

Teaching International Business in “Mega”-Classes: Active Learning and Team Building

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The paper presents the authors' more than 30-year insights of teaching both the graduate and undergraduate International Business (IB) class, in an interactive and team-building way, primarily in self-administered classes “mega” classes. This has been a cost-effective solution for the institutions which undertook the “risk” of allowing classes ranging from 40 to 320 students but also a highly rewarding and a cutting-edge learning experience for the instructor. The paper is comprised of three parts: The IB theory issues that affected the evolution of this course; main historical milestones of the class development and objectives; “how-to-do” propositions.

INTRODUCTORY THOUGHTS

This paper, final such statement mainly of a person who spent most of his academic career teaching IB in large auditoria, centers its focus into: Some introductory thoughts, theory issues, main milestones in the evolution of this way of lecturing, “how-to-do” propositions and a summary statement, and some of the typical forms that are needed for such an effort.

International Business teaching is great! It allows the professor to constantly engage his students by bringing, not only issues from the subject matter, but also exciting matters and last-minute stories from around the world. Moreover, there is a flow of information that transforms a good part of the subject on a yearly basis. The professors' notes change annually adapting to the trends and the students become the friends who constantly visit and ask and behave, becoming a living part of the “teacher's” bee-hive—bee-hive is the term we use to describe our students' constant interaction, in and out of our office, some of them visiting even after twenty-five years!

The idea of introducing to IB classes with over one hundred students, concepts that had been proven winners in classes of 25-50 students originated in the Association to Advance Collegiate Schools of Business workshops promoting teaching excellence through active learning. The intention, progressively reinforced through discussions and experiences, was to make the passive audiences of large classes active learners but also to promote team-building and to teach practical matters in business administration through the handling of the demands of a large class (Johnston, 1993; Seldin, 1997).

From the start it must be said that in comparison to other business classes, any class with less than 25 students is ideal for interactive learning. Many students, especially those coming from different

backgrounds and countries, intrigued by the discussed concepts, challenge the professor to capitalize on their knowledge, opinions and experiences.

At the other end of the spectrum, an auditorium with 300+ seats sometimes is an intimidating environment. Students are far away. Faces are not clear from that distance. There are interferences. There is noise. The learning expectations are standardized. The assumption is that multi-media lecturing, especially in our IT era, is ideal for concept delivery. Outcome assessment is often debatable and instructor specific.

Moreover, an auditorium with 300 seats is intimidating to the student. In the vast room she realizes that she may not have the opportunity to ask her questions, meet the professor, or present her views. Her traits may not be recognized. Minimal work may provide passing grades. Attendance is not always a requirement for learning. Active participation is often meaningless.

Through the years and in retrospect, we faced two types of classes: (a) Classes that had more than 250 students each and (b) Classes that averaged around 80 students. Of course there were many smaller classes. However, this paper deals strictly with classes with over 40 students in attendance. The bottom line is that irrespective of the size of class, 60 students, 200 or 350, the approach used has clearly similar characteristics that can be easily taught to the willing to learn instructors. These characteristics engage further the students, they force them to become more involved with the issues raised and result in matters from developing student associations, to offering conferences, to corporate sponsoring, to active-learning, to team-building, to taking responsibility towards the students' class administration.

THEORY ISSUES

In this part issues that affect (or affected) IB classes are presented by pointing to main contributing ideas. From the outset the reader is advised to study similar issues at the *Journal of Teaching in International Business* and the *Chronicle of Higher Education* as well as the conferences and proceedings of the Academy for International Business and the Association for Global Business. Obviously, only very concise references are made. Feel free to contact the authors for details. Throughout the years hundreds of articles have been compiled. The areas of attention in this section are: Subject matter, active learning, team-building and class administration.

Subject Matter

Updated information as well comparative perspectives are important. Students are intrigued when their teacher brings and discusses such information. An example is the July 6, 2015 edition of *Fortune*, presenting the top 500 American Corporations. Compare that with the May 1974 edition of *Fortune*, presenting the then top 500 American Corporations. Now, start comparing and contrasting what happened in 40 years! Why some disappeared? Why some appear from nowhere? Definitional issues, data issues, mergers, raiding, IT, and so on. In the continuation, bring the August 1, 2015 issue of *Fortune* and present global corporations. Add insights from *Forbes*, *Bloomberg*, *Financial Times* and *Wall Street Journal*. Present the contemporary best, richest, etc. There are great opportunities to add contradicting dimensions, philosophy, business ethics, and so on. Another example maybe from internet sources as is the case of the impact of artificial intelligence and robotics on human employment in ten years. Consider IB/HR, but pay attention to validity of the source; the previous information was provided by Pew Research using a sample of 1,900 persons and was mined August 6th and 14th, 2014.

Active Learning

Creating active learners from passive audiences it is not difficult. Student participation is the key as well as continuous testing that avoids blind memorization. In our own experience the teacher has to be somehow of an actor, with significant preparation for various possible learning outcomes. This is particularly important for an IB class, thus capitalizing to prearranged scenaria without undue repetition. In order to do so detailed lecture analysis is needed in advance, much before the class starts, as well as review of the potential sequence(s) of all "active learning cases", we call them IB modules. These will be

part of team participation efforts, requiring individual grading and class discussion. In addition, recent active learning insights indicate potential learning risks, especially when “computational cognitive model of how humans generate lists from memory” are present (Settles, 2012; Jun et.al., 2013). Finally, it is important to stress that an assistant, maybe one of his doctoral students, will be useful for the class monitoring, not to mention that the assistant will gain a lot from handling large audiences.

Team-building

As early as 1983 team-building became a major objective of Professor John Thanopoulos in two ways: The one was to instigate students clubs with a variety of activities; the other, after some trial-and-error undertakings, to establish from the very start of each class permanent five-member teams having as objectives (a) to deal with about thirty different active-learning projects each and (b) to participate in all sorts of extracurricular activities, ranging from conference organizing to corporate sponsoring and from class administration to communications. Through the years three major student associations were established having their own legal status and officers, namely the International Business Club, the International Business Association (both at The University of Akron, 17 years) and the Students in International Business, (University of Piraeus, 8 years). Naturally, direct involvement with other IB-related organizations, like AIESEC or TEDx, were a sine qua non proposition.

Most of team-building was based on well-established arguments (Adams, 1998; Auken, 1997; Cartwright, 2002; Fisher, 2000; Hall, 1999; Harley, 2000; Ingram et.al., 1997; Lencioni, 2003; Levin, 2001; Maxwell, 2002; Moran et.al., 1996). It has to be noted that team-building has been well-pronounced from corporate partners who saw distinguished benefits from these activities resulting in significant sponsoring, internships, as well as to tangible and intangible rewards (as the IB Awards of Excellence). Also, it must be noted that all activities including active-learning, team-building and class-administration, are on voluntary basis and for extra credit. In the recent years it has been quite normal to deal with 40-50 five-member teams in each class with the rest choosing to participate through only “traditional” learning processes. Finally, that in these teachers’ understanding the era of information technology has significantly damaged the ability of young people to behave as part of a team.

Class Administration

Through the years a variety of readings offered intriguing platforms of management thinking of these professors, some of them affecting his IB teaching but mainly becoming the basis of student-administration of this class (Dreher, 2001; Gall, 1975; Griffin, 2003; Hawking, 2001; Hobsbawn, 1996; Marcum, 1999; Minkin, 1995; Morton, 1998; Nelson, 1999; Ohmae, 1990; Pasternack, 1998; Porot et.al., 2009; Ricks, 1993; Rugman, 2000; Templar, 2005; Tracy, 1997; Warren, 2002; Wilson, 2012).

The main tasks the students undertook in administering their IB classes included: (a) Management and communications, (b) Review and learning activities, and (c) Conference speaking, conference organizing and proceedings production. Note that although in the beginning all Conferences were taught by practicing executives, in the last five years all subject matter is taught by the students themselves.

How all this is possible?

From the very start everyone is aware that additional points are given to the students participating in activities such as active learning, team building, or specific functions. Moreover, the students realize that this is not only a learning IB material activity. It is an activity that builds self-confidence, presentation skills, administrative responsibility and eventual means towards self-betterment.

MAIN MILESTONES AND OBJECTIVES OF THIS IB CLASS

As with most similar courses, the course is designed to introduce "essentials" of international business and to be a “platform” for more specialized IB courses like, International Marketing, International Business Finance, International Business Practices, International Business Law, Multinational Corporations, International Business Research, International Business Topics. It uses any of the standard

undergraduate IB textbooks and introduces the complexities of the global marketplace and the peculiarities of doing business under dramatically different operating environments. It aims to increase the student's global understanding and, hopefully, it enhances her business adaptability.

The course objectives can be classified in three categories:

1. *Knowledge Enhancement Objectives*

- To teach diverse international business practices,
- To teach functional areas of international business like international marketing or international finance,
- To teach theories of international trade and investment,
- To provide updated information on the business realities of the global business,
- To explain practical elements of international business applications.

2. *Skill Development Objectives*

- To strengthen the student listening skills by requiring careful note taking during lectures and presentations and by expecting meaningful reporting,
- To build the student comparative understanding of diverse international business situations, both in terms of function and location,
- To enhance the student cross-cultural thinking and negotiation abilities in different operating environments,
- To enhance teambuilding abilities,
- To enhance the student sensitivities as s/he ventures in international business settings,
- To develop characteristics like tolerance of ambiguity, self-dependency, and creativity, attributes particularly important while operating in international business environments.

3. *Basic Competency Objectives*

- To develop a sound understanding of the complexities of the global business arena,
- To enhance the ability to meaningfully perform business functions in foreign to our culture operating environments,
- To help overcome cultural adaptability difficulties as well as to overcome the fear of doing business internationally.

The outcome of these classes were evaluated both by the standard university processes and, after class results were posted, by each team including in their evaluation written comments and the team's picture with the professor.

One may observe that there were three main periods of the class evolution:

Starting in the fall of 1983 and having a budget that allowed multimedia production, effectively the class followed purely lecturing sequences with parallel projections on three different screens. This resulted in the students' excitement being able to observe, for example, in one screen the outline of the lecture, in the middle one the main argument of that lecture segment whereas at the next one there was a VCR projection, for example, of a cross-cultural blunder. During that period a student club was established, the International Business Club (IBC), that had many responsibilities from organizing ethnic dinners to annual (executive) IB conference and from identifying international travel opportunities to student internships. Obviously, the IBC was an autonomous unit with its own officers, membership, budget and legal status.

From 1991-1999 the class delivery had changed dramatically. There were no more multimedia presentations by the instructor and in lieu of them student teams of three, four or five people undertook small projects as part of the class requirements. These presentations were only for a few minutes. This was a precursor of active learning and team building. Sometimes student presentation results were truly impressive whereas in other cases the instructor's involvement was necessary in order to better focus learning objectives. Admittedly, although students liked their active participation, it is these authors' view that learning outcomes may have been debatable without their (often) direct involvement. At the same time the student club changed its name to Association (IBA), undertaking a broader spectrum of activities.

However, the real course transformation happened during the last fifteen years where the professors faced auditoria with over 300 seats and classes meeting only once a week for three hours. From the outset a (volunteer) demand was stated for "extra credit" requiring participating teams to sit always together in pre-determined five-member teams and analyze a total of about thirty active-learning projects to be randomly discussed in class. These projects were consistent with the subject matter of that day, to some extent covered by the book material, but were not pre-announced to the class. The teams were also responsible for a series of other duties including the final review sessions, the organization and teaching of the conference and the class administration. It must be explained that up to 2008 there existed a student association, the Students in IB, who among others were responsible to organize the (presented by executives) annual conference(s) and to seek the respective corporate sponsoring. Since then the SIB ceased to exist. Therefore, this became a class responsibility where the students themselves, as teams, present the conference subject matter.

Typical conference themes, organized and offered to 500+ people audiences by undergraduate students, are "Global Manager: Self Actualize", "Cases of Crisis Management and Business Ethics in IB" and "IT in IB". It worth mentioning that in the last two years, not only the students carry the total responsibility of organizing the event and delivering the subject matter but that the whole event takes place in English (their native language being Greek) and some of the students of the previous year became the instructors of the new class teaching them how to best deliver their presentations and organize the event.

"HOW-TO-DO" PROPOSITIONS

Before addressing "how-to-do" thoughts about dealing with these type of classes, allow me to copy-paste some of the results published by Professor John Thanopoulos thirteen years ago when there was much less experience (2004)! There it was stated that summary of the achievements of this type of IB classes are:

- *The students develop a great and competitive attitude, realizing that in each session their team is going to be asked to "perform" in public,*

- *The motivation of extra credit results in higher quality than usually projects. Already two undergraduate student projects were presented in international conferences,*
- *The students organize all sorts of activities by themselves. Two hundred students, when properly motivated, perform miracles. They represent an awesome force which is organized as a separate legal entity under the name Students in International Business (SIB). Through the previously mentioned CD-ROMs, they promote themselves. These CD-ROMs become a quasi-career center, allowing future employers to easily access the student CVs. Moreover, they seek corporate sponsorships, internships and job placements and they organize two annual conferences on international business topics, and they partake in social and ecological activities. In recognition of the student contributions, an association has awarded to two SIBers its annual “Award of Excellence.”*
- *Performance assessment is also noteworthy. Since each team has to be prepared on a daily basis, the students tend to learn in advance their material and, therefore, most of the class time may be used for advanced concepts, focused ideas, recent press news, Q&A sessions, topics explanations, and so on.*

At the same source it was stated that according to the experience gained up to that point, the professor also needs:

- *A three-month preparation for the first year he will undertake this IB course. Afterwards, he will need only three to four weeks of advanced preparation.*
- *Specific knowledge on teamwork and teambuilding.*
- *For about 15 hours a week, a graduate assistant who will keep records of team inputs and who will administratively supervise the organizational activities (not the academic ones) of the teams.*
- *A dedicated computer for the various needs of this class—for example, each year a CD-ROM is produced with student CVs, hyperlinked with their team projects and other class matters. This instrument is used as a career center and the promotion mechanism towards the business sector.*
- *A modest budget, around \$2,500 for the course, for supplies and events (examples: more than 200 CD-ROMS are distributed, posters are needed for the conferences organized by the class, etc). In fact, and in order to calm administrators fears, note that after the first year, everything was donated by local businesses, individuals and organizations.*

Unquestionably information updating is a challenge and it requires continuous learning from the part of the instructor. However, lecture delivering issues have not materially changed during the last ten years, though repetition of the processes allowed more time for new activities. At the same time and during the same class period the “IB Awards for Excellence” will be presented to last year’s best students. Needless to say that a corporate sponsor has already agreed to provide the means for these awards as well as to publish the proceedings of last year’s student conference.

Honed presentation skills and teaching responsibilities in front of more than 200 students should be considered as additional skills and competencies that are not normally expected from 20-22 year old students to get in this class. In fact, the chosen team members have spent significant time during their

summer vacation for such preparation. Their grades were already given. The bottom line of every course is to teach the course content. In this IB class, as stated in the previous section, the objective is to teach the material of an international business text, to add dimensions from recent developments, to expand on specific issues, to develop teambuilding abilities, to discuss sensitive topics of the international business game, etc.

As previously implied, the main mechanism to achieve this objective is to create from day one 5-member teams. These teams are instructed to seat always together and at the same places. Students in teams are seated in the front sections of the auditorium, whereas the students who do not prefer to work in teams are at the back. Give numbers to each team. Call them by their numbers. Odd numbers at the right, even numbers at the left, or whatever system works for you. Since they are in teams on their own volition, have closer to the podium the students who are in well-organized teams. Exceptions are made for students who need special assistance.

Some advices are in order:

The professor must prepare, at least four weeks in advance, the content of fifty to sixty IB modules that he may analyze during this course. Identify the necessary material, interesting stories, jokes, syllabi, student profiles, instruction plan, overheads, multimedia sequence and issue(s) to be raised--at the end of each module. (Note that from them he will use only 25-35 active learning IB modules but he has to have more modules ready to be used; not all of them will be equally applicable. Also, delete those already discussed since it is possible to revisit the same event that has been previously analyzed). In addition, he must decide how he plans to address vital issues that he has not time to discuss in class. He must also prepare the exam questions so that they will be consistent with the subject matter he intends to cover and the readings he aims to give. Finally, he must prepare a list with the topics that he wants the teams to study. *Key to the success of the course is advanced preparation.*

The professor must also organize matters of this class during the last two weeks before classes. Publicize the content of the course and its approach. Prepare a web site. Transfer the student names and relevant information into an excel spreadsheet having an algorithm that will be used for recording student performance. This grade evaluative algorithm is presented to the students from the first day. Remember that each student's grade may have up forty different elements. The spreadsheet maybe also used as a quick reference tool.

The professor must also address worthy IB news of the last months and bring them in the class, preferably as parts of IB modules. Get articles from *Bloomberg BusinessWeek*, *Fortune*, *Forbes*, *Economist*, *Financial Times*, *Wall Street Journal*, and so on, classify them and use them to raise specific questions or issues (for an example please revisit the previously mentioned *Fortune* references).

During the first class meeting an elaborate syllabus and a student "profile" should be given to the students. The syllabus should have everything the student expects to know about the course content, grading, team organization, project lists, timetables, and examples of forms to be used. The student profile, which is not required to be filled out, will give an idea of the "talents" this class might have. In large classes it is not uncommon to find some very worthy students that can spearhead new activities.

During classes do not allow any distraction, cell phones, laptops, drinks or discussions out of those needed for team interaction. In fact, because the professor allows for discussion time, the students tend to be focused on the subject matter during the rest of the class. If such policy is allowed by the university, insist students to be at their seats at least two minutes before the beginning of the class do not allow late entries and request that no one leaves before the break.

It is important to *insist on the process*. Humans tend to react in the same way if prompted by the same messages. Start and end the class promptly. Try to have issues that are either general (example: impact of globalization on ...) or specific (example: steps to avoid the self reference criterion). Always start a class with a short review of the previous lecture and a clear statement of what will be discussed today. End the class with a review of the main issues and what will be discussed in the next lecture. Plan to have a lighter fare every 20-25 minutes (a short story or a joke, example: a cross-culture experience). The class works in a very intense way. Direct the students to be organized, to keep notes from their peers' observations and to study and bring insights from recent business press citations.

From the second class hour of the first class many teams are grouped together and during that hour they get their first active learning experience and complete the respective form. This creates a class commotion that requires sensitivity and quick decision-making from the part of the instructor. Students are also asked to complete later their “profile” forms. At every class break collect all active learning forms (Appendix 1-IB Modules) for later evaluation. As explained, about 25-35 “issues” are discussed on this form during the semester. Which means lots of work! Grades are given for the team members present, not individually. Absent students get zero for that module. Obviously, a recording mechanism is necessary (remember the excel spreadsheet previously mentioned). Students, not knowing what will be the question, tend to have a comprehensive view of the subject matter.

By the third week of classes, the teams (a) take over administrative duties, (b) decide their roles at the conference (speaking or organizational) and (c) take review and test preparation responsibilities. The instructions are given during the first day of classes but the teams have up to two weeks to decide which role to play given the individual skills of its members. Organize meetings with each team and announce them during the third or fourth week of classes. Given the great numbers of students and teams, expect that you will not be able to remember events except if you have properly classify forms, like the one presented as Appendix 2. Remember the concept of bee-hive! Students will flock to your office very-very often, even for truly minor reasons.

Welcome your students with a smile and readiness to help them and to be creative. Multisensory approaches work best! Have small chocolates and candy available to your students when they come in the office. You need to be able to personalize your approach. The size of this class assumes anonymity. Counter this with simple tricks. For example, when team #27 comes, you have the time to study, in advance, the member names, resumes and special skills. We use the students printed profiles for that purpose and we avoid electronic ones. Make a constructive comment. When reading their class answers, keep notes and remember to make direct quotations of what was said. Ask the teams to provide a log of their meetings and individual contributions. Give to the teams detailed description of what it is expected of them.

Capitalize, in moderation, on conflicting cross-cultural aspects or conceptual views of the class. For example, a male student from Lebanon may argue a cultural position of a female student from Lithuania or an administrative team may like the concept of bee-hive whereas another team may argue in favor of the “law of the jungle”. In both cases the discussion may lead to IB self actualization—in fact the previously referred 2009 conference, “Global Manager: Self Actualize”, was decided on the basis of similar arguments.

Grades for the course are primarily based on examinations though active learning significantly reinforces learning of the main issues. Therefore focus on them. Ask them to write down their team’s individual answer and not to copy it through electronic means. It is up to the professor to decide what and how often it is needed. It is advised, however, to include a lot of questions from the issues or questions raised in class. In fact, these questions should be on what the professor thinks as the most appropriate material for his course.

Meet every team, as a team, several times during the semester for about 15 minutes. Arrange meetings so that student teams come every 20 minutes allowing you five minutes between each team. Insist of promptness. Best time to start meeting with the teams are the third week, where the professor gives “marching orders” on the topic of the team’s project, and the tenth week where project progress is monitored. Ask the teams to keep a log with their individual assignments, contributions, observations, conflicts. Fill out a form, similar to that of the Appendix 2, for each meeting with the team. Have your assistant present during these meetings for recording purposes.

After thirty years of teaching “mega” classes our limited experience indicates that students, in their great majority, are coming on time at their classes, they are respectful, they are prepared, they have meaningful questions, and they *see themselves within an organized structure, duly prepared to serve their own to contribute to the development of the rest.*

SUMMARY STATEMENT

Teaching an IB class with more than 250 students can be a most fulfilling experience for the professor. The dynamics and interaction of the fifty-plus students groups are phenomenal. The teams deal with academic and administrative projects. In the beginning, the teams follow the hierarchical structure of an organization, reporting to the instructor, his assistant and those of the “administrative teams.” At the end, usually, the hierarchical structure disappears, and the teams behave as parts of a centerless corporation (Pasternack & Viscio, 1998). Meaningful results are achieved primarily by the truly entrepreneurial teams, the ones with clear objectives, team spirit, and good time management skills.

The students enjoy this experience a lot. They are given specific tasks and they see them accomplished. Within weeks they feel gratified by the results. Two hundred and fifty students are an awesome force if they are well coordinated and motivated to achieve results. This paper indicates that basic skills and competency objectives, to a significant extend, will be achieved due to the competitive nature of the teams’ interaction. Moreover, because of the continuing meaningful participation at the class projects, substantial part of the subject matter and course content, are learned by the students *before* the class and *in* the class.

At least three months are needed in order the professor to be ready to undertake the task of teaching, on a continuous basis, “mega” IB classes. The class has to be prepared to its ultimate detail during that period, including all necessary syllabi, class notes, transparencies, forms, performance recording mechanisms, team guiding approaches, schedule of events and team meetings with professor, and all special events. The professor must be also a “seasoned” one, with high “approval ratings” by his students, humor, theatrical abilities and communication skills. Undertaking a 250+ student IB class, pre-assumes an agreement with his department head that during each semester of this class, he will have few other service commitments, maximum of one more small class, and that he will be leading this class for at least three years. It has also to be understood that IB subject matter, due to its nature, has to be revised on an annual basis. The professor, therefore, must have the time and the means to keep informed and capable to introduce “news bulletins” during each lecture.

From a technical perspective, in the authors’ opinion, it is best to teach this IB class in a single, three-hour session. Classroom facilities require the use of auditoria with remote microphones, fit for multimedia use and in a “horse-shoe” shape, in order to minimize the distance between students and instructor. A smaller room, capable to accommodate at a conference table 12-20 people, will be also used for at least twelve full days during the semester. The logistics of this class require about thirty hours of graduate assistant or secretarial help, extensive internet communications and the use of a dedicated computer. It is estimated that a modest budget, around \$4,000 for the course, for supplies and events is needed.

Special attention is needed for adjusting teaching aims given the cultural specificities of where teaching is taking place. The instructor should be sensitive to the fact that Akron, Ohio presents a different set of cultural variables than Athens, Greece, Monterrey, Mexico or Mumbai, India. Though, academically speaking, similar differences were soundly presented decades ago (Dollard J., 1939; Kroeber & Kluckhohn, 1952) it is of utmost necessity to sensitize the IB audiences to transnational cultural archetypes given the very pronounced mindscapes across landscapes (Venaik & Midgley, 2015).

Finally, although this experience was acquired while teaching the basic IB class, with appropriate modifications, the same approach may be usable in other classes, too! It appears, however, that the subject matter may be the determining factor. For example, a class in marketing will be more suitable to be taught in a parallel manner with IB than a class in accounting. Also, work with teams may not be appropriate in educational systems where the professor is expected to lecture and not to actively engage the students in participative learning. Thus, whereas the proposed system maybe appropriate for North American and European realities, it might be less desirable for the Asian conditions.

Naturally, the small-size class format of the basic International Business (IB) undergraduate class continuous to be ideal for interactive learning. In practice, however, and for a variety of reasons, the IB course is often taught in larger classes, in spite of low levels of student participation. Through the

approach discussed, it is these “teachers’ ” opinion that teaching IB in “mega” classes may produce as good or even better results than in small, not so well organized, formats.

**APPENDIX 1:
FORM FOR TEAM PARTICIPATION IN IB MODULES**

(Class information, semester, professor, etc)

Team # _____, class date : _____

Team members present: 1. _____
2. _____
3. _____
4. _____
5. _____

Issue/question: _____

Team’s answer: _____

Class comment (instructor’s use): _____

Grade for this issue question: _____
(by the professor, applies to all team members present)

**APPENDIX 2:
FORM FOR TEAM MEETING WITH THE PROFESSOR**

(Class information, semester, professor, etc)

Team # _____, **Meeting #:** _____ **class date :** _____, **time:** _____

Team members present: 1. _____
2. _____
3. _____
4. _____
5. _____

Objective (s) of the meeting: *(type them here to remember what needs to be covered and check every instruction given):* _____

Team's observations: _____

Assignments for the next meeting, or to bring in class, timeframes: _____

Good and bad points from the meeting: _____

Observations about the class, in general: _____

ENDNOTES

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