*New Frontiers in Global Leadership Education: Next Generation Interactive, Multimedia Cases for Online and Traditional Courses*

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Time required: 1.5 hours.

**Abstract**

This presentation will be a highly interactive session that is a combination of an innovative presentation of an interactive, multimedia Next Generation case study and a professional development workshop. The market for graduate and executive management education is evolving and more schools are moving toward online programs and courses. Although online education has been called a disruptive innovation that threatens existing programs and the traditional university business model, the number of schools offering online programs has increased dramatically. Academics have many questions about online courses regarding development, quality and teaching. One question in particular is whether the pedagogy and materials used in traditional courses can be transferred to an online format?  The presenter will address these questions and lead participants through the latest development in Next Generation interactive, multimedia cases; and provide examples from teaching a course on cross-cultural management in online and traditional, on-the-ground MBA programs.

**Overview**

This presentation will be a highly interactive session that is a combination of an innovative presentation of an interactive, multimedia Next Generation case study and a professional development workshop. The market for graduate and executive management education is evolving and more schools are moving toward online programs and courses. Although online education has been called a disruptive innovation that threatens existing programs and the traditional university business model, the number of schools offering online programs has increased dramatically. Academics have many questions about online courses regarding development, quality and teaching. One question in particular is whether the pedagogy and materials used in traditional courses can be transferred to an online format?  The presenters will address these questions and lead participants through the latest development in Next Generation interactive, multimedia cases; and provide examples from teaching a course in executing global strategy/cross-cultural management in online and traditional, on-the-ground MBA programs.

This presentation is particularly suited to OBTC because of its interactive nature and the need for global leadership education.  It is designed to help faculty better understand this

growing form of education delivery for international management education and provide examples of Next Generation cases that will be available for use in online and blended courses.

Part 1 of this presentation will address programmatic considerations for degree programs with examples from teaching executing strategy/cross-cultural management classes. Part 2 will present an innovative new interactive, multimedia case developed specifically for online courses. Attendees will be able to participate in the Cushy Armchair case. Questions and participation will be encouraged throughout the presentation but time will be allotted to allow participants interested in executive or degree or degree programs to raise unanswered questions or concerns that were not covered previously.

**Part 1: Online Program Design and Decisions**

The first part of this presentation will discuss the facilitator's experience delivering a "Cultural Aspects in International Business" course that focuses on executing global strategy in a traditional format and in one of the larger online MBA programs in the country. The online MBA has delivered programs to globally dispersed individuals and corporations for over 10 years.

Creating global, online programs is something many business schools aspire to emulate. However, doing so requires knowledge and skills not often found in academia. Moreover, it requires a significant upfront investment in time and money. A number of important questions must be answered including issues around the amount of on-site attendance required, and how much of the program should be outsourced. The pros and cons associated with such decisions go beyond the technical and financial considerations, which are in themselves considerable. There are issues around marketing, recruiting, and student services that are often overlooked when considering an online course or program, but may prove critical to the longer-term success of the program.

A seemly obvious question is who will teach the course. There are several alternative options for how course instructors can be organized. For example, a Master Teacher model leverages the faculty member and permits scaling the program to achieve large numbers of students with a control on quality. Additionally, questions such as the length of the courses and what they will look like need to be addressed in the course design. Who will create these courses: the faculty member created the course, an experienced instructional designer, some multimedia specialist or a combination of all these people? One of the most important issues in online courses is that of faculty and facilitator management: how many sections can an instructor teach and for what pay?

**Part 2: Experiencing a Next Generation (Next Gen) Case**

An important consideration is whether the online courses should utilize the same materials used in traditional, on-the-ground courses.

In Part 2 an example of a Next Gen case will be presented and demonstrated and sufficient time will be allocated (approximately 20-25 minutes) to allow participants to experience the case (in its entirety) that has been created specifically for online learning but used successfully in a traditional format as well. Participants will make the decisions just like students are asked to and see the results of their decisions.

As online education grows in popularity, the need for new materials designed for these courses is growing. A number of the online courses in our program are now developing and implementing Next Generation (Next Gen) materials.

These multi-media case studies and exercises are highly contextual, interactive and have a problem solving focus that allow traditional linear narratives to be retold in a non-linear media-based context. Unlike business simulations, these cases can be used in a single class session, replacing a traditional paper-based case study with an immersive environment that appeals to modern highly mobile students who are comfortable using technology-based learning systems. It is particularly suited for courses that are delivered in an online or hybrid format.

The Cushy Armchair Case[1] is a case that is used in a course on executing global strategy to develop and practice frameworks focused on strategic alignment and organizational change. It is a short case, but one that depicts a complex organizational system.

This multimedia case seeks to increase student engagement by placing participants in the role of Alison Sampson, newly appointed President of Cushy Armchair, headquartered in Hong Kong, a newly acquired furniture subsidiary of a large American cable network television and Internet service provider. Alison Sampson is an experienced finance executive who has risen quickly through the ranks of the American company. Her decisions will have a major impact on the success of the company's diversification strategy.

Students' choices of actions result in a variety of outcomes that impact the success of the venture. These results come in the form of feedback from her boss, CEO of the parent company. Cushy Armchair Case can be used in a single class session. We have used the case in both online and traditional, on-the–ground formats.

**Access to material:** The developers of the Next Gen interactive Cushy Armchair case are working with Ivey Publishing and Pearson to make the material available to interested faculty. In addition to Cushy Armchair there are four other interactive and multimedia cases that have been created and details should be available by the time of the OBTC Teaching Conference.

**Required equipment**: Computer, projector and sound

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[1] Based on the Cushy Armchair case, 9B01C019, © Ivey Business School, Western University, London, Ontario, Canada, N6G 0N1; used with permission. Interactive, multimedia Version created by Northeastern University, Boston MA