Graduate Study Abroad INTB8003: Chile 2181

I. Course Information:
   
   **Title:** Study Abroad Chile  
   **Course #:** INTB 8003  
   **Credit Hours:** 2  
   **Term Details:** Spring 2018, M, 4:40-5:50pm  
   **Room:** LCB Rm. # 223  
   **Prerequisites:** N/A

IIa. Instructor / Program Leader:
   
   **Name:** Dr. Thomas Dalziel  
   **Title:** Associate Professor of Entrepreneurship & Strategic Management, Executive Director: UC Center for Entrepreneurship & Commercialization  
   **Office Information:** LCB, Room 504  
   **Office:** (513) 556-7176  
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   **Email:** tom.dalziel@uc.edu  
   **Office Hours:** Tues 4-4:30 by appointment  
   **Communication Policy:** You are encouraged to contact me anytime via email. Cell phone (call or text) is also a great way to reach me to ensure a timely reply to your email correspondence.

IIb. Co-instructor / Program Leader:
   
   **Name:** Prof. Molly Rogers  
   **Title:** Assistant Professor Educator, Program Director: MS Accounting  
   **Office Information:** LCB, Room 316  
   **Office:** (513)556-7033  
   **Email:** molly.rogers@uc.edu

   Our role is to act as liaisons and as an information source for you during the program. All of the on-site instruction will be done by people from our partner institution. However, you should feel free to interact with us when you have questions or need clarification. Additionally, we will be coaching you on your client projects as well as evaluating your work.

III. Link to Pace:

   This course aligns with PACE, the Lindner College of Business platform for developing the *total* business professional.  
   **P – Professionalism**
• Enhance oral & written communication, express ideas clearly, logically and persuasively.
• Develop and practice teamwork skills through group projects and exercises.
• Practice professional habits of punctuality, preparation, respect and participation.

A – Academics
• Develop foundational knowledge of core business functions and their interactions within firms.
• Begin applying functional and cross-functional knowledge to critically analyze business problems; for example applying techniques for business plan development.

C – Character
• Learn and apply leadership techniques for project management (plan, brief, execute, debrief).
• Build an understanding and initial skills of managing diversity, including understanding cultural differences, and challenges and opportunities of global business.
• Understand importance of ethics and social responsibility in business and personal settings.

E – Engagement
• Build understanding of importance and practices of networking through interactions with business professionals and guest speakers.
• Develop awareness and appreciation of involvement in social organizations, community service, and professional group opportunities.

Class Meeting Schedule:
• **First Class:** Jan 22
• **Holidays:** Jan 15 (NO CLASS - Martin Luther King Day)
• **Chile Program Travel Dates:** Fri March 9 - Sat March 17
• **Last Class:** April 16

Requirements & Assignments

Please keep in mind that the International Seminar you have signed up for is a class with many of the same types of requirements as any other MBA/Graduate class. There are required meetings, presentations and written assignments that will be evaluated. Key among these assignments are the deliverables to your Chilean business client (e.g., interim and final). One area where the International Seminar is somewhat different from a typical UC MBA/MS class is that you are also acting as a representative of our college and university in a foreign (in all senses of the word) environment. Thus, while some of the rules listed here may seem strange or obvious, they still need to be stated and observed.

Enrollment: You must enroll in INTB 8003 (Chile) in Spring Semester.

Conduct: Please observe local customs about classroom conduct. For example, in many places it is rude to eat or drink in class. Ask before doing. Some instructors will conduct an informal American style class. Others will be more rigid and formal. Be respectful of these differences. That’s part of the cultural lesson. Pay attention to the culture readings. They offer good guidance. Consult your faculty liaison about appropriate dress for class and for company visits. In general, we expect business casual for company visits. If there are no company
visits or other meetings off campus, you can dress casual. However, please do not wear hats in class or on visits. Note that Chilean students (particularly the women) tend to dress up a bit more than Americans. One important note is that you must have closed-toe shoes for all company visits. You will also be doing a bit more walking than you typically do at home. Make sure that you have comfortable shoes. Finally, we are representing our school and don’t want to be perceived as "Ugly Americans."

Although we often hear stories of the foreign nationals treating Americans poorly, in more than 15 years of doing programs in Europe, South America and Asia, we have rarely encountered any significant problems. If you at least make an effort to speak the local language – even just greetings and pleasantries – and you are respectful, you can avoid problems. Don’t expect that waiters, bartenders, and shopkeepers will treat you the same as in the US. The standards and expectations are different. And, especially in Chile, don’t expect people to speak English. Only 5% of Chileans speak English. The good news is that most of those people are in Santiago.

**Dress:** For class sessions, dress comfortably. Keep in mind that March is the beginning of fall, which lasts from Mar-May. Temperatures in March range from 18-35°C (64-95°F). It is a beautiful Mediterranean autumn. Casual dress is fine, but no tee shirts or hats. **Business casual is required for all UDD class and company visits.** Please make sure to have at least one pair of sturdy closed shoes. The women should wear pants for company visits.

**Readings:** If you have not taken 22 MGMT 7017, purchase and read *Cultural Intelligence: People Living and Working Globally Business* (2009), David C. Thomas and Kerr Inkson, Berrett-Koehler Publishing (for the best price, check on-line sources).

We also recommend that you find a copy of a good guidebook for Chile. In the past we recommended either *Lonely Planet Santiago de Chile* (just covers Santiago) or *Lonely Planet Chile*. The Lonely Planet guidebooks are not the best ones for things like hotels and restaurants, but they are the best for providing insights into the history and culture. The also provide good information about tourist sites and language. However, there are other good guidebooks including Rough Guide and Insight.

  https://www.amazon.com/Chile-Reader-History-Culture-Politics/dp/0822353601/ref=sr_1_1?ie=UTF8&qid=1516635185&sr=8-1&keywords=chile+reader

See recommended list for all at the end of the syllabus.
• Other readings, schedules and other information specific to Chile will be posted on Blackboard.

As we will be consulting to Chilean startups, a review of good strategy text may also be of benefit. PPTX slides from one such text will be made available to you on the BB site. If you would like to deepen your knowledge, I also recommend either of the following:


**Late Assignments:** Because this course involves external relationships with Chilean partners as well as individual business clients, *late assignments will not be accepted and will receive a grade of 0*. No makeup assignments will be provided.

**Assignments:** In addition to reading the material and attending the sessions, you have several graded assignments, which total 1000 points.

- Participation: 200 points
- SofA + Project Plan: 150 points
- Client Progress Update: 250 points
- Client Final Report & Presentation: 400 points

**NB:** *A satisfied client is a prerequisite to receiving a passing grade, REGARDLESS of your grades on the above components of the course. YOU are responsible for monitoring your client’s satisfaction.*

**PARTICIPATION**
Your participation grade is composed of several elements including both verbal and written forms of participation.

**Attendance:** You are required to attend and participate actively in all UC class sessions prior/subsequent to our travel to Chile, as well as being on time and attending all UDD seminar sessions, company visits, tours, etc. on site in Chile. The only valid excuse for missing a session is illness (please don't get sick overseas and a hangover doesn't count!).

**Journal Entries (PLEASE NOTE THAT THIS IS NOT A TRAVELOGUE):**
This course is, in part, experiential. The course includes more than the time you spend in the classroom or on company visits. The journal format focuses on helping you learn how to learn from experience, and become more proactive and purposeful learners. For example, consider use of the term “culture shock.” When managers visit or move to a different country, they often note feeling “very
foreign” or “out-of-place,” unsure of what others expect, what is appropriate/inappropriate, what are common work practices, etc. To be successful, managers must learn very quickly, becoming sensitive to potential differences, coming to understand and respect the culture, and managing cultural differences effectively. Your journal entries should provide evidence of your personal efforts to explore, investigate, understand, appreciate, and navigate the Chilean culture.

You will complete a series of thoughtful journal entries (4 total). At least one of these entries should be specifically about business, one should be about culture outside of business, and the third and fourth can be on subjects of your choice. Each entry should be 1 page long (take notes on-site and transcribe observations and interpretation when you return to Cincinnati) and include the four general components described below. Each entry should be supported by 1-3 high resolution still photos (or brief video clips) from your visit to Chile. These photos should be the best of those you take during your travels. Ideally they will include both locals and UC students. Sites such as architecture, animals, plants, etc. may also figure in these photos.

Components:

1. **Experience**: What cultural clues did you experience/observe? Describe what happened or what you saw. This component of your journal requires cultural sensitivity. Thoughtfully observe and describe the related cultural clue(s) (e.g., stories, language, symbols, rites/rituals, norms, attitudes, etc. experienced during plant tours, guest lectures, casual conversations, shopping trips, etc). (Please note that this is NOT a travelogue. Don’t merely recite that today I went to …) This should be a brief description. **Example**: The first time I went to a dinner in France, it took nearly three hours. By American standards, the service was very slow. My host detected that I appeared impatient. However, that experience provided me with important insights into French culture.

2. **Reflection**: What cultural difference do these clues suggest? Why do you think this difference exists (e.g., what value does it have for the individual/group)? Look at the experience from the “local” perspective. Remember, cultures develop and persist because they serve a purpose. What insights from the study of culture can help explain what you observed. **Example**: The French take food, socializing (relationship culture) and leisure very seriously. A meal is to be savored and enjoyed with friends. Business should not intrude on this enjoyment…

3. **Theory**: Based on your experience and reflection, what do you think you “know” now? Develop your own or borrow (e.g., from studies, classes, etc.) a theory that explains the cultural difference. For example: Americans are motivated first and foremost by money. Explain why.
4. **Summary/Implications**: How might understanding this difference affect your social interactions with people from this culture? How would you use this learning to manage cultural differences more effectively?

**Optional journal entry prompts, developed by Dr. Ruth Benander, and adapted for use in this course, have been provided on BB for your convenience.**

**Social media posts**: Before, during, and/or after your study abroad program to Chile, make a total of 5 social media posts using platforms of your choice such as facebook, Twitter, Instagram. These posts should focus on what you are learning from the academic and experiential elements of the program. You should avoid making posts that center on touristic aspects of the experience. Screenshot of your posts should be uploaded to BB. It is understood, expected, and accepted that there may be considerable overlap between the themes addressed and the photos used in your journal entries and in your social media posts. Please like/include the following when you make your posts:

- [https://www.facebook.com/uofcincycee](https://www.facebook.com/uofcincycee)
- [https://twitter.com/uofcincyCEC](https://twitter.com/uofcincyCEC)
- [https://twitter.com/TomDalziel](https://twitter.com/TomDalziel)
- [https://www.instagram.com/tomdalziel/](https://www.instagram.com/tomdalziel/)
- [https://www.instagram.com/uofcincycee/](https://www.instagram.com/uofcincycee/)

**Class Presentations**: In this course you will form a self-managed team of about five students for your SBI Client project. This SBI team will then split into five General Environment (GE) Presentation teams. You will nominate your best photographer to the Spring 2018 Chile Study Abroad Slideshow Team. Other SBI Team members will volunteer for/divide into Class Presentation teams that will focus on one of the following topics, which depict aspects the general environment of Chile:

- Demographic and Global environment (DG)
- Political and Legal environment (PL)
- Physical and Economic environment (PE)
- Sociocultural and Technological environment (ST)
- 2018 Chile Study Abroad Slideshow Team (18)
Each GE Presentation team will compile a PPTX presentation of ~11 slides (1 title slide, 2 slides/team member, 1 references slide) summarizing two aspects of the general environment. A variety of sources should be consulted and must be acknowledged in the notes screen of each slide (Examples of sources include the assigned readings for the course, the list of “Helpful Websites” provided below, as well as other (library/web) resources from your own research.) Each team must cite at least three essays from the Chile Reader: Your presentation should include items related to your theme that are historical/contextual (not more than 40-50% of your materials), but must also focus on current facts/data (e.g., most recent 5 years).

The 2018 Chile Study Abroad Slideshow Team will compile, abridge, organize, and share a multimedia presentation that summarizes and celebrates Chilean culture and our study abroad experience together. The structure/format of this presentation will be determined by the team and all student participants in the program will contribute photos and/or video for possible inclusion by the team in their final presentation. There is no firm prescribed length for this presentation, but it should run autonomously (e.g., sound, photo, video content must be fully integrated) for a total duration of up to 3-5 minutes.

**SMALL BUSINESS INSTITUTE (SBI) CONSULTING PROJECT**

The Chile Study Aboard Program is the result of a partnership between Lindner International Programs and the UC Center for Entrepreneurship & Commercialization’s (CEC’s) Small Business Institute (SBI) Consulting Program. Students will form four teams of about 5 students. Based on the skillsets/interests communicated by the members of these teams, client projects will be assigned to teams by supervising faculty.

These projects will serve startups/small-medium sized business clients in the Santiago area of Chile. Our clients are selected from a field of over 500 businesses participating in entrepreneurship education and acceleration programs with UC partners such as Fundacion Chile, the LDS Self Reliance Program, and UDD Ventures.
There is a sacred trust involved when attempting to serve a business in addressing its problems, needs and opportunities. Especially when dealing with businesses that face constraints in terms of time, money, and other resources, it is imperative that student consulting teams create meaningful value for the firm. We cannot afford to waste the time or resources of the entrepreneur, nor should we create unrealistic expectations of their success. Students are acting as ambassadors of the University of Cincinnati. A standard of excellence is applied to all activities undertaken in the community in the name of our university. UC and your client will demand that you use absolute discretion when discussing their business particulars with anyone. All projects will be pre-approved by the instructor and all students must sign a confidentiality agreement approved by UC for the purpose of SBI consulting projects.

**SofA & PROJECT PLAN**

The SBI Consulting projects begins with a Statement of Agreement (SofA) (Word document) and a Project Plan (XLSX worksheet). The SofA specifies scope for the work, and includes terms of interacting with the client, as well as key milestone and completion dates. This document is to be signed by the students and their client. A form has been provided for you on BB. The Project Plan is an internal document for use by the self-managed team to divide, organize, and delegate work among team members. It carves out areas of the project, plans stages for the work, specifies individual responsibilities, interim deliverables and times for client feedback; and ensures full and timely completion of the final deliverables to your client (i.e., report and presentation). This is a living document that should be updated by team members as needed to communicate progress, support accountability, and timely work. It is recommended that teams host this document on a shared drive that provides simultaneous updates by various team members, such as Google Drive.

**CLIENT PROGRESS UPDATE**

The Client Progress Update includes interim deliverables for the client to be shared electronically and in-person during our visit to Chile in March. It must demonstrate clear progress toward fulfillment of the SofA and can include both completed work, and work in progress, for which the students are seeking confirmation and constructive feedback. The Client Progress Update must include a PPTX file, which acts as a robust table of contents/summary of the work to date, as well as supporting files (e.g., Handouts, Word documents, PDF files, working XLSX spreadsheets, analytical models, etc., as appropriate for the specific client project). The Update will be presented in class prior to our departure to Chile, and in-person to the client in Chile.
CLIENT FINAL REPORT & PRESENTATION

The expectation is for this to be a comprehensive interdisciplinary work focused on your client’s needs. Typical projects run at least 20-25 pages single-spaced (e.g., Approx. 8,000 words), plus tables, spreadsheets, exhibits, and references. Total projects cannot exceed 100 pages in length. Quality is more important than quantity. Please make certain to include all references (including web references) and cite sources within the text itself using footnotes. You are to use the American Psychological Association (APA) format for citations and references. If you are not familiar with citation styles, please consult the American Psychological Association style guide (Langsam Library has an electronic version of the APA style guide).

Your task will be to develop a rigorous, carefully researched, professional document and presentation that address the problems, questions, or situation faced by the client. You will present both in-class to your faculty/peers and subsequently to your client via Skype at the end of the course. The structure of your final report and your final presentation should be guided by and demonstrate completion of all aspects of your SofA.

Peer Appraisal: Submission of final client assignments will be accompanied by an anonymous self and peer appraisal form from each member of the team. Throughout the semester, students are responsible to proactively seek and offer feedback from their peers to ensure their contributions are being valued and/or adjust their behaviors to address any concerns. Professionalism in all team and client interactions is key. Team members who receive ratings averaging <B from their peers, will be awarded grades less than those awarded to their team on all client-facing assignments.

HELPFUL WEBSITES/READINGS

State Department: http://www.state.gov


US Department of Commerce: http://www.commerce.gov


Select USA (FDI into the USA): https://www.selectusa.gov/welcome

Cultural Differences – Gert Hofstede Homepage: http://geerthofstede.com/


Chile:
http://www.geographia.com/chile/
www.chile-usa.org/
http://www.sernatur.cl/ (en español)
http://www.presidencyofchile.cl/view/homepage.asp

The Chilean Reader – Suggested Readings for All

**Chile: Geography, economy and business**
- “Introduction” - pp 1-8
- Introduction to section I: “Environment and History” – 9 - 15
- “Crazy Geography”, Subercaseaux, pp 25-29 + one other reading from section I
- Introduction to section II: “Chile before Chile: Indigenous Peoples, Conquest, and Colonial Society”, pp 59 – 66 + one other reading from section II

**Chilean political odyssey: From colonialism to democracy**
- Introduction to section III: “The Honorable Exception: The Chilean Nation in the Nineteenth Century” pp 121-128
- Introduction to section V: “Depression, Development, and the Politics of Compromise”, pp 273 – 277; readings from pp 331-341

**Chilean Road to Socialism & Return to Democracy**
- Introduction to section VI: “The Chilean Road to Socialism: Reform and Revolution” pp 343-351
- “The Chilean Revolution One Year In,” Salvador Allende Gossens, pp 400-409
- 'So that Chile Can Renew Its March Forward,' Chilean Business Professional Association”, pp 410-414
- “United States Policy and Covert Action against Allende’ The Church Committee,” pp 422-425
- “These Are My Final Words,” Salvador Allende Gossens, pp 428-431
- “Diary of a Coup,” Peter Winn, pp 443-449
- “In the Eyes of God and History,” Government of the Junta of the Armed Forces and the Carabineros of Chile, pp 450-453
- “Protected Democracy and the 1980 Constitution,” Jaime Guzman, pp 468-473
- “Competing Perspectives on Dictatorship and Revolution,” Joaquin Lavin and Ernesto Tironi, pp 498 – 511
- Introduction to section VIII: “Returning to Democracy: Transition and Continuity,” pp 521-525
- “To Never Again Live It, To Never Again Deny It’: The Valech Report on Torture,” Ricardo Lagos pp 588-591