

COURSE INFORMATION

Course title: Business Strategy Integration: Global
Course code: BA 507
Credits: 3
Course duration: Sept 2023 – April 2024 (refer to full schedule at end of document)
Division: Robert H. Lee Graduate School

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Global Immersion Experience (GIE) is an experiential learning program designed to increase students' ability to solve integrated business problems in a diverse global context. The course comprises of three sections (the full schedule is available at the end of this document).

- Three pre-trip preparatory classes, delivered during the fall/winter;
- A two-week defined program of study in an international location; and
- A post-program debrief event.

During GIE, students will build on many of the skills and knowledge introduced in BA 504. In contrast to BA 504, however, GIE will challenge students to apply an integrated perspective to a project in a context beyond Canada. This experience will provide students with an opportunity to consider the role of national context (e.g., regulatory frameworks, economic institutions, culture and politics) and its influence on business practices. Students will be assigned to an international destination *in part* based on their location preferences, and their faculty lead will organize them into teams. In these project teams, students will apply integrated business concepts to a live project that originates from a project client in one of the three GIE countries. With their consulting team, students will develop a set of informed, well-researched recommendations to present to project clients drawing on all of their MBA coursework to date to inform those recommendations. In addition, students will participate in various activities to familiarize them with the host country context.

COURSE FORMAT

This course is made up of 3 pre-trip in-class sessions, 2 weeks of various experiential learning activities in destination countries hosted by partner institutions, and a post-trip debrief session.

LEARNING OBJECTIVES

BA 507 Business Strategy Integration: Global, known as the *Global Immersion Experience (GIE)*, is designed to increase students’ ability to solve integrated business problems and opportunities. Building on BA 504 Business Strategy Integration: Foundation and other foundational MBA courses, this course further develops skills in critical thinking, analytical decision-making, communication, ethics, professionalism, and social responsibility. The course brings the added dimension of a global context to these skills, exposing students to issues of international and region-specific business strategy, intercultural fluency, global business practices, and regional business trends and networks.

By the end of this course, students will be able to:


- Apply knowledge of business models and frameworks to address strategic business problems and opportunities in a global context;
- Integrate contextual factors to analyze situations, develop alternatives and derive solutions to business challenges and opportunities in a specific global setting;
- Deepen intercultural understanding and communication skills; and
- Understand how leadership, teamwork, and consulting skills can be expressed in different cultural contexts.

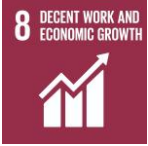



LEARNING MATERIALS

Required: **Activity Fees** – \$600 course fee will cover: (1) cases and readings; and (2) shared on-site costs, including but not limited to, ground transportation (chartered buses), some group meals, entry fees, local fees, and company gifts. The fee is due as part of the online submission of your location preferences. This fee **excludes**: (1) airfares between Vancouver and the GIE location; (2) other modes of transportation (e.g., bus, taxi) while in the GIE location; (3) accommodations at RHL-selected hotel (all students in each destination **must stay in the same hotel**); (4) any visa related expenditures; (5) trip cancellation/interruption insurance and travel insurance, and (6) meals while on the two-week trip (February 19, 2024 – March 1, 2024), except as noted in the first sentence of this paragraph.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Connection to Course Learning Objectives
<p>Goal 4: Quality Education</p> 	<p>Students will contribute to this goal by experiencing a unique and inclusive learning environment by way of their assigned host country university partner who will deepen their knowledge of leadership and management topics. In addition, the experience will have a formative and lasting impact on students as global citizens.</p>

Sustainable Development Goal	Connection to Course Learning Objectives
<p>Goal 8: Decent Work and Economic Growth</p> 	<p>Students will contribute to this goal by formulating recommendations in their client consulting projects using a lens directed toward advancing small and medium business strategy through creativity and innovation.</p>
<p>Goal 9: Industry, Innovation and Infrastructure</p> 	<p>Students will contribute to this goal by adapting and applying previous MBA course learnings in an innovative and entrepreneurial manner to small-scale industry clients in their host country. In addition, students will identify inclusive and sustainable industrialization approaches in their client project recommendations.</p>
<p>Goal 16: Peace, Justice, and Strong Institutions</p> 	<p>Students will contribute to this goal by describing and applying team leadership and accountability mechanisms that will drive full transparency in decision making within their teams and with their client while recognizing any cultural sensitivities.</p>
<p>Goal 17: Partnerships for the goals</p> 	<p>Students will contribute to this goal by demonstrating global partnership and collaboration in providing a unique perspective on business problems and opportunities which involves cooperating across borders and industrial sectors.</p>

ASSESSMENTS

Summary

Component

Pre-Trip Research Assignments	
Interim Project Presentation	
Final Presentation and Report	
Post-Trip Reflection	
Participation (Individual 15% & Peer Assessment 5%)	

Weight

15%
15%
40%
10%
20%

Total

100%

Details of Assessments

1) Pre-Trip Assignments 15%

Pre-trip assignments include a team charter and research on the country to be visited during the trip. Students may incorporate relevant learning from other courses, and other resources to prepare both the destination research deliverable and the Interim Project Presentation. Documentation and citation of source material is required.

Deadlines:

- **Team Charter (5% - Team submission): GIE Class 2 (i.e., November 14, 2023);**
- **Destination Research (10% - Individual submission): February 12, 2024.**

2) Interim Client Project Presentation 15%

The Interim Client Project Presentation is an opportunity for each team to submit a progress report on its client project to its faculty lead to receive feedback in advance of the February trip. Assessment will be based on the team's success at: (1) defining and understanding of the project scope; (2) applying sound project management principles and team processes; (3) developing a constructive working relationship with the client; and (4) outlining the additional research and analytical steps the team plans to take to develop its recommendations in country. Presentation length includes *10 min Presentation + maximum 5 min Q&A*.

Teams will receive at least one coaching/review conversation from the faculty lead in December/January *prior* to submission, as well as feedback on the interim project submission before the February program. At this stage, some teams may be further along than others. To accommodate variation in timeframes and across GIE locations, we have built some flexibility into the expectations about this deliverable. Please consult with faculty lead regarding the deadline(s) for your specific GIE location.

The Interim Project Presentation should typically comprise a coherent draft slide deck (10-15 slides) describing your work on your team's business challenge. Summarize the following:

- your progress to date (what you know);
- additional steps you will take to inform your analysis before departure (what you don't know and how you plan to obtain this information);
- specific steps on your plan on how to spend your time with your project client in country, including data acquisition, the timing of upcoming meetings, questions you need answered by the client, and specific plans for your in-country meetings with the client.

Identify any challenges you have encountered that could hinder your in-country progress. Including research (e.g., information from your project client and secondary research from library resources) to support your recommendations will improve your deliverable and enhance the feedback from faculty. Presentations must be submitted in advance of GIE Class 3 (i.e., on January 26, 2024). The faculty lead will review your presentation in advance and will ask relevant questions following your presentation during GIE Class 3. All students on the team are required to present during the Interim Project Presentation. Students will attend all Interim Project Presentations for their location and will have a chance to provide feedback to their classmates.

- **Deadline: January 26, 2024 (Team submission).**

3) Final Presentation and Report

40%

Students will complete and present the final deliverable in-destination. Assessment will be based on the quality of the content (70%) and presentation effectiveness (30%). All students on each project team are required to present during the final client presentation. Presentation length includes 20 min Presentation + 10 min Q&A.

Prior to the Final Presentation, each team is required to have at least one practice presentation. The team is expected to incorporate feedback from the practice run in their Final Presentation.

Teams should be able to show how they responded to feedback from both the faculty lead and project clients. The presentation should include a high-quality analysis based on research and describe how the team arrived at its recommendations. The presentation should explain the evidence underlying the recommendations, the business concepts applied, and alternatives that were evaluated as less attractive. For the Final Presentation, teams should submit: (1) PowerPoint slides; (2) reader notes; and (3) appendices. Further details are provided below (*see Further Details on the Final Client Presentation*).

In addition, we will evaluate presentation effectiveness in the following areas: (1) involvement and connection with the audience; (2) structure and organization; (3) application of relevant frameworks and (4) originality (creativity and persuasiveness). The faculty lead may incorporate client and stakeholder feedback (e.g., presentation judges' feedback) when evaluating the work. Please note that project clients may request an additional deliverable.

- **Deadline: Final day of the GIE Trip.**

4) Post-Trip Reflection

10%

Students will prepare and submit a written reflection piece (600–1200 words) summarizing their experiences on the course.

The Post-Trip Reflection (10% - Individual submission) is due a week after the end of the GIE and should include (1) the cultural and professional learnings obtained during the trip and specifically in working on the Client Project; (2) the successes and challenges in working with your team members in country; and (3) the value you gained from the GIE experience overall.

- **Deadline: March 8, 2024**

5) Participation & Professionalism (Individual Contributions 15 % & Peer Assessment 5%)

20%

This course places a strong emphasis on timeliness and professionalism across various facets of the program. Building rapport and being respectful of clients, instructors, staff and fellow students is an important element of GIE. Students are expected to demonstrate punctuality when attending events and sessions at the RHL Graduate School and within your GIE host destination, recognizing the importance of respecting schedules and commitments. Timeliness extends to faculty and/or client meetings and presentations, where students are expected to deliver their work promptly, reflecting their commitment to client needs. Discussions with clients should also be treated with sensitivity and discretion. Students should fully engage themselves in the experience and be open minded in terms of learning new knowledge; being receptive to feedback; willing to explore various options; and appreciating diverse perspectives and approaches.

Supporting peers at the GIE is integral – encompassing professional, academic, and personal spheres. This includes being respectful of team dynamics and team work, as well as creating equitable opportunities for all team members to engage with clients and participate in the experience. Finally, professionalism is expected at every juncture, from the airport to personal travels, and while representing the school at our host destination and with client and host facing interactions.

Grading Scale for Participation & Professionalism (Individual Contribution):

0%	Frequently absent or late to pre-departure GIE Classes and scheduled in-country meetings as per schedule, engages in conduct that is not respectful to the team members, fellow students, faculty/staff, consulting clients and hosts
<60%	Occasionally absent or late for pre-departure GIE Classes and scheduled in-country meetings. Present but does not participate; limited or no engagement with the project client personnel. Dominates client project meetings.
60-69%	At least one instance of absence or late arrival for pre-departure GIE Classes and/or scheduled in-country meetings. Participates with basic information; limited engagement with the project client personnel and team members.
70-79%	Offers an opinion and engages in a meaningful discussion with other members of the class, guest speakers, and project client personnel. Moderate level of engagement within the team and project client personnel.
80-100%	Provides insight and quality comments, engages in respectful conduct within team, towards fellow students, with project client personnel, faculty/staff and hosts. Fosters high engagement of all team members in advancing the client project.

Students will participate in two mandatory peer assessments of their team members. This is a required task as outlined in the Assessment Summary. With the perspective of a growth mindset, the first peer assessment will occur shortly after the Interim Client Presentation. The second peer assessment will occur shortly after the Final Presentation. The faculty lead will examine the peer assessments and decide whether to adjust individual grades. If the majority of your team is dissatisfied with your work and effort, then the faculty lead will ask you for a paper trail on your contributions and then decide whether or not to reduce your grade. Grade reductions can be large if the evidence supports this; however, we do not reduce grades without good cause. There is no need for diligent students to worry. No individual is entitled to the team grade unless they have contributed equally to the work submitted. If the majority of your team praises your efforts for leading the team to successful completion of the project and merits extra recognition, individual grade increases may occur.

SUBMISSION INFORMATION FOR ALL DELIVERABLES:

Unless otherwise indicated by the faculty lead, students should submit assignments in soft copy via the Canvas Assignment Dropbox. Please submit assignments *before* the specified deadline. Late submissions will not be accepted and will receive a score of zero.

Further Details on the Final Client Presentation

Your final project presentation should include the following (not necessarily in this order):

Type of Content	Description
Challenge name	List the company, project and team names.
Question/problem/opportunity	Describe the scope of the question you are trying to answer, problem you are trying to solve, or opportunity you are trying to exploit.
Context of project	Explain the project's broader context. (e.g., Why is it needed? Is the project a stand-alone activity or part of a larger project? Is it relevant beyond the client organization?)
Goals/objectives	Explain what the project is trying to achieve. Make sure that the objectives are measurable and defined in terms of the project's major deliverables and the expected costs and benefits.
Constraints	Describe any constraints on time, money, personnel, or other resources.
Analysis	<p>Apply methodology/concepts/analytical tools from relevant business disciplines. Although your specific project may require additional analysis, you may address the following topics:</p> <ul style="list-style-type: none"> • Industry • Regulatory impact • Competition • Marketing • HR/Organizational Behavior • Operations • Finance • CSR <p>Identify the research sources that support your analysis and include a list of reference material in the appendix. The David Lam librarians are available to assist you.</p>
Key success factors	Describe what factors are paramount to the project's success.
Risk assessment	Identify the risks of the project or proposal. Provide contingency plans to mitigate these risks.
Recommendations	Make evidence-based recommendations to the client organization.
Reader Notes	Provide detailed reader notes, adding context to your slides.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

GIE Attendance/Requirement Policy

Please see GIE Course Canvas Site.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Code Plagiarism

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including Indigeneity (including identification as First Nation, Métis, or Inuit), race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Use of Artificial Intelligence

Generative AI Permitted Where Specified With Attribution

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, *where it is expressly specified by the instructor*. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines. At a minimum, this will include proper attribution, including in-text citations, quotations and references. Please see your assessment guidelines for full details.

Citation of Generative AI

Style guides have been updated to include citation of generative artificial intelligence (AI), including the [APA Style Guide](#). Your in-text citation and bibliographic citation of AI should follow the APA Style Guide.

To confirm, in addition to following the APA style guide for in-text and bibliographic citation, please include:

- If you quote, paraphrase or use the full output that was generated by AI (for an example, see [here](#)):
 - o Any prompt(s) used to generate content
 - o As an appendix, the original output (e.g. in the form of a full transcript or chat log) of the AI
- If you use but do not quote or paraphrase the AI (for an example, see [here](#)):
 - o A general statement in the text as to how you used the AI
 - o As an appendix, the original output (e.g. in the form of a full transcript or chat log) of the AI

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ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the $x^w m \text{ə} \theta k^w \text{ə} y \text{ə} m$ (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change with consultation)

Faculty leads will make location-specific schedules available to students. All questions regarding the itinerary should be directed to the staff leads for your destination.

The following themes are common across the locations:

Economies & Business Environment:

- Develop a working knowledge of specific regional cultural and business environments.

- Understand the main macroeconomic trends and developments in African, Asian or South American markets.

Intercultural Awareness:

- Foster an awareness of the social contexts in which businesses operate in these markets and identify the potential pitfalls in cross-cultural understanding.
- Learn to adapt to the ways of conducting business and to the cultural environment in Africa, Asia or South America.

Strategic Thinking Framework:

- Provide a framework for analyzing business challenges in these markets.

Future Success:

- Foster knowledge of the best practices and tools for success in Africa, Asia or South America.

Full Course Schedule (subject to change)

Date	Activity	Themes
September 27, 2023 12:00pm - 1:45pm	GIE Class 1: Introduction	<ul style="list-style-type: none"> • GIE Faculty and Staff leads introduction. • GIE structure and deliverables. • Destination flavor and logistics.
November 14, 2023 4:00pm - 7:00pm	GIE Class 2: Location/Program Insights and GIE Project Intro	<ul style="list-style-type: none"> • Project assignments introduced. • Consulting approach. • Program logistics.
November 14, 2023 (Date of Class 2)	Assignment: Team Charter Due	<ul style="list-style-type: none"> • Assignment Deadline.
December 11 - 15, 2023	GIE Teamwork Week	<ul style="list-style-type: none"> • Team time and work with companies on consulting project.
January 26, 2024 1:00pm - 4:00pm	GIE Class 3: GIE Interim Project Presentations	<ul style="list-style-type: none"> • Interim project presentations • Finalization of trip logistics.
January 26, 2024 (Date of Class 3)	Assignments: Interim Project Presentation Slides Due Interim Peer Assessments Due	<ul style="list-style-type: none"> • Assignment Deadline.
February 12, 2024	Assignments: Destination Research Due	<ul style="list-style-type: none"> • Assignment Deadline.
February 19-March 1, 2024	In destination countries	<ul style="list-style-type: none"> • Project completion and presentation. • Program immersion. • Business activities and challenges.
Final Day of GIE Trip March 1, 2024	Assignments: Final Project Presentation Due Peer Assessments Due	<ul style="list-style-type: none"> • Assignment Deadline.
March 8, 2024	Assignment: Post-Trip Reflection Due	<ul style="list-style-type: none"> • Assignment Deadline.
April 4, 2024 5:00pm - 8:00pm	GIE Debrief	<ul style="list-style-type: none"> • Share lessons learned. • Celebration of GIE completion.