

GIM Brazil and Mexico 2014

Syllabus

Winter 2014

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GIM Program Objectives

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

Course-Specific Objectives

- Become familiar and aware of the impact politics, culture, and history have had on the business and economic climate of Mexico and Brazil and Latin America overall.
- Understand the economic opportunities and challenges in Mexico and Brazil in particular.
- Examine the risks and trajectory of investments in Mexico and Brazil and Latin America overall.
- Gain a sense of how the emerging middle class in Mexico and Brazil is changing economic realities and business.
- Conduct primary research on a topic or study of interest.
- Develop a first-hand knowledge of business norms in Mexico and Brazil.
- Enjoy the experience!

Assessment

	Percentages
Independent Research Project (IPG)	70%
Literature Review and Bibliography	10%
In-Country Research Plan	10%
In-Class Presentation (Midpoint and Pre-trip)	10%
Written Report and Final Presentation	25%
Peer Evaluation	15%
Other Assignments (Optional)	
Participation	30%
In-Class Participation (attendance, discussion, engagement)	15%
In-Country Participation (plenary meetings; determined by GIM advisor)	15%

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.

Role of the In-Country Advisor

Throughout your GIM trip, you will be accompanied by an in-country advisor who is a staff member at Kellogg. The in-country advisor is the faculty member’s representative while in-country and will be treated as such. Among other logistical roles during the trip, he or she will be assessing each student’s level of participation during the plenary meetings and will be assigning 15% of the students’ overall grade.

GIM Research Project

The core of the GIM class is an independent research project. Groups of 4 or 6 students will select an international business, economic or management issue to study in depth. The students begin secondary research on their topic during the winter term, 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 **every** city that they visit throughout the trip.*

Research Topics

Student teams develop their own research topics; they do not choose from a pre-defined list supplied by the faculty member. Good GIM projects are generally built around interesting, clear, and relatively narrow research questions. 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.”

Research Report Structure

Results of the research must be presented in a report of approximately 20-25 pages in length before exhibits. Students, in consultation with their professor, 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 (e.g.: strategies for overcoming cold-chain logistics and distribution challenges in India.)
- 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.

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.

- **Literature Review and Bibliography** – Before departing for the in-country portion of the class, each project team must submit a literature 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 Research 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 Presentations** – Within two weeks after returning from their trips, each IPG will make a preliminary presentation in class summarizing their research findings. The purpose of this interim deliverable is to allow faculty members and students to offer feedback and suggestions to the research teams while forcing IPGs to organize their thinking in a presentation format prior to submitting the final written report. It is suggested that each team be given 10 minutes to present and 5 minutes for audience questions and suggestions.
 - The “midpoint presentation” will be conducted at about the half-way point to provide students the opportunity to share research and goals with other teams.
 - The pre-trip presentation will be conducted on the last week and will stress the IPG meetings in place.
 - The final presentation, conducted after the class, upon return, will focus on learnings from the trip.

- **Written Report** – The final report, generally 20-25 pages long before exhibits and

appendices 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 GIM 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.

Project Deliverables and Due Dates

Topic Proposal: [Week 4]

Literature Review and Bibliography and Mid-point Presentation: [Week 5]

Proposed list of IPG visits and Pre-trip Presentation: [Week 10]

Final presentation: [April 9]

Final project: [April 16]

Peer evaluation: [April 16]

Course Materials

Recommended and Distributed Books:

1. *Falling Behind, Explaining the Development Gap Between Latin America and the United States*. Editor: Francis Fukuyama, Oxford University Press, 2008.
2. *An American’s Guide to Doing Business in Latin America*, Lawrence Tuller, 2008.
3. *The History of Latin America*, Marshall Eakin, Palgrave Macmillan, 2007.
4. *Kiss, Bow, or Share Hands: Latin America*, Terri Morrison and Wayne Conaway, 2007.

Business Cases for Class Discussion

1. *“Growing Big While Staying Small: Starbucks Harvests International Growth.”* Kellogg Case # 5-309-503.
2. *Starbucks in Latin America (Case supplement)*

Course Schedule

Week 1	01/06/13
Topics:	Introduction to GIM Getting Started with the Research/GIM Approach The Global Economy and Trade and Latin American Economies Description: We will review the goals of GIM, how to write a successful project, and how to get started on picking a research topic. We will look at the Latin American economies and focus on Mexico and Brazil, given their recent economic success.
Speaker:	Professor Peter Sanchez of Loyola, "Political Trends in Latin America" (8:00 PM)
Assignments:	Identify Teams and General Topics Readings: Eakin, Part I and Part II

Week 2	01/13/13
Topics:	The Global Economy Continued
Speaker:	Dr. Paulo Vieira da Cunha from Tandem Global Partners, "Macro Economic Realities and Projections on Latin America" Description: We will examine challenges facing the Mexican and Brazil economies, with emphasis to currency conditions, GDP growth, and inflation.
Assignments:	Teams Confirmed and Topics Refined Readings: Fukuyama, Part I and Part II

Week 3	No Class
Topics:	Suggested week for faculty to meet with IPGs to discuss research proposals
Speaker:	
Assignments:	Readings: EIU Country Reports via library

Week 4	01/27/13
Topics:	Cultural and Historical Perspectives on Latin America
Speaker:	Professor Marshall Eakin, "Introduction to Latin American Culture and History and Impacts to Business"

	<p>Professor Browdyn Fischer, “Modern Latin America”</p> <p>Description: Our speakers will guide us on the role of culture and history in casting modern-day Latin America. Implications for business structure, marketing, and alliance formation (among other important business norms) follow.</p>
Assignments:	<p>Topic Proposal</p> <p>Readings: Eakin, Part III</p>

Week 5	02/03/13
Topics:	<p>Midpoint Presentations and Commodities and Sourcing in Latin America</p> <p>Description: We will examine the role of major commodities and exports in Latin America, with emphasis on Brazil’s major agricultural export engine. Mexico’s manufacturing and special trade agreement with the US will be examined, too.</p>
Speaker:	
Assignments:	<p>Literature Review and Bibliography and Midpoint Presentations</p> <p>Readings: Fukuyama, Part III</p>

Week 6	02/10/13
Topics:	<p>Business Risk in Latin America</p>
Speaker:	<p>Dr. Christine Dunn “Social Trends in Latin America”</p> <p>Description: Mexico and Brazil (and Latin America overall) have been through some challenges post WW II. These have created social, economic, and political risks that are still remembered and factored into elections, loans, and business transactions. We will examine these risks and the modern view of Latin America, with Mexico and Brazil as points of focus.</p>
Assignments:	<p>Readings, Eakin, Part IV</p>

Week 7	02/17/13
Topics:	<p>Going to Market in Latin America</p>
Speaker:	<p>Professor R. Benjamin Penglase, Loyola University “Class, Race, and Social Realities of Brazil.”</p> <p>Description: We will examine how firms develop international strategies and how these are best executed in Latin America where trade and profit</p>

	repatriation limits are concerns.
Assignments:	Class Topic: Starbuck’s Case Readings: Fuller Chapters 4-6

Week 8	No GIM class
Topics:	
Speaker:	
Assignments:	Readings: Fuller Chapters 7-9

Week 9	03/03/13
Topics:	Emerging Middle Class Globally and Impact on Latin America
Speaker:	Luis Mateus, Executive formerly of ITW and Head of Latin American and Emerging Markets. Mr. Mateus is a Kellogg graduate and native of Colombia. Description: We will examine the role of the emerging middle class in terms of numbers, GDP, workforce generation, and prosperity potential in Latin America. Mexico and Brazil are leaders in many ways and provide contrasts to the plight of the emerging middle class globally.
Assignments:	Readings: Morrison and Conaway

Week 10	03/10/13
Topics:	Final Trip Review Team Goals and Meetings Bonus Class Topic: Introduction to Wines of Latin America Description: We will prepare for the trip, review team goals and IPG schedules. An introduction to the vinifera wines of Latin America (Chile and Argentina) will be presented with a perspective on trade and marketing implications for the region and countries.
Speaker:	
Assignments:	Proposed list of IPG research visits and pre-trip presentation

In-Country Academics

Students are reminded that GIM is first and foremost an academic program. 15% of your overall grade will 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 to not only attend all plenary meetings, but to be actively engaged during the meetings and other learning opportunities in country.

Final Class

The mandatory, final GIM class will meet on Wednesday, April 9 from 9:00am to 12:00pm and is intended to be the time that each IPG will deliver their in-class presentation and receive feedback and questions from their peers and faculty member.

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.