

DIRECTED STUDIES IN GLOBAL MANAGEMENT – IB 391 SPRING 2014

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Course Web Page	via Blackboard

Course Objectives

Directed Studies in Global Management is designed to provide you with a rich understanding of comparative business practices and culture in a world region of significance in global commerce. You will gain background knowledge of the history, culture, politics, and economics of the region through direct experience with a study tour/global management seminar in the respective regional areas and completion of a paper on a selected topic of significance.

This year, regions visited are Argentina, China, South Africa, Turkey and Malaysia/Vietnam. The Argentina group will travel in December and other groups will travel in April.

Students will participate in a five-day study tour of the region selected. Study tour dates are:

- Argentina—December 8-14, 2013
- China, South Africa, Turkey, Malaysia/Vietnam—April 13-19, 2014

Your group will attend lectures by local business leaders, governmental officials and academic experts. In addition, your group will participate in visits to companies and interact with the business community in the region. The study tour will be supplemented with required class sessions during the term.

Leadership and this Course

The Texas MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society.

In this course, you will enhance your knowledge and understanding of global business. Through class discussion, informal study groups, and formal group projects (written and oral) you will enhance your communication and collaboration skills. You will learn how cultural differences can affect perceptions of responsibility and integrity. Last, the in-country experience affords you a truly global perspective on business and leadership.

Materials

Required

Argentina:	<i>Rough Guide to Argentina</i> , by Andrew Benson, Rosalba O'Brien & Shafik Meghji
China:	<i>China Road: A Journey into the Future of a Rising Power</i> , by Rob Gifford.
South Africa:	<i>After Mandela: The Struggle for Freedom in Post-Apartheid South Africa</i> , by Douglas Foster
Turkey:	<i>Reset: Iran, Turkey, and America's Future</i> , by Stephen Kinzer
Malaysia/Vietnam:	<i>Malaysia – Culture Smart!: The Essential Guide to Customs & Culture</i> , by Victor King; <i>Vietnam: Rising Dragon</i> , by Bill Hayton

Other resources about global business and the regions you will visit will be available on the course Blackboard site.

Course Requirements and Grading

Your grade in the course will be determined as follows:

Participation and Professionalism-see Appendix C and final page — you will be asked to read and sign a copy

	<u>Points</u>
Individual Online Quiz on FCPA	10
Cultural Awareness Report	10
Group News Roundup	10
Group Presentation	30
Group Project	<u>40</u>
	<u>100</u>

Plus/Minus grading applies to this course. The grade distribution will reflect the quality and professionalism of the work submitted for the class. Work not deemed to meet the high standards of a Texas MBA will be graded accordingly. In past years grades between B- and A have been awarded.

Individual Online Quiz on FCPA (10 points)

You are required to complete an online quiz that covers topics related to the Foreign Corrupt Practices Act and other matters related to corruption and international business. The background materials, including a link to a one-hour video, and quiz details are provided on the course Blackboard site.

Cultural Awareness Report (10 points)

This assignment was introduced in our first in-class session during the Austin Intensives. In brief, you will conduct a cultural self-assessment and cultural analysis of your destination during your McCombs Global Connections study tour. For those on the Malaysia/Vietnam trip, please select one of the two countries as the focus of your analysis.

Assignment details are also posted on the course Blackboard site.

Group News Roundup (10 points)

In order to better appreciate the context for your in-country visit, each group (same as the groups for the projects) will provide a news roundup that covers current events in the country. Each roundup should cover most of the topics you would expect to see in a newspaper or current events blog. For example, you should present reports on local news, politics, business, sports, and entertainment. Narratives and/or scripts should be originally drafted, not cut and pasted or merely website links.

In terms of tone and objective, imagine that a senior manager in your organization learned that they will be traveling to the country you will visit. They ask you to develop a country 'current events' briefing that can get them up to speed on their flight. They'd like to understand the issues of the day and be able to converse with the locals about matters of importance both economically and socially.

There are a variety of ways that you may present your news roundup. The decision of how to best communicate is up to your group. Past formats used by prior students include: video news broadcasts and simulated newspapers, PowerPoint presentations with voice over and/or embedded video. You could develop a Flipboard magazine and share stories, but be sure to add your own commentary (through a linked blog, for example).

Discussion boards will be set up on Blackboard. Participants can comment and add to the roundups to enrich the discussion. In addition to responding to the roundups, you are encouraged to post to the discussion board during the semester. Though not graded, your contributions can help generate both discussion of interesting country-specific issues as well as provide reflections of your experiences in-country.

Group Project (40 points)

The major deliverable for this course is a group report. The objective of the project is to develop your skills in analyzing the general business environment in a foreign country and to use the analysis to inform decisions about how to enter the market. Your group will first select an industry on a first-come/first-serve basis. Within that industry your group will decide which product or service you want to offer. The same industry can be chosen by groups visiting different countries. The same industry can be chosen by a group of DFW and a group of Houston students visiting the same country. However, our preference is for unique industries and products/services.

Please see Appendix A for detailed project report guidelines. *Following your analysis, you will present recommendations regarding the best approach for entering the foreign country market segment (e.g., strategic alliance, greenfield venture), and modifications to the product and how it is produced and sold to best compete in its market segment.* The audience for your report and your presentation is a North American businessperson.

Your recommendations should follow from your analysis. A good report ensures strong connections between the analysis section and the recommendations section.

Groups will be composed of 4-5 students, all of whom are participating in the same trip. **You must determine your group members and pick your industry by December 2, 2013.**

Each report should be *no more than 20* double-spaced pages (excluding charts, figures, appendices, reference lists, etc.). You should use 12 point Times New Roman or similar font and one-inch margins all around. More specific guidance will be provided on the course Blackboard site.

A project evaluation worksheet is posted to the class Bb site. If you are interested in the dimensions upon which your report will be evaluated, please refer to it.

You are expected to draw on a range of sources of information for the project. The UT libraries provide access to a wealth of resources that you can use in your analysis (see Appendix B). When you have trouble identifying information on your own, you should get in touch with the business librarian for help in finding the information. **The final report should also reflect observations from your in-country experience.**

Group presentations (30 points)

Each group will present its group project in the form of a “pitch” (why a group of investors should fund the product or service that you want to offer in the region you are visiting) to the class as a whole. This provides each student with an opportunity to hone their presentation and public speaking skills. Each presentation is scheduled for approximately 15 minutes, including questions and answers. The precise duration of each presentation will be provided by the course faculty as the date approaches.

You will receive a presentation grade from the course faculty. In addition, each team will be responsible for providing detailed feedback to the other teams in their class. Feedback forms and guidelines will be provided. You are asked to provide your name as an evaluator, but your name will be removed prior to sharing your feedback with the groups.

The weekend of the presentations is composed of two parts. On Friday evening, you will go through a practice run of your group presentation in front of a communication coach. Each group will sign up for a private session. On the basis of the feedback you receive, you are expected to make changes to the presentation in time for the final version Saturday. Your Saturday presentation will be critiqued by the other groups (you will receive their anonymous feedback forms at a later session) and by another communication coach who will debrief you after the presentation.

You should plan to spend several hours taking the communication coach feedback and crafting an improved final presentation.

Except for the time you are being debriefed, you are expected to attend each of the other final

presentation sessions and provide feedback to those groups.

Aside from the Argentina group, you will not have visited your destination at the time of the presentations. Thus, your presentation will reflect the preliminary nature of your work and be subject to change based on what you learn in-country. It should, nonetheless, be polished and professional.

Class Sessions

- 1. Course objectives and cross-cultural management issues.** One required class session (4 hours) will be held in the fall semester, 2013 during the Austin Intensives. This session will provide an overview of the course, its objectives, the deliverables, and an introduction to cross-cultural management issues.
- 2. Group Presentations.** This weekend session includes a Friday evening scheduled meeting with a communication coach and an all-day Saturday series of report presentations.

Date	Description
2013	
Friday, August 2, 1pm-5pm	Class meeting covering course objectives and an introduction to cross-cultural management issues
December 8-14	Argentina trip
Friday, December 20	DUE —Cultural Awareness Report— <i>Argentina students only</i>
2014	
Friday, January 24	DUE —Submit on Bb under “ <i>Quizzes & Prep Materials</i> ” your Foreign Corrupt Practices Act (FCPA) Quiz
Monday, February 24	DUE —Submit on Bb’s Discussion Board your Group News Roundup (could be an uploaded file or a link to a web-hosted product)
Friday and Saturday March 28-29	PRESENTATIONS Friday, March 28, 4-8 pm: <i>Private rehearsal</i> with communications coach
	DUE—Saturday, March 29 5 am: Submit your slides to Bb in the Assignment Drop Box 8 am - 5 pm: <i>Group Presentations</i> to cohorts 1 & 2
April 13-19	China, South Africa, Turkey, and Malaysia/Vietnam trips
Friday, April 25	DUE —Cultural Awareness Report— <i>all students other than Argentina students</i>
May 2	DUE —Submit your Group Project Report to Bb’s Assignment Drop Box

- Cultural Awareness Report due one week after end of respective in-country experience.
- All assignments must be submitted by the end of the day (midnight, US Central Time) on the due date.

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

Appendix A Project Report Guidelines

The following provides general considerations for your project report. It is not intended to be comprehensive. It is not a template.

Your report need not include all the points below and your report may have points that are not noted.

- Your first big challenge is to narrow all the possible considerations to the most important considerations—the deal makers.
- Your second big challenge is to succinctly communicate the information, seamlessly transition from concept to concept, and avoid redundancy. This is a big job and in the past a full report “editor” among your team members has been one successful method for achieving this.

It is not necessary for you to follow the format below, although you may if you wish.

1. Executive summary
The most essential points of the discussion below—a snapshot written after the information below is completed.
2. Table of contents
3. Product or service description—introduction
 - 2.1 A concise description of your product or service, the sections that will follow (i.e., a roadmap for the reader) and a succinct statement of your concluding recommendation.
 - 2.2 Where within the relevant industry is your product or service positioned?
4. Market analysis
 - 3.1 PESTEL/PESTLE analysis only as it applies to your product or service (PESTEL/PESTLE is a framework for analyzing the general environment; for a good description based on reliable textbooks, please visit <http://www.strategicmanagementinsight.com/tools/pest-pestel-analysis.html>).
 - 3.2 Market size and trends, including the potential market share and growth potential for your product or service
 - 3.3 Competitive analysis
 - 3.3.1 Significant competitors, e.g., market share, product or service overlaps/gaps with your venture, etc.
 - 3.3.2 Competitors’ prices, performance, service, warranties, etc.
 - 3.3 Marketing strategy
 - 3.4.1 The mode of entry, e.g., green field versus brown field investment, import to market, joint venture with local entity, etc.
 - 3.4.2 Customer groups to be targeted by the initial intensive selling effort and later selling effort
 - 3.4.3 Method of identifying and contacting potential customers, e.g., forms of product or service visibility
 - 3.4.4 Features of the product or service to be emphasized (quality, price, delivery, warranty, etc.

- 3.4.5 Any innovative or unusual marketing concepts to enhance customer acceptance
 - 3.4.6 Will the product or service be introduced nationally or regionally?
 - 3.4.7 Other elements relevant to your product or service
5. Operations and management
- 4.1 Organizational structure, e.g., key personnel, decision making authority, supply chain, distributors, etc.
 - 4.2 Location proximity to, e.g., labor, suppliers, customers, etc.
 - 4.3 Labor needs, costs and resources, e.g., education, technical skills, experience, etc
 - 4.4 Physical asset and technology needs, costs and availability, etc.
 - 4.5 Funding needs, sources and availability
 - 4.5 Community support discussion if needed
 - 4.6 Local taxes, zoning, and other regulatory considerations
 - 4.7 Other operations and management considerations specific to your venture
6. Critical risks
- 5.1 External risks. Elements in the environment that could put the venture at risk, e.g., the economy, demographics, legislation/regulation, politics, labor unions, infrastructure, disease, corruption, etc.
 - 5.2 Internal risks. Acquiring and maintaining human and physical resources, and funding; challenges to the success of your product or service; internal management challenges; etc.
 - 5.3 Reconciling the cultural differences that may exist in the region as these differences impact marketing and human resource decisions.
 - 5.4 Alternative courses of action to mitigate risks
 - 5.5 Other risk considerations specific to your venture
7. Recommendation
- 6.1 A concise recommendation for action (including the possibility of no action) supported by your analysis and in-country experience and observations.

Appendix B Available Resources

Business Monitor Online: <http://lib.utexas.edu/indexes/titles.php?id=68>

Browse by country and industry. "Updated daily. Provides macroeconomic, financial and company news and analysis on emerging and key global markets. Covers 175 countries with quarterly forecasts and surveys in eleven key industry sectors for each country. Features latest-available data covering production, sales, imports and exports; 4-year industry forecasts through end-2007; company rankings and competitive landscapes for multinational and local manufacturers and suppliers; and analysis of latest industry developments, trends and regulatory changes. New political, economical and business risk reports are added each month. New industry sector reports are loaded each quarter."

Factiva: <http://lib.utexas.edu/indexes/titles.php?id=144>

"A global information resource, providing full-text access to top national and international newspapers (including full text of the *Wall Street Journal*), newswires, business journals, market research reports, analysts' reports and web sites."

IMF E-Library: <http://lib.utexas.edu/indexes/titles.php?id=389>

"Provides statistics on all aspects of international and domestic finance. Provides users with time series data of major economic aggregates used in economic analysis. The IFS reports, for most countries of the world, current data needed in the analysis of problems of international payments and of inflation and deflation, i.e., data on exchange rates, international liquidity, international banking, money and banking, interest rates, prices, production, international transactions, government accounts, and national accounts. Contains data from 1945 until the latest current month data has been released for."

Roubini Global Economics: <http://lib.utexas.edu/indexes/titles.php?id=653>

Can browse by country. "Roubini Global Economics (RGE) produces daily analysis of critical events impacting the global economy, financial markets, and geostrategic developments happening around the world. Users will have access to Critical Issues (key economic developments and events), Briefings (background information and context), and RGE Analysis (exclusive research produced by RGE). Users will also have access to quarterly country outlook reports, RGE's blog network of over 300 contributors, and white papers sourced from leading economic think tanks and research organizations."

Import Genius: <http://lib.utexas.edu/indexes/titles.php?id=788>

"ImportGenius.com collects and organizes shipping manifests and customs records from government agencies and private companies around the world for product shipments into U.S. ports. Records are also available for the imports and exports of a limited number of Latin American countries. These datasets can be used to research what products private and public companies import, investigate connections among trading partners, and analyze industry trends."

Marketline Advantage: <http://lib.utexas.edu/indexes/titles.php?id=658>

Browse by country, industry

Companies (30,000+ company profiles covering SWOT analysis, financials company analyses, executive biographies)

Countries (110+ profiles, PESTLE analyses, emerging markets, qualitative and quantitative reports)

Industries (3500 profiles, markets and geographies, global retail, Porters 5 forces)

Products (New products launches, innovation ratings, company profiling)

News and Opinion (Daily news feeds, expert views, financial deals dating back to 1962)

Country Statistics (This database provides macro/socio-economic and demographic data for 215 countries worldwide, both historical and forecasted)

Market Data Analytics (This database includes comprehensive data across the global food, drinks, personal care, household products, pet care, news and magazine, and tobacco markets)"

Statista: <http://lib.utexas.edu/indexes/titles.php?id=787>

Statistics and reports by country. "Access to data from market and opinion research institutions, as well as from business organizations and government agencies...Much of the data is related to marketing, demographic, government and industry information, and is international in scope. Data can be downloaded in JPG, PowerPoint and Excel."

Uniworld: <http://lib.utexas.edu/indexes/titles.php?id=637>

"Find contact information for headquarters, branches, subsidiaries, and affiliates of multinational firms."

World Bank Publications: <http://lib.utexas.edu/indexes/titles.php?id=464>

"Online collection of more than 130,000 World Bank documents and publications." Can filter by region/country/language/sector.

World dataBanks: <http://lib.utexas.edu/indexes/titles.php?id=374>

"Free access to more than 7,000 indicators from over 20 datasets on world development, including World Development Indicators and Global Development Finance. Dates of coverage begin in 1960 but vary by dataset and country. You can create reports with tables, charts, and maps and export the results in standard formats." Can filter my country/year.

World Development Indicators: <http://lib.utexas.edu/indexes/titles.php?id=465>

"Provides more than 550 times series covering demographic, social, economic, financial, natural resources and environmental topics for more than 200 countries and 18 country groups. You can access the data through the dataBank, as an ebook, or in Excel or CSV formats."

For further help, you can contact the McCombs Business Reference Librarian, April Kessler, at <http://www.lib.utexas.edu/subject/business/index.html>

Appendix C McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The Texas MBA classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Remember, you are competing for the best faculty McCombs has to offer. Your professionalism and activity in class contributes to your success in attracting the best faculty to this program.

Academic Dishonesty

We have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on <http://deanofstudents.utexas.edu/sjs/> on http://deanofstudents.utexas.edu/sjs/acint_student.php and on the final pages of this syllabus. As the instructors for this course, we agree to observe all the faculty responsibilities described therein. As Texas MBAs and University of Texas at Austin students, you agree to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask us for clarification.

As specific guidance for this course, you should ensure that your group project provides appropriate citations to the work of others. Additional guidance on proper citation follows.

Honor Code Purpose

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas

Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

Faculty Involvement in the Honor System

The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

Expectations Under the Honor System

Standards

If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

Lying

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

Stealing

Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

Cheating

Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead

conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

Actions Required for Responding to Suspected and Known Violations

As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the Graduate School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the Graduate School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

The Honor Pledge

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the Graduate School of Business."

The following link provides specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask us any questions you might have.

Excerpts from the University of Texas at Austin Office of the Dean of Students website
(http://deanofstudents.utexas.edu/sjs/acint_student.php).

Global Management Professionalism Policy

Specific professional behavior expectations are explained in the accompanying Texas MBA Professionalism Policy. This policy sets out expectations for behavior on all Texas MBA global management trips. Note that your professionalism grade sets an effective ceiling on your overall course grade.

Texas MBA—Professionalism Policy

Introduction

The McCombs School recognizes that the vast majority of students are approaching the Global Management course with serious intent and with every intention of acting professionally throughout the program. To preserve the experience of that majority of students, which can easily be damaged by the actions of a few, and to protect the reputation of the school, all students must, as a condition of participation in the Global Management course, sign their acceptance of the following policy:

Professionalism

Professionalism is an essential part of the academic assessment process for a professional business student. Throughout the Global Management course, students are expected to perform in ways that (1) reflect favorably on themselves, their classmates, and the McCombs School, and (2) contribute to the educational environment and objectives of the course. Without limiting this guideline with specifics, this kind of performance includes the following behaviors:

- Actively participating in all classes, both in the U.S. and abroad;
- Attending all presentations and visits scheduled in conjunction with the course;
- Being on time and prepared for all scheduled events;
- Preparing for and engaging respectfully with presenters and other guests;
- Being cooperative and helpful during the logistical activities of the trip;
- Acting in a manner consistent with the nature and tone of each scheduled event;
- Respecting both U.S. and local laws, mores, and customs during the trip.

In pursuit of the performance described in (1) and (2) above, course instructors may add other desired behaviors or make specific exceptions to the ones listed above. It is the responsibility of each student to ask for clarification of any aspect of the policy that is not understood or is considered ambiguous.

Mandatory Grading of Professionalism

Every student in every Global Management course will be graded on Professionalism by the course instructor according to the following guidelines:

- A Performance fully as expected, as described under “Professionalism” above
- B Generally acceptable performance, with few, minor exceptions
- C Barely acceptable performance
- F General disregard for professionalism or one or more serious incidents of unprofessional performance

This grade, which is to be assigned as soon as possible after the completion of the course trip, will be a “limit grade” which will serve as a *ceiling on the overall course grade*, regardless of performance on other grading elements.

Additional Sanctions

If, at any point during the course trip, the course instructor judges that a student’s performance warrants the assignment of an F for the professionalism grade, that student, at the instructor’s sole discretion, may immediately be sent back to the United States from the trip at the student’s own expense.

Acknowledgement

I acknowledge receipt of a copy of this Professionalism Policy and I accept its terms and sanctions.

Signature

Date

Print Name