



**UNIVERSITY OF SOUTHERN CALIFORNIA
MARSHALL SCHOOL OF BUSINESS
BAUD 104: Learning about International Commerce (LINC)
Friday 10-11:50 a.m. (2 units)
Spring 2022**

Professor: *Ty Callahan*
Office: *HOH 213*
Office Hours: *By appointment*
Phone: *(213) 740-6498*
Email: twcallah@marshall.usc.edu

COURSE DESCRIPTION AND OBJECTIVES

Successful managers in today's business world must be able to approach issues with a global mindset. This course, designed for freshmen business majors in the Marshall School, focuses on developing a global mindset through hands-on experiential learning. In this course, you will learn how the business context of a country impacts business practices, business functions, and industries. You will develop an understanding of how culture affects doing business in a country. You will learn about the ways in which businesses can be responsible global citizens and the opportunities for social entrepreneurship in global business. Finally, you will develop a deeper appreciation of career options in various functional areas and industries, in both domestic and international contexts.

The course consists of 14 class sessions in which major themes related to international business and the business environment of Latin America will be discussed. This course will provide a hands-on learning experience that will expand and broaden your cultural horizons and help you gain an appreciation for how business is conducted across national boundaries.

Upon successful completion of this course, students will be able to:

- 1) Analyze business issues with a global mindset and identify the challenges and opportunities of doing business internationally.
- 2) Assess the business context in a country (including the economic/financial, technological/infrastructure, political/regulatory, and cultural/social/historical contexts) and describe how this context affects international business.
- 3) Articulate various ways that functions and industries are impacted by the global business environment.
- 4) Identify the ways in which businesses can be responsible global citizens and the opportunities for social entrepreneurship in global business.
- 5) Think outside of the constraints of an ethnocentric perspective by analyzing the deeper values that underlie cultural practices to understand how culture affects doing business in a country.
- 6) Identify career options in various functional areas and industries and demonstrate the skills to interact in professional business situations, in both domestic and international contexts.

COURSE EVALUATION AND GRADING

The grading for LINC will be Credit/No Credit. In order to receive credit for the course, you must pass each of the following requirements, as follows:

- 1) Participation (Individual)
- 2) Memos
- 3) Experiential Exercises
- 4) Group Project Memos, Report, and Final Presentation

PARTICIPATION

Because this is an experiential learning course with multiple guest speakers and real-world clients, high levels of engagement and participation are expected in the class sessions. Attendance and proper preparation are necessary to successfully learn the lessons in this course.

At times, there will be synchronous sessions conducted online on Zoom. Students should plan to attend every synchronous session for the classes in which they are enrolled, irrespective of whether it is conducted online or in-person. Attendance, participation, and assessment expectations apply regardless of how the class is conducted. If you are unable to attend due to time zone or other considerations, please contact the instructor.

Participation is obviously a function of preparation, skills, attitude, a willingness to engage, and of course attendance.

With regard to quality, the dimensions that matter include:

<i>Relevance</i>	Does the comment bear on the subject at hand? Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.
<i>Causal Linkage</i>	Are the logical antecedents or consequences of a particular argument traced out? Comments that push the implications of a fact or idea as far as possible are generally superior.
<i>Evidence</i>	Have data from the case, from personal experience, from general knowledge been employed to support the assertions made?
<i>Importance</i>	Does the contribution further our understanding of the issues at hand? Is a connection made with other cases we have analyzed?
<i>Responsiveness</i>	Does the comment react in an important way to what someone else has said?
<i>Analysis</i>	Is the reasoning employed consistent and logical?
<i>Clarity</i>	Is the comment succinct and understandable? Does it stick to the subject or does it wander?

Your participation in each section will be assessed. Please ensure you follow the online etiquette to ensure that your participation is properly tracked. In particular, for online sessions make sure you enter your first and last name when you join the class. In class, please bring a name card.

MEMOS

Individual and group memos are required for this course. Late memos are not accepted. For each memo, you or your team will be provided a clear task that will either help track your progress over the length of the course or aid you in delivering a successful group project.

GROUP PROJECT

A major component of this class is a group project. The group project consists of different deliverables at different times during the course, culminating in a project presentation to an international client, as well as a final client deliverable.

Project Plan Proposal Memos

Throughout the course, your team will submit memos that will help you communicate your progress on the project. The following table contains details of the memos. You will get additional information about the structure each of each memo (length, format, etc.) from the faculty during the term. Any changes in due dates or schedule will be communicated via Blackboard.

Date	Document / Activity	Purpose
Thursday 1/27	Memo#1 Background and Context	Learn about the firm, industry, and countries related to your project.
Friday 1/28	Client Meeting	Learn from client about context and expectations
Thursday 2/17	Memo #2 Problem, Deliverable, & Tasks	Identify central questions you will answer? What do you plan to delivery to the client? What do you need to do? Who on your team will do what?
Thursday 3/3	Memo #3 Revisions, Progress & Roadblocks	Document progress you have made and challenges you are facing.
Wednesday 3/23	Memo #4 Update & Client Questions Peer Evaluations Due	Updates in progress and plans for leveraging client meeting.
Friday 3/25	Mid-point Client Meeting	
Thursday 3/31	Memo #5 Update, Loose ends and To-dos	You should now have a clear idea of what you need to do, tangible progress on those goals. What are the pieces left to do? What help do you need?
Friday 4/8	Team meetings with faculty	Meet in class to discuss progress
Thursday 4/14	Memo #6 Draft Deliverable Outline	The final deliverable – with parts done, and others outlined. Outline of client presentation should be complete.
Thursday 4/28	Memo # 7 Draft Client Presentation	This is the presentation (i.e., slide deck) you will make during the practice presentation and ultimately to the client. This is different from the written deliverable.
Friday 4/29	Dry Run: Team Presentation	Practice presentation to faculty
Week of May 9	Client Presentation	

Practice Project Presentations

Before the final presentation, your team will give a practice presentation of your research, analyses, and conclusions. You will receive feedback from the faculty and are expected to incorporate this feedback into your final client presentation. You will have 10 minutes to present and 5 minutes for Q&A. This presentation is different from your final deliverable.

Final Project Presentation and Final Deliverable

You will deliver a presentation of your research, analyses, and conclusions to executives from your focal firm. This presentation is expected to be 10 minutes long. Additional details about your final presentation will be provided on Blackboard. Your final deliverable to the client will in whatever format you deem will be most useful to the client. It may be, or include, an annotated power point presentation, Word document, or Excel workbook with data. The team, along with the faculty member will determine the form of the deliverable during the term.

Responsibility for Team Deliverables and Peer Evaluations

For all team deliverables, every member of a team is responsible for the entire submission of the group. Every member of a group should read, check, and provide input for all sections of the team deliverables (even sections that you may not have written).

All group members are expected to contribute fully to the group project. Peer evaluations (see Appendix) of your team members will be submitted twice to help the instructor assess each person's contributions to the group effort. The first set of peer evaluations will be submitted with Memo #4 on Wednesday, March 23, and the second set will be submitted near the end of the course.

Group Project Team Meetings with Faculty

Group Project teams will have time during class to meet with faculty to discuss their projects. Class time has been set aside for teams to work together and interact with faculty. Each group also has the option to schedule additional time if necessary to meet with their faculty for project advising and feedback.

COURSE MATERIAL

Course announcements and materials will be posted to Blackboard. You should check Blackboard on a regular basis. Class preparation questions, including case discussion questions and assignment information, will be posted there. In addition, lecture notes and materials, additional details on assignments, and general announcements will be posted throughout the term.

A set of five readings (four articles plus one case study) are to be purchased from HBSP. The cost is around \$22. You will need to complete a short registration process if you do not already have an HBSP account. Other required readings and links will be posted on Blackboard. The HBSP course pack is found here:

<https://hbsp.harvard.edu/import/900568>

COURSE OUTLINE AND READING LIST (INCLUDING DUE DATES)**1/14 I. Introduction to the Course**Topics:

- 1) Introductions
- 2) Overview of course and learning goals
- 3) Project overview

Readings:

Bhambri, Arvind, Global Strategy: Understanding the Game (On Blackboard)

1/21 II.a. Speaker Panel on Politics and Socio-Economics

Speakers: To be announced. Brief bios will be posted on Blackboard

Topics:

- 1) The political economy of Latin America

Readings:

1. <https://www.doingbusiness.org/content/dam/doingBusiness/pdf/db2020/DB20-FS-LAC.pdf>
2. <https://www.fastmarkets.com/insights/how-latin-america-lost-a-decade-of-economic-progress>

II.b Project Discussion and Group Time

1/27 (Thursday) **PROJECT PROPOSAL (Due on Blackboard)**
Due: Memo #1 – Background & Context
 By 12 p.m. (Noon)

1/28 **III. Client Meeting**

The class will be dedicated to meeting with clients.

The faculty will give teams feedback on their project proposals after teams have a chance to discuss the projects with the client.

2/4 **IV. Design Thinking Workshop**

Developing products or services requires a deep understanding of your clients. Design Thinking is structured collaborative approach widely used in industry to brainstorm options and develop solutions that address articulated and tacit needs of the users. In this workshop you will be introduced to this methodology.

In this class, students will learn the fundamentals of Design Thinking. Together, we will explore and experiment with the mindsets, process, and tools under the Design Thinking umbrella. You will be asked to apply these tools and mindsets to the real-world business challenge that you and your team are working on this semester. At the end of this crash course in Design Thinking, your team will have an appreciation for truly understanding the needs of your user and ideas for how to creatively generate new ideas to address the challenge your project partner has presented.

Pre-class work – please watch the following videos before the class

Videos: (click on text to open videos):

- [Human Centered Design - Introduction from Emzingo|U](#) - video (8 minutes)
- [What is Design Thinking from IDEO](#) - video (3 minutes)
- [TEDx. A warm embrace redesigned](#) - video (5 minutes)
- [Design Challenge - Improve School Experiences](#) (6 minutes)
- [What's the difference between human-centered design and Design Thinking](#) (3 minutes)

2/11 **V. Global Business I**

In addition to differences in income and economic development, businesses also have to take into account national differences in culture, social structures and norms, legal systems, political systems, economic systems, institutions, and infrastructure. In this class, we will study the impact of culture and social systems on global business. In the global business environment, working across cultures is an everyday fact of life. Whether you're managing an international team, negotiating with an overseas partner, or taking on an assignment outside of your home country, you need to be ready with knowledge and skills to bridge cultural gaps and make a positive impact. Cultural and social norms also impact how organizations function and preferences for goods and services.

Readings:

1. Rosenzweig, Philip M. (1994), National Culture and Management (HBSP)
2. Ghemawat, Pankaj (2001) Distance Still Matters: The Hard Reality of Global Expansion (HBSP)

2/17 (Thursday) **REVISED PROJECT PROPOSAL**
Due: Memo #2 - Problem, Deliverable & Tasks
 By 12 p.m. (Noon)

2/18 **VI. Cultural Navigator**

This session builds on our discussion about culture and social norms in a personal and actionable way.

Cultural Navigator (CN) is an online application that provides comprehensive cultural and business information designed to increase your competitive advantage in today's global business environment. Through Cultural Navigator you will be able to:

- Understand your cultural preferences and how they impact your work
- Identify potential cultural challenges and strategies for addressing them
- Collaborate more effectively with colleagues and clients in other cultures
- Access an extensive database of country-specific culture, inclusion, and management information.

During the first hour of the session you will learn how to interpret your individual cultural preferences after you complete the CN cultural assessment tool. The second half of the class will allow you to work in teams to create your own team profile and discover how to collaborate with your team members and work with your project client effectively.

2/25 **VII. Global Business II**

As firms explore expanding internationally, they need to be intentional and clear about the opportunities, obstacles and approach to international expansion. Three common motivations for international expansion are exploiting price differences through arbitrage, growing markets through aggregation, and expanding product and service opportunities through adaptation. After identifying opportunities, companies need to consider the best organizational form with which to enter a new market, such as via direct investment, joint ventures or licensing agreements. Finally, businesses need to be clear-eyed about the overall business environment of the country or region, including the physical infrastructure, macroeconomic and political environment, efficiency and depth of markets (labor markets, financial markets, product markets), and resource availability.

Readings:

1. Ghemawat, Pankaj (2007), *Managing Differences: The Central Challenge of Global Strategy* (HBSP)
2. Khanna, Tarun and Krishna G. Palepu (2005), *Spotting Institutional Voids in Emerging Markets* (HBSP)

3/3 Thursday **PROJECT UPDATE – Memo #3**
Due: Memo #3 - Revision, Progress, and Roadblocks
 By 12 p.m. (Noon)

3/4 **VIII. Speaker on Social Entrepreneurship**

We will have a speaker discuss social entrepreneurship as it pertains to Latin America.

3/11 **IX. Project Work**

No Friday class. Teams will schedule to meet with faculty during the week to discuss project progress.

3/23 (Wednesday) **PROJECT UPDATE – Memo #4**
Due: Memo #4 - Update and Client Questions
 By 12 p.m. (Noon)

3/25 **X. Project Mid-Point Client Update**

Each team will turn in an update on the project status by the previous day at noon. The report should provide a summary of their approach to the problem, analyses they have done, and plan to do, and questions they plan to ask the client.

In the first part of this class, you will meet the client again. You will provide a very brief update and seek any clarifications you need to progress with your project.

In the second half of the class you will work with your team and faculty on your project.

3/31 (Thursday) **PROJECT UPDATE**
Due: Memo #5 - Update, Loose Ends, and To-dos
 By 12 p.m. (Noon)

4/1 **XI. Coffee Company Visit and Tasting**

This session will be held online.

4/8 **XII. Project Meetings in Class**

During class, students will work on projects and meet with their instructor.

4/14 (Thursday) **PROJECT UPDATE**
Due: Memo #6 - Draft Deliverable Outline
 By 12 p.m. (Noon)

4/15 **XIII. Global Strategy**Readings:

- 1) Case: KidZania: Spreading Fun Around the World (HBSP)

Case Questions (to prepare before class)

1. Do children play differently across cultures? What kind of games cross geographic borders??
2. How would you assess KidZania's performance thus far?
3. Convert the Total Revenue, Admission Revenue and EBITDA in case Exhibit 1 to Mexican pesos using the exchange rate yearly average in the last row of the exhibit. What does this reveal?
4. Why did KidZania opt for a franchising strategy as its go-to-market approach?
5. What is KidZania's brand image? What are the brand associations that define KidZania?
6. What recommendations would you make to the Board of Directors to position, consolidate and differentiate the brand?

4/22 **XIVa. Global Business Leadership****XIVb. Career Services**

4/28 (Thursday) **PROJECT UPDATE**
Due: Memo #7 - Draft Client Presentation

By Midnight

4/29 **XV. IN-CLASS PROJECT PRESENTATIONS (DRY RUN)**
Due: In-Class Project Presentation
Annotated PowerPoint or Word Document

5/9 (Week) **PROJECT PRESENTATION TO CLIENT**
Date to be arranged with clients. (10 minute presentation, 5 minute Q&A)

FINAL REPORT

Due: Final Report by 8:00AM Pacific Daylight Savings Time
The reports are due during the exam period for this class.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Appendix
PROJECT PEER EVALUATION
GROUP PROJECT

Your Name: _____ Your Company: _____

Each member of the team is expected to make a contribution. This peer evaluation form will be used to assess individual member’s contributions to the project.

You should evaluate yourself and each of your teammates on a scale of 1-5, with 5 being the best efforts and highest contributions. You may want to consider the following factors in your assessment: Quality of deliverables to team, assistance to team members, quality of listening and participation in discussion, research contribution, time management.

Name	Contribution (1 -5)	Comments
Yourself		