

Global Immersion 2014

BA 507 Course Outline



COURSE INFORMATION

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Course period/duration: Module completed at the end of Period 3 of the FT MBA Program.

BRIEF COURSE DESCRIPTION

The Global Immersion, a key component of the new UBC MBA is part of the Integrated Professional Development course that seeks to expand the ideas around integrative problem solving in a global context. It is a 3-stage, experiential learning program focusing on business strategy in a global context, inter-cultural understanding, and exposure to regional business trends and networks. The locations for the 2014 Global Immersion are Bangalore, Copenhagen, and Shanghai.

Course structure and objectives

Course structure. As a required component of the MBA Program for 3 credits, Global Immersion comprises of (1) Pre-departure workshops on international business strategy, cultural understanding, and strategic thinking, (2) the Global Immersion trip itself (10-12 days in one of four globally relevant destinations), and (3) post-trip debrief to share learnings.

Course objectives. Addressing a variety of MBA program goals of critical thinking, analytical decision-making, integration in a global context, communication, ethics and sustainability, the following are the objectives of the Global Immersion:

- Foster the application of frameworks to which students have been exposed so far in the MBA program to critically address management problems in global contexts
- Develop a usable framework for understanding international business and its complexities – integration of institutions, markets, competition, consumers that influence design and implementation of strategy
- Facilitate “Learning by Doing” projects, including various forms of experiential learning with a focus on thinking strategies and processes: problem defining/scoping, critical analysis, creative idea generation and solution articulation
- Help develop increased intercultural understanding and communications skills by allowing students to work alongside new, expanded groups of international peers that encourage them to challenge their boundaries even further

- Create learning opportunities for students to be exposed to, and learn from, leading performance in other countries and think about how such leading performance can be created in different contexts

FACULTY TEAM AND ROLES

Steve Alisharan – Faculty lead to Shanghai

Murali Chandrashekar – Faculty lead to Bangalore

Blake Hanna – Faculty lead to Copenhagen

Moura Quayle – Faculty lead for Strategic Thinking and Project preparation work prior to departure on the Global Immersion trip

ASSESSMENT & DELIVERABLES BREAKDOWN

A. PRE-DEPARTURE WORK SHOPS + DELIVERABLES (25% OF TOTAL GRADE)

Workshop 1: October 26, 2013 9am-4pm

Attendance mandatory.

Team-based deliverables assigned at Workshop 1 and due at or prior to Workshop 2:

- I. **Business Project Brief** (in teams) including business context, scoping, observations, insights, framed opportunities, locational field-work required and questions to be asked in-situ. 15 minute visual team presentation, at Workshop 2: February 1, 2014. Submit by Jan 30, 2014 via Connect.
- II. **Summary of Locational Team Interaction** providing evidence to working collaboratively with your teams between team assignment and February 1. Deliverable could be video or other medium. ~2 pages. Submit by Jan 24, 2014 via Connect.
- III. **Summary of Research on Companies to be Visited** during the Global Immersion trip. Preparation of questions to be asked in situ. ~5 pages. Submit by Jan 24, 2014 via Connect.
- IV. **Summary of Research on the Culture of Business and Business Context** of destination. Use PESTLE factors. ~5 pages. Submit by Jan 24 via Connect.

Project Brief Coaching: Learning by Doing: available from Moura:

November 1- November 30; January 7-30 Make appointment for team to meet in d.studio: HA 338, moura.quayle@sauder.ubc.ca

Practicing strategic thinking tools and techniques required for a successful Global Immersion; experiencing the d.studio and developing Project Briefs and all that this entails.

Workshop 2: February 1, 2014 9am-1pm

Attendance mandatory.

Presentation of I (Business Project Briefs).

Uploading of I, II, III, & IV above to [Connect](#).

B. E-PORTFOLIO ARTIFACT POSTS (pre-departure, during, and post-GIE) (25% OF TOTAL GRADE)

An important vehicle for reflection-based learning in the UBC MBA program is the e-portfolio. As part of the Global Immersion, each student will create several portfolio artifacts and post them on the e-portfolio platform:

- **Reflection 1: Strategic Thinking:** Post an artifact focusing on your reflections on the use of strategic thinking tools in preparation for the trip. Due: February 7, 2014
- **Reflection 2: Intercultural Fluency:** Post an artifact focusing on your experience during the GIE in terms of business culture and general cultural experiences. Due: February 28, 2014
- **Reflection 3: General GIE Reflection:** The faculty lead will identify a specific theme for this reflection. Due: March 10, 2014

C. GLOBAL IMMERSION TRIP - 50% TOTAL OF OVERALL GRADE

- In teams of 4-6 students
- Every member of team gets same mark, adjusted with peer evaluations.
- All team members should participate, more or less equally, in presentations

Presentation(s) at end of or during the GIE trip (50% of OVERALL GRADE)

During the trips, you will be working on a variety of company projects and cases. You will be making oral presentations that will be assessed via the following:

- a. Style (30% of Presentation Grade) We will be looking for:
 - i. Involvement and Connection with the Audience
 - ii. Structure and Organization
 - iii. Originality: Creative and stimulating presentation
- b. Content (70% of Presentation Grade) Should consider:
 - iv. Organization of the presentation: Is the structure well organized? Is the objective apparent?
 - v. Analysis: How effectively do you use and communicate the various analyses that are relevant to your report? Does the content support the objective? Are the data chosen convincing? Are the examples, stories and analyses relevant?
 - vi. Integration: How well does your presentation tie together in an appropriate way, the various frameworks and themes to which you have been exposed so far in the MBA program?
 - vii. Response: How well do you answer questions, in terms of content?
- c. Collaboration – students are expected to work effectively with the students from the other business schools/institutions

Deadline: conducted during or at the end of the trip in the different locations.

D. GIE DEBRIEF AND FOLLOW-UP.

To be held at Sauder School of Business UBC after returning from location.

SCHEDULE & LEARNING OBJECTIVES

Pre-departure

26 October, 2013
9am-4:30pm

Workshop 1: *Introduction to GIE, Global business context, mini-case work and project kick-off*

1 February, 2014
9am-1pm

Workshop 2: *Inter-cultural communication; Presentation of location-specific Business Project Briefs in Location-specific workshops*

The Global Immersion Trip

17-28 February 2014

Location-specific schedules will be made available by the faculty leading students to each location.

The following themes are common across the locations.

Economies & Business Environments:

- Develop a working knowledge of the Scandinavian and growing Asian economies and business environments.
- Analyze the main macroeconomic trends and developments within the Asian and European markets.

Intercultural Awareness:

- Foster students' cultural awareness of the social contexts in which businesses operate in these markets and help identify the potential pitfalls of cross-cultural misunderstandings.
- Provide a broad platform to be able to adapt to the Asian and Scandinavian way of conducting business and to its cultural environments.

Thinking Strategy Framework:

- Provide a framework for analyzing opportunities and challenges of doing business in these markets.

Future Success:

- Foster knowledge of the best practices and tools for success in Asia & Scandinavia.

The Return: Reflections on GIE Experience

March 11, 4-6pm

The debrief will at Sauder School of Business UBC after returning from each location. In addition to distilling location-specific take-aways, we will endeavor to share these learnings across the group. It will also give us an opportunity to secure feedback on how we can continually improve the experience for subsequent years, and explore the role that you can play in planning and implementing subsequent GIE activities.