



## CREATING EMERGING MARKETS: PERSPECTIVES ON TEACHING

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Dr. Sudev Sheth introducing students to the CEM interview database in his “Regional Analysis: Politics, Markets, and States” MA-MBA course at the Lauder Institute, University of Pennsylvania. The course provides students with in-depth knowledge about countries and regions around the world while gaining exposure to influential theories about social change (20 September, 2022).

*What value do you believe CEM interviews have for educators and students?*

- For students, the CEM interviews provide immediate access to the views and experience of stalwart business leaders and entrepreneurs from around the world. The questions posed by HBS faculty bring about dialogues that manage to balance breadth and depth of key topics of interest. Examples include the building and scaling of companies in recently opened economies, leadership styles in different cultural environments, and the responsibility of business in geographies characterized by weak institutions and endemic social challenges. As an educator, I’ve found the CEM site easy to navigate with its country-level and topic-level drop down menus. Additionally, the availability of interviews as both full transcripts and video excerpts provides educators with different options for how to integrate materials into an effective pedagogy.

*How have you used CEM interviews for classroom teaching or assignments? Do you use the interview transcripts, video clips or both?*

- I have used CEM interviews both for teaching and to enhance student assignments. For example, in my first-year MBA course on the political economy of entrepreneurship, students are required to produce a research paper that focuses on a pattern of

entrepreneurship in their region of focus. If a student wishes to write about the challenges of building a brand in Chile or Argentina, CEM has over a dozen interviews by CEOs across industries that speak about factors like distribution, company culture, or adapting to the needs of segmented markets across Latin America. The video excerpts have been particularly helpful in my seminar entitled “The Global Leader,” where we explore settings and modalities of leadership across the world. In discussing Nelson Mandela’s activist leadership in apartheid South Africa, for example, I benefitted from Robert Brozin’s views on how Mandela’s legacy directly impacted his entrepreneurship and leadership style in taking the food company *Nando’s* to global heights.

*How have students responded to the CEM interviews?*

- The students have absolutely loved the CEM interviews. The short interview excerpts are a ready-to-go resource, while the interview transcripts provide an opportunity to explore topics in depth. For many unfamiliar with certain parts of the world, CEM interview are often a crash course in understanding macro-institutional environments, cultural makeup, as well as the opportunities and challenges facing business in such places. Many of my students are also not native English speakers, so the transcripts and captioned video clips make CEM a welcoming resource.

*Who would you recommend use CEM interviews?*

- I recommend that the interviews be used by university professors trying to pluralize the study of business by incorporating other parts of the world. As markets have now opened up across new geographies, the CEM database is a prominent resource for understanding commerce outside of the Euro-American experience. As with my own classes, students working on projects, term papers, or even Masters-level thesis projects will find a reliable, robust, and insightful set of materials to analyze.

*Any tips for educators considering using CEM interviews in the classroom?*

- One strategy that I have used to make the most of the CEM interview transcripts is to combine several interviews from one country or region into a single searchable PDF. For example, if a student or educator wishes to understand the relationship between business and government across Africa, it is quite efficient to combine all of the available interview transcripts from the region and conduct key word searches to immediately recognize patterns and connections. I have also found it very useful to sit with students in office hours or even take a few minutes in class to introduce the CEM repository. I show them how to navigate the topic searches in the sidebar, and how to access the transcripts and videos by individual. Showing them how easily accessible the repository is, in my experience, has increased its value for research and study.

*What would you like to see from CEM in the future?*

- I hope to see the CEM archive grow to include additional interviews from across Asia, including central, east, and southeast Asia.