Learning by Doing: A Modular Framework for

Short-term Travel Courses

Innovation Summary

Our pedagogical innovation is the creation of a common framework for short-term travel courses that is discipline independent and built on a blended (hybrid) learning platform. This modular framework has been successfully used with travel courses that come from the organizational behavior, operations management, and finance curriculums. The framework creates two parallel curriculum streams. The first is content specific, engaging students in the focal area of the travel course, typically applying a particular discipline lens to a specific geographic area. The second stream is rooted in team development, providing both theoretical learning as well as practice of those team competencies. This innovative parallel stream framework provides both content and process for the success of the travel course, creating the infrastructure for the course to run effectively, and requires students to put into practice various team oriented theories and concepts in order for the course to run. In fact, students actually create much of the discipline-specific content as well as the team infrastructure for the course: truly taking theory into practice. This common platform is particularly innovative in that it features a high level of student engagement and student-centric learning, and by design becomes customized to each student group. Rather than creating cookie-cutter standardized travel courses, using this common platform as a foundation drives customization of the travel course based on the engagement and participation of the students themselves.

The framework successfully achieves several educational objectives. First, students turn theory-into-practice by actively engaging in using various organizational and team-oriented tools and techniques in the course. Second, it generates integrative learning as students participate on different levels: the course work itself and the learning community experience. Third, it is designed to spark self-directed learning in all students which is key to creating life-long learners engaged with the broader world. Finally, and pragmatically, the framework minimizes the number of pre-travel in-person class sessions required without sacrificing content-specific preparation or group cohesion.

Introduction

The demands and requirements placed on business education today are myriad. Depth of learning, disciplinary relevance, exposure to cutting-edge business leaders and operations, and deriving value from the educational experience are all goals shared by all stakeholders – students, faculty, administration, and parents – alike. Of growing importance, in recognition of the global business environment that has quickly become the norm for most industries, is the significance of global awareness and knowledge, an ability to work with and engage successfully with people and organizations around the globe. AACSB International emphasizes this global perspective: "Every graduate should be prepared to pursue a business or management career in a global context. That is, students should be exposed to cultural practices different than their own." [1], pg. 14.

Given these extensive requirements, business schools find themselves working to offer both depth and breadth of knowledge in core disciplines; enrichment experiences for industry knowledge and exposure; career counseling and job placement; experiential learning that derives value from the core learning experiences (i.e., knowledge into practice), and somehow within this complex system also deliver a global context. In years past, the 'semester abroad' was one approach for some students to gain global exposure, but this often came at a cost: isolation from the home institution, stepping out of an integrated curriculum, and resulting overlaps or gaps in learning. In addition, the costs and logistics of a semester abroad are prohibitive for many students. The short-term, faculty led travel course is emerging as a viable approach to satisfy this global context. These short-term courses, typically offered just before the start or after the end of a semester (or even during winter or spring break), consist of various industry site visits, speakers, academic encounters, and cultural exposure in a 1 – 3 week period.

There are several challenges with the typical short-term travel course. The logistics of a travel course are complicated – pre-departure work is required and needs to be in scale to the contact hour

expectations for the number of credits the travel course offers with due respect given to the contact hours that the course will provide 'in country'. Scheduling the pre-departure classes can prove difficult as students (and faculty) are carrying full academic loads in the pre-departure semester. The intensity of a short-term travel course means that the group will need to become high-functioning very quickly, and learn to live and work together effectively. We have developed an integrative foundation for short-term travel courses that engages students and faculty, creates a high-functioning learning community, moves cross-disciplinary theory into practice, and eliminates many of the logistical challenges of these courses.

Students Served

Our innovative course framework has been used successfully in two short-term travel courses to different parts of the world: Central Europe in 2009 (13 students) and China in 2011 (18 students). Our framework is designed to be used with any level of student. In Central Europe, all students were undergraduates; in China, the course was a mixed-level course of undergraduate and MBA students. In fact, as the framework is particularly effective in creating real community quickly, it is especially useful in courses that draw on students across the business school. For example, the MBA students who participated in the course came from various cohorts: 16-month intensive, 1st year evening, traditional full-time, and 3rd year evening students.

Educational Objectives

The short-term travel course framework we developed is designed to achieve several educational objectives. First, it requires students to leverage theory-into-practice by actively engaging in using various organizational and team-oriented tools and techniques in the course. Second, it is designed to generate integrative learning as students participate on different levels: the course work itself (which has had various discipline-specific foci, including Women & Leadership, Sustainability in Operations, and Finance) and the learning community experience. Third, it is designed to spark the capacity for self-

directed learning in all students which is key to creating life-long learners engaged with the broader world. Finally, and pragmatically, a key objective of the framework is to minimize the number of pre-travel in-person class sessions without sacrificing learning or group cohesion.

Literature and Motivation

Our course framework is based first and foremost on expected learning outcomes as described by AACSB in various standards. These include: "multicultural & diversity understanding" (Standard 15); "reflective thinking skills" (Standard 15); "group and individual dynamics in organizations" (Standard 15); and "capacity to understand management issues from a global perspective" (Standard 18) [1]. We operationalize these ideas of reflective thinking and organizational dynamics through the use of learning communities. Learning communities provide an effective approach to interdisciplinary learning that pushes students and faculty alike to build community and are successful in increasing student involvement in driving their own learning: personal efficacy. [2] Learning communities help students learn to deal with complexity, become self-motivated, and learn to work and communicate with diverse perspectives. [3] A key element in the foundation of our learning community practice is incorporating self-awareness and emotional intelligence. As a foundation of our learning community we use the concept of emotional intelligence [EI], defined as the ability to identify and manage one's emotions to interact with others effectively. For business school graduates, highly skilled in technical capabilities, developing the interpersonal skills and competencies that come from emotional intelligence can be crucial to career stability and success. [4] We enact this EI work through the four phases described in Tucker et al [4] including preparation, training, transfer & maintenance, and evaluation using the travel course as the learning laboratory, similar to Ornstein & Nelson [5]. Finally, we adopt a variety of on-line and blended learning tools and techniques to structure the travel course, recognizing that this capability is the lynchpin in building a high-performing learning community without intensive and time consuming face-to-face meetings, creating "the ability of online learners to be both together and apart-and to be

connected to a community of learners …without being time, place, or situation bound." [6], pg. 96. Blended learning uniquely integrates face-to-face and technology-enabled interactions so that the in-person sessions build on the online encounters and vice versa. In fact, there is a growing sense that blended environments can create a stronger sense of community among students and even better learning outcomes (see, for example, Rovai & Jordan [7]).

Innovation

Our pedagogical innovation is the creation of a common framework for short-term travel courses that is discipline independent and built on a blended learning platform. The focus is on pre-travel preparation with a particular emphasis on managing two parallel curriculum streams: the first is content specific, engaging students in the focal area of the travel course which is a combination of discipline (accountancy, production systems, leadership models, etc) and geographic location being visited. The second stream is rooted in team development, providing both content learning as well as practice of those team competencies. This innovative parallel stream framework provides both content and process for the success of the travel course, creating the infrastructure for the course to run effectively, and requires students to put into practice various team oriented theories and concepts in order for the course to run. In fact, by leveraging this parallel stream structure, students actually create much of the discipline-specific content as well as the team infrastructure for the course: truly taking theory into practice. We developed a blended learning framework for short-term travel courses that incorporates emotional intelligence; leverages organizational and team theory from the business school curriculum into practice in the travel course; engages students rapidly in driving their own learning; and works effectively as a common foundation for short term travel courses regardless of the course's discipline focus or geographic region. This common platform is particularly innovative in that it features a high level of student engagement and student-centric learning, and by design becomes customized to each student group. Rather than creating cookie-cutter standardized travel courses, using this common

platform as a foundation drives customization of the travel course based on the engagement and participation of the students themselves.

Implementation

The framework[1] is laid out once the students have been accepted and enrolled in the short-term travel course, and the relationship between face-to-face and online work is easily seen in the syllabus calendar (Appendix A). "Rules of Engagement" for effective online discussion are posted and briefly reviewed in the first face-to-face session (Appendix B). Before the first class session, students are informed by email that the website is up and active, and that they should "stop by" the course website well in advance of the first class session and review the Welcome Letter (Appendix C). The online work starts before the first face-to-face session, quietly signaling that this class will not be similar to many classes; students will need to self-motivate, self-direct, and engage before we even meet. The scavenger hunt exercise (Appendix D) that is required before the first face-to-face session has two major functions. The first is to ensure a level playing field – to complete the scavenger hunt, the students need to get on Blackboard, navigate through various sections of Blackboard, and complete an online assessment. When this is done, we know that each student is adept and competent in the technology that will support the blended course. The second is to have the students produce input to the class engine before the first face to face meeting (specifically, the information in question five of the scavenger hunt), demonstrating that the blended nature of the class is authentic.

From here, the pre-travel course unfolds in a truly blended format. Online assignments are not repeated in face-to-face sessions (or vice versa), but build upon each other. For example, the first face-to-face session lays the foundation of emotional intelligence thru lecture and discussion, and then

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[1] Although we have used many examples and work products from the second implementation of the framework, the China short-term travel course, these built directly on the Central Europe implementation of the course framework; any differences are negligible.

segues to a discussion of goals and goal setting (Appendix E). The goal setting process continues online for about 10 days, with the students engaging in online discussion about their personal goals for the course, and responding to each other's ideas, identified in the syllabus as the "My Goals, Our Goals" assignment. The professor, as needed, enters into the conversation to prod further exploration of ideas, solicit clarification of postings, and encourage students to engage with each other in dialogue. Near the end of the discussion window, several students will begin tying together the various discussion threads, and the professor compiles a focused list of the goals as developed by the students in the goal setting process (Appendix F). At the next face-to-face session, the students have a brief discussion to 'cement' the goals as agreed to online, and the foundation is set for the process of developing norms for the travel course (Appendix G). In addition to this process work, the class engages in content work, in this case student group presentations on various Chinese companies. Over the next several weeks, the next students engage in two online activities. In the first activity, the students have a class-wide online discussion designed to create norms for the travel course that support the goals as developed. In the second activity, students work in randomly assigned groups to research and create location briefs for the travel cities. As in each previous face-to-face session, the final session includes both content and process work, with the students presenting high-level summaries of the location briefs, and a final focused discussion of the goals and norms created. Through this innovative structure, the students become engaged and create community – in person and virtually on line. Further, they have created much of the course content – both in terms of the explicit course content (location briefs, company summaries) and the foundational course content (team process, emotional intelligence, community creation).

While traveling, the team continues to leverage the pre-travel work. In the Central Europe travel course, students were asked to facilitate norms check in sessions at various points in the course, to ensure that the team was functioning effectively and to demonstrate that the team infrastructure as

created could support the group and provide a foundation to lean against as needed. Students were assigned to facilitate these team discussions, with a focus on creating discussion about what norms were working, which needed to be re-visited, and what the team could do to ensure it was functioning as a team. This norms feedback discussion was set up in Central Europe by the professor. Interestingly, in the China travel course, the students took up this work independently, demonstrating that the team practice foundation was working effectively. These discussions were not scheduled as they happened organically. Students demonstrated that they were leveraging the norms without prompting from the professors. We would hear students in conversation discussing how the travel course was going, and they would explicitly reference the goals and norms and how these structures were facilitating learning and working together effectively. During each course, at about the mid-point of the travel duration, students completed a 'mad lib' type exercise that the professors read out during travel and meal times, which provided anonymous and on-the-spot team insights (Appendix H).

In closing out the travel course, we used the parallel framework to engage students in wrapping up their travel course experience and again, complete the practice of using the team capabilities and infrastructure developed during the pre-travel work. In the China course, students completed a "most likely to" exercise at the end of the course, providing each fellow student with a "most likely to" superlative statement, which were aggregated and shared out at our last dinner together. In the Central Europe course, students completed peer evaluations providing (and receiving) ratings from all fellow travelers on her ability to participate in the learning community, adherence to norms, and contribution to team learning. Holding team members accountable is a critical real-world skill set, involving both recognizing what people have done well, and how they can continue to grow as a contributor to team efforts. Getting that feedback is also a powerful way of bringing closure to a team effort. To those points, the "peer review" form was created to reflect the students' own goals and expectations they had established for themselves for the trip; it was distributed at the beginning of the trip, as a reminder of

those expectations against which they would be held accountable. The concept of giving each other feedback was new to the students, so time throughout the trip was spent building those skills. In periodic "continuous improvement" conversations, students learned to give feedback to the group as a whole (i.e., "How would you rate how well the group is doing adhering to its norms? Why that rating and what would need to change to increase the rating?"). The peer review, where feedback was giving to each student individually, became the natural next step. Peer reviews were written, turned into the faculty (to check to assure they were "constructive"), collated by person, and then handed out to each student. (Appendix I)

Effectiveness and Benefits

Initially, this "letting go" of the course content and enabling the students to truly own their learning is a challenging undertaking. As professors, we are inclined to develop, outline, and closely control the course we are teaching. In this innovative structure, we provide the underpinnings in terms of reading assignments, videos, and mini-lectures but engage the students in different ways to create and drive their own learning, both as individuals and as a group. This community approach is extremely effective. The location briefs assignment, for example, effectively accomplishes several purposes. First, the work product of each team is reproduced and distributed to all students, providing a one-page intro to the location being visited, so the student work product becomes course content. Secondly, by assigning the teams randomly the amount of student inter-connectedness increases and the community network effect is enhanced. Finally, these two elements together create the social engagement and normative controls that ensure high-quality output and the development of real relationships. For travel courses in particular, it is very important to have clear and comprehensive 'rules of engagement' so that students are safe, successful, and able to learn effectively – and have some fun, of course. The goals and norms process creates genuine community, with the associated shared responsibility for themselves and each other but more importantly, creates actual norms that the group has debated, argued over, and finally

agreed to abide by. These goals readily transfer to learning objectives for the course, and the norms provide the rules and expectations for all students in the course while traveling together (Appendix J). As you can see, these norms ensure learning, safety and fun, and are potentially more robust, detailed and meaningful than the norms that a professor would create independently. As a normative control mechanism, developed and taken on by the group, these norms were undoubtedly more effective than the limited norms that the professors would have placed upon the students. The course ran quite smoothly and students actively referenced these norms during the trip to both model behavior and to encourage others to adhere to the norms. For example, after about 3 days of smooth sailing, one student started to be consistently late for 'meet up' times, which would usually be transitions from hotel to site, or site to travel, or similar. A couple students started a 'norms check in' discussion on the bus, and the adherence to being on time improved.

The student-led learning experience is extremely beneficial for travel courses, as the learning outcomes and experiences can grow beyond what the professors originally planned. Several examples from the most recent implementation of this travel course framework demonstrate the genuine value of enabling the students to define, within certain boundaries, what the course goals will be. During the last pre-departure face-to-face class session, the students decided that for each site visit, there should be ambassadors assigned who would research and then introduce the specific site (company, university, trade organization, etc) to the rest of the participants. At first, we pressed back against the students, indicating that we had planned on doing brief introductions ourselves and that given the current amount of work assigned and overall course grading assignments, introducing such a significant assignment and re-allocating the weight of work already completed seemed unfair. As a group the students agreed that they wanted to take on this work for no course credit. The professors happily agreed, and based on student preference, assigned ambassador pairs for each site. Once in country, either en route to the site or during a preceding group meal (depending on logistics) the pairs presented

their introductions which were in-depth, engaging, and incredibly useful. Another idea that emerged in the final face-to-face class was the desire to have a structured, formalized debrief after each site visit. We spent about 15 minutes developing a rubric (Appendix K) that was then used after all site visits with great success.

At the airport as we prepared for departure, we were surprised by another student-created course element. One student had taken the goals and norms document, reduced it to placard size, and laminated a copy for all members: easy to have and to hold, hard to lose, useful to reference as needed. A second student had decided that in order to cement our group identity we should carry talismans and had found small mahjong tiles that readily fit in a pocket or wallet, one for each student (and professor).

Continuing to leverage the idea of student-developed curriculum, the Central Europe course used a final assignment designed to have each student close out the learning experience and to create a final contribution to course content shared with all participants. Each student constructed a "Voice Thread" summary of what was learned. A "Voice Thread" (available at http://voicethread.com/) is essentially a PowerPoint deck with a voice over. Students were asked to create this presentation deck showcasing the photos they took while traveling, and a script about what they had learned about the countries, the cultures, and the impact on women and women's abilities to be leaders, business professionals and entrepreneurs. These "Voice Threads" were posted to the eLearning site, enabling students post-trip to share with each other their learning experiences.

The final assessment of this innovative course framework is, of course, course evaluations. The course framework was first utilized in the Central Europe travel course, which was the first time a short-term travel course was offered by our school; as such, formal course evaluations were not conducted. However, students' provided strong and positive feedback on an ad hoc basis to both faculty and program administration. In fact, it was this feedback that prompted the use of the course framework in

subsequent offerings. In the most recent implementation, the China short-term travel course, students provided consistently strong and exceptional course evaluations, rating the overall quality of the course 4.875[2]. Of particular interest, given the hybrid nature of the course, student responses to the technology-related questions demonstrate that the hybrid format was successful. Students rated the instructors' effective use of technology to communicate outside the classroom as 4.938, the instructors' effective use of technology to enhance learning in the classroom as 4.813, and the instructors' effective use of technology to continue learning outside the classroom as 4.75. The written open comments provided by students demonstrate the success of the course framework as a strong foundation for learning the course content, engaging in the cultural aspects of the travel course, and participating successfully in the travel community. For example:

- "Without this course I would not be able to confidently do business abroad, which I now feel like I could."
- I basically shifted from [engaging in] theoretical book learning to experiential learning"
- "The upfront work we did together paid off"
- "I especially found valuable how diverse the content was"
- "Gaining new perspectives and learning different viewpoints from fellow classmates"

The objectives of the course framework were met, as the students themselves describe their transformation from book-learners to experiential, self-directed learners, they gained a strong sense of the global business environment, and value the diverse and integrative nature of the curriculum. Through this parallel stream framework, a short term travel course supports AACSB program expectations around multicultural understanding & global perspectives, reflective thinking skills and both theoretical and practice-based knowledge of group and individual dynamics in organizations through the team-created course content and operational structures.

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[2] All course evaluations are on a 5-point scale, where 1 = poor or strongly disagree and 5 = outstanding or strongly agree

Transferability

Although originally developed for the Central Europe short-term travel course, this common framework was designed to be highly transferable. In creating the framework, we specifically developed a parallel curriculum that blended together emotional intelligence and team oriented capabilities in a student centric curriculum that was discipline independent. The goal was to have a framework that would be modular, and readily connect to and support any short-term travel course, regardless of the content focus or location(s) being visited. We have used the framework successfully for an organizational behavior course "Women in Leadership" in Central Europe that visited multiple countries as well as a combined operations management and finance course "Sustainable Business in Emerging Markets" in China, which demonstrates the modularity of the framework. The framework has truly "plug and play" viability to work in concert with any short-term travel course. Given it has been used successfully by professors from organizational behavior, operations management, and finance, it is accessible to educators from any discipline.

Appendices

Appendix A: Abbreviated Course Calendar

Type	Date	Topic	Prepare
Online	Before 3/18	• Blended Learning Readiness	Complete the course scavenger hunt on Blackboard
		• Where am I: Emotional Intelligence Quiz	Complete the EI quiz posted on Blackboard, bring to class
F2F	Sunday 3/20	• Course Overview • Intro to Emotional Intelligence • Setting Goals: Initiation • Research Team Formation	Read 1 of 2 assigned books Read articles 1 – 3
Dinner		• Explore Chinese Culture through Dining…	Your appetite!
online	Through 4/8	• My goals, our goals	Engage in goal setting discussions on Blackboard
F2F	Sunday 4/10	• FDI and MNC in China	Read articles 4 – 8
		• Getting the Lay of the Land: Industries, Organizations, Markets	Company analysis presentations by each team
		• Creating Group Norms	Review the final Goals doc posted online
Online	Through 4/29	• Location Briefs	Each location team will use the online forum to investigate, explore, and become our experts on a specific location we will visit. Before last F2F, submit a one page location brief.
		• Norms Development	Engage in goal setting discussions on Blackboard
F2F	Sunday 5/1	• Location Briefs	Distribution of location briefs, high-level summary by one member of group.
		• Goals & Norms Engagement	Read final Goals & Norms as posted
		• Logistics	Review packing & logistics info, prepare questions
Online	Through 5/20	• Project Planning	Each group should engage in pre-travel research and discussion on final project
		• Resource Sharing	Any last items, thoughts, ideas to share with the group? Use our discussion boards.
F2F	Saturday 5/21 – Thursday 6/2	• LAUNCH – GO TO CHINA	

Appendix B: Online Engagement

Before trip departure, we will be having on-line discussions that enable us to engage in discussions as we "build common knowledge" from assigned articles and videos in preparation for our trip.

There will be "starter" questions posted for each discussion which are intended to help you critically read and reflect on the content. Your answers to those questions will serve as an underpinning for our on-line discussion.

The general flow of the discussion will be to collectively:

1. summarize the main points and facts from the articles, incorporating answers to your critical reading questions
2. Discuss what you found most surprising or interesting.
3. Offer and discuss comparisons between and themes across articles.
4. Articulate questions the articles may raise for you, which could be explored in subsequent classroom discussions, or more likely, while we are traveling.

Our role will be primarily as a reader of postings. This is your discussion. I may prompt you to move the discussion to the next step, or ask for you to develop a point further, but in general I will not be an active participant.

Your role is to engage and participate in the discussions:

- Post 3-5 times per session, posting throughout the discussion period (not all at once) so you can be responding to new postings.
- Incorporate facts from the readings to support your postings in a meaningful way.
- Add richness to the discussion by posting new ideas, new content (from other data sources), and/or alternative views; and by asking compelling questions.
- Build on and move the conversation forward (For example, a posting of "I agree" has no value. At the very least explain why.)
- Offer opposing views in ways that encourage debate and discussion.
- Write your postings with clear sentence structure, in active voice, and free of grammar and spelling errors. Use complete words, not texting abbreviations.
- Follow the general on-line protocols posted in the "On-Line" section in the "Welcome" folder.

Appendix C: Welcome Letter posted on Blackboard

- **Check out the syllabus & itinerary** (or at least how it stands to date!) We have a very full schedule meeting scholars, business leaders, and government officials---but also time to site see, shop and have fun!

- **Read the faculty introductions** of professor and professor, your two faculty guides.

- **Post your own introduction** and photo to the travel team (Blackboard).

- **Conduct the scavenger hunt**. This will ensure that you have learned how to navigate around this website and will be ready to participate virtually when the time arrives. Question #5 is very important and will take some thinking, as your response will help build the goals for our travels. As you complete your response, hit "save" periodically.

Appendix D: Scavenger Hunt Exercise, completed on Blackboard

Q1	What is your full name?
Q2	Go to the Home Page. If you have any questions about the course, where should you post them and why?
Q3	Go to the Welcome Letter. What are the 3 dates we will have face-to-face meetings?
Q4	In the Welcome link, click on Prepare for March 30. What are the assignments you need to complete by our first meeting, March 30?
Q5	Think about your upcoming trip, what you are looking forward to and what you might be a bit concerned about. For this question, identify your "two top hopes" and "two top concerns". We will keep your answers anonymous, and use this information in our fist F2F session help create our travel team goals. So be honest – it is the best way to ensure that your own goals will be met while we travel. Please respond to these two questions for Q5: What do you hope will happen on this trip? Think about what you would like to do or accomplish, and how you want the trip to make you feel, what kind of group dynamics you'd like to experience, friends you would like to make, et cetera. Now, pick your "two top hopes" and "two top concerns" and type them in the answer block.

Appendix E: Emotional Intelligence & Goals Kickoff

Why a travel course?

- Educational Rationale
  - business opportunities are increasingly global and require some level of understanding of other cultures and their business practices
  - opportunity to gain first-hand foreign experience
  - to build resumes
  - employer willingness to fund some or all of the cost of course travel
  - Student demand for variety and interest in management programs

- What is it that you want, out of this?

Overarching Goals

- Course Content: Knowledge of economics, history, political process, law, business structure and opportunities, and national culture
- Course Success: pedagogy, student satisfaction, learning achieved, and group dynamics
- Process is the key:
  - pre-trip preparations (e.g., passports/visa, inoculations, arranging time off from work, graduating)
  - the travel experience (e.g., transportation, logistical arrangements, site visits, class interaction)
  - the post-travel course completion phase (e.g., written reports, possible wrap-up meeting)

Empirically, we know…

- Lost of stress (You wish! Here's a sign of stress—it's "Lots of") and highly emotional in the planning and in the process of the trip
- …especially when someone has not traveled extensively
- ….when the trip is outside of the familiar cultural and geographical areas of familiar cultures (western cultures?)
- …when you are traveling alone (meaning without your regular travel companions, such as friends and family)

Instances of possible unpleasant stuff

- Currency…type and amount of currency *(get used to them) (and have fun shopping)*
- How to cope with language differences *(lets learn to say Xie Xie and Ni Hao)*
- interactions with fellow travelers (get used to them?)
- a myriad of other fears (rational and irrational)
  - disease, unusual foods, getting lost, injury, lack of privacy, political uprisings
  - BIG ONE—Internet shutdown? OMG Facebook?!
- It's a big group…
  - issues inevitably arise when numbers of people, particularly virtual strangers (i.e., the course participants), travel together for long times and distances. (two weeks can be forever!)
  - Group dynamics can be expected … both positive and negative

This is where EI comes in

- To get the most out of our trip – intellectually, academically, socially, culturally, we need to manage the process
- We need to
  - be good company
  - Be academically prepared
  - Be competent and emotionally intelligent co-travelers
- Emotional Intelligence: the ability to recognize, regulate, and control one's emotions to most effectively interact with others (this ain't no pleasure trip when you might choose not to interact and be a loner)
- EI is predicated on the understanding that
  - emotions (i.e., feelings) are the driving force of motivation
  - a poor understanding and/or control of one's feelings may result in undesirable interactions with others (not good) and the blocking of valuable inputs (loss of good stuff) because emotions are distracting

Yi: Self-awareness

- People adept at self-awareness recognize their emotions, their genesis, and the potential outcome of their state of feeling.
- For example, the student with a high degree of self awareness would
  - recognize that she feels very anxious about leaving her family for a 2-week travel course to another continent.
  - He recognizes that his anxiety is likely to make him "snap" at classmates.
- And so:
  - Preventing that behavior, or apologizing for it when it occurs, will decrease the likelihood that colleagues will ostracize the student.
- Conversely, the self-unaware
  - does not recognize that he is feeling apprehensive about the upcoming 20-hour airplane flight and therefore
  - neither recognizes the ways in which he withdraws from her classmates
  - nor notices their disturbed response to his behavior.

Er: Self-regulation

- the ability to monitor and control one's emotional outbursts.
- This is not the same as having no emotions--it refers to one's ability to show emotions appropriately.
  - The student with high self-control, for example, can put aside his frustrations while waiting at immigration
  - whereas the student with poor self-control starts to cry or worse yet, yells at immigration officials!

San: Self-motivation

- A person's ability to face problems (yes we will have some) and defeats (nah) and to carry on in pursuit of his/her goal.
  - For instance, the international student studying in the U.S. who realizes 4 days prior to travel that her passport has expired needs a great deal of perseverance to contact the various consular/embassy officials necessary to expedite a renewed passport in a very hasty manner.
  - Conversely, a student with limited ability to face challenges may "give up" during the travel course and demand to return home early. This outcome could be very costly in terms of money, time, and reputation for the student, fellow participants, the course, and the institution.

Se: Empathy

- The ability to listen and understand another's emotional reactions--be they verbal or non-verbal.
  - The highly empathic student may note the look of consternation on the face of a host when he unknowingly commits a cultural faux pas.
  - Based on his recognition he might then try to find out what he did wrong, apologize, and change his behavior in the future.
  - The traveler with low empathy is unlikely to detect the different tones and inflections of voice that convey messages in a culture other than his own.

Wu: Social skills

- Abilities such as collaboration, communication, and cooperation.
  - The socially skilled person uses humor at appropriate times to break tension and
  - recognizes that when part of a group, her preferences may have to be subordinated to the greater good.
  - On the other hand, the less socially skilled person is uncomfortable with others and
  - telegraphs this discomfort to hosts and fellow students alike

Our EI Strategies

1. Energy, Openness & Enthusiasm: regular check ins
2. Hold angry reactions until tomorrow
3. Dedicate time to process discussions
4. Develop personal goals before traveling
5. (S)Pace: reflect, renew, recover, reengage
6. Consciously connect with all travelers *(start today!)*
7. Journaling
8. Think about alcohol consumption
9. Be like Gumby: be flexible. *(live and let live)*
10. Post trip debriefing….

EI Quiz (in class)

- Remember this quiz was for personal insight only! Count the number of times you circled "yes"
  - 13 – 15 Very High EI   10 – 12 High EI
  - 7 – 9 Average EI   1 – 6 Below Average EI
- The goal is to get each of us thinking about our emotional strengths & challenges before we travel; we can then develop strategies that will make the trip successful for each of us as individuals, and as a group
- There are lots of online resources and instruments…
  - http://www.ihhp.com/quiz.php
  - http://cl1.psychtests.com/bin/transfer?req=NDF8Mjk5OHwxMjE5MzgyfDB8MQ==&refempt=
  - http://www.testcafe.com/ei/
  - http://www.queendom.com/tests/access_page/index.htm?idRegTest=3037

Appendix F: First Cut Proposed Goals

Goals

1. **Develop competence and learn about the Chinese business environment:**
   - gain comfort with Asia area
   - Understand US companies role and relationship with China
   - Increase understanding of US companies producing & selling in China
   - Learn about working in an emerging market
   - Experience real access to businesses operating in China
   - role of gender and sustainability in business in China
   - Understand human rights & environmental issues facing China
   - learn about business relationships in this global supply chain landscape

Learn about Chinese culture:
   - all learn something and embrace experience as may not visit China again
   - Sight-seeing: explore and experience Chinese culture
   - take lots of pictures
   - To be open minded about new culture and new people
   - Learn some norms about working in China
   - Be open to new places, new things, have fun and make friends
   - learn something new about myself in a new culture
   - situate ourselves as students and business people in a greater global context
   - Practice engaging in the culture – sensitivity to cultural norms, respecting racial or ethnic identity
   - Navigate food as culture (stated several times)

2. **Have a positive group travel experience:**
   - Connect and form new & solid relationships with fellow students
   - develop group identity and strong relationships
   - great group dynamics (repeatedly stated)
   - people are positive and best foot forward
   - friendships & relationships: make new, solidify, extend (repeatedly stated)
   - That there will be no division between UG and MBA students, we can all learn from each other
   - All have fun (repeatedly stated)
   - Dress appropriately for the weather and the experience

3. **Have a safe travel experience where we respect and care for each other:**
   - Organized & cohesive group dynamic (repeatedly stated)
   - Not lost, sick, or at risk
   - Personal space in balance with group cohesion: maintain energy levels
   - Consider homesickness, feeling lost, overwhelmed, language concerns
   - Be a good roommate & group member
   - Engage in positive group dynamics and avoid negative behaviors such as cliques and negative attitudes (repeatedly stated)

Appendix G: Goals and Norms

China: Sustainable Business in Emerging Global Markets

Goals & Norms

Why Goals?

- Goals create a "contract" that team members agree to implement
- Goals are the basis for all decision making.
- Goals can be used in holding members' accountable.
- Goals can be used in resolving conflict.

Our Goals, So Far…

- **WHAT we hope to accomplish:**
  - Learn about business in an emerging global market like China
  - Increase understanding of companies producing and selling in China
  - Learn about Chinese culture

- **HOW we hope to accomplish it:**
  - Have a positive group travel experience
  - Have a safe travel experience where we respect and care for each other

- Reflect, review, discuss…..
- Refine.

Norms

- Norms are the explicit or implicit modes of behavior that a society uses to govern appropriate (and inappropriate!) behavior
- We will be creating norms to support our goals, govern our group experience, and help us be successful in our travels

- Example:
  - Family values – goal is a cohesive, coordinated, happy family
  - Norms: respectful talk, working the list, family dinner, Friday night choice, privacy

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Consider Emotional Intelligence

- Self awareness
  - People adept at self-awareness recognize their emotions, their genesis, and the potential outcome of their state of feeling.
- Self regulation
  - The ability to monitor and control one's emotional outbursts: able to show emotions appropriately.
- Self motivation
  - A person's ability to face problems (yes we will have some) and defeats (nah) and to carry on in pursuit of his/her goal.
- Empathy
  - The ability to listen and understand another's emotional reactions—be they verbal or non-verbal.
- Social skills
  - Abilities such as collaboration, communication, and cooperation.

Our Strategies

1. Energy, Openness & Enthusiasm: regular check ins
2. Hold angry reactions until tomorrow
3. Dedicate time to process discussions
4. Develop personal goals before traveling
5. (S)Pace: reflect, renew, recover, reengage
6. Consciously connect with all travelers *(start today!)*
7. Journaling
8. Think about alcohol consumption
9. Be like Gumby: be flexible. *(live and let live)*
10. Post trip debriefing….

Developing Norms

- Ask yourself:
  - What would I need to have people do that would help me achieve our goals?
  - What do I need to do to help the group achieve our goals?
  - What should we avoid doing as it will hamper our ability to achieve our goals?
  - Do you know your Myers-Briggs type? What does it tell you about your needs/strengths?

- Reflect, review, discuss…..
- Share
- Refine … on line

Appendix H: Midpoint Check In

BLANKETY BLANK…..

Traveling with this group is one of the _____ experiences ever! We are always _____.   One   of   the   _____   things   we   did   was _____.   I really _____that!!!   Everyone is so _____ and _____.   That makes me feel _____!!!! There is _____ conflict between us which makes things _____.   I know I can always go to _____ for _____.   I hope that soon we will _____ as that will make the trip _____!!!

Appendix I: Peer Review

PEER REVIEW FOR: _____   BY:_____

Please rate the behavior of each of your teammates using the following scare: 4= CONSISTENTLY,   3 = USUALLY,   2 = SOMETIMES,   1 = RARELY, or NEVER, or sometimes behaves in the opposite way.

Rating	Trait	General Comments:
	Followed the established team norms for safety and punctuality	What did she do that helped you learn, enjoy the experience, and meet your goals for the trip?
	Contributed consistently in classes and team sessions	
	Volunteered to help with team needs	
	Reached out to team members beyond close friends	
	Gave and received feedback constructively	
	Positively helped to resolve conflict and promote team harmony	

Appendix J: Final Goals & Norms

EMOTIONAL INTELLIGENCE

The ability to *recognize, regulate, and control one's emotions* to most effectively *interact* with others. High emotional intelligence is characterized by self awareness, self regulation, self motivation, empathy, and social skills. Self awareness: people adept at self-awareness recognize their emotions, their genesis, and the potential outcome of their state of feeling. Self regulation: the ability to monitor and control one's emotional outbursts: able to show emotions appropriately. Self motivation: a person's ability to face problems and defeats and to carry on in pursuit of his/her goal. Empathy: the ability to listen and understand another's emotional reactions--be they verbal or non-verbal. Social skills: abilities such as collaboration, communication, and cooperation. Our EI strategies include:

1. Energy, Openness & Enthusiasm: regular check ins
2. Hold angry reactions until tomorrow
3. Dedicate time to process discussions
4. Develop personal goals before traveling
5. (S)Pace: reflect, renew, recover, reengage
6. Consciously connect with all travelers *(start today!)*
7. Journaling
8. Think about alcohol consumption
9. Be like Gumby: be flexible. *(live and let live)*
10. Post trip debriefing….

GOALS

- Goals create a "contract" that team members agree to implement
- Goals are the basis for all decision making
- Goals can be used in holding members' accountable
- Goals can be used in resolving conflict

We developed these six goals, as a group, using the scavenger hunt activity, the COF orientation session, online discussions, and then reviewed/amended/finalized in our second F2F meeting.

NORMS

- Norms are the explicit or implicit modes of behavior that a society uses to govern appropriate (and inappropriate!) behavior
- Norms support our goals, govern our group experience, and help us be successful in our travels

We developed these norms, as a group, based on the scavenger hunt activity, online discussions, and then reviewed/amended/finalized in our third F2F meeting.

All participants in our travel course agree to operate in accordance with these strategies, goals & norms.

GOALS	POSSIBLE NORMS (what behaviors will help us achieve these goals?)	OUTCOMES (how can we tell that we have achieved these goals?)
4. **Learn about business in an emerging global market like China**	• Read about the companies we are visiting before we go (JW, MK, SS). • Before the visit, discuss questions as a group so we know what we are interested in learning at each business we visit (KW) • What would my grandmother say if she saw/heard/witnessed that?(JM)	• We are engaged and gracious guests (MK) • Engage with our hosts respectfully, thoughtfully, and communicate well (JM)
5. **Increase understanding of companies producing and selling in China**	• Have a conversation with a classmate to process what you observed and learned in each site visit	• Completed debrief rubrics to remember what we learned
6. **Learn about Chinese culture**	• Engage in meals: flavors, presentation, culture (JW) • Reflect on why something is different culturally (history, function, resources, expectations) (MK) and each day we will have people share 'something new' (JM) • Learn key Chinese words (KW, MF, SS) • Practice currency conversion (KW, MF) • Review the location white papers as we travel to each new location (KW) • Try something new	• • We will understand our expectations better & learn about the culture (MK & JM) • We will have conversation and be freshly interested in what we hope to see/experience in each location (KW) • Tried something new!
7. **Have a positive group travel experience**	• Share an experience with someone new daily; mix up your seat choices at meals & on transport (MK);introduce yourself to other students as we travel (KW) • Two student-written haikus (or Chinese equivalent?) per day about what we experienced (MK) • Divide into smaller groups/tables for meals and remix regularly (ST, JT, SS) • Practice self-care: am I hungry, tired, lonely, angry? And then work to address your needs (JT) • Be respectful of each other (JM, KF) • Step outside your comfort zone: be flexible, open minded, respectful (EC)	• No one feels left out • We have deeper conversations about our experiences and don't feel burned out (ST & JT) • Self care = self awareness = good colleague (LBL, JT, ST)
8. **Have a safe travel experience where we respect and care for each other**	• Use the buddy system (never travel alone) (KW, LBL) • Be aware: self/others/surroundings (JW) • Do a daily rating on energy level (CT)…"Energy, Openness & Enthusiasm check ins (lbl) • Be a group animal: schedule, norms, watch out for each other, help each other and accept help (BL) respect each other's & groups' interests (SS)	• No one is traveling alone, separated & lost • If we are aware, we can work to modify the situation (JW) • We know for ourselves and as a group how we are feeling and can figure out what is needed (CT) • If you are not interested/excited by a visit, activity, or outing, do not ruin it for others (SS)
9. **Be open to learning about the culture and developing cultural sensitivity**	• Verbalize differences in the context of yourself rather than the culture (e.g., "I am not used to that kind of behavior" rather than "that is disgusting!") (CT) • Avoid stereotypes (CT) • Observe & identify norms in the moment & engage happily	•

Appendix K: Student Developed Debrief Rubric

Group Debrief Starter Outline

Organization: | **Date Visited:** |

Consider the following contexts as you debrief the site visit:
- sustainability practices
- business practices
- employer/employee relations and treatment
- inter-company communications
- management style and decisions

What was familiar and/or similar at the company, compared to what we know in the States?	
What was different and/or surprising?	
How can we apply what we observed back home? (Through market opportunities? Or by applying cultural learnings to interactions with Chinese companies?)	
If we were doing business with this company, what challenges might we encounter? And what are some strategies we might employee in managing those challenges?	
Final Thoughts…	

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