Increasing Cultural and Global Business Intelligence of MBA Students through Experiential Learning

Peggy Choong, Susan J. Kowalewski, and Edward Kowalewski

MBA programs today need to train business executives to function effectively in a multinational environment, manage operations in different countries and conduct business with diverse cultures (Kedia, Harveston and Bhagat, 2001; Kanter, 2010). Just as emotional intelligence has gained acceptance as indicative of management predispositions, cultural intelligence has also gained more ground among recruiters of executives as indicative of ability to cope in the new and interdependent global environment. Culture expresses itself in all facets of human societies including politics, government policies, business practices, communication and education. As such, cultural intelligence is best acquired through experiential learning such as study abroad.

Study abroad has been used by business programs to develop cultural sensitivity among its students. However, in an MBA program comprised mostly of full time working professions, extended stay study abroad programs are impractical. Yet, developing a global perspective among graduate students has become more important today than ever before. The purpose of this paper is to examine a global experiential program that is designed to enable students to learn about global business with a cultural perspective. Student learning was examined using course evaluations as well as pre and post-test surveys which examined cultural intelligence and global business competences. Recommendations are made for the development of future global experiential programs.
The globalization of the world, driven by technology, is changing the ways that organizations manage and companies do business (Friedman, 2007, 2008). Today’s business executives require the ability to function effectively in a multinational environment, manage operations in different countries and conduct business with diverse cultures (Kedia, Harveston and Bhaget, 2001; Kanter, 2010).

There is extant literature discussing the internationalization of business school curriculum in the United States (Kedia and Cornwell, 1994; Han, 2004, Steagall, Michelman, Traynham, 2004; Tuleja, 2008). These findings and views are congruent with the United States Department of Education’s assertion that American graduates will need to have the ability to “work effectively with people from diverse backgrounds and cultures, the ability to work in teams,” and “the ability to work increasingly across borders.” Ensuring that students acquire global competencies is vital to America’s competitiveness (Kanter, 2010). The premier international accrediting body for business schools, the AACSB (Association to Advance Collegiate Schools of Business) clearly directs graduate MBA programs to include the acquisition of a global perspective as a required student learning objective (AACSB, 2010).

The challenge that graduate business schools have is to provide experiences for MBA students that will teach them to manage business interactions competently in a global and interdependent economy. Providing functional skills in the absence of an international or cultural perspective is no longer a viable teaching model. Just as emotional intelligence has gained acceptance as indicative of management predispositions, cultural intelligence has also gained more ground among recruiters of executives as indicative of ability to cope in the new and interdependent global environment. Shortfalls in cultural intelligence have been shown to have a negative impact on performances of global joint ventures, mergers and acquisitions and expatriate performance. The tangible and intangible cost of these failure is well known (Johnson, Lanartowicz and Apud, 2006; Yeaton and Hall, 2008; Ng, Van Dyne and Ang, 2009).

Study abroad has been established as an effective experiential approach to learning. The purpose of this paper is to examine this approach to
teaching global business with a cultural perspective to graduate students in an MBA program which is predominantly comprised of working professionals. Student learning was examined using course evaluations as well as pre-test and post-test surveys which examined cultural intelligence and global business competencies.

**THE GLOBAL EXPERIENTIAL PROGRAM**

This course is a 3-credit graduate class entitled, “Going Global—Doing Business in China” offered for the first time in the 2010 spring semester. China was chosen as the country of the global field study for several reasons. Since 1978, China has surpassed the growth rates of most developed countries with impressive double digit rates every year. It is now the second largest economy in the world after the United States (Hamlen and Yanping, 2010). China, with its enormous population and expanding economy represents staggering potential business opportunities for firms. Understanding the market as well as developing and implementing a successful business strategy for the Chinese market calls for an accurate, pragmatic understanding of the complexities of the Chinese business.

The course objectives were to:

- Develop an informational framework on China
- Develop a strategy to examine and research and report on specific international business issues related to market entry/expansion in international markets.
- Use qualitative and quantitative data to reach business related decisions, to plan and assess business functions and to report your findings.
- Identify and analyze the major sources of challenge or risk to business operating in international markets.

Thirty students registered for this inaugural class. This course was taught by an expert in international trade from New York State Department
of Economic Development, who has more than twenty years of expertise in assisting American companies enter the global market and bringing international companies to the United States. At the conclusion of this class, after a brief hiatus, selected students then embarked on their 12-day global field study to China in late May. The students travelled with and were mentored by the class instructor as well as by a full-time professor in marketing who had lived in Singapore for more than twenty years and with previous business experience in China. The global field study bore no credit hours. Only students who had completed the course successfully were allowed to go on the China field study. Of the students who went on the global field study, 25% were natives of China and the remaining students were equally split between Canada and the U.S.

**Course overview**

The course followed a planned sequence of readings, discussions, lectures, case studies, videos and podcasts to develop a framework for understanding the Chinese business environment and culture. The students from the start of the class were engaged in active learning that required them to develop mental models through personal construction of knowledge. The foundation was laid by requiring students to understand the past and present economy, politics and social structure of the country.

**Discussion board**

In addition to the discussions conducted in class, the students throughout the course were required to post analysis and reflections on three themes. The first discussion stream pertains to Jack Ma who is part of the new face of China. Based on in-class discussions, videos and readings, the students learned about this software entrepreneur and founder of Alibaba and Tao Bao (the Chinese competitor to E-bay). The latter is the largest retailer in China and has more than 75% of the Chinese domestic online consumer market. Alibaba.com went public in November 2007 and was the second biggest internet IPO in history after Google. It remains the world’s largest business to business e-commerce platform. This discussion stream is chosen to enable students to personally confront the economic growth of
China, its telecommunication status and the market space that Jack Ma occupies. The second stream requires the students to discuss how to sell in China. Among other issues, this requires students to learn about culture and consumer needs and wants. And the third is concerning Guanxi, which is best thought of as relationship capital. Students obtained first hand knowledge through discussions in class and through a podcast of Guanxi by Kent Kedl, President of Technomic Asia. Kent Kedl is able to provide a unique insight into understanding the workings of the Chinese because he is an American who has worked and lived in China for more than twenty years. Kent speaks the language and has been performing research and consulting for companies in America and other parts of the world that wants entry into China. Student discussions focused on the relevance of Guanxi and how understanding this would help them conduct business in China.
The intention of requiring students to post their reflections throughout the course is to compel them to think and integrate these concepts with all other class material.

**Case study**
The course also included ten business case studies. Business case studies, invariably take the form of a real management decision problem that an actual organization faced at a point in time. Some supporting facts are given about the history of the company or its decision makers, early management decisions, finance, marketing or management issues. Additional facts are often given about the external environment such as the market place, competition, environmental issues like economic, political or social changes. Based on these and often conflicting information and within an uncertain and risky external and internal environment, students are then asked to resolve the manager’s problem and develop a management plan. Students are required to provide their detailed analysis and supporting evidence that led to their final decisions for the managers. Case studies were chosen to include the automotive, textile, medical device, finance and banking and aviation industries. Companies were chose with the intention that they would be the ones students will visit in China. The cases also capture current topical issues that are rich with learning for students.

By requiring that students perform these detailed case studies in groups, shared learning results and individual students are able to learn from each other, reinforce their strengths, test mental models with their colleagues and emerge with a richer understanding of the material that often exceeds the boundaries of the course content.

Students are also required to make a PowerPoint presentation of their case study analysis. The extended periods of questions and answers among the students as well as between the instructor and the students allows students to test and clarify their mental models.

**Industry analysis**
Building on the managerial challenges they encountered during their case studies, the students then worked in teams to perform an industry analysis
Increasing Cultural and Global Business Intelligence

report. This requires the integration of their understanding of organizational managerial challenges with the analysis of industry and regional dynamic impacting forces. They role played as consultants who are responsible for preparing a research report that explains to their clients what they should know and consider as they deliberate an entry strategy into the China market. The industries studied were similar to those used in the case studies. Students in each group performed extensive research and integrated the gathered information with knowledge gained from other classes they took in finance, marketing, accounting and management to develop the 15 page written report which addresses key issues of market entry for the particular industry. Students then prepared a professional PowerPoint presentation and taking the role of consultants delivered a talk to their clients. As such, by the end of the course, all students gained knowledge of the five different industries, either through their own work or through vicarious learning. Questions and answers during the consultant talk enabled students to clarify and develop clearer mental models.

Global field study
The global field study took place between May 29 and June 9, 2010. The class travelled to Shanghai, Shenzhen and Hong Kong visiting ten organizations. (See Table 1 for a list of companies and cultural experiences).

**Table 1. Business and Cultural Experience in Global Field Study.**

<table>
<thead>
<tr>
<th>Shanghai</th>
<th>Cultural Itinerary</th>
</tr>
</thead>
<tbody>
<tr>
<td>SunFaith China Limited is one of the nation’s preeminent consulting firm concentrating in three fields of Market Research, Intellectual Property Protection and Commercial Enquiry Services. Student learning: a. Macro economic issues and global systems</td>
<td>Yuan Yuan Gardens, built in 1559 during the Ming Dynasty, it is one of the most famous traditional Chinese Garden in Shanghai.</td>
</tr>
<tr>
<td></td>
<td>The Jade Buddha Temple, built in 1918 during the Qing Dynasty, it is the largest Buddhist temple in China.</td>
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### Table 1. (continued)

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<td><strong>Cultural Itinerary</strong></td>
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<tr>
<td>b. Social, economic, technological and other changes in China</td>
<td>With the two famous jadeite Buddha states originating from Burma, it is the most active temple in East China</td>
</tr>
<tr>
<td>c. China’s place in the world</td>
<td>The Bund, downtown provides a comprehensive vista of downtown Shanghai.</td>
</tr>
<tr>
<td>d. Intellectual Property, Rule of law, market entry.</td>
<td>Shanghai Tang, touts itself as China’s only luxury brand and has been termed by Forbes magazine as the Gucci of the East.</td>
</tr>
</tbody>
</table>

Technomic Asia is a market entry and growth strategy consulting firm which has provided rigorous and systematic process to support their worldwide clientele’s push toward growth strategies in China and Asia.

**Student learning:**
- a. Entry and barriers to entry
- b. Guanxi and its significance

Semiconductor Manufacturing International Corporation (SMIC) is the largest and most advanced semiconductor foundry in China.

**Student learning:**
- a. Technology and manufacturing
- b. Maintaining global competitiveness
- c. Ethical management

Topray Solar, is a vertically integrated solar energy company with global. It is a public listed company on China Shenzhen Stock Exchange with a market capitalization over one billion USD.

**Student learning:**
- a. Chinese management approach to international trade
- b. Maintaining competitiveness in solar technology

Splendid China and Cultural Village, is more than 490 acres and includes presentations of some of the 56 ethnic groups that make up China.

**Free evenings to discover Shenzhen.**

China South City Holdings, Limited is one of the leading developers and operators of large-scale, integrated logistics and trade centers in China. It occupies a site of over one million square meters

**Free evenings to discover Shenzhen.**
and provides a comprehensive range of trade, logistics and supporting facilities and services.

Student learning:
- Understanding comprehensive logistics
- Rethinking supply chain functions and delivery

Shenzhen Hangsheng Electronics Co. Ltd. is a leading company specialized in developing, manufacturing and the sale of automotive electronic products with a realized turnover of 1.85 billion USD and 2,300 employees.

Student learning:
- Chinese management approach in a semi-government enterprise
- Manufacturing processes
- Labor and wages in China

New York State Representative Office/Hong Kong General Chamber of Commerce, is one of the most influential Chambers of Commerce in Asia. Hong Kong is the gateway to China and the Chamber has been instrumental in providing guidance to organizations seeking entry into the Chinese market.

Alex Fong, the CEO of the Hong Kong General Chamber of Commerce also works in the New York State Representative Office. He made a presentation to the students.

Student learning:
- Hong Kong and its special relationship to mainland China
- Finance, healthcare and business practices
- Market entry for foreign companies

Victoria Peak, is a unique experience with stunning vistas. Students access this by the Peak Tram which is the world’s oldest and most famous funicular railways rising 396 meters (over 1,300 feet) above sea level.

Repulse Bay, is the most beautiful beach in Hong Kong. The beach features a lifeguard clubhouse built in traditional Chinese style. Towering twin statues of Kwun Yum and Tin Hau, both protectors of fishermen dominate the picturesque gardens that lead down to the beach.

Aberdeen, is home to the traditional “boat-people,” who have experienced discrimination and unfair treatments in the past.

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| Kerry Logistics, is Asia’s premier logistics service provider with a strong focus on China. It is a member of the Kuok/Kerry Group, an international conglomerate with diversified business portfolio that include commodity trading, property investment/development, hotel investment/management, media, shipping, agribusiness, financial and insurance services. Student learning:  
  a. Comprehensive logistics services and delivery  
  b. Customer relations with exclusive brands | Afternoons and evenings to discover Hong Kong. |
| DFS, is the world’s largest travel retailer with more than 6,500 employees and sales in excess of 2.7 billion USD in 2008. They are represented in 18 countries or territories in the world. Student learning:  
  a. Marketing, promotion and distribution of exclusive brands.  
  b. Human resource management and building a corporate culture of service and excellence |  |
| HSBC Bank, has more than 140 years of history in Asia. It has 8,000 offices in 88 countries employing more than 300,000 people. Student learning:  
  a. Finance and banking services  
  b. Market entry for banks |  |
The student learning outcome from each interaction with the organizations have been planned to follow a sequence of learning that was intention. The first company visit to SunFaith laid the foundation for student learning. SunFaith’s president is young, in his mid-30s and has a deep understanding of both the history of China as well as the changes in the political, social, demographic and economic landscape both in China and globally. Discussions were lively and include issues such as intellectual property, rule of law and China, telecommunication and censorship, defective products and ethical issues. These were issues discussed in class but were now revisited to include a perspective that was Chinese. This is what Varner (2001) labels the inside/outside perspective. Students were now able to engage in conversation and learn not just what they understood as the mechanics of doing business in China but also the deeper meanings behind these processes and outcomes. Not all questions were answered during the discussions, however, the feedback from students was that they now understood in greater depth some of the issues they had read or talked about. Furthermore, they were now in a better position to recalibrate their mental models for the future.

This led to the second company interaction with Technomics. The students had listened to the podcast of Technomics President, Kent Kindl speak about Guanxi. In addition, the students read about this concept and for the duration of the entire course engaged in a digital discussion board about Guanxi and what it means, its relevance, its future and place in their work. For example, one of the issues that students struggled with was the protection of technology and intellectual property. Students were now able to engage in a face to face discussion with Kent Kindl to further explore Guanxi or relational capital, contract and the rule of law. Students were able to grapple with the question of how Guanxi would help a business owner protect his or her intellectual property. This company interaction also enabled students to understand industry sectors in China.

The next organization interaction was to SMIC, the largest semiconductor manufacturing plant in China. It was founded by Dr. Richard Chang who believed strongly in fair treatment of workers. As such,
each fabrication plant is conceived as part of a living community consisting of affordable housing and amenities such as grocery stores, medical clinics, recreational facility, restaurants, a K-12 school and a church. The school was started in 2001 and by 2004 had 1,450 students. The goal was to provide low cost good education in close proximity to the work place. It has become one of the best schools in Shanghai. SMIC started in 2000 and by 2008 has reached revenues of 1.35 billion USD with more than 10,500 workers. Students were profoundly moved by this interaction and learned first hand how a company can remain competitive globally with one of the best manufacturing technologies yet remain ethical providing fair returns and working conditions for their workers.

The planned sequence of company interaction enabled students to learn the macro economic and social issues (SunFaith), comprehend the cultural tapestry woven through the fabric of business and industry (Technomics) and appreciate business decision and growth (SMIC). Table 1 indicates the learning assurance for each organization interaction.

**Rationale for the Format of the Global Experiential Program**

This format requires that students complete the 3-credit hour class successfully before embarking on the global field study which carries zero-credit hours. This decision was guided by the literature on experiential learning and how student learn global business.

**Front-loading on prior knowledge and experience**

The learning literature indicates that learning is dependent on prior knowledge and prior experience as well as the exposure and attention given to new knowledge and new experience.

Individuals evaluate new knowledge and experience with that of prior knowledge and experience. True long lasting learning takes place when the new knowledge and experience is integrated with prior knowledge and experience. (Hoch and Deighton, 1989; Park, Mothersbaugh and Feick, 1994; Moseley, Reeder and Armstrong, 2008).
Therefore, the intention is to provide students with a larger frame of expertise prior to their global field study. In this way, they will embark on their trip with expertise in macro economics and social issues, cultural familiarity and industry and company specific skills. In the literature on amount of knowledge, experts have been found to be able to engage in higher levels of thinking than novices. Novices have been shown to be concerned or persuaded by the quantity of arguments while experts are persuaded by the quality of the discourse. By creating experts before leaving for their global field study, we are ensuring that students are able to generate higher level thinking and learning outcomes would thus be enhanced (Selnes and Troye, 1989; King and Balasubramanian, 1994; Mandel and Johnson, 2002).

**Stages of global business learning and experiential learning**

Figure 3 shows the stages of learning using the Arpan’s awareness, understanding, competence framework as well as the stages of learning in the experiential model.

The in-class learning with its active, integrative learning components is intended to create awareness and interest in the students such that they develop an awareness of the interdependent and interconnected world that they live and do business in. Prior literature on student learning in global business indicates that awareness is the first stage of global learning and often the most difficult to achieve (Arpan, 1993).
Looking at Figure 3, the global field study to China is the Understanding stage of Arpan’s framework. During this stage, students are mentored by their professors, daily informal discussions are carried out and students write their daily reflections in the journals that were provided to them at the start of the journey. Current knowledge and experience are integrated with prior experience and knowledge. This is the second stage in the experiential learning. Learning continues as students reflect and expand on these new experiences. It is through learning in the new environment and constructing and re-constructing knowledge that students develop a deeper understanding. The experiential model recognizes this as the Expansion stage. Through the continued testing of their mental models, students calibrate their knowledge frames and internalize the
experience for application in the future. This is the final stage in the experiential model of Application. This is also the stage of Competence, the final stage Arpan’s learning model for global business.

**Results**

Students were provided with a pre-test survey that was completed prior to the global field study. They were assured that their response would be anonymous and confidential. As such, they were urged to be honest and candid. About 40% of the questions were open ended questions because this was an inaugural program and we wanted to capture the richness of the varied responses of the students. At the conclusion of the journey, students were provided with a post-test survey. The response rate was 100%.

In response to the pre-test question of what they hope to learn from the global field study, the open-ended responses of students covered expected areas of wanting to learn more about business, culture and business relationships. Responses included comparing theories and approaches learned in the MBA program to what is practiced in China, understanding how successful businesses operate globally, learning from entrepreneurs about opportunities in China, understanding the interdependence of China and the United States, learning about local people and their viewpoints and learning about Chinese culture and traditions.

Student responses to the question pertaining to what aspects of the global field study they are most concerned or fearful about elicited some interesting and unexpected responses. These pertain to the lack of confidence they have in conducting themselves in a business environment in China, being fearful of appearing rude or disrespectful through their interaction with the Chinese and the fear of going to Hong Kong which is perceived by a native Chinese respondent to be culturally dissimilar to the rest of China. The first two comments were unexpected because most students who went on the journey were working professionals with at least two years of experience. This will be further discussed in the limitations section.

Table 2 exhibits the results of the quantitative portion of the pre-test and post-test surveys. Students were asked to indicate their current understanding of attributes pertaining to China on a 7-point Likert scale
where 1 indicates a low level of understanding and 7 indicates a high level of understanding.

The results indicate that at the beginning of the field study, students exhibited slightly higher than average understanding of the culture (4.88), how to do business in China (4.75), economy of China (4.63) and Chinese structure of government (4.25). The lowest mean was reported for understanding of laws regulating business in China (3.38).

Looking at the results of the post-test, it can be seen that the three highest mean understanding pertained to culture (6.00), how to do business in China (5.88) and the economy of China (5.75). Significant difference was reported for an improvement in the understanding of the economy, the structure of government, laws regulating business and trade issues between China and the United States. These were significant at the p=0.05 level. No significant difference was report for a difference in the understanding of culture. This will be discussed in the limitations section of the paper. It is unwise to elaborate on these results because the lack of generalizability and other issues inherent in small sample observation make these results tentative at best.

TABLE 2. Pre-Test and Post-Test Means of Variables.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the economy</td>
<td>4.63</td>
<td>5.75*</td>
</tr>
<tr>
<td>Understanding of the culture</td>
<td>4.88</td>
<td>6.00</td>
</tr>
<tr>
<td>Knowledge of how to do business</td>
<td>4.75</td>
<td>5.88</td>
</tr>
<tr>
<td>Knowledge of the structure of government</td>
<td>4.25</td>
<td>5.63*</td>
</tr>
<tr>
<td>Understanding of laws regulating business</td>
<td>3.38</td>
<td>5.38*</td>
</tr>
<tr>
<td>Knowledge of trade issues between China and the U.S.</td>
<td>3.87</td>
<td>5.38*</td>
</tr>
</tbody>
</table>

+ where 1=very low and 7=very high
* Significant at the p=0.05 level
DISCUSSION

Students were asked to share their thoughts about the format of the course that required them to take a 3-credit class prior to the global field study. All of the students thought that this format was useful. Their response fell into the following broad themes:

- Gained key knowledge to help me understand new experiences/new knowledge:
  “Having knowledge about the government structure and the history behind it made it easier to follow during the business visits.”
  “The class prepared me and gave me a broad structure of what China was all about.”
  “It helped me understand what I experienced in China.”
  “I don’t think I would have fully understood what I saw in China without the class.”

- Experiencing what is learned in the classroom in the boardroom:
  “It is a great opportunity to put studies into practice and see first hand.”
  “I found meeting with these businesses related back to the class in so many ways.”
  “Once we travelled to China, a lot of what we talked about in our business meetings and between our peers were circling around a lot of what we had learned in the class room, it reinforced what we learned.”

- Reinforcing learning:
  Using this format, students learned because,
  “I was able to remember and refer to the information that I learned in class.”
  “This was a classic case of hearing something, but not really appreciating the facts until you are in the middle of it, personally experiencing it.”
  “We learned a lot from the class and it was primer for what to potentially expect when in China.”
The course set out to enable graduate students to learn global business. The design was to lead students through the awareness, understanding and competence learning stages. From the quantitative and qualitative responses, it may be possible to infer that students have moved through these stages. Student responses are that “this has provided me with great insight about doing business overseas as well as helping me in my professional career,” “I feel confident that I can conduct myself in global business negotiations,” “It was advantageous for career opportunities and for my personal and educational growth,” “It taught me how to be professional,” “I feel more confident in myself and my ability to interact in global business.”

To ensure competence, future global field studies should incorporate a global business consulting project where students will work on an actual business project for one of the global companies. This would be a more reliable demonstration of competence.

**Limitations**

There are several limitations of this study. The first is the small sample size which makes evaluation of significance and generalizability difficult. Another is the structure of the pre and post-test questionnaires. Knowledge was measured as a self-reported measure which has obvious limitations. The better measure would be to include questions that measure true content knowledge as assessment of knowledge of culture, economics and other aspects of global business. In addition, the assessment tools did not specifically measure the pre and post tests areas of each stage in the learning process. As such, it is not possible to ascertain the change in each stage of either Arpan’s or the experiential framework.

The actual implementation of the course and global field study needed some improvements. Culture though addressed was not given a large emphasis both in the classroom and during the global field study. The evaluation of the pre-test survey indicates that students are uncertain about how to conduct themselves in the new environment. The results also indicate that there was no significant difference in their assessment of learning about culture in China. Students elaborated that they would
like more emphasis “on the Chinese culture itself,” learn “business
etiquette, some traditional cuisine and basic communication.” Another
limitation in the actual coursework relates to the choice of the case stud-
ies. Though the case studies for the class were specially chosen to be
the ones that students will eventually visit while in China, the short time
period available for planning the trip made the scheduling of executive
time difficult. Thus, future programs will be planned earlier to make sure
that case studies and company visits are better aligned.

Based on the experience obtained from this inaugural class and the
recognition of the limitations, some guidelines are put forward in the
hopes that it may help those who intend to develop such a program

**GUIDELINES FOR A GLOBAL EXPERIENTIAL PROGRAM**

Nine salient elements to be mindful of:

1. **Curriculum based**
   The global experiential program must be curriculum based. All
   activities must be designed to develop knowledge of global busi-
   ness and to develop skills sets for doing business globally.

2. **Front-load the expertise before the global field study**
   Provide students with the prior knowledge and prior experience
   so as to equip them with a critical mass of expertise. This enables
   the students to integrate greater amounts of future knowledge and
   experience as well as engage in higher levels of thinking. This
   leads to the third point.

3. **Engage students with active, integrative techniques**
   Use active integrative learning techniques such as case studies,
   discussion boards and the active construction of knowledge using
   research and analysis. There is extensive literature to show that this
   is how students are engaged and where learning is experienced.

4. **Interactive and participative**
   This involves interactions between student to student, students
   to professors, students to global executives. It enhances student
   learning and promotes the testing of mental models.
5. **Make culture an important element of the coursework**
   Culture expresses itself in all facets of human societies including politics, government policies, business practices, communication and education. Include important elements of business etiquette, communication and rituals into the course. If possible, include in the global experiential program students who are natives of the country targeted. They speak the language of their peers and are able to help their American (or other) colleagues decode the cultural norms of their native country. The native Chinese students in our global field study were so important in providing the generational insights.

6. **Educate the whole person**
   The combination of coursework, international travel and cultural exposure requires involving all aspects of the students namely the affective, cognitive and behavioral dimensions of each student. Allow the students the ability to reflect and expand on all these aspects through journaling and discussions.

7. **Provide the opportunity for reflection**
   Provide students with journals for reflection throughout the course of the global field study. It is imperative that faculty mentors who are accompanying students on the trip are knowledgeable so students can engage in discussions and reflections as they absorb their new experiences. These reflections and discussion should be on cognitive business issues as well as the more affective elements that students may be experiencing.

8. **Ensuring Competence**
   Include a global consulting project with one of the companies visited in the global field study. This gives students practical experience in global business and increases their ability to network with executives.

9. **Provide the opportunity for de-briefing**
   After returning, allow about a month for students to incubate their thoughts and then plan a re-union to provide additional opportunity to de-brief and engage in discourse regarding their insights and learning.
REFERENCES


