Graduate Study Abroad INTB8003: Chile 16FS

I. Course Information:
Title: Study Abroad Chile
Course #: INTB 8003
Credit Hours: 2
Term: Fall 2015
Prerequisites: N/A

II. Instructor / Program Leader Information:
Name: Dr. Larry Gales
Title: Associate Professor of Management, Academic Director for International Programs
Office Information: LCB, Room 508
Office: (513)556-7127
Fax: (513)556-4891
Email: Lawrence.gales@uc.edu
Office Hours: Friday 4-4:30 or by appointment
Communication Policy: You are encouraged to contact me anytime via email. A response will be given within 24-48 hours except on weekends.

IIa. Co-instructor / Program Leader Information:
Name: Dr. Tom Dalziel
Title: Associate Professor of Entrepreneurship and Strategic Management; Executive Director, UC Center for Entrepreneurship & Commercialization
Office Information: LCB, Room 504
Office: (513)556-7176
Fax: (513)556-4891
Email: tom.dalziel@uc.edu

Our role is to act as liaisons and 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 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 (tentative; additional meetings scheduled as needed):
August 26, September 23, October 7, October 28, November 18, and December 2

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, readings and written assignments that will be evaluated. 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 Fall Semester. If you are not in the full-time MBA program and plan to use this course as a capstone, please let me know ASAP.

Attendance: You are required to attend all schedule sessions prior to departure (unless you make specific arrangements to view those session on Blackboard) and be on time and attend all seminar sessions on site. The only valid excuse for missing a session is illness (please don’t get sick overseas and a hangover doesn’t count!).
**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 December is the beginning of summer. The temperatures in December range from highs of 28°C (80s) to lows of about 11°C (50s). Rain is not common. Casual dress is fine, but no tee shirts or hats. **Business casual is required for the company visits.** Please make sure to have at least one pair of sturdy closed shoes. The women should wear pants for company visits.

**Assignments:** In addition to reading the material and attending the sessions, you have two graded assignments and class participation, described below. The first assignment is 30% of your grade, class participation (attendance, etc.) is 10% and **the post-seminar assignment is the remaining 60% of your grade.** *(Note that there are some specific requirements if you are doing the capstone option.)*

**Readings**

If you have not taken 22 MGMT 717 or 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 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.

- Readings, schedules and other information specific to Chile will be posted on Blackboard. You can also communicate with other program participants through the email function.

**Journal/Log (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.

**Final Products:**

Option 1: You will work in teams of two or three and create a video journal that highlights various cultural experiences. This can include interviews, narratives, transactions or other impressions. It is not a travelogue. **The segments must deal with cultural issues.** The length of each vignette is open, but should be in the range of 5 minutes. You are to complete four (4) vignettes. See the Option 2 description below for some guidance. You will edit these upon return. The idea is to provide material that can be posted on our website and/or used to recruit and orient students. The video should not just be “talking heads.” Make use of the local environment/context. Try to include some locals. Final videos are due January 13. (30% of grade)

Option 2: You will complete a series of 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 about 2-3 pages long (take notes on-site and transcribe observations and interpretation when you return to Cincinnati) **and include the four general components described below.** You will be graded based on the quality of your entries (i.e., thoughtful and well-written) and the extent to which you have followed the assignment guidelines. **Due January 13, should be submitted as a Word document by email.** (30% of grade)
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?

Term Assignment Options
The term assignment accounts for 60% of your grade for the International Seminar Course.

These assignments will depend on the companies we visit. We will seek to identify specific problems or issues at these companies that need some research and recommendations. Several groups of students (up to four people per team) could work on the same problem (separately). In the past, some examples have included research and recommendations on a new flexible manufacturing system at General Cable and new shipping/logistics systems for the supply of salmon and grapes to Kroger. Since we have not yet finalized the set of companies that we will visit, we have not yet identified the companies that we will visit.
**Capstone Option.**

Expectation is for this to be a comprehensive work – typically runs at least 18-25 pages single-spaced (at the longer end for capstones), plus tables, exhibits, and references (that’s about 8,000 words). Quality is more important than quantity! These assignments are project-based. **For those students using the project as their capstone (PART-TIME STUDENTS AND ACCEND ONLY), the project must involve multiple business disciplines (at a minimum, management, marketing, and finance/accounting, but may also include operations and supply chain issues).** Your task will be to develop a rigorous, carefully researched, professional document and presentation that addresses the problem, project or situation. This deliverable is something that you will present to the people from our partner company. **Please make certain to include all references (including web references) and cite sources within the text itself.** 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). You will have about four weeks after you return to complete the project. Due January 9, 2017

**Examples:**

Kroger supply chain management project. Kroger started experimenting with reusable plastic containers (RPC) for shipping grapes from Chile to the US. The use of RPCs involved significant changes in packing, shipping, and marketing of grapes. There were also cost and environmental issues. The UC team studied the marketing, environmental and financial impact of the change to RPCs. We worked locally with Kroger and in Chile with growers and shippers to understand this change. The final report evaluated the project and provide recommendations to Kroger.

Marketing food products in the US. We worked with a French producer of private label cookies to explore expanding their presence in the US market. At present, they only have a few products with Walmart and with a marketer of international foods. We examined their strategy, viewed their production facilities in France, sampled their products, and studied the US market for cookies, including visits to local grocers. The final report provided a comprehensive assessment of the US market and an analysis of opportunities and threats. The team recommended a strategy for expanding the company’s presence in the US market.

If you have questions or need clarification on this assignment, don’t hesitate to contact Professor Gales (lawrence.gales@uc.edu) or Professor Dalziel (tom.dalziel@uc.edu).
Useful websites
State Department: http://www.state.gov
US Department of Commerce: http://www.commerce.gov
International Trade Administration (US DOC) http://www.commerce.gov/opa/photo/ITA/events.html
Cultural Differences – Gert Hofstede Homepage: http://spitswww.uvt.nl/ric/hofstede/

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