



CIEE Global Institute – Berlin

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| Course name: | Doing Business in Europe |
| Course number: | (GI) BUSI 3007 BRGE |
| Programs offering course: | Berlin Global Internship |
| Language of instruction: | English |
| U.S. semester credits: | 3 |
| Contact hours: | 45 |
| Term: | Fall 2019 |

Course Description

This course aims to provide an introduction to the related influences of business, society, government and culture in the region and link these influences to the student's experience within their professional internship program and academic coursework. Using our location of Berlin as our beginning reference point, this course will review Europe's economic and cultural contexts and major changes. We will explore the shared cultural history and diversity across the region (for purposes of this course, we will focus on the United Kingdom, France, Spain, Germany, and Italy). Through small group work and individual inquiry, we will strive to focus on gaining an understanding of the major cultural groups in each country, their heritage and business activities along with the country's current challenges and opportunities for trade and expansion within the region and globally. By using current business cases and media coverage of economic, political and business issues, we will focus on what we as outsiders to the region need to quickly assess and integrate into our business approaches for success in the region.

Learning Objectives

By completing this course, students will be able to:

- Describe the economic, cultural, and political context of the city and country in which they are studying.
- Compare and contrast the economic, cultural, and political contexts between European countries.
- Identify and analyze current issues and emerging trends in country and region.
- Recognize and recommend strategies to quickly assess and integrate business approaches for success in the region.
- Articulate in writing and present within group emerging trends and business strategies, particularly as they relate to the country and region.

Course Prerequisites

None.



Methods of Instruction

The course is taught through a combination of lecture, group discussions, guest speakers, site visits, small group collaboration, and student presentations.

Assessment and Final Grade

Students will be assessed according to the following criteria:

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| 1. Participation: | 20% |
| 2. Midterm Exam: | 20% |
| 3. Individual Case Study (2): | 30% |
| 4. Group Project: | 15% |
| 5. Presentation: | 15% |
| TOTAL: | 100% |

Course Requirements

Midterm Exam

The midterm exam is a written, in-class exam. It is cumulative and takes one hour.

Individual Case Study

Students will submit and discuss two individual case studies based on a company or industry in the city or country where they are studying. Each case study is 1,200 words in length (not including figures or tables). Guidance for selecting the case and developing a line of questioning as well as the format for the paper will be provided during class. During our first meeting, we will assign individual time slots for each student's first case study. The second case study will be due in the penultimate week of the term.

Group Project

Students will collaborate in small groups based on emerging trends or industry area to explore connections within Central Europe and provide recommendations for strategies. Group assignments and requirements will be provided during class.

Group Presentation



The project culminates in a 15-minute presentation during the final week of the term. The project will be graded separately from the project and will be evaluated on the clarity of content, as well as the group's ability to respond to questions from peers and the instructor.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:



| <i>Percentage of Total Course Hours Missed</i> | <i>Equivalent Number of Open Campus Semester classes</i> | <i>Minimum Penalty</i> |
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| Up to 10% | 1 content classes, or up to 2 language classes | Participation graded as per class requirements |
| 10 – 20% | 2 content classes, or 3-4 language classes | Participation graded as per class requirements; written warning |
| More than 20% | 3 content classes, or 5 language classes | Automatic course failure , and possible expulsion |

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1

Class 1:1 Introduction to Course
Overview of assessment, case studies, group project, personal objectives.

Reading:
Suder, Chapter 1

Class 1:2 Business and community networks in Europe and Germany
Comprehensive overview of European region economic development, including historical trends, with emphasis on Germany and Berlin.

Reading:
Suder, Chapter 2

Week 2

Class 2:1 German culture & impact on business development
In this session, we'll examine cultural norms related to communication style, as well as tolerance for risk and ambiguity—and how these can shape business development.

Reading:



Suder, Chapter 5

Homework:

Compare German and American cultures and how these can affect ways of doing business.

Class 2:2 Intercultural challenges and opportunities faced by multi-national European companies

Today's guest speaker will discuss intercultural approaches to HR management in a European context. The session will conclude with guidance for individual case study and group projects and presentations.

Guest speaker: Isabel Manrique, Spanish HR Manager in a German company (myToys)

Reading:

Suder, Chapter 6.

Week 3

Class 3:1 Governments of Europe and Germany, with policy overview and challenges
Summary of policies developed in cooperation with the German government and the European Union to promote trade and business development, as well as coordinating immigration and work-visa regulations.

Reading:

Suder, Chapter 3

Class 3:2 German government policy priorities in international development and technology transfer

Co-Curricular Excursion to GIZ (Deutsche Gesellschaft für internationale Zusammenarbeit)

GIZ is a German development agency which mainly implements technical cooperation projects of the Federal Ministry for Economic Cooperation and Development (BMZ). The agency offers consulting and capacity building services in a wide range of areas, including management consulting, rural development,



sustainable infrastructure, security and peace-building, social development, governance and democracy, environment and climate change, and economic development and employment.

Reading:

Suder, Chapter 4

Week 4

Class 4:1

Business and community networks in Europe and Germany

Examines the impact of networks on business development, with an emphasis on entrepreneurship in immigrant communities.

Reading:

Suder, Chapter 7

Mid-term exam

Homework:

Prepare some questions you want to ask the speaker.

Class 4:2

The role of business development in strengthening communities in Germany

Guest speaker: Gloria Amoruso

Gloria Amoruso is founder and CEO of kein Abseits!, a non-profit organization that provides afterschool programs for elementary-school children, ages 9-13. Their programming is intended to help students persist in their studies and is targeted to children of parents with limited financial resources, weak language skills, few local contacts, or with immigrant or refugee status.

Reading:

Suder, Chapter 8

Week 5



Class 5:1 **Managing current issues in Europe and Germany (Part I)**
This session is the first of two examining contemporary topics related to socio-political developments in Europe and Germany and their impact on the business environment. This session will CO2-free urban logistics.

Reading:
Suder, Chapter 9

Class 5:2 **Managing current issues in Europe and Germany (Part II)**
Building off the previous session, this session will consider the impact of new data privacy regulations adopted by the EU.

Reading:
Website portal of the EU General Data Protection Regulation
<https://www.eugdpr.org/>
Johnson & Turner, Chapter 5

Week 6

Class 6:1 **Real-world impacts of current issues and policy**
This session looks at how concepts and scenarios discussed previously in the course are playing out on the local level. This session will feature an alternative tour of Berlin. The tour is provided by Querstadt Ein, an organization that employees refugees from Syria, Iraq, and Afghanistan to provide tours that include a personal narrative and interpretation of the urban environment. We will have an opportunity to discuss the realities of business development and participation in the economy for refugees and asylum seekers.

Reading:
Johnson & Turner, Chapter 6

Class 6:2 **Impacts of technology on local logistics**
The discussion will include guest speaker Benjamin Federmann. He works at doks. Innovation, a provider of drone and sensor technology for the logistics, manufacturing and automotive sectors. Their currently offer a combination of



intelligent flying robots (UAVs or drones), multi-sensor packages and data analytics for warehouses and stock areas.

Reading:

Johnson & Turner, Chapter 7

Week 7

Class 7:1 Individual case discussions (Part I)
Second individual case study due

Class 7:2 Individual case discussions (Part II)

Week 8

Class 8:1 Group project presentations
Group project due

Class 8:2 Concluding Discussion

Readings

Johnson, Debra and Colin Turner (2016). *European Business* (3rd ed.). Routledge.

Somers, Frans (2010), *European Business Environment: Doing Business in Europe* (1st ed.). Routledge.

Suder, Gabriele (2012). *Doing Business in Europe* (2nd ed.) SAGE Publications.

In addition to the books, we will use cases and analysis from current media sources and these will be distributed to you in class. It is strongly suggested you personally choose one or two areas within the overall course content to focus your independent reading on. Past students have found it very helpful to have this related to their internship placement. Between you and your fellow students please ensure all major topics are covered, with a minimum of duplication. Try to become an SME (subject matter expert); this will enable you to share and discuss in the class and score highly on class participation.



Course reading and case studies will draw from current events as well as highlight site visits and guest speakers. Some examples of related resources (to serve as illustrative purposes here) include the following:

- *Handelsblatt* newspaper (<https://global.handelsblatt.com/>)
- Deutsche Welle (<http://www.dw.com/en/top-stories/s-909>)
- OECD Economic Data (www.oecd.org)
- Association of German Chambers of Commerce and Industry (*Deutscher Industrie- und Handelskammertag, DIHK*) (<https://www.dihk.de/en>)
- The German Parliament (*Deutscher Bundestag*) (<https://www.bundestag.de/en/>)

One of the most important ways to learn is by personal experience and interaction with your colleagues at your internship as well as those within the community with whom you interact. Find people to speak with, learn from your experiences and observations and share them with your class! Give this assignment your highest priority and enjoy the primary source research of meeting new people!

Online Resources

You should be scanning the *Financial Times*, *Wall Street Journal*, *International Herald Tribune* / *New York Times* international sections daily, along with the local newspaper and specialist publications like *The Economist*, *World Press Review*, *Thunderbird International Business Review*, etc. Please share with the class good sources of verifiable information you enjoy. There are many specialist blogs that can add insight. Remember, however, that these come from a very personal perspective and are usually highly biased as is their very nature. There is a huge amount of information available in traditional forms and electronically. Your job is to find what is relevant and reflects a truth and apply it to your coursework and internship.