• **Americans tend to value and respect individuality**
  – their own and of others, OK to have different perspectives and views of business situations and not essential that others conform to yours.

• **A 360 degrees evaluative culture.**
  – interpersonal skills, contributions to cohort learning and a well rounded personality are needed to stand out in academia and the professional workplace. Berkeley-Haas is known for its collaborative culture.

• **It is a direct, open culture**
  – they “call a spade a spade”. Expect and provide unequivocal comments.

• **Punctuality is expected** professionally in business meetings and classes.

**Participation, Professionalism, Punctuality** are values espoused at Berkeley-Haas
Silicon Valley - Cultural Aspects

• What makes us tick?
  • Driven; Ambitious; Motivated; Intelligent; Innovative; Collaborative; Talented; Progressive; Fast-Paced; Entrepreneurial; Challenging;
  • Top global intellectual talent attracted from across the world

• What do we do?
  • Start-ups + Large companies, International influence; Cutting Edge Tech
  • >50% of US VC investment in Silicon Valley and San Francisco ($35B, 2014)
  • >27% of US patents filed in California (2014).

• How do we work and play?
  • From offices ➔ cubes ➔ conference rooms ➔ Face time to “Facetime”
  • Californian “Work hard and play hard”; Open, Less Insulated; More Multi-Cultural; Varied Ethnic Food Restaurants & Events

• Who visits from Global Business World?
  • Tech and Entrepreneurship “Mecca” for Executives: Connected workplace; International Companies come for Immersion Experience
Silicon Valley
Where and who are we?

Area: 1,854 SQUARE MILES
Population: 2.92 MILLION
Jobs: 1,423,491
Average Annual Earnings: $107,395
Net Foreign Immigration: +19,194
Net Domestic Migration: -5,428

Attributes
• LA: Entertainment, Media
• D.C: Politics
• N.Y: Finance
• Bay Area, Silicon Valley: Tech, Start-Ups, Innovation
• Foreign Born: USA 13%, California 27%
Silicon Valley
Demographics

Ethnic Composition

- 36% White, non-Hispanic
- 31% Asian, non-Hispanic
- 26.5% Hispanic and Latino
- 2.5% Black, non-Hispanic
- 4% Multiple and Other

Adult Educational Attainment

<table>
<thead>
<tr>
<th></th>
<th>Less than High School</th>
<th>High School Grad</th>
<th>Some College</th>
<th>Bachelor’s Degree</th>
<th>Graduate or Professional Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13%</td>
<td>15%</td>
<td>25%</td>
<td>26%</td>
<td>20%</td>
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</tbody>
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Foreign Born
36.4%

- Mexico 21%
- China 14%
- Philippines 12%
- Vietnam 12%
- other Asia 11%
- India 10%
- other Americas 9%
- Europe 8%
- Africa & Oceania 1% each
Teacher- Student Relationships

- **Dialectical**
  - Share Responsibility of Course Learning,
  - Learn from Each Other,
  - Mutual Respect
  - Less Hierarchical than most cultures but varies across faculty

- **Different Styles of Teachers**
  - Quant Focus / Conceptual Focus/ Blend
  - Class Participation: One shot/ Multiple, Questions/ Statements
  - Material: Emphasis on Lectures/ Cases/ Blend
  - Class Dynamics: Emphasis on Power Points/ Boardwork/ Blend
  - Grade Distribution: Take-Home/ Quizzes; CP/ Written; Group/ Individual

- **Different Courses, A Wide Palette**
  - Quant/ Conceptual; Broad/ Specific; Multiple Disciplines; Hard/ Soft Skills
Student- Student Relationship..

- **Outside Class:**
  - Honing Case Analysis through Small Group Prep;
  - Utilizing Synergies in Group Project assignments;
  - Enhancing Abilities to work in groups

- **In-Class:**
  - Contributing to Class Learning through Active Participation;
  - Learning From Classmates through Active Listening;
  - Mutual Respect;
  - Adhering to Class Norms
  - Punctuality, Concentration; Avoiding cross talk and other disruptions during class

- **Critique:**
  - Be prepared to critique and grade the work of your classmates and group mates and be critiqued yourself; to offer and take criticism – both positive and negative
...Student- Student Relationship

As an International Student:

- Share your insights and perspectives from your heritage and experience;

- Sensitize others to cultural aspects of market, individual and group behavior for doing business in your countries; help develop the global manager

- Share what strategies and tactics work in your countries and what go awry.

- Learn from the cultural diversity at Haas adding to your perspectives

- Participate in FT MBA “Consumption Functions”, co-curricular activities
Preparation: Enhance Ability in English

Read, Listen, Watch and Speak

- **Read** good business writing – WSJ, Economist, Financial Times etc. – to be current on business and develop proficiency and reading speed in English.

- **Listen** to radio (NPR) and TV business and cultural programs to pick up the vernacular and better understand your classmates.

- **Watch** TV programs – CNN, CNBC, MSNBC- keep updated on business developments and be more proficient in understanding terminology.

- **Speak** in English with your friends and classmates outside of class to enhance your oral skills which will help you in class participation.
Case Prep Guidelines - Stages

• Overall:
  - analyze the situation,
  - identify key issues/problems to tackle,
  - identify various options available,
  - assess the pros and cons of the options,
  - decide on a strategy backed up with cogent supporting rationale,
  - and detail your implementation plan with objectives.

Four stages of learning:
  Individual Prep;
  Small Group Discussion;
  Class Discussion;
  After Class Reflection.

It is an intellectual “fitness gym” not a “tanning salon”
Case Prep Guidelines – Some Prep Questions

• What is your analysis of the situation?

• What are the key problems?

• What are the decision alternatives?

• What are the company’s strengths and weaknesses?

• What are the environmental opportunities and threats?

• What are the pros and cons of each of the decision alternatives against the backdrop of company strengths/environmental opportunities, keeping competitive considerations in mind?

• What is your recommended action plan with supporting strategic rationale?
Class Participation Guidelines

Effective class participation includes:

• Sharing analysis of the case and recommended action plan with supporting rationale;

• Sharing related experiences or points of view with the class;

• Building on points raised by other participants;

• Responding to “cold calls” and “warm spotlights”;

• Raising relevant issues and channeling the class to fruitful discussion areas for managerial learning;

• Relating and linking topics and issues being discussed to previous class discussions to help build integrated frameworks and develop managerial learning;

• Summarizing key takeaways from class discussion;

• Contributing to overall class learning