



**OBTC 2015 at University of La Verne  
June 17<sup>th</sup> – 20<sup>th</sup>, 2015**

**Submission Template**

**SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\**
- \*Only one document should be submitted\**

**Submission Template for the  
2015 OBTC Teaching Conference for Management Educators**

**1) Title of Proposal:**

Global Leadership and Management: Expanding Cultural Insight and Wisdom through Travel Study Experiences

**2) Abstract:**

*Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.*

The impact of culture on management and leadership practices continues to be both an essential area for business students and educators to comprehend AND one of the most challenging to teach solely through in-class experiences. In this session, I will share the approaches that I have used to facilitate student learning about culture and global leadership through the design and implementation of travel study courses. Participants will receive specific examples of pre-travel and in country learning activities and assignments to facilitate learning. Excerpts from student integration papers and reflective journals which link to course objectives will also be shared.

### 3) Keywords:

*Use three or four keywords to describe your session.*

- Culture
- Travel study
- Global Leadership

### 4) Format

- Activity or exercise  
 Discussion roundtable (60 minute only)  
 General discussion session

### 5) Time Requested:

- 30 Minutes  
 60 Minutes (*Roundtables must select 60 minutes*)  
 90 Minutes

### 6) Planning Details:

*Does your session have any special requirements for space or materials?*

Use of PPT for dialogue questions with participants and to provide an overview of process recommendations

### 7) Learning Objectives or Goals for the Session:

*What are 2-4 specific learning outcomes that participants will get from your session?*

- Learn specific activities to use to deepen student (and faculty) self-awareness and perceptions of global leadership and “other” cultures
- Understand emersion experiences that facilitate meaningful learning about cultural differences through in class exercises and travel to meet with organizational leaders in a wide range of culture
- Share and dialogue about participants’ experiences developing, implementing, and facilitating experiential travel study courses

## **8) Management or Teaching Topics:**

*Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

**Global Leadership and Management Practices:** The significance of understanding globalization, cultures, and diversity has never been greater. The focus on culture and deepening and expanding our understanding of culture facilitates the wisdom of leaders and managers and enhances their effectiveness when leading teams, projects, organizations, etc.

**Understanding Cultural Differences (and personal biases):** Enhancing self-awareness through having a concrete experience with people, processes and practices (often very different from one's own culture) provides a rich learning environment for students and faculty to understand the impact of their own perceptions/biases on how they interact with and communicate with other leaders and team members.

**Relationship Building and Communication Skills/Practices:** The importance of building a wide circle of relationships and continuing to expand those relationships are essential for leaders and managers. Travel study courses provide a context rich environment for students and faculty to develop and build relationships with leaders globally (and allows them to create ways to keep in touch – via Linked In and other social media)

**Design of Travel Study Learning Opportunities – Faculty Development:** Travel study opportunities provide faculty with the continuous learning and professional growth – keeping up with current events, networking with leaders in the target country/location, understanding the business and government issues that are currently being addressed by leaders in the country/region. There is also an opportunity for continuous learning about how U.S. leadership and management practices are similar to and different from practices in the target country/region. Sharing of best practices and learnings deepens and broadens our impact as educators and providing rich learning opportunities for our students.

## **9) Session Description and Plan:**

*What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.*

### **Session: Roundtable OR General Discussion:**

1. **Tactics and Exercises (25 minutes):** Review of my experiences leading five travel study courses, I will share specific examples of pre travel, in country, and post travel learning experiences and exercises that I have used to engage students and deepen their understanding of culture and the impact of leadership and management practices and processes.
2. **Engaged Dialogue (20 minutes):** Share/dialogue on participants' experiences, learnings, advice with each other to expand our learning from each other.
3. **Theory to Practice Connections/Alternatives/Options (15 minutes):** Discussion of Linkages to conceptual areas (include sharing of other resources, conceptual models, readings, etc.) to deepen faculty learning and growth.

### **10) For Activities and Exercises:**

*Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.*

I will bring samples of the pre-travel exercises that I use with students and will facilitate "mini simulations" with the participants in this workshop. I will also share copies of the syllabi and a matrix of learning processes linked to specific assignments to prepare students for travel.

I will also provide a summary of organizational and cultural experiences while in country and share the impact of each type on students learning outcomes.

I will also provide samples of final papers that show the integration of course concepts with in country experiences and the learnings that were reflected in student journal entries – that are linked to expanding and deepening their understanding of culture and management and leadership practices that were unique to the cultures in which we were immersed.

### **11) Implications for Teaching or for Teachers:**

*What is the contribution of your session?*

This session demonstrates strategies and tactics that are linked to understanding global leadership and management practices as well as experiential learning that focuses on understanding the impact of culture on behaviors, values, actions, and decisions. I have found these learnings essential for my own continued growth as a teacher and facilitator to assist my students in bridging from concept to practice and understand the implications of these learnings for their own growth as leaders and managers. These are concepts that are often very difficult to teach in the classroom environment.

## **12) Application to Conference theme:**

How does your session fit with the overall OBTC theme of Learning in Community?

Learning in community is the essence of the global travel experiences with the students who have participated in the travel courses that I have facilitated. I will be sharing with the participants in this session, the content analyses of writings from students' journals about how we created a learning community among our group of travelers as well as how we engaged leaders within the organizations that we met with during our travel studies.

## **13) Unique Contribution to OBTC:**

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

No, the focus of this session is on sharing my experiences in leading 5 different travel study courses over the past for years – which included both undergraduate and graduate students. This proposal is not under consideration at any other conference.

## **14) References and/or Additional Materials:**

Franklin, K. (2010). Long-term career impact and professional applicability of the study abroad experience. *Frontiers: The Interdisciplinary Journal of Study Abroad*. 169-190.

Orahood, T., Woolf, J., & Kruse, L. (2008). Study abroad and career paths of business students. *Frontiers: The Interdisciplinary Journal of Study Abroad*. 133-141.

Wood, E.D., & Peters, H.Y.Z. (2014). Short-term cross-cultural study tours: impact on cultural intelligence. *The International Journal of Human Resource Management*, 588-570.