



**GIM 473 Syllabus:**

**Transforming Markets, Business, and Society**  
**Rwanda and Kenya**

**Winter 2024**

Pre-departure Class Dates: January 20, February 3, and March 2

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## **GIM Program Purpose and Objectives**

### **GIM Purpose:**

To provide all Kellogg students with a unique opportunity to apply classroom learning about global business to an immersive experience in countries outside of the United States.

### **GIM Program Objectives:**

- Gain a **foundational understanding of the macroeconomic trends, politics, history, and culture of a country or region** and the impact of these factors on the business climate of those countries.
- **Develop unique insights into the business ecosystems, practices and challenges, and opportunities in a particular country or region** through the lens of the class topic.
- **Learn and apply tools of impact evaluation to quantify social returns to investments in the corporate, impact investing, and NGO spaces.**
- **Develop skills to locate, connect with, and interview individuals in-country in service of a group project that is designed to deepen students' understanding of the class topic.**
- **Collaborate with your staff advisor, faculty member, and peers from diverse academic programs and backgrounds to engage, reflect, and participate respectfully, build an inclusive community, and represent the Kellogg brand well.**

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## Course Description and Objectives

East African countries Rwanda and Kenya are fascinatingly vibrant countries where the contrasts of wealth and poverty; historical legacy and cultural resilience; continue to shape business and society. Why do some countries grow and others decline? What innovations are entrepreneurs creating in the midst of constraints? Travel to East Africa requires emerging business leaders to assess their preconceptions of markets, the role of international companies in local context, and what innovations have the potential to scale to unlock economic growth and poverty reduction.

In preparing for your trip and experiencing Rwanda and Kenya firsthand, we will explore the following questions during our trip:

What are the historical legacies of colonialism on institutions, infrastructure, and international supply chains?

How have countries navigated relationships with international partners including Europe, the United States, the Middle East, and India?

What are the opportunities and constraints for economic and private sector development?

What innovations are scaling? Who are leading and financing the innovation ecosystem? How are international companies managing the “double bottom line” and sustainability concerns in Rwanda and Kenya?

## Attendance Policy

Attendance is mandatory in all GIM classes, the fall quarter orientation, and everything listed on the in-country schedule. The only excused absences are unanticipated illness or family emergencies. A student who misses more than 20% of any GIM class will be dropped from the class as well as from the GIM trip, in accordance with Kellogg academic policies.

### **Sickness:**

If a student needs to miss class due to illness, they should request approval using the form linked in Canvas. Once a student's absence is excused, they may reach out to the faculty member or TA for the link to access the recording of the class that they missed (if provided) and to determine what make-up work might be needed.

### **Recruiting:**

Students are expected to conduct their recruitment interviews around their course schedules. If you have an interview scheduled at the same time as this class, please work with the company to

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reschedule your interview for another time. If you need help on how to have that conversation or make that request, please reach out to the Career Management Center (CMC) for support.

## **Role of the In-Country Advisor**

Throughout your GIM trip, you will be accompanied by an in-country advisor, Annie Reagan; Associate Director, Global Academic Experience. The in-country advisor is responsible for designing and managing in-country experience. As part of these responsibilities, they will be assessing each student's level of participation during the plenary meetings and will be assigning 15% of their 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.

## **Northwestern University Code of Conduct**

All students who participate in GIM are expected to comply with all policies governing social interactions and personal behavior as outlined in the [Northwestern Student Handbook](#) and the [Northwestern Student Code of Conduct](#).

## **Accommodations**

Kellogg Academic Advisors and the Student Life Office work with students with disabilities to ensure that they receive the resources and assistance that they need. These offices contact the faculty member for each class in which a student is enrolled to make sure that the student receives the required accommodations. Please contact your Academic Advisor or the Student Life Office with any questions and to discuss how accommodations can best be implemented throughout the course.

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## Course Materials

All course materials are linked on Canvas

## Course Schedule and Assignments

<b>Pre-Term Kick off</b>	<b>November 29, 5:15 – 6:15 PM</b>
<i>Topics:</i>	Preparing for travel, group projects, class goals, FAQs
<i>Speakers:</i>	Global Experience, faculty, advisor
<i>Assignments:</i>	<ol style="list-style-type: none"><li>1. Review syllabus</li><li>2. Complete class survey</li></ol>

<b>Class #1</b>	<b>January 20</b>
<i>Topics:</i>	Historical Contexts of Modern Markets Transforming Markets and Social Change in Rwanda and Kenya Innovation and Investment Landscapes
<i>Assignments:</i>	<p>-Journal 1: My Expectations and Goals</p> <p>Required Readings:</p> <ol style="list-style-type: none"><li>1. “East African Economic Outlook 2023” (Executive Summary and Ch. 1 only) African Development Bank</li><li>2. “No Contract? No Problem” Kellogg Insight</li><li>3. “In Some Markets, Competition may do More Harm than Good” Kellogg Insight</li></ol> <p>Guest Speaker: Ameet Morjaria</p> <p>Background Reading (optional):</p> <p>“The Landscape of Climate Finance in Kenya” Government of Kenya 2023 Investment Climate Statement: Kenya US State Department 2023 Investment Climate Statement: Rwanda US State Department</p>

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Class #2	February 3
<i>Topics:</i>	Cultural Contexts of Modern Markets Quantifying Social Returns in Corporate, Impact Investing, and NGO spaces Scaling Innovations in the Private and Public Sectors
<i>Assignments:</i>	<ul style="list-style-type: none"> <li>-Journal 2: Cultural Deep Dive</li> <li>-Research Project Proposal</li> <li>-Draft In-Country Research Plan</li> </ul> <p>Required Readings</p> <ol style="list-style-type: none"> <li>1. “Evidence-Based Impact” Y Analytics</li> <li>2. “Monetizing Impact” Y Analytics</li> <li>3. “Mobile Money” Annual Review of Economics</li> <li>4. “If you pay teachers based on performance, do you get better teachers or do they work harder?” World Bank Blog 2019</li> </ol> <p>Guest Panel Remote: IPA Rwanda</p>

Class #3	March 2
<i>Topics:</i>	Political Contexts of Modern Markets Microentrepreneurs and Rural Business International Supply Chains
<i>Assignments:</i>	<ul style="list-style-type: none"> <li>-Journal 3: Personal and Professional Reflections</li> <li>-Background Research Review + In-class Presentation</li> <li>-Finalized In-Country Research Plan</li> </ul> <p>Required Readings</p> <ol style="list-style-type: none"> <li>1. “Microentrepreneurship in Developing Countries” (Jayachandran 2020)</li> <li>2. “Ties that bind or binds that tie? India's African engagements and the political economy of Kenya” Review of African Political Economy</li> <li>3. “Kenya’s William Ruto: ‘We are not running away from our debt’” Financial Times August 9, 2023</li> </ol>

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	<p>Guest Panel Remote: IPA Kenya</p> <p>Background Reading (optional):</p> <p>World Bank Kenya Economic Update 2022 World Bank Rwanda Economic Update 2023</p>
<b>In-Country Experience</b>	

In-country participation in all activities and meetings listed on the syllabus is mandatory for all GIM students, unless otherwise indicated by your advisor and faculty member.

Engagement in the in-country experience is critical to GIM program learning and success. This includes:

- Engaging and contributing to your group project meetings and teams
- Engaging and contributing to plenary meetings
- Successfully fulfilling your class role
- Being a positive brand ambassador for the Kellogg School throughout your travels

<b>Final Class</b>	<b>March 21 (before final dinner)</b>
Topics:	Key learnings and takeaways Student final project presentations or project updates

<b>Assessment</b>	
<b>Research Project</b>	<b>55%</b>
Project Proposal	5%
Background Research Overview + Presentation	10%
In-Country Research Plan	10%
Final Presentation / Written Report	20%
Peer Evaluation	10%
Submission to Group Project Database - MANDATORY	0%
<b>Reflection</b>	<b>20%</b>
Journals (1-4)	15%
Engagement in Group Debrief In-Country	5%

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Participation	25%
In-Class Participation (attendance, discussion, engagement)	10%
In-Country Participation (plenary meeting participation, student role, overall participation; determined by GIM advisor)	15%

## GIM Research Project

The core GIM class deliverable is an independent research project. While GIM is designed as a foundational overview class, we hope these projects enable students to take a “deeper dive” into a topic that is of interest based on past experience, current studies, or future plans. Groups of 4 to 6 students will select an international business, economic or management issue to study in depth.

### *Research Topics*

After their GIM class orientation session, students will take a survey to confirm their broad topic interest, often by sectors (ex. healthcare, technology, education). They will be assigned to their group project teams based on these interests, any applicable experience, and with a goal to have diverse project groups.

If a GIM class is traveling to more than one country, students must select a project topic that enables them to integrate research and insights from both locations.

Before the term begins, the faculty will send out a google sheet with a list of broad topics or industries wherein students can then rank their preferences. The faculty will then assign students to groups based on topic interest which the students will then refine throughout the term with the help and advice of their faculty member. Good GIM projects are generally built around interesting, clear, and relatively narrow research topics. Some titles from successful projects from recent years have included “How Uniqlo’s Brand Positioning and Marketing Strategy Allow the Company to Thrive in China’s Fast Fashion Market” and “Expanding Wine Sales to Middle-Class Brazilians: A Proposal to Concha Y Toro.” Weak GIM projects often have excessively broad or unfocused topics such as “An Overview of the Brazilian Beverage Industry.”

### *Project Report Structure*

Final reports should be at least fifteen pages in length, excluding exhibits. Groups may choose to focus on a sector or a take a deep dive on a particular topic. A good project paper clearly defines a problem, describes the state of evidence that might guide strategy or decision making, provides context for evidence gaps which may open other solutions, reviews frameworks or theories of

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change to guide thinking about the problem, and finally draws conclusions from quantitative and/or qualitative analysis of new data or information generated from the research.

## ***Project Deliverables***

### **Research Project Proposal**

*Length: 2 pages*

Each project group will submit a description of their proposed topic, including:

- Initial research question
- Draft list of organizations that can help answer this question
- Context as to why this topic is relevant to the class
- Context as to why this topic is relevant to global business

### **Background Research Review**

*Length:*

- *Written assignment: 5 pages*
- *In-class presentation: 5 – 7 minutes*

Each project team will submit and present an overview of the sector or industry most relevant to their overall topic. This will enable the project group to develop a strong understanding of the research and data that already exists and to share this context with the class to enhance understanding of the markets you'll travel to. The write-up and presentation should include:

- Current research question
- Key players in this sector (in the context of course theme)
- Financial impact of this sector on the national economy
- Opportunities and challenges for this sector
- How your research question relates to this sector

The presentation should be 5 – 7 minutes. The written assignment should be five pages.

### **In-Country Plan**

*Length: as needed*

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.

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## **In-Country Meetings**

*At least 6*

Students should expect to spend ~20 hours in-country traveling to group project meetings, speaking with resident experts, gathering local data, and testing their hypotheses and recommendations in the field.

## **Final Presentation**

*Length: 10 – 12 minutes*

By April 7th, each project group will upload their final, pre-recorded presentation to Zoom, 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.

## **Written Report**

*Length: 15 pages*

The final report, 15 pages long before exhibits and appendices.

## **Journal**

*Length: 4 entries, 2 pages each*

Your journal entries will document your thinking throughout the course about your expectations, personal growth and insights from the GIM class and trip. An entry is due before each class session and the final journal entry will be completed by April 3.

**Peer Evaluation** – Each member within the project group 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.

**Group Project Database** – Maintained by the Global Experience Office, group projects database serves as a repository for contact information shared amongst multiple years of GIM students. About a week before final reports are due, Global Experience will send a link to the platform for each project group to fill out with information about their contacts. Please note that the requirement for filling out the google sheet is due at the same time as the written report.

## **GIM Student Planning Calendar**

### **November:**

- By Friday, 11/24 – Advisor and faculty welcome email to class
- Wednesday, 11/29 – Mandatory kick-off class
- Thursday, 11/30 – Commence visa application process + obtain documentation from Global Experience (if applicable)

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## **December:**

• Friday, 12/1 –	\$500, non-refundable deposit due to travel providers
• Monday, 12/4 –	Class survey sent
• Friday, 12/8 –	Class survey due
• Friday, 12/8 –	Deadline to inquire about your JV's participation
• Friday, 12/15 –	Project groups and class roles assigned

## **January:**

• Wednesday, 1/3 –	GIM drop deadline
• Monday, 1/8 –	Deadline to add JVs (if space/participation has been granted)
• By Friday, 1/12 –	Initial meeting with your project group
• Monday, 1/15 –	Payment due in full to travel provider
• Saturday, 1/20 –	Class, 9am to 4pm
• Monday, 1/22 –	Project topics due
• Wednesday, 1/24 –	Project connections session with Global Experience
• Monday, 1/29 –	Feedback on project topics provided

## **February:**

• Friday, 2/2 –	Deadline to inform your advisor of any visa issues
• Saturday, 2/3 –	Class, 9am to 4pm; Research project proposal and draft in-country research plan due
• Friday, 2/16 –	Feedback on in-country research plan
• Wednesday, 2/21 –	Register in OGSS's travel registry

## **March:**

• Saturday, 3/2 –	Class, 9am to 4pm; sector/industry overviews and background research due and presented to the class; Finalized in-country research plan due
• Tuesday, 3/12 –	In-country arrival date
• Thursday, 3/21 –	In-country final session; in-country experience concludes after final dinner
• Friday, 3/22 –	In-country departure date

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## April:

- Wednesday, April 3 – Peer evaluations, project presentations, written projects, reflection papers all due
- Friday, April 26 – GIM feedback surveys due & deadline to fill out meeting information in the group project database

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## GIM Program Contract

As a student enrolled in Kellogg's Global Initiatives in Management (GIM) program, I understand and will abide by the following requirements:

1. All dates, deadlines, and requirements related to:
  - Program academics
  - Program-associated travel and community-building
  - Program costs, payments, and visas;
2. The expectations set forth in the Kellogg Honor Code, the Northwestern Student Code of Conduct, and the Northwestern Student Handbook;
3. Serving as a positive brand ambassador for Kellogg throughout the in-country experience;
4. Respecting and following recommendations related to health, safety, security, and local laws throughout travel;

If I do not fulfill these expectations, I understand that the Office of Global Experience, my GIM faculty member, and my GIM advisor have the right to determine how my actions might impact my grade or my ability to participate in the GIM program.

Your name:

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Student Signature

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Date