



Course GLOBAL ENVIRONMENT FOR BUSINESS

March – July 2023

Olivos Rossini, Mariella

I. General Information

Nombre del curso:	Global Environment for Business		
Requisito:	Intermediate English I/ Technical English II	Código:	05627
Precedente:	No tiene	Semestre:	2023 – I
Créditos:	3	Ciclo:	
Horas semanales:	4	Modalidad del curso:	Remote - Synchronous
Carreras	General Elective (Electivo Formación) for Ec y NI, Ad y Fin and Marketing Major Elective (Electivo Especialidad) for Psic Org, Psic Cons.	Coordinador del curso:	molivos@esan.edu.pe

II. Summary

The course is designed for undergraduate students taking a course or elective in business. No prior specialized knowledge of business is required. Students should have sufficient skills in English to interact with their partners in a different country and work with the shared materials. The médium is remote – synchronous. With each partner institution, students will examine various business aspects in relation to the e-commerce industry in both their and their partners' countries.

III. Course objectives

The objective of the course is to provide the student's knowledge and practice of working in virtual teams and with foreign students located in different countries. As well focus in the topics in management and international business that are affected by the cultural context as Leadership, Entry Mode / Strategy, Competition & Key Factors of Success and Market Segmentation & Consumer Analysis.

IV. Learning Objectives

1. Develop intercultural communication and collaboration skills relevant to business.
2. Demonstrate increased cultural intelligence and competence.
3. Assess cultural differences in business practices in international contexts.
4. Build problem solving and strategic decision-making abilities through their work on the collaborative project.

V. Methodology

Class Format Groups: Other than on the first and last linking days, students should be split into 2 groups (group A and group B). At any one time, one group should be in individual partner chat using IRC, the other group should be in group videoconference

Core Student Requirements: Linking Day Reflections: For each linking day, students are required to do some form of reflection. It is suggested that the reflection incorporates some of the following issues:

- o Highlights of discussion of the day
- o Surprising comments or attitudes of classmates & partners at both universities
- o Thoughts on the day's discussions
- o Once finished linking with a country, a summary of the experience or overall impression of the partner country.

Current Events: Students should be aware of what is going on in their partner countries and what might affect the business environment

Some examples of how this requirement has been incorporated:

Have students read an English language newspaper from the partner country and do one of the following:

- Discuss in class
- Discuss on discussion board
- Write short article summaries
- Develop questions to explore with partner

International students should be instructed to focus on their experience as an international student in their host country rather than talking about their home countries.

Collaborative Project:

All students are required to participate in a collaborative project with each of their partner groups. The collaborative project is based on students working together to explore various business aspects in relation to the e-commerce industry in both their and their partners' countries.

o Collaboration must be between sets of partner students (i.e. at least one student from Institution A and at least one student from Institution B working together).

o With each partner institution, students will examine one of the following aspects for the e-commerce industry. Partner instructors will decide which aspect their students will examine prior to the first linking day.

For this semester the partners and projects selected are:

University of Tours, France

Competitive analysis: Competition & Key Factors of Success

East Carolina University, USA , Leadership

Projects should primarily be worked on outside of class time.

Preparatory Knowledge:

In preparation for working with their partners, students should have:

- Understanding of business protocols, etiquette, environment and systems of their home country.
- Familiarity with the e-commerce industry in their home country

Attendance Policy : Individual students should be in attendance for at least 80% of the total link days in the semester in order to fulfill the requirements of the course.

VI. Evaluation

The evaluation system is permanent and comprehensive, and it is intended to promote student learning. The course grade is an average of the permanent evaluation (PEP) (50%), the midterm exam (EP) (20%) and the final exam (EF) (30%)

Group and team-based work is important in this course so do not expect to get full credit for participation if:

- You arrive late, leave the class early or simply do not follow the class.
- Do not actively participate in class activities, group work, ask questions, provide feedback or miss your group's presentations.

The following table provides the weights of the permanent evaluation:

PERMANENT EVALUATION PONDERATE (PEP) 50%		
Evaluation Type	Description	%
Theory quizzes	2 Theory paper quizzes (5% each)	10%
Graded Practical (2)	Case Reports or Research Assignment (15% each)	30%
Class Attendance & Participation	Regular and punctual attendance. Active participation in group work and in class activities	10%
Team Project	1 – Global Business Collaborative Project : Competitive Analysis	25%
	2 - Global Business Collaborative Project Leadership	25%

The final average (FA) is obtained as follows:

$$\mathbf{FA = (0,20 \times ME) + (0,50 \times PEA) + (0,30 \times FE)}$$

FA: Final Average

ME: Mid-term Exam

PEA: Permanent Evaluation Average

FE: Final Exam

VII. Program content

WEEK	CONTENT	ACTIVITIES / EVALUATION
1°	Introduction and Methodology of the course. Global Partners in Education Network Resources Cultural differences in business practices in international contexts. Business environment/system in your country, the partners's countries and e-commerce industry. The case of Peru The Peruvian shopper changes through the crisis https://www.ipsos.com/sites/default/files/ct/publication/documents/2020-05/recalculando_shopper_.pdf	Each student will do research on the partner country Prepare the collaborative project.
	Business etiquette: How to build relationships with other people. Business etiquette and how it differs from region to region and from country to country. https://www.brighthubpm.com/resource-management/123656-project-managers-guide-to-business-etiquette-ten-things-you-need-to-know/	
2°	How to conduct Environmental Analysis, Ref: https://pestleanalysis.com/what-is-environmental-analysis/	Each student will do research on the partner country Prepare the collaborative project.
	Competitive Analysis Research Conduct academic research on competitor analysis in e-commerce in your partner's country and produce: a. A list of 5-10 criteria that are important to compare competitors in e-commerce in your partner's country. b. A PESTEL analysis of e-commerce in your partner's country https://pestleanalysis.com/what-is-environmental-analysis/	
3°	Theory paper quiz 1 "A research framework for social commerce adoption" at uevirtual	Each student will do research on the partner country Prepare the collaborative project.
	Link1 ESAN- UTours Introductions Icebreaker Random pairing of students	

4°	Link 2 ESAN- UTours Comparisons and discussion in business behaviors, business dressing codes, etc.	
	Link 3 ESAN- UTours Comparisons and discussion of different business environment/system.	
5°	Link 4 ESAN- UTours Discussion and comparison of e-commerce approaches, models, and businesses in the context of your home countries	Each student will prepare to discuss the chosen aspect.
	Link 5 ESAN- UTours Discussion of the previously agreed upon aspect in relation to e-commerce.	
6°	Link6 ESAN- UTours Collaborative project presentations / discussion	Each student will do research on the partner country Prepare the collaborative project.
7°	Leadership unit for global business Types of leadership styles Leading people from multiple cultural backgrounds Discussion on the reading: Global Leader's Role and Environment https://qpeproject.ecu.edu/gb/staff/2-Leadership.pdf	Each student will do research on the partner country
	Mid term exam	
8°	MIDTERM EXAM	
9°	ESAN- ECU 1-Introductions	Each student will do research on the partner country
	ESAN-ECU 2-Business protocols and etiquette	
10°	ESAN- ECU 3-Business environment and systems	Prepare the collaborative project.
	ESAN ECU -4-E-commerce industry/General discussion of leadership	
11°	ESAN ECU -5-E-commerce industry/Cross-cultural leadership	Prepare the collaborative project.
	ESAN ECU -6-Collaborative project presentations on effective leaders in Peru vs US	
12°	Debrief and Research assignment 1 on Cross-cultural leadership	

	Theory paper quiz 2 "Rethinking Cross Cultural Management in a Globalizing Business World" Article at UE Virtual	
13°	Entry modes as part of strategic decisions Comprehend the basic differences that firms contemplating foreign expansion must make. Case Analysis . Grupo AJE	
	Compare and contrast the different modes that firms use to enter foreign markets. Identify the factors that influence a firm's choice of entry mode and challenges faced.	
14°	Session for Research Assignment 2 Oral Presentation: Paper Selected on foreign expansion of Peruvian Companies	
	Session for Research Assignment 2 Oral Presentation: Paper Selected on foreign expansion of Peruvian Companies	
15°	Reflections and Conclusions Final EXAM	
16°	FINAL EXAM	

VIII. References

<https://thegpe.org/gpe-resources/information-for-gu-students/>

<https://www.worldbusinessculture.com/country-profiles/>

Cantoria, C. (2011) Ten Common Questions on Business Etiquette : A Project Manager's Resource Guide. Retrieved from: <https://www.brighthubpm.com/resource-management/123656-project-managers-guide-to-business-etiquette-ten-things-you-need-to-know/>

International Business Etiquette – definition and tips (n.d.). Retrieved from: <https://businessculture.org/business-culture/business-etiquette/>

Leadership Resources

Different types of leadership styles

<https://wisetoast.com/types-of-leadership-styles/>

<https://www.legacee.com/types-of-leadership-styles/>

<https://pestleanalysis.com/what-is-environmental-analysis/>

https://saylordotorg.github.io/text_international-business/s12-03-international-expansion-entry-.html

10 Steps to Developing Your Leadership

<https://www.psychologytoday.com/us/blog/cutting-edge-leadership/201502/10-steps-developing-your-leadership>

Theory papers for Graded Practicals

Hajli, M (2013) "A research framework for social commerce adoption" . Information Management & Computer Security, Vol. 21 No. 3, 2013
pp. 144-154 q Emerald Group Publishing Limited, 0968-5227, DOI 10.1108/IMCS-04-2012-0024

Søderberg, A. Holden, N (2002) Rethinking Cross Cultural Management in a Globalizing Business World. International Journal of Cross Cultural 2002 Vol 2(1): 103–121
Management

IX Lab Support

Not necessary

X. Professors

Olivos Rossini Mariella
molivos@esan.edu.pe