

## Global Initiatives in Management – China/Mongolia 2014 Syllabus and Class Schedule

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### Nature and Purpose of the Course

The GIM Program is designed to enable Kellogg students to:

- Gain an understanding of the economic, political, social, and culture characteristics of a country or region outside the United States
- Learn about key business trends, norms, challenges, and successes in a country or region outside the United States
- Conduct international business research on a topic of interest
- Further develop teamwork and leadership skills

GIM China-Mongolia is designed to give students an overview of China's social, economic and business environment, and allows students to explore a China or Mongolia-related topic in depth through secondary as well as primary in-country research. While GIM China-Mongolia's main focus is on China, the class will also learn about Mongolia as a rising nation that is gaining importance in Asia. More broadly, the class allows students to acquire perspectives that will be relevant to conducting business in any foreign environment. Students will be challenged to think critically and creatively about global business issues.

### Class Format

Classes will be a mix of lectures and class discussions. Guest speakers with expertise on various topics will be invited to share their expertise with the class. Student groups will be assigned to lead discussions on current events, cultural aspects as well as on selective topics.

**Attendance Policy**

It is the policy of the Global Programs Office that attendance for all GIM classes throughout the term is mandatory, as is participation in the two-week field trip. Attendance on the first day of class is mandatory. If a student misses more than one class throughout the term, one letter grade will be deducted from his or her final grade. Exceptions may be made by the faculty member in cases of extreme circumstances. When traveling in China, students must attend all meetings and site visits.

**Classroom Etiquette**

Seating: Your assigned seat for the quarter will be the seat you choose for the second class. I use assigned seats to help me keep track of attendance and class discussion.

Punctuality: Class will begin promptly at 6:30pm. Your on-time attendance, preparedness, and full engagement in all class sessions are both expected and appreciated by your classmates and me. If you are unable to arrive on time or must leave early, please enter/exit the room as quietly as possible so as not to distract others in the room. If you must miss a session, it is critical that you notify me at least 24 hours in advance. Absences, late arrivals and early departures will have a significant impact on the evaluation of your class commitment grade.

Beverages and Snacks: You are welcome to bring a non-alcoholic beverage to drink in class. Please don't bring food into class.

**Electronics Policy**

To minimize distractions in the classroom, please leave your laptops, iPads, tablets, mobile phones, etc. in your bag. For those of you who wish to use a tablet or iPad to take notes, please come and speak with me before class to obtain permission.

**Course Expectations and Evaluation**

Students are expected to do all reading assignments and be prepared to discuss the materials in the classroom. Fully-engaged class participation is critical to the success of the GIM model.

**EVALUATION OF YOUR COURSE WORK**

Class Commitment	15%
Independent Research Project (IPG)	65%
Preliminary Report	20%
In-Country Research Plan	5%
In-Class Presentation	5%
Final Report	20%
Peer Evaluation	15%
In-Country Participation	20%

## CLASS COMMITMENT

Positive contributions to class discussions will enhance your score. During class you should be willing to share your viewpoints and conclusions and demonstrate your ability to evaluate and build upon the opinions of your classmates. Failure to attend class or late arrival, poor preparation, and detrimental participation (including poor classroom etiquette, or being disrespectful to any class members, to me, or to guest speakers) will negatively impact your class commitment score.

During each class meeting, I will invite students to present current events and lead class discussions on various issues. To facilitate discussions, the group responsible will first describe the event and provide some background information so that the class will have more insights into the issues. They will then share their perspectives on the event and invite comments from the class. We will devote 20 minutes each class to these discussions. Student groups are free to select the topics for discussion each week. Others in the class are welcome to highlight certain events for comments and discussion after the scheduled discussions.

## INDEPENDENT RESEARCH PROJECT

The core of the GIM class is an independent research project on some aspect of China's or Mongolia's business environment (65% of the grade). Groups of 4 to 6 students will select an international business, economic or management issue to study in depth. Students begin conducting research on their topic during the winter quarter, sourcing information from secondary sources, conducting interviews, and incorporating perspectives from assigned readings, class discussions readings and guest speakers. GIM research projects are significant intellectual contributions based on original primary research the team performs on the GIM trip. They are backed up by extensive background research performed during the winter break and winter quarter. An "A" is only awarded to projects that make a meaningful contribution to the current understanding of a particular topic.

**HOW TO SELECT A RESEARCH TOPIC?** Student teams are expected to select a topic and develop their own research ideas. Good GIM projects usually are those that build around interesting, clear, and relatively narrow research questions. I would advise you to stay away from broad, unfocused industry investigations (e.g., "An Overview of the Brazilian Beverage Industry," or "Challenges and Opportunities in Japanese Real Estate") as it is not likely that a comprehensive research on the topic could be done within the 12-week time frame.

Students may choose from the following report formats:

- Traditional analytical research paper – A research question is described; competing answers to the question are discussed; evidence collected on the trip is used to argue for or against the alternative answers.
- Industry analysis – A particular industry is surveyed in order to examine a narrowly focused, well-defined topic pertaining to the competitive dynamics of the industry. An example would be an analysis of a market entry opportunity presented to a foreign multinational.
- Business recommendation report – A consulting report recommending specific strategic, operational and organizational actions to solving a clearly defined business issue.

- Business or industry case study – A case for eventual classroom use developed with a clear underlying business question in mind. Teams pursuing this option are encouraged to work with Case Publishing before and after the trip to ensure a high quality product that may eventually be used in the classroom.

**RESEARCH PROJECT PROPOSAL:** Each team will submit a 2-page proposal in week 2 that includes:

- A description of the specific and narrowly-focused research question(s) to be addressed
- Description of the topic's importance, timeliness, economic, or social significance
- Identification of potential interviewees

Please schedule a meeting in week 2/3 with the advisor(s) to discuss how you plan to research the topic.

**PROJECT UPDATE:** In week 5, each team will give a brief update to the class on the project they have selected and. Using no more than 6 slides including the cover slide, each team is to provide the background information on the topic and articulate the reasons why this is an important research topic that warrants attention. Knowing what every team is working on allows your classmates to alert you of any relevant articles or reports or contacts that come their way.

**PRELIMINARY REPORT:** The teams are expected to submit a preliminary report in Week 8, prior to departing for the in-country portion of the class. The preliminary report should provide the background information of the topic, a good assessment of the current situation, and a preliminary set of recommendations for the relevant parties moving forward. A good preliminary report would require a thorough review of the literature (popular press articles, white papers, company annual reports, research reports, journal articles, etc.) as well as structured interviews with informed personnel on the issues. The preliminary report will serve to facilitate the development of hypotheses to be verified and prepare the team for interviews and observations while in-country.

**IN-COUNTRY RESEARCH PLAN:** The team is expected to plan and schedule meetings with in-country experts and relevant parties (e.g., government officials, company executives, NGO officers, retailers, consumers) before the trip, and to spend considerable amount of time speaking with them to further their understanding of the issue and to test their hypotheses and recommendations in the field. Students must conduct interviews for their projects in **every** city that they visit throughout the trip.

The in-country research plan is a detailed matrix of at least six investigative research meetings arranged in country and is due in Week 9. The best plans will include the day/time/location of meeting; name/description of the organization; name/title/bio of interviewees; and the agenda and interview guide for each meeting.

**IN-CLASS PRESENTATION:** Each team will make a 10-minute presentation (plus 5 minutes for Q&A) in class summarizing their research findings on the last class, scheduled to be from

9am to 12noon on April 9, 2014. The purpose of this deliverable is for the teams to share their findings with the class and to receive feedback and answer questions related to their project. Please email me your powerpoint presentation together with your final report in a zip file by 8:30am on April 9. Attendance at this final class is mandatory.

**FINAL REPORT:** The final report should be double-spaced and approximately 20-25 pages long, excluding exhibits and appendices. Please submit an electronic copy to the faculty and in-country GIM advisors as well as to the GIM Office on April 9, 2014. To keep you on track, there are 6 deliverables:

Jan 14 (week 2)	Project Proposal (please schedule a meeting with the faculty to go over your proposal in week 2 or 3)
Feb 4 (week 5)	Project Update
Feb 25 (week 8)	Preliminary Report
Mar 4 (week 9)	In-country Research Plan
April 9 (Wednesday)	Group Presentation & Final Report

### **PEER EVALUATION**

The peer evaluation will make up 15% of the course grade. There will be an online peer evaluation form for this purpose and evaluations are due on April 9, 2014. Group members will evaluate each other's performance, including their own, taking into account the following:

- Willingness of the individual to carry out jobs assigned.
- Ability of the individual to meet deadlines.
- Cooperation with other group members.
- Quality of the individual's work.
- Individual's overall contribution to discussion, analysis, and completion of the assignments.

### **IN-COUNTRY PARTICIPATION**

Students are reminded that GIM is first and foremost an academic program. Students are expected to attend all plenary meetings, and to be actively engaged during the meetings and other learning opportunities in country. Students are also reminded that as a class, whether in the U.S. or in-country, they are representatives of the Kellogg School and should conduct themselves as such – with pride, dignity, humility and professionalism.

While in-country, the GIM advisor takes on the faculty advisor's role and will be assessing each student's level of commitment and participation during the two-week visit. The GIM advisor is responsible for assigning students' in-country participation grade that makes up 20% of the overall course 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 (whether in the U.S. or out of the country) 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.

## Global Initiatives in Management – China/Mongolia 2014

### Class Schedule (tentative)

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#### WINTER BREAK

**Read:** *A Death in the Lucky Holiday Hotel* (by Ho Pin and Wen Huang)

#### WEEK 1 (1.7.14)

**Topic:** Course Overview

**Read:** CIA Factbook on China  
<https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>

**Discuss:** *A Death in the Lucky Holiday Hotel*

**Due:** Committee Assignments and Team Memberships

#### WEEK 2 (1.14.14)

**Topics:** Social and political history of China  
Understanding the Chinese consumers

**Speaker:** TBA

**Read:** China's 12<sup>th</sup> Five-Year Plan (Outline)  
"China's Next Chapter" (pp.34-51)  
"Cross-Cultural Issues in Consumer Behavior" (by Shavitt, Lee & Torelli)

**Due:** Project Proposal (please submit a one or two-page proposal that describes your topic and the relevance of the issues).

**Schedule:** Group meeting with Professors Lee & Duran for project approval

#### WEEK 3 (1.21.14)

#### No Class

**Schedule:** Group meeting with Professors Lee & Duran for project approval

**WEEK 4 (1.28.14)**

- Topics:** The development strategy of modern Mongolia
- Speaker:** Dr. Alicia J. Campi
- Read:** TBA

**WEEKS (2.4.14)**

- Topic:** Company strategies entering China, markets and trends
- Speaker:** Mr. J. Douglas Gray, Everett Smith Group
- Read:** “China’s Next Chapter” (pp.54-77)  
“How Ikea Adapted its Strategies to Expand in China” (BusinessToday)  
<http://businesstoday.intoday.in/story/how-ikea-adapted-its-strategies-to-expand-in-china/1/196322.html>
- Due:** Project Update (your 5-minute presentation should provide the background information for your selected topic, the rationale for selecting this topic, and what you have found so far.)

**WEEK 6 (2.11.14)**

- Topic:** Sustainability and environmental issues
- Speaker:** TBA
- Read:** “China’s Next Chapter” (pp.94-117)  
“The Myth of China’s Coal Demand”  
<http://www.greenpeace.org/eastasia/publications/reports/climate-energy/2013/coal-myth-china-unitedstates/>
- Topic:** China and Africa
- Read:** “Beijing, a Boon for Africa”  
[http://www.nytimes.com/2012/06/28/opinion/beijing-a-boon-for-africa.html?\\_r=0](http://www.nytimes.com/2012/06/28/opinion/beijing-a-boon-for-africa.html?_r=0)  
“China commits billions in aid to Africa as part of charm offensive”  
<http://www.theguardian.com/global-development/interactive/2013/apr/29/china-commits-billions-aid-africa-interactive>  
“Billions from Beijing” (*China in Africa - a European’s perspective*)  
<http://www.spiegel.de/international/world/chinese-investment-in-africa-boosts-economies-but-worries-many-a-934826.html>



**WEEK 7 (2.18.14)**

- Topic:** Cross-cultural negotiations
- Speaker:** Professor Jeanne Brett
- Topic:** The investment environment in China
- Read:** “China’s Next Chapter” (pp.136-151)

**WEEK 8 (2.25.14)****No Class**

- Submit:** Preliminary Report (via Blackboard)

**WEEK 9 (3.4.14)**

- Topic:** China’s Architecture—urban planning, development, migration, global construction
- Speaker:** Professor Sheila Duran
- Discuss:** HBS Case 9-207-019 Chongqing Tiandi
- Topic:** Social media and popular culture
- Read:** “Understanding Social Media in China” (McKinsey Quarterly)  
[http://www.mckinsey.com/insights/marketing\\_sales/understanding\\_social\\_media\\_in\\_china](http://www.mckinsey.com/insights/marketing_sales/understanding_social_media_in_china)
- Submit:** In-country Research Plan (via Blackboard)

**WEEK 10 (3.11.14)**

- Topic:** Doing business in China & Mongolia – Risks and opportunities  
Travel expectations, trip logistics
- Speaker:** TBA

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**MARCH 16 – 29, 2014****Chicago – Beijing – Ulan Bator – Shanghai – Chicago**

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**APRIL 9, 2014****Topic:** Group Presentations**Submit:** Final Report (due 8:30am on 4/9)  
*Please submit a zip file that contains your final report and presentation.*

Online Peer Evaluation