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GIM Branding the Nation Syllabus: Colombia & Mexico



Winter Term 2024

Saturdays: 1/20, 2/3, 2/24

10:00 AM-1:00 PM and 2:00 PM-5:00 PM

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Office hours: Scheduled on request

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GIM Program Purpose and Objectives

GIM Purpose:

To provide all Kellogg students with a unique opportunity to apply classroom learning about global business to an immersive experience in countries outside of the United States.

GIM Program Objectives:

- Gain a **foundational understanding of the macroeconomic trends, politics, history, and culture of a country or region** and the impact of these factors on the business climate of those countries.
- **Develop unique insights into the business ecosystems, practices and challenges, and opportunities in a particular country or region** through the lens of the class topic.
- **Define and produce a simulated pitch presentation and persuasive writeup related to a particular business topic or issue germane to the overarching theme of nation branding.**
- **Develop skills to locate, connect with, and interview individuals in-country** in service of a group project that is designed to deepen students' understanding of the class topic.
- **Collaborate** with your staff advisor, faculty member, and peers from diverse academic programs and backgrounds **to engage, reflect, and participate respectfully, build an inclusive community, and represent the Kellogg brand well.**

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Course Description and Objectives

In our rapidly globalizing world, competition is intense. The importance of understanding and managing country brands, reputations and international image has risen exponentially. Many governments actively take pains to actively mold perceptions by controlled messaging toward diverse stakeholder groups including potential investors and tourists, the global press, bondholders, multinationals, and international watchdog NGOs, to say nothing of domestic elites and broader national (and subnational) populations. Whether or not governments actively seek to engage with such perceptions, the fortunes of their respective markets, currencies, tourism industries and key companies cannot help but be affected by them.

The primary goal of Branding the Nation will be to help students develop a deeper understanding of the most salient country risks and the various ways in which governments and companies attempt to limit their impact or else market around them. Understanding such strategies -- what do they share? what do they spin? what do they hide? (and why?) – will help prepare students embarking on careers in international business or entrepreneurship, marketing, tourism, consulting, or investment, to better discern the risks and rewards before them in the global arena.

The classroom experience in Branding the Nation will include lectures, case studies and interactive exercises—with an eye towards deconstructing specific messaging and narrative challenges. We will also be drawing upon the unique perspectives and applied experiences of world-class guest speakers from across the globe. Guest lectures will primarily be given in situ and in person. Where feasible, outside-the-class networking opportunities to get to know our guest speakers may be offered to students following the culmination of each classroom section or in-country.

Over the past nine years, BTN guest lecturers (during the classroom experience) and plenary speakers (during the trip) have frequently included very senior figures in business, media, and government—including sitting heads of state, ministers, legislators, diplomats, journalists, unicorn founders, and the C-suite officers of major national and multinational corporations.

A variety of themes and geographies will be discussed in class and covered in the readings and case studies for comparative and illustrative purposes. While the travel portion of this course will take place in Latin America, and some class sessions will have a regional focus, BtN is very much a globally focused course. Readings, speakers, and lectures will cover a broad array of international examples from Europe, Latin America, Russia, East and South Asia, MENA, Sub Saharan Africa, and North America as well; seeking a careful balance between “emerging” and “developed” market perspectives.

The travel portion of the course will immerse students into two very different, and deeply fascinating, national arenas.

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Colombia (Bogota and Medellín):

Colombia is a country that has managed, despite numerous ongoing internal problems, to reinvent itself globally in recent years. From its Escobar era nadir, when it was practically a failed state, it has managed—through decades of meticulous and strategic rebranding efforts—to transform itself into a tourism, culture, and investment powerhouse. But recent developments, including a loss of investment grade status, a polarizing guerilla peace process, and private sector unease under the country’s first ever leftwing government, pose significant challenges to the sustaining one of Latin America’s most successful nation brands.

Mexico:

Long the most populous Hispanic country, in 2023 Mexico overtook Spain to become the largest Hispanic economy as well. After decades of sluggish growth, Mexico is today the midst of a historic multisectoral economic boom—including in tourism, manufacturing, and remittances. The Mexican Peso is one of the best performing currencies in the world over the past twelve months, and all signs point to 2023-2024 being a “Mexico moment” for global markets. Underpinning this amazing economic upswing has been a powerful global “nearshoring” narrative that Mexico has been able to successfully lean into, and which has brought unprecedented levels of foreign direct investment flooding in.

Attendance Policy

Attendance is mandatory in all GIM classes, the fall quarter orientation, and everything listed on the in-country schedule. The only excused absences are unanticipated illness or family emergencies. A student who misses more than 20% of any GIM class will be dropped from the class as well as from the GIM trip, in accordance with Kellogg academic policies.

Sickness:

If a student needs to miss class due to illness, they should request approval using the form linked in Canvas. Once a student’s absence is excused, they may reach out to the faculty member or TA for the link to access the recording of the class that they missed (if provided) and to determine what make-up work might be needed.

Recruiting:

Students are expected to conduct their recruitment interviews around their course schedules. If you have an interview scheduled at the same time as this class, please work with the company to reschedule your interview for another time. If you need help on how to have that conversation or make that request, please reach out to the Career Management Center (CMC) for support.

Role of the In-Country Advisor

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Throughout your GIM trip, you will be accompanied by an in-country advisor, Christine Post, Associate Director, Student Experience & Communications. The in-country advisor is responsible for designing and managing in-country experience. As part of these responsibilities, they will be assessing each student's level of participation during the plenary meetings and will be assigning 15% of their overall grade.

Kellogg Honor Code

The students of the Kellogg School of Management regard honesty and integrity as qualities essential to the practice and profession of management. The purpose of the Kellogg Honor Code is to promote these qualities so that each student can fully develop his or her individual potential. Upon admission, each student makes an agreement with his or her fellow students to abide by the Kellogg Honor Code. Students who violate the Kellogg Honor Code violate this agreement and must accept the sanction(s) imposed by the Kellogg community.

The Kellogg Honor Code is administered by students and is based on the concept of self-government. The efficacy of such a student-administered honor code is dependent upon a high degree of dedication to the ideals of honesty, integrity and equal opportunity reflected by the code. The Kellogg Honor Code requires that each student act with integrity in all Kellogg activities and that each student hold his or her peers to the same standard. In agreeing to abide by the code, the Kellogg students also agree to report suspected violations. By not tolerating lapses in honesty and integrity, the Kellogg community affirms the importance of these values.

Northwestern University Code of Conduct

All students who participate in GIM are expected to comply with all policies governing social interactions and personal behavior as outlined in the [Northwestern Student Handbook](#) and the [Northwestern Student Code of Conduct](#).

Accommodations

Kellogg Academic Advisors and the Student Life Office work with students with disabilities to ensure that they receive the resources and assistance that they need. These offices contact the faculty member for each class in which a student is enrolled to make sure that the student receives the required accommodations. Please contact your Academic Advisor or the Student Life Office with any questions and to discuss how accommodations can best be implemented throughout the course.

Course Materials

BtN Coursepack 2024

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Course Schedule and Assignments

28 November 12:15-1:15 CST	Welcome Zoom 1
Topics:	Class introductions, trip information and expectations, classroom deliverables; will focus on the class itself, including subject content, trip and visa information, deliverables overview, and class structure will be discussed.
Speakers:	Global Experience, faculty, advisor

8 January: (Tentative, TBD)	Welcome Zoom 2
Topics:	Student Intros, IPG resources, DLR/AMA; will focus on the student experience, with an opportunity for students to introduce themselves; learn about the weekly assignments, groupwork, tips for success with IPG projects and success in class more generally, the midterm assignment, and guest speakers will also be discussed.

20 January - AM	Class 1
Topics:	Thematic overview: Nation Branding
Assignments due:	<p>Individual assignment due: Complete GIM Nation Branding pre-class survey prior to end of day on January 17th</p> <p>Assigned readings:</p> <p>The Atlantic, Daniel Lansberg-Rodríguez, The Key Thing Missing from Narcos</p> <p>Foreign Affairs: The Rise of the Brand State, Peter van Ham, September 1, 2001</p> <p>CFR Report: Nation Branding Explained</p> <p>Spain, a success story of Country Branding</p>

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20 January - PM	Class 2
Topics:	LatAm history in context Latinomics and its discontents Inequality and development Regional Macroeconomic and political cycles Deep dives for Colombia and Mexico
Readings:	<p>Assigned readings:</p> The Brand Management of Places The Greek Crisis - Tragedy or Opportunity “La United Fruit”, Pablo Neruda (available in English, Spanish) Richard Graham, Independence in Latin America: Contrasts and Comparisons, Third edition, 2013, Chapters 1-2 Rebecca Mead, Dressing for Lula, The New Yorker, March 17, 2003 Sebastian Mazzuca, Latecomer State Formation, Introduction and Chapter 1 (pp. 1-40) <p>Recommended readings</p> Hal Brand, Latin America’s Cold War, Chapter 1: Convergent Conflicts Henry Kissinger, World Order, Chapter 9 Michael Reid, Brazil: The Troubled Rise of a Global Power, 2014, Chapter 1 Michael Reid, Forgotten Continent: History of New Latin America (All) William Shirer, Berlin Diary (All) Sebastian Mazzuca, Latecomer State Formation
<i>Speaker:</i>	David Lorenz – Travel Michigan Dimitris Valatsas – Aurora LLC
<i>Additional:</i>	Optional times to meet remotely with faculty and discuss projects, groups, or the course will be offered during the week following our first sessions.

3 February - AM	Class 3
Topics:	Promoting tourism Environment and Geography Are demographics destiny? Human capital development

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	Leveraging diasporas Security Culture
Speaker:	Juan Felipe Munoz – LLYC Nico Shea – Startup Chile
Assignments:	<p>Tyler Cowen, Some Countries Remain Resistant to American Cultural Exports, NYT</p> <p>Christian Science Monitor: Rebranding 'Hotel Rwanda' into a tourist destination</p> <p>World Economic Forum: Insight Report, The Travel & Tourism Competitiveness Report 2023 (read Colombia and Mexico, can skim the rest)</p> <p>India wants to turn 25 million in the diaspora into Global Ambassadors, Washington Post, February 18, 2015</p> <p>Reversal of Fortune, Patrick Keene, New Yorker, January 2012</p> <p>Carolin Viktorin et al., Nation Branding in Modern History, Berghahn Books, Chapter 5: All publicity is good publicity</p> <p>Kerrigan et al., Nation Branding: A Critical Appraisal of Incredible India</p> <p>Case Study: Incredible India: Evolution of Brand India (HBS)</p> <p>Recommended readings: Zeihan, Peter, The Accidental Superpower Chapters: 1, 3, 5 Douthat, Ross, The Decadent Society, Avid Reader Press pp. 30-85, 204-211</p>

3 February - PM	Class 4
Topics:	Diplomacy Celebrity and sports diplomacy Protecting and exporting the national brand “National Champions” Industrial policy and national development Infrastructure, development, and public-private partnerships Innovation
Speaker:	Juan Felipe Munoz – LLYC

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	Nico Shea – Startup Chile
<i>Assignments:</i>	<p>Startup Chile reading – sent by faculty</p> <p>LAN: When One Business, Model Isn't Enough, Harvard Business Review, January 2012</p> <p>Brazil's Strategy 'to Win Hearts and Minds' Through Sports and Football</p> <p>World Bank Report, The Impact of Intel in Costa Rica</p> <p>Intel Outside, The Economist, April 19, 2014</p> <p>Zimbalist, Andrew, The Economic Gamble behind hosting the Olympics and the World Cup (3rd edition), Brookings Institution Press, p. 91-134</p> <p>South Korean Cultural diplomacy and Efforts to Promote the RoK's Brand Image in the United States: Stanford Journal of East Asian Affairs, 2011, 124-134</p> <p>Shaking off the Korea Discount</p>

Individual branding assignment (two slides) due 11 PM (CST) February 7th

Background Research Review due 11 PM (CST) on March 2st

24 February - AM	Class 5
Topics:	<p>Risks & Rewards: capital and equity markets, sovereign and country risks</p> <p>industrial policy</p> <p>Lying with statistics</p> <p>Currency branding</p> <p>Investor incentives</p> <p>Fiscal paradises, changing transparency norms</p>
Speaker:	<p>Daniela Montielo – Marca Chile</p> <p>Dennis Chookaszian – Kellogg Trustee</p>
Assignments:	<p>Assigned readings:</p> <p><u>Case study I:</u></p> <p>The Barber of Buenos Aires: Argentina's Debt Renegotiation (HBS)</p>

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	<p><u>Readings:</u> Don't Lie to me, Argentina (Economist)</p> <p>Argentina's 'Preposterous' Century Bond Never Got Chance to Grow Old (WSJ)</p> <p>Lies, Damn Lies and GDP (Guardian)</p> <p>China's economic Growth looks strong. Maybe too strong. (NYT)</p> <p>Mexico Strains to Lure World's Oil Giants (WSJ)</p> <p>Argentina's Rational Default, Dan Rosenheck, the New Yorker</p> <p>Bretton Woods report: ICSID and Latin America</p> <p>Recommended readings:</p> <p>Reinhart, C. M., & Rogoff, K. (2009). This Time is Different: Eight Centuries of Financial Folly. Princeton, NJ: Princeton University Press.</p> <p>National Bureau of Economic Research Report: Country Histories on Debt Default and Financial Crises</p> <p>Sharma, Ruchir, The Rise and Fall of Nations, pp 95-131</p>
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24 February - PM	Class 6
<i>Topics:</i>	<p>The trouble with rankings</p> <p>Ease of Doing Business</p> <p>Corruption and its consequences</p> <p>Propaganda foreign and domestic</p> <p>Traditional and alternative media</p> <p>Transnational currencies and regional political clubs</p> <p>Trip discussion</p>
<i>Speaker:</i>	<p>Daniela Montielo – Marca Chile</p> <p>Dennis Chookaszian – Kellogg Trustee</p>
<i>Assignments:</i>	Review 2023 Anholt-GfK Roper Nation Brands rankings

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	<p>Review Futurebrand Rankings Review Ease of Doing Business Index 2021</p> <p>Familiarize yourself with Transparency International's Corruptions Perception index come prepared to discuss in class</p> <p>1977 Foreign Corrupt Practices Act (amended 2014)</p> <p>Perceptions of Political Corruption in Latin America, Damarys Canache and Michael E. Allison, Latin American Politics and Society, Vol. 47, No. 3 (Autumn, 2005), pp. 91-111</p> <p>Forgotten Continent: The Battle for Latin America's Soul, Michael Reid, Chapter 9 (all), also 113-119</p> <p>Peter Pomeranzev, Nothing Is True and Everything Is Possible: The Surreal Heart of the New Russia (excerpt)</p> <p>Recommended: William Shirer, Berlin Diary</p>
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Finalized in-country research plan due 11 PM (CST) March 9th

In-Country Experience

In-country participation in all activities and meetings listed on the syllabus is mandatory for all GIM students, unless otherwise indicated by your advisor and faculty member.

Engagement in the in-country experience is critical to GIM program learning and success. This includes:

- Engaging and contributing to your group project meetings and teams
- Engaging and contributing to plenary meetings
- Successfully fulfilling your class role

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- Being a positive brand ambassador for the Kellogg School throughout your travels

Monday March 11	Tuesday March 12	Wednesday March 13	Thursday March 14	Friday March 15	Saturday March 16	Sunday March 17
BOGOTA	BOGOTA	BOGOTA	BOGOTA / MEDELLIN	MEDELLIN	MEDELLIN	MEDELLIN / MEXICO CITY
AM						
Individual Transfer from Airport	Orientation <hr/> Plenary Sessions	Plenary Sessions	Plenary Sessions	Plenary Sessions	Medellin City Tour	Cultural Activity
PM						
	Bogota City Tour <hr/> Group Welcome Dinner	Cultural Activity	Transfer to Medellin	Plenary Sessions	Free Afternoon <hr/> Group Dinner	Transfer to Mexico City

Monday March 18	Tuesday March 19	Wednesday March 20	Thursday March 21
MEXICO CITY	MEXICO CITY	MEXICO CITY	MEXICO CITY
AM			
Mexico City Tour	Plenary Sessions	Plenary Sessions	Individual Transfer to Airport
PM			
Plenary Sessions	Cultural Activity	Group Farewell Dinner	

Final Class	Tentative date 4/7/24 10:00am-1:00pm
<i>Topics:</i>	Debrief of In-Country Experience; IPG presentations
<i>Assignments:</i>	Final project presentations; written report (due 4/6 10PM), peer evaluations, and IPG database google sheet information due at 10 AM

Assessment

IPG Research Project	45%
Initial Project Proposal	5%
In-Country Research Plan	5%
Final Presentation	15%

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Written Report	10%
Peer Evaluation	10%
Submission to Group Project Database - MANDATORY	0%
Individual Assignments	15%
Individual Midterm Assignment	15%
Participation	40%
In-Class Participation (attendance, discussion, engagement)	15%
In-Country Participation (plenary meeting participation, student role, overall participation; determined by GIM advisor)	15%
Weekly Map Assignments	10%

Individual Assignments

Map Assignments

In each class, students will receive printouts of an un-keyed colored map (one for each of the weeks until our next session) and be challenged to discern what it is that the map is showing. The goal will be to challenge students on both their internet research skills, global knowledge, and creativity. Unsuccessful guesses will receive partial credit, provided they are well thought out and the logic behind them is explained (1-4 sentences), and bonus points will be awarded successfully discerning the map's meaning while adjusting for difficulty – so the fewer the groups who guess correctly, the greater the prize.

Individual Branding Assignment (midterm)

In session two, students will be assigned a country or state from the session 1 survey and prepare two PPT slides for submission. The first should be an original nation branding advertisement, the second should briefly explain the reasoning behind the advertisement (what they hope to communicate, to whom, and why.) Slides will be due via email by 11 PM (CST) on Wednesday, February 7th.

GIM Research Project

The core GIM class deliverable is an independent research project. While GIM is designed as a foundational overview class, we hope these projects enable students to take a “deeper dive” into a topic that is of interest based on past experience, current studies, or future plans. Groups of 4 to 6 students will select an international business, economic or management issue to study in depth.

Research Topics

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After their GIM class orientation session, students will take a survey to confirm their broad topic interest, often by sectors (ex. healthcare, technology, education). They will be assigned to their group project teams based on these interests, any applicable experience, and with a goal to have diverse project groups.

If a GIM class is traveling to more than one country, students must select a project topic that enables them to integrate research and insights from both locations.

Before the term begins, the faculty will send out a google sheet with a list of broad topics or industries wherein students can then rank their preferences. The faculty will then assign students to groups based on topic interest which the students will then refine throughout the term with the help and advice of their faculty member.

Successful IPG projects are generally built around interesting, clear, and relatively narrow research topics that can be angled persuasively. Some titles from successful projects from recent years have included “How Uniqlo’s Brand Positioning and Marketing Strategy Allow the Company to Thrive in China’s Fast Fashion Market,” “Leveraging Chile’s Nation Brand into the U.S. Pisco Market,” and “Strategic Sports Tourism: How can Argentina maximize the economic impact of football?”

Less successful IPG projects often have excessively broad or unfocused topics, or been structured too much as an information session rather than a persuasive pitch: i.e., “An Overview of the Brazilian Beverage Industry.”

Project Report Structure

Final reports should be at least ten pages in length, excluding exhibits. Groups may choose from the following report formats.

Project Deliverables

Research Project Proposal

Length: 2 pages

Each project group will submit a description of their proposed topic, including:

- Initial research question
- Draft list of organizations that can help answer this question
- Context as to why this topic is relevant to the class
- Context as to why this topic is relevant to global business

Background Research Review

Length:

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- *Written assignment: 5 pages*
- *In-class presentation: 4 – 5 minutes*

Each project team will submit and present an overview of the sector or industry most relevant to their overall topic. This will enable the project group to develop a strong understanding of the research and data that already exists and to share this context with the class to enhance understanding of the markets you'll travel to. The write-up and presentation should include:

- Current research question
- Key players in this sector (in the context of course theme)
- Financial impact of this sector on the national economy
- Opportunities and challenges for this sector
- How your research question relates to this sector

The presentation should be 4 – 5 minutes. The written assignment should be five pages.

In-Country Plan

Length: as needed

This is a detailed matrix of five or more investigative research meetings arranged in country. The best plans will include day/time/location of meeting; name/description of organization; name/title/bio of interviewee; agenda and interview guide for each meeting.

In-Country Meetings

At least 6

Students should expect to spend ~20 hours in-country traveling to group project meetings, speaking with resident experts, gathering local data, and testing their hypotheses and recommendations in the field.

Final Presentation and Written Report

Length: 12-15 minutes, 10 pages + exhibits

Written Report

Length: 10 pages

The final report, 10 pages long before exhibits and appendices.

Peer Evaluation – Each member within the project group will assess every other member's contributions to the project, including their own, with a confidential peer review form that takes into account each member's intellectual contribution, initiative and organization, workload contribution and overall contribution.

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Group Project Database – Maintained by the Global Experience Office, group projects database serves as a repository for contact information shared amongst multiple years of GIM students. About a week before final reports are due, Global Experience will send a link to the platform for each project group to fill out with information about their contacts. Please note that the requirement for filling out the google sheet is due at the same time as the written report.

IPG Paper and Presentation Instructions 2024

For the IPG Project deliverables, each team will submit a 10-page (plus exhibits) paper and deliver a presentation on the country/project/issue that you. Presentations will be given during the final class and papers will be due the day before.

The purpose of this grading exercise is to provide a role-played example of being evaluated by your professor and peers within a formal pitch setting. A grading sheet is attached for your use, and these will be kept anonymous and submitted following the end of presentations during our last session.

Part of the purpose of this exercise is to give you a better understanding of how such pitches work in the real world, where it is rare to receive very specific instructions and it is largely up to you to determine what to present, how best to present it, and how to recognize and utilize the skills and talents of individual team-members to maximum effect.

This exercise is designed to challenge you to create a convincing argument for your chosen audience. Grades will be based on the effectiveness of the entire package of prepared materials and presentation (as assessed by both your professor and your peers.)

As you will also be grading your peers' presentations, you should print out a copy of the grading sheet and bring it to class with you.

Please feel free to reach out to faculty directly with any further queries or concerns. Likewise, if you have any specific questions on format, that are not covered in the attached, please ask them over the WhatsApp channel so that your classmates may likewise benefit from your inquisitiveness.

IPG deliverables FAQ

1) How many meetings should we be setting up? With whom? And how?

Networking well is a fundamental skill for success in doing any type of business work anywhere in the world. By design, GIM IPG projects will require you to put those skills to the test.

Your aim should be to secure 6 or more total meetings. A minimum of 4 of these should be in person meetings that take place during the trip in two different locations we will be visiting.

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Exceptions can be made via written faculty approval for projects that are city-specific (e.g., “Rebranding Buenos Aires as a Fashion destination”, “Earthquake-proofing Santiago”, “Why Amazon needs to HQ in Montevideo” etc.) Who exactly you choose to meet with will be contingent upon your topic but examples can include individuals who have worked in the specific area you are looking at, government folks in charge of relevant regulatory or policy jurisdictions, decisionmakers at international companies who have relevant experience in the sector or the country, or sometimes technocratic data folks (World Bank types) who really know the ins and outs of the country in relevant ways. The main goal is to use their experience and expertise to inform your pitches. A secondary goal can also be to signal your group’s own ability to get things done in the relevant geography: a statement along the lines of “according to or conversation with Minister X, Senator Y, or CEO Z” the downside risk from Argentine inflation for projects of this kind is quite minimal due to...”

Once you know what your ideal kinds of meetings are going to be, the challenge becomes securing them can be done. In the past, IPG groups have successfully done this by leveraging their own networks (i.e., family, Kellogg or work friends from the respective countries involved) or else using the Kellogg alumni network database to get emails and then reaching out directly. Twitter DMs and LinkedIn networking can also be useful tools for this. Students also often reach out to class guest or plenary speakers who can often be very helpful in terms of making valuable intros.

On occasion, when a particular group has already tried and failed to secure a specific high-level meeting, and they believe it to be vital to their project—e.g. the CEO of Spotify LatAm, or someone high-up in the Brazilian banking regulatory commission etc.—a faculty assist can also be appropriate, if only as a last resort.

2) How will grading work?

Grading on the final will be done on a 4.0 scale and the overall mark will be made up of two components:

- 40% the paper due (via email) at midnight on the night before our final session. The paper will only be graded by the professor.
- 60% a fifteen-minute presentation done in class. Presentations will be assessed and graded by peers (not including the group presenting) on a series of specific rubrics (as shown on the grading sheet) as well as the professor. 50% of the presentation grade will be based on the professor’s assessment and the other 50% will reflect the response from the rest of the class.

Note the grading sheet metrics breakdown:

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Order	Team	Content	Brand	Presentation		Persuasiveness	Comments
		30%	10%	10%	20%	30%	
		Slide Presentation	Identifier/Tag Line	First Impression	Overall Impression	Overall	
1							
2							
3							
4							
5							
6							
7							

3) How long will each presentation be?

You will have fifteen minutes (with a hard stop) to present, and that time can be split between pitching and Q+A as each group best sees fit.

4) How long should the paper be?

Groups enjoy considerable discretion on this but the minimum for content should be around 10 pages and the maximum should be 12 (single spaced). Exhibits, data and charts should be included in a supplementary appendix (and properly sourced), but these will not count towards length.

5) How much overlap should there be in content between the paper and the presentation?

This is largely up to the discretion of the individual teams. That said the teams that work best are often those that think most synergistically: for example using the paper as a repository for the information would be important to the audience being pitched but that you did not address in the presentation itself due to time pressures or simply because it could be more persuasive not to. It bears remembering, however, that your peers will not be reading your papers, so it is important that the presentation also be able to stand on its own since your peers will be grading you primarily on subjects like “overall persuasiveness” without it.

6) Should the paper have formal citations as would an academic paper?

Formal citations are not required for this paper, but information should be properly sourced. The standards of the Kellogg honor code apply for this project so under no circumstances should any text or images be taken from external sources without some kind of (clearly discernible) attribution.

The purpose of this exercise is to give you a better understanding of what it is like to submit something to investors, political leaders, or business leaders. These do not give you specific instructions when they assign a project, and it is often up to you to determine what you want to show them (and how) in order to maximize persuasiveness. Your objective should be to convince the audience of your conclusions, and this should be supported by your research in the manner that

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best makes sense within the context of the type of pitch you are making and your chosen audience.

If you believe that formally cited specific references will help improve your presentation, the look of your paper slides, or the likely perception of you by the pitch's target audience, then you should definitely include them—but you don't have to. In some circles, attribution through hyperlinks might actually be the more welcome or normal way of citing information. There is always a trade-off between the amount and credibility of the information that you need to present and the need for a concise, understandable presentation, and it is up to you to management that tension.

7) Should the paper and presentation include information and data?

Business and economic information would be suitable for inclusion as an appendix to the paper, when you think it would help the audience to better understand your pitch and presentation. Depending on the countries and topics involved, there may be some aspects of a country's respective economic condition that may be so overriding that they are much more important than any business considerations and if that is the case, then it should definitely be covered in the presentation. You need not show all data that is referenced in the paper or presentation in situ however, and it can often work best to include that data in an appendix and flag it for (hypothetical) follow up discussions.

8) Should each team member present a portion of the IPG presentation or should you only have a few people speaking?

Both approaches can be effective, but you want to evaluate and conclude how you will take advantage of the specific strengths of your various team members and use them in the most effective manner. It can be a good idea to have a frank discussion with your team members regarding individual skills and comfort zones, and then choose the alignment that will best get the message across to the group. In the professional world that is how it works, and you need to evaluate presentation skills, speaking volume, command of the language etc. and put your best foot forward. You need to be careful to not seem disjointed if you have too many persons presenting and determine what will be easiest to understand and the most persuasive.

9) What is the dress code for the final presentation class?

You should dress in a manner that is appropriate for a presentation to your hypothetical audience. Often this would mean business attire which would be the standard to pitch to a senior executive/investor/minister. This should be the case even for students who may not be the group-members actively presenting. Instances where more casual attire could be appropriate would be if your pitch were to be aimed at someone within the Silicon Valley circuit (e.g. hoodies and sandals), or else donning a Venezuelan flag-themed tracksuit (to pitch an idea to Nicolas Maduro) or something along those lines. A good rule of thumb would be that – if your group does not come in business attire – there should be a defensible explanation and logic as to why: remember that one of *This is V.1 of the 2024 Branding the Nation and current through November 2023: as guest speakers and plenary meetings are finalized, and student input is made available, individual readings may be subject to change.* 19

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the elements of the exercise is first impression.

10) Should any visual aids, “samples”, or props be used for the presentation?

Definitely. You should provide the presentations to the TA in advance of the meeting so they will be loaded on the computer and ready for your use in the session. You should bring a USB drive with the material in case there is a problem. If you would like to bring “product samples”, food and drink or other such aids for distribution to those watching the presentation this is also acceptable (although certainly not necessary.) Finally, please note that, as of this year, for FCPA reasons, students may no longer distribute coins (or any other monetary instrument) to either the professor or their classmates prior to this grading assessment. The distribution of alcoholic drinks as “samples” is likewise, alas, currently frowned upon by the Kellogg administrative powers-that-be.

11) Brand Identifier/Tagline

Each team should develop a brand identifier or tagline boiling down the essence of your argument. These should be memorable, pithy and on point. The concept is to encapsulate the essence of the country or project in a way that defines it most appropriately from your vantage point after having completed your research and analysis.

The brand identifier should be displayed on the cover page of your presentation and also your paper.

Examples of could be something like:

“Brazilian anti-corruption: our courts are willing but our government’s weak” or “Manga in Argentina: Less colorful and more believable than our government statistics.” Etc.

These should be included on the cover of both the paper portion of the project and on the cover slide for your presentation.

12) What formats should be used for the papers?

Format the paper in Word using Arial, Times New Roman, or Garamond 12\pt font, spacing should be 1.5, and margins should be standard. Attach a bibliography and exhibits to the paper as appropriate (not counted in for page-count). The first page (also not counted) should be a cover sheet with the name including the pitch subject, the target audience, the countries being discussed, your team name (cleverness appreciated), and your various team-member names (as well as the date.) Your cover page should also contain your country brand identifier or tag line. You may add graphics or anything else you want to add to the cover page.

12) How should we self-assess? Must we do so?

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Groups should turn in their teammate evaluations by the end of our last session. Failure to do so will result in everyone getting the same grade for the project, and also adversely affect individual grades of those who fail to submit.

13) Will examples be provided for IPG project proposals, IPG papers and IPG presentations?

Yes. Yes, they will.

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GIM Student Planning Calendar

December:

- Friday, 12/1 - \$500, non-refundable deposit due to travel providers

January:

- Wednesday, 1/3 – GIM drop deadline
- Monday, 1/8 – Second zoom session 12:15-1:15 CST
- Monday, 1/8 – Deadline to add JVs (if participation has been granted)
- Monday, 1/15 – Payment due in full to travel provider
- Monday, 1/17 - Pre-class Survey due
- Saturday, 1/20 - Class, 10am – 5pm
- Sunday 1/21 - Project groups and class roles assigned (tentative date)
- Wednesday, 1/24 – Project connections session with Global Experience

February:

- Friday, 2/2 – Deadline to inform your advisor of any visa issues
- Saturday, 2/3 – Class, 10am – 5pm
- Wednesday, 2/7 - Individual branding assignment (two slides) due
- Friday, 2/9 – Preliminary topics due
- Wednesday, 2/14 Feedback on project topics provided
- Friday 2/16 Finalized project topics due
- Wednesday, 2/21 – Deadline to register in OGSS’s travel registry
- Saturday, 2/24 – Class, 10am – 5pm

March:

- Saturday, 3/9 - Background research & Finalized in-country research plan due
- Monday, 3/11 – In-country arrival date
- Wednesday, 3/20 – In-country experience concludes after final dinner
- Thursday, 3/21 – In-country departure date

April:

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- Saturday, 4/6 – Written Report
- Sunday, 4/7 – Final class, 10am – 1pm; Final project presentations, peer evaluations, and IPG database information due

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GIM Program Contract

As a student enrolled in Kellogg's Global Initiatives in Management (GIM) program, I understand and will abide by the following requirements:

1. All dates, deadlines, and requirements related to:
 - Program academics
 - Program-associated travel and community-building
 - Program costs, payments, and visas;
2. The expectations set forth in the Kellogg Honor Code, the Northwestern Student Code of Conduct, and the Northwestern Student Handbook;
3. Serving as a positive brand ambassador for Kellogg throughout the in-country experience;
4. Respecting and following recommendations related to health, safety, security, and local laws throughout travel;

If I do not fulfill these expectations, I understand that the Office of Global Experience, my GIM faculty member, and my GIM advisor have the right to determine how my actions might impact my grade or my ability to participate in the GIM program.

Your name:

Student Signature

Date