Welcome!
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Global Experiential Education

Tips for Project-Based Learning – The Global Business Project
UNC’s Kenan-Flagler Business School
Best Practices in Global Business Education: UNC CIBER Webinar Series

Global Experiential Education

Tips for Project-Based Learning – The Global Business Project
UNC’s Kenan-Flagler Business School

Dr. Paul Friga
Director of Consulting & S.T.A.R

Dr. Lynne Gerber
Director of Action Learning & Global Business Project

Gary Clinton
Country Leader & Faculty Advisor, GBP


Tips for Global Project-Based Learning

INTRODUCTION

GETTING STARTED

RUNNING PROJECTS

EVALUATING RESULTS
In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice “soft” skills (such as giving and receiving feedback, communication & critical thinking), and create high-quality, authentic products & presentations.

_Buck Institute for Education, Project Based Learning_
Tips for Global Project-Based Learning

- INTRODUCTION
- GETTING STARTED
- RUNNING PROJECTS
- EVALUATING RESULTS
Establish a solid foundation

Getting Started

Purpose
- Individual
- Institutional
- Larger Community

Learning Objectives
- Knowledge
- Skills
- Attitudes

Organization
- Consistency
- Continuity
- Scalability
The Global Business Project was formed to give students at participating institutions the opportunity to work together in teams that are configured, prepared, and guided so as to produce recommendations to GBP clients that are ideally suited for the language and cultural context of the countries where the projects are based. The intent is to make language acumen and cross-cultural competency of our GBP teams the primary differentiators of this course/program.

Source: Notes from Planning Meeting of GBP Consortium
Develop and apply cross-cultural communication, foreign language and virtual teaming skills while working on real projects for real companies.

Produce recommendations that are fact-based and appropriate for the country where they will be implemented.
Assign clear roles/responsibilities

GBP Organization

GBP Consortium

GBP Program Director

Program Manager

Country Leader 1

Country Leader 2

Country Leader 3

Business Development Manager

Client 1
  Faculty Advisor & Language Mentor
  Project Leader
  Team Members

Client 2
  Faculty Advisor & Language Mentor
  Project Leader
  Team Members

Client 3
  Faculty Advisor & Language Mentor
  Project Leader
  Team Members

Client 4
  Faculty Advisor & Language Mentor
  Project Leader
  Team Members
Tips for Global Project-Based Learning

INTRODUCTION

GETTING STARTED

RUNNING PROJECTS

EVALUATING RESULTS
Plan well in advance

Running Projects

Recruiting
- Clients
- Students
- Faculty

Matching
- Skill
- Will

Teaching
- Methodologies
- Collaborative
- Tailored
Develop marketing collateral

**How does our company apply?**

Applications are now being accepted online [www.ebo-ciber.unc.edu](http://www.ebo-ciber.unc.edu). The application asks prospective clients to provide some background information on the company, as well as to describe the problem/challenge for which the company is seeking assistance from a GBP team. The description must provide sufficient detail to show that the project is one that will benefit from a globally diverse team with language and cultural understanding as well as business expertise. The project should be designed to be completed in a 10-week time frame of 35-person hours in each of the first 7.5 weeks (8.5 hours/team member/week) and 120 person hours during each of the last 2 weeks (20 hours/team member/week).

**What is the staff commitment expected from my company?**

Companies commit at least 2 senior managers (one in US, if company has US presence as well as target country presence) to work with team throughout the project. At least one company representative will be expected to be the primary contact and work with team during the kickoff meeting in Washington, D.C. the second weekend in March. During the project, company representatives can expect to work at least 8 hours per week by email and phone in March and early May and 8-10 hours per week when the team is on ground in the destination country.

**What is the company required to provide for the team during the life of the project?**

- A signed scope of work letter and GBP non-disclosure agreement
- Timely access to company data
- Attention by company representatives for life of project
- Space in the company for the team to work in country in May
- Coverage of partial cost of the project—primarily direct team expenses in 2 weekend workshops and on the ground in the country the last two weeks in May

**When will I know if my project has been accepted and matched to a student team?**

Matching of projects and teams will take place the first week in December and companies will be notified of results by mid-December.

For more information and to access client application go to [www.ebo-ciber.unc.edu](http://www.ebo-ciber.unc.edu)
<table>
<thead>
<tr>
<th>Company</th>
<th>Faculty Advisor</th>
<th>Team Members (* project leader)</th>
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<tbody>
<tr>
<td>Glen Raven</td>
<td>Gary Clinton</td>
<td>Lei, Jeff (Purdue)</td>
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<td>Zhang, Fan (Derek) (Columbia)</td>
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<td>Liang, Michael (Columbia)</td>
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<td>Google</td>
<td>Nick Didow</td>
<td>Shim, Christina (Columbia)</td>
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<td>Ann Maruchek</td>
<td>Volinski, Jeffrey (Columbia)*</td>
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<td>Wang, Haiyang (Tsinghua)</td>
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<td>Syngenta</td>
<td>Kevin Leibel</td>
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<td>Westinghouse</td>
<td>Bud Smith</td>
<td>Bundy, Ross (SDSU)</td>
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<td>Kiran, Ananda (UMD)</td>
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<td>Luo, Roy (Duke)</td>
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<td>Gu, Pauline (UNC)</td>
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<td>Mamros, Lauren (Pitt)*</td>
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The TEAM FOCUS “Rules of Engagement”

<table>
<thead>
<tr>
<th>TEAM</th>
<th>Talk</th>
<th>Evaluate</th>
<th>Assist</th>
<th>Motivate</th>
</tr>
</thead>
</table>
|      | • Communicate constantly  
|      | • Listen attentively  
|      | • Separate issues from people  | • Discuss group dynamics  
|      |                                           | • Set expectations and monitor results  
|      |                                           | • Develop and reevaluate a personal plan  | • Identify unique motivators  
|      |                                           |                                           | • Positively reinforce teammates  
|      |                                           |                                           | • Celebrate achievements  |

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<tr>
<th>FOCUS</th>
<th>Frame</th>
<th>Organize</th>
<th>Collect</th>
<th>Understand</th>
<th>Synthesize</th>
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</thead>
</table>
|       | • Identify the key question  
|       | • Develop the issue tree  
|       | • Formulate hypotheses  | • Develop a high-level process map  
|       |                                           | • Create a content map to test hypotheses  
|       |                                           | • Design the story line  | • Identify the “so what(s)”  
|       |                                           |                                           | • Think through the implications for all constituents  
|       |                                           |                                           | • Document the key insight on all charts  | • Obtain input and ensure buy-in from client  
|       |                                           |                                           |                                           | • Offer specific recommendations for improvement  
|       |                                           |                                           |                                           | • Tell a good story  |
The FOCUS Analytical Process Map

Key Question

Frame

Organize

Collect

Understand

Synthesize

Info Type 1

• Info

• Hypothesis 1

• Finding

Insight 1

Info Type 2

• Info

Hypothesis 2

• Finding

Insight 2

Info Type 3

• Info

Hypothesis 3

• Finding

Insight 3

Info Type 4

• Info

• Hypothesis 4

• Finding

Recommend

Iterate
# Project Schedule

## Objectives/Tasks

- Understand key issues
- Develop key questions
- Prepare scope of work
- Establish team process: choose Project Leader
- Prepare initial hypotheses
- Follow work plan (content and process maps) and adjust as needed
- Begin data collection
- Confirm direction for final half of project
- Receive team feedback

## Meetings

### 11 – 13 March
**GBP Kick-off Mtg**

- TEAM FOCUS workshop
- First Team Meeting
- First PL cohort mtg
- First FA cohort mtg

**Kick-off Meeting**:

**Scope of Work Mtg Sat. March 12, 2011**

**14 March to 1 April**

- Teams: virtual mtgs at least once a week with faculty advisor
- PL & FA: once weekly
- PL cohorts: twice
- FA cohorts: at least once

**Preliminary Findings meeting - Part One**
**By April 1, 2011**

**2 April to 4 May**

- Teams: virtual mtgs at least once a week with faculty advisor
- PL & FA: once weekly
- PL cohorts: twice
- FA cohorts: at least once

**Storyline & In-Country Plan**
**By May 4, 2011**

**13 May to 27 May**

- Teams: on the ground in GBP countries
- Hub – city Weekend May 13 – 15
- Virtual mtgs at least once a week with FA
- Mtgs w/country leaders: as appropriate
- Full-time face to face work, with client as appropriate May 16-27

**Final presentation**
**By May 27, 2011**

## Deliverables

- Scope of Work & NDA
- Team Charter
- Issue Tree - Work Plan
- Annotated Kick-off Deck
- Kick-off Wkend evals (on line)
- Hypotheses - Process & Content Maps
- Data Collection questions and process
- Annotated PPT/client mtg
- In Country plan
- Mid-course assessments of self and team and course (on line)
- Executive Summary and Story Outline – Word

**2 final CDs w/data and models and PPTs**

**Assessments, Client Evaluation, Course Evaluations – GBP and school-specific**

**Annotated final presentation**
Tips for Global Project-Based Learning

- INTRODUCTION
- GETTING STARTED
- RUNNING PROJECTS
- EVALUATING RESULTS
Feedback and reflection are key

### Evaluating Results

#### During Course
- Deliverables
- Presentations
- Feedback Sessions

#### At End of Course
- Individual Assessments
- Team Assessments
- Course Evaluations

#### Over Time
- Individual
- Institutional
- Community
### During Course

#### Phases I & II: March 11 – April 1

**Demonstrative Skills**
- Understand key issues
- Develop key questions
- Finalize scope of work
- Establish team process

**Evidence**
- Scope of Work & NDA
- Team Charter
- Issue Tree - Work Plan
- Annotated Kick-off Deck

**Phases III & IV: April 2 – May 27**

**Demonstrative Skills**
- Prepare initial hypotheses
- Follow work plan (content and process maps) and adjust as needed
- Collect and analyze secondary data

**Evidence**
- Hypotheses - Process & Content Maps;
- Data Collection questions and process
- Annotated PPT/client mtg

**Phases I & II: March 11 – April 1**

**Demonstrative Skills**
- Gather appropriate support for hypotheses
- Give and receive feedback

**Evidence**
- In Country plan
- Mid-course assessments of self and team and course (on line)
- Executive Summary and Story Outline – Word

**Phases III & IV: April 2 – May 27**

**Demonstrative Skills**
- Gather additional data as needed
- Prepare final recommendations, with support
- Lay out next steps for client
- Receive final client feedback

**Evidence**
- Final Presentation, with clear fact-based recommendations
- Individual Assessments
- Client/Faculty Evaluations
- Course Evaluations – GBP and school-specific
Build in evaluative mechanisms

At End of Course

**Individual (55%)**
- Faculty - Language Mentor & Faculty Advisor 70%
- Peer Assessments = 30%

**Team (45%)**
- Professor(s) Assessment (faculty advisor and country leader) = 70%
- Client Assessment = 30%

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Significant Issues (1)</th>
<th>Slightly Below Expectation (2)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (4)</th>
<th>Significantly Exceeds Expectations (5)</th>
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<tbody>
<tr>
<td>Integration of Language &amp; Culture</td>
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<td>Quality of performance</td>
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<td>Overall Value Delivered</td>
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**Assessment of Individual (1-5 scale)**

| Name            | School | Project | By Team | By PL | By Lang Mentor | By Advisor | Indiv Score (55%) | Proj Eval by Client | Proj Eval by Advisor(s) | Proj Eval by Co Leader(s) | Degree of Difficulty | Team Score (45%) | Number Grade | Assigned Grade by School |
|-----------------|--------|---------|---------|-------|----------------|------------|-------------------|----------------------|------------------------|----------------------|------------------|---------------|-------------------------|
| Astaire, Frederick | Miami  | Brazil 1 | 3.95    | 3.20  | 5.00           | 4.40       | 4.44              | 3.5                  | 4.25                   | 4.5                  | 1                | 4.1563       | 4.31         |                        |
| Bow, Clara       | UNC    | Brazil 1 | 4.00    | 4.50  | 5.00           | 4.25       | 4.38              | 3.5                  | 4.25                   | 4.5                  | 1                | 4.1563       | 4.28         |                        |
| Loy, Myrna       | Columbia| Brazil 1 | 4.33    | 4.50  | 4.00           | 4.75       | 4.51              | 3.5                  | 4.25                   | 4.5                  | 1                | 4.1563       | 4.35         |                        |
| Reynolds, Debb   | Pitt   | Brazil 1 | 3.50    | 3.00  | 5.00           | 4.50       | 4.17              | 3.5                  | 4.25                   | 4.5                  | 1                | 4.1563       | 4.16         |                        |
| Kelly, Gene      | Purdue | Brazil 1 | 4.25    | 4.25  | 5.00           | 4.50       | 4.50              | 3.5                  | 4.25                   | 4.5                  | 1                | 4.1563       | 4.35         |                        |
[Date]

Dear [name of student],

The Action Learning office at the Kenan-Flagler Business School is attempting to assess the performance of the various project-based action learning courses we offer. As GBP is one of the most recognized of these courses, we hope to measure its long-term impact on students, as well as identify areas that need improvement.

To this end, we are contacting you to arrange a brief (15 minute) telephone interview. If you are available within the next three weeks to help us in our efforts, please respond to this email with a date, time, and number where we can contact you. (Your telephone number will not be retained in our records.) All of information collected during your interview will be used in the aggregate only and the results will be generalized. To further assist you, we are including the 10 interview questions below.

If you have any questions, comments, or concerns, please don’t hesitate to contact us. We appreciate your taking the time to help us with our assessment of the Action Learning programs at KFBS.

Sincerely,

Dr. Lynne Gerber
Director of Global Business Project

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Center for International Business Education and Research
CB 3440 – Kenan-Flagler Business School Chapel Hill, NC USA 27599-3440

GBP member institutions: UNC-Chapel Hill, Columbia, Connecticut, Duke, George Washington, Hawaii, Maryland, Miami, Purdue, Pittsburgh, San Diego State, Temple and Wisconsin

The course is sponsored by the Centers for International Business Education and Research (CIBERs) at the member institutions, funded in part by the US Department of Education.
Questions and Answers

• Now – from Webinar chat
• Later – please contact either Dr. Lynne Gerber, GBP Program Director at mlg@unc.edu or GBP Program Manager Debbie Williams at drw@unc.edu
Appendix  (via link provided after Webinar)

- GBP Consortium Terms and Timeline
- GBP brochure for prospective clients
- PP Template for info session for students
- Syllabus in PP
- Syllabus in Word
- TEAM FOCUS methodology
- Scope of Work Letter template
- Non-DISClosure Agreement
- DC Kick-off Weekend agenda
- Hub City agendas for China and Brazil
- Links to promotional videos and program website
Best Practices in Global Business Education: 
*UNC Center for International Business Education & Research (CIBER) Webinar Series*

Please visit 

[www.kenan-flagler.unc.edu/KI/ciber/bestpractices](http://www.kenan-flagler.unc.edu/KI/ciber/bestpractices)

for information about upcoming webinars in the series