

UNDERSTANDING EUROPEAN BUSINESS

INTB 3098 – Spring 2014

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Class Location/Times: M 4:40-5:35 pm (Lindner Hall 222)
Office Hours by appointment

Course Overview

This seminar seeks to build vital understandings and skills needed to do business in the changing European Union. Students will gain an appreciation for the impact culture has on interpersonal and business relations. They will learn about the importance of the European Union as a market and a trading partner. Furthermore, meeting with expatriate workers at firms will offer insights into the rewards and challenges of overseas assignment. By traveling as a group, we expect students to develop confidence in navigating in a foreign setting, sensitivity to language and other barriers and greater awareness of *their own* cultural make-up.

Grading Scale

94+ = A	90-93 = A-	87-89 = B+	84-86 = B	80-83 = B-
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- **Contribution/Ambassadorship (30 points)** – “Superstars” – 30-28 (exceptionally prepared and involved in discussions, heavily engaged in visits, asking questions, involved; focused on making the most of the learning experience and showcasing themselves/UC); valued participants – 27-25 (well prepared and engaged in discussions; often engaged in visits, positive/professional contributors to group); solid observers – 24-20 (somewhat prepared and sometimes engaged in discussions, often passive and quiet but attentive, appreciated the group and experience), below (late, unprepared, or uninvolved in discussions), below
- **Cultural Immersion Presentation (15 points)** – 15 truly exceptional (strong visuals, guides for the visits, clearly enabled students to make the most of that city); 13 (needed added depth/clarity, e.g., good suggestions but not always clear where things were located or how to navigate the city); 11 (lacks substance and details), below.
- **Industry/Firm Presentation (15 points)** – 15 to truly exceptional (strong details of firm/industry, insights into strategy/competitive advantage, challenges and opportunities); 13 (needed added depth/clarity); 11 (lacks substance and details), below.
- **Journal (40 points = 10 points per journal entry)** – for each entry: 10 points (tremendous – exceptionally thoughtful, including insightful observations and rich personal reflection); 9 (solid and thoughtful, nice observations and personal thoughts); 8 (good, general observations and reflection, lacks depth of thoughtfulness and insights), below.

Contribution/Ambassadorship

Travelers never think that they are the foreigners. ~Mason Cooley

In Paris they simply stared when I spoke to them in French; I never did succeed in making those idiots understand their own language. ~Mark Twain

As a seminar, your preparation for and active contribution in all class and on-site discussions is critical. Further, while abroad, you will be representing yourself, your college, and your country. This is no small responsibility when traveling abroad, and being a true ambassador is vital to all. Your contribution to the group's learning, positive dynamics and image will be evaluated based on self-assessment, peer feedback, and leader reviews.

Bottom-line: no ugly Americans on this program.

- **Contribution:** supporting effective (learning/positive/supportive) group dynamics
 - Respectful: honest, considerate, patient
 - Quality Effort: fully prepared, punctual, well-spoken, engaged participant
 - Positive Attitude: supportive, helpful, idea generation
- **Ambassadorship:** representing Business Scholars and CoB – as well as yourself – well
 - Culturally Sensitive – aware, polite, open minded, modest
 - Leadership – knowledgeable/prepared, good communicator/listener, willing to learn
 - Image/Reputation – appropriately dressed, positive/professional attitude

Cultural Immersion Presentation (10 minutes max)

If you reject the food, ignore the customs, fear the religion and avoid the people, you might better stay home. ~James Michener

The traveler sees what he sees. The tourist sees what he has come to see. ~G.K. Chesterton

How do you prepare for a business trip or assignment abroad? Planning and research help make the most your experience. Through team presentations, we will build a base of understanding of the cities we will visit (Brussels, Brugges, Antwerp, Paris). Teams will determine their city's particular 'specialties' and challenges – what products, food, sites/features, experiences are integral to that city and why? What makes X 'the thing' to do/see/eat/experience while there? What issues might be especially challenging for you and for businesses in this region?

Industry/Firm Presentation (10 minutes max)

Don't tell me how educated you are, tell me how much you traveled. ~ Mohammed

I met a lot of people in Europe. I even encountered myself. ~James Baldwin

How do you prepare for a business visit? Research helps make the most your experience. Through team presentations, we will build knowledge of the industries/firms we will visit. Teams will provide an insightful overview of the key strategy(ies), competitive advantage(s), CSR issues, challenges and opportunities faced, enabling more thoughtful visits, questions and learning from our specific visits.

Journal

I soon realized that no journey carries one far unless, as it extends into the world around us, it goes an equal distance into the world within. ~Lillian Smith

One's destination is never a place but rather a new way of looking at things. ~Henry Miller

Journals help you purposefully learn from your experience. You will write 3 entries while overseas, and 1 upon return. We will use Kolb's Learning Cycle as a guide. Entries will be 1-2 pages single-space. Creativity is highly encouraged. Use photos or other items to illustrate your observations/insights.

- **Experience:** What cultural clues did you experience? Describe what happened. This component of your journal requires *cultural sensitivity*. Thoughtfully observe and describe related cultural clue(s).
- **Reflection:** What cultural difference do these clues suggest? Why do you think this difference exists (e.g., what value does it have for the individual/group)? Look at the experience from the "local" perspective. Remember, cultures develop and persist because they serve a *purpose*.
- **Theory:** Based on your experience and reflection, what do you think you "know" now? Develop your own or borrow a theory that explains the cultural difference.
- **Experimentation:** How could you test your theory? How might you feel more confident that this was not an idiosyncratic event and that your theory is not oversimplification or stereotype?
- **Implications:** How might understanding this difference affect your social interactions with people from this culture? How would you use this insight to manage cultural differences?

Breakdown of journal entries:

- **Business-related:** using clues from company visits, shopping, lectures.
- **Social:** examining how the local culture differs from students' own, drawing on interactions with foreign students/professionals, shopping, museum visits.
- **Group:** how different cultures are represented within our own group, using clues from outings, subway and train rides, daily interactions etc.
- **Final entry** (written *AFTER* returning) – focus on yourself and the overall experience: How did this experience affect understanding of yourself, your worldview, your perspective on business and on culture? (have fun thinking back and ahead – max 4 pages)

Course Expectations**PACE**

This course builds on PACE, the Lindner College of Business strategy for developing a complete business professional:

P – Professionalism	Students will acquire and refine the soft-skills necessary to express ideas clearly and persuasively in both oral and written formats and to effectively lead and perform in business and social situations.
A – Academics	Students will gain a breadth and depth of knowledge in the theory and practice of conducting business in the US vs. the EU and will hone strong analytical and problem-solving skills.
C – Character	Students will develop an understanding of individual and cultural differences that is essential to thrive in a diverse workplace and an appreciation for social responsibility in a global business community.
E – Engagement	Students will build a network through interactions with instructors, peers, and business professionals and will practice service, citizenship, and active engagement in the classroom and study abroad trip.

Attendance Policy

Students are expected to attend and actively engage in all scheduled activities. Students will be held accountable for participating in course activities and submitting assignments at their scheduled times unless an excused absence is arranged in advance. For an absence to be excused, you must 1) notify me of your intention to miss class via email at least 24 hours in advance and 2) provide a legitimate reason for the absence.

Classroom Conduct

Being late to class and letting your phone ring during class are disruptions that are a nuisance to everyone—and they are easily avoided. Please be on time, and when you arrive, turn off anything that may beep, ring, play music, sing, yodel, quack, or chirp! Furthermore, please refrain from text messaging or checking email or Facebook in class. Not only do your fellow students notice this disruptive practice, but I do as well. Finally, I reserve the right to ban laptops if their use becomes distracting to the class.

Academic Integrity

As with all Lindner College of Business efforts, this course will uphold the highest ethical standards, critical to building character. Ensuring your integrity is vital and your responsibility. LCB instructors are required to report ANY incident of academic misconduct (e.g., cheating, plagiarism) to the college review process, which could result in severe consequences, including potential dismissal from the college. For further information on Academic Misconduct or related university policies and procedures, please see the UC Code of Conduct (http://www.uc.edu/conduct/Code_of_Conduct.html).

Students Needing Special Assistance

For students needing special assistance, contact AESS (Academic Excellence and Support Services: <http://www.uc.edu/aess/disability.html>) to register for special accommodations. In addition, please contact me as soon as possible about any special assistance demands so I can ensure arrangements are made.

Course Schedule

Please consider this schedule your definitive guide to the assignments and exams in this course. Readings should be completed prior to the lecture for which they are assigned so that you are prepared to actively participate in class discussions and activities.

INTRODUCTION	
1/13	Course Introduction
1/20	MLK DAY – NO CLASS
1/27	EU Potential and Challenges T.R. Reid (2004) “The United States of Europe” pp. 26-62 Steven Hill (2010) “Europe’s Promise” pp. 7-32 Walter Laqueur (2007) “The Last Days of Europe” pp. 33-60
2/03	Cultural Immersion Presentations
2/10	Media Usage in the EU vs. US <i>Guest Speaker: Adam Paulisick, Nielsen Catalina Solutions</i>
2/17	NO CLASS
2/24	Marketing in the EU vs. US <i>Guest Speaker: Brooke Davis, P&G</i>
2/26 2/27	UC International Pre-Departure Orientation – MANDATORY You must attend one of the following sessions: Wednesday, 2/26, 4:40-5:35 pm, Lindner 112 Thursday, 2/27, 11:15-12:10 pm, Lindner 608
3/03	Industry/Firm Presentations
3/10	Paris/Belgium Pre-Departure Orientation
PARIS AND BELGIUM	
3/13	Depart for Paris
3/14	Arrive in Paris Lecture: EU a historical introduction, institutions, and budget
3/15	Explore on your own
3/16	Explore on your own
3/17	Lecture: Luxury Brand Management Travel to Brussels
3/18	Travel to Antwerp Rio Tintos Diamonds Group Dinner at Chez Leon
3/19	European Parliament’s Parliamentarium Museum P&G Brussels
3/20	Visit UCL, Louvain School of Management
3/21	Travel to Brugges De Halve Maan Brewery
3/22	Depart for Cincinnati
CONCLUSION	
3/24	NO CLASS
3/31	Journals due via email to mary.steffel@uc.edu by 5pm (but NO CLASS)
4/07	Study Abroad Debriefing