

Note: This is a draft syllabus and remains subject to change

Branding the Nation: how do countries market themselves?(GIM Bolivia, Spain and “Catalonia” 2018)

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Thursday, 6:30 – 9:30 PM

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Course Description and Objectives

In an increasingly globalized world, the importance of managing country reputations and international images has risen exponentially in recent years. More than ever, governments must take pains to message diverse sets of key stakeholder groups –often with contradictory interests – including potential investors and tourists (both foreign and domestic), the global press, bond markets, and international watchdog NGOs, to say nothing of domestic elites and national populations. This course will explore the strategies they use to do so, and how investors and entrepreneurs can best manage the resultant risks from the chasm between how countries present themselves and how they function in practice.

A broad array of international examples may be discussed in class within thematic context, or else included in readings. Each session will focus upon a specific messaging challenge or constituency including tourism development, bondholders, equity markets, governments, NGOs etc. The classroom experience will include lectures, case studies and interactive exercises, as well as drawing upon the unique perspectives and applied experiences of world-class guest speakers from across the globe.

The travel portion of the course will immerse students into three very different national arenas. Bolivia – South America’s poorest and most highly indigenous state -- is a country that has managed, despite numerous setbacks, to strike a balance between a installing an entrenched and empowered socialist state while remaining a highly investable one. Spain, following decades of instability and fascist dictatorship in the mid 20th century has since emerged as a key European state, the region’s tourism hub and home to many mighty multinational enterprises. Successful Democracy has nonetheless brought with it a rise in regional independence sentiments, including the key region of Catalonia -- and its capital Barcelona – that now may be threatening Spain with a return to its chaotic past.

Attendance Policy

Due to the nature of the GIM program, attendance for all GIM classes is mandatory as is participation in the two-week field trip. As this course is designed to cover material in a thematic -- rather than episodic --manner, and missing an individual beat can easily lead to losing the rhythm. Class content will often build upon previously covered discussions and can be difficult to contextualize absent the earlier material. Attendance of every class session is therefore expected. If a student misses more than one class throughout the term, one half-letter grade will be deducted from his or her class participation grade. Individual exceptions to this may be on a case by cases basis, subject to prior professorial approval, and potentially requiring a makeup assignment.

Readings:

There is no textbook to purchase for this course. Readings on the syllabus will be provided. Please note that some readings may be added via class email during the course itself, either as a result of either class discussion or of current events.

Note on Participation

This course utilizes the case method and practical examples of real situations will be discussed each week. For students to benefit from the course, they must prepare thoroughly for, and actively participate in, each class. Class participation and contribution represent an important part of the grade and each student should aim to make at least one substantive contribution for each class.

10% of overall grades will likewise be based on your participation in the plenary meetings and engagement in other activities as assessed by the in-country advisor. In order to achieve a high grade, students are expected not only to attend all plenary meetings but also to actively engage during those meetings as well as all other learning opportunities in the host country.

The class participation grade will reflect the timeliness of email responses, and class polls or responses, as well as punctuality to meetings with faculty or advisors.

Role of the In-Country Advisor

Throughout your GIM trip, you will be accompanied by an in-country advisor, Arlene Johnson, who is a director in the Executive Education Program at Kellogg. The in-country advisor is the faculty member's representative while in-country. Among other logistical roles during the trip, she will be assessing each student's level of participation during the plenary meetings and will be assigning 10% of the students' overall grade.

Kellogg Honor Code

The students of the Kellogg School of Management regard honesty and integrity as qualities essential to the practice and profession of management. The purpose of the Kellogg Honor Code is to promote these qualities so that each student can fully develop his or her individual potential. Upon admission, each student makes an agreement with his or her fellow students to abide by the Kellogg Honor Code. Students who violate the Kellogg Honor Code violate this agreement and must accept the sanction(s) imposed by the Kellogg community.

The Kellogg Honor Code is administered by students and is based on the concept of self-government. The efficacy of such a student-administered honor code is dependent upon a high degree of dedication to the ideals of honesty, integrity and equal opportunity reflected by the code. The Kellogg Honor Code requires that each student act with integrity in all Kellogg activities and that each student hold his or her peers to the same standard. In agreeing to abide by the code, the

Kellogg students also agree to report suspected violations. By not tolerating lapses in honesty and integrity, the Kellogg community affirms the importance of these values.

Course Materials

Required reading materials:

GIM Branding the Nation Course Pack.

Course Schedule

Session 1	
<i>Topics:</i>	Intro: Class expectations Thematic overview: what is nation branding?
Session 2	
<i>Topics:</i>	History in context –Spain, Catalonia and Bolivia Latin America and the E.U. The two Francos and the two Evos “Ease of Doing Business”
Session 3	
<i>Topics:</i>	Business and Politics Stealth autocracy and business industrial complexes Corruption and other national niceties The role of the Foreign Corrupt Practices Act (1977) & The UK Anti-Bribery law (2010) Extremophile business theory The role of “Translatinas” and other family conglomerates
Session 4	
<i>Topics:</i>	Exporting THE National Brand and national business brands Multinationals, Managing National Resources Better for business: Democracy? Autocracy? Something in between? Tourism culture and environment - “Incredible India” case
Session 5	
<i>Topics:</i>	Infrastructure, PPPand Investment Protectionism, regulation and their discontents

	Lies, damn lies and Latin statistics (how to tell truth from official fiction)
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Session 6	
<i>Topics:</i>	Propaganda: Foreign and Domestic Managing local and international media International organizations and Alliances: the E.U. and the ALBA

Session 7	
<i>Topics:</i>	Risks & rewards Bond markets, international credit and sovereign vs. country risk Making cents of currency markets and controls Promoting innovation and human capital development

Session 8	
<i>Topics:</i>	Deep dives, context and current events: Bolivia, Spain and Catalonia

GIM Travel:

Session 9	Special Exam Session
<i>Topics:</i>	Final Presentations and Conclusions
<i>Speaker:</i>	
<i>Assignments:</i>	Final project presentations; written report and peer evaluations due to faculty at 6 PM

Assessment

Research Project	70%
Background Report, in-Country Research Plan	10%
Map assignments	10%
In-Class Presentation	20%
Written Report	20%
Peer Evaluation	10%
Participation	30%
In-Class Participation (attendance, discussion, engagement)	20%
In-Country Participation (plenary meetings; determined by GIM advisor)	10%

Map Assignments

Most weeks, each student group will be given a printout of an un-keyed colored map and challenged to discern what it is that the map is showing. The goal will be to challenge students on both their internet research skills, global knowledge and creativity. Unsuccessful guesses will receive partial credit, provided they are well thought out and explained, and bonus points will be awarded successfully discerning the map's meaning while adjusting for difficulty -- the fewer the groups who guess correctly, the greater the prize.

Propaganda Assignment

In week four, students will be expected to scour the internet to find the most interesting headline from one of the international propaganda outfits we will be discussing in class. Students will be expected to send in their selection by 5PM in the afternoon the Wednesday prior to class. Failure to do so, or else tardy submission, will result in adverse affects upon a student's participation grade.

GIM Research Project

The core of the GIM class is an independent research project. Groups of 4 to 6 students will select an international business, economic or management issue to study in depth. The students begin secondary research after week 2, incorporating perspectives from the class readings and speakers, and spend considerable time in-country speaking with resident experts, gathering local data, and testing their hypotheses and recommendations in the field.

Students must conduct interviews for their projects in at least two of the three locations we visit.

Research Topics

Student teams typically develop their own research project, though they refine their topics with the help and advice of their faculty member. Good GIM projects are generally built around interesting, clear, and relatively narrow research question. Faculty will work with students to define the ideal scope and parameters of their final projects, as well as assisting (where appropriate) in setting up IPG meetings. Weak GIM projects have often been lengthy and unfocused industry descriptions, e.g., "An Overview of the Brazilian Beverage Industry," or "Challenges and Opportunities in Japanese Real Estate."

Project Report Structure

Results of the research must be presented in a report of maximum 10 pages in length (discounting exhibits). Students, in consultation with their professor, may choose from the following report formats:

- A targeted reputation management plan presented to the government of a country of your choice.
- A simulated boardroom pitch for a company looking to enter the market in a country or

industry of your choice.

- A simulated boardroom pitch to a company looking to market a foreign product of your choice in one of the countries that we visit.

Project Deliverables

- **Research Project Proposal** – Each project group will submit a 2-page description of their proposed research topic, including:
 - A description of the specific and focused research queries to be addressed
 - Description of the topic's importance, timeliness, economic, or social significance
 - Identification of possible in-country visits with companies, governmental agencies, NGOs, etc.
- **Background Research Review**– Before departing for the in-country portion of the class, each project team must submit a 1-2 page overview of secondary information relevant to its research topic for use in the final project. This review may serve as a first draft of the background section of the final project report.
- **In-Country Plan** – This is a detailed matrix of five or more investigative research meetings arranged in country. The best plans will include day/time/location of meeting; name/description of organization; name/title/bio of interviewee; agenda and interview guide for each meeting.
- **In-Class Presentation** – During the final class, each project group will make a presentation in class summarizing their research findings. The purpose of this deliverable is to allow faculty members and students to learn about and provide feedback on the project groups' final findings. It is suggested that each team be given 15 minutes to present and 5 minutes for audience questions and suggestions. Presentations will be assessed and graded by peers on a series of specific rubrics, and the class response to each presentation will be taken into account for grading purposes.
- **Written Report** – The final report, maximum 10 pages, before exhibits and appendices, should be prepared according to one of the formats discussed above. In addition to turning in their papers to their professors, students should submit an electronic copy to the Global Programs Office on the agreed upon date.
- **Peer Evaluation** – Each member within the IPG will assess every other member's contributions to the project, including their own, with a confidential peer review form that takes into account each member's intellectual contribution, initiative and organization, workload contribution and overall contribution.