FOUR CORNERS OF THE WORLD: PROJECT-BASED LEARNING IN A MULTICULTURAL VIRTUAL ENVIRONMENT

Michael Stoica, Dmitri Nizovtsev and Russell E. Smith
Washburn University, USA

ABSTRACT

The paper details a course offering that centers on student transformational experience and self-efficacy growth in an international environment by merging business, entrepreneurship and cultural experiences. Self-efficacy is achieved through both a mastery experience, mastering a task and controlling the environment, and vicarious experience through observation of people and activities. An inexpensive but very effective combination of multi-cultural virtual and *in situ* team work with a strong cultural component provides the transformational experience. Originally involving only two universities, one in China and one in the United Sates, the course has expanded over the years of its existence to four participating universities, each representing a different continent. The virtual pre-travel component, which was always an important part of the course design, became especially prominent during the COVID-19 pandemic. The advantages and challenges associated with the course design and implementation are discussed.

KEYWORDS

Project-Based Learning, Multi-Cultural Environment, Virtual Team Work, Vicarious Learning, Networking Ties, Transformational Experience, Self-Efficacy

1. INTRODUCTION

The increasing importance of international virtual teams in organizations has an impact in the academic community. The adoption of real-time cross-cultural interactions has increased noticeably (Gonzalez-Perez et al., 2014). More consideration is given to experiential learning opportunities that prepare students to work in virtual organizations (Gavidia et al., 2004). The importance of settings that favor multi-cultural interactions and virtual work in course design has been pointed out in several studies (Gilson et al., 2015; Oertig and Buergi, 2006; Shea et al., 2011; Taras et al., 2013). The COVID-19 pandemic made the topic even more relevant. The course design process involves challenges in designing the goals and outcomes as well as the intricacies in defining assignments and course requirements (Alexandra, 2018; Gonzalez-Perez et al., 2014; Shea et al., 2011).

The innovative international business and entrepreneurship experience course presented in this paper was developed to offer students an opportunity for transformational experience. It is exposing them to multi-cultural interactions, virtual and *in situ* work opportunities, and cultural experiences, all in a structured framework that enables self-efficacy growth (Bandura, 1969) and vicarious learning (Myers, 2018). The course merges business project work with entrepreneurship and cultural experiences. The design substantiates a hands-on approach whereby students have the opportunity to perform consulting work on projects proposed by and negotiated with local business clients.

The course draws from the literature and achieves transformational experience at the intersection of project-based learning (Hu, 2009, Nakayama et al., 2012), virtual team work (Hubbard, 2013; Shea et al., 2011) and multicultural environment settings (Taras et al., 2013) in which it takes place. Figure 1 presents the conceptual model that will be detailed further in the paper. The project-based learning coupled with client and instructors' mentoring sets the grounds for vicarious learning experience and positions students for self-efficacy growth. The course experience of over thirteen years gives an indication of long-term model viability.

The next section introduces the major dimensions of the course structure and strategy as reflected in the literature. The third section presents the details of the course organization. The concluding section discusses advantages and challenges this model can pose to students, faculty, and businesses involved and elaborates on the generalizability of the model and the prospect of its adoption by other institutions, either independently or via the expansion of the existing academic venture.
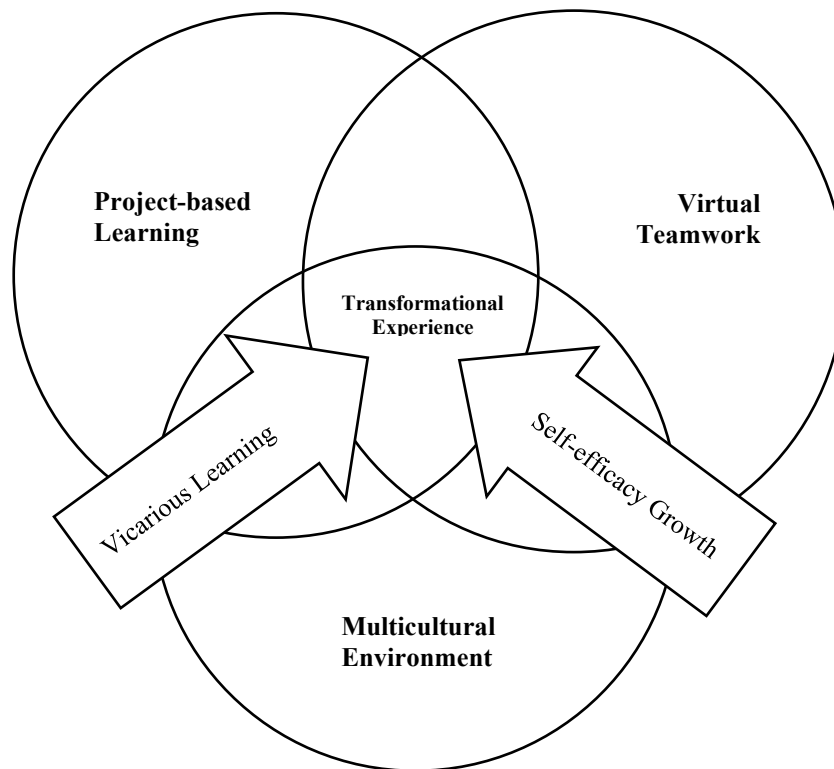

Figure 1. The Conceptual model for the offered course

2. BUILDING BLOCKS OF THE COURSE OFFERING: A REVIEW OF RELEVANT LITERATURE

2.1 Global Virtual Team Work

Global virtual teams were rare or had limited visibility a decade ago, but today they serve as important entities for acquiring knowledge and for decision making around the world (Hu, 2009; Malhotra et al., 2007; Maznevski and Chudoba, 2000; Swartz et al., 2020). Technological developments helped global virtual teams to become a more common method to work on complex projects within organizations. Technology also helped higher education to move from traditional learning into the world of real-time cross-cultural interactions (Gonzalez-Perez et al., 2014). There are, however, numerous challenges international business courses have to address when building virtual teams. Such challenges include language barriers, communications styles that differ across countries, unfamiliarity with the course content, cultural differences, and concepts that might be too abstract for students (Crittenden and Wilson, 2006a; Gavidia et al., 2005; Kardes, 2020).

Virtual team research has looked into ways to overcome these challenges. Gilson et al. (2015), in their comprehensive ten-year analysis of themes and opportunities, pointed out ways to enhance virtual team success. Settings, planning, training, member well-being, member mobility, adaptation are among the routes

to success mentioned in their analysis. Years before to the above analysis, Hu (2009) developed an international virtual team-based project that anticipated some of the directions pointed out by Gilson et al. (2015). Pre- and post-training, group supervision, and within-group communication were several of the activities integrated into the project design and implementation.

Kardes (2020) addressed classroom engagement in international business courses and proposed tools to help educators enhance the learning experience of undergraduates. Since the new generations of students spend more time in a digital environment, they experience stronger connectedness. Connectedness shapes their expectations and their behavior both in the classroom and in a virtual setting. Thus, according to Kardes (2020), creating an active learning environment with a high level of student engagement through the incorporation of digital platforms in the classroom represents a necessary condition for highly connected students to engage in active learning. Swartz et al. (2020) also analyzed the way students are exposed to the challenge of cooperating in international settings but the focus of that study is on intercultural communication competency. The development of cultural intelligence and global identity in a virtual global context is critical for communication and connectedness (Erez et al., 2013). The findings point to difficulties encountered in intercultural interactions and, thus, to the need to teach intercultural competencies to reduce the impact of ethnocentrism and stereotyping in virtual team work.

2.2 Self-Efficacy Growth and Vicarious Learning

Vicarious learning is defined as individual learning that occurs through being exposed to and deriving meaning from somebody else's experience (Myers, 2018). The term "vicarious learning" was coined by Bandura (1969) to signify learning of behavior from watching videos of that behavior and originally had a negative connotation. Over time, however, learning from the experience of others was acknowledged to be significant for organizational, team, and individual success (Bresman, 2013). Vicarious learning is now an accepted training approach that involves observing or hearing about others' actions or experiences. At the present time, vicarious learning is considered an important component of experiential learning (Hoover et al., 2012; Jimenez and De La Fuente, 2016; Lee et al., 2020; Reynolds et al., 2018; Wang and Lee, 2017). Vicarious learning is a key element of Bandura's social learning theory (Bandura, 1994), which underscores the role of observational learning and social experience in the development of a persona (student or employee). The main concept in social cognitive theory is that an individual's actions and reactions, in almost every setting, are influenced by the actions that person has observed in others (Zimmerman, 2000). Any form of observing and modeling behavior (thus vicarious learning) involves four components: attention, retention, reproduction, and motivation (Bandura, 1994).

Srinivasan et al. (2007) studied the vicarious learning associated with launching new products and presented evidence of the vicarious learning process in an innovation context while Choi et al. (2020) compared experiential learning with vicarious learning in the context of performance measure noise, pointing out that vicarious learners showed more learning than experiential learners as the noise increases. Thus, indirect sources, such as observation or hearing, are at least as important as direct instruction. Indeed, Ivanova et al. (2016) established a positive association between vicarious learning and firm performance. This result is confirmed by Ali et al. (2020) in the context of international SMEs, where vicarious learning is an important way of improving performance. Jimenez and De La Fuente (2016) found that vicarious learning moderates the relationship between psychic distance and foreign direct investment while Hoover et al. (2012) saw vicarious learning as an enhancement of direct experience. The course offering presented in this paper follows the last-mentioned philosophy.

Self-efficacy is a personal judgment of how well one can execute courses of action required to deal with prospective situations (Bandura, 1969). It is another element at the focal point of Bandura's social cognitive theory. Because self-efficacy is developed from external experiences and self-perception and is influential in determining the outcome of many events, it is an important aspect of learning (DeRue and Morgeson, 2007; Sherer et al., 1982). Self-efficacy represents the personal perception of external social features. According to Bandura's theory (Bandura, 1994), people with high self-efficacy—that is, those who believe they can perform well—are more likely to view difficult tasks as something to be mastered rather than something to be avoided. Pajares (1996) investigated self-efficacy beliefs in academic settings and concluded that schools should develop and cultivate self-efficacy beliefs that enhance students' performance. Self-efficacy at the individual and collective levels (Byars-Winston et al., 2017; Pajares, 1996) was considered when the assignments and structure of the course were elaborated.

2.3 Project-Based Learning

Project-based learning represents a type of active scholarship and inquiry used by both organizations and academic communities (Hu, 2009; Nakayama et al., 2012). Commonly, if used in the classroom, it represents a student-centered learning method that involves a dynamic studying approach. Students acquire knowledge through active exploration of real-world challenges and problems by identifying the problem, investigating the industry and the markets, and offering a solution. They learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem (Knoll, 1997). Along these lines, it represents a style of active learning and inquiry-based learning.

Freeman et al. (2011) applied the project-based approach in international settings by using an interactive platform allowing students working in teams to explore the marketing of brands across three countries. Hu (2009) developed an international virtual team-based project involving Chinese and American students. The assessment demonstrated that participating students showed increased understanding of concepts as well as theoretical models. Further, Larson and Baburaj (2020) considered a similar model of collaboration by developing multiple international learning projects. Project-based learning represents the cornerstone of the present study. This thesis will be developed further in the next section.

3. COURSE DESIGN AND SCHEDULING

The above discussion helps placing the scope and goals of the present paper in context. An innovative international business and entrepreneurship experience course was developed more than a decade ago to offer students an opportunity for transformational experience and self-efficacy growth in a global environment by integration of three central experiences: business, entrepreneurship and cultural. The first version of the course was offered in 2007 when two founding schools from Asia (China) and North America (USA) joined their efforts and determination to design a project-based course that combines virtual and in situ team work in a multicultural environment. Later, they were joined by institutions from Europe (Belgium) and Latin America (Brazil), resulting in the current status quo of four universities offering a common field case course. The core idea of the course consists in students from each university with at least three semesters of business course work working in mixed teams to solve a problem for a client a company in China or Brazil. The *in situ* portion of the course invariably takes place in one of these two countries.

Figure 2 below details the main events and the timeline of the activities. The course does not follow the standard academic calendar - it starts in early March and ends in late May with the travel to China or Brazil where students finalize their project while working *in situ* for their clients and acquire cultural experience. In the fall semester preceding the course, faculty of the participating universities meet regularly to discuss the assignments, and establish the set of businesses that will serve as clients in the following spring semester. A pool of companies willing to participate as clients is formed by the future host universities and consequently vetted and finalized by the faculty of all the participating universities. Student recruitment also takes place during the fall semester, with enrollment ending by February.

In the first course meeting in early March, which is done virtually via social media, students introduce each other, self-select their teams, and select their client companies from the list presented to them. At the same time, the teams learn the projects of interest to the client firms and the scope of the projects. Historically, the majority of projects relate to the marketing strategy of the businesses. Each team includes students from all participating universities.

The initial phases of work on the projects in March through early May are also conducted in a virtual environment with the teams interviewing their clients, discussing and negotiating the scope and objectives of their project. Teams analyze the industry and the client's markets, refine the problem and the goals, divide the tasks, and start developing an action plan that details the solution or recommendations. The lecture component of the course is very limited. The role of faculty is primarily that of mentoring.

Prior to year 2020, this was followed by travel in May to the host university location (in China), where the work on refining the action plan continued *in situ*. Student teams aggregated their findings into a final project that was defended in a workshop where they had to substantiate their action plans. In the workshop, organized by the host university, students, faculty and businesses interact and feedback was provided to each team by

clients and course mentors. The full version of the course concluded with students traveling to major historic and touristic sites and experiencing the culture of the host country.

In the year 2020 version of the course, the COVID-19 pandemic made travel impossible. Therefore, the last two phases of the course were also conducted virtually. Travel to historic and artistic objectives was unattainable, however the virtual work and the virtual workshop were successful and the Brazilian clients expressed their satisfaction with the results presented by the students.
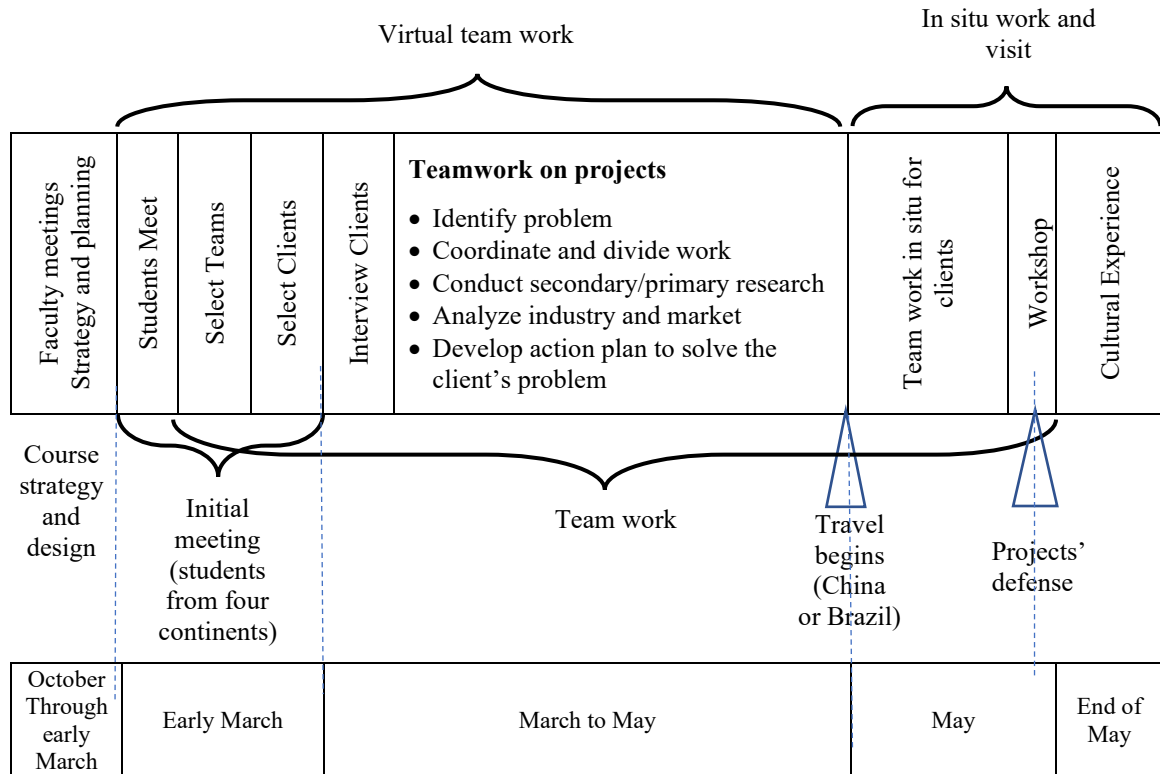

Figure 2. Timeline of the semester work on clients' projects

This approach brings multiple benefits to the participating students. They learn to conduct research in an international business environment, to investigate international business opportunities, to work on a complex project and defend their results, and to think and act both globally and locally due to the pressure from global integration and the need for local responsiveness. Learning and working on projects is student driven, therefore the vicarious and self-efficacy components of learning are abundantly present. Students get to know and work with colleagues from different continents and for companies from different countries. For the faculty, opportunities are available for fruitful networking with colleagues and instructors from other universities, as well as with managers and employees from a multitude of companies. As previously mentioned, the lecture component is reduced to a minimum. As a result, students learn primarily from each other and from their clients. This aspect of the course, typical of project-based learning, proves especially effective in multicultural teams, the members of which were exposed to different instructional styles and contents at their universities, and their life experience. The post-course travel experience also adds value to the program, by exposing students to foreign cultural values as well as creating an added opportunity for networking and developing long-lasting relationships.

Self-efficacy is increased through understanding and becoming proficient at the assigned tasks, grasping the multicultural environment and the vicarious experience. Team work encourages students to develop a collective mind, share information and knowledge and develop networking ties (Crittenden and Wilson, 2006b; Morrison, 2002; Rasmussen et al., 2015). That helps them build team cohesiveness and deliver good quality projects. Overall, virtual team work, less expensive but very effective combined with a strong cultural component, provides the transformational experience needed to thrive in a multicultural environment (Lee et al., 2020). From then on, the course was constantly evolving based on feedback from students, participating

companies and involved faculty. Those improvements and refinements made the approach appealing to other institutions. In 2015, a Belgian university joined the program, transforming it into a three-university venture. In 2019 the course expanded further with an addition of a Brazilian university. The timeline of the course growth is shown in Figure 3. The combination/sequencing/balance between the virtual and *in situ* work also varied over the years and across different versions of the course.

Participating Schools	2	2	2	2	2	2	2	2	3	3	3	3	4	4
Latin America													■	➤
Europe									■	■	■	■	■	➤
Asia	■	■	■	■	■	■	■	■	■	■	■	■	■	➤
North America	■	■	■	■	■	■	■	■	■	■	■	■	■	➤
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020

Figure 3. Timeline of the course evolution

4. CONCLUSIONS

This course has been offered successfully every year for fourteen years, beginning with two partner institutions (USA and China) and growing to three (adding Belgium) in 2015 and four (adding Brazil) in 2019. Initially, the project site was in China. Because of the global pandemic, the on-site project planned for Brazil in 2020 pivoted to online with a mix of Brazilian and Chinese companies. At the time of this writing, a Brazilian site is anticipated for 2021, health conditions permitting, with a backup in China. Each year the course was improved based on the findings about the technology used, the international settings experienced, and student and faculty feedback from the previous year. The course became more robust and more versatile and is better reflecting the needs of the companies that participate as clients. The multi-year learning experience has helped the faculty better understand the requirements of the specific multicultural settings, the way students interact with each other, with their clients (local businesses), and with the faculty from all the participating universities.

In addition, faculty benefit from network ties, research opportunities, co-teaching opportunities, examples for the classroom, cultural experience and enrichment and opportunities for exchange of notes on teaching, consulting and research. Students have the opportunities for the elements of a transformational experience, including cultural experiences, networking ties, long-term relations with other students, faculty, and businesses, as well as friendships and opportunities to build self-efficacy, including a better CV and ease in travel and communication. Businesses can acquire new perspectives and fresh eyes for looking into their problems, implementation of novel ideas, refreshing work, and cooperation from hosting the international teams of students. For universities, the benefit might be better programs, visibility, and an additional recruitment tool. The course/program presented is easy to adopt by other institutions. Another option could be to join the already existent program, expanding it to more schools and therefore adding more value to the ongoing cooperation between schools.

Apart from the challenges to international travel and high-density living brought by the current, COVID-19 pandemic in 2020 and 2021, this model of project-based learning in a virtual multi-cultural environment has other, perhaps less dramatic challenges. For example, coordination takes a lot of time and effort. The course has to be prepared ahead of time, multiple faculty meetings happen in the fall semester prior to the start of the project. That involves multiple meetings with the interested companies. The pool of potential companies has to be always extended and new companies have to be vetted for compatibility with the student work, availability in mentoring students, etc. While each partner participates in the coordination in a different way, there is much to be done by the host institution and professorial leaders of the course. As this is primarily an experiential and project-based course, there are few lectures. The faculty-team guidance effort is significant and the coordination of this guidance with the other faculty requires permanent contact and multiple virtual faculty meetings as well as additional travel, conditions permitting. However, significant preparatory work and

even class meetings can take place virtually. With staff continuity, the program leaders and support personnel can learn from each cycle and add improvements. Finally, although COVID-19 transformed the course to virtual-only learning experience for the spring of 2020, it should be noted that broadly about half of the course work from the students' perspective is done prior to travel to the host site for project completion. The 2020 experience has demonstrated that the entire course can be delivered remotely by virtual, but very real teams. The uncertainty is not whether or not the company-based projects can be completed, but rather when and how the decision is made to travel or not.

The generalizability of the model is based on all or most of the participating institutions already having some or all of the operating elements of the partnership and curriculum although not necessarily already fully mobilized. First and foremost, there must be faculty members who are at least interested in international projects, curriculum experience in student teams and consultancy-style projects, and institutional processes supporting student and faculty travel and institutional partnerships in all participating institutions. Not all elements must be equally present at institutions. Second, there must be active faculty leadership in most of the partner institutions in that they are willing to make communication and coordination a primary personal obligation. Third, there must be substantial understanding and support (buy-in) from key leaders in the academic unit and central administration at all participating institutions and willingness to show that support at key junctures. In our case, there is a basic bi-lateral partnership between the Chinese and American partners that operates at the levels of faculty development, student exchange including a coordinated degree program, and presidential-level delegation visits. Third partner institution is also student exchange partner through a multi-country undergraduate exchange consortium, while we met the fourth partner through an introduction by an alumnus.

REFERENCES

Alexandra, V. 2018. Predicting CQ Development in the Context of Experiential Cross-Cultural Training: The Role of Social Dominance Orientation and the Propensity of Change Stereotypes. *Academy of Management Learning & Education*, Vol. 17, No. 1, pp. 62-78.

Ali, I. et al. 2020. How International SME's Vicarious Learning May Improve Their Performance? The Role of Absorptive Capacity, Strength of Ties with Local SMEs, and Their Prior Success Experiences. *Industrial Marketing Management*, Vol. 88, pp. 87-100.

Bandura, A. 1969. *Principles of Behavior Modifications*. New York: Holt, Rinehart and Winston.

Bandura, A. 1994. Self-Efficacy. *Encyclopedia of Human Behavior*, V. S. Ramachaudran (Ed), Vol. 4, pp. 71-81.

Bresman, H. 2013. Changing Routines: A Process Model of Vicarious Group Learning in Pharmaceutical R&D. *Academy of Management Journal,* Vol. 56, No. 1, pp. 35-61.

Byars-Winston, A. et al. 2017. Unique Effects and Moderators of Effects of Sources on Self-Efficacy: A Model-Based Meta Analysis. *Journal of Counseling Psychology*, Vol. 64, No. 6, pp. 645-658.

Choi, J. et al. 2020. Bring the Noise, But Not the Fun: Does the Effect of Performance Measure Noise on Learning Depend on Whether the Learning is Experiential or Vicarious? *The Accounting Review*, Vol. 95, No. 4, pp. 153-172.

Crittenden, V. L. and Wilson, E., J. 2006a. Content, Pedagogy, and Learning Outcomes in the International Marketing Course .*Journal of Teaching in International Business*, Vol. 17, No. 1-2, pp. 81-101.

Crittenden, V. L. and Wilson, E., J. 2006b. An Exploratory Study of Cross-Functional Education in the Undergraduate Marketing Curriculum. *Journal of Marketing Education*, Vol. 28, N. 1, pp. 81-86.

DeRue, D. S. and Morgeson, F. P. 2007. Stability and Change in Person-Team and Person-Role Fit Over Time: The Effects of Growth Satisfaction, Performance, and General Self-Efficacy. *Journal of Applied Psychology*, Vol. 92, No. 5, pp. 1242-1253.

Erez, M. et al. 2013. Going Global: Developing Management Students' Cultural Intelligence and Global Identity in Cultural Diverse Virtual Teams. *Academy of Management Learning & Education*, Vol. 12, No. 3, pp. 330-355.

Freeman, I. et al. 2011. A Tri-Country Marketing Project – Preparing Students for Realities of a Global Marketplace. *Journal of Teaching in International Business*, Vol. 22, No. 4, pp. 277-299.

Gavidia, J. V. et al. 2004. Using International Virtual Teams in the Business Classroom. *Journal of Teaching in International Business*, Vol. 16, No. 2, pp. 51-74.

Gilson, L. L. et al. 2015. Virtual Teams Research: 10 Years, 10 Themes and 10 Opportunities. *Journal of Management*, Vol. 41, No. 5, pp. 1313-1337.

Gonzalez-Perez, M. A. et al. 2014. Virtual Teams and International Business Teaching and Learning: The Case of the Global Enterprise Experience (GEE). *Journal of Teaching in International Business*, Vol. 25 No. 3, pp. 200-213.

Hoover, J. D. et al. 2012. Eyes On, Hands On: Vicarious Observational Learning as an Enhancement of Direct Expereince. *Academy of Management Learning & Education*, Vol. 11, No. 4, pp. 591-608.

Hu, H. 2009. An International Virtual Team Based Project at Undergraduate Level: Design and Assessment. *Marketing Education Review*, Vol. 19, No. 1, pp. 17-22.

Hubbard, R. S. 2013. How to Improve Global Virtual Teams. *Global Business and International Management Conference Journal*, Vol. 6, No. 3, pp. 49-58.

Ivanova, A. et al. 2016. Direct and Vicarious Learning and Firm Performance. *Journal of Behavioral & Applied Management*, Vol. 17, No. 2, pp. 134-151.

Jimenez, A. and De la Fuente, D. 2016. Learning from Others: The Impact of Vicarious Expereince in the Psychic Distance and FDI Relationship. *Management International Review*, Vol. 56, pp. 633-664.

Kardes, I. 2020. Increasing Classroom Engagement in International Business Courses via Digital Technology. *Journal of Teaching in International Business*, Vol. 31, No. 1, pp. 51-74.

Knoll, M. 1997. The Project Method: Its Origin and International Development. *Journal of Industrial Teacher Education*, Vol. 34, No. 3, pp. 59-80.

Larson, B. V. and Baburaj, Y. 2020. Alternative Multi-Mode International Learning: A Model Establishing Collaboration. *Journal of International Business Disciplines*, Vol. 15, No. 1, pp. 13-28.

Lee, J. Y. et al. 2020. Learning SME Inetrnationalization: A New Perspective on Learning From Success versus Failure. *Management International Review*, Vol. 60, pp. 485-513.

Malhotra, A. et al. 2007. Leading Virtual Teams. *Academy of Management Perspectives*, Vol. 21, No. 1, pp. 60-70.

Maznevski, M. L. and Chudoba, K. M. 2000. Bridging Space Over Time: Global Virtual Team Dynamics and Effectiveness. *Organization Science*, Vol. 11, No. 5, pp. 473-492.

Morrison, E. W. 2002. Newcomers' Relationships: The Role of Social Network Ties During Socialization. *Academy of Management Journal*, Vol. 45, No. 6, pp. 1149-1160.

Myers, C. G. 2018. Coactive Vicarious Learning: Toward a Relational Theory of Vicarious Learning in Organizations. *Academy of Management Review*, Vol. 43, No. 4, pp. 610-634.

Nakayama, M. et al. 2012. A Human Resource Development Program for Information Technology Engineers Using Project-Based Learning. *Journal of Advanced Corporate Learning*, Vol. 5, No. 4, pp. 9-15.

Oertig, M. and Buergi, T. 2006. The Challenges of Managing Cross-Cultural Virtual Project Teams. *Team Performance Management*, Vol. 12, No. 1/2, pp. 23-30.

Pajares, F. 1996. Self-Efficacy Beliefs in Academic Settings. *Review of Educational Research*, Vol. 66, No. 4, pp. 543-578.

Rasmussen, E. et al. 2015. The Transformation of Network Ties to Develop Entrepreneurial Competencies for University Spin-offs. *Entrepeneurship and Regional Development*, Vol. 25, No. 7-8, pp. 430-457.

Reynolds, G. et al. 2018. A Comparison of Positive Vicarious and Verbal Information for Reducing Vicarious Learned Fear. *Cognition and Emotion*, Vol. 32, No. 6, pp. 1166-1177.

Shea, T. P. et al. 2011. Managing Global Virtual Teams Across Classrooms, Students and Faculty. *Journal of Teaching in International Business*, Vol. 22, No. 4, pp. 300-313.

Sherer, M. et al. 1982. The Self-Efficacy Scale: Construction and Validation. *Psychological Reports*, Vol. 51, pp. 663-671.

Srinivasan, R. et al. 2007. Vicarious Learning in New Product Introductions in the Early Years of Convergent Market. *Management Science*, Vol. 53, No. 1, pp. 16-28.

Swartz, S. et al. 2020. Building Intercultural Competence Through Virtual Team Collaboration Across Global Classrooms. *Business & Professional Communication Quarterly*, Vol. 83, No. 1, pp. 57-79.

Taras, V. et al. 2013. A Global Classroom? Evaluating the Effectiveness of Global Virtual Collaboration as a Teaching Tool in Management Education. *Academy of Management Learning & Education,* Vol. 15, No. 3, pp. 414-435.

Wang, Y-C. and Lee, Y-M. 2017. The Effectiveness of Two Positive Career Counseling Modules for Working Parents in Taiwan, *Journal of Employment Counseling*, Vol. 54, pp. 23-37.

Zimmerman, B., J. 2000. Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, Vol. 25, pp. 82-91.