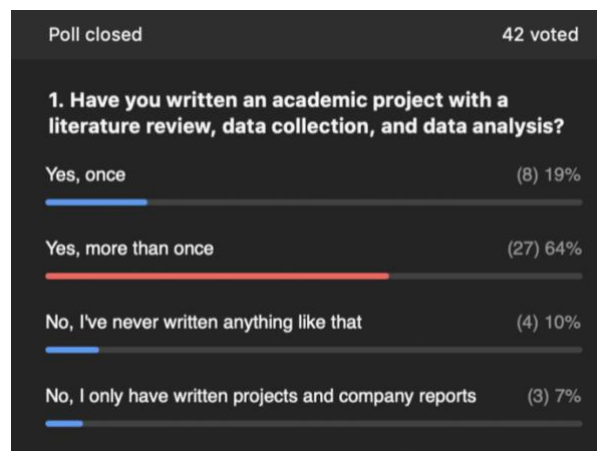
Table 6 - Level of academic writing experinec

In addition, the blog and digital poster session (done via PADLET) was perceived positively and were seen as more engaging and informing. In this way, students could go back to their entries and reflect, comment, and review. The case home exam worked well as in previous years. The CANVAS structure was good in the sense that it was concentrated. However, students communicated that they prefer to have the information on CANVAS in a single document.

Like previous years, in the final week of the course, a *"finale"* session for the course with inofficial course evaluation where students voice their feedbacks in the conversation with the course team (containing both management and teachers). For that purpose, MENTIMETER was utilized with quantitative (see Appendix 2) *and qualitative* questions (see Appendix 3) and allowed discussion about the course's strengths and weaknesses amongst students, the course coordinators, and teachers involved in the course. 43.75% of the class answered the MEMTIMETER. Furthermore, the course team asked students to submit a qualitative group evaluation based on the questions' sheet provided (see Appendix 4).

In the MENTIMETER, it was shown that students' work hours outside the classroom was optimal. Additionally, students voiced some suggestions and feedback to the main objectives of the course (learning, structure and themes) that is as follow:
Regarding *learning* of the students:
- Students were trained on their hard skills by learning about the subject and soft skills by working together in teams and individually to practise time management, team building, and team-leading skills.

Regarding *the structure* of the course:
- Students appreciated the structure and communication of the course and its coordination given the COVID-19 pandemic adjustments.
- Additionally, the course map provided a good indication of what is to come.

- The project was yet again seemed overwhelming due to the overlap with the bachelor thesis course. Thus, the idea of simulation and case clinic was presented.
- Finally, switching to a single document on CANVAS was suggested.

Regarding *the themes* in the course:
- The themes were interesting and organized well with a good structure.
- Students liked the three themes of the course. Especially the third theme since the topic of SDG in MNEs and their political influence is contemporary.
- Students thought that the number of articles was high; thus, there was not enough time to understand all the articles before the debate.
- The third theme was perceived as complex and challenging.

Furthermore, students believed that the course was an excellent ending to a bachelor program such as IBM. Students explained that IBM builds up to this course, so the previous knowledge that the students have when entering this course is sufficient and appropriate.

Finally, after investigating the results, attendance, and talking to students and faculty, it is safe to assume that the COVID-19 pandemic had almost no effect on students' learnings and the activities planned for the course.

5. QUALITY ASPECTS

5.1 Co-operation
As previously mentioned, guest researchers and panellists were welcomed by the students. Furthermore, the involvement of the nine alumni gave students a view of the career after graduation related to the topic of the course.

5.2 Research Basis
All teachers, lecturers and guests in the course are active researchers, experts, and recognized figures within the field of international business. The literature is picked based on the high quality and has, to a large extent, been published by the teachers in the course and cover the themes and aim of the course. Each year, faculty and the course management team gather to evaluate the articles assigned for the course. The articles and literature list are discussed in this meeting, and we brainstormed whether recent publications can add a better perspective to the course material. This year, we added a couple of complementary readings to provide a path for ambitious students and offer a base for project assignments.

5.3 Internationalization
This course covers a broad scope of internationalization by introducing guest practitioners, guest researchers, and alumni with diverse backgrounds personally and professionally. Additionally, the course is also offered to exchange students, which adds another dimension to the internationalization aspect of students (see Table 1 and section 2.2). All of which is increasing the current internationalization level of the course since the material and context of the course is international by nature.

5.3 Sustainable Development

Panellists, debates, and literature included in the theme of "the responsible MNE" emphasized the Agenda 2030 implementation in the MNEs, MNE responsibility toward the environment, ethics of the top management team of MNEs and CSR issues of MNEs.

5.4 Equal Opportunities

Exams were anonymous, and all students were given a chance to be seen and heard during workshops, debates, conferences, finale, evaluations, and through their blogs.

5.5 Digitalization

A prerequisite for understanding and managing an MNE today includes digitalization, an aspect that was highlighted by the COVID-19 pandemic. Thus, everything from coordination to management of MNEs may be influenced by digitalization means or a technique of doing a task.

During the course, in practical terms, all the learning modules of the course has been carried out digitally through CANVAS.

It is worth mentioning that the COVID-19 crisis had an extensive benefit to the students since it increases the students' online skills. Further, it gives them the possibility to investigate how digitalization plays a role within the globally dispersed MNEs.

6. SUGGESTION FOR FUTURE COURSE DEVELOPMENT

After analyzing the feedback from all the parties involved in the course, the following are suggested:

- Have all the course information in one document and no information under the modules on CANVAS.
- As last year, soft skills practice should be highlighted during the learning activities.
- The third debate's statements should be adjusted.
- The literature list for the third theme should be less.
- Evaluation should be advertised in the course since the low number of responses in both official SUNET and inofficial MENTIMETER is hampering the quality of the feedback loop between students and faculty.
- The project is stressful and overlapping with the bachelor thesis; thus, it is recommended to change the activity to simulation or a case clinic.
- Regarding the Workplacement
  - Better communication with exchange students regarding the WP.
- Regrading the material:
  - Incorporate SDG in all three themes with an article as suggested in the faculty comments
  - Rename the third theme to politicizing and governing MNE
- Considering having the blog session on PADLET.
- Considering having the Panel session on Webinar ZOOM.
- Considering having some moments like lectures and debates on hybrid or ZOOM.

/End of the report

Appendix 1 - SUNET evaluation

FOA231 (Management i multinationella företag, V21, Västerås, 13035)

Respondents: 59
Answer Count: 8
Answer
Frequency:
13.56%

The course as a whole has contributed to my learning in a meaningful way.

The course as a whole has contributed to my learning in a meaningful way.	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	1 (12.5%)	1 (12.5%)
3	1 (12.5%)	2 (25.0%)
4	2 (25.0%)	4 (50.0%)
5	3 (37.5%)	7 (87.5%)
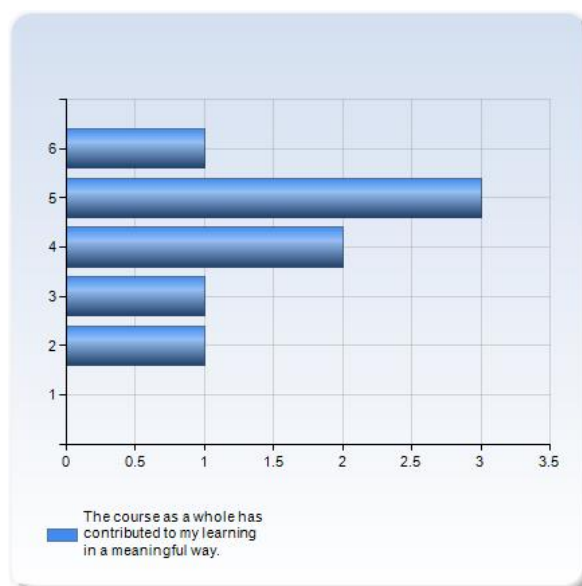
The course as a whole has contributed to my learning in a meaningful way.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course as a whole has contributed to my learning in a meaningful way.	4.3	1.3	30.2 %	2.0	3.5	4.5	5.0	6.0

I am satisfied with the structure of the course regarding *the forms of teaching (e.g. lectures, seminars, field studies)*

I am satisfied with the structure of the course regarding *the forms of teaching (e.g. lectures, seminars, field studies)*	Number of Responses	Cumulated Responses
1	1 (12.5%)	1 (12.5%)
2	3 (37.5%)	4 (50.0%)
3	1 (12.5%)	5 (62.5%)
4	0 (0.0%)	5 (62.5%)
5	1 (12.5%)	6 (75.0%)
6	2 (25.0%)	8 (100.0%)
Total	8 (100.0%)	8 (100.0%)

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding *the forms ofteaching (e.g. lectures, seminars, field studies)*	3.4	2.0	59.1 %	1.0	2.0	2.5	5.5	6.0

I am satisfied with the structure of the course regarding the teaching content

I am satisfied with the structure of the course regarding the teaching content	Number of Responses	Cumulated Responses
1	1 (12.5%)	1 (12.5%)
2	1 (12.5%)	2 (25.0%)
3	3 (37.5%)	5 (62.5%)
4	0 (0.0%)	5 (62.5%)
5	0 (0.0%)	5 (62.5%)
6	3 (37.5%)	8 (100.0%)
Total	8 (100.0%)	8 (100.0%)
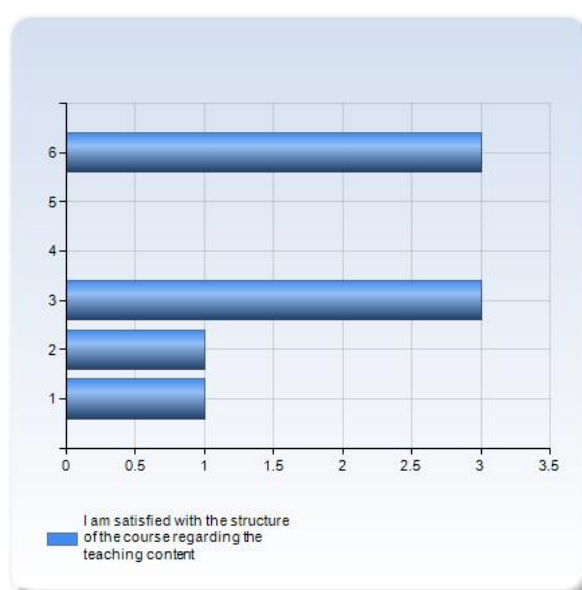
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding theteaching content	3.8	2.0	52.9 %	1.0	2.5	3.0	6.0	6.0

I am satisfied with the structure of the course regarding *the logical structure of the course*	Number of Responses	Cumulated Responses
1	1 (12.5%)	1 (12.5%)
2	3 (37.5%)	4 (50.0%)
3	1 (12.5%)	5 (62.5%)
4	0 (0.0%)	5 (62.5%)
5	1 (12.5%)	6 (75.0%)
6	2 (25.0%)	8 (100.0%)
Total	8 (100.0%)	8 (100.0%)

I am satisfied with the structure of the course regarding the logical structure of the course

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding *the logicalstructure of the course*	3.4	2.0	59.1 %	1.0	2.0	2.5	5.5	6.0

I am satisfied with the structure of the course regarding *the study guide*

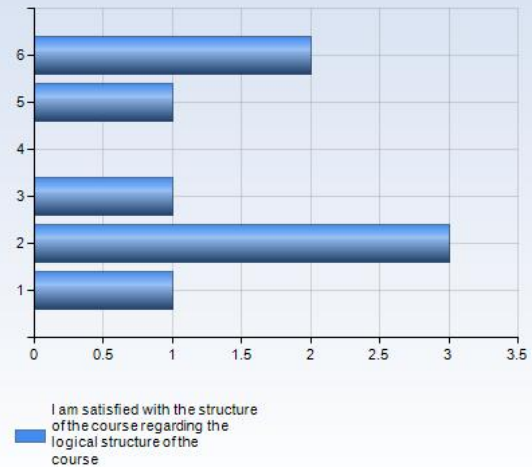| I am satisfied with the structure of the course regarding *the study guide*	Number of Responses	Cumulated Responses
1	2 (25.0%)	2 (25.0%)
2	1 (12.5%)	3 (37.5%)
3	1 (12.5%)	4 (50.0%)
4	3 (37.5%)	7 (87.5%)
5	0 (0.0%)	7 (87.5%)
6	1 (12.5%)	8 (100.0%)
Total	8 (100.0%)	8 (100.0%)
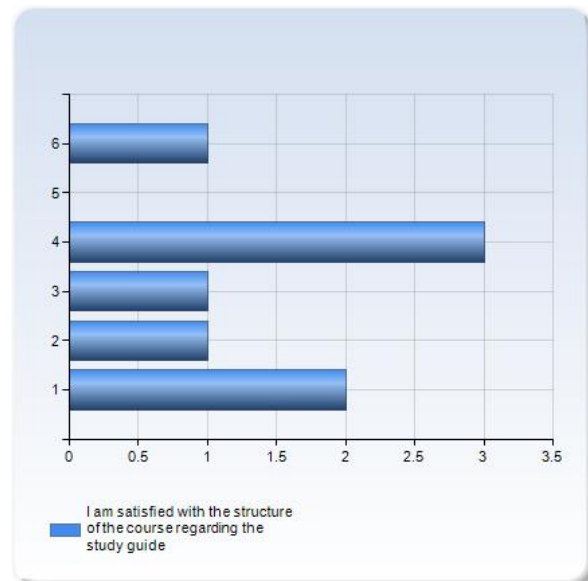
I am satisfied with the structure of the course regarding the study guide

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding *thestudy guide*	3.1	1.7	55.3 %	1.0	1.5	3.5	4.0	6.0

I am satisfied with the structure of the course regarding **the course literature**	Number of Responses	Cumulated Responses
1	1 (12.5%)	1 (12.5%)
2	2 (25.0%)	3 (37.5%)
3	1 (12.5%)	4 (50.0%)
4	1 (12.5%)	5 (62.5%)
5	1 (12.5%)	6 (75.0%)
6	2 (25.0%)	8 (100.0%)
Total	8 (100.0%)	8 (100.0%)
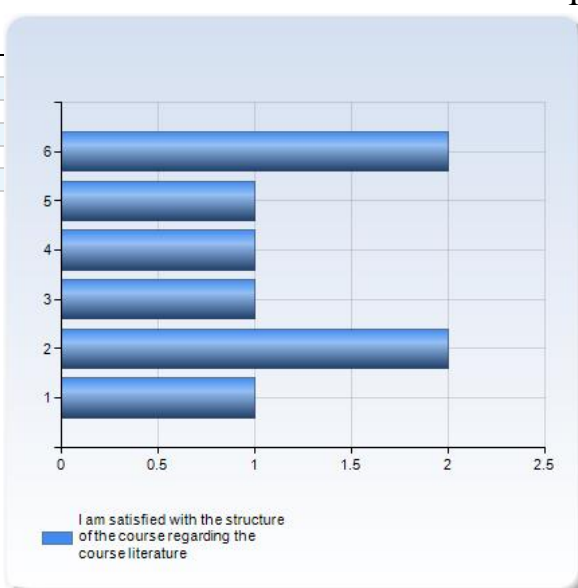
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding **the course literature**	3.6	1.9	53.0 %	1.0	2.0	3.5	5.5	6.0

I am satisfied with the structure of the course regarding **the forms of examination**

I am satisfied with the structure of the course regarding **the forms of examination**	Number of Responses	Cumulated Responses
1	1 (12.5%)	1 (12.5%)
2	3 (37.5%)	4 (50.0%)
3	0 (0.0%)	4 (50.0%)
4	1 (12.5%)	5 (62.5%)
5	1 (12.5%)	6 (75.0%)
6	2 (25.0%)	8 (100.0%)
Total	8 (100.0%)	8 (100.0%)

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding **the forms of examination**	3.5	2.0	57.1 %	1.0	2.0	3.0	5.5	6.0

If you would like to change anything in the structure of the course regarding the above, please describe this here:

Alldeles för stressigt att skriva c-uppsatsen vid sidan av. Den blev lidande.

Summary
I would just like to start by saying that this course has been, by far the most boring courses of all time. The lectures and panel discussions were really boring. I dont know how a young person is supposed to keep a straight face for 3 hour long boring lectures held by some old professor or someone who studied long ago and that too two 3 hour long lectures in a day. Why? Its absolutely exhausting and unnecessary, as rest of the time is wasted anyway. We had 2 months. It could have been spread easily.

Structure
The structure of the course doesnt make sense. The forms of examination were debates, blogs, exam, report, poster, presentation and opposition. None of them really contributed in my learning. I'm glad I didnt take the project track as I heard that was quite literally hell.

Debates
During debates, we were assigned for and against sides. Any logical person with a right mind can tell thats not how debates work. We pick our own sides whether we agree or disagree. Its an opinion thing. You cant just think differently that too instantaneously. It doesnt teach anything. It was very cringe worthy as everytime we had to say "we dont agree to it personally but because we are assigned blah blah blah, we need to say this and then continue stating facts like a robot" It was just an epic fail and I hope no one has to go through it ever.

Blogs
Blogs were alright. I liked writing and commenting on other people's blogs, however, due to digitalization, there are always some people who take advantage of being behind laptops and commenting rubbish that no one really likes. Most of them being Arabic or some form of a political Muslim figure who know nothing about how corporations or the world works but will comment absolute trash as if they are running it. I like muslim people. I am not racist towards anybody but some of them are just a pain in the ass and I would never like to work with them in any field, due to their strong and irrelevant thoughts.

Exam
Exam pattern was good. We had a case and we were supposed to answer some questions based on that, however I dont personally agree with the grading system nor do I understand it. I feel the person who graded my paper was either dumb or drunk because I know a friend who knows little to nothing about the subject and without spending enough time on it, he did a half assed job and still managed to get a B while I studied beforehand and even during the exam, I took my time, I attempted every question carefully and applied every theory possible and still got a C. I dont know whose reading this, but I know you can relate to this too. Why make a system so bad? Fix the examination system. Whats the difference between first world and third world if you're quite literally doing it the same way. Dont just tell us to be creative, its your job too.

Report, Poster and Presentation
I dont have a lot of complains with this part. I think it was alright. Poster was sort of unnecessary. We already had a presentation.

Opposition/Peer Review
I read other's report and I made some comments on how to improve. Now what? How is he/she supposed to improve if you give no more time for improving the report. Why make us write a feedback at all when we cant do anything about it?

Stop with the overlapping
This course overlaps with the bachelor thesis course and only God knows why. Our group almost got broken due to the frustrations caused due to this overlapping with bachelor thesis. All of a sudden we had a seminar to prepare for in the middle of something important that we were busy with. What purpose does it achieve? I have no idea. Except frustration and anger, nothing positive came out of the overlapping. We're still unable to think properly and we're still where we were without the overlapping. It was unnecessary just like everything else in this course.

Thanks but no thanks
Honestly, I just took the course because of the work placement track. I dont think I learned anything from this course. I studied the literature in depth and tried to apply it in the practical track (the only thing of value in this course), but I dont think it made a lot of sense neither did I enjoy such a long stretch of 2 months. All in all I didnt like it much and if I were to grade this course, I would give it a mere qualifying E solely because of the work placement track and nothing else.

Bättre struktur med att dela in grupper till personer som har samma ambitioner... Fungerade inte alls i min grupp tyvärr.

Mer struktur i Canvas och längre tid på teta

Appendix 2 - MENTIMETER General Evaluation

PLEASE EVALUATE THE FOLLOWING STATEMENTS:

Mentimeter

I don't agree

The course information and structure have made it easy to plan my studies
2.3

The communication from the course team has made it easy for me to plan my studies
2.4

The course literature (book and articles) was relevant for the different parts of the course
3.4

The learning activities were adapted well to distance learning
3.5

The implemented adaptation due to COVID19 gave me enough opportunities to achieve the objectives of the course
3.7

3.1

I strongly agree

28

WRITE DOWN ONE NEW THING YOU LEARNED IN THIS COURSE

Mentimeter

How to explain myself in English and gave me new knowledge. To connect different theories to each other.

How management in the multi national think and strategies that helps management in the MNE

That there's so much more to MNE's that I initially thought

Contingency theory

booring

that i hate myself

I learned more about the MNE's in general and also how to apply different theories and methods to practice

Deepen in some terms which we never thought that it might be very complex and forked. Such as knowledge transfer.

I learned to be more efficient.

20

WRITE DOWN ONE NEW THING YOU LEARNED IN THIS COURSE

Mentimeter

I learned that nothing is certain. There is no correct answers. Nothing practiaclly available for real life.

The different perspectives of the power dynamic/relationship between HQ and SUB. I had not considered the fact that SUBs can be in power position prior to the course

20

Appendix 3 – data from the in-class discussion, and Group evaluations open ended Questions combined

The answers have been categorized for faster read

In-class evaluation Notes

Lectures:

Positive notes:	Negative notes:
• Having Professor Mats Forsgren at the beginning of the course was very helpful. He threw us in an ocean of information and trigger us to read more. • The first lecture gave us an overview of the entire subject.	• Lectures notes did not act as stand-alone documents. We needed to be in lecture to understand the notes.

Panels:

Positive notes:	Negative notes:
• Panel discussion entailing Alumni were great and informative.	• None.
Suggestion: • Webinar were a great platform for Panels. Keep having it!	

Blogs:

Positive notes:	Negative notes:
• It was a very good Learning activity since the students got to know each other's views. • There was more time for reflection and preparation for argument and thus it was the best part of the course. • It was good very helpful to learn by reading how fellow classmates broke down the information and knowledge.	• None.
Suggestion: • PADLET was a great platform for blogging. Keep having it!	

Debates

Positive notes:	Negative notes:
• The debates were interesting and very contributing.	• It was hard to challenge the statements if you were on the wrong side.

	• The third theme debate statements were too hard and too broad.

Project:

Positive notes:	Negative notes:
• The project was a good learning activity specially for the students who write their bachelor thesis, if the students found the synergy between these two tasks. • The project act as a guide for Bachelor thesis.	• Thesis is ongoing and thus it imposes pressure to students. Hence the problem is the time not the nature of the task. Project on its own is a very good learning activity.
Suggestion: • Simulation is preferred to the project since it gives us the possibility to apply this theory. • The idea of case clinic Is also interesting since the case of the exam was very interesting and giving.	

Work placement:

Positive notes:	Negative notes:
• Very hand on approach • Job offers to students.	• Exchange student did not get enough time to apply for work placement thus it is better to substitute the project with simulation.

Communication and structure of the course

Positive notes:	Negative notes:
• Structure and communication of the course was good. • Coordination of the course was great. • The course map gave a good indication of what is coming. • The platform was well-designed even for new users.	• The conference three information and schedule were confusing.
Suggestion: • Have all the course information in one big document. • Changing the column in the conference three schedule	

Content of the course and themes:

Positive notes:	Negative notes:
• themes were interesting and organized well with a good structure. • The third theme is contemporary and relevant given the fact that companies are pursuing sustainability agenda thus	• Number of the articles were high. There was simply not enough time to understand all the articles before the debate. • The 3rd theme is complex and challenging.

knowing the political influence of the MNEs is important. • We definitely thought it was good to have three themes instead of studying them all at the same time	• OVN1 Learning activities are overwhelming.

General comment
- This course was a good ending to a program like IBM. IBM builds up to this course so the previous knowledge that the students have when entering to this course is sufficient and appropriate.
- This course was very extensive, but it also taught us a lot.
- overall, we liked the course, and we feel like we learned a lot. When doing the course, we felt stressed and overwhelmed, but now looking back, we are proud of ourselves for doing all the work.

Faculty comments:
- The question one in evaluation should be scaled.
- Restructure the themes as follow:
  - Rename the third theme to politicizing and governing.
  - Introduced the topic of SDG and ERS in all three themes.
    - Theme 1: finding an article that shows the value chain alignment with SDG from control and coordination aspect.
    - Theme 2: finding an article that shows the knowledge development and alignment with SDG.
    - Theme 3: finding an article that influence of political power in SDG.

Appendix 4 – Group questions

Group discussions in breakout rooms

- What have you learned about multinational enterprises? Discuss the most important knowledge about MNEs that you have learned. What was new to you?

- **The three themes**

  What do you think about the idea to study MNEs from the three different perspectives/themes?

- **General**

  If you were teaching this course - would you make any changes to the content and structure - if yes…why?

Appendix 5 – Finale and blog winner

School of Business, Society and Engineering

Overall view of the FOA231 "Managing the Multinational Enterprise" course, Bachelor's level, 15cr

Analysis and comments to course evaluations Spring 2020

FAST FACT SHEET

Course Background: The course "Managing the Multinational Enterprise" has been running as an undergraduate course since spring 2012. In the spring of 2019, the main structure of the course was updated and included the workplacement activity (*see figure1*).

The Crew: In spring of 2020, the teaching team consists predominantly of seven faculty members, with nine additional guest lecturers and practitioners panellists who were mostly MDH/IBM alumni.

The participation: In spring of 2020, 60 students finished this course.

Course Path:

The first five weeks of the course starts with:

    i.   Introduction lecture to the course is delivered by course responsible and followed by the two lectures about the MNE (given by the author of the coursebook professor Mats Forsgren).

    ii.   *OVN1(4cr)* starts with "Theme weeks"; within these weeks, professors and researchers specialized in each theme (*a: Coordination and control; b: Knowledge transfer; c: The responsible MNE)* are holding lectures. After each theme lectures, a panel of practitioners held to bridge the theoretical knowledge and practice. Afterwards, each theme is then delved into via students' blogs, followed by students debates.

- The first part of the course finishes with a home exam, *TEN1(4cr).* In the home exam, students are examined individually on the theoretical part of the course.
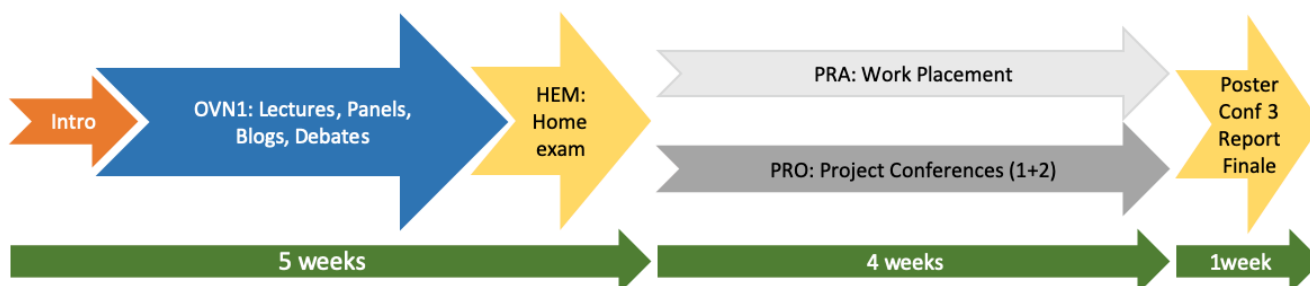
Figure 1- course path

The second part of the course starts with two tracks; Practical Workplacement track *(PRA1)* and Project track *(PRO1).*

- Students choose to do either of the tracks to complete 7cr of the course. Each track is then holding lectures and workshop to prepare students for the expectations and the tasks to come.
  - Workplacement *(WP)* track contains four weeks of practical workplacement within an enterprise or an organization that is operating in more than a single country and a week of writing a Workplacement report.
    - Students initially contact these organizations themselves to negotiate their workplacement and sign the provided agreement. All of the workplacement contracts are then assessed (in terms of appropriateness) and approved by the course WP management team.
    - The workplacement reports are about the observation of the learned themes and concepts in the corporate environment by students.
  - Project Track contains five weeks of exploration of a theme(s) in academic and research setting by writing an article in the specialized area regarding an MNE. This project is being assessed, peer-reviewed by students themselves as well as their assigned supervisors in two conferences during the four weeks.
- The course finishes with examinations week (the fifth week of the second part). Students presents, defend, and review their and others reports and articles in front of their peers, teachers in the third conference and the WP presentations.

Track report:

In spring of 2020, ten studnets pursued the workplacement track in Multinationals like CGI, ABB, Tessin, SIEMENS, UPS, Volvo, OSM aviation academy, and Handelsbanken. The rest of the students carried out on the Project track and pursed studies on the multinationals like Westinghouse, ABB, H&M, Volkswagen, Samsung, Amazons, IKEA, Sandvik, and Facebook.

Course purpose:

During the course, the students write, read, discuss, and reflect continuously and progressively. Aside from learning the topic of the course, i.e., MNE main management issues; the *secondary* purpose of the course is to prepare

- to prepare the students for the challenging task of finalizing a Bachelor thesis
- to facilitate and bridge the theoretical knowledge with the practice for a smoother transition to life after graduation.
- to develop worthy career skills students future endeavours beyond academia. Skills such as data collection skills, and analytical skills coupled with soft skills like team building, initiative-taking, time management, and conflict management.

Course Analysis Period/Year   3/20
NOUSHAN MEMAR
School: EST - Mälardalen University
Date: 2019-07-16

Table of Contents

1. FOLLOW UP OF THE PREVIOUS COURSE ANALYSIS

The previous year students requested a more consistent teaching method throughout the course. They also requested activity to facilitate a better understanding of the taught theories of the course. Thus, three panels of practitioners have been organized throughout the course this year—each dedicated to a theme. Additionally, the workshop in the ERS theme was changed to a debate. In this way, the learning-teaching activities of the course stay with the same structure. The students appreciated this change during the *finale* of the course.

Moreover, previous year students requested lighter course information and a single communication channel through CANVAS without repetition. Thus this year, the management team, solely communicated through CANVAS and designed a dedicated space on CANVAS for each activity instead of having an extensive course information document. Additionally, the CANVAS was designed in a manner that students needed first to read the introduction and regulation to unlock the rest of the course. In this way, the management made sure that the course rules and structure were seen (and hopefully thoroughly read) by all the course students.

Another change this year was regarding the chronicle task. Last year faculty decided to remove this activity for this year. Moreover, the faculty requested a reevaluation of the written assessment criteria. This assessment grid was updated by adapting the bachelor thesis criteria grid.

This year we followed with changes from the previous year regarding the Workplacement activity. However, due to the student recommendation from the previous year, management team spread the information and criteria for this activity four months before the start of the course (in October) and reminded the students on two more occasions before the start of the course.

Finally, considering to both faculty and students recommendation, this year we introduced an additional supervised workshop for both project and workplacement tracks so that the students can form their observation path and grasp their prefered theoretical problem before getting into the examination of the tasks.

The immediate responses toward these changes were positive, although not free of further suggestions. It is worth mentioning that all the made changes coupled with their reasonings were discussed during the introduction of the course where the course management team introduced the course to the students.

2. PARTICIPATION OF THE COURSE

2.1 Students' aspect

Number of students: 69

Note: A total of seven students discontinued or cancelled the course entirely, one student was reported to disciplinary board for cheating in one activity. Finally, 61 students completed the course.

Examination elements: OVN1 (4cr), PRO1(7cr)/PRA1(7cr), and HEM1 (4cr)

Percentage entirely completed: *OVN1: 62/69* 89,8%*
                                       PRO1/ PRA1: 62/69** 89,8%
                                         HEM1: 61/69*** 88,4%

*Sevan students have not fulfilled the *OVN1* part of the course.
** Sevan students have not fulfilled the *PRO1/PRA* part of the course.
*** Sevan students have not fulfilled this part of the course. One student was suspended due to cheating.

2.2 Faculty aspect

Course Coordinators: Noushan Memar, Lecturer,& PhD student at Mälardalen University – Sweden; (IM Master programme alumna)

                                   Charlotta Edlund, Lecturer at Mälardalen University - Sweden

Teachers/Examiners: Charlotta Edlund , Lecturer at Mälardalen University – Sweden

Alphabetical order   David Freund, Senior lecturer at Mälardalen University- Sweden

                                   Rana Mostaghel, Senior lecturer at Mälardalen University- Sweden

                                   Noushan Memar, Lecturer,& PhD student at Mälardalen University – Sweden; (IM Master programme alumna)

                                   Andreas Pajuvirta, Lecturer at Mälardalen University – Sweden

Main Examiner: Rana Mostaghel, Senior lecturer at Mälardalen University - Sweden

Lecturers: Mats Forsgren, Professor emeritus at Uppsala University – Sweden[1]

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[1] Professor Mats Forsgren was identified as the most productive and influential authors in the field of IB (Rialp et al., 2019).

Ulf Andersson, Professor at Mälardalen University – Sweden[2]

David Freund, Senior lecturer at Mälardalen University- Sweden

Panellists: *Panel of Control and coordination within MNEs*
Mats Forsgren, Professor emeritus at Uppsala University - Sweden

Peter Strömberg, Solution manager at ABB (IBM bachelor programme alumnus)

Panel of Knowledge Transfer within MNEs

Lizette By, Project Controller at ABB (IBM bachelor programme alumna)

Sahel Mir, Business manager at Alten Group (MDH IDT alumna)

Edward Gillmore Senior lecturer at JonKöping university (IEO PhD and IM Master programme alumnus)

Ulf Andersson, Professor at Mälardalen University – Sweden

Panel of Ethics, responsibility, and Sustainability within MNEs

Peter Ekman, Senior Lecturer and Associate Professor at Mälardalen University – Sweden

Ylva Wretås, Senior Project Manager Swedish Scaleups at Västerås Science Park & Social Sustainability and Welfare

Kent Lindström, Design Coordinator at Westinghouse

3. EVALUATION OF THE COURSE

3.1 Summary of the digital course evaluation and any other evaluation from students

The responses in the official course evaluation of SUNET (see Appendix 1) are too few to give a credible picture of the course (10,45%). Nevertheless, the results are showing a positive reaction toward the course modules, examination, structure, course literature, and the teaching method of the course. Since there is not enough information in the SUNET evaluation, we looked into the inofficial evaluation of MENTIMETER responded by 67 students (see Appendix 2 - Appendix 3) that was done in the final session of the course for more detailed analysis.

The general impression of the course was positive. The course was perceived as an advance course by 45% of the respondents estimating their course work to be more than 35 hours a week. Furthermore, students felt that the subject was interesting, and they have learned enough

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[2] Professor Ulf Andersson was identified as the third most productive and influential authors in the field of IB (Rialp et al., 2019).

to talk about the taught subjects confidently. The communication via Email and CANVAS from the coordinators was appreciated as well as the structure of the course (with some feedbacks-which will be elaborated on in section 4).

Regarding the learning modules of the course, 37% students (48 people out of 67) expressed that **Debate** was the most popular in contributing to their learning, followed by the **Lectures** (21%, 27 students), **Project** and the **Workplacement** activities (21%, 27 students), and **Blogs** and **Panels** with 11% and 10% respectively. The **Home-exam** was appreciated and perceived as an appropriate examination tool by 86% (51 votes) of the students. When we asked about specific learning modules of the course, students responded as follow: Regarding the **OVN1**: The **Blog** was differently perceived. Some students liked the blog and expressed that it contributed to their learning by connecting to theory and preparing them for debates. However, most of the students perceived it as stressful and unclear. Suggestions were made to make the restructure the blog a bit differently. At the finale, the blog winner of the course was introduced (see appendix 5). Majority of the students perceived **Debates** as fun, challenging, and productive learning activity. The **Lectures** were found very interesting. However, suggestions were made to have more lectures. The **Panels** were perceived exciting and a reflection of the lectured theories; however, since the panels were after the lectures, students felt a bit unmotivated and unfocused. Suggestions were made to switch the scheduling of the Panels. The **Home-exam** was seen as an appropriate method to test the knowledge of the students, although some liked the timing/length of it, and some didn't.

Regarding the **Workplacement**: students who have done the Workplacement loved it and cherished the experienced they have gained. They expressed that this learning activity gave a new level of understanding of looking at the lectured theories. Students who did not do the Workplacement suggested that the university should have better support for such an activity.

Regarding the **Project**: Overall feedback from the students was positive. They have seen the Project as an activity that contributed to their thesis and learning. However, some felt stressed due to time.

3.2 Summary of teachers 'and examiner's comments

The faculty on the team has a continuous collaboration with daily communication regarding various issues, activities, and assignments of the course. This makes it possible to face challenges as it arises as a team. Additionally, the routine of exchanging feedbacks and ideas among the faculty involved is an old ritual of this team.

The main feedback from the faculty was on the third theme. It was suggested to introduce Circular Business/Economy in the third theme. Additionally, faculty expressed a concerned regarding the long learning days for the students with two lectures in the morning and a panel in the afternoon. It was suggested to break down the days in order to increase the learning outcome and sustaining motivation of studying those subject within students. Furthermore, the faculty appreciated the added workshop for both the Project and Workplacement tracks and believed that the workshop increased the quality of the projects in the first conference, and WP reports were more focused.

Furthermore, faculty requested a better formulation of the CANVAS page with having one elaborated document for each section instead scattering it in different pages. Moreover, faculty

requested to have an additional section in the Workplacemnet folder to have the In the work supervisors email, position, phone details.

Finally, at the finale, together with students and faculties, we constructed a list of changes for the future development of the course.

4. COURSE COORDINATOR AND ANALYSIS OF THE COURSE

In terms of the grading, students were very ambitious and had high expectations of themselves, which consequent on the above-average results of the course. The total results from the course are shown in *Table1*.

There were only one student official objections to the grading and examination in this course, and after a thorough review and reevaluation by the course coordinator and examiner of the course, the objection was overruled.

Grade	# Total Grade
A	4
B	20
C	30
D	6
E	1
F	0
Incomplete	8
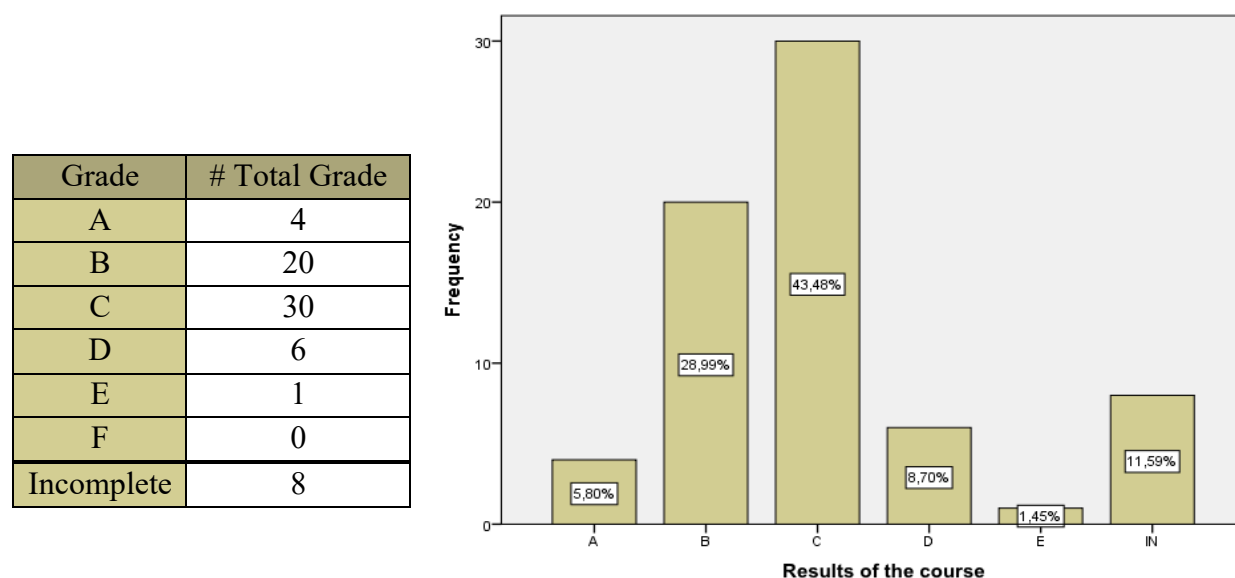
Table 1. Grading distribution

In terms of changes, by carrying on with the Workplacement activity *(PRA1)*, and introducing the panel of practitioners, the course made a stronger connection to the practical world. These activities help to bridge the path between academic knowledge and practical world. The Panels worked very well. However, the scheduling of the panel should be improved.

The workplacement activity, like last year, was perceived as a positive activity. This year we managed to guide some students to the right companies to initiate the contact for workplacement. Furthermore, the COVID-19 impacted the students during their workplacement; however, it was a fruitful experience for them since they saw how managers and MNEs are handling crisis first hand.

Additionally, although the course went fully online due to COVID-19 pandemic, fortunately, the activities of the course remained intact. The digital poster session (done via Padlet) was not only perceived positive by the students, but it was seen as more engaging and informing. In the way that students could go back to the poster when groups were presenting their work, and they could comment underneath the posters.

Another change this year was in the CANVAS; changing the CANVAS information to smaller parts were perceived as somewhat negative. The students communicated that they prefer to have the information on CANVAS but in bigger segments.

Like previous years, in the final week of the course, a *"finale"* session for the course was held but in an online manner.

This was an opportunity for students to voice their feedbacks in the conversation with the course team (containing both management and teachers). For that purpose, MENTIMETER was utilized with quantitative *(see appendix 2) and qualitative* questions *(see appendix 3)* and allowing discussion about the strengths and weaknesses of the course in the classroom amongst students, the course coordinators, examiner, and teachers involved in the course. Furthermore, the course team asked students to submit a qualitative group evaluation of the course based on the questions' sheet provided (see Appendix 4).

Between 85% to 97% of the students answer the MEMTIMETER (the response rate varied in the different qualitative questions).

In the MENTIMETER, it was shown that students' work hours outside the classroom was optimal, which is an improvement compared to the previous years. Additionally, students voiced some suggestions and feedback to the main objectives of the course (learning, structure and themes) that is as follow:

Regarding *learning* of the students:
- Students were trained on their soft skills as well as hard skills.
    - Hard skills: Students learned about the subject intended and found it interesting
    - Soft skills: students learned and executed time management, team building and team-leading skills. However, conflict management skills were not optimal and needed some guidance.

Regarding *the structure* of the course:
- Students appreciated that course is divided into two sections; this helped them to manage and reduce the stress of the course.
- Some students did not like the idea of different activities and the structure; however, when we asked the students in the class, the majority of the respondents liked the structure and the deadline assigned to different activities and believed that different activities were keeping them engaged in the course.
- The project in the second part of the course was perceived as stressful due to overlap with the bachelor thesis course. Thus, students requested to have a lighter project.
- The added workshops for the project and workplacement was appreciated by the students.
- Finally, he more straightforward structure on CANVAS was suggested.

Regarding *the themes* in the course:
- Students liked the three themes of the course and asked to have a more in-depth view of the knowledge transfer theme.
- Students suggested having the digitalization of MNEs included in the material of the course in each theme.

This year the initiatives of doing a thorough analysis were made. However, a shorter inofficial questionnaire is suggested for the next year since the data analysis was very time-consuming.

After talking to students and faculty, it is safe to assume that the COVID-19 pandemic had the lowest effect possible on students' learnings and the activities planned for the course thanks to the course coordinators, engaged faculty, and students.

5. QUALITY ASPECTS

5.1 Co-operation
As previously mentioned, guest researchers and panellists were a welcomed addition by the students. Furthermore, the involvement of the five alumni gave students a view of the career after graduation related to the topic of the course.

5.2 Research Basis
All teachers, lecturers and guests in the course are active researchers, expert, and recognized figures within the field of international business. The literature is picked based on the high quality and has, to a large extent, been published by the teachers in the course and cover the themes and aim of the course. Each year, teachers and management team of the course gather to evaluate the articles assigned for the course. In this meeting, the articles of the course are discussed and brainstormed whether recent publications can add a better perspective to the course material or not.

5.3 Internationalization
By introducing guest practitioners, guest researchers, and alumni with diverse background personally and professionally, this course tries to reach a broad scope of internationalization. Additionally, the course is also offered to exchange students which adds another dimension to the internationalization aspect. All of which are added to the existing internationalization of the material and context of the course.

5.4 Sustainable Development
Panellists, debates, and literature included in the theme of The responsible MNE emphasized on the ERS issues covering a wide range of CSR issues, Agenda 2030, and personal take from the MNEs on the topic.

5.5 Equal Opportunities
Exams were anonymous, and all students were given a chance to be seen and heard during workshop, debates, conferences, finale, evaluations, and through their blogs.

5.6 Digitalization
A prerequisite for understanding and managing an MNE today includes digitalization. Everything from coordination and behaviours to communication is influenced by digitalization, so the dimension of digitalization is always part of the puzzle in, e.g. discussions during the course. In practical terms, all the critical information was carried out digitally before orally during the course and the home exams were carried out digitally through CANVAS. Additionally, due to COVID-19 crisis in the last two weeks, the course was carried out on distance and online.

It is worth mentioning that the COVID-19 crisis had an extensive benefit to the students who were involved in the workplacement activity. In those cases, students experienced first hand how digitalization is playing a role within the globally dispersed MNEs.

6. SUGGESTION FOR FUTURE COURSE DEVELOPMENT

After analyzing the feedback from all the parties involved in the course, the followings are suggested:

- More elaborated and focused segment for the Course information on CANVAS is recommended. i.e., having one elaborated document for each section instead scattering it in different pages.
- Soft skills practice should be highlighted during the learning activities.
- Learning days should be shorter, i.e. panels should be on the days that students have the energy to engage.
- Keep up the traditions of the workshops for Workplacemnet and Project.
- Blogs need a new structure to encourage students engagement.
- A lighter inofficial evaluation is recommended.
- The project seems a bit stressful for students; a new structure of the project learning activity is recommended.
- Regarding the Workplacement
  - If possible, it is a good idea to have Workplacement support from the university.
  - In the Workplacement folder, add a section for the work supervisors' email, position, phone details.
- Regrading the material:
  - Digitalization of MNE topic is suggested to be incorporated throughout the course.
  - A more in-depth view of the knowledge transfer theme is suggested.
  - Circular business/economy is suggested to be incorporated.
- Considering having the poster session on Padlet.

/End of the report

Appendix 1 - SUNET evaluation

FOA231 (Management i multinationella företag, V20, Västerås, 13093)

Respondents: 67
Answer Count: 7
Answer Frequency: 10.45%

The course as a whole has contributed to my learning in a meaningful way.

The course as a whole has contributed to my learning in a meaningful way.	Number of Responses	Cumulated Responses
1	1 (14.3%)	1 (14.3%)
2	0 (0.0%)	1 (14.3%)
3	2 (28.6%)	3 (42.9%)
4	0 (0.0%)	3 (42.9%)
5	2 (28.6%)	5 (71.4%)
6	2 (28.6%)	7 (100.0%)
Total	7 (100.0%)	7 (100.0%)
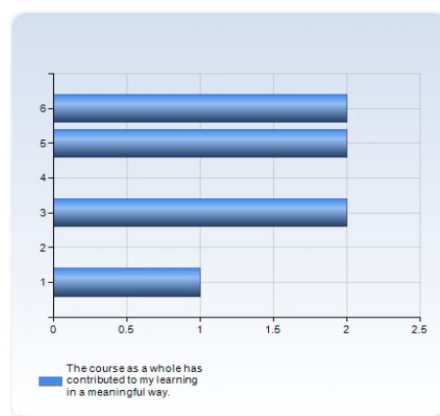
The course as a whole has contributed to my learning in a meaningful way.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course as a whole has contributed to my learning in a meaningful way.	4.1	1.9	45.0 %	1.0	3.0	5.0	5.5	6.0

I am satisfied with the structure of the course regarding *the forms of teaching (e.g. lectures, seminars, field studies)*

I am satisfied with the structure of the course regarding *the forms of teaching (e.g. lectures, seminars, field studies)*	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	2 (28.6%)	2 (28.6%)
3	0 (0.0%)	2 (28.6%)
4	1 (14.3%)	3 (42.9%)
5	3 (42.9%)	6 (85.7%)
6	1 (14.3%)	7 (100.0%)
Total	7 (100.0%)	7 (100.0%)
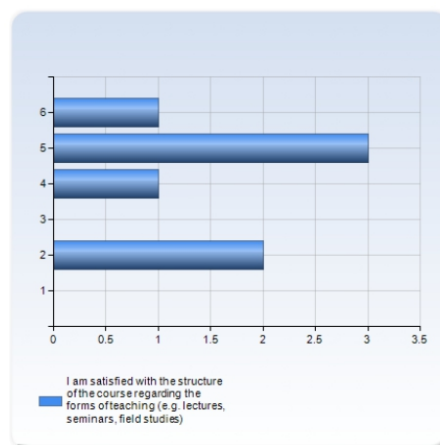
I am satisfied with the structure of the course regarding the forms of teaching (e.g. lectures, seminars, field studies)

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding *the forms of teaching (e.g. lectures, seminars, field studies)*	4.1	1.6	38.0 %	2.0	3.0	5.0	5.0	6.0

I am satisfied with the structure of the course regarding the teaching content

I am satisfied with the structure of the course regarding the teaching content	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	0 (0.0%)	0 (0.0%)
3	1 (14.3%)	1 (14.3%)
4	1 (14.3%)	2 (28.6%)
5	1 (14.3%)	3 (42.9%)
6	4 (57.1%)	7 (100.0%)
Total	7 (100.0%)	7 (100.0%)
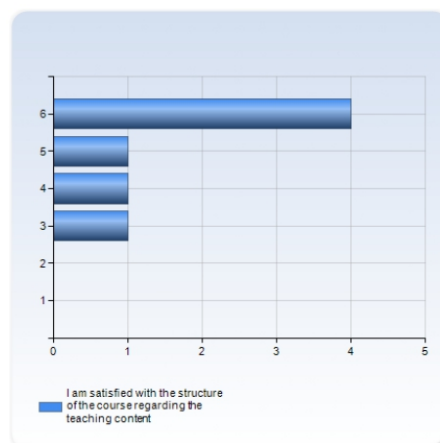
I am satisfied with the structure of the course regarding the teaching content

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding the teaching content	5.1	1.2	23.6 %	3.0	4.5	6.0	6.0	6.0

I am satisfied with the structure of the course regarding *the course literature*

I am satisfied with the structure of the course regarding *the course literature*	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	2 (28.6%)	2 (28.6%)
3	0 (0.0%)	2 (28.6%)
4	1 (14.3%)	3 (42.9%)
5	1 (14.3%)	4 (57.1%)
6	3 (42.9%)	7 (100.0%)
Total	7 (100.0%)	7 (100.0%)
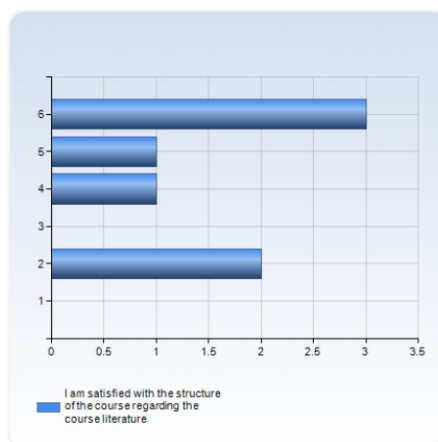
I am satisfied with the structure of the course regarding the course literature

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding *the course literature*	4.4	1.8	40.9 %	2.0	3.0	5.0	6.0	6.0

I am satisfied with the structure of the course regarding *the forms of examination*

I am satisfied with the structure of the course regarding *the forms of examination*	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	3 (42.9%)	3 (42.9%)
3	0 (0.0%)	3 (42.9%)
4	1 (14.3%)	4 (57.1%)
5	1 (14.3%)	5 (71.4%)
6	2 (28.6%)	7 (100.0%)
Total	7 (100.0%)	7 (100.0%)
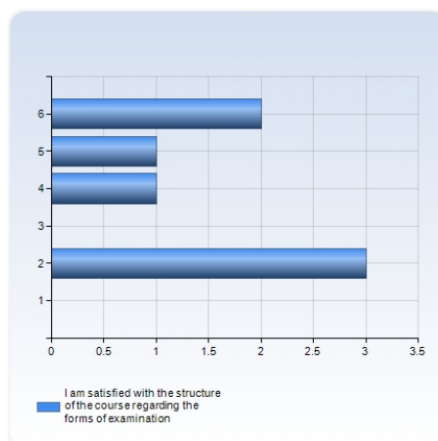
I am satisfied with the structure of the course regarding the forms of examination

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding *the forms of examination*	3.9	1.9	48.3 %	2.0	2.0	4.0	5.5	6.0

Respondentspråk

Respondentspråk	Number of Responses	Cumulated Responses
Engelska	2 (28.6%)	2 (28.6%)
Svenska	5 (71.4%)	7 (100.0%)
Total	7 (100.0%)	7 (100.0%)
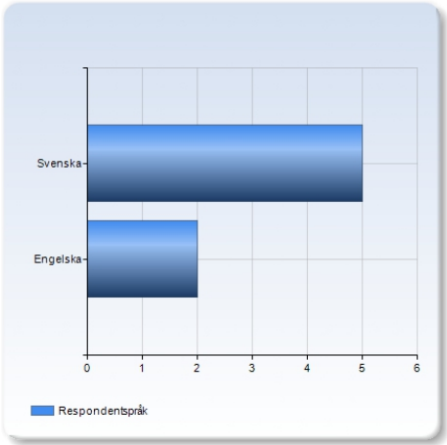
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Respondentspråk	105.1	179.6	170.8 %	0.0	0.0	0.0	184.0	368.0

I am satisfied with the structure of the course regarding *the logical structure of the course*

I am satisfied with the structure of the course regarding *the logical structure of the course*	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	2 (28.6%)	2 (28.6%)
3	0 (0.0%)	2 (28.6%)
4	1 (14.3%)	3 (42.9%)
5	2 (28.6%)	5 (71.4%)
6	2 (28.6%)	7 (100.0%)
Total	7 (100.0%)	7 (100.0%)
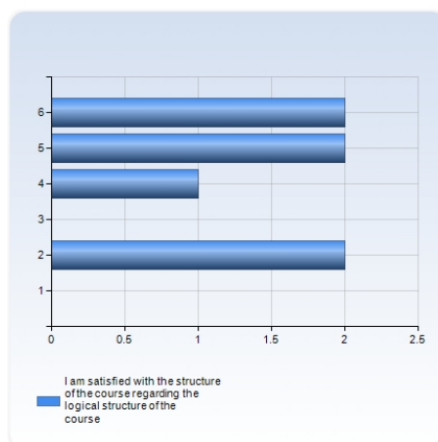
I am satisfied with the structure of the course regarding the logical structure of the course

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding *the logical structure of the course*	4.3	1.7	39.8 %	2.0	3.0	5.0	5.5	6.0

I am satisfied with the structure of the course regarding *the study guide*

I am satisfied with the structure of the course regarding *the study guide*	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	2 (28.6%)	2 (28.6%)
3	0 (0.0%)	2 (28.6%)
4	1 (14.3%)	3 (42.9%)
5	0 (0.0%)	3 (42.9%)
6	4 (57.1%)	7 (100.0%)
Total	7 (100.0%)	7 (100.0%)
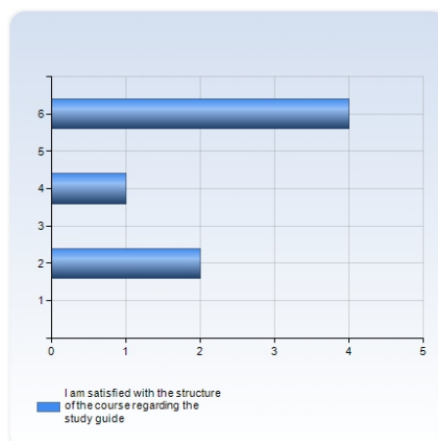
I am satisfied with the structure of the course regarding the study guide

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course regarding *the study guide*	4.6	1.9	41.6 %	2.0	3.0	6.0	6.0	6.0

Appendix 2 - MENTIMETER General Evaluation
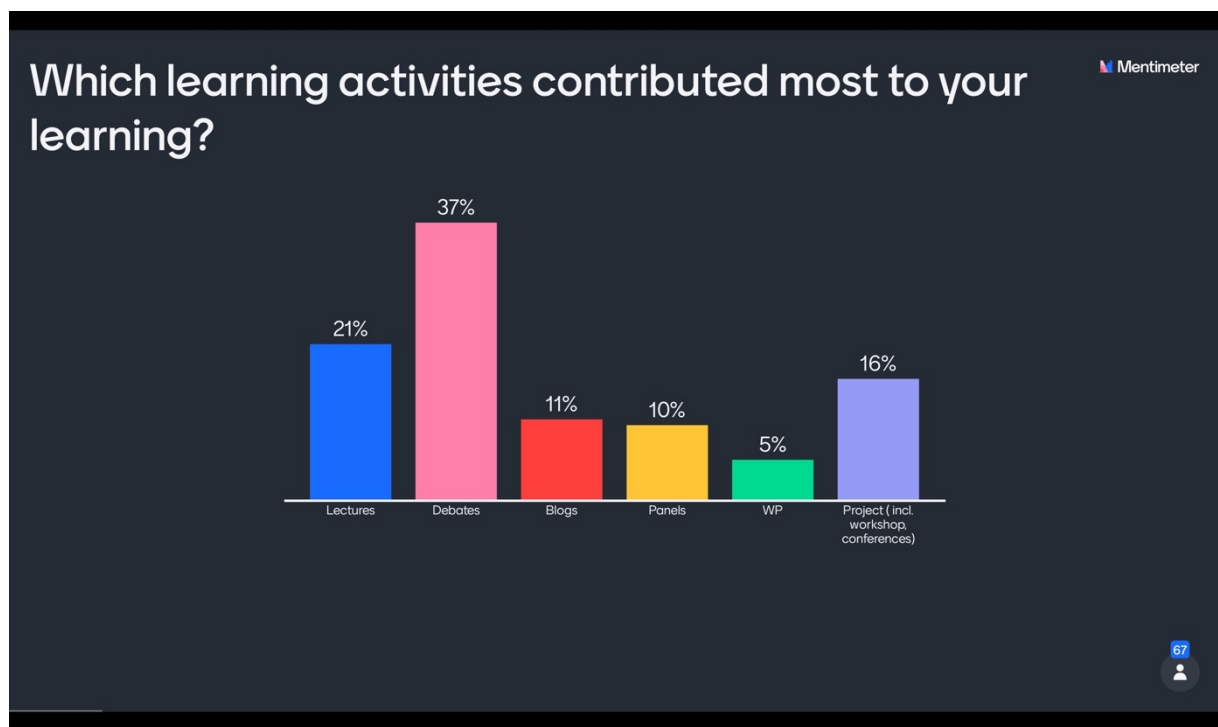
Which form of written exam do you think is appropriate for this course ?
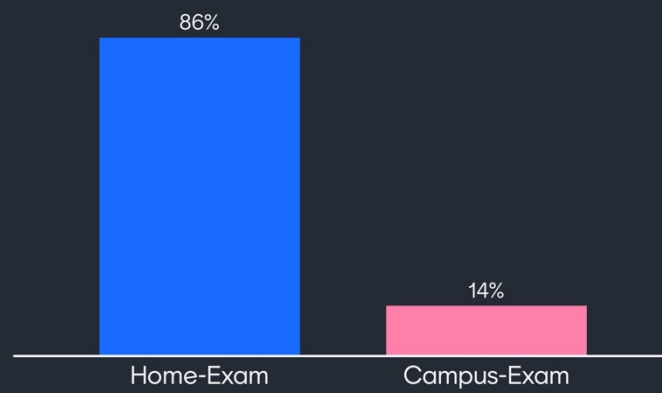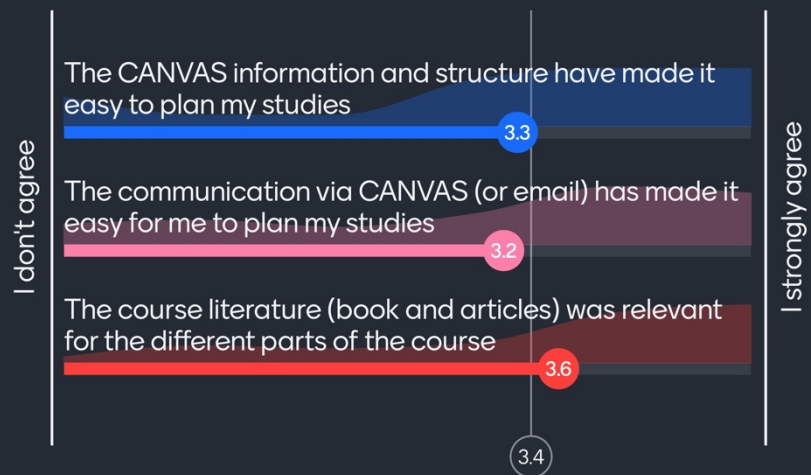
Please evaluate the following statements:

16
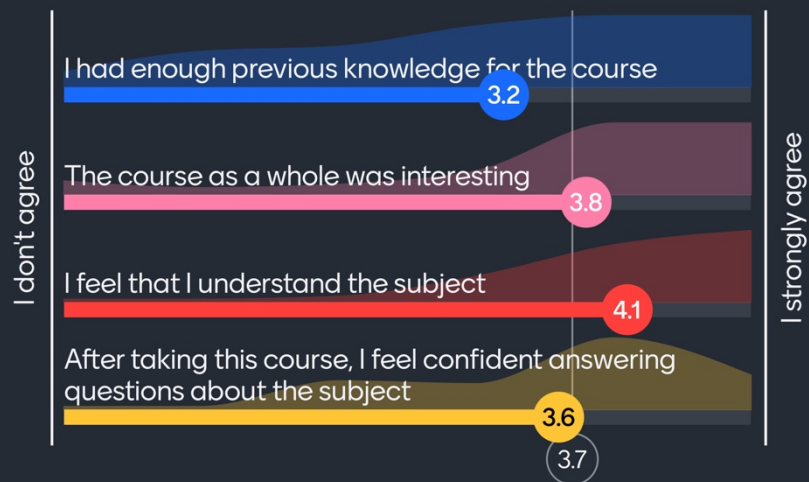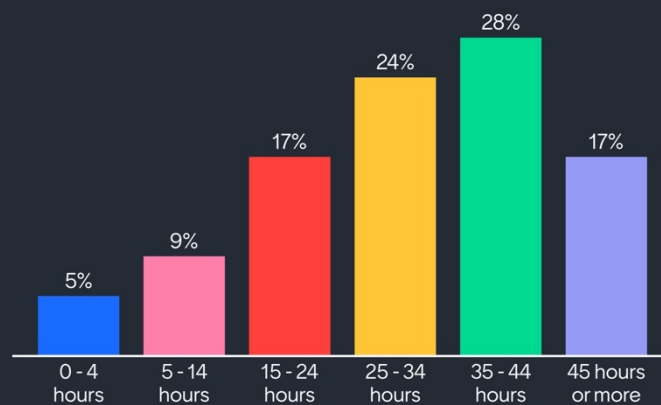
Appendix 3 – data from the MENTIMETER and Group evaluations open ended Questions combined
The answers have been categorized for faster read

3.1 General part of the course

3.1.1 What have students learned

Positive sides	Negative sides
• We've learned that multinational enterprises differ a lot when it comes to knowledge transfer, control and coordination and how to be responsible. It is a very broad subject and it is hard to generalize for all worldwide MNEs. I've learned more about the structure of an MNE, what a subsidiary is, how they work in synergy with HQ and how they do/might influence the entire MNE.	• Like a marketing management course (first year IBM course), but narrowed down into MNE.
• We learned a lot about the three main topics;	• More of a supplementary course
o How powerful the MNEs are considering how many things they can affect.	• Does not offer new knowledge, but only new perspective, especially into the HQ-subsidiaries relation.
o What the relationship with their subsidiary could do if its treated good or poorly.	
o Complications of sharing knowledge	
• Connecting the theory part to the work placement, gave a great impression. Especially from headquarter to subsidiaries.	
• One realized that the subject is very broad itself.	
• We learned:	
o Control and Coordination and knowledge transfer.	
o CSR, interesting.	
o Power influence in underdeveloped countries, political influence.	
• We liked that the course enabled us to communicate/connect the theories to the practical world.	
• Learned the diversity and the overall complexity of the MNE through factors such as economics of scale / powers of organisations / structure	
• Learned about the Transfer Knowledge,	

adaption, how MNC acts in the market, learned about stickiness in knowledge, learned new theories from the book.
• We learned:
   o How the MNE operates on a larger scale Knowledge transfers Dynamical relationship between subsidiaries and HQ
   o and how that affects business activities How to deal with certain issues, political perspectives and how macro environment affects the MNE
• We learned:
   o How to look at problems from different perspectives that are related with MNE´s. This helped to understand big-scale companies.
• We learned how to exchange arguments during the debates.
• There are different perspectives within MNEs. They are complex The MNEs have so much aspects, the political power, knowledge transfer, ethical issue. These were new to us. How the subsidiaries are managed from HQ and how they influence each other. The lectures were related to the theme.	

3.1.2 Feedback on Students Learning aspect

Positive sides	Negative sides

• Good preparation for upcoming thesis.
• Understanding MNE´s (Especially the "beast"-side)
• Understanding operation of MNE
• Understanding that education and communication are major factors
• Importance of transparency for society a whole
• A lot more about international business as a subject and about MNEs and their impact also their recruitment process
   o Contingency theory
   o Corporation networking
   o different perspective on how MNEs operate and why
   o Different theories, new key words and
	• Group work was the most challenging, as I had some issues with my group mates. Some just didn't listen to the division of the work we decided to do & think that their work was enough to pass. It was hard on me as I had to do most of work (project).
	• Students suck at sticking to one topic
	• This is by the far worst course I have ever the at mdh. I learned almost nothing and had to spend at least 40 hours a week during this course. When spending this much time you really want to learn

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a new perspective on management
- o form of control within MNEs
- Fun
- How a MNE is run, how tasks are solved, problems that can occur inside a MNE
- How a MNE works
- How knowledge transfer is more important and difficult than I thought
- How the MNE's headquarters can implement power over their subsidiaries to achieve the main goal of the MNE in the most efficient effective way
- how to evaluate and analyze data in a better way
- How to manage a multinational enterprise
- How to write a thesis in a better way
- How to write an assignment
- How to write thesis
- I got a broader perspective when it comes to the subject of transfer of knowledge!
- I got a completely different view towards MNEs thanks to the knowledge and perspectives gained from the course
- I learned a lot more about sustainability and control mechanisms in big MNEs.
- I learned more about how MNE's affect the world as a whole, which was quite interesting considering the situation we're in at the moment.
- I learnt great deal about MNEs, got to see their other side, their political power, how big and controlling they can be.
- The book of theories by Mats Forsgren was very informative and detailed.
- I've learned that a large company has a lot of influence on the world and that each subsidiary is unique and has to be treated like that.
- Knowledge transfer • Knowledge transfer • Knowledge transfer and knowledge sharing
- Learned a lot about MNEs and International business
- Managing an MNE is very complex. MNCs can benefit from the economy of scale by spreading R&D expenditures and advertising costs over their global sales, pooling global purchasing power over suppliers, and utilizing their technological and managerial know-how globally with minimal ad

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something. I really wanted to say more words limited.
- To never want to work in a group ever again within an academic setting
- How to fall asleep during class

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- MNE's • Multinational enterprises, structure and benefits - study planning - communication is important for transferring knowledge, control and coordinate a corporation - To each company its own, like in most things in business, it depends on the business context, both internal and external - The coordinating multinational. - The different aspects of a MNE. - The dynamic relationship between HQ and subsidiaries! - The power of multinationals companies are a lot stronger that I ever imagine - There are good things about MNE depending on what theory one uses. - time management - Time management was something I really had to work on as I was not used to having my courses structured this way between here and my university at home - What big leaps in relation to knowledge are. - Working in a group has its advantages, but also has its challenges to get along in the group and that you have to fit with your group. But In general, it was nice to have a fitting group - Writing	

3.1.3 Feedback on Structure of the course

Positive sides	Negative sides
• I appreciated that the course was divided in two, even though the project was heavy. Because of that, one could focus on one thing at the time which I believe generates better results. • The structure of the first part of the course was concise. 3 Theories that rounded up the discussion and the insight of MNE's really well. • The different ways gave us new insights on the way that MNEs work • The scientific article was a good preparation for the thesis • course was were relevant, great way to see the different perspective, good information during this short period, good information, brought perspective, gain practical knowledge from lectures, panels, blogs and debates. • It was kind of good to study based on the three themes, since it was related to the book, and the author himself motivating concepts. - Critical literature review since the author presented at lectures. • There was too much to learning, blog, debates, panels, lectures • The course was quite well-structured. Everything was keeping us bind to the course • Overall the course, the course was very well-structured, we liked the three different themes. • Teachers were quick at responding • Some students like the change with th enew teacher. • Lectures and those teachers were soo good	• Would have preferred that the course ended before the final bachelor thesis course, the overlapping makes it stressful. • Would have preferred that the course ended before the final bachelor thesis course, the overlapping makes it stressful. • Second part of the course was not aligned with the rest of the course and the course material • More freedom within the structure, too many deadlines (blogs before debates, peer feedback just seemed like it was stressed) • Some people though that it was too repetitive especially as a thesis is written at the same time) • too many mandatory sections and too many things that we were asked to do ! • Small little things to do, some prefer 10 lectures one big exam, now the course is dynamic, but it can be frustrating. • We should have had more lectures and go deeper into the subject, more focus on book and the theories would be appropriate • Maybe too many documents, took a long time to find stuff. Maybe lacking structure. But good that there was a lot of info. • I wouldlike to be informed about the recommended articles before the lectures and be clear on everything wanted from the students in the beginning. • the course had no structure thanks to the course coordinators which didnt seem to care much about the students. So many unclear mails and standardised mails. • I think the course should remove blogs and panels, took time, as well as too many mandatory sections, conferences was too much. mandatory sessions (project) panel was not contributing to the course. In general, primary data was easier to find more objective than secondary data but still hard to have the

	time during the 5 weeks, to conclude it was demanded too much from students.
Suggestion for improvement	

- The course has a good base idea, but need improvements in execution
- Changing the part 2 of the course for either another exam or a lighter project
- Easier structure with the canvas instructions and info.

3.1.4 Feedback on Themes in the course

Positive sides	Negative sides
- I think the three themes were good! - We thought the most interesting part was power. - Good to have different perspectives on it, cause it forced us to think from different perspectives. - These three themes allowed us to talk about the subject from different perspectives - Three themes - Give a good overview. - Good specification - MNE three different themes was good: Responsible, Knowledge transfer, Control and coordination - Control and coordination in combination with knowledge transfer was also raised as an important factor for understanding the operations of a MNE - We liked the structure that they were split between three different themes - Control & coordination was the best theme. - It was good to study from the 3 perspectives	- All thesmes are close to each other and its hard to draw the line, for instance distinguishing where control mechanism begin and where knowledge transfer begins.Considering the choice of themes, the responsible MNE was the most talked about and were weight differently among group members. On one hand it was suggested to focus even more on the responsibilities of such big firms, and on the other hand it was stated that it was out of place and too farfetched, considering that we had too much CSR coverage in the past months and years maybe chnage the theme. - Even though knowledge transfer means something different for MNE´s, a lot of things have been very general.
Suggestion for improvement	

- Include digitalization, how has that influenced the current working environment? Not as a separate topic, but it should be included in at least knowledge transfer.
- Having the status of a key concept of KT, it should be elaborated further.

3.2 OVN1-Blog part of the course

3.2.1 Feedback on OVN1-Blog From group questions
- Bloggs did not contribute that much, needs a new structure.
- Blog was really educating us, but it was kind of copying each other.
- too many deadlines (blogs before debates, peer feedback just seemed like it was stressed)
- Few blogs were interesting, but others were repetitive.
- Blogs a bit pointless
- No in-depth evaluation of the blogs during the blogs, thus students have no idea about

how did they perform
- More specific subject and instructions for the blog. Need more control from teachers in order to get the involvement. Trying to create a debate in written form. Maybe formed differently, like small blog groups.
- I would have preferred an introduction or an example on the blog entries. The examples of the should be presented beforehand

3.2.2 Feedback on OVN1-Blog from MENTIMENETER individual question

Positive sides	Negative sides
- Blogs were a great way to link theory to action - It contributed because we had to research and discuss with ourselves, - Made you reflect of the lectures - They made me dig deeper into the subject and led me to different sources, which helped me getting a deeper understanding - Blogs helped us summarise what we learnt form lectures and panel discussions - Interesting to read other students posts and I did learn from that - Same as debate it requires students to study extra context besides lectures. So it contributes! - It was good to read some things again from the book as well as see what others thought about the content - Brought out our potential - They helped me see different points of view from other students and helped me gain deeper understanding of the topics - It helped to summarize every theme and to think analytic - it analysed the material - The blogs were good because it was an individual assignment where you yourself set the ambition and also gives space for you to think creatively. - the blog did contribute. I think it was a great idea and better than handing in before the meetings as usually is. Because in the blog we get access to what others think as well - It did because I could read other but most of us wrote the same	- They were OK, but not all students took it seriously - Because they are a lot and one cannot read them all - They were pointless since we brought up the same things at the debates. Also no one gave feedback once again if we were following the criteria. Making it impossible to know if we did the right thing or not. How will we know if we will pass???? - The blog was mostly just my own opinions so it didn't give so much - they were good although a bit hard at times for students to always give personal experiences with MNEs, especially when a lot of us have not entered the workforce and so do not have any examples? - Pointless, We couldn't use any of it to the exams - Pointless - They did in some extent, but also theory is theory and is not that useful for learning if not exercised in a practical session (for me) - not necessary and a waste of time. - Not as interesting as the other activities. - I found them very confusing, while they did prepare us for the debates, it seemed quite unnecessary. The entire blogging aspect just seemed out of place within this course, just was the "extra" thing to do. - Blogs were fun, but I think no one really cared to do it right, everyone was summarizing what happened in the lectures which wasn't the best way to discuss.

- gave us freedom to express opinion - The blog entries were good because they made one more prepared for the upcoming debates. However, I think this part was least contributing to my learning. - The blogs gave an opportunity to gain a deeper understanding of the topic - Blog writing required a research about the matter. I learnt many things during the research. - It was nice to debate in the blogs with other students	- They seemed not necessary and teachers did not seem to care. Most students just repeated what was said without giving their opinion. - It did contribute - It felt like a summary of the lecture, where the students repeat 2 or 3 ideas over and over - There were too many entries and scrolling through them all was quite confusing and tiring - Very unnecessary and annoying and time consuming. I did not like it at all - The blog element of the course was not worth it in my opinion. It felt like over and over reading the same concepts, ideas and repetitive opinions. I do not know how to change this, but more people need to be more aware/critical of what they learn. - it was just unnecessary - The blogs where very unstructured really think that the lecturer should have a say in this. - Felt unnecessary. - Seemed irrelevant - It was to basic - The blogs were really not helpful since the purpose of them to create discussion between students was not accomplished. Most students would just write a post without reading other posts and information in the blog would duplicate over multiple posts - unnececery time - They did, because, you had to answer the questions properly and you learned something by reading through articles and the book - Felt like debated were sufficient - They did but, you can still learn more by having direct contact by discussing your opinions instead of writing one that might be wrong - The blogs forced me to research the topic but I found the blogs to be really forced to write as the topic is quite new. - it was just stressful

	• Unclear instructions

Suggestion for improvement
• The blogs did contribute to my learning, but it would have been better to have more of a discussion between the students. Maybe to have only a few students to start different conversations and then the rest have to comment on those • blogs were good idea, but I prefer to share my knowledge with the teacher first in a separate paper. • Blogs was too general, everybody was talking about general matters, it would have been better if the subjects would have been more controversial and more precise.

3.3 OVN1-Debate part of the course

3.3.1 Feedback on OVN1-Debate from group questions
- The best part of this course was the debates, without a doubt.
- It was good that you have the same debate groups for all of the debates, it made you feel comfortable.
- The same problem with the debates, the supervisors provided no feedback
- Open discussion instead of debate, it is hard to express your own opinions.
- Debates were the most interesting, connected all the dots. Much more interactive. Although a clearer layout of the debates would be beneficial as every debate had a different structure which felt a little restrictive
- Lectures and debates are good.
- Sometimes the debates were done early but they still had to carry on which led to pointless speaking, maybe have that when the conversation ends, it should end.

3.3.2 Feedback on OVN1-Debate from MENTIMENETER individual question

Positive sides	Negative sides
• I believe that debating is a more direct way of learning since your opinion is questioned • I liked them much more than seminar format • Fun • Debates helped to see both sides of the problem • The debates contributed to my learning, because proving your arguments and being able to have an educated conversion, with a teacher as „referee", is a good way in developing an ordered argument structure. • Because you can learn from the other point of view and go deeper on one topic • It contributed because while discussing you get new ideas and perspectives • Debates was the best learming activity.	• Awful • Debates was the best learning activity. However, it was very unclear. This is because debate supervisors switched each time so we didnt get any feedback on what we did right or wrong. This made us not to know if we did right or not. • Didnt stick to the topic and questions • I always ended up on a side that I did not want to defend and therefore did not have that much to say. I did not learn really learn anything from the debates and I don't think that they were necessary • The debates were not much useful as compared to lectures. It can ve replaced with seminars as seminars have more learning outcomes. • Cause it wasn't interesting, it was

- Got to use the information i prepared which made me learn it better
- Gave an overall broad view
- It was different!
- Debate is a good way of learning, since you have to practice your theoretical knowledge
- Fun to debate and discuss with other students, in my opinion this is and always have been where i have learned the most.
- Because it helped me see both pros and cons of a theoretical statement rather than a close minded perspective.
- I very much enjoyed the debates as we were able to bring actual situations into the discussion, and tie in the theory. Definitely my favourite part
- It is a very fun yet learning opportunity for us to learn from one another. It also forces us to research the subject and come up with our conclusion but also forces us to thinking outside the box.
- They did.
- Debates was alright but it felt like you learnt more during the preparation for the debates then the debates itself
- The debates were really good and they got you to think outside the box and reflect upon the topics in a deeper way
- i prefer sharing knowledge thats why deabtes were so good for me
- It was a new challenge that required me to challenge what I believe in, increased my ability to discuss and argue
- Preparing for the debate really got me to research a topic holistically
- interesting and educational. Still nervous to speak in groups so hard from time to time.
- The debate was fun
- I was able to exchange and test my knowledge, with a teacher as "referee". I was able to correct my views on certain aspects, as i stumbled over some thinking mistakes and the debates were a good opportunity to reflect on my subjective view.

- boring to be honest. The lecturers were good, but not the course itself.
- They did contribute, but it's not for everybody.
- Some people don't feel comfortable with talking to many people at once
- They were too short and people didn't really seem genuinely prepared or even interested.
- i didnt like the debates very much, because we focus a lot on how to defend or oppose de subject rather than the actual learning
- The debates help learn because I had to do research on the topic. I would say the debate itself however did not really teach me anything.
- Because students often went of topic
- Unclear instructions
- I think less focus should have been put on separating the students in the debate to be on separate sides. this i think limited the flow of conversation.

- The debates where good, because you could discuss with other students what they have learned.
- Debates ask us to get information beside the lectures.
- Forced you to read and learn about the topic of that week (positive). And having debates makes you active
- The debates give me different perspectives on things I had already learned • Debate sessions made us find more relevant subjects to the course. • • Fun, challenging and interesting.
- We received the possibility to prepare with already known topics which encouraged us to learn
- Preparing for debates was good motivation to study and try to look at matters from different points of view
- They helped me individually prepare for different topics in this course and analytically discussing the problems arising
- learn from everybody and from different perspectives
- It did. Good practice for English
- it discussed the material
- Debates reinforced knowledge gained from lectures, very good
- like I mentioned earlier, I believe that direct contact is the best way of learning
- Because we discussed everything, so it made sense
- The debates help learn because I had to do research on the topic. I would say the debate itself however did not really teach me anything.
- They forced us to see pros and cons with different theories
- Because you get different perspectives of the debating subject.
- It contributed because you interact and discuss with the others about the topics, which gives you different perspectives to view the topic from
- Debates in my point of view was the most efficient way to get knowledge over the subjects. We had to interest

yourself deeply into the subjects for findings arguments and in my opinion, there is no better way for learning. • you wanted to do good, so you studied • The debates provided an opportunity to see the topic from several different perspectives • It was interesting to hear others point of view.	

3.4 OVN1-Lecture part of the course

3.4.1 Feedback on OVN1-Lecture from group questions:

- Ulf and Mats lectures were really good and informative, for the Responsible MNE part I did not learn as much. The lecture did mostly contain discusses, which is good, but I would have appreciated a more theoretical focus.
- It was good to have a different professor for each perspective, to get different views
- The perspectives were made clear and the differences of it.
- We didn't see a proper link between the literature and the lectures
- Hard to follow when Ulf was talking about his articles, because it was really detailed and a lot of numbers, however entertaining to listen to.
- We should have had more lectures and go deeper into the subject, more focus on book and the theories would be appropriate
- The first two lectures were really interesting with Mats and Ulf, specially the one with Ulf, very informative. But the third one was not related to the theme; it was more about power and types of it.
- The lectures were great. Mats and Ulf are competent. More lectures with them.
- Lectures and debates are good.
- Inform students about the recommended articles before the lectures and be clear on everything wanted from the students in the beginning.
- Maybe a bit weird with new teachers, however some students like the change.

3.4.2 Feedback on OVN1-Lecture from MENTIMENETER individual question

Positive sides	Negative sides
• Fun • They were too academic • The lecture contributed to a great understanding on how MNE's operate. It gave me a good „macro"-view, in addition to a smaller part about the insight view. The structure of the course enabled a nice self-learning and teaching environment. • It contributed because, integrated with the book, they provide good theories and materials • It was good lectures and I learnt stuff	• Boring • I didn't attend • It was a lot of good information, however it was only served as a base for me in order to prepare for the debates where i learned the most • they were realy good and informative. maybe sometimes off topic to what we actually have to know for other assessments though • Not valuable, did not attend any lecture • It did but in a less significant way than

from them.

- It was a lot of good information,
- they were realy good and informative.
- A lot of information that contributed to the different exams
- I think those were most fun!
- They were only theory, while debating is a practice which I enjoy as a way of learning
- I thought the last three lectures really helped understanding the material, especially when we went through the scientific articles
- There were very interesting lectures specially that the lecturers talk about different term in a very simplistic way that makes it easier to understand without having to read the book
- They were very informative, especially the ones with Mats Forsgren and Ulf Andersson.
- I liked the lectures, however, they all contained a lot of information at ones and it was a bit hard to "get everything in" in such long lectures
- One of The lecturers was the author of the main literature of the course, which opened my sight to different new aspects about the MNEs
- The knowledge I gained from the professors was valuable
- The lectures gave an alternative way of explaining MNE. The lecturers had very high quality and gave me a "macro"-view on a MNE. More lectures with Mats Forsgren should be organized, if possible.
- Great lectures, and great lecturer. Really great lecturer among Mats Forsgren and Ulf really liked them. They made this course interring.
- The lectures was really good
- We learned a lot from the lectures and practically we gained more on other learning tools.
- The lecture content inspired us to think deeply connected to the topics, and have theories connection to practical work in the real life.

debates or project.

- Lectures aren't for me, I rather read around the topic with the articles provided in my own time and within my own space without feeling the pressure to discuss the topic in front of everyone
- They seemed very out of context and only the first lecture really spoke about the book we had to get. Even that one did not really help a lot.
- Lectures did contribute but I had hard time connecting the content of the lecture which was great, - to assignments / examination
- I liked the lectures, however, they all contained a lot of information at ones and it was a bit hard to "get everything in" in such long lectures
- the lectures were a bit boring with long time
- sometimes a bit hard to follow, more real-life examples
- I didn't like the lectures
- Cause it wasn't interesting, it was boring to be honest. The lecturers were good but not the course itself.
- Lectures are good. However, most the of the knowledge from lecture could be found in literature books.
- No opinion, did not attend
- Too long winded
- Too repetitive
- They did, in a way, but they were long and it's hard to keep focus on complex topics
- cant concentrate
- Because, I only had one lecture and it wasn't really much of a lecture
- There were limited (only 4) and rushed considering how complex MNEs are.
- Some of them where just not good but some of them were
- I did not have the time to attend some of them. I just believe it is easier for me to learn by doing than listening to someone speak for hours.
- I cant describe. I am generally very unconcentrated during lectures, its a

• It gave me an outline of the course and starting points for reading and understanding articles and preparing for discussion • They went through the material • The structure of the lectures made the course easy to follow • Because not only having the personal opinions from students, we were able to have professionals teaching us. I believe in this way i was able to learn the most and not only the parts i find interesting. • Like most lectures at uni they work as a good platform for the initial intake of info, but to really nail the info down, blogs and debates were brilliant • The lectures did contribute to my learning. I appreciated that the lecturers were interacting with the students which most often created a discussion. • Lecture contribute to my learning because it's the first step for getting knowledge on the subjects. It's the main source of knowledge and an introduction to the global concepts. • It was contributing because we had professionals discussing the subject, we were going to debate on every week • In my opinion they contributed to an overall understanding of the subject • Good lecturers	personal thing.
Suggestion for improvement	
• Prefer to learn by applying theories	

3.5 OVN1-Panels part of the course

3.5.1 Feedback on OVN1-Panels from group questions:
- The days were to long. It was hard to keep focus on the panel.
- The panel was so long, didn't contribute that much because of the amount of the info given to us from the lectures and the panel.
- remove panels,it took time
- Panels were unnecessary, Panels were super long, seemed repetitive and late in the evening
- Panels were informative

3.5.2 Feedback on OVN1-Panels from MENTIMENETER individual question

Positive sides	Negative sides
• This was the best part of the course. Meeting people from business life • Panels were the best • It was very interesting and informative. • the panels were great! it gave us real life examples and was really thought provoking. also great to give contacts to the students. • Gave another view from the lectures • The panels were interesting and gave us some new perspectives. I liked that you invited former MDH student. Their view was especially interesting to me. • Panels were actually good and helped see other perspective when it comes to the lectures. • They were very informative and practical. Asking questions and getting details from experts were beneficial. • They were interesting • The panels were great and I appreciated that they were held. • The panel participants were enrolled in the MNE's world and when the author of the main book was there it enabled us to connect the literature to the practical world • Panels give an aspect from real life. • Practically we learned a lot • Panels were good to get to know some thing about real cases. • They showed a real-life scenario • The panels most often talked about their own companies or previous situations, which is interesting in one sense • It was interesting to have the point of view of managers • They were interesting and you got the opportunity to see how many of the concepts were used in practice • It was nice to hear to the panels • Good for reflection.	• Too many ppl • They contribute but lesser than the lecture and debate • I didn't attend • Some people wasn't really educated on the subjects and started to go of rails on the subject. So it didnt give much knowledge to the students that were useful for the course. • It was very interesting and informative. However, it was always after a lecture so all of my focus had been drained already • Not so relevant information that could contribute to the exams • Pointless • Not related to examination moments. • Same answer as for the lectures, I didn't find any use for them because I find it really hard to focus on a topic of no interest to me, after 20 minutes I zone out and find it hard to refocus again, for me this wasn't helpful at all • They were long, especially after lectures, by that time we are tired and can't fully focus the whole time. Although they were interesting and had very much knowledge that we can learn from, it was only the timing that was a problem. • They were interesting but not always related to the course material. • Not relating to examination moments. • it was good tool but the time of the panel didnt work with me so was able to join the panel only once • I am not quite motivated by the speakers at the panel • Was a long day with the lectures but interesting to hear from employees from corporations and so on • They didn't know that much about the subject sometimes, especially the guy from Westinghouse, he wasn't too involved in the subject • The panels where good if you only look at the participants and the point

		• they where trying to say, however the structure were poorly executed.
		• Did not attend
		• They where to slow and long. Hard to stay focused.
		• Too long winded in combination after a lecture
		• Sometimes they went off topic
		• Was not there, could not tell
		• It was really interesting to listen to panel discussions, however, a lot of times participants would fluctuate from the topic.
		• cant concentrate
		• sometimes it was just telling you about thing you already knew
		• No many student were active during the first one
		• Debates where sufficient
		• I did not really feel the need to attend
		• I think the idea of the panels is good but from student point of view it did not turn out very well. I expected the panel to be more dynamic. I think the panel was basic repeating what we've seen in the lecture
		• they did but might have been a bit long and therefore you loose focus
		• Bcz I had just attended a long lecture and it wasn't that interesting sometimes
		• I never went to any so I don't know.
		• they felt like repetition of the lectures
		• The panels most often talked about their own companies or previous situations, which is interesting in one sense, but not contributing to my learning.
		• The panels were more like a two or three people discussion I think and therefore not interesting for me.
		• it was too specific to a job sector.
		• because it was similar to lectures and the days became too long
		• Unclear instructions
		• panels were tiering since they were placed right after long lectures
Suggestion for improvement		
• Some panels got a bit too off-topic, which is something that could be improved		

> - The panels were interesting, but the viewer seats were empty. Making this a public event may fill up the ranks.
> - I wish the people on the panel would be more arguing and trying to discuss more heavily/aggressively.

3.6 OVN1-Homeexam part of the course

3.6.1 Feedback on OVN1-Homeexam from group questions:

Positive sides	Negative sides
- Home exam was much better than campus exam, more structured. That was the only time for some people, to use the book. others made really notes and used it. - We think the home-exam were good in terms of time and questions. - Word limits helped us focus our answers	- Home exam was stressful - Within the home-exam, the questions requested us to write a certain amount of words that made it kind of hard, because it forced us to write some words. - The exam was short - A bit more time for the home exam - Remove word limit on home exam'

3.7 Workplacement part of the course

3.7.1 Feedback on Workplacement from group questions:
- Unclear information regarding the work placement, should be clearer. (Did not publish work placement companies in time). Some students changed their mind on work placement and went towards the project instead because they felt that the information was not clear enough.
- WP was the best way of learning, recommended by the group.

3.7.2 Feedback on Workplacement from MENTIMENETER individual question
- Didn't do it; School should have given more information and option about the wp, seemed useless
- Fun
- I had an amazing WP. These 4 weeks were the best of university. I learnt a lot from real business life
- it was too hard to find a workplace willing to take a praktikant at this time.
- It went through the material on a practical level
- My WP has very educational and something I will remember forever
- Real life experiences beat anything
- The theoretical outcome of the course could be implemented in the practice. For me that added another level of understanding the course.

3.8 Project part of the course

3.8.1 Feedback on Project from group questions:

- However, I do believe as discussed that the project is way too heavy for the amount of time we got. I would have preferred doing a in depth case study on one company and choose one of the themes for that company.
- The idea of a business case instead of a project. Would create more knowledge.
- A business project or simulation instead of a thesis, having something similar to a Simbiz simulation with the whole network connected, headquarter-subsidiary.
- Constant feedback on the project seemed force, everyone kept picking the whole thing apart every single time, which made us change the concepts all throughout the project. One time deadline or one feedback meeting instead of 3 would better.
- Some people though that it was too repetitive especially as a thesis is written at the same time
  The scientific article was a good preparation for the thesis
- Peer-Feedback was unnecessary, waste of time. Useless for the group as well, everyone treated it like it was just another thing to do which defeated the purpose.
- Change part 2 of the course. Either another exam or a lighter project – (not a scientific article) more of a in depth dig down into a company, more focus on real cases.
- conferences was to much mandatory sessions (project) was not contributing to the course, not general, primary data was easier to find more objective than secondary data but still hard to have the time during the 5 weeks, demanded to much from students.
- The report changed, maybe cases instead, since the workload should equalise with the WP.
- The project is only worth 7 credits. Considering the amount of work that had to be done, it was worth more credits.
- The time could have been used to better prepare for the upcoming bachelor thesis if the project would have not consumed the amount of time it did. The many small tasks within the different elements of the course, were a hindrance on working effectively. There were many new momentums that were created, and needed a lot of preparation work with the start of each new task
- The argument that the project articles served as a preparation for the bachelor thesis, was received differently. On one side we have been prepared for the bachelor thesis the last two years with courses such as b-thesis, on the other side students will be in the mindset for doing a thesis
- During the project participants reported that there have been many group problems that made it hard to work
- Project seemed off beat, it was much like thesis article
- Project could be replaced with simulation or seminar like the other group had work placement. Or may be with some lesser words.
- Working in the group for some during project was interesting and less stressing. But others felt it difficult.
- Unclear about what was needed for project
- Too much giving feedback

3.8.2 Feedback on Project from MENTIMENETER individual question

Positive sides	Negative sides
- It had to really focus on the topic and do great immense of research. Also regarding the bachelors thesis this was a learning experience - Good exercise as we could dive very deep into one company and understand the complexity of an MNE - Got the opportunity to gain deeper knowledge of an area that you were interested in - Got to work with something you found interesting - Good since I had to get in to the course again and look into the theories, I got to keep the knowledge from the course - I think the only way the article contributed to my learning was that I learned more about academic writing, which is good, because I will write my thesis this semester. - Is was very good to deepen your knowledge and to contribute something to your job in later stages - It allowed us to prepare our writings and focus on a field of our choice, it believe the project contributed the most to our learnings. - It did contribute by more of how to write rather than about the subject of the course - It has been a base to do our thesis. - It helped me develop an understand of specific topic and connect it to real company - It helped me to gain more knowledge about writing a thesis, how to write an academically correct research paper and how to work efficient within a group - It helped to get in depth into a topic but yet not as deep as i would have liked. It was nice to write it in a group. - It was a really good learning experience as we had to research in one specific area and really dig deep into understanding the subject. - It was the perfect course for just	- I didn't find it useful - I think it was way too long. We had to add a lot of unnecessary data and information. - It did contribute, but I had to do all of the job by myself. - It didn't contribute of the short time to write a such of a big project in conjunction with the thesis which made the project really frustrating - it was just stressful, and was only about one subject not the course - It was OK, but a lot of work in such a short time - project took alot of time and is at the same time as the C-uppsats. It is the same as a C-uppsats - Stressful !!!!!!! - subject to limited due to time, would much rather have the time spent on my thesis (doing another course= more of a re run of the B thesis last year - The idea of the project is good. But we had already done a B thesis to learn how to do research. What is the point of having the same type of project again?Specially almost together with the bachelor thesis. It could be what was proposed, an article. - The most stressful experience ever. While the task itself sounded promising and I was looking forward to doing it, group work never works and this was no different. I would have had more fun and enjoyed it more doing it by myself as the idea was fun - The project dose contribute, but the time is too rush - The project were good and I learned a lot, however, it was too big of a project to have in such few weeks - The subject was to limited, not finding any creativity - The supervisor didn't care about the projects and gave no feedback at all. We basically were on our own and had to be relying other students judgement.

getting prepared for the bachelore thesis. I learned more about method and how to write a research paper then in the B-thesis course. The supervisor of our group was able to give constructive advice.

- Makes you learn on your own.
- Project was perfect for getting deep knowledge over a specific subject and contribute a lot to my learning but not as much as lectures and debates
- project was such like thesis, good writing experience, polishes writing skills, But not much related to the theme, MNEs. They were general topics. Students may be given certain specific topics to write a project on which adds to the MNE knowledge
- the group project was very good, but the limitation with time was a bit steess, and the students werent able to do all the thoughts they had in the project
- The project was good, as it gave me some ideas into doing my thesis
- Was very challenging and demanding, helped me with methodology, planning & self-discipline.
- was very useful to put theories into practice
- We as a group looked at real events and comparing those with previous studies, which contributed very much to my learning!
- You always learn when writing a project and having conference 1,2 and 3 helped you get started.

This was the worst part of the course. No guidance what so ever. Teachers were contradicting.

- The whole thing felt very rushed considering what was expected of students. Also, the supervisor david gave no guidance and sent standardised emails to everyone when they asked for help saying "its up to you" and unwilling to give personal feedback
- Too much work compared to how little HP it was. Home exam was already enough to understand the theories. Too much writing with project + thesis. Get rid off this project!

Appendix 4 – Group questions

Group discussions in breakout rooms

- What have you learned about multinational enterprises? Discuss the most important knowledge about MNEs that you have learned. What was new to you?

- **The three themes**
  What do you think about the idea to study MNEs from the three different perspectives/themes?

- **General**
  If you were teaching this course - would you make any changes to the content and structure - if yes…why?

Appendix 5 – Finale and blog winner

School of Business, Society and Engineering

Overall view of the FOA227 "Managing the Multinational Enterprise" course, Bachelor's level, 15cr
Analysis and comments to course evaluations Spring 2019

This course has been running since spring 2012. The teaching team this year consists predominantly of five teachers, with nine additional guest lecturers and panellists. As in previous years, the course runs three different themes related to the multinational enterprise (MNE) in the following structure (*see figure 1).*
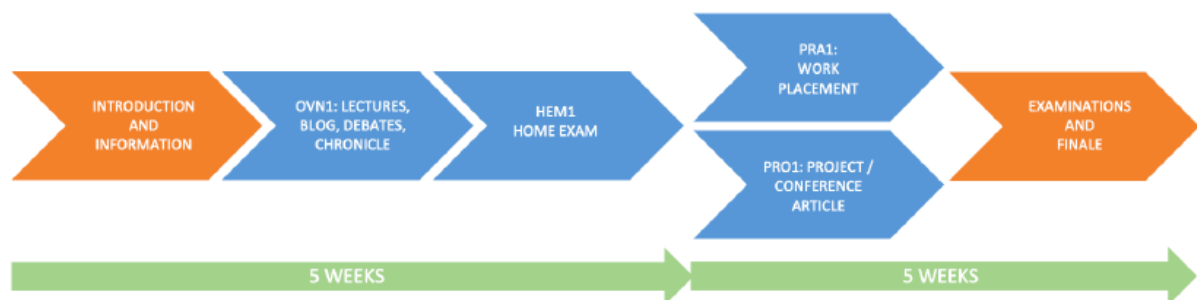
Figure 1- Overall path of the course

The first five weeks of the course starts with:

- Introduction to the course and two lectures to the MNE given by the author of the coursebook.
- *OVN1(4cr)* starts with "Theme weeks"; within these weeks, professors and researchers specialized in each theme (*a: Coordination and control; b: Knowledge transfer; c: The responsible MNE)* are holding lectures. Each theme is then delved into through students' blogs, students' debates/workshop, and personal chronicles. Additionally, theme c *"The responsible MNE" has* a panel and specialized day *(i.e., Sustainability day)* attached to it.

- The first part of the course finishes with a home exam, *TEN1(4cr)*. Students are examined individually on the theoretical part of the course.

The second part of the course starts with two tracks; Practical Workplacement track *(PRA1)* and Project track *(PRO1)*.
- Students choose to do either of the tracks to complete 7cr of the course.
  - Workplacement *(WP)* track contains four weeks of practical workplacement within an enterprise or an organization that is operating in more than a single country and a week of writing a Workplacement report.
    - Students initially contact these organizations themselves to negotiate their workplacement and sign the provided agreement. All of the workplacement contracts are then assessed (in terms of appropriateness) and approved by the course WP management team.
    - The workplacement reports are about the observation of the learned themes and concepts in the corporate environment by students.
  - Project Track contains five weeks of exploration of a theme(s) in academic and research setting by writing an article in the specialized area regarding an MNE.
- The course finishes with examinations week (the fifth week of the second part). Students presents, defend, and review their and others reports and articles in front of their peers and teachers.

During the course, the students write, read, discuss, and reflect continuously and progressively. The purpose is to prepare the students for the challenging task of finalizing a Bachelor thesis as well as develop data collection skills, analytical skills, and soft skills that required in their future endeavours beyond academia.

Course Analysis Period/Year   3/19
NOUSHAN MEMAR
School: Mälardalen University
Date: 2019-07-05

1. FOLLOW UP OF THE PREVIOUS COURSE ANALYSIS

The students have in previous years requested a more practical and hands-on connection to theories presented in the course. Thus, an additional/optional track for the second part of the course was introduced as Workplacement activity *(PRA1)* this year. This activity was welcomed by the students during the finale of the course, in the oral course evaluation. Within this track, students fulfil their workplacement period in a multinational enterprise or an organization that is operating in more than a single country. After their workplacement, students present and hand-in a report about their workplacement experiences. In the workplacement report, students connect their observations to the literature of the course and try to give suggestions to the companies based on their academic knowledge. This group of the student also attend the *"poster walk-by session"* with the project track, where several researchers at the department walk by as guests to listen and give feedback. These feedbacks from other researchers were in particularly welcomed by the students.

This course also followed the previous year changes regarding the *HEM1* date; The first part of the course was finished with the with Home exam *(HEM1)* when the debates, blogs, and chronicles *(OVN1)* were over. By doing so, students could focus exclusively on *PRO1* or *PRA1* without worrying about the exam.

During the introduction of the course, The course management team introduced the course, its path, its structure, and what was new to this year, including why these changes were made. It was emphasized several times that this course expects more studying and independence from the student in comparison to previous courses they may have taken. One of the significant changes was introducing *"The sustainability day"*. The Sustainability Day was organized at the School of Business, Society and Engineering and it was a mandatory event, with lectures from guest speakers in the morning and then a panel discussion with a theme of *"responsible MNE"* in the afternoon. This day was trendy among students.

Another change was regarding the home exam *(TEN1);* the word count of the exam increased by 300 on each question, and the platform of the exam changed from Digiexam to CANVAS. The course management team also gave an in-depth introduction to the course literature. The immediate responses toward these changes were positive, although not free of further suggestions.

2. PARTICIPANTS ON THE COURSE

Number of students: 67

Note: The course started with 98 students, and 25 students discontinued or switched after the beginning of the course, and 9 students cancelled the course entirely. Finally, 64 students completed the course.

Examination elements: *OVN1 (4cr), PRO1(7cr)/PRA1(7cr), and HEM1 (4cr)*

Percentage entirely completed: **Throughput after 1st occasion* for:**
OVN1: 65/67** 97%
PRO1/ PRA1: 66/67*** 98,5%
HEM1: 65/67**** 97%

*After considering the movement of the students and cancellation.
**Two students have an F as the grade for *OVN1*.
***One student decided to drop out for a personal reason.
****Two students did not take the exam in any of the three opportunities.

Course Coordinators:	Noushan Memar, PhD student at Mälardalen University - Sweden (IM Master programme alumna)
	Charlotta Edlund, Lecturer at Mälardalen University - Sweden
Teachers/Examiners:	Andreas Pajuvirta , Lecturer at Mälardalen University - Sweden
	Rana Mostaghel, Senior lecturer at Mälardalen University- Sweden
	Noushan Memar, PhD student at Mälardalen University - Sweden (IM Master programme alumna)
	Charlotta Edlund , Lecturer at Mälardalen University - Sweden
Main Examiner:	Rana Mostaghel, Senior lecturer at Mälardalen University - Sweden
Guest lecturers:	Mats Forsgren, Professor emeritus at Uppsala University - Sweden
	Ulf Andersson, Professor at Mälardalen University - Sweden
	Alexandra Leandro Professor in the Polytechnic Institute of Coimbra -Portugal
	Bledar Beqiri*, Researcher (IBM bachelor programme alumnus)
	Johanna Sandahl*, The Swedish Society for Nature Conservation
	Lena Westerholm*, ABB
Panelists:	Johan Eriksson*, Sandvik (IM Master programme alumnus)
	Magnus Lindström, Senior lecturer at Mälardalen University -Sweden
	Alexandra Leandro Professor in the Polytechnic Institute of Coimbra - Portugal
	Bledar Beqiri*- Researcher (IBM bachelor programme alumnus)
	Ylva Wretas* - Västerås municipality

* These lecturers/ panalists are guest practitioners.

3. EVALUATION OF THE COURSE

3.1 Summary of the digital course evaluation and any other evaluation from students

The responses in the digital course evaluation "Sunet" are too few to give a credible picture of the course (19,4%). Nevertheless, the results are skewed and signal a duality within the respondents. It seems like either respondent liked the course modules, structure, information, course materials, and the teaching method of the course or they did not. It is communicated that the course is intense and overwhelming; however, the general impression of the course was positive. Respondents also suggested to reduce the weight of the scientific paper since it is colliding with the beginning of the bachelor thesis course and requested more supervision. The structure of the course and information could be better communicated since this year; the information was spread through different sections on CANVAS as well as course information document; thus it was perceived scattered and therefore confusing. The teachers were helpful, and contributing throughout the course and the other students were somewhat helpful too. The difficulty of the course was perceived somewhat above average, but the amount of the time put in by the students' was low or equivalent to the scope of the course. For detailed information, *see appendix 1*.

The evaluations *(see appendix 2, 3, 4)* made during the finale of the course was more positive, though it was still highlighted the same issues as above. More people were satisfied with the communication and particularly delighted with the teachers in the course. The teaching methods and course literature were perceived as a better fit than the digital evaluation nuanced. It was also mentioned that students felt that the course was designed around the CRS issues since the teaching method changed on the third theme (i.e. workshop instead of debate and additional Panel), the course team clarified the purpose of the course and addressed this issue. Additionally, the misunderstanding regarding the debate teams members was addressed. Students were under the impression that groups were divided unequally; however, they were not aware of dropouts students.

Sustainability day perceived as a great experience. Finally, workplacement was seen as a substantial positive activity; however, having longer time was suggested.

3.2 Summary of teachers' and examiners' comments

The faculties on the team are very familiar with the issue and challenges in the course. Our continuous collaboration in the team with daily communication regarding various issues, activities, and assignments of the course makes it possible to face challenges as it arises. The team actively implement both psychological and pedagogical techniques to comfort, inform, and calm students in the path of the course. Additionally, brainstorming and listening to teach others ideas are old rituals of this team.

The main feedback from the faculties regarded the chronicle task. It was pointed out that grading students' reflections on their progress is unreasonable and requested to have it as pass

or fail, or completely removed. The faculties also objected to the written assessment criteria and suggested re-evaluations of that assessment for the next year.

Furthermore, at the finale, together with students and faculties, we constructed a list of changes for the future development of the course.

4. COURSE COORDINATOR'S ANALYSIS OF THE COURSE

Students at this level are very ambitious and have high expectations of themselves. As usual, the results of the course was above average. The total results from the course are shown in *Table 1*. There were no official objections to the grading and examination amongst students.

Grade	# Total Grade	% of the class	
VG/A	3	4,5%	
VG/B	27	40,3%	45,8%
G/C	29	43,3%	
G/D	5	7,5%	50,8%
G/E	0	0,0%	
U/F	0	0,0%	0,0%
Incomplete	3	4,5%	4,5%

Table 1. Grading distribution sheet

In terms of the changes, by introducing the Workplacement activity *(PRA1)* this year, the course made a better connection to the practical world and bridged the path between academia and practice. This was appreciated by students as well. The walk by session was a bit confusing for WP track students. However, they felt positive about the feedback received.

Panel and workshop about responsible MNE, like the previous year, was perceived as positive activities. Additionally, having a sustainability day attached to it made the experience more rewarding for students, although confused some students about the purpose of the course.

Switching to CANVAS fragmented some part of the course information thus resulted in students to get confused.

Like previous years, in the final week of the course, a *"finale"* session for the course was held. This is an opportunity for students who have missed one debate or one conference, to make a presentation and thereby pass the part they have missed. Furthermore, in that session, the course team (containing both management and teachers) held an oral evaluation in the class. For that purpose, MENTIMETER was utilized with quantitative answers *(see appendix 1)* and allowing discussion about the strengths and weaknesses of the course in the classroom amongst students, the course coordinators, examiner, and teachers involved in the course. Unfortunately, similar to Sunet evaluation *(see appendix 1),* the entire students taken this course did not participate; however, it reached a higher quantity of responses (48%).

In the MENTIMETER, it was shown that students' work hours outside the classroom was improved compared to the previous year. It was also shown that students demand better

communication to plan their study even though the entire course plan was explained in the introduction day and course information.

Furthermore, the course team asked students to submit a qualitative group evaluation of the course based on questions' sheet provided *(see appendix 3)*. A total group of two sent in their answers and feedbacks *(see appendix 4)*.

Main feedbacks from students to the course are summarized below:
- Information is in too many places and files.
- It is good if the project track had more supervision.
- It is good if the Workplacement track was longer.
- Better connection of the theoretical literature to the purpose of the course in general.
- Better connection of the book to the course articles.
- Too many teaching methods.

Main feedbacks from faculties to the course are summarized below:
- Remove the chronicle task or change its assessment system
- The written assessment criteria should be re-evaluated

During the course this year, some behavioural issues from students towards other students appeared. It was communicated to faculties that few students were disrespectful to other students in the debates and workshop which made the team dedicate time in the finale to discuss these issues with the students and ask them to treat each other fairly.

5. QUALITY ASPECTS

5.1 Co-operation

As previously mentioned, the guest researchers and panellists were a welcomed addition by the students.

5.2 Research basis

Almost all teachers, lecturers and guests in the course are active researchers within the field of international business and international marketing. The literature has, to a large extent, been published by the teachers in the course and cover the themes and aim of the course. Each year, teachers and management team of the course gather to evaluate the articles assigned for the course. In this meeting, the articles of the course are discussed and brainstormed whether recent publications can add a better perspective to the course material or not.

5.3 Internationalisation

By introducing practitioners, guest lecturers, and alumni with diverse background personally and professionally, this course tries to reach a broad scope of internationalisation. Additionally, the course is also offered to exchange students which adds another dimension to the internationalisation aspect.

5.4 Sustainable development

Panellists, guest lectures, debates, literature, and workshop included in the theme of The responsible MNE emphasised on the ERS issues. Additionally, sustainability day speakers covered a wide range of CSR issues, Agenda 2030, and ... on the topic.

5.5 Equal opportunities

Exams were anonymous, and all students were given a chance to be seen and heard during workshops, debates, conferences, finale, evaluations, and through their blogs and chronicles.

5.6 Digitalisation

A prerequisite for understanding and managing an MNE today includes digitalisation. Everything from coordination and behaviours to communication is influenced by digitalisation, so the dimension of digitalisation is always part of the puzzle in, e.g. discussions during the course. In practical terms, all the critical information was carried out digitally before orally during the course and the home exams were carried out digitally through CANVAS.

6. SUGGESTIONS FOR FUTURE COURSE DEVELOPMENT

- Lighter Course information is recommended.
- Communicating complete information via CANVAS is recommended without repetition and fragmentation.
- Introducing more supervision for the conference track is recommended.
- Since the prolongation of WP period is not possible, from the beginning informing the students about this fact is recommended.
- Having a consistent teaching method throughout the course is recommended;
    - Since having a workshop and panel confused the students about the overall purpose of the course (i.e. students felt like the course was about and CSR), having debates instead of the workshop and holding panels for every theme of the course is recommended. Furthermore, having panels containing academics and practitioners provides students with a better understanding of the theories.
- Removing the chronicle task or change its assessment system is recommended.
- The written assessment criteria should be re-evaluated.

Appendix 1 - SUNET evaluation:

FOA227 (Management i multinationella företag, V19, Västerås, 13049)

Respondents: 67
Answer Count: 13
Answer Frequency: 19.40 %

I am satisfied with the structure of the course.

I am satisfied with the structure of the course.	Number of Responses	Cumulated Responses
1	1 (7.7%)	1 (7.7%)
2	1 (7.7%)	2 (15.4%)
3	0 (0.0%)	2 (15.4%)
4	2 (15.4%)	4 (30.8%)
5	1 (7.7%)	5 (38.5%)
6	1 (7.7%)	6 (46.2%)
7	4 (30.8%)	10 (76.9%)
8	1 (7.7%)	11 (84.6%)
9	1 (7.7%)	12 (92.3%)
10	1 (7.7%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)
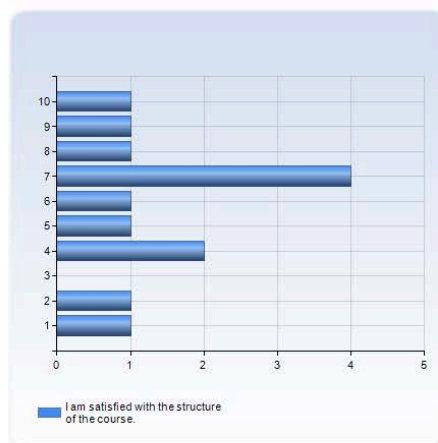
I am satisfied with the structure of the course.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am satisfied with the structure of the course.	5.9	2.6	44.4 %	1.0	4.0	7.0	7.0	10.0

I think the teaching material gave me good support in my learning.

I think the teaching material gave me good support in my learning.	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	1 (7.7%)	1 (7.7%)
3	0 (0.0%)	1 (7.7%)
4	1 (7.7%)	2 (15.4%)
5	3 (23.1%)	5 (38.5%)
6	4 (30.8%)	9 (69.2%)
7	1 (7.7%)	10 (76.9%)
8	0 (0.0%)	10 (76.9%)
9	1 (7.7%)	11 (84.6%)
10	2 (15.4%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)
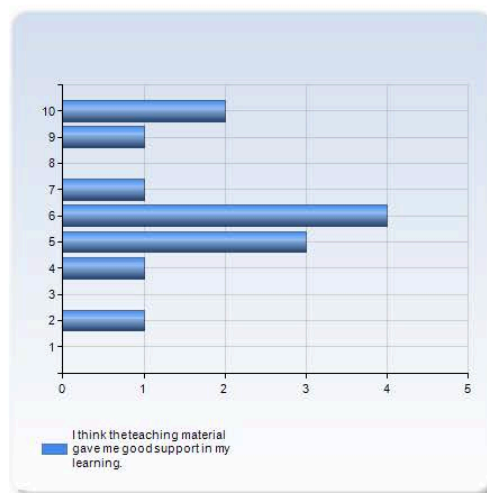
I think the teaching material gave me good support in my learning.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I think the teaching material gave me good support in my learning.	6.2	2.3	37.2 %	2.0	5.0	6.0	7.0	10.0

I think that the course information has been clear and of help to me to be able to pass the course.

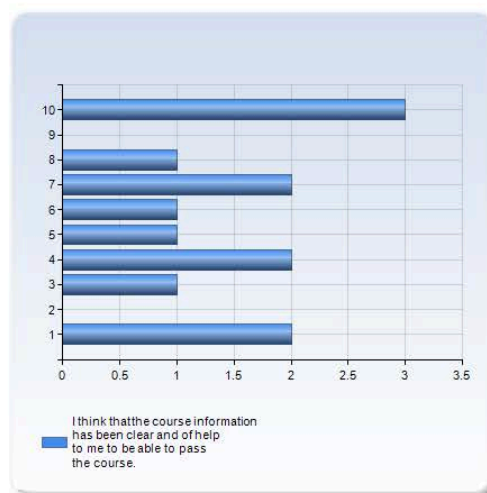| I think that the course information has been clear and of help to me to be able to pass the course.	Number of Responses	Cumulated Responses
1	2 (15.4%)	2 (15.4%)
2	0 (0.0%)	2 (15.4%)
3	1 (7.7%)	3 (23.1%)
4	2 (15.4%)	5 (38.5%)
5	1 (7.7%)	6 (46.2%)
6	1 (7.7%)	7 (53.8%)
7	2 (15.4%)	9 (69.2%)
8	1 (7.7%)	10 (76.9%)
9	0 (0.0%)	10 (76.9%)
10	3 (23.1%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)

I think that the course information has been clear and of help to me to be able to pass the course.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I think that the course information has been clear and of help to me to be able to pass the course.	5.8	3.2	54.5 %	1.0	4.0	6.0	8.0	10.0

During the course's examination components I have had the opportunity to show that I have attained the course's learning objectives.

During the course's examination components I have had the opportunity to show that I have attained the course's learning objectives.	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	1 (7.7%)	1 (7.7%)
3	0 (0.0%)	1 (7.7%)
4	1 (7.7%)	2 (15.4%)
5	3 (23.1%)	5 (38.5%)
6	3 (23.1%)	8 (61.5%)
7	0 (0.0%)	8 (61.5%)
8	2 (15.4%)	10 (76.9%)
9	1 (7.7%)	11 (84.6%)
10	2 (15.4%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)

During the course's examination components I have had the opportunity to show that I have attained the course's learning objectives.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
During the course's examination components I have had the opportunity to show that I have attained the course's learning objectives.	6.5	2.4	37.2 %	2.0	5.0	6.0	8.0	10.0

What changes do you think need to be made regarding the structure of the course, the teaching material, the course information and the examination components to be able to improve the course? Are there other things that are important to change in the course?

What changes do you think need to be made regarding the structure of the course, the teaching material, the course information and the examination components to be able to improve the course? Are there other things that are important to change in the course?
Mer handledning vid skrivandet av projektet, svårt att veta vad man skall förbättra utan några konkreta tips
Skip the debates entirely or teach the other students how a debate is handled. It was very frustrating when the other participants did not know the format. The course information is misleading. It says that this course is held from a management perspective but that was not the case. There were too many examinations, this is fine for any other course but the course should Tell the students about to write their bachelor thesis that they will Loose approximately one month compared to students taking other courses. In the end, no-one cares about individual courses but the thesis will live with you forever. Please stop using graphic design in your course information. It makes it extremely difficult for the students to find the appropriate information which created many problems during the course. I personally felt really bad for the international students attempting to write scientifically without any guidance whatsoever since they obviously do not know how. The course attempted to do so many different things that they failed in every regard instead of focusing on a few things and doing them properly. I would not recommend this course to anyone.
Materials to one place clearly. Now the information was spread to too many different files and pdf's so it was hard to know where to find exact information to deadlines and such. Also, there was too much small and spread information. In my opinion there was many interesting things but they were too spread out; sustainability day (mandatory but no credits), oppositions, the blog, the learning diary, some people doing the work placement. The work placement and article paper are not equal from the work load. Also, the poster did not give any value to the course so it should be removed or then used as instead of some part of the course. Many great things on the course but in general it was quite confusing with the structure. Also it would be better to do this course in the fall and then have International marketing in spring since it feels quite hard to do two major studies in the spring. First the case article and then with less than a week preparation the first part of thesis. It is a bit too much and very frustrating to do the same kind of work for 6 months. Preferably try to have one writing assignment in fall and the thesis then on spring. Feels really frustrating to do article paper now and then start with the thesis.
the course is very intensive
Kursinformationen tycker jag är alldeles för detaljerad och lång, det gav mig ingen särskild motivation för att utföra uppgifterna. Istället för att vilja göra uppgifterna och kunna komma på utgångspunkt samt tillvägagångssätt, så gjorde jag dem bara för att ni presenterat alla detaljer redan
Too many different teaching methods
Have a better/clearer structure for the course in general. But since it was the first year it is understandable.

How do you feel that the course's level of difficulty was in relation to your knowledge?

How do you feel that the course's level of difficulty was in relation to your knowledge?	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	0 (0.0%)	0 (0.0%)
3	0 (0.0%)	0 (0.0%)
4	1 (7.7%)	1 (7.7%)
5	7 (53.8%)	8 (61.5%)
6	2 (15.4%)	10 (76.9%)
7	2 (15.4%)	12 (92.3%)
8	1 (7.7%)	13 (100.0%)
9	0 (0.0%)	13 (100.0%)
10	0 (0.0%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)
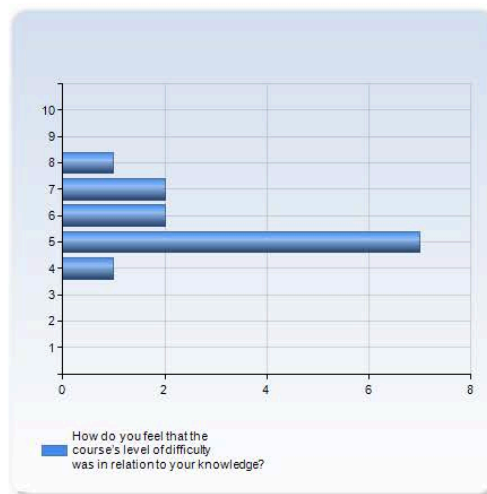
How do you feel that the course's level of difficulty was in relation to your knowledge?

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
How do you feel that the course's level of difficulty was in relation to your knowledge?	5.6	1.1	20.0 %	4.0	5.0	5.0	6.0	8.0

How much time have you spent on the course in relation to its scope (full time = c. 40 hours per week and half time = c. 20 hours per week)?

How much time have you spent on the course in relation to its scope (full time = c. 40 hours per week and half time = c. 20 hours per week)?	Number of Responses	Cumulated Responses
A lot less than the scope of the course	2 (15.4%)	2 (15.4%)
Somewhat less than the scope of the course	3 (23.1%)	5 (38.5%)
Equivalent to the scope of the course	5 (38.5%)	10 (76.9%)
Somewhat more than the scope of the course	2 (15.4%)	12 (92.3%)
A lot more than the scope of the course	1 (7.7%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)
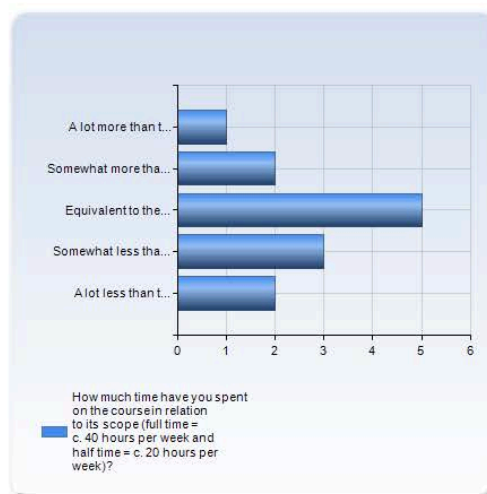
How much time have you spent on the course in relation to its scope (full time = c. 40 hours per week and half time = c. 20 hours per week)?
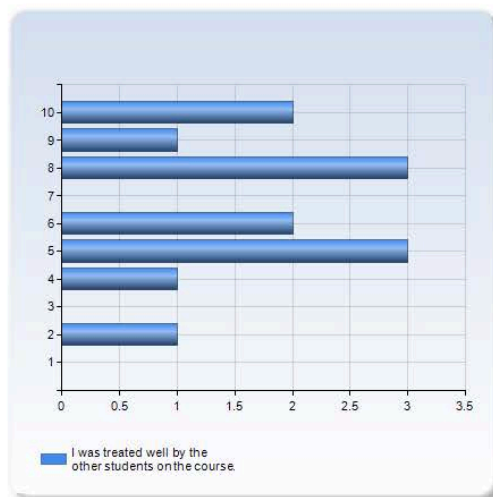
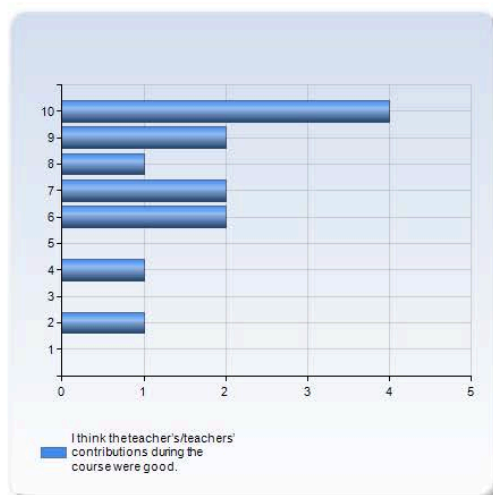|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
How much time have you spent on the course in relation to its scope (full time = c. 40 hours per week and half time = c. 20 hours per week)?	2.8	1.2	42.1 %	1.0	2.0	3.0	3.0	5.0

I was treated well by the other students on the course.

I was treated well by the other students on the course.	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	1 (7.7%)	1 (7.7%)
3	0 (0.0%)	1 (7.7%)
4	1 (7.7%)	2 (15.4%)
5	3 (23.1%)	5 (38.5%)
6	2 (15.4%)	7 (53.8%)
7	0 (0.0%)	7 (53.8%)
8	3 (23.1%)	10 (76.9%)
9	1 (7.7%)	11 (84.6%)
10	2 (15.4%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)

I was treated well by the other students on the course.

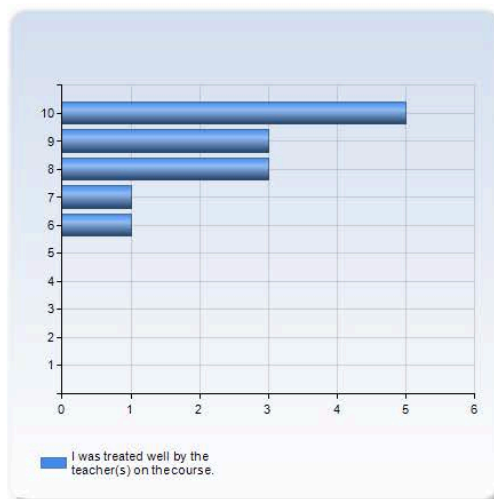|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I was treated well by the other students on the course.	6.6	2.4	36.8 %	2.0	5.0	6.0	8.0	10.0

I think the teacher's/teachers' contributions during the course were good.

I think the teacher's/teachers' contributions during the course were good.	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	1 (7.7%)	1 (7.7%)
3	0 (0.0%)	1 (7.7%)
4	1 (7.7%)	2 (15.4%)
5	0 (0.0%)	2 (15.4%)
6	2 (15.4%)	4 (30.8%)
7	2 (15.4%)	6 (46.2%)
8	1 (7.7%)	7 (53.8%)
9	2 (15.4%)	9 (69.2%)
10	4 (30.8%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)

I think the teacher's/teachers' contributions during the course were good.

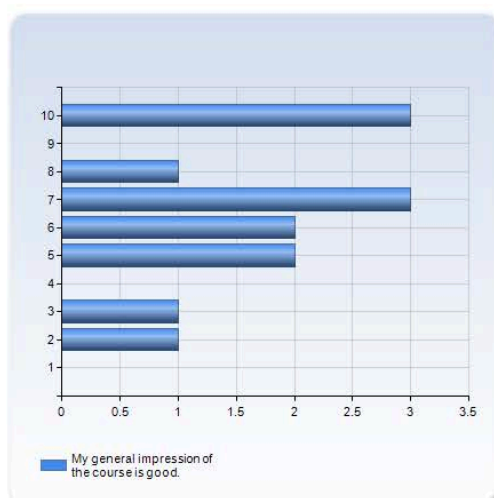|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I think the teacher's/teachers' contributions during the course were good.	7.5	2.5	33.7 %	2.0	6.0	8.0	10.0	10.0

I was treated well by the teacher(s) on the course.

I was treated well by the teacher (s) on the course.	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	0 (0.0%)	0 (0.0%)
3	0 (0.0%)	0 (0.0%)
4	0 (0.0%)	0 (0.0%)
5	0 (0.0%)	0 (0.0%)
6	1 (7.7%)	1 (7.7%)
7	1 (7.7%)	2 (15.4%)
8	3 (23.1%)	5 (38.5%)
9	3 (23.1%)	8 (61.5%)
10	5 (38.5%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)

I was treated well by the teacher(s) on the course.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I was treated well by the teacher(s) on the course.	8.8	1.3	14.8 %	6.0	8.0	9.0	10.0	10.0

My general impression of the course is good.

My general impression of the course is good.	Number of Responses	Cumulated Responses
1	0 (0.0%)	0 (0.0%)
2	1 (7.7%)	1 (7.7%)
3	1 (7.7%)	2 (15.4%)
4	0 (0.0%)	2 (15.4%)
5	2 (15.4%)	4 (30.8%)
6	2 (15.4%)	6 (46.2%)
7	3 (23.1%)	9 (69.2%)
8	1 (7.7%)	10 (76.9%)
9	0 (0.0%)	10 (76.9%)
10	3 (23.1%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)

My general impression of the course is good.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
My general impression of the course is good.	6.6	2.5	38.3 %	2.0	5.0	7.0	8.0	10.0

Please describe what you think was good and what you think was less good about the course.

Kursen har varit roligt rent innehållsmässigt, dock så kände Jag att det var svårt att visa mina kunskaper under debatterna då allt för många elever tog över, vilket gjorde att många av oss fick väldigt begränsat med tid

The panel was interesting but unfortunately it was ruined by students feeling entitled to make general statements to the room in general instead of actually asking questions to the panel.

The debates were an interesting idea but unfortunately it was ruined due to the fact that the students in my group had no idea how to debate.

Described in the previous question

Tyckte väldigt mycket om momentet med praktik, dock synd att inte fler kunde lyckas med att hitta praktikplats.

I liked the course in general, with different teaching methods, so everyone had the opportunity to show their knowledge, but at some point there were also too many teaching methods and students got confused about whats mandatory and whats not. The best part were the conference about the project work, really helpful. Poster seen was good to get a overview about other projects, but should be earlier.

Appendix 2 - MENTIMETER evaluation:

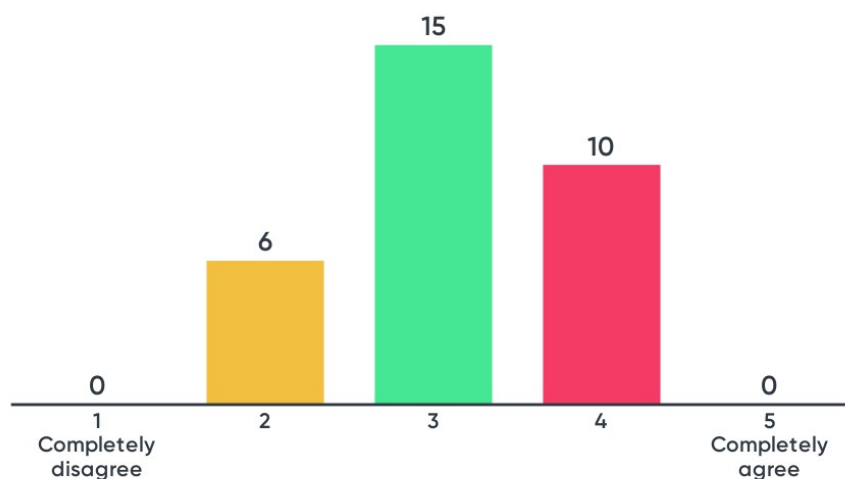## I estimate my work effort in hours outside the classroom to be:

⊞ Mentimeter
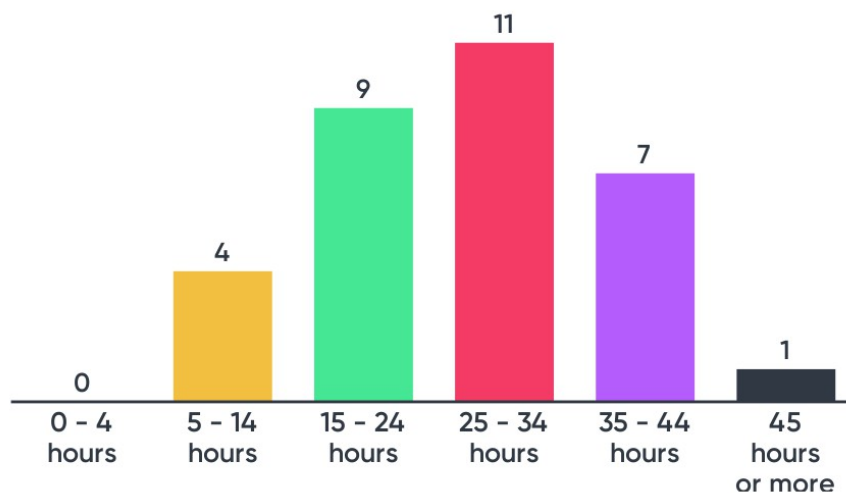
👤 32

The course literature (book and articles) was relevant for the different parts of the course
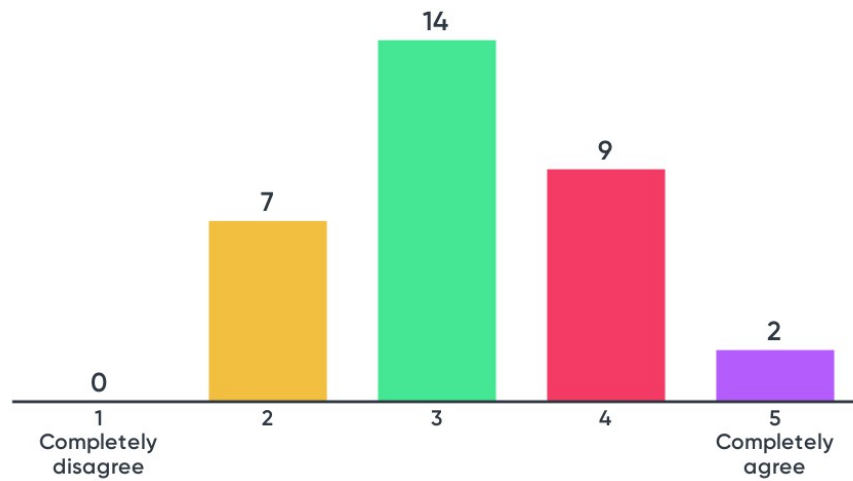
⊞ Mentimeter

👤 31

The communication via CANVAS (or email) have made it easy for me to plan my studies

- 1 Completely disagree: 0
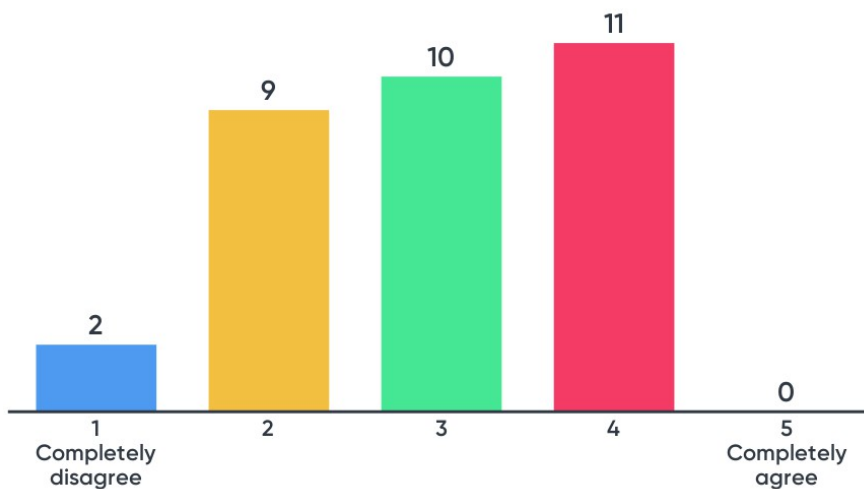- 2: 7
- 3: 14
- 4: 9
- 5 Completely agree: 2

👤 32

The course information and other distributed information documents have made it easy to plan my studies

- 1 Completely disagree: 2
- 2: 9
- 3: 10
- 4: 11
- 5 Completely agree: 0

👤 32

Appendix 3 - Questions' sheet to students:

<div style="border:1px solid">

Group Evaluation

What have you learned about multinational enterprises? Discuss the most important knowledge about MNEs that you have learned. What was new to you?

The teaching methods
- Which of the teaching methods did you prefer / why (lectures, debates, conferences, work placement)?
- Should there be more or less of some method?
- Were you given the opportunity to show your skills and competencies in the different assessments?

The three themes
What do you think about the idea to study MNEs from the three different perspectives/themes?

General
If you were teaching this course - would you make any changes to the content and structure - if yes…why?

</div>

Appendix 4 - Students Group Qualitative answers:

Group Course Evaluation #1
FOA227, 2019-03-27

Throughout the course, we have learned about the different perspectives of the MNE. The book by Mats Forsgren and the lectures by both Forsgren and Ulf Andersson helped us gain a better understanding of the different aspects of the MNE. It is difficult to agree on what was the most important knowledge learned during the course, but knowledge transfer was a new concept that was important for understanding the MNE as an organisation.

The preferred teaching methods where the debate, work placement and blog. During the debates we could discuss and learn about the different themes based on each other's knowledge. The blog allowed us to further investigate different opinions on the themes. Finally, the work placement was a great opportunity to gain experience from putting our knowledge into practice. One issue of the work placement was to balance time between the work placement report, the actual work and the bachelor thesis. Missing out on the first seminar for the bachelor thesis felt like a great sacrifice, not being able to gain contact with the supervisor.

We enjoyed the different themes since it allowed us to focus on one part at a time and to dig deeper into that topic. The book felt slightly disconnected to the articles which make us question the chosen literature. We missed having the ability to connect the theories presented in the

articles to the book. Finally, we would like to show our appreciation for the Sustainability Day, it was a great experience.

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Group Course Evaluation #2
FOA227, 2019-03-27
The teaching methods*: Which of the teaching methods did you prefer?*

- The conferences were really helpful for our group work and helps us to improve our assignment not only from our supervisor, but also from other groups
- We also liked how Ulf prepared the lectures, because they help us for our blog articles and also for general knowledge

Should there be more or less of some methods?
- Definitely less methods in general, because sometimes we got confused about what we actually have to do and what is actually mandatory for the grade.

Were you given the opportunity to show your skills and competencies in different assessments?
- Yes, we had enough opportunities to show our skills in different kind of ways (Like presentation, debates and the group work)
- Sometimes it would've been helpful if some of the debate groups were smaller, because we think you can't grade students fairly, when all groups are different size (for example some groups only had four students and some had nine) (!!!)

The three themes:
- We got to know a broad overview about the three different perspectives

General:
- Not as many different teaching methods
- Poster session a little bit earlier t o get a overview about other pr ojects before

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SWEDEN

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