



# **Course**

# **GLOBAL ENVIRONMENT**

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**March– July 2025**

**TALAVERA CAMPBELL, KARIN**

## I. General Information

<b>Course Name</b>	Global Environment		
<b>Requirement:</b>	Intermediate English I/Technical English II	<b>Course Code:</b>	18420
<b>Precedent:</b>	None	<b>Semester:</b>	2025-1
<b>Credits:</b>	3	<b>Term:</b>	
<b>Weekly hours:</b>	4	<b>Course Mode:</b>	On campus (face to face) and Remote - Synchronous
<b>Careers</b>	Specialty Elective: Environment Management, Engineering, Information Technology and Systems Engineering, Industrial and Commercial Engineering, Consumer Psychology, Organizational Psychology	<b>Course coordinator</b>	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 (proficient) in English to interact with their partners locally and abroad using synchronous technologies. With each partner institution, students will examine various business aspects in relation to context in each country for doing business in both their and their partners' countries. Students will work collaboratively with their partners to identify and understand the business context of competitor analysis, of entry modes as part of strategic decisions and the effective leadership profiles.

## III. Course objectives

The objective of the course is to provide the student's knowledge and practice of working in virtual teams and with local and foreign students located in different countries. As well focus on the topics of the global environment for business, how management and international business are affected by the cultural context as Leadership/ Strategy, Competition & Key Factors of Success and Market Segmentation & Consumer Analysis. Cases will be selected among e-commerce, Tourism, among others.

#### 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 will vary. Classes **will be held in Esan Campus and** will include Synchronous interaction for discussion in main room, group sessions, participation in forums, break out rooms and forming Virtual team for assignments in Sessions with partner countries.

There will be 12 linking sessions using videoconference (6 with Modern University for Business and Science – Beirut, Lebanon and 6 with The UniEduk Group, Sao Paulo, Brazil). 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 or as coordinated with the partner institution.

##### **Core Student Requirements synchronous meetings for linking sessions**

**Brazilian and Lebanese students:** 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 in the Brazil and Lebanon:** 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 for Brazil and Lebanon:**

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). Instructions and guidelines will be posted on the uevirtual.

Projects should primarily be worked on outside of class time. The subject will be addressed in the classroom by the instructor and students will work with their partners to develop this project.

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 PESTEL analysis in partner country and in their home country
- Papers regarding the subject for the collaborative project selected for each partner.

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.

### **Foreign Partners:**

The UniEduk Group (EDUK), Sao Paulo, Brazil.

Modern University on Business and Science (MUBS), Beirut, Lebanon.

## **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) (70%), 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:

<b>PERMANENT EVALUATION PONDERATE (PEP) 70%</b>		
<b>Evaluation Type</b>	<b>Description</b>	<b>%</b>
Graded Practical Individual (2)	Case Reports or Research Assignment	15%
Class Attendance & Participation	Regular and punctual attendance. Active participation in group work and in class activities and assignments requested by the professor in advance	25%
Collaborative Project	1 – Global Business Collaborative Project: for example <b>Competitive Analysis</b> (TBC, Brazil)	30%
	2 - Global Business Collaborative Project for example, <b>Leadership</b> (TBC, Lebanon)	30%

TBC (to be confirmed): The subject may vary depending on the partner institution.

The final average (FA) is obtained as follows:

$$FA = (0,70 \times PEA) + (0,30 \times FE)$$

**FA:** Final Average

**PEA:** Permanent Evaluation Average

**FE:** Final Exam

## I. Program Content

<b>WEEK</b>	<b>CONTENT</b>	<b>ACTIVITIES/ ASSESSMENT</b>
<b>1°</b>  From March 17 <sup>th</sup> to 22 <sup>nd</sup>	*Introduction and Methodology of the course. *Global Partners in Education Network Resources: <a href="https://thegpe.org">https://thegpe.org</a> <ul style="list-style-type: none"> <li>• Register in the GPE website</li> <li>• Fill out the Pre-course Survey</li> </ul> *Cultural differences in business practices in international *Country context for partners this semester: Lebanon *Business environment/system in your country, the partners' countries and e-commerce industry. The case of Peru *The Peruvian shopper changes through the crisis: <a href="https://www.ipsos.com/sites/default/files/">https://www.ipsos.com/sites/default/files/</a>	The Culture Map  Each student will do research on the partner country (Lebanon)

	<a href="https://publication/documents/2020-05/recalculando_shopper.pdf">ct/publication/documents/2020-05/recalculando_shopper .pdf</a>	
<p><b>2°</b></p> <p>From March 24<sup>th</sup> to March 29<sup>th</sup></p>	<p>Business etiquette: How to build relationships with other people. Business etiquette and how it differs from region to region and from country to country.</p> <p><a href="https://www.brighthubpm.com/resource-management/123656-project-managers-guide-to-business-etiquette-ten-things-you-need-to-know/">https://www.brighthubpm.com/resource-management/123656-project-managers-guide-to-business-etiquette-ten-things-you-need-to-know/</a></p> <p>Competitive Analysis Research Conduct academic research on competitor analysis in e-commerce in your partner's country and produce:</p> <ul style="list-style-type: none"> <li>a. A list of 5-10 criteria that are important to compare competitors in e-commerce in your partner's country.</li> <li>b. A PESTEL analysis of e-commerce in your partner's country</li> </ul> <p>PESTEL Analysis. How to conduct Environmental Analysis,</p> <p>Ref: <a href="https://pestleanalysis.com/what-is-environmental-analysis/">https://pestleanalysis.com/what-is-environmental-analysis/</a></p>	<p><a href="https://bharatmaps.gov.in/map.aspx?dtcode=021">https://bharatmaps.gov.in/map.aspx?dtcode=021</a></p> <p>In doing research on your partner's country, what did you find regarding the following issues?</p>
<p><b>3°</b></p> <p>From March 31st - April 5<sup>th</sup></p>	<p><b>MUBS and ESAN (Lebanon and Peru)</b></p> <p><b><u>Link 1: Introduction to ESAN and MUBS students</u></b></p> <p>VC1 Ice Breaker Format: All student in zoom Students Teams will be organized by the instructors</p> <p>Current Context for Business in Peru. Case of e commerce in the country and the region</p>	<p>Link session 1: Synchronous <b>Thursday, April 4<sup>th</sup></b></p> <p>Students introductions Your interests, etc. Students will discuss in small groups one given dimension (Lifestyle, Flexibility, Organization, Communication, Independence, Recognition).</p>

	<p>Business environment/system in your country, the partners' countries and e-commerce industry. The case of Peru</p> <p>The Peruvian shopper changes through the crisis</p>	<p>VC of 70 min</p> <p>Split the whole student group in 2. Each group coaching by one professor</p> <p>Zoom Break out rooms</p> <p>Final 10 min : all together for summary or debrief</p> <p>Each student will do research on the partner country</p>
<p><b>4°</b></p> <p>From April 7<sup>th</sup> - April 12<sup>th</sup></p>	<p><b>MUBS and ESAN (Lebanon and Peru)</b></p> <p><b><u>Link 2 Business Etiquette and business environment</u></b></p> <p>VC 2 Doing Business in Peru and Lebanon</p> <p>Format: Discussion and Forum (via chat) both in zoom</p> <p><b><u>Link 3 Business Environment</u></b></p> <p>VC 3 Globalization and the Sector Industry selected by partner economy</p> <p>Format Breakout rooms</p> <p>Selected Industry: the Impact and main challenges in the current context</p> <p>Comparison &amp; Analysis of the sector in Peru and Lebanon</p> <p>E-Commerce and selected sector</p> <p>Doing Business in Peru and Lebanon</p>	<p>Each student will do research on the partner country</p> <p>Link session 2: Synchronous <b><u>Tuesday April 8<sup>th</sup></u></b></p> <p>Students will review business etiquette</p> <p>VC of 70 min</p> <p>Link session 3: Synchronous <b><u>Thursday April 10<sup>th</sup></u></b></p> <p>Students will review business environment</p> <p>VC of 70 min</p>
<p><b>5°</b></p> <p>From April 14<sup>th</sup> -19<sup>th</sup></p>	<p><b>MUBS and ESAN (Lebanon and Peru)</b></p> <p><b><u>Link 4 Business environment</u></b></p> <p>VC 4 Students Discussion: selected Industry: The Impact and main challenges in the current context</p>	<p><b>Draft : Global Business Collaborative project</b></p> <p>Link session 4: Synchronous <b><u>Tuesday April 15<sup>th</sup></u></b></p> <p>Students will review business environment</p> <p>VC of 70 min</p>

	Comparison & Analysis of the sector in Peru and Lebanon E-Commerce and selected sector	Thursday April 17 <sup>th</sup> :holiday
<b>6°</b>  From April 21 <sup>st</sup> to April 26 <sup>th</sup>	<b>MUBS and ESAN (Lebanon and Peru)</b>  <u><b>Link 5 Collaborative project</b></u> VC 5 Selected topic for Doing Business in Peru and Lebanon Format all in Zoom conference  Will be launched some questions for being replied by each student Free time to reply  <u><b>Link 6 Collaborative project presentations</b></u> VC 6 Final Conclusions and Collaborative project presentations	Link session 5: Synchronous <b>Tuesday April 22<sup>th</sup></b> Students will review business selected sector VC of 70 min  <b>Final Draft : Global Business Collaborative project.</b> Wednesday April 23 <sup>rd</sup>  Link session 6: Synchronous <b>Thursday April 24<sup>th</sup></b> Students will review business environment VC of 70 min  Global Business Collaborative project  Summary Surveys
<b>7°</b>  From April 28 <sup>th</sup> to May 3 <sup>rd</sup>	Feedback and final conclusions  All students together in Class  Competitive analysis	
<b>8°</b>  From May 5 <sup>th</sup> to May 11 <sup>th</sup>	Preparation for linking sessions with Brazil, review business etiquette  <b>Leadership unit for global business</b> <b>Types of leadership styles</b> <b>Leading people from multiple cultural backgrounds</b>	Students should research on partner country (Brazil)



<p>9°</p> <p>From May 12<sup>th</sup> to May 17th</p>	<p><b>Leadership Project</b></p> <p><b><u>Link 1: Introduction to Eduk students</u></b></p> <p>VC1 Ice Breaker Format: All student in zoom Students Teams will be organized by the instructors</p> <p>Current Context for Business in Peru. Case of e commerce in the country and the region Business environment/system in your country, the partners' countries and e-commerce industry.</p> <p><b><u>Link 2 Business Etiquette and business environment</u></b></p> <p>VC 2 Doing Business in Peru and Pakistan Format: Discussion and Forum (via chat) both in zoom</p> <p>Business Environment part 1 (Pestel analysis)</p> <p>Doing Business in Peru and Lebanon PESTEL Analysis "big picture" factors that might influence a decision, a market, or a potential new business.</p> <p>P: Political : LAW SYSTEM, TAX, Regulations,</p> <p>E: ECONOMICAL: CONTEXT GDP, INCOME (family/ economical agents, consumers), Un-employment, Foreign INVESTMENT</p> <p>S. SOCIAL: Demographics,(Bigger Market!!n number of consumers, Lima is 1/3 population,) Mental Health , Services, Educational level, Restrictions of Public</p>	<p><b>Eduk:</b> Discussion on the topics</p> <p>Link session 1: Synchronous <b><u>Tuesday May 13<sup>th</sup></u></b> Students introductions Your interests..etc Students will discuss in small groups one given dimension (Lifestyle, Flexibility, Organization, Communication, Independence, Recognition). VC of 70 min</p> <p>Link session 2: Synchronous <b><u>Thursday May 15<sup>th</sup></u></b> Students will review business etiquette VC of 70 min</p>
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	<p>entertainment, Life Style , Social media effect</p> <p>T:TECHNOLOGY: ICT ( Information Communication Technologies: synchronous to the a-synchronic: email, chat, apps, ), Advancement and innovation!!</p> <p>E: ECOLOGY: Impact of the Environment, pollution, use of Input, natural resources , fauna, flora, ...)</p>	
<p><b>10°</b></p> <p>From May 19<sup>th</sup> to May 24<sup>th</sup></p>	<p><b><u>Link 3 Business Environment</u></b></p> <p>VC 3 Globalization and the Sector Industry selected by partner economy Format Breakout rooms Selected Industry: the Impact and main challenges in the current context Comparison &amp; Analysis of the sector in Peru and Brazil E-Commerce and selected sector</p> <p>Discussion on the reading: Global Leader's Role and Environment <a href="https://gpeproject.ecu.edu/gb/staff/2-Leadership.pdf">https://gpeproject.ecu.edu/gb/staff/2-Leadership.pdf</a></p> <p><b><u>Link 4 Business Environment</u></b></p> <p>Important sectors and the impact in the country development. Selected Sector for collaborative project is the selected sector.</p>	<p>Link session 3: Synchronous <b>Tuesday May 20<sup>th</sup></b> Students will review business environment VC of 70 min</p> <p><b>Draft :</b> Global Business Collaborative project</p> <p>Students should research on partner country (Pakistan)</p> <p><b>Eduk:</b> Discussion on the topics</p> <p>Link session 4: Synchronous <b>Thursday May 22<sup>nd</sup></b> Students will review business environment VC of 70 min</p>
<p><b>11°</b></p> <p>From May 26<sup>th</sup> to May 31<sup>st</sup></p>	<p><b>Brazil</b></p> <p><b><u>Link 5 Collaborative project</u></b></p> <p>VC 5 Selected topic for Doing Business in Pakistan Format all in Zoom conference</p>	<p><b>Eduk, Brazil</b></p> <p>Link session 5: Synchronous <b>Tuesday May 27<sup>th</sup></b> Students will review business selected sector</p>

	<p>Will be launched some questions for being replied by each student Free time to reply</p> <p><b><u>Link 6 Collaborative project presentations</u></b> VC 6 Final Conclusions and Collaborative project presentations</p> <p>Feedback and final conclusions All students together in Class</p>	<p>VC of 70 min</p> <p>Discussion on the topics</p> <p>Global Business Collaborative project deadline: <b>Wednesday May 28<sup>th</sup></b></p> <p>Link session 6: Synchronous <b>Thursday May 29<sup>th</sup></b> Students will present project VC of 70 min</p> <p>Summary Surveys</p>
<p><b>12°</b></p> <p>From June 2<sup>nd</sup> to June 7<sup>th</sup></p>	<p><b>Porter's 5 forces model</b></p> <p><b>Entry modes</b></p>	<p>Work in class</p>
<p><b>13°</b></p> <p>From June 9<sup>th</sup> to June 14<sup>th</sup></p>	<p><b>Market segmentation</b></p>	<p>Work in class</p>
<p><b>14°</b></p> <p>From June 16<sup>th</sup> to June 21<sup>st</sup></p>	<p>Debrief and Research assignment on Cross-cultural leadership</p> <p>Research Assignment Presentations on selected topics</p> <p>Article on Social Commerce (ue virtual)</p>	<p>Teams Presentations</p>
<p><b>15°</b></p> <p>From June 23<sup>rd</sup> to June 28<sup>th</sup></p>	<p>Review for Final exam</p> <p>Final Exam</p>	
<p><b>16°</b></p>		

From June 30 <sup>th</sup> to July 5 <sup>th</sup>	<b>FINAL WEEK (review and final exams)</b>
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## 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/>

### **E commerce Resources (at uevirtual)**

Mobile E-Commerce in Peru, Euromonitor International, March 2020

E-Commerce in Peru, Euromonitor International, March 2020

Identifying Markets Best, Prepared for Sustained, E-Commerce Growth 2020

Coronavirus Pandemic One Year On: Polarisation, Characterises Consumer Markets

### **Reporte de industria: El e-Commerce en Perú 2019**

<https://asep.pe/wp-content/uploads/2019/08/Reporte-de-industria-del-eCommerce-Peru-2019-eBook.pdf>

### **Reporte oficial de la industria ecommerce en Perú: crecimiento de Perú y Latinoamérica 2009-2019**

<https://www.inteligenciaparanegocios.com/wp-content/uploads/2020/02/Reporte-Oficial-de-la-Industria-Ecommerce-en-Peru.pdf>

### **E-Commerce 2019**

[http://www.datum.com.pe/new\\_web\\_files/files/pdf/2019%20Ecommerce%202019.pdf](http://www.datum.com.pe/new_web_files/files/pdf/2019%20Ecommerce%202019.pdf)

### **Análisis sobre el comercio electrónico en Latinoamérica y el Caribe**

<https://newsroom.mastercard.com/latin-america/files/2019/12/Whitepaper-Digital-Security-mastercard-ESP-simples-FINAL.pdf>

## **Los cambios en el comportamiento del shopper**

[https://www.ipsos.com/sites/default/files/ct/publication/documents/2020-05/recalculando\\_shopper\\_.pdf](https://www.ipsos.com/sites/default/files/ct/publication/documents/2020-05/recalculando_shopper_.pdf)

## **Leadership Resources**

Different types of leadership styles

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

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

10 Steps to Developing Your Leadership

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

## **Business environment Resources**

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

## **Entry Modes**

[https://saylordotorg.github.io/text\\_international-business/s12-03-international-expansion-entry-.html](https://saylordotorg.github.io/text_international-business/s12-03-international-expansion-entry-.html)

## **Further readings:**

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. Professor**

Karin Talavera Campbell  
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