

Plus3 Vietnam
Globalization: Economic, Social, and Environmental Impacts
 College of Business Administration and Swanson School of Engineering
 3 credits

Summer 2016

Course Overview:

This three-credit research-focused study abroad opportunity is offered as a follow-up to the CBA course *Managing in Complex Environments* (BUSPP 0020) or *Engineering Analysis* (ENGR 0011 and ENGR 0012) at the University of Pittsburgh. The course is conducted through pre-departure lectures and discussion sessions and a required trip abroad to tour local and multi-national companies, attend lectures, and visit cultural sites.

The course is composed of five groups, each of which travels to different destinations abroad and has a slightly different supply chain focus. In 2016, the locations are Italy, China, Costa Rica, Germany, and Vietnam.

The Plus3 program dates to 2002 and over the 12 years of its existence has taken more than 1,000 students abroad. The Plus3 program was the recipient (in 2005) of the Andrew Heiskell award for innovation in study abroad. Administered by the Institute for International Education, the Heiskell award is the highest honor bestowed on American study abroad programs.

Course Registration:

See below for the course registration according to program location and student school.

Country	Engineering Students	Business Students
Vietnam	ENGR0033	BUSPP0041

Course Structure:

The course consists of two components:

1. A pre-departure component that includes an introduction to globalization, the country-specific industry-focus, supply chains, historical, cultural, and economic environments of the country/region of the field of study, as well as an introduction to the companies that will be visited during the program. During this component, students will additionally acquire an introduction to the history, culture, social, and business conditions of Vietnam.
2. A study abroad field component that includes company visits, field trips, classes and lectures. Each student is required to attend and participate in the classes, participate in all company visits and university activities, and write a daily blog to be posted on the program website. While at the field location, the students will work in teams to develop, research, complete, and present their company-based research project.

Instructor(s):

Faculty from the University of Pittsburgh will facilitate pre-departure classes and will travel with students abroad to facilitate in-country academic activities. Program Assistants will assist faculty members and provide logistical support. The Plus 3 program is a study abroad experience where the classroom is a real world experience of another culture. Thus, the instructors act more as guides, helping the student have a successful experience. During any study abroad experience the faculty also have the role of chaperones. We are assuming all the students are adults and will act as such during the trip. The instructors are there to help, but we do not watch every step every student takes 24 hours a day. It is impossible to do this. Thus, it is assumed that the students have the level of maturity necessary to conduct themselves properly during this experience.

Faculty	Dr. Brian Hogan	278D Mervis Hall, 412-624-1315, bhogan@katz.pitt.edu
Program Assistant	Moriah Mock	2601 Sennott Square, 412-383-7489, moriahmock@pitt.edu

Academic Focus:

Globalization is the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture. This course examines the economic, social, and environmental impacts of globalization on the development of Vietnam. This focus provides rich context to several important globalization factors including economic productivity, sustainability, efficiency, labor, society and the environment. This course aims to go beyond the consumer, business and engineering side of technological breakthroughs to examine critical factors influencing globalization and decision making in an increasingly connected global economy. In doing so, this course enables students to study, compare and contrast various aspects of operations management, global business, logistics and engineering including manufacturing (component and finished goods), sales and operations planning, distribution, port operations, transportation, marketing, finance and innovations in social/environmental compliance.

Course Objectives:

The objectives of the course are:

- 1) To provide students completing their freshman year with a first study abroad experience.
- 2) To provide a first opportunity for engineering and business students to work together on common company-based research projects.
- 3) To equip students with skills for analyzing the economic and political, as well as social and environmental, sources of supply chain controversy and to identify both business and social decision making solutions to address them
- 4) To develop research, writing, and presentation skills.
- 5) To reflect on the travel, study, and research experience.
- 6) To learn how to network and discuss company and market complexities with executives and their employees who are pioneering new approaches in global supply chain management and who are drivers for the worldwide industries
 - a) Specifically, to explore areas of consumer and market demand, government regulations and their impact on supply chain management, international business and the global supply chain, environmental sustainability innovations, labor management and relations, and engineering including manufacturing, distribution, port operations, transportation, R&D, etc.
- 7) To learn how to integrate knowledge from a diversity of sources and use it to identify critical decision making factors that can lead to sustainable development.

Assignments and Grading:

The course grade earned is based on the following:

5% - Pre-Departure In-Class Participation and Attendance
10% - Pre-Departure Individual Report
10% - Pre-Departure Group Presentation
20% - In-Country Individual Blog
20% - In-Country Individual Participation
15% -Final Group Presentation
20% - Individual Final Analysis Report
100%

Grading Scale:

A+	98-100	C+	78-80
A	94-97	C	74-77

A-	90-93	C-	70-73
B+	87-89	D	66-69
B	84-86	F	0-65
B-	81-83		

Coursework and Assignments:

1. *Pre-Departure In-Class Participation and Attendance (5%)*

Students are required to attend three pre-departure classes that will provide conceptual foundations for understanding supply chain management. This involves an exploration of definitions, origins and evolution of globalization and development concepts, advancement and practice. Case studies are used to illustrate the relationships between development and economic, social and environmental factors. Attendance at each of the three sessions is required, including your active participation. Each Plus3 destination will have its own website. The purpose of the individual websites is to provide family members and friends with access to the students while they prepare for the trip and while they are on their trip. You will need to set up your blog before the departure.

Participation is evaluated on the basis of: (a) familiarity with the readings; (b) quality of contributions; (c) critical and creative approaches to the issue; (d) attendance at class; and (e) respect for the views of others.

Required Reading (ALL available (except Culture Smart book) on Courseweb under “Required Reading” tab:

1. Godes, David, “Glass Egg Digital Media,” Harvard Business School Publishing (6 March 2008).
2. Culture Smart: Vietnam (will be provided in class)
3. Essay: “The Mekong – Requiem for a River.” Also available at the following link:
<http://www.economist.com/news/essays/21689225-can-one-world-s-great-waterways-survive-its-development>
4. Meador, Wilburn, “Tet’s Big Bang.”
5. Last Days in Vietnam, American Experience, PBS (video). Available on YouTube
<https://www.youtube.com/watch?v=EWXNXcGvT68>

Date	Time	Location	Topic
March 18, 2016	5pm – 7pm	2500 Sennott	Administrative matters, syllabus review and program overview
April 1, 2016	5pm – 7pm	2500 Sennott	Country overview
April 10, 2016	11am – 1pm	2500 Sennott	Student presentations, presentations from previous participants, final preparations

2. *Pre-Departure Individual Report (10%), due May 6, 2016*

Each student should prepare an essay of approximately 1200 words on the following subjects.

- a. Introduction - My Current Attitudes and Beliefs toward Travel and Vietnam:
Students should briefly describe their travel experience to date, particularly with respect to international travel and/or times when they traveled with a group of peers. What personal reasons (interest, family background, professional relevance) do you have for traveling to the Plus-3 country? How much did you know about its culture and professional background before you were selected for the trip?
- b. Individual/Personal Issues in Vietnam:
Based on some reading and research, what cultural differences do you expect will affect your interactions with the citizens of your Plus-3 country? How do people in the country handle issues such as conflict, time management, encountering "foreigners", and drinking alcohol? What is their basic value system?

What are the major differences in living, economic and political conditions for the average citizen in your Plus-3 country? More specifically, how are the people you meet on the streets every day likely to view someone who is an American citizen and/or who goes to school in the U.S.? And - if you are not an American citizen, how are people from your national background typically received among individuals in your Plus-3 country? Feel free to comment on any interesting cultural difference you expect will affect your daily interactions.

c. Company/Professional Issues in Vietnam:

Based on some reading and research, what cultural differences do you expect will affect your interactions with business people and engineers on the company visits? What is the "organizational culture" typically like for companies/organizations in your Plus-3 country (are companies very formal and highly organized/mechanical, or do they tend to be more informal and open/creative?) Describe the current business environment in your Plus-3 country, particularly with respect to the companies you will be visiting on the trip. Feel free to comment on any interesting professional or industry trend that is likely to have an impact on the companies we visit.

d. National/Societal Issues in Vietnam:

Based on some reading and research, what are the most important current political trends facing your Plus-3 country? How does your Plus-3 country fit into the global and political system with respect to issues such as major products and services, relative economic importance (Country GDP vs. Global GDP), role in innovation, environmental leadership, and human rights? Feel free to comment on any interesting national/societal issue or trend that is likely to be going on during your Plus-3 trip.

e. Conclusion - My Personal Action Plan for My Plus-3 Trip:

After thinking about what you have learned about individuals in your Plus-3 country, company/professional issues in the country and its most important national/societal issues, how do you plan to use this knowledge when interacting with local citizens, when approaching the company visits, and when thinking about the society/culture during your two week trip?

f. Sources:

List at least two specific websites, books or articles you consulted for each section of your reflection paper (two each for Individual/Personal, Company/Professional and National/Societal - so at least six total). Do not just list "the internet" or "Wikipedia" - give us a sense of where you found information, and try to list a specific website and/or article title whenever possible. It is fine to use Wikipedia to help find information, but any good Wikipedia article has links to specific websites and articles that go into greater detail and are written/published by established organizations. Please refer to the "Recommended Reading List" that appears on the Vietnam Plus 3 website for additional readings. Please use an established reference style such as MLA, Chicago or APA. See the library's site on citations for more information, particularly on how to cite materials from the internet: <http://www.library.pitt.edu/guides/citing/>.

This essay must be submitted prior to our departure on May 6. It should be double-spaced with normal font and margins. You can submit it by email to Professor Hogan. You do not need to post it on your blog.

3. *Pre-Departure Group Presentation (10%) on April 10, 2016*

Before we leave for each country and during the field trip, each student should be thinking about the following topics and they should be presented in a power point presentation. If your group knows the company you are visiting, focus primarily on your company. If you don't know your company or cannot get much information on it, focus on the industry and/or on your cultural/environmental issue in Vietnam. Students should note that the suggested topics related to the company should match the main sections of the post-trip report. As such, students should think of these concepts as preparation before we leave for the country as an initial opportunity to consider concerns that they will analyze in the final project.

- **Global/National Environment:**

(Preparation). What interesting political, economic, social or technological factors affect the firm that you will visit? Why are these factors of interest to a professional in business or engineering?

- **Industry Analysis:**

(Preparation) Describe the firm and the industry of the firm that you are going to visit. What are the major product categories in this industry and who are the firm's major competitors? What unique challenges or opportunities exist for firms in this industry? Why is this industry of interest to a professional in business or engineering?

- **Engineering Principles:**

(Preparation) Research the basic engineering principles involved in the company process. How is the product or service produced, what raw materials are required, how do the raw materials get to the site, how is the product shipped to the customers, what variables must be considered, what are the safety concerns, what environmental factors must be considered, what skills must the workforce involved with the process have and must they be engineers? Do you see a connection between the engineering requirements and the need for a background in the sciences?

- **List of questions:**

(Preparation) Read the requirements for the students journals listed below. From this, make at least 2 power point slides with a list of questions you would like to ask. One slide should be the questions you will ask the professionals you meet, and the other slide should be the questions you would like to ask the students you interact with.

The Power Point presentation should be 10 - 15 minutes long and should be an introduction to the company you will visit and a short description of the culture and business environment of Vietnam. The presentation should include two components: 1) A short introduction to Vietnam; 2) A short introduction to your company. When you prepare your presentation, assume you will be talking to a group who does not know anything about the company or country or about the advantages and challenges of doing business there. For resources, you should use the material presented in the pre-departure sessions, the assigned readings, and other reference work that you develop. The deliverables are the oral presentation and an electronic copy of your PowerPoint slides. Figure that you probably can cover about 10 -15 slides in 10 minutes. **PRACTICE SO THAT YOU DO NOT EXCEED THE TIME LIMIT! The copy of the powerpoint file should be emailed to your professor before you make the presentation and a copy will be posted to the trip web site.**

4. *In-Country Blog (20%)*

See blog handout for additional instructions and due dates related to the blog.

During the two week in-country component of the course, each student is responsible for keeping a daily professional journal of their reflections on various professional issues and concerns that are encountered during the trip. We expect the average daily entry to be at least 250 words in length. Blogs are evaluated on the basis of: (a) the completion and length of each post; (b) the use of course concepts in each entry; and (c) the ability to raise and evaluate relevant cultural and business issues.

We expect that each entry will discuss the daily experiences, and describe what each student did and saw; however, this is also a professional journal. This means that each entry must include not only descriptive comments about what you saw or did, but it should make connections between the daily experiences and how they help in your development as an engineering or business professional. The blog is intended to compel students to make direct connections between what they are observing and experiencing on the trip and the types of issues and concerns they will face as professionals. These observations can be comparative (how the country is the same or different from the U.S.) and can include comments on day-to-day life, anecdotes, language, politics, geography, stores, social life, the popular culture of the country, et al. As you write on these topics, try to frame your

comments in such a manner that they explain how this helps you understand the people and the lifestyle of your country and how this impacts your professional development in the area of global issues. As part of this blog, you must also include a description of how the program of study and life of an engineering or business student (whichever you are) is the same as and different from that of a comparable student in the U.S.

It is suggested that each student try to include something from the following list in each daily blog.

- **Ethical Issues in My Profession:** Give an understanding of the professional and ethical responsibility you see as a result of the United States industries becoming global players. For example, do you see things in Viet Nam that would not be allowed or are not typical industry standards in the United States, such as safety issues, environmental issues, employee issues (wages, benefits, working conditions, etc.)? Does Viet Nam address diversity issues (gender, race, religion, lifestyle choices) differently than the United States? Because of these differences you see, could a company make more money, or do more business by doing the same thing in Viet Nam as in the United States? If so, how does this affect life and business in the United States?
- **Educational Breadth as Professional Development:** Based on your experiences traveling in this country, describe the need for a broad education necessary to understand the impact of engineering/business solutions in a global and societal context. Is it important? Are there enough differences between your country and the United States that you believe students should expand their classroom experience to include learning about different cultures? If so, explain what future courses you should take to prepare you for a global economy.
- **Lifelong Learning, Continuing Education as Professional Development:** As you go to the company visits, ask yourself and the people you meet, what part of their job did they learn in school and what part did they learn on the job. Ask them if their education allowed them to do their job throughout their career or did they need to learn new things each year. Ask them how technology has changed their jobs and how did they learn how to use this technology. Then, give recognition of the need for, and an ability to engage in life-long learning and explain how this is needed to compete in the future.
- **The Social Environment of Professional Life:** As you travel around the country try and discover the connection between peoples' social life and their professional life. Do you see any connection? Ask people in your country if they know anything about the social and political issues in the United States. Do you know the same about their country? Read the local newspaper, watch the local television shows, what are the topics addressed in what you see on TV, hear on the radio, read in the newspaper or magazines. If you cannot understand the material in their media, look at the pictures, and ask the local students to explain this to you. Explain why it is important to have knowledge of contemporary issues related to the global economy. What political, social, economic and diversity issues are involved within engineering/business that are involved within your industry on a global scale? How does this affect life and business in the United States?
- **Functioning on Multi-Disciplinary Teams:** It is important for professionals to be able to function and communicate effectively as a member of a team of individuals from diverse backgrounds. How do you work when you are a member of such a team (for example – you are either an engineering student who is traveling with business students, or vice-versa)? What are some of the challenges involved in establishing and maintaining effective communication on this type of cross-functional team?

Your blog should be posted daily. Bring digital or standard cameras to document your trip and include photos with your blog if possible. At the end of each day go back and reflect on what you wrote for each day of the trip and continue to update your blog. We have found that the time goes by very fast during the trip, and students do not always have time to completely finish each day's journal during the trip.

5. *In-Country Individual Participation (20%)*

The field study component of the course will encompass 14 days abroad. Evaluated on the basis of: (a) application of course materials to questions raised; (b) quality of contributions; (c) critical and creative

approaches to the issue; (d) completion of in-country interviews; and (e) respect for the views of others (especially hosts and cultural norms).

Professional activities. Each student is expected to attend each and every planned event, including the sightseeing trips, the company visits and the lectures at the local universities; be on or ahead of schedule for all events; participate in all work activities; and be actively engaged in asking questions of lecturers and speakers. The professors will maintain participation records. After each company visit each student should complete an individual reflection on what they saw and write down any observations and/or questions they have from the trip. Then each student should use these observations as starting points for the next company visit. Consider such questions as: What interesting strengths or weaknesses were discussed (or are apparent) in the firm that you visited today? Does this firm face any interesting opportunities or threats from the external environment? Why is this firm of interest to a professional in business or engineering? What engineering issues are involved in the process? What technology or lack of did you observe? What business practices did you observe? Student groups are encouraged to share their thoughts with others groups and with each other.

Personal activities. We understand that each student is an adult and as such has the right to spend his or her free time in the country as he or she wishes. However, all students must also understand that while they are on the site visits and also while they are on their own time, they are representing the University of Pittsburgh. Thus, their actions directly reflect on the university's image and the image of the United States. Failure to maintain acceptable behavior will result in a lower grade or failure of the participation component and can be grounds for a lower final grade or failing the course and being sent home. Acceptable and unacceptable actions will be described in the pre-departure sessions.

6. Final Group Presentation (15%), due: last day in-country(Friday, May 20th)

Each student group must prepare a powerpoint presentation for the entire group based upon a company report for their respective company with 10 to 15 pages of content (text, graphs, pictures, slides). The powerpoint presentation time will be scheduled for the last day of the program, in-country. The presentation will be printed out to be handed in to the instructor.

Completion of the assignment will require the use of a variety of data sources. A few places to check for these data on the web include bigcharts.com, ceoexpress.com, the Global Edge section of Michigan State's CIBER website (<http://globaledge.msu.edu>), the CIA website. Your report must include a list of your references using a standard method of documentation such as Chicago Style, MLA or APA. See <http://www.library.pitt.edu/guides/citing/for> for guidance on citing, particularly of internet sources.

For articles on companies, industries and countries use the University Library System's Electronic Databases (www.library.pitt.edu), particularly the Business and International ones. Some of these are Business Source Premier/EbscoHost; Business and Company Resource Center/InfoTrac; National Newspapers; Stat-USA (particularly good for country information); Global Market Information Database (Euromonitor, good for marketing studies). Other sources: for competitiveness and economic freedom ratings - Economic Freedom of the World PCL (<http://www.freetheworld.com/index.htm/>); Index of Economic Freedom (<http://www.heritage.org/Index/>); The Global Competitiveness Report of the World Economic Forum (<http://www.weforum.org>).

For industry information: Investext*; NetAdvantage* (Standard and Poor's). For company information, see Disclosure Global Access and www.Hoovers.com (though this source applies to US firms, at least primarily). The information provided by the Career Services and Engineering Library throughout the first year can also be used to find information on your company.

Project Content: The presentations and must consider both business and engineering points of view Below are issues that should be considered in your company powerpoint presentation and company report:

- Overview of the Company: Who owns it? How long has it been in business? Where are its headquarters? What products or services does it produce?
- Industry Overview: Describe the industry. Is the firm competing in a local market or a global market or both? Who are its major competitors (global and/or local) and what are their market shares? What are its revenues (private firms may not provide this but you can ask on your tour) and market share?
- Operations of the Company: Describe the production process of the firm in significant detail. Describe the process, the raw materials involved, the supply chain and infrastructure needed to support the company. Finally how does the system work, how do they make whatever they make, and/or what are the scientific principles behind the product? How many employees does it have or appear to have? What percentage of the work force are professionals (engineers and/or business)? What types of engineers work for the firm? What business disciplines are most important for the business professionals?
- The Firm's Environment: Why is the company located where it is? What is the fit with its national environment? What is the fit within its industry? What national and global Political, Economic, Social and Technological factors affect your firm? Firm Analysis - SWOT Analysis: What specific environmental factors does your company face, that are internal to the company (Strengths or Weaknesses)? What environmental factors does your company face that are external to the company (Opportunities and Threats)?
- The Firm's competitive strategy: What is the firm's competitive strategy, and how does it "fit" with the various environmental conditions it faces globally/nationally, in its industry, and with respect to the various strengths, weaknesses, opportunities and threats it faces (SWOT analysis)? What are the main things that your firm is doing well in order to be innovative and compete successfully? Which areas are not fully developed in your firm, or, are not being addressed adequately.

7. Individual Final Analysis Report (20%), due June 19th (one month after return)

The final output from the class is an individual 7-8 page analysis report that identifies economic, social and environmental options for action regarding the student's assigned industry, company and challenges identified in the company's global supply chain. The final analysis report is a cumulative product from the entire course and will include information gained through independent research, pre-departure coursework, and the field study component.

- Formatting should be: double spaced, 1 inch margins, 12-point Times New Roman font.
- Cite all external sources used both in text and with a separate reference page (an alternative would be to use footnotes).

It is required to include:

1. Explanation of the organization, organizational history, key stakeholders involved, and position of the company in the domestic and global market.
2. Key issues in the industry of focus.
3. Key issues in the company of focus.
4. An analysis of the above issues using high-quality, publicly available information, course materials, and first-hand information from the field study. Analysis should relate the issues to the cultural or intercultural dynamics that exist in the industry or company domestically and as it relates to globalization.
5. Recommendations for solutions to the issues and recommendations for implementation. If solutions have already been reached, critically evaluate the quality of the solutions, and provide recommendations for improvement.

Course Policies:

Academic Integrity: Students in this course are expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process as outlined in the University Guidelines on Academic Integrity.

Disabilities: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890/(412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.