



# **Course Outline for “Financial System in Chile and Implications for China”**

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**Graduate School of Business**

**Guangdong University of Foreign Studies**

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<b>Course title:</b>	Financial System in Chile and Implications for China	<b>Pre-requisites:</b>	
<b>Course code:</b>		<b>Nature:</b>	
<b>Credit hours:</b>		<b>Credit points:</b>	
<b>Instructor name:</b>	Ximena Claros B.	<b>Class time:</b>	9 lecture hours at Guangdong University.
<b>Instructor title:</b>	M.Sc.Finance University of Chile, Business Administration University of Valparaíso	<b>Classroom:</b>	
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## I. Course Description

The main goal of this course is to provide an overview of some aspects of the Chilean financial system that could be interesting for students, considering the increasing development of the Chinese Financial System.

These aspects present experiences (with different outcomes) that might help to the implementation of public politics.

### Mapping of the course content against the AMBA Criteria (please tick relevant boxes)

<b>Tic k ✓</b>	<b>AMBA Criteria</b>
✓	(i) the concepts, processes and institutions in the production and marketing of goods and/or services and the financing of business enterprise or other forms of organization;
	(ii) the concepts and applications of accounting, of quantitative methods, and management information systems including IT applications;

	(iii) organization theory, behavior, HRM issues and interpersonal communications;
	(iv) the processes and problems of general management at the operational and strategic level;
✓	(v) Macro and micro economics
	(vi) business research methods and consultancy skills;
✓	(vii) the impact of environmental forces on organizations, including: legal systems; demographics; ethical, social, and technological change issues;
	(viii) explicit coverage of the ability to respond to and manage change;
	(ix) business policy and strategy;
	(x) leadership and entrepreneurship;
✓	(xi) an understanding of the impact of sustainability, ethics and risk management on business decisions and performance;
✓	(xii) further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, knowledge management, and globalization;
✓	(xiii) the international dimension to the above, including political risk and contemporary processes of regionalization, emerging markets, global governance and globalization.

## II. Course Learning Outcomes

On completion of this course, students should be able to **understand**:

- The process of Bank Service Accessibility in Chile and other countries in Latin America
- The fund pensions system as a model made in Chile.
- The Chile's experience with the current Fund Pension Model.
- Financial Markets in L.A and Chile.

**Alignments of Program and Course Learning Outcomes (CLO):**

<b>Program Learning Outcomes</b>	<b>Course learning outcomes (CLO) #</b>
In-depth knowledge of business and management	
Analytical skills and critical judgment	
Communication and social skills	
Leadership and strategic thinking	
Diversity awareness	
Ethical and social understanding	

### III. Syllabus

General description of the teaching arrangement

#### Tentative Teaching Schedule

<b>Session</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Cases/Exercises</b>	<b>Writing Assignment Due</b>
1	25/10	Capital Market in L.A. and Chile.	MONETARY POLICY REPORT June 2013, CENTRAL BANK OF CHILE		
2	28/10	Pension Funds Systems in Chile and L.A.	“The Chilean Pension System”, Superintendency of pension Funds Administrators, Fourth edition Chapter III. (Provided by lecturer)		
3	29/10	Banking Services in Chile and Latin America : an overview	“Improving the Banking System: The Chilean Experience” CENTRAL BANK OF CHILE (Provided by lecturer)		

## IV. Prescribed Texts and Reference Materials

### Textbook

International Financial Management by Jeff Madura, Thomson ( 2000)

### Reference Materials

- **“Improving the Banking System: The Chilean Experience”**  
Betancour, José De Gregorio, Alejandro Jara  
N.º 16 - March 2006, **Economic Policy Papers**  
Central Bank of Chile
- **Reaching out: Access to and use of banking services across countries**  
New England Economic Review, September/October 2000  
Thorsten Beck, Asli Demirguc-Kunt, Maria Soledad Martinez Peria  
Journal of Financial Economics 85 (2007) 234–266
- **The Provision of Banking Services In Latin America: Obstacles and Recommendations**  
Liliana Rojas-Suarez  
Working Paper Number 124 June 2007  
Global Center for Development

### Websites

- <http://www.safp.cl>
- [www.imf.org](http://www.imf.org)
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## V. Teaching and Learning Methods, and Learning Outcome Assessment

Learning Outcomes	Teaching & Learning Methods	Assessment
<ul style="list-style-type: none"><li>• Financial Markets in L.A and Chile</li><li>• The fund pensions system as a model made in Chile.</li><li>• The Chile's experience with the current Fund Pension Model</li></ul>	Interactive lectures encouraging active participation of the students	<ul style="list-style-type: none"><li>• Group Assignment about the previous lectures</li><li>• Final Examination.</li></ul>
<ul style="list-style-type: none"><li>• Understanding the process of Bank Service Accessibility in Chile and other countries of Latin America</li></ul>	Interactive Lectures encouraging active participation of the students	<ul style="list-style-type: none"><li>• Final Examination</li></ul>


## VI. Assignments and Requirements

The course will be held in English and students should have good written and spoken English skills. The course will be divided in three 3 hours sessions on campus during which topics outlined above will be discussed. Active participation from the students is encouraged and the topics will be covered from the casuistic view.

Students will work on two assignments in groups of three. The first one will be administered at the end of lecture 2. The second test (final examination) will be submitted electronically to the professor two weeks after the finish of the lectures.( the exact deadline will be provided by the lecturer in advance).

The exact instructions for the final exam will be provided during lecture 3.

## VII. Composition of Total Marks and Criteria

Items	% of grade	Due
Attendance	20%	
Group Assignment	30%	At the end of lecturer 2 students will have to take a group test.
Final examination	50%	Assignment instructions will be deliver to students.

### Grading Criteria for each item

## VIII. Academic Misconduct

The University takes any form of academic misconduct seriously. Academic misconduct on the part of a student, which involves amongst other forms of misconduct: Cheating, Plagiarism and Collusion.

Plagiarism is the use of another scholar's work as your own. It includes not only the representation of an entire article or section in a paper, but also (most commonly) the paraphrasing or rearrangement of another's material without proper attribution. Summarizing

someone else's ideas and putting them in your own words does **not** free you from the obligation of acknowledging their work by way of appropriate citation and referencing. Failure to acknowledge material correctly is an offence against professional standards.

Most commonly, plagiarism exists when: the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for the student's own in an examination or test); parts of the work are taken from another source without reference to the original author; or the whole work, such as an essay, is copied from another source.

Collusion includes inciting, assisting, facilitating, concealing or being involved in plagiarism, cheating or other academic misconduct by others.

## **IX. Student evaluation of member participation form (refer Appendix 1)**

When undertaking syndicate work, each student must complete a 'student evaluation form' and it must accompany all group work assessments. This form is an evaluation, by the student, of each member's participation and cooperation in the various projects.

Where a student evaluation form is not submitted the lecturer will assume equal participation for that component of the program. If a form is not submitted, a student may not at a later time (such as after receiving a fail grade for the subject) claim that they did a larger proportion of the work than other team members. Where students' evaluation of other team members' input differs, the lecturer will determine the relative weighting of each member's participation based on the submitted student evaluation sheets. The lecturer's decision will be final.

## APPENDIX 1

### STUDENT EVALUATION OF MEMBER PARTICIPATION SEPARATE FORM TO BE COMPLETED BY EACH STUDENT

In order to encourage equal participation on the part of all group members, each group member will complete and turn in an evaluation of the group members. This evaluation will indicate the percentage of contribution of each group member to the group's overall performance. An evaluation will accompany each group presentation and the written research project report.

Name of assessment component \_\_\_\_\_

Group: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Project Mark: \_\_\_\_\_

Student's name	% Participation

The average of the awarded percentages should equal 100%. Individual marks are calculated by multiplying paper grade by the percentage awarded by peers. For example, If Joe Black was awarded 90% for his contribution to the project and the group received 36 out of 40 points for the project, Joe's mark would be 32.4%. However no individual can exceed the maximum points for the project.

Students can give each of the group members 100%. If this is done, each student receives the mark that was awarded to the total project (in the above example 36 points). No student should receive zero unless they really did nothing to contribute to the completion of the project (EG, did not go to meetings, did not complete assigned tasks, and did not contribute to the conceptualization of the project).

In completing this form take into account:

Willingness of the individual to carry out jobs assigned

Ability of the individual to meet deadlines

Cooperation with other team members

Quality of the individual's work





## Assignment Form

### SECTION 1: STUDENT TO COMPLETE

Name: \_\_\_\_\_ Student ID No. \_\_\_\_\_

Course: \_\_\_\_\_ Assignment No. \_\_\_\_\_

### STUDENT DECLARATION

I declare that this assignment is my own work, that all sources of reference are acknowledged in full and it has not been submitted for any other course.

Signature \_\_\_\_\_ Date \_\_\_\_\_

### SECTION 2: INSTRUCTOR TO COMPLETE

Date Received: \_\_\_\_\_

### SECTION 3: INSTRUCTOR'S COMMENTS AND ASSESSMENT

#### STRENGTHS

- ☐ Good use of relevant study materials
- ☐ Detailed analysis of the questions
- ☐ Successful use of analysis
- ☐ Good illustrations
- ☐ Clear/logical structure
- ☐ Effective communication

#### WEAKNESSES

- ☐ Insufficient use of study material
- ☐ Superficial treatment of question
- ☐ Too descriptive-little/no analysis
- ☐ Lack of illustrations
- ☐ Weak structure
- ☐ Ineffective communication

#### Additional Comments:

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Grade awarded for assignment \_\_\_\_\_