OC10082

Learning Using Bicultural Joint Student Teams in an EMBA Program.

by

Douglas R. Moodie, Ph.D.
Professor of Management,
Coles College of Business,
Kennesaw State University,
Kennesaw, GA.

1st September 2010

Learning Using Bicultural Student Teams in an EMBA Program.

ABSTRACT

Kennesaw State University (KSU) and ASEBUSS (The Institute for Business and Public Administration of Bucharest) ran an international teaming experience for their second year students. We formed joint teams of 7 or 8 students, about half Americans, and Romanians in August. All the students had the same training in running virtual international teams before meeting each other by the same professors. In addition, the Americans had had extensive teaming teaching and experience in the early part of their program.

In September, the KSU students travelled to Romania, where all the teams jointly presented their team's statement of work to the whole combined class. From October to March, the joint teams worked virtually to complete a series of interconnected tasks.

In March, they produced a written report on their business topic. In April, the Romanian faculty and students travelled to Atlanta, and joined up with their American team mates. The integrated teams presented their topic to the other teams in a joint talk. Finally they jointly determined what they had learned about operating an international virtual and provided each other with team feedback.

The teams usually bonded across the two cultures and the students learned about the difficulties of international virtual teaming and how to overcome them. We conducted surveys of student attitudes after the first trip and at the end. What is especially interesting is that the biggest reported learning took place at the end of the program, not after the first trip to Romania, especially for the Romanians.

Keywords: teaming, virtual teaming, international teaming, EMBA students

INTRODUCTION

This paper will describe the operation and lessons learned in operating joint American-Romanian EMBA student teams for last six years. As part of the Kennesaw State University's EMBA program, we formed student teams with ASEBUSS (The Institute for Business and Public Administration of Bucharest) EMBA program. These teams met physically initially in Romania in September, worked virtually from October to March, and finally met in America in April for final presentations and wrap-up.

History of the Exercise

Originally, KSU conducted this exercise with the Helsinki School of Economics (HSE), with an international business plan as the deliverable (Roebuck et al., 2000; Selden et al., 2000). This worked fine with KSU visiting Helsinki and the Finns visiting Atlanta. HSE then suggested that both schools hold a joint visit to Singapore instead. KSU found this was not much more than the standard trip abroad that all EMBA programs run, so they looked for a new foreign partner. KSU then restarted the exercise with ASEBUSS as our partner in 2002. The first few times, KSU visited Romania in January and met the ASEBUSS students in Bucharest in a hotel conference center for one day, then worked virtually from February to April. As ASEBUSS already organized a residency for their students in September, they suggested that KSU students joined them there to kick off the teaming exercise. KSU agreed as this gave more teaming time in Romania and more time to carry the virtual activities.

PROCESS

Initial Organization and Training

In August, ASEBUSS formed teams of about 7 to 8 students, with about half American and the rest Romanian (all second year students). ASEBUSS formed these teams randomly, except ASEBUSS did not want people from the same company to be on the same team. KSU assigned each team a faculty coach, either from the Romanian or the American faculty. The faculty encouraged students to email their personal details to their new team mates as soon as possible. The faculty also tasked all students to read "Deploying Far-Flung Teams: A Guidebook for Managers" by Majchrzak & Malhota (2003).

The American students had had a lot of experience of running face-to-face teams. All students, both American and Romanian, had the same 8 hours of training in running virtual international teams from the same professors, before the first physical meeting. In addition, the American students had 12 hours of class time on Romanian culture, language, politics, geography, history, and economy before travelling to Romania.

Romanian Portion of Experience

In September of their second year, the KSU students travelled to Romania and met with their Romanian team mates over a three day weekend at a conference center in

Neptun on the Black Sea. This weekend started off with a dinner where the team and their faculty coach sat at the same table and introduce themselves to each other. The next day, the directing faculty briefed the teams on the tasks that they had to complete and how to communicate electronically (appendix A). The Romanian and American faculty had met previously to plan these sessions and tasks. In addition, the faculty used two KSU alumni and two ASEBUSS alumni to give their experience of completing this exercise and act as auxiliary team coaches, especially for faculty who have other duties.

The next two days were spent preparing the initial Statement of Work (appendix B) to complete the assigned tasks, including a detailed Communications Plan. At the end of the long weekend, all the teams jointly presented their teams, team name, team symbol, team's choice of subject matter for the experience, and their communication plan in turn to the whole combined class (in 2006, 16 teams; in 2007, 22 teams). All the teams had to choose a business topic on which to compare and contrast American and Romanian practices, and to produce conclusions on best practice in each country from their research. They had to give their faculty coach their written Statement of Work for grading at the end of this session. Team members who missed this organizing session got zero for this task. All students had to complete their initial feedback on the exercise through a web-based survey at this time (Appendix G).

Then both Americans and Romanians travelled back to Bucharest. About half the Americans got rides back in their Romanians team mate's cars. Over the next week, the Americans resided in Bucharest, where many teams met socially, both during the evening and on tourist trips. In 2006 and 2007, some ASEBUSS students organized a joint KSU and local school children trip to visit some Transylvanian castles.

Virtual Teaming Portion of Experience

From October to March, the joint teams had to work virtually to complete a series of interconnected tasks. Their first task was to produce a detailed written project plan (appendix C) on how the team would finish their final assignment. This project plan had to detail whom in the team does what, and by when, as well as include an updated Communications Plan.

Then the teams did individual research on their subject topic according to their project plan. In March, they had to produce a detailed written report on their business topic, which their faculty coach graded. They then had to start to prepare a joint presentation on their topic.

The students completed these tasks through various communication methods. All teams had to have at least one video-conference, for which ASEBUSS and KSU provided facilities. Many teams had multiple video-conferences, using KSU/ASEBUSS and other systems. All teams had a SharePoint site, in which they had to keep all their documents and through which faculty reported their grades. Many use their SharePoint site for organizational and discussion purposes. Other methods of communications that some teams used were email, telephones, VOIP (usually Skype), instant messaging, and, occasionally, personal visits. In March they gave to their faculty for grading their final report on their investigation (appendix D).

American Portion of Experience

In April, the Romanian faculty and students travelled to Atlanta. There, after a day as tourists to get over their jet lag, they met up with their American team mates. They spent a day finishing their joint team presentation (appendix E) on their topic and practicing their presentation. The next day, Saturday, every team presented their topic to the other teams in a 20 minute talk, which faculty other than their faculty coach graded. Thereafter, there was a social evening together. The next day, Sunday, teams met to determine what they had learned about operating international and virtual teams. They produced a short note on the lessons learned (appendix F), which their faculty coach graded. Teams then graded each member of their team. The exercise finished with a final feedback survey (appendix H). The teams thereafter met for social events. Most ASEBUSS students went on tours of local businesses on the Monday.

RESULTS

Surveys

KSU conducted surveys at two stages in the program; immediately after the Romanian residency, and immediately after the end of the residency in Atlanta. There was about an 80% response rate from both classes.

Background Data

The students in this exercise were all second year students from both Kennesaw State University's EMBA program and ASEBUSS's EMBA program. The students were about 45% female and 55% male, with little difference between countries. The distribution of ages is shown in Table 1. Note that the ASEBUSS students were on average younger than the KSU students.

The KSU students had had extensive domestic teaming training and experience; the ASEBUSS students had not. This is because KSU puts all their EMBA students into permanent teams from the first day of the program, gives them extensive training in teaming, and puts the teams through many teaming exercises. As a result, before the international exercise, the KSU students were very used to teaming with fellow students.

However, while the ASEBUSS students did not have as much teaming experience as the KSU students, Figure 1 shows that while all of the ASEBUSS students had travelled internationally in the last year, only 50% of the KSU students had. In fact, the trip to Romania was the first time overseas for many of the KSU students. KSU even had faculty coaches whose first international travel was on the class trip to Bucharest.

Satisfaction Data

Figure 2 shows the overall satisfaction with the exercise for both residencies and both classes. Note that KSU students showed satisfaction after the first residency, which mainly increased after the final residency. However, for a few KSU students, satisfaction decreased. For ASEBUSS students, satisfaction was low after the first residency, but high after the second. This is an expected pattern, as students normally consider the trip overseas as the peak of any EMBA program. However, by the end of the program, 98% of ASEBUSS students were somewhat or very satisfied, as were 85% of KSU students. The teams bonded across the two cultures and the students learned about the difficulties of international virtual teaming and how to overcome them.

Figure 3 shows the same plot for the question, "Was the experience a useful learning experience?" All the ASEBUSS students considered that it was a useful learning experience at the end; up from 75% after the first residency. 94% of the KSU students considered the experience promoted useful learning, down from 100% after the first residency.

Figure 4 shows the combined student replies to their own ratings of various business skills on a 1 (no improvement) to 10 (greatly improved) on twelve business attributes. There was no appreciable difference between the ratings of the two schools, so KSU plotted the combined means. The students considered that on average, for all their business attributes, their improvement increased over the duration of the exercise. What is especially interesting is that the biggest reported learning takes place at the end of the program, not after the first trip to Romania.

The paper also shows in Appendixes G and H, additional comments that the students gave in the surveys. The most positive comment mentioned was building international connections and friends. As an aside, many KSU students, after they graduated, went back to Romania to keep up their friendships. The major criticisms was the duration of the residencies in Romania and Atlanta (too short), the faculty team coaches (lack of coaching skills), the lack of timely clear briefings on required tasks (it is difficult to produce a project plan when one does not know exactly what the faculty require), more help with communication technology, having the ASEBUSS students study teaming before the exercise as the KSU students do, and differential grading between ASEBUSS and KSU.

Observed Difficulties

Faculty taking part in this program, have noticed several problems occurred in these teams, which need addressing. However, first it should be said that the majority of international teams performed well and overcame their difficulties themselves without faculty intervention. These problems ranged from the technical, like holidays at different times and communication technology problems, to the free rider problem. For example, the KSU students did no exams, while the ASEBUSS students do many. So the Americans did not understand why for weeks the Romanians would not reply to emails during exam times. There were cultural problems. Americans expected an instant response (within a day) to emails, whilst the Romanians considered a couple of weeks a fast response. Americans wanted to do virtual conferences at weekends, whilst the Romanians wanted them during the week.

Another common problem was teams worked at the start of the exercise period and at the end and did not work together much in the middle. There was also a problem with team faculty only having access to half the team. This meant if Romanians disappeared then the American faculty had no way of chasing them, except by asking favors of Romanian faculty. There was no coaching training in teaming provided to the faculty in either school; so there was no common approach to teaming problems. KSU used faculty rather than alumni as coaches to save expenses, as alumni team coaches would have to travel with their teams.

Lessons Learned

From our experiences, the faculty believe that the following actions will help any such program succeed.

1) One should train students in face-to-face mono-cultural teaming first, with plenty of non international face-to-face teaming assignments, before the international experience.
2) The members of each team should introduce themselves by email, and if possible, by telephone before a first meeting.
3) Supervising faculty must give out all information for all of the exercises before the first meeting of the teams. This information should be readily available through multiple channels, and should spell everything out in great detail. Thus teams would not waste valuable team building time listening to briefings. The can also plan the complete exercise at the start.
4) For international virtual teaming to work, students must meet face-to-face for as long as can be arranged before working virtually. This time should be spent in team building exercises, not listening to lectures.
5) For maximum learning on virtual teaming, the teams need to operate virtually for several months, and have enough virtual exercises to keep them busy.
6) The electronic side of arranging virtual teaming is not trivial, especially with a seven hour time difference, different technologies, and different holiday and work schedules.
7) This international activity must count for a significant part of the students' overall grade and should count the same to both sets of students, so students are not tempted to free ride.
8) Coordinating faculty in two different schools in two different countries is not easy and requires a lot of trust on both sides, as well as adapting two sets of curriculum.
9) One should give consideration to using trained alumni team coaches, or at a minimum training all faculty involved in how to coach teams. KSU uses trained alumni team coaches with great success for their in-program teams.
10) One needs a clear process for dealing with teams having difficulties, as faculty are often too busy or too untrained, to help the struggling teams. KSU has such a process for handling team problems in its in-program teams.
11) The best teams appointed a leader at both ends in US and Romania, who did most of the coordinating.
12) One could run such bicultural teams for any students in any program, not just business EMBA students, but it needs at lot of thought and planning to work well.

CONCLUSIONS

This program was unique, as most other EMBA programs just organized short trips abroad, in which students usually do not interact meaningfully with local people. If they do, they do not continue that interaction over a long period of time. The faculty consider for a worthwhile international experience, students have to get to know and work closely with foreigners. Some of our international teams bonded so well that they met again in future years after their program had finished. A few joint teams have even started joint investments together.

REFERENCES

Majchrzak, A., & Malhota, A. (2003). *Deploying Far-Flung Teams: A Guidebook for Managers,* Marshall School of Business, USC,
Retrieved from www-rcf.usc.edu/~majchrza/FFTGuidebook.pdf

Roebuck, D. B., Alsup, R. G., & Selden, G. L. (2000). Proceedings from 11th International Conference on Work Teams. Dallas, TX. *Collaborating Across Borders: Lessons Learned in International Virtual Teaming.*

Selden, G. L., Roebuck, D. B., & Lasher, H. J. (2000). Proceedings from 2000 Executive MBA Conference, Newport Beach, CA: *Integrating Technology and International Best Practices: An International Virtual Teaming Case Study.*

Table 1 – Student Age Profile for both Programs

Age (years)	*< 30*	*31 – 35*	*36 – 40*	*41 – 45*	*>45*
KSU %	4.6	13.6	50	18.2	13.6
ASEBUSS %	24.6	36.1	21.3	13.1	4.9

Figure 1 – Student International Travel in Last Year

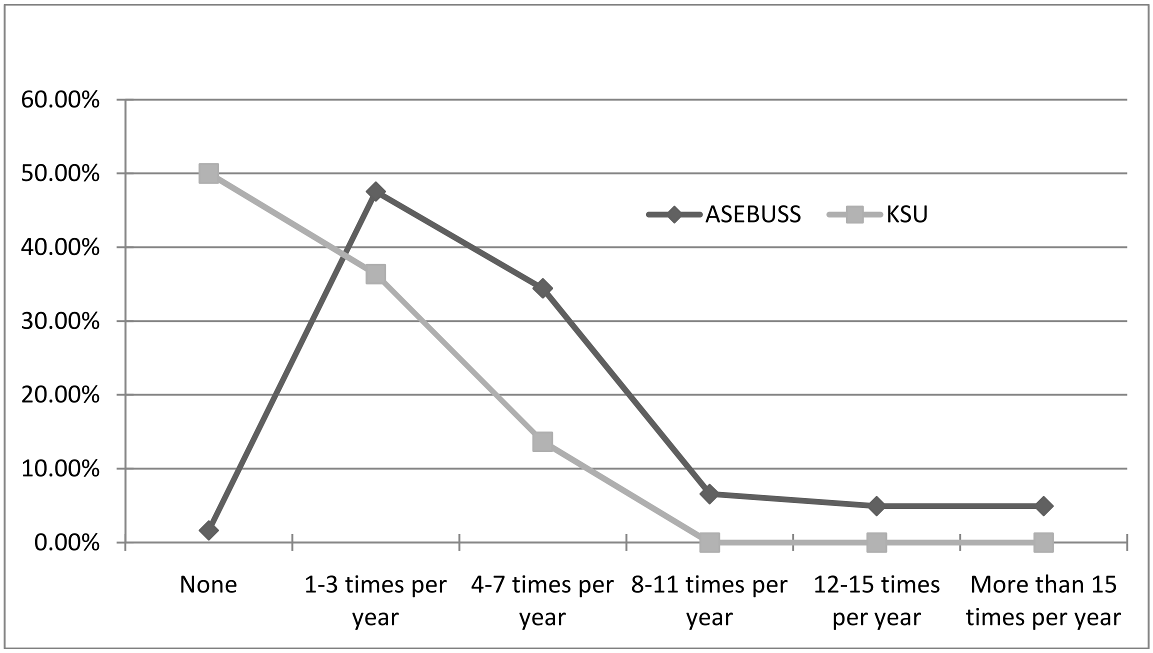


Figure 2 – Overall Satisfaction with International Joint Residency

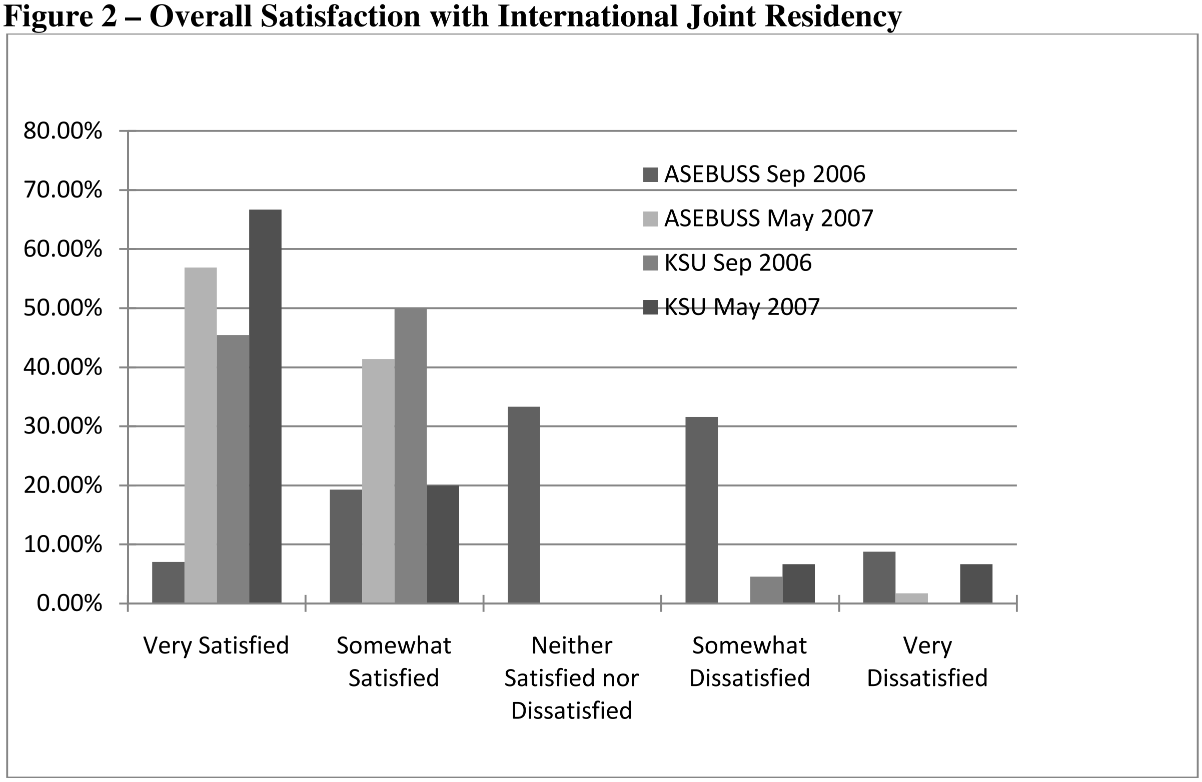


Figure 3 – International Joint Residency was a Useful Learning Experience

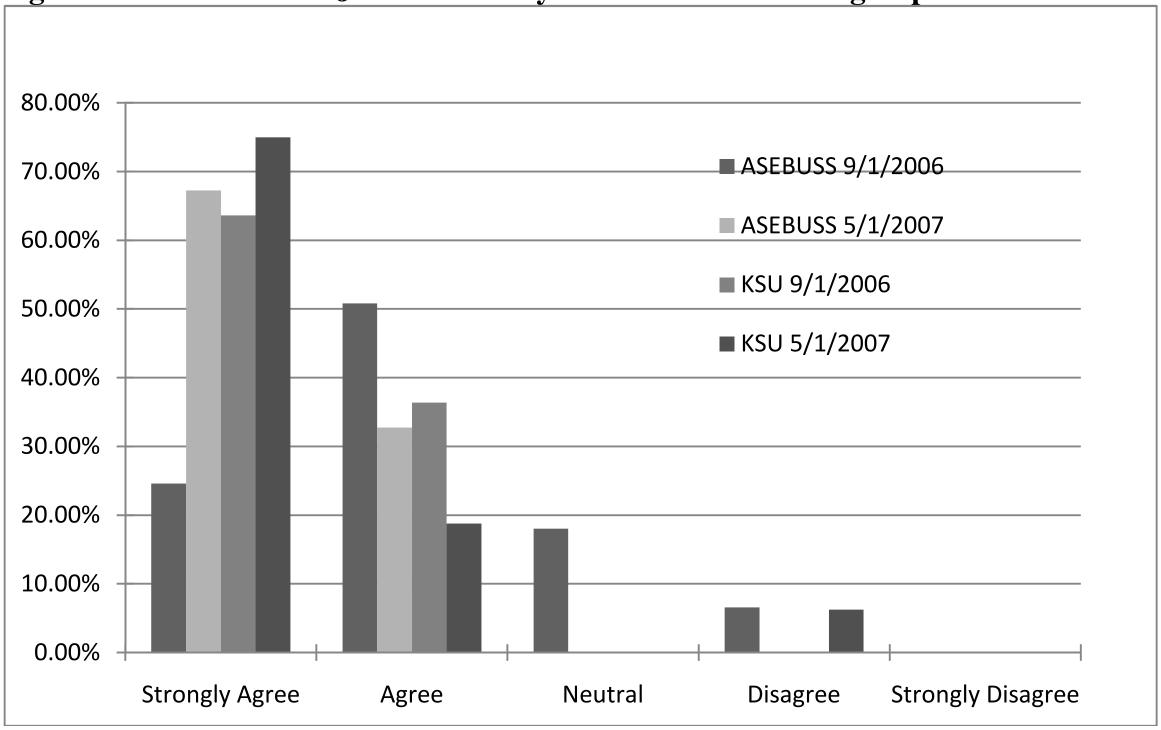
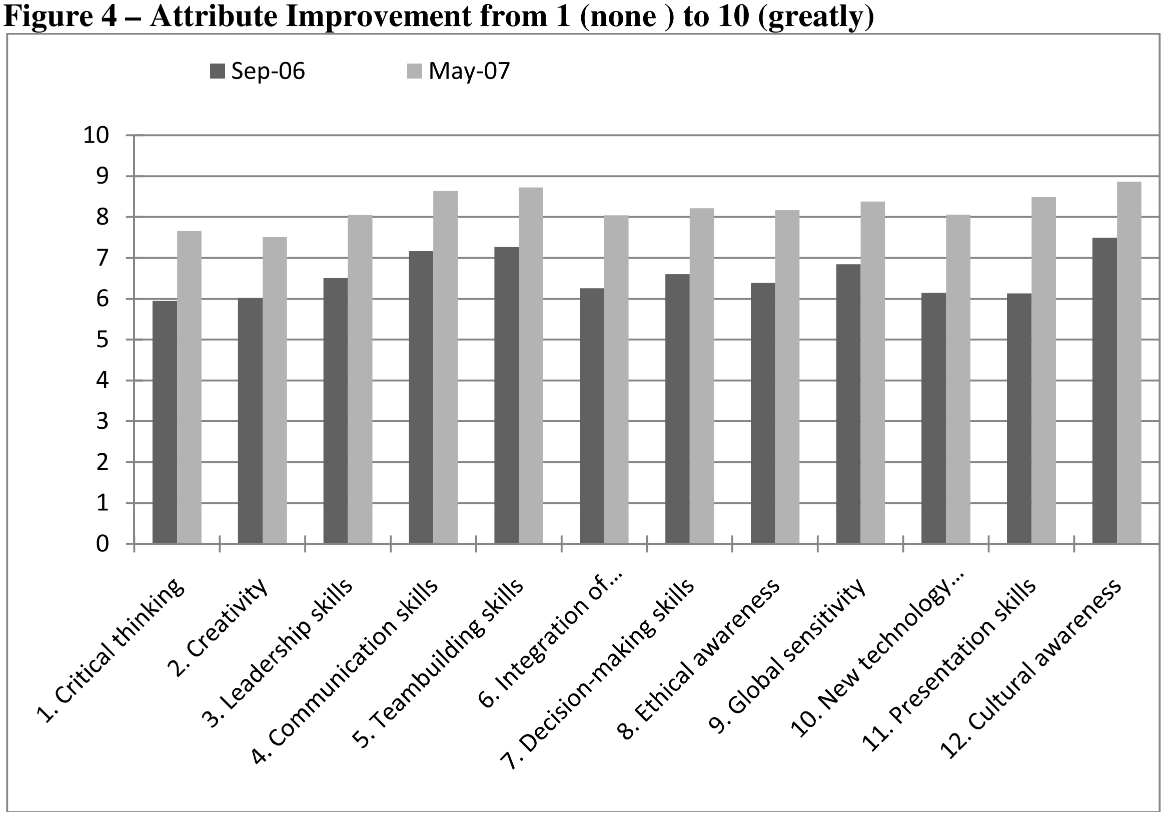


Figure 4 – Attribute Improvement from 1 (none) to 10 (greatly)



Appendix A

Michael J. Coles College of Business
Kennesaw State University (KSU)
Kennesaw, Georgia, U.S.A.

The Institute for Business and
Public Administration (ASEBUSS)
Bucharest, Romania

2007-2008 Joint International Residency

Joint Team Project: Overview

Learning Objectives

- Gain knowledge of common business practices in alternative economies.
- Develop "decision-based" analysis and presentation skills in an international business management setting.
- Experience learning in a "virtual" and collaborative work environment.
- Establish an international personal peer network.
- Apply state-of-the-art collaboration application technologies as a user.

Project Overview

Business practices vary in alternative economies throughout the world. Obviously, many of these variances are dictated by the external influence of local government controls (or lack thereof), country-specific political and economic development history, entrenched local or regional cultural differences, and similar factors. However, the long-term persistent trend toward increasingly integrated economies – driven principally by the explosive advance of communications-driven technologies and, earlier, the advance of transportation options for moving goods and people globally – continuously challenge business managers to compete in the face of contrasting business practices throughout the world.

Driven by the learning objectives established jointly by KSU and ASEBUSS on behalf of their Executive MBA students, this project is designed to create a learning environment in which U.S. and Romanian students leverage their personal business experiences and knowledge to their mutual advantage. In addition, the execution of the project is designed to allow for the use of state-of-the art collaboration techniques and technology to assure value-based learning for future business leaders who will be facing a steady flow of opportunities to exploit global business opportunities.

The project framework can be summarized as follows:

- Two concurrent classes of EMBA students from KSU and ASEBUSS will be combined and teams of 7-9 students (consisting of students from each program) will be identified.
- Each program will incorporate into their curriculum an orientation to the other program's local cultural and business practices, including assigned readings relevant to preparing the students for an international business learning experience.
- All students will be introduced to a customized, Internet-based collaboration technology application (built on Microsoft Corporation's SharePoint platform) and personally access the site to initialize their participation and begin to experiment with the collaboration and communication features of the application.
- An individual member of the combined KSU and ASEBUSS EMBA faculty will be assigned to each joint team and also be registered on the SharePoint site.
- U.S. students and KSU EMBA faculty will travel to Romania in September, 2007, and, between other activities unrelated to the joint project, will join their Romanian counterparts in Neptun, Romania (in the Black Sea resort area of the country) to work on the project.
- During the three-day period in Neptun, students will experience interaction with their team members and faculty team leader, as well as joint meetings with all students facilitated by specific faculty members to cover general project-related topics applicable to all students. Each team will develop their initial project plans (see "Statement of Work" below) during this period in anticipation of executing these plans in a virtual environment after the U.S. students depart Romania.
- After departure of the U.S. students from Romania, the teams will begin a seven-month period during which their project plans are finalized and implemented, relying primarily on the customized SharePoint application, and video conferencing facilities provided by both programs, to sustain communications and collaborate on required deliverables.
- Romanian students and ASEBUSS EMBA faculty will travel to Atlanta, Georgia, U.S.A. in April, 2008, and, between other activities unrelated to the joint project, reconvene with their teams – including their faculty team leader – to complete their project deliverables, culminating in joint presentations to the combined student and faculty groups.

The focus of the project will be *business practices*, contrasted in a U.S. and Romanian business environment. The project research and analysis can be centered on business practices which are (a) integral to the unique collection of companies represented by the employers of the team members, (b) common among a single industry or sector in each respective country, or (c) those which broadly apply to all businesses in the U.S. and Romania.

Examples of business practice areas from which the teams will choose include (*but would not be limited to*):

- Acquisition and/or retention of human capital
- Employee performance measurement / career management
- Acquisition of investment / financial capital
- Business planning / strategic management
- Growth via acquisition of established companies
- Business valuation
- Corporate governance and ethics
- Research and development
- Conceptualization and/or launch of new products of services
- Management of major projects
- Advertising and marketing
- Customer acquisition and/or retention
- Customer service and/or measurement of customer satisfaction
- Product and/or service pricing
- Strategic alliances
- Outsourcing
- Logistics, supply chain management, and operations strategies and tactics
- Use and deployment of technology (e.g., in business performance monitoring and reporting, employee collaboration, operations, customer service, etc.)
- Operating in a regulated environment

Students will earn an individual grade for this project based on a combination of assessments described below.

Project Deliverables

The joint project deliverables consist of three team-generated written documents, a team oral presentation, and three individual team member assessments (distinct from assessment of the team-generated written documents and oral presentation):

- ❑ Statement of Work – Each team will be required to produce, and provide to the faculty team leader at the end of the combined sessions in Romania, a written document describing a high-level overview of their planned project using specific pre-established format guidelines. This "Statement of Work" will cover articulation of the selected business practice focus of the project; the research and data gathering techniques to be employed by the team; and the elements of a communication plan for activities which will transpire between the face-to-face meetings in September, 2007, and April, 2008.

- Detailed Project Plan – Using a pre-established template, the team will be required to produce an electronic report of their overall project plan, recorded in their team space of the Internet-based SharePoint site uniquely established for this activity. The report will be due one month after the U.S. students depart Romania. In addition to being generally more detailed than the Statement of Work, the principal difference is the addition of action-specific items, established milestones and related metrics, interim internally-established due dates, and accountabilities of specific team members.
- Written Project Summary Report – Each team will prepare a written narrative summary report of their project (not more than five single spaced pages in length), also posted in their team space of the SharePoint site. The report will serve as an "Executive Summary" of their project results. It will be expected to cover a statement of the business practices examined, along with the key findings, conclusions, and potential action items (teams will be encouraged by their faculty team leaders to jointly consider what recommendations for changes in current business practices in their respective countries, industry sectors, and/or companies are worthy of consideration based on their analysis).
- Team Presentation of Project Outcomes – Each team will jointly present the findings of their project to the other students and the combined faculty according to specific pre-established guidelines. These presentations will be conducted in the U.S. in April, 2008.
- Project Assessments – Project assessments will consist of faculty evaluation of the four *team* deliverables described above, and three *individual* team member assessments. Two of the individual team member assessments will be conducted by the faculty team leader: a) an evaluation of each individual team member's performance on the overall project; and b) an evaluation of each individual team member's quality of feedback on the project gathered at its conclusion. The other individual team member assessment is a peer evaluation (individual members will evaluate the performance of each other with respect to their participation on the project).

Learning Assessment

The overall learning/performance of teams and individual team members with respect to this joint project will be assessed by combining faculty assessment of team and individual team member deliverables with a team member peer assessment. Following is a summary of all assessments and the percentages ascribed to each relative to establishing a final overall grade for each student:

Assessment Item	Assessed By	Due Date	% of Final Grade
1. Statement of Work	Team's Faculty Leader	18 Sep 2007	10%
2. Detailed Project Plan	Team's Faculty Leader	31 Oct 2007	10%
3. Written Project Summary Report	Team's Faculty Leader	31 Mar 2008	15%
4. Team Presentation	Multiple KSU/ASEBUSS Faculty Members (*excluding* the Team's Faculty Leader)	26 Apr 2008	30%
5. Individual Team Member Assessment	Team's Faculty Leader	27 Apr 2008	15%
6. Individual Team Member Peer Assessment	Team Members (*excluding* the Team's Faculty Leader)	27 Apr 2008	10%
7. Individual Team Member Process Feedback	Team's Faculty Leader	27 Apr 2008	10%

The grading metrics and rubrics for items 1 through 4 will be incorporated in "guidelines" provided in advance for these items; those for items 5 through 7 above will be provided to students shortly after the project is initiated.

Individual students in each team will be assigned an individual grade for the joint team project component of the International Residency according to procedures established independently by KSU and ASEBUSS in combining the above assessment results. Individual students in each team will be assigned an individual grade for the joint team project component of the International Residency according to policies and procedures established independently by KSU and ASEBUSS in combining the above assessment results. Currently, both KSU and ASEBUSS have adopted the following grading policies:

- Maximum points are ascribed to each component equal to the "% of final grade" (for that component) multiplied by 100.
- Points are assessed for each component as dictated by the grading rubric or procedure associated with that component.
- With respect to the components involving a team assessment (items 1 through 4 above); each member of the team is assigned individual points equal to the points earned by the team for that component. The only exceptions to this procedure is that an individual member who is not present/available for the team activities associated with the component will be assigned zero points for the component, and an individual member who otherwise has significantly limited participation in the team activities associated with the component will be assigned 50% of the points earned by the team for the component. The faculty team leader is the sole determinant of the decision to assign zero points or 50% of the team points to an individual member of the team.

Appendix B

2007-2008 Joint International Residency

Joint Team Project: Statement of Work Guidelines

Summary

Each student team participating in the joint 2007-2008 KSU/ASEBUSS International Residency will be required to produce, and provide to the designated faculty team leader *at the end of the combined sessions in Romania*, a written document describing a high-level overview of their planned project using specific guidelines. This “Statement of Work” (SOW) should cover 1) identification of the selected business practice focus of the project; 2) the summary project objective; 3) the research and data collection tactics to be employed by the team; and 4) the elements of a communication plan for activities which will transpire after the initial joint team meetings in Romania and before the teams meet together again in the U.S.

SOW Framework

Following is a template for preparation of the SOW team deliverable:

I. Team Profile – Identify each member of the team and provide a common overview of their current business activities (e.g., company/organization for whom they work, a brief description of the company/organization’s business, the position the team member holds at the company/organization, a brief description of the team member’s job responsibilities, etc.)

II. Selected Business Practice Focus – Identify the business practice focus of the team’s project (see examples in the Joint Team Project Overview), followed by a description of *relevant* details as to how that business practice topic will be addressed. As an example of these details, some teams may choose to examine a certain business practice (such as vendor relationship management, customer service, or employee acquisition / retention) in an industry within which the majority of the team is currently employed. Similarly, teams may choose to address a certain topic from a “structural” perspective, e.g., how the practice is employed differently regionally versus internationally.

    Carefully choosing a topic which will be the focus of your joint project team is an important process for several reasons:

- The degree to which teams can reach consensus on the focal point of their joint/shared analysis is directly proportional to the degree to which the learning objectives of the joint international project are met.
- Virtual teaming (between face-to-face meetings in Romania and the U.S.) is particularly difficult when team members are not personally "on board" with the topic of their team's analysis, have subdued interest in the topic, or otherwise feel that they have little to contribute to the analysis.
- By carefully selecting a business practice topic uniquely appropriate to a given team, team members can apply interim and final results to their current professional endeavors.

This portion of the SOW should be summarized in no more than 2-3 paragraphs.

III. Summary Project Objective

The SOW should also document what the team has concluded will be the *high-level project objective* regarding their analysis of the business practice area selected. Variations on this theme include, but should not be construed as limited to:

- In-depth examination of the practice as it applies to a single industry.
- In-depth examination of the practice as it applies to a geographic region (e.g., European Union countries, Romania, or U.S.).
- Contrast of the practice among a specific set of industries or geographic regions.
- Changes in the business practice over time (i.e., a study of past trends and the current status quo)
- The role of external influences (e.g., regulation, political change, population shifts or demographics) on the commonalities and/or differences of the practices among companies in a single industry in a specific geographic region.
- Unique or innovative applications of the process by a specific company/organization which represent a promising opportunity for broader application (e.g., by other companies in a given industry).
- Any combination of the above.

The objective statement should be a single paragraph containing a concise and clear statement of what the team's analysis is intended to address.

IV. Data Collection Plan

Related to establishing a project objective, teams should also develop consensus on the method(s) of data collection which will most likely be employed to support the objective. Examples include traditional research (typically, via on-line data bases and Internet search engines) from credible recorded sources, live interviews with selected/qualified resources (e.g., executives in companies and government officials), and surveys conducted by the team. Obviously, some combination of these is acceptable.

Clearly, the nature of the project objective may dictate unique data collection tactics. In any event, the intent is to summarize the team's initial thoughts in this area.

Limit the data collection plan summary to the equivalent of a single page.

V. Communication Plan

This final section of the required SOW covers the planned tactics for individual team members to communicate with each other while they are operating virtually.

The nature of the project, as documented in the earlier sections of the SOW, undoubtedly will yield specific communication tactics best suited to achieving the project objectives. Elements of a communication plan would typically address:

- Frequency/schedule of team meetings, being certain to reflect periods when team members will not be available.
- Communications protocols *between* pre-arranged group meetings
- Team organizational structure relative to individual responsibilities of certain individuals for planning for, managing, and/or participating in all intra-team communications.
- Team meeting management and the roles of individual team members in conducting meetings.
- Specification of the processes for determining what issues require full team discussion (i.e., create agenda for team meetings), how decisions are made / problems are solved, and how conflict is managed.
- Accountabilities of team members in preparing for and attending team meetings.
- Procedures for handling communication contingencies (e.g., unanticipated video-conferencing failure).
- Agreement on how meeting results will be documented in general.
- Specific protocols for using SharePoint to facilitate virtual project collaboration and communications.

A more detailed discussion of the elements of a thorough virtual team communication plan, along with additional reading references on the topic, is attached as an Appendix.

The communication plan portion of the SOW should be limited to the equivalent of three pages.

SOW Assessment

The faculty member assigned to a team will complete an assessment of the SOW. The assessment rubric addresses two broad areas of evaluation: 1) the degree to which the SOW meets the expectations outlined in these guidelines; and 2) the degree to which the team functioned as a team in producing the deliverable. Following are individual statements which will be assessed by the team's faculty leader:

1. The SOW's Summary of the Selected Business Practice is comprehensive, understandable by others, and feasible.

   __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

2. The SOW's Summary Project Objective is concise and adequately communicates what the team expects to accomplish.

   __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

3. The SOW's Data Collection Plan component documents the tactics the team intends to employ to gather the data needed to adequately support their overall project objectives and defend their analysis, conclusions, and recommendations.

   __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

4. The SOW's Communication Plan establishes *specific* individual roles and responsibilities for each team member, including designation of activities, actions, and/or decision-related responsibilities which are intended to be shared by members of the team (versus the responsibility of a single individual). Norms and communication protocols are documented in a way that minimizes ambiguity and potential conflict/confusion among team members.

   __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

5. The SOW's Communication Plan describes methods for monitoring progress and the degree to which team members are complying with individual expectations.

   __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

6. The SOW's Communication Plan identifies the common communication tools the group will use (and *not* use) to communicate and share work, including, in particular, the use of SharePoint.

__ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

7. The SOW addresses how contingencies will be handled (i.e., how unanticipated information may impact changes to plans and how those changes will be effected) and how conflicts will be resolved.

   __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

8. The SOW addresses the specific role to be played by the team's faculty leader, including activities in which he/she will not be expected to be involved.

   __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

9. The SOW overall meets all the guidelines established and communicated to the teams.

   __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

10. The team members effectively worked together as a team in preparing the SOW.

   __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

Appendix B1

Virtual Team Communication Planning: A White Paper

Overview

A well-conceived and well-documented virtual team plan:

- Specifies the accountabilities with which all team members agree to comply, and the behaviors to which all team members mutually agrees to adhere;
- Serves as a contract between team members on issues critical to team effectiveness;
- Gives members the responsibility and the means to work through tensions or unanticipated personal issues that arise between team members
- Minimizes the incident of conflicts or surprises.

Teams frequently devise their communication plan based on shared team values. These address such items as meeting deadlines; attending joint meetings; knowing when decisions should be made by the whole team or by certain individuals; acting when commitments cannot be -- and/or are, in fact, not – met; delivering "bad news;" and generally honoring specific roles, responsibilities, and expectations involving communications.

Assumptions, expectations, roles, procedures, standards, norms, and processes must be explicit. If members do not invest the time to jointly develop communication plans, individual past experiences and, in many cases, personal and cultural biases, can create significant future challenges that could otherwise be minimized. Once agreements are clear and in place, they enhance the use of a common language, give every team member a single set of guiding operating principles, and optimize collaboration and success.

Ideal Features of a Team Communication Plan

Purpose. A clearly written purpose statement is important for everyone to understand why the plan is important and what is or is not the team members' responsibility. It should be concise, written, and focused. The purpose statement solidifies the importance of controlled communications, how they will be managed, and the result or payoff of having a plan.

Goals. Measurable, attainable goals should be agreed upon by all members of the team. They should serve to support all other details of the plan.

Team Norms.

> *"Team norms can be anything that team members feel is important for everyone to commit to doing. For instance, one item might be that everyone checks into a database once a day to monitor the progress of the*

> *project, even if she has no new information to add. Other norms might deal with the way information is handled. Which kinds of issues are discussed by the team as a whole, and how often? Does everyone have access to all information, or is some of it restricted?*
>
> *Other agreed-upon practices might cover ways to deal with conflict. Teams sometimes enforce a rule that if one team member has a conflict with another and it can't be dealt with electronically, then they must telephone or meet in person."*
>
> *Chris Newell, Lotus Institute (Geber 1995, 40)*

Team norms guide participation, communication, conflict management, meeting management, problem solving, and decision making. Virtual teams may require unique and more detailed process norms than co-located teams do. Virtual team norms include:

- Telephone, audio conference, and video conference etiquette and meeting management (e.g., techniques for ensuring participation from all team members, protocols for identifying oneself before speaking, using the mute button when one is not talking, giving people who are using a second language time to collect their thoughts, using a meeting agenda, and recording and distributing minutes)

- Guidelines regarding acceptable time frames for returning telephone calls and e-mail messages, and the uses of voice mail and pagers.

- Guidelines about using e-mail -- when it should be used, when it should not be used, and how e-mail messages should be formatted.

- Which meetings must be attended face-to-face, which can be attended by audio conference or video conference, and which can be missed.

- How work will be reviewed and approved. This includes which team members will review work and which ones will approve deliverables.

- Procedures for scheduling meetings using group-scheduling systems.

Other topical areas for consideration in establishing team norms include

- How and when to conduct meetings
- How decisions will be made and with whose involvement
- How feedback on work will be given
- How “bad news” will be delivered to other team members
- Agreements regarding deadlines and milestones
- Methods for acknowledging receipt of information

- Upkeep and updating of databases
- How to ask for and receive help
- Handling confidentiality
- How to ensure that fun and celebration are built into the process

Sample Team Norms

Keeping in Touch with Other Team Members

- ✓ Check voice mail every day and return calls within 24 hours.
- ✓ Check e-mail every day and respond to messages within 24 hours.
- ✓ Logon to instant messaging and meeting webpage daily.
- ✓ Exchange documents using agreed upon applications.
- ✓ Attend all mandatory meetings.
- ✓ If out of the office for an extended period, let other people know.
- ✓ Use e-mail messages for updating and exchanging one-on-one information only.
- ✓ Resolve inter-personal issues only on the telephone or via a face-to-face meeting.
- ✓ Communicate with those outside the team using the established communication plan.

Meeting Management

- ✓ Be on time for video conferences, audio conferences, and electronic meetings and attend the entire meetings.
- ✓ Rotate time zones for meetings in order to be equitable and fair.
- ✓ At video conferences or audio conferences, keep the mute button on when not speaking.
- ✓ Take breaks at least every 60 minutes during audio and video conferences.
- ✓ Do not interrupt others in meetings.
- ✓ Respect the facilitator's attempts to foster participation from all team members.
- ✓ Respect the meeting agenda.
- ✓ Send out an agenda via e-mail 48 hours in advance of every meeting, and send minutes of meetings via e-mail within 48 hours after every meeting. Rotate responsibilities for taking minutes.
- ✓ If there are people attending a meeting or in an audio or video conference whose native language is different from the language in which the meeting is being conducted, give them time to think and time to speak. Provide "think breaks" so that people can gather their thoughts.
- ✓ At the end of each meeting, evaluate how participants performed in terms of abiding by team norms.

Decision Making and Problem Solving

- ✓ Strive for consensus, but realize that consensus takes time and is not always necessary.
- ✓ If consensus cannot be achieved, yield to the opinion of the team's most qualified expert.
- ✓ Use a standard approach to problem solving and decision making.
- ✓ Keep the interests and goals of the team in the forefront of all decisions.
- ✓ Balance the special interests of certain team members with those of the entire team.

Conflict Management

- ✓ Resolve differences in ways of doing business using a pre-agreed process.
- ✓ Do not attempt to settle differences via e-mail. Use the telephone and speak directly to the person. Go to the person involved first, not to the team leader or another team member.
- ✓ Realize that conflict is a normal part of a team's life cycle and that conflict should be focused on the substance of the conflict, not the person.
- ✓ Recognize that some conflict is more difficult to detect in a virtual setting and take the "pulse" of the team frequently to ensure that conflict surfaces in a way that it can produce positive tension.
- ✓ Do not leave meaningful conflict unattended.

Working Together to Produce or Review Documents

- ✓ Do not review details of lengthy documents during group audio or video conferences. Send them to the team leader or to another designated person.
- ✓ When working in a sequential fashion, move the document through the system expeditiously.
- ✓ Give feedback when promised.
- ✓ Keep confidential documents within the core team and do not allow others to review them.
- ✓ Appoint a single team member to release final documents produced by the team.

References

Tools for Virtual Teams, Jane E. Henry, Ph.D. and Meg Hartzler
Mastering Virtual Teams, Deborah L. Duarte and Nancy Tennant

Appendix C

2007-2008 Joint International Residency

Joint Team Project: Project Plan Guidelines

Proposed Outline

Following is a suggested outline for completion of the Project Plan deliverable required in conjunction with the joint 2007-2008 KSU/ASEBUSS International Residency. *Please note that the due date for completion of the Project Plan and delivery to your designated faculty team leader is October 31, 2007.*

I) Overview of Project

a) Project Objective and Scope

[A narrative description of the project objective and any and all limitations or "boundaries" anticipated for the scope or coverage of activities, such as the types of businesses which will be examined, the locations of businesses, the profile of persons who will be interviewed, etc. Be specific, but concise.]

b) Outcomes / Deliverables

[Describe the project outcomes and, as appropriate, include any prospective value the team expects to create by producing these outcomes. If there are any action items associated with transitioning the outcomes to give value for a constituent group or groups, e.g., providing results to survey participants, then be sure to summarize them here.]

[The above sections should be written in the same manner that one would be "selling" the value of an internal project to the executive

team of a business enterprise likely to benefit from the analysis the joint international team is about to undertake.]

II) Summary of Key Project Milestones

[List the key interim project "milestones" which you anticipate for your project, and the proposed completion date for each milestone. In this context, a milestone is typically completion of a major task or set of tasks, e.g., completion of a survey or interviews, and may or may not include the production of a tangible deliverable.]

III) Schedule of Activities

[This section should outline in detail a sequence of activities associated with conducting and completing the project. Typically, and at a minimum, it is a three-column table: 1) Task Description ("what"); 2) Responsibility ("who"); and 3) By When ("when).

Some projects may require more elaborate Schedules of Activities to reflect parallel activities or activity sets which require completion of previous activities in order to determined subsequent ones (e.g., those projects which lend themselves to use of plan documentation application software such as Microsoft Project).

Be sure to include at least the preliminary task items associated with the "Team Presentation of Project Outcomes" and "Written Project Summary Report" deliverables in this section of the Project Plan. Refer to the Overview statement provided earlier for a description of these deliverables which are due in conjunction with the joint meetings in April, 2007, in the U.S.

Whatever the unique characteristics of a team's project, this section should convey a fairly detailed "roadmap" for conducting the activities associated with the project in accordance with the guidelines set forth in the Overview and is the key element of the required Project Plan.]

IV) Communications Plan

[This section should comprise the details emanating from the initial Communications Plan components documented in the Statement of Work (SOW). Refer to the list of communications items covered in the SOW. Use this section to reiterate the team's decisions regarding these items and clarify any details developed after the SOW was prepared.]

Project Plan Assessment

The faculty member assigned to a team will complete an assessment of the Project Plan covering the degree to which the document presents a clear and comprehensive guide to specific activities likely to produce the desired result, and meets the guidelines outlined above. Following are individual statements which will be assessed by the team's faculty leader:

11. The Project Plan clearly states the project objective(s) and scope.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

12. Project objectives and outcomes are concisely and clearly stated, along with a comprehensive statement of the expected values to accrue (and to whom) from achieving project objectives.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

13. The project overview (objectives, scope, statement of value, etc.) constitutes a compelling case for *value creation*.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

14. The project overview is consistent with the Statement of Work prepared earlier by the team or differences are documented.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

15. The project activities documented in the plan establish *specific* tasks, targeted task completion dates, and individual and team roles and responsibilities in plan execution.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

16. The plan calls for the production of *interim* deliverables sufficient in number, appropriately sequenced, and clearly defined/described.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

17. The portion of the plan dealing with team communications is comprehensive and identifies the tools the group will use (and *not* use) to communicate and share work, including, in particular, the use of SharePoint.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

18. The plan addresses how contingencies will be handled and how conflicts will be resolved.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

19. The Project Plan overall meets all the guidelines established and communicated to the teams.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

20. The team members effectively worked together as a team in preparing the Project Plan.

__ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

Appendix D

Michael J. Coles College of Business
Kennesaw State University (KSU)
Kennesaw, Georgia, U.S.A.

The Institute for Business and
Public Administration (ASEBUSS)
Bucharest, Romania

2007-2008 International Residency

Joint Team Project: Written Report Guidelines

Proposed Outline

Following is a suggested outline for completion of the Written Project Summary Report deliverable required in conjunction with the joint 2007-2008 KSU/ASEBUSS International Residency. *Please note that the due date for completion of the Written Project Summary Report and delivery to your designated faculty team leader is March 31, 2008.*

V) Abstract

[This section should be a <u>very</u> brief synopsis, e.g., from 1 to 3 paragraphs, providing a high-level summary of the project results. It should be written in the same manner that similar "abstracts" are written at the beginning of articles in professional journals and/or business periodicals. The goal is to capture the essence of what was studied/investigated/analyzed, what high-level summary conclusions were derived, and what other high-level inferences (e.g., recommendations) emerged.]

VI) Objectives of the Project

[Restate the project objective as initially articulated in the Statement of Work (SOW). Some projects will have had slight changes while others will have had significant changes since the SOW was prepared, so it is important to restate the actual objective here.]

VII) Project Analysis Scope and Approach

[Summarize the scope and approach taken to ultimately produce what is next going to be reported in the next section. Be sure to articulate (as appropriate):

1. *What limitations there were on scope of the analysis, e.g., industry sectors to which the analysis was limited, sizes of businesses studied/contacted, etc.*
2. *What data collection methods were used and how they were applied.*
3. *What limitations were placed on the collection or use of data, e.g., what questions were not used in an interview, what "promises" were made to interviewees, what data was considered proprietary or "off limits", what incentives may have been offered to interviewees, whether only information "in the public domain" was used, etc.*
4. *How contingencies encountered during the analysis were handled.*
5. *If appropriate, a description of the "scale" of the data gathered and analyzed, e.g., numbers of persons interviewed, number of companies analyzed, range of the size of businesses considered/included, etc., or other relevant descriptions of the data universe.]*

VIII) Findings, Conclusions, and Recommendations

[Summarize the project results. Consider the three topics suggested in this section's title as a specific framework for presenting your summary (not required). "Findings" are strictly factual/reported data gathered, without commentary other than to clarify what was found, reported, provided in an interview, etc. "Conclusions" are what the findings infer, or at least what your interpretation/analysis has "concluded" they infer. Finally, since the project guidelines call for your team to develop "Recommendations," be sure to isolate specific action items which represent opportunities for incremental value creation suggested by the Findings and Conclusions – such as the revision of regulatory constraints imposed in one country that another country has demonstrated constrain economic growth; change to a standard business practice; etc. Note that a recommendation need not be proven to be feasible; some of the topics studied in this joint project understandably would require far more time and resources to satisfy such a standard. Be sure to document any qualifiers or disclaimers associated with recommendations.]

Other Issues

- The report should not be more than ten pages in length (including all charts, tables, and appendices), using Microsoft Word font Times New Roman – 12 pt (single-spaced) as a standard to gauge total length.
- Due date for the report is March 31, 2008, and it should be submitted by this date via posting in the team's workspace on the joint project's SharePoint site.
- While written presentation style and quality of writing are always important, for this joint international project deliverable, more weight will be given to substance over form in evaluating the written team project report.

Written Report Assessment

The faculty member assigned to a team will complete an assessment of the Written Project Summary Report covering the degree to which the document presents a clear and compelling description of project results, and meets the guidelines outlined above. Following are individual statements which will be assessed by the team's faculty leader:

21. The report abstract/summary clearly summarizes the project and succinctly articulates the most significant value-based conclusions and/or recommendations derived from its outcomes.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

22. The project objective is concisely and clearly stated, and makes a compelling business case for the analysis being conducted.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

23. The project description (scope and approach) is comprehensive and clear.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

24. Limitations and/or focus of the scope of the project are clearly articulated along with sound justification for said limitations of scope.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

25. The project approach includes a complete summary of the *specific* tasks relevant to a reader gaining an understanding of how the project was actually conducted,

why the approach was deemed ideal, and how contingencies (if any) were dealt with in completing the project.

__ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

26. The data gathered as part of the project is clearly summarized and is relevant to a summary report.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

27. Appropriate attribution is given to sources of data; propriety or confidentiality of data is dealt with professionally; and irrelevant, immaterial, or superfluous data is not included or presented.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

28. Conclusions and/or recommendations are clear and compelling.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

29. Overall, the report follows the guidelines established.

    __ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

30. The team members effectively worked together *as a team* in preparing the report and effectively used the SharePoint platform in collaborating on its preparation.

__ Very Clear (5) __ Clear (4) __ Somewhat Clear (3) __ Not Clear (2) __ Not Addressed (1)

Appendix E

Michael J. Coles College of Business
Kennesaw State University (KSU)
Kennesaw, Georgia, U.S.A.

The Institute for Business and
Public Administration (ASEBUSS)
Bucharest, Romania

2007-2008 International Residency

Joint Team Project: Final Presentation Guidelines

Overview and Objectives

The joint 2007-2008 KSU/ASEBUSS International Residency culminates in an oral presentation from each team delivered at the KSU Center on the campus of Kennesaw State University in Atlanta, Georgia, in April, 2007. The overall purpose of this deliverable is threefold:

I. *Effectively convey* a summary of the key findings, conclusions, and (as appropriate) recommended actions emanating from the projects conducted by the teams during the seven month Residency.
II. Practice presentation skills in an environment conducive to learning best practices associated with joint presentations.
III. Experience the unique aspects of consolidating and orally delivering project results in a cross-cultural, multi-national team setting.

Presentation Guidelines

- Each team will have a maximum of 30 minutes to devote to their presentations to faculty members and members of other teams.
- To complete all team presentations in the time allotted, they will be divided into two sessions held concurrently in two classrooms. *All team members will be required to attend all of the presentations of the other teams which are also assigned to the classroom in which they present.*
- Each team should ask those present to hold questions about their presented material until the end of their presentation, and allot an amount of time for the questions (and responses) such that the combined elapsed time from the start of their presentation until the end does not exceed a total of 45 minutes.

- Presentations may contain any variety of media content supported by the facility in which the presentations are made (e.g., projection of PowerPoint slides, Word documents, and Excel spreadsheets; overhead transparencies; DVDs; VHS tapes, etc.).
- It is NOT required that all members of each team actually participate in the oral delivery of the presentation, but it is strongly encouraged (to allow all of the Romanian and American students to learn from the experience). As a reminder, part of the final grade for the Residency includes a peer evaluation; those who do not participate in the presentation presumably will have played a key role in the developing of its content.

Presentation Assessment

Each team will be evaluated by all faculty members assigned to one of the two classrooms and will *exclude* the presenting team's faculty team leader. Each grading faculty member will be assessing the presentation based on the following attributes:

1. Organization – The flow and structure of the presentation, including the appropriate use and mix of media techniques.
2. Content Quality – The linkage of data analysis and conclusions to research findings.
3. Subject Knowledge – Evidence of presenters' thorough familiarity with the data and conclusions associated with their project.
4. Supporting Graphics – The non-textual visuals used to illustrate and/or reinforce findings and conclusions.
5. Content Accuracy – The incidence of errors in the presentation content.
6. Audience Engagement – The degree to which the presentation gains and maintains audience attention throughout the delivery.
7. Elocution – The clarity and accuracy of the spoken words.

Following is a representation of the actual assessment rubric which will be used by those evaluating the presentations:

	1	**2**	**3**	**4**	**Grade**
Organization	The presentation was disorganized and did not follow a logical flow.	The presentation was thorough but difficult to follow.	The presentation was thorough and followed a logical sequence which the audience could follow.	The presentation was thorough, followed a logical sequence, and made a compelling case for change/action.	
Content Quality	The content was mostly data with	The content was data specific and	The content clearly demonstrated	The content clearly demonstrated in-depth and creative	

	little to no analysis or inference.	included interesting analytical results and conclusions.	in-depth data gathering and analysis.	data gathering and analysis, including compelling conclusions and recommendations.	
Subject Knowledge	Team did not appear to grasp the information, and could not answer questions.	Team appeared uncomfortable with the information and was able to answer only rudimentary questions.	Team members were at ease with all information and answered most questions satisfactorily.	Team members demonstrated full knowledge of information and answered all questions thoroughly and professionally.	
Supporting Graphics	Team used superfluous graphics or no graphics.	Team occasionally used graphics that did not support the presentation.	Team's graphics related to presentation text materials.	Team's graphics explained and reinforced presentation text materials.	
Content Accuracy	Presentation many spelling errors and/or grammatical errors.	Presentation had several misspellings and/or grammatical errors.	Presentation had few minor misspellings and/or grammatical errors.	Presentation had no misspellings or grammatical errors.	
Audience Engagement	Team members read all of the presentation with little eye contact with audience.	Team members read most of the presentation with occasional eye contact with the audience.	Team members maintained eye contact with the audience but frequently referred to notes.	Team members maintained eye contact with audience, seldom referring to notes.	
Elocution	Team members did not speak clearly and spoke too quietly for audience to hear the presentation.	Team members were occasionally difficult to understand and hear the presentation.	Team members spoke clearly and the audience could hear the presentation.	Team members spoke very clearly with enthusiasm, and the audience could consistently hear the presentation.	

Appendix F - Process Questions and Example Answers for 2006-7

<table>
<tr><td colspan="2">1. Now that you are nearing the completion of this project, if your companies were considering implementing virtual or distance project management in its operations, what "lessons learned" and "Do's, and Don'ts" would you recommend?</td></tr>
<tr><td>Team 1: Do’s:
• Do - Full involvement in all team members – commitment
• Do - Setting peer objectives from beginning
• Do - Gaining understanding with all members of the team
Team 1: Lessons Learned:
• This type of bridge project is easily handled through long distances with the right technology.
• Time Difference
• Clearly define the split of the work locally, internationally and virtually. Establish where the final work is to be completed and assign responsibility.</td><td>Team 1: Don’ts:
• Don’t ignore objectives set at beginning of project…keep reviewing them throughout.
• Don’t - Avoid ups & downs in the project…a consistent schedule is better.</td></tr>
<tr><td colspan="2">2. In looking at team behaviors, what would be the five most important attributes that contributed to the success of your team's activities and assignments?</td></tr>
<tr><td colspan="2">• Good Leadership
• Good communication
• Open to ideas – flexible
• Conscious of project deliverables
• Positive Attitude</td></tr>
<tr><td colspan="2">3. In looking at team member behaviors, what would be the three most important behaviors that detracted from the success of your team's activities and assignments?</td></tr>
<tr><td colspan="2">• Missing meetings
• Missing personal deliverables
• Not asking for clarification</td></tr>
<tr><td colspan="2">4. If you were to make two recommendations to future executive MBA groups planning to engage in international virtual or distance project management, what would they be?</td></tr>
<tr><td colspan="2">• Encourage team meetings to discuss project scope before actually meeting in Romania.
• Having fun and building the relationships – Cultural immersion</td></tr>
<tr><td colspan="2">5. Recognizing technology can support or detract from virtual or distance project management and problem solving, what alternative approaches would you suggest to enhance team performance? What are the aspects in which technology has been more useful for managing the project? (Please be specific in terms of software, vendor providers, or other issues)</td></tr>
</table>

<table>
<tr><td colspan="2">

- Explore learning SharePoint BEFORE initial meetings.
- Incorporate instant messaging into SharePoint that will allow one to one discussions or a chat room format.
- SharePoint was good for document management.
- Announcements were more time consuming through SharePoint….don't restrict email use for communicating announcements.
- Video Conferencing in Romania should be more flexible. Allowing us to meet during lunch in Romania and early morning in America, if that is the best option for the team.

</td></tr>
<tr><td colspan="2">6. What were the main challenges / difficulties faced during the project? What have been the strategies that your team has developed for facing/solving those challenges?</td></tr>
<tr><td>

Team 1: Challenges/difficulties:

- Time constraints – limitation to equipment in Romania made it difficult to have full participation at meetings.
- Time difference – time changes in US
- Lack of flexibility in meeting time
- In Romania, they cannot access both SharePoint and Video Conference at the same time.
- Romanians saved documents on their computer during meetings and, therefore, SharePoint was not up –to-date for all to see.

</td><td>

Team 1: Strategies:

- We communicated numerous times for clarification on time difference.
- Solution was to use instant messaging through leaders of team to communicate.

</td></tr>
<tr><td colspan="2">7. Based upon the creativity of your team, please develop a question and answer regarding your feelings and experiences related to this collaborative international virtual or distance teaming project.</td></tr>
<tr><td colspan="2">

Q: What was our greatest accomplishment throughout the project?

- A: Building relationships and having fun!

</td></tr>
</table>

Appendix G

ASEBUSS Example Responses From September 06

The most significant part of the ASEBUSS/Kennesaw State University Joint International Residency is:

	Comment Text
1.	Team building and communication
2.	networking
3.	the experience we shared inside / outside the teams

KSU Example Responses From September 06

The most significant part of the ASEBUSS/Kennesaw State University Joint International Residency is:

	Comment Text
1.	Interaction with the Romania Students.
2.	Figure out how to get started in an artificial setting
3.	Learning how the Romanians live and how 1989 affects their beliefs

ASEBUSS Example Responses From September 06

The one thing that I would like to see changed about the ASEBUSS/Kennesaw State University Joint International Residency is:

	Comment Text
1.	Have sessions where we can debate upon certain industries: banking session, pharmacy session, real estate session, construction session, etc.
2.	I think the agenda was well structured
3.	1- show respect to students; 2- improve communication; 3- manuals quality is lousy;

KSU Example Responses From September 06

The one thing that I would like to see changed about the ASEBUSS/Kennesaw State University Joint International Residency is:

	Comment Text
1.	Provide individual rooms for each student.
2.	Try to stay away from the Sofitel Hotel. The Golden Tulip is just better located to explore the city in the evening.
3.	Plan more company visits

Appendix H

ASEBUSS Example Responses From May 07

The most significant part of the ASEBUSS/Kennesaw State University Joint International Residency is:

	Comment Text
1.	cross cultural awareness
2.	learning from the project, which are the DOs and DONTs when working for a project at work with a virtual team
3.	International team members working together !

KSU Example Responses From May 07

The most significant part of the ASEBUSS/Kennesaw State University Joint International Residency is:

	Comment Text
1.	Establishing relationships with students outside of the US who are very much interested in business.
2.	Meeting my Romanian colleagues helped established bonds of friendship that I hope to continue for years to come. I gained a greater insight and knowledge of another culture.
3.	The teaming is the most significant part and the collaboration of team members.

ASEBUSS Example Responses From May 07

The one thing that I would like to see changed about the ASEBUSS/Kennesaw State University Joint International Residency is:

	Comment Text
1.	Residential week in Neptun
2.	The half a day for peer feedback to be organized different, in the sense of leaving more time to prepare the 'learning' doc by each team, so the team members have enough time to discuss between them all the aspects of the collaboration and the project evolution.
3.	more time as joint team at the Residency in Romania, so that the international team members get to know each-other

KSU Example Responses From May 07

The one thing that I would like to see changed about the ASEBUSS/Kennesaw State University Joint International Residency is:

	Comment Text
1.	Spending more time in Neptune preparing for joint project
2.	I would suggest adding room 300 for use on the day of presentations. That way the groups are split into 3, the day is shorter and the feedback reserved for the second day can be completed on the presentation day.
3.	I would like to see the Faculty advisors chosen more carefully for their roles. It isn't enough that they are a faculty member. They must have skills in coaching and conflict management to properly assist individuals and teams who are having issues.