

University of Hawaii, Shidler College of Business
Department of Information Technology & Management
and
International College of Seville
**BUS 367-I: Business Study Abroad / Communicating Complex Ideas in International
Business, Spain Focus
Fall 2021**

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Course Time: TBD
Course Location: ICS Facility

Introduction

This course is intended for students interested in living in or conducting business in the European Union, with a focus on the Iberian Peninsula cultures and business contexts. The course addresses cross-cultural analysis of values, governance and environmental constraints that shape business opportunities, practices and policies. We will examine the formal business structures and expected business practices of Europe in general and Spain in particular. We will also focus on the influence of history and cultural on business style. We will compare European business culture with other business cultures around the world including the United States and Asia.

Prerequisites for this course: None.

TEXTBOOKS AND MATERIALS (required; textbooks available via Amazon.com and in Kindle format; Harvard Business Press sells copyright to the case study documents)

1. [*Mind Your Manners, Managing Business Culture in the New Global Europe, 3rd edition*](#), John Mole
2. [*Doing Business in Spain*](#), by Lothar Katz. (*Part of Doing Business in ... series*)
3. [*Europe in 12 Lessons*](#). (Published by European Commission)
4. [*The European Union*](#). (Published by the European commission; available on USB drive)
5. [*Talking to my Daughter about the Economy or, How Capitalism Works – and How it Fails*](#) by Yanis Varoufakis
6. [*Capitalism, Alone*](#) by Branko Milanovic

Students will seek out and use other materials from Internet sources to complete country reports

A beginning list of sources of information

These sources will help you with your Country Comparison report (#1) and Spain report (#2). You will have to dig deeper to do the regional comparison reports (#3) but the data are there!

IMF Country report <https://www.imf.org/en/countries>

WTO Country report <http://stat.wto.org/CountryProfile/WSDBCountryPFReporter.aspx?Language=E>
Be sure to also check out the “How’s Life in ___” section and the Better Life Index. With this tool you can compare countries on many aspects.

OECD <http://www.oecd.org/regional/regional-policy/country-profiles.htm>

Transparency International <https://www.transparency.org/country>

World Happiness Report <http://worldhappiness.report/ed/2018/>

Each country will have a central website managed by the government that provides information and statistics.

Follow news articles about your countries.

Each student is to find and share with the class at least one other site that provides reliable information about countries

By the end of the course, you will be able to:

- Describe and discuss the diversity of business and interpersonal styles, particularly as it relates to Spain and its role in Europe
- Communicate appropriately and effectively with diverse individuals and groups with sensitivity to expected behaviors in European business settings.
- Analyze social and business opportunities and issues with consideration of culturally diverse viewpoints.
- Acknowledge your own cultural values and biases and how these impact your work with others generally and in business settings.
- Demonstrate knowledge of formal and informal expectations for working successfully cross-culturally in Spain.
- Identify and contrast the social and business expectations of Spain with other European nations, with the United States and with Asian countries.

Class Structure:

The class will be divided into three sections. Each will involve background reading, classroom discussion and in-country observation. At the close of each section, students will prepare a written summary to solidify their learning from this section.

- **Part I** – Understanding European Business: Reading assignments from European Commission reports, *Doing Business in Europe Chapter 5*, and *Mind Your Manners*. This portion of the course is a survey of formal and informal business practices in Europe. The focus will be on understanding the

diversity and uniqueness of European business cultures as well as the common business practices that have developed through the European Union. Upon completion of the reading and discussion of section 1, students will be responsible for writing one 5 – 8 page paper comparing business environment, practices, culture and structure of a European country or region with business environment in the US. Students will submit an outline, draft and final paper. Also, readings of two of Europe's leading economists, with emphasis on how they express complex ideas will be considered. This paper addresses

- the ethical, legal and regulatory environment of the compared countries
 - the demographic, economic, and political structures of compared countries
 - adopts one of the 'doing business perspective' (start a new business/entrepreneurship in EU; franchise in EU; expand a US firm into EU; individual freelancer in the EU) and summarizes and supports at least 5 major recommendations to succeed in the country studied.
- **Part II** – Focus on Spain. Readings: Doing Business in Spain, along with EU commission reports and online resources (including the Spanish Government's websites). This portion provides a broad overview of economic and political developments in Spain from the 1940s to the present day. It examines the emergence of Spain from the Franco dictatorship and its convergence into a vibrant democracy. It highlights the role the European Union has played as a goal and constraint on how Spain developed economically and politically and covers the Spanish labor market and the evolution of unemployment levels in Spain. Students will submit a review paper (5 -8 pages) of some aspect of business practices in Spain including comparing and contrasting those with business within the US and with one of the European countries studied in Part 1. *This includes*
 - *comparing and contrasting ethical, legal and regulatory environmental conditions in Spain with other EU nations*
 - *comparing demographic, economic, and political structures.*
 - includes personal observations from the on-site experiences in Spain to enrich their report.
 - adopts one of the 'doing business perspective' (start a new business/entrepreneurship in Spain; franchise in Spain; expand a US firm into Spain; individual freelancer in the Spain) and summarizes and supports at least 5 major recommendations to succeed in this IB venture..
 - **Part III** – Understanding diversity within Spain. Students will choose and research one of Spain's unique regions, including researching the history, cultural differences, economic drivers and lifestyle of that area. After reading and researching a chosen region of Spain, students will prepare a report on the region (5 – 8 pages), focusing on how the history and culture of that region has influenced its modern business environment. Students should use first hand knowledge acquired in country to enrich their reports. Students present their reports to the class for discussion and comparison.

Class sessions: Attending class is mandatory. Students who miss more than one class without acceptable excuse (e.g. sickness) will lose 5% of course grade per class missed. Classes will involve discussion and analysis. Students are responsible for preparing for class, working with others, participating in class discussion, and completing the writing assignments on time. Students will present their regional reports to the class in the last third of the semester.

Participation in course discussions: Verbal communication skills are very important to business success, including the willingness and ability to present and support your ideas. Class participation incorporates the frequency, relevance, and quality of contributions to class discussion. The class discussions will provide a setting for learning to communicate appropriately and effectively with individuals from diverse cultural backgrounds. Discussions and reports will include students' experiences and impressions of cultural, historical, and geographical differences from the ICS planned excursions. Therefore, missing the excursions without an approved excuse (i.e. illness) will result in a reduced class participation grade.

EXAMS: There will be a final exam (15 percent). The exam will be based on the reading materials and will focus on understanding the cultural differences and similarities of business cultures. The exams will include multiple choice questions, short essay and interpretation questions._

COURSE GRADES

Class participation 25 % (includes class attendance and mandatory ICS trips)
Written reports & presentation 20 % each / 60% total
Final Exam 15%

The letter grade will be based on a sum of points earned as follows:

A (93 and above)	C+ (76-79.9)	D- (60-62.9)
A- (90-92.9)	C (73-75.9)	F (less than 60%)
B+ (86-89.9)	C- (70-72.9)	
B (83-85.9)	D+(66-69.9)	
B- (80-82.9)	D (63-65.9)	

Highlights of major events and assignment due dates.

- Reading assignments will be given once we arrive.
- We will incorporate in-class searching for some information so try to bring your laptops to class.
- Classes are discussion-focused. Come prepared and don't skip!
- Attendance at cultural events is required for UHM students. This is included in your participation grade.

BUS367- Learning Outcomes Rubric

Goal	Exemplary	Satisfactory	Unsatisfactory
Demonstrate knowledge of diversity of business and interpersonal styles	Identifies and anticipates cultural implications of decision-making and interactions	Identifies primary effects of these influences on business decisions	Fails to identify cultural and interpersonal differences and/or their effect on business transactions
Demonstrate awareness of own cultural values and biases and how these impact their ability to work with others.	Demonstrates sensitivity to cultural norms in developing recommendations and presenting analysis to clients.	Incorporates cultural sensitivity into understanding and proposing solutions to business problems.	Fails to demonstrate understanding of cultural values and biases in a business problem. Applies only a single decision model.
Communicate appropriately and effectively with diverse individuals and groups	Demonstrates sensitivity to others in communication of ideas and opinions. Listens with understanding to opinions of others.	Takes differences in communication style into consideration in communicating with others	Fails to communicate appropriately in class discussions
Compare the effects of business environments in Europe, US and Asia	Demonstrates an understanding of business environments within European sub-sets, particularly Spain.	Demonstrates an understanding of the business culture of Europe and the US	Does not identify differences in business environments in different global areas.
Discuss complex ideas with others	Actively participates in discussions, articulating his/her positions and conclusions. Responds appropriately to unexpected queries regarding the issues	Actively participates in discussions, articulating his/her positions and conclusions.	Does not actively participate in discussions. Is not able to articulate his/her position.