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## GIM 2022: Branding the Nation



Spain

ES

“Catalonia”

Greece

GR

Winter Term 2022

Saturdays: 1/8, 2/12, 3/5

10:00 AM-1:00 PM and 2:30 PM-5:30 PM

**Prof. Daniel Lansberg-Rodríguez**

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## GIM Program Purpose and Objectives

### GIM Purpose:

- For students to develop a foundation of knowledge about global sectors and economies through classroom learning and in-country immersion.

### GIM Objectives:

- To gain a foundational understanding of the macroeconomic trends, politics, history and culture of a country or region outside the United States.
- To experience firsthand through meetings with government officials and company representatives the economic ecosystems, business practices, market dynamics, and future opportunities and challenges of a particular country or region.
- To develop the skills necessary to collaborate with peers on a project that analyzes and proposes solutions to a particular problem within a sector of industry, including the skills required to set up and conduct independent business meetings abroad.

## Course Description and Objectives

In our ever more globalized world, the importance of understanding and managing country brands, reputations and international image has risen exponentially. Increasingly, many governments actively take pains to control the messaging toward diverse stakeholder groups including potential investors and tourists, the global press, bondholders, multinationals, and international watchdog NGOs, to say nothing of domestic elites and broader national populations. Regardless of whether countries actively seek to mold such perceptions, the fortunes of their respective markets, currencies, tourism industries and key companies cannot help but be affected by them.

The primary goal of this GIM: Branding the Nation will be to help students develop a deeper understanding of the most salient country risks and the various ways in which governments and companies attempt to limit their impact or market around them. Understanding such strategies -- what do they share? what do they spin? what do they hide? (and why?) -- will prepare students embarking on a career in international business or entrepreneurship, marketing, tourism, consulting or investment to better discern the risks and rewards before them in the global arena.

The classroom experience in Branding the Nation 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. Guest lectures will primarily be given in situ and in person. Where possible, outside-the-class networking opportunities to get to know our guest speakers may be offered to students following the culmination of each classroom section or in-country.

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Over the past eight years, BTN guest lecturers (during the classroom experience) and plenary speakers (during the trip) have frequently included very senior figures in business, media and government—including sitting heads of state, ministers, legislators, diplomats, journalists, unicorn founders, and the C-suite officers of major national and multinational corporations.

A variety of themes and geographies will be discussed in class and covered in the readings and case studies for comparative and illustrative purposes. While the travel portion of this course will take place in Europe, BtN is very much a global (rather than regionally) focused course. Readings and lectures will cover a broad array of international examples from Europe, Latin America, Asia, Africa and North America—striking a careful balance between “emerging” and “developed” market perspectives.

***The travel portion of the course will immerse students into two very different, and deeply fascinating, national arenas.***

## **Spain:**

After experiencing decades of poverty, economic underdevelopment and civil strife in the early 20<sup>th</sup> Century, culminating in a harrowing civil war and a subsequent 35-year right-wing dictatorship, Spain has since managed to transform itself into a strong democracy and a major actor within the Eurozone. Despite its often volatile politics, Spain has thus far managed to balance a strong export economy with the growing presence of a dynamic services sector, likewise becoming a major global hub for international tourism. Key to this transformation has been Spain’s virtually unrivaled success in leveraging its powerful respective sporting (e.g. the Real Madrid-Barça rivalry, the 1992 Olympics), culinary (tapas) as well as its strong music, media, and celebrity cultures into bulwarks of promotion for its national brand. Spain has likewise seen unusual success in leveraging its post-imperial cultural and linguistic affinities with its former colonies, fostering many key multinational enterprises with deep economic and trade links to Latin America. Spain’s economic and democratic rise has brought with it a resurgence of regional identities and long-simmering independence sentiments, most notably in the key region of Catalonia—with its capital Barcelona—that may threaten to upend Spain’s hard-won new reality.

## **Greece:**

A country of paradoxes—Greece can currently claim the Eurozone’s strongest GDP growth as well as its weakest credit rating—its place in Europe (a Greek word) is a bipolar one: in equal parts mother and wayward child. Once the cradle of what would eventually come to be seen as “Western Culture,” and later one of its key guardians following the fall of the Roman Empire, Greece spent most of the second half of the Second Millennium under Ottoman occupation, before becoming one of Europe’s most volatile, unindustrialized and impoverished states during the latter 19th and 20th Centuries. Admitted into the EU Community in 1981, somewhat controversially, Greece’s GDP gains over the next two decades were patchier than most of her European peers and living standards lagged behind the regional average considerably. In recent decades Greece has been the focal point of multiple harrowing economic and fiscal crises, which at times seemed to threaten the very viability of the EU itself, before

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resurging in recent years under new management. Today, Greece appears to have emerged as one of a handful of “winners” during the era of Covid-19. Its tourism, trade, and economically vital shipping industry are currently experiencing simultaneous and explosive returns to growth, boosting the country’s economic prospects (for now) to among the region’s brightest.

## Note on readings

There is no textbook to purchase for this course. Readings on the syllabus will be provided in Canvas. 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 likewise reflect the timeliness of email responses, and class polls or responses, as well as punctuality to meetings with faculty or advisors.

## Attendance Policy

Attendance is mandatory in all GIM classes as well as in in-country plenary meetings. The only excused absences are unanticipated illness/quarantine or family emergencies. Because GIM classes only meet for 21 credit hours, if a student misses a Saturday class with an unexcused absence, they will be missing over 20% of the class (the threshold for being dropped from a Kellogg course) and be dropped from the class as well as from the GIM trip.

### Sickness or Quarantine:

If a student needs to miss class due to illness or quarantine only, they should request approval using the form linked in Canvas. Once a student’s absence is excused, they may access Zoom in Canvas keeping in mind that accessing the link without an approved excuse is an Honor Code violation.

### 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 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.

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## Role of the In-Country Advisor

Throughout your GIM trip, you will be accompanied by an in-country advisor, Christine Post, who works on the EMBA Student Experience team. The in-country advisor is responsible for the integrity and quality of the in-country experience. 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 student's 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 holds 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

GIM Branding the Nation Course Pack
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## Course Schedule and Assignments

(Note: Assigned readings will be updated closer to the start date for class)

<b>8 January - AM</b>	
Topics:	Class introduction, thematic overview: Nation Branding
Assignments due:	<b>Individual assignment due:</b> Complete GIM Nation Branding pre-class survey prior to end of day on January 5 <sup>th</sup>  <b>Assigned readings:</b> <u>Individual Assignment:</u> Complete GIM Nation Branding initiation survey prior to 5 PM the day before the class session.

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8 January - PM	
Topics:	Greece, Spain and the Eurozone
Readings:	<p><u>Readings:</u></p> <p>Greece 2021: emerging global soft power actor, <i>Monocle Magazine</i>, December 2020</p> <p>Anu Braford, <i>The Brussels Effect: How the European Union Rules the World</i>, Chapters 6 and 12.</p> <p><b>Case Study I:</b> COUNTERFEITING THE NATION? Skopje 2014 and the Politics of Nation Branding in Macedonia</p> <p><b>Case Study II:</b> Spain - a success story of Country Branding</p> <p>Foreign Affairs: <a href="#">The Rise of the Brand State</a>, Peter van Ham, September 1, 2001</p> <p>CFR Report: <a href="#">Nation Branding Explained</a></p>
Speaker:	<a href="#">Dimitris Valatsas</a> , Chief Economist (formerly European director) at Greenmantle.
Additional:	Optional times to meet remotely with faculty and discuss projects, groups, or the course will be offered during the week following our first sessions.

12 February - AM	
Topics:	Promoting tourism Human capital development Leveraging diasporas Security Culture
Speaker:	TBD
Assignments:	Project Proposals due by class time  Tyler Cowen, <a href="#">Some Countries Remain Resistant to American Cultural Exports</a> , NYT  The Atlantic, Daniel Lansberg-Rodríguez, <a href="#">The Key Thing Missing from Narcos</a>

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	<p>Christian Science Monitor: <a href="#">Rebranding 'Hotel Rwanda' into a tourist destination</a></p> <p>Ruchir Sharma, The Rise and Fall of Nations, Chapter TBD, pp 95-131</p> <p>World Economic Forum: Insight Report, The Travel &amp; Tourism Competitiveness Report 2017 – students should read entries for Brazil and Argentina as well as pages 1-33. Chapters 1.2, 1.3, 1.4, and 2.1 should be divided among individual group members and discussed by the group prior to class time.</p> <p><u>Case Study:</u> Incredible India: Evolution of Brand India (HBS)</p>
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12 February - PM	
Topics:	<p>Risks &amp; Rewards: capital and equity markets, sovereign and country risks industrial policy Lying with statistics Currency branding Investor incentives Fiscal paradises, changing transparency norms</p>
Speaker:	<p><a href="#">Carlos Madeiros</a>, Partner, Softbank International</p>
Assignments:	<p><b>Assigned readings:</b></p> <p><u>Case study I:</u> The Barber of Buenos Aires: Argentina's Debt Renegotiation (HBS)</p> <p><u>Articles:</u> Don't Lie to me Argentina (Economist) Lies, Damn Lies and GDP (Guardian) China's economic Growth looks strong. Maybe too strong. (NYT) Wall Street Journal, Mexico Strains to Lure World's Oil Giants Argentina's Rational Default, Dan Rosenheck, the New Yorker Reversal of Fortune, Patrick Keene, New Yorker Bretton Woods report: <a href="#">ICSID and Latin America</a></p>

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	<p><b>Recommended readings:</b></p> <p>Reinhart, C. M., &amp; Rogoff, K. (2009). This Time is Different: Eight Centuries of Financial Folly. Princeton, NJ: Princeton University Press.</p> <p>National Bureau of Economic Research Report: Country Histories on Debt Default and Financial Crises</p>
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**Individual branding assignment (two slides) due 11 PM (CST) February 22<sup>th</sup>**

**Background Research Review due 11 PM (CST) on March 1<sup>st</sup>**

5 March - AM	
<i>Topics:</i>	<p>Diplomacy</p> <p>Celebrity and sports diplomacy</p> <p>Protecting and exporting the national brand</p> <p>“National Champions”</p> <p>Infrastructure, development and public-private partnerships</p> <p>Innovation</p>
<i>Speaker:</i>	<p><a href="#">Nicolás Shea</a>, entrepreneur, founder of Startup Chile and of Cumplo.</p>
<i>Assignments:</i>	<p>LAN: When One Business, Model Isn’t Enough, Harvard Business Review, January 2012</p> <p>Brazil’s Strategy ‘to Win Hearts and Minds’ Through Sports and Football</p> <p>World Bank Report, The Impact of Intel in Costa Rica</p> <p>Intel Outside, The Economist, April 19, 2014</p> <p><a href="#">Juan Valdez Goes After Starbucks With New Cafes in Florida</a>, Bloomberg News, July 21, 2014</p> <p><a href="#">South Korean Cultural diplomacy and Efforts to Promote the RoK’s Brand Image in the United States</a>: Stanford Journal of East Asian Affairs, 2011, 124-134</p>



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<b>5 March - PM</b>	
<i>Topics:</i>	The trouble with rankings Ease of Doing Business Propaganda foreign and domestic Traditional and alternative media Transnational currencies and regional political clubs Industrial policy and national development Spain and Greece local business and investor cultures Trip discussion
<i>Speaker:</i>	TBD
<i>Assignments:</i>	Anholt-GfK Roper Nation Brands rankings Futurebrand Rankings Review Ease of Doing Business Index 2021  Legatum Institute Propaganda Report 2015  Peter Pomeranzev, Nothing Is True and Everything Is Possible: The Surreal Heart of the New Russia (excerpt)  <b>Recommended:</b> William Shirer, Berlin Diary

**Finalized in-country research plan due 11 PM (CST) March 9<sup>th</sup>**

## In-Country Field Research - March 15<sup>th</sup>– March 24<sup>th</sup>

	<b>Date 4/23/22 9:00am-12:00pm</b>
<i>Topics:</i>	Debrief of In-Country Experience; IPG presentations
<i>Speaker:</i>	TBD
<i>Assignments:</i>	Final project presentations; written report, peer evaluations, and IPG database google sheet information due at 9 AM

### In-Country Academics

Students are reminded that GIM is first and foremost an academic program. 10% of your overall grade will be based on your participation in the plenary meetings and engagement in other activities as

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assessed by the in-country advisor. In order to achieve a high grade, students are expected to not only attend all plenary meetings, but to be actively engaged during the meetings and other learning opportunities in country.

## Assessment

<b>Individual Assignments</b>	<b>20%</b>
Weekly Map Assignments	10%
Individual Branding Assignment	10%
<b>Research Project</b>	<b>50%</b>
Background Research Review	5%
In-Country Research Plan	5%
In-Class Presentation	25%
Written Report	10%
Peer Evaluation	5%
<b>Participation</b>	<b>30%</b>
In-Class Participation (attendance, discussion, engagement)	15%
In-Country Participation (plenary meeting participation, student role, overall participation; determined by GIM advisor)	10%
Pre-Class Branding Survey	5%

## Individual Assignments

### Map Assignments

In each class, students will receive printouts of an un-keyed colored map (one for each of the weeks until our next session) and be 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 the logic behind them is explained (1-4 sentences), and bonus points will be awarded successfully discerning the map's meaning while adjusting for difficulty – so the fewer the groups who guess correctly, the greater the prize.

### Individual Branding Assignment

In session four, students will be randomly assigned a country or state from the session 1 survey and

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prepare two PPT slides for submission. The first should be an original nation branding advertisement, the second should explain briefly the reasoning behind the advertisement (what they hope to communicate, to whom, and why.) Slides will be due via email by 11 PM (CST) on February 20<sup>th</sup>.

## GIM Research Project (IPG)

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 on which to study in-depth and present. The students begin secondary research at the start of the course, incorporating perspectives from the class readings and speakers. They will also spend considerable time in-country speaking with resident experts, gathering local data, and testing their hypotheses and recommendations in the field. In general, the project should be based on original research that contributes to an intellectual body of work but also strives to have practical applications for the market.

(Students must schedule **at least five** IPG meetings throughout their trip with **at least** one meeting in two of the three locations we will be visiting). IPG meetings may take place remotely, provided that those remote meetings represent less than 50% of the total: i.e. 2/5, 3/7 etc.

### *Research Topics*

Student groups will be assigned in class and expected to meet regularly to develop an initial topic of interest which the students will then refine throughout the term with the help and advice from the faculty.

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.” Weaker GIM projects often have often excessively broad or unfocused topics such as “An Overview and Strategy for the Mexican Consumer Package Goods Industry.”

As the presentation should simulate a pitch meeting and as such should be persuasive as well as analytical, clearly defining your project goals and intended audience ex-ante will be vital.

What exactly the idea being pitched is, and who the target audience for the pitch will be, will be largely at the discretion of the respective groups (with guidance from the professor.)

Typical examples could include:

- 1) a branding campaign attempting to change the country’s image abroad through culinary, sports or celebrity culture, or a new tourism or diaspora investment campaign.

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- 2) a social media specialist pitching the tourism ministry on a social media strategy to ramp up tourism numbers?
- 3) a government delegation pitching Wall Street on a new bond offering, or else pitching a company CEO like Jeff Bezos or Mark Zuckerberg on the benefits of building a regional headquarters or franchise in their country.
- 4) a country comparison pitched to the government of one country (e.g. what can Spain's tourism industry learn from Greece's experience opening its post-Covid tourism industry back; what can Greece learn from Spain regarding avoiding fiscal crises despite comparatively generous social spending.)

## *Project Presentation and Report Structure*

- The purpose of this exercise is to give you a better understanding of what it is like to submit something to investors, political leaders or business leaders. These do not give you specific instructions when they assign a project and it is up to you to determine what you want to show them and how in order to maximize persuasiveness.
- Your overall objective should be to convince the audience of your conclusions and it should be supported by your research in what you feel is the best way. Presentation is always an important part of effective communication and you should carefully consider what methods will be most effective in communicating to the simulation's target -- that should be the direction that you follow. If you believe that specific references or appendices will help improve your presentation and the quality of your argument (which is often the case), then you should include them, but you don't have to. There is always a trade-off between the amount and credibility of the information that you need to present and the need for a tight and compelling presentation -- it will be up to you to manage that tension.
- For the IPG Project deliverables, each team will submit a 10-page paper and deliver a fifteen-minute presentation on the country/project/issue defined by the group.
- As part of their presentation, each team should develop a brand identifier or tagline boiling down the essence of your argument. These should be memorable, pithy and generally on point. The idea is to encapsulate the essence of the country or project in a way that defines it most appropriately from your vantage point after having completed your research and analysis. The brand identifier should be displayed on the cover page of your presentation and also on your paper.
  - Examples of could be something like:

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- “Colombian anti-corruption: our courts are willing but our government’s weak.”
- “Manga in Ecuador: Less colorful, but more believable, than their statistics.”
- The written paper component should further flesh out the idea being pitched, ideally within a fuller context and in greater detail. Deciding how much overlap should exist between the two will be largely up to the discretion of the individual teams, although what often works best is to make them synergistic: for example, using the paper as a repository for the information would be important to the group being pitched but that you did not address in the presentation itself due to time pressures or simply because it could be more persuasive not to. (That said, as your peers will not be reading your paper, it is important that the presentation also be able to stand on its own since your peers will be grading you on subjects like “overall persuasiveness” without it.)
- Formal citations are not required for this paper, but all information should be sourced properly.

## *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 narrowly-focused research question(s) 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** – Each project team will submit a review examining secondary information relevant to its research topic. 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 (a time period that may include audience questions.)

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- **Written Report** – The final report, maximum 10-12 pages long before exhibits and appendices.
- **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.
- **Airtable IPG Contact Database** – Maintained by the Global Experience Office, the Airtable PG Contact Database serves as a repository for IPG contact information shared amongst multiple years of GIM students. About a week before final reports are due, the GPO will be sending out a link to the sheet for each IPG group to fill out with information about their contacts. Please note that the requirement for filling out the database is due at the same time as the written report.

Draft Syllabus (as of 9/29/2021)