

**2013 Plus3 Chile Syllabus—Revised March 23, 2013**  
**BUSSPP0037 and ENGR0023 – International Field Project to Chile**  
<http://www.chileplus3.pitt.edu/index.php>  
<http://plus3chile2013.blogspot.com/>

**This syllabus for Chile overrides the general syllabus if they are different**

**Course Description**

BUSSPP00XX and ENGR00XX are optional three-credit study abroad opportunities offered as a follow-up to Managing in Complex Environments (required of freshmen CBA students) or ENGR0011 and ENGR0012 (required of freshmen engineering students) at the University of Pittsburgh. These courses involve teams of both business and engineering students who will work on a project involving travel to one of four international destinations.

Official registration information for each course is as follows:

Country	Engineering Students		Business Students	
	Course number	CRN	Course number	CRN
<b>Valparaiso, Chile</b>	<b>ENGR0023</b>	<b>19884</b>	<b>BUSSPP0037</b>	<b>13734</b>
Beijing, China	ENGR0024	19886	BUSSPP0038	13732
Augsburg, Germany	ENGR0026	19890	BUSSPP0036	13736
Ho Chi Minh City, Vietnam	ENGR0033	25076	BUSSPP0041	25200

The course consists of three parts:

- **A pre-departure component** that will include a brief introduction to the historical, cultural, economic, and social environments of the country/region of the field study (Chile, China, Germany, or Vietnam), and will also introduce the companies that will be visited during the field study. The student will write a short individual report and a team oral presentation for this part.
- **A field study component to Valparaíso and Viña del Mar, Chile.** The field study includes company visits, sightseeing, and lectures at Universidad Técnica de Federico Santa María in Chile. Each student is required to keep a daily journal (blog) and participate in the local activities for this part.
- **A post departure component** that involves a power point presentation of a research poster focused on one of the companies visited by the group. Additionally, each group will write a minimum of 5-page research article (with references) on a current topic about Chilean’s culture/politics/economy/environmental/technology/etc (choose one). The instructor will provide a template for the article. Both business and engineering viewpoints related to the national and global industry in which it operates must be considered in the company poster.

**Faculty and staff**

Faculty from the University of Pittsburgh will travel with students and they have designed a number of academic activities for the trip. 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 members participating in the courses in 2013 are:

Country	Professor	Office	Phone	Email
<b>Valparaiso, Chile</b>	<b>Jorge D. Abad</b>	<b>731 Benedum</b>	<b>4-4399</b>	<b>jabad@pitt.edu</b>
Beijing, China	Di Gao	1249 Benedum	4-8488	gaod@pitt.edu
Augsburg, Germany	Ray Jones	2503 Sennott Square	3-7493	rayjones@pitt.edu
Ho Chi Minh City, Vietnam	David Berman	5104 Posvar	8-7311	dberman@pitt.edu

Staff for Chile: **Brice E. Lynn, 2600 Sennott Square, 210 S. Bouquet St., Pittsburgh, [bel18@pitt.edu](mailto:bel18@pitt.edu)**

## **Program Outline and Evaluation**

The Program and evaluation of student performance is based on three components:

### **I) PRE-DEPARTURE (25%)**

Four mandatory workshops will be scheduled that include discussions of socio/political/historical context of your country; the analysis tools for your project; a crash course in language; information on the companies that will be visited; advice on traveling to your country; and the study abroad contract. There will be assigned reading materials.

Dates/topics are:

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Topic</b>
March 3	3 to 6 PM	2500 Sennott Square	Introductions, history, economics, politics, & geography of the country. Review of Plus3 Chile activities. Health and safety.
April 24	3 to 6 PM	2500 Sennott Square	Syllabus, video: doing business in Chile. Guest speakers will be talking about Plus3 Chile 2011 and 2012 experiences
April 14	3 to 6 PM	2500 Sennott Square	Invited Chilean speaker talking life in Chile, Spanish Lessons
April 21	3 to 6 PM	2500 Sennott Square	Student presentations, Guest speaker about University rules when traveling abroad

There are three components to the pre-departure portion of the course:

a) **Mandatory attendance/Website (5%).** Attendance at each of the four sessions is required, including your active participation. Each Plus3 destination will have its own website (<http://www.chileplus3.pitt.edu/>) and blog (<http://plus3chile2013.blogspot.com/>). 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. **Your blog must be set up by April 14 (Workshop 3).**

b) **An individual report (10%).** Each student should prepare an essay of approximately 1200 words on the following subjects.

**1) Introduction - My Current Attitudes and Beliefs toward Travel and Your Plus-3 Country**

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?

**2) Individual/Personal Issues in Your Plus-3 Country**

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.

**3) Company/Professional Issues in Your Plus-3 Country**

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.

4) ***National/Societal Issues in Your Plus-3 Country***

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.

5) ***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?

6) ***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 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 by May 3 (Meeting pre-departure).** It should be double spaced with normal font and margins. You can submit it by email to Dr. Abad at [jabad@pitt.edu](mailto:jabad@pitt.edu). You do not need to post it on your blog. If you do post it on your blog, please be careful to remove anything that might be offensive to Chileans (they read our blogs).

- c) **A group presentation (10%) April 21.** 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 cannot get much information on it, focus on the industry related to your company in Chile. 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.

- **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?
- **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?
- **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?
- **Political figures/cultural icons:** (Preparation) Each group was assigned to do research about Chile's political figures and/or cultural icons. Prepare at least two slides for each figure/icon and show why it is important to learn about them.

- **List of questions:** (Preparation) Read the requirements for the students journals listed below. A minimum of 3 questions to the company, 3 questions to Chilean students, 3 questions to economists and 3 questions to engineers is required. Total of 12 questions/group.

*Note: Any additional questions and discussions related to the above topics are welcome.*

The Power Point presentation should be 12 - 15 minutes long and should be an introduction to the company you will visit, political figures/cultural icons from Chile, the list of questions you have prepared for your company, students, economists and engineers. 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 15-20 slides in 12 minutes. PRACTICE SO THAT YOU DO NOT EXCEED THE TIME LIMIT!. A copy of the presentation will be posted to the trip web site. Note: Take a look into the Plus3 Chile website for examples from past presentations

## **II) TWO WEEKS STUDY ABROAD EXPERIENCE (50%)**

The scheduled departure date is Saturday, May 4 and arriving in Santiago on Sunday May 5. We depart from Santiago on Friday, May 17 in the evening and we arrive back in the United States on Saturday, May 18. The flights to and from Santiago are overnight and last about 8.5 hours.

**There are two components evaluated as part of the Study Abroad Trip:**

### **a) Individual Journal (30%). Due Monday, May 20**

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 (see examples from Plus3 Chile 2011 at <http://plus3chile2011.blogspot.com/> and Plus3 Chile 2012 at <http://plus3chile2012.blogspot.com/>). 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 journal 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, etc. 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 journal, 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. (You may post your journal as a blog but be certain to censor out things that might offend or upset people. You can include those sensitive observations in the journal you submit to Professor Abad.) In addition to writing on their daily activities, students must also submit a final summary journal entry that addresses topics on the following five (5) professional development topics. It is suggested that each student try to include something from the following list in each daily activity. At the end of the trip each student will then summarize their view on each on the following five topics by addressing each item in a separate paragraph (minimum of 200 words for each) and this will be the final journal entry.

#### **1) 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 Chile 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 Chile 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 Chile as in the United States? If so, how does this affect life and business in the United States?

2) ***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.

3) ***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.

4) ***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?

5) ***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 journal should be updated daily and an edited electronic version submitted to the trip web site daily, or as web access is available. Bring digital or standard cameras to document your trip and include photos with your journal 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 journal.

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; thus, you have until Monday, May 20 to reflect on each day and edit/modify/complete your journal. If you are not going to complete an entry for any given day and are going to wait until you return to complete your journal, then you must at least produce and post online an outline of your activities each day on your blog.

b) **Participation (20%).**

**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.

### **III) POST-TRIP REPORTS (25%)**

Teams: Each country trip will have approximately 15 to 25 students, some from business and some from engineering. There will be 4 - 6 company visits/country, thus the students will work in teams of three to five students. Each team will be composed of both business and engineering students. Final team assignment will be made the March 24 meeting (Workshop 2) to enable students to prepare for the trip before they leave the United States.

The post-trip assignments will consist of three components:

- a) **Company (15%).** Each student group must prepare a poster paper on their company with 15 to 20 slides of content (text, graphs, pictures). The content of the project is described below. This will be printed out for the poster paper presentations and the poster will also be placed on the Plus3 website. Please include references at the end of the poster.
- b) **Cultural/Environmental Paper (10%).** Student teams will prepare a minimum of 5-page research article (with references) on a current topic about Chilean's culture/politics/economy/environmental/technology/etc (choose one). Each team will choose a specific topic on the trip that is of interest and will take pictures and gather information. Dr. Abad will provide the template for this research article.

### **IV) REVIEW OF IMPORTANT DATES**

April 14: Blogs must be set up  
April 21: Group presentation (pre-departure)  
May 3: Individual essay (pre-departure)  
May 20: Individual journal – blog  
May 31: Final papers are due

### **Company Poster Assignment**

Completion of the project 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, and the Global Edge section of Michigan State's CIBER website (<http://globaledge.msu.edu>), the CIA website. Your poster 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 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](http://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](http://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 posters must consider both business and engineering points of view

**Below are issues that should be considered in your company poster.**

- **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 —fitl 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?