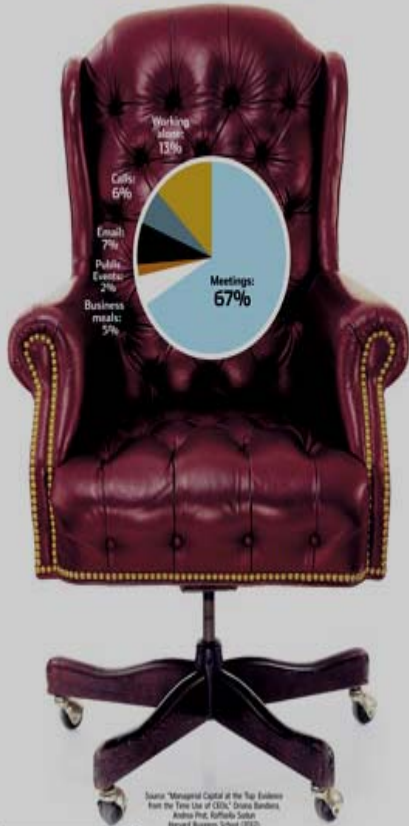




How a CEO Spends the Day:



Source: "Managerial Capital of the Top Business from the Time Use of CEOs," Orono Sanders, Andrew Pratt, Kip Harbo, Susan Harwood Business School (2002).

*CEOs Inside Classroom:  
Debating as Social  
Learning for Global  
Business Competencies*

## GREEK STUDIES


DREXEL UNIVERSITY  
**LeBow**  
College of Business

Spring Courses 2009-2012

### Regional Studies in Economic Policies & International Business

- **Theodoros A. Katerinakis, MSc, PhD Candidate**, e-mail: [tk325@drexel.edu](mailto:tk325@drexel.edu), ([http://www.drexel.edu/culturecomm/academics/graduate/phdCultureComm/gradStudentDirectory/Katerinakis\\_Theodore/](http://www.drexel.edu/culturecomm/academics/graduate/phdCultureComm/gradStudentDirectory/Katerinakis_Theodore/))  
Adjunct Faculty in Dept of Culture & Communication, Greek Studies, International Business;  
Drexel University, 3141 Chestnut St., Philadelphia, PA 19104

# Drexel Mediterranean Economy Seminar Class



**Thursday, March 28, 2013**  
**8:00 am - 4:00 pm**  
*Drexel University*  
*Papadakis Integrated Sciences Building*  
*33rd and Chestnut Streets*  
*Philadelphia, PA*

Drexel and partners will host this event for the eleventh time, featuring presentations on a range of e-learning topics including:

- Best Practices
- Pedagogy
- Learning Management Systems
- Support
- Administration
- K - 12

We will explain:

- Why Mediterranean- Greek companies
- How Drexel curriculum integration is accomplished
- The Structure- Assignments
- Real Examples
- CEOs in teaching role, as experts

Pedagogical issues:

- Hybrid teaching as a pedagogical resolution
- LMS facilitates interaction, participation, post-session assignments, assembles Mediasite archive and all student resources.
- Support is happening via LMS video archive, stakeholder debate, and peer-interaction.
- A best practice on leadership, higher-level perception skills, and curriculum integration
- How to create “flippable” atmosphere inside the classroom where students and CEOs contribute to each other and to class maturation.

CEOs in a teaching role, as real-life experts



# Why Mediterranean (...Greek) business

- Enrich coop placements (with diverse sectors)
- Promote Drexel internationalism
- Challenge stereotypes of media coverage on economy and entrepreneurship
- Explain business from the inside, from the founder or the CEO
- Understand the scope of specialized multinational companies in multi-country market of Southeastern Europe, European Union and European Rim (connecting new energy hotspots)
- Economic crisis is a learning opportunity (institutions, creativity, innovation, extrovert business, social and human resources factors)

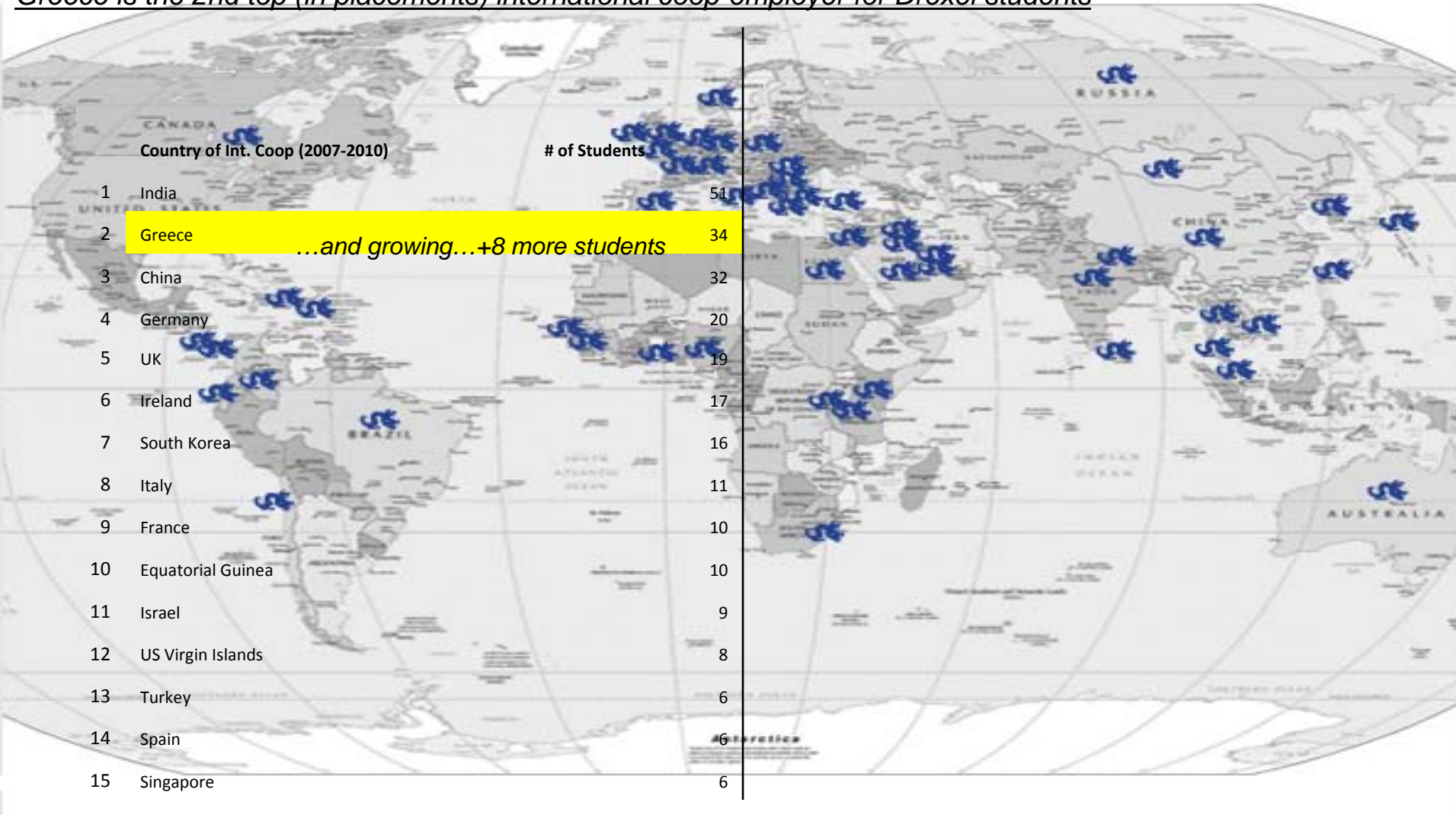
## Major Inquiries

- How to do business and strategize in a crisis
- How CEOs deal with national, organizational cultures in the Mediterranean, coping with general problems of “values/means” and “practices/goals”, and individuals (Hofstede's dimensions approach, at <http://geert-hofstede.com/>)
- How difficult is to become extrovert
- How to cope with negative image and country risk
- How to recruit people nationally and internationally
- How (to cultivate students) to mature in debating and develop (intercultural) critical thinking skills
- Presentation styles vary; choose modes and materials, evaluate and use on their own
- How to connect production with consumption (use and utility). First hand experience of products and step-by-step marketing of services.

# Drexel SCDC Employment Map

<http://www.drexel.edu/scdc/coop/GlobalMap.html>

Greece is the 2nd top (in placements) international coop-employer for Drexel students



# Instruction Partnership: connect instruction, with live debate and learning evaluation

- Background Literature
- Invited CEO + corporate material
- Company products or specific services
- Professor as moderator
- Class discussion
- Questioning roles
- Class session video archive
- Evaluate via topical questions
- Prepared for roles
- Directing discussion and connecting the dots
- Follow-up questions and class essay
- Roles that fit important skills for Business and International Studies majors



Note: The video lecture session is a welcomed farewell gift for all guest participants

# LMS and Live/Archived Class Collaborate

FINAL company profile or theoretical topic: Students present, students peer-evaluate



Video Archive of  
class session with  
discussion  
questions follow-up

Asynchronous Resource:  
2 Comparative a posteriori essays

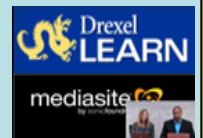
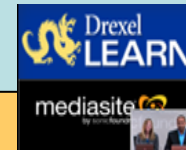
Rumination,  
Processing,  
and maturation  
to the next CEO

Live debate in class:  
12- 30 questions/per class

Corporate  
material:  
website,  
specialized  
ppt file,  
products

Peer-learning: Summaries and  
Presentations

CEO lecture  
and recitation



European Mosaic Textbook Selection of Journal Papers from top EU Business schools

# Background Literature in the pre-guest phase (1)

*papers from top EU business schools*

<b>B. <u>BbVista</u> and Library Reserves (LRs) in active links</b>	<b>Theme</b>
1. <a href="#">Gilbore Anthropology Mediterranean 1982</a>	A classic explanation of major anthropological aspects of society in the Mediterranean area.
2. <a href="#">Nikolaev International Negotiations Ch8 2007</a>	Culture and main elements of foreign mindset with examples.
3. <a href="#">Bozhilova EU Energy Policy2009LSE</a>	Public Policy, Markets: Energy Policy in SE Europe
4. <a href="#">Papadimitriou-et al Boulgaria Romania 2009LSE</a>	Status Report : EU in Bulgaria, Romania
5. <a href="#">Berens et al CA-CSR 2007Erasmus</a>	Management: Corporate Ability, Social Responsibility
6. <a href="#">BourantasD VassalouL Organizational Dynamics SoccerTeam 2004</a>	Management: Organization, Team Work
7. <a href="#">Brusoni et al New old Tire Industries2006Bocconi</a>	Innovation: Restructuring Business
8. <a href="#">Corrocher et al Ski Products 2009Bocconi</a>	Marketing: "Seasonal" products & Accessories
9. <a href="#">Corstjens et al EU-US FamilyFirms 2006Insead</a>	Management: Family in Business
10. <a href="#">Elg Inter-Firm Cooperation Sweden-UK-Italy 2007</a>	Entrepreneurship: Inter-firm Cooperation
11. <a href="#">FassinYvan Analysis of Sense-making of Social IssuesinManagementSME leaders in B-I-N-F 2009</a>	Leadership: SMEs and Social Issues
12. <a href="#">FinkMHarmsRKrausS Cooperative SMEs internationalization2008</a>	Cooperative SMEs: Internationalization
13. <a href="#">Katerinakis Palgrave CBC 2011</a>	Banking: Cooperative bank as ethical-based business
14. <a href="#">Leire San-Jose Ethical banks an Alternative in the Financial Crisis 2009</a>	Leadership: Ethics as Practice in Banks
15. <a href="#">Loch-et al EUManufacturing 2007 Insead</a>	Marketing: EU Manufacturing
16. <a href="#">Maddux et al Creativity-Culture2010Insead</a>	Leadership: Creativity Culture
17. <a href="#">Malerba Industry Innovation 2009Bocconi</a>	Leadership: Innovation in the Industry
18. <a href="#">Manzoni-Barsoux Taking Charge2009Insead</a>	Leadership: Take Charge in Business

# Background Literature in the pre-guest phase (2)

*papers from top EU business schools, literature from Nobel's and social economy*

<u>19. Marshall International Social Entrepreneurship 2010 Portland</u>	Entrepreneurship: Social Business
<u>20. Pissarides UK Unemployment 2003 LSE</u>	Labor Market: UK Unemployment Policies
<u>21. Singh Determinants-Code of Ethics 2011 Canada</u>	Management: Ethical Code in Business
<u>22. Spitzsch et al Banking With Integrity 2011</u>	Banking: Case of "banking with integrity"?
<u>23. Tungli Peiperl Expatriate UK German Japan US 2009 IMD</u>	Human Resources: Expatriates UK, Germany, Japan, US
<u>24. Viveca S Arenius P Ventures and Social Networks 2008</u>	Management: Internationalization, SMEs, Networks)
<u>25. Vlachos Pramataris Consumer-Retailer Emotional Attachment 2010</u>	Retail Marketing and Consumer Behavior
<u>26. Alexopoulos Part A Financial Coops Development 2004-06</u> <i>(this a full PhD dissertation kindly provided by Dr. Alexopoulos in 2 parts)</i>	Financial Cooperatives, Coop Banking in Greece -Finance & Development, p. 21-49 (Chapter 2), 20.1 -Financial Cooperatives, p. 50-87 (Chapter 5), 20.2 -Cooperative Banking in Greece (Chapter 5, p. 109-130), 20.3
<u>27. Alexopoulos Part B Financial Coops Development 2004-06</u>	Questionnaires (Members- Management) Appendix X, Questionnaires p. 24-47


# Statement of Expected Learning- Assignments

- Expose students to European business scholarly literature,
- Offer a comprehensive foundation of the European mosaic,
- Infuse insights to increase awareness in issues of strategizing, problem- solving in doing business, dealing with crisis, operating in social economy, and acquiring corporate ethics in diverse industries,
- Engage students in direct interaction with top-level executives (CEOs, Founders or Managing Principals, or members of Diplomatic corps)
- Cultivate and polish critical thinking and leadership skills for students in challenging ideas and capture real-life business experience, and
- Exercise selectivity and creativity for students to summarize in a structured manner different business texts, in order to become prepared for graduate school or executive-level reporting.
- Promote stakeholder debate with assigned roles to students, for both kinds of presentations: *clients/consumers/suppliers, investors/personnel, state regulatory authorities/competitors.*

## Assignments

Type of Assignment	Percentage of Weight in the Final Grade (%)
• Project: company/sector profile	20
• 1 oral presentation	10
• Participation questions to fellow students	5
• Structured participation questions to Speakers (in class and via discussion tabs, according to roles)	15
• Summaries (3 best out of 5 total)	20
• Reflection essay on CEOs (Part 1 + 2) Part 1: Guests #1, 2, 3, 5- Part 2: for #6, 7, 8, 9, 10,11	20 (10+10)
• Reflection Essay on the Diplomat (Guest #4)	5
• Attendance	5

# 1a. Paper Summary Format

Course Details
MAS_INTB338002_tk325 INTB388002SP12
Administrative Term
Katerinakis
 DREXEL UNIVERSITY LIBRARIES

**Title of the paper:** <this is the original title of the paper>

**Purpose:**

- What is the main goal of the paper/material? What are the main concepts?

**Research Methodology/Approach:**

- What type of analysis is used? Is there any qualitative/quantitative methodology? Are there any examples/testimonies used? Examples of hypotheses, questions, type of data collection and processing.

**Findings:** What are the outcomes, conclusions and reasoning presented

**Originality/value:** What makes this paper different in compare to other literature (that you may know)? How you value its content (according to the author and to you)?

**Practical implications:** Are there any policy issues, side effects, generalization that you feel worthy? Is there any characteristic quote? Any consequences or side effects?

**Paper relevance with US topics:** did you find the theme of the paper relevant to current issues in the US market?

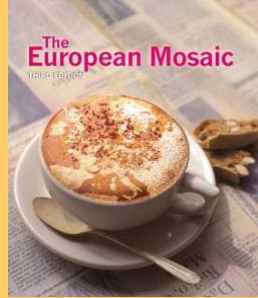
**Keywords:** (5 words)

- If the article already contains keywords please provide 5 more (as secondary ones). Try to be specific.

**Note for major references in the paper**

- Put 2-3 references that you feel relevant from other courses or your own readings. Alternatively, provide 2 references from business media that you feel relevant.

# 1b. Book Chapter Summary Format



**Example: Title of the Chapter:** The Evolution of the European Union

**1. Provide alternative “My title”:** *From the Treaty of Rome, to the Monetary Union, to the Lisbon Treaty*

**2. Background:**

- What to include; What is the primary information that we need to understand the chapter, under discussion? What is the background knowledge related to the chapter under discussion?
- E.g. How to join the EU/EMU? The role of history and religion in Europe. What is the culture that connects Mediterranean countries together?

**3. Key Facts described in the Chapter:**

- E.g. Members of the European convention, Objectives values and symbols of the EU, Constitutional Treaty, Council of Ministers.

**4. Key Concepts/Personalities:**

- Subsidiarity, EU, Soares, Papandreu, Prodi, Franco, Prodi, the European commission, ECB, policy concepts in the study of the EU, Jean Monnet, Altiero Spinelli, Framework Program.

**5. Opinion on Questions:**

- Your own opinion on selected questions from the book or your own based on the EU issues of the book from the text. Some examples include but not limited to the following, depending on the chapter you are summarizing.
- Was de Gaulle right? P.7, How would you define being European? p.31
- Cotonou agreement, p. 84, How different interests reconcile? p. 367
- The banana case, p.100. Hyperinflation p.138. Nordic model p. 178.

**6. Major inquiries**

- Provide 1-2 questions to trigger discussion; state your opinion and be prepared to respond to others.

**7. What is relevant in the news**


- Give at least one example of a relevant (with the chapter) issue in the news headlines of the current week or month. E.g. An ECB press-conference, Sarkozy on the Mediterranean, Immigration in Malta and Spain, IMF in non-EMU countries etc. Air traffic control and political affairs in TU-134 case with Polish President, Elections in Britain. Operation Odyssey Dawn in Libya, unrest in London and so on.

**Note: “Chronology of the EU and more”** is provided in the book on pp.524- 555. You can enrich your presentation using input from that chronology.

## 2. Reflection Essays on CEOs as Lecturers

Reflection paper to cover all Guest Lecturers in two parts; part A covering the first four “Discussions with a CEO” and part B covering the six next “Discussions with a CEO”. In your text, you need to address questions like the following:

- Did you recognize any effect of culture in these presentations?
  - How these companies contribute to regional economy (you can give examples)?
  - Did you recognize any Mediterranean aspects of mindset or worldview?
  - Do you recall any quotes that were striking for you? Explain why.
  - What is your opinion on the CEO managerial style?
  - If you had to mark each case with key words, please provide 5 keywords for each company/presentation.
  - Those essays are due on week 5 (part A) and week 10 (part B), following deadlines stated in the syllabus.
- **Tip:** *Taking notes, being observant and reviewing the material of those companies will assist you in this paper. You could inform your essay using managerial and HR references from the readings.*



**Reflection Essay on CEOs (Part A: Guests 1,2,3,5)** ✓


Attach your reflection paper on the first 4 Guest CEOs (excluding the Diplomat) already presented in class. Due Friday May, 4, 2:00pm. Submit 1 essay around 1,350- 1,400 words (see syllabus p. 11, point #2).

# 3. Reflection Essay on the Diplomat

Your task is to write a reflection paper covering the discussion on EU Presidency with our top Diplomat guest. You should address the following questions (at least):

- Did you recognize any European attributes in the Cyprus case?
- How do you feel on the rotating presidency institution (equality or disadvantage)?
- What is your opinion on the island economies of the EU (e.g. strengths-weaknesses, economic territories, jurisdiction issues)
- Do you recall any quotes that were striking? Explain why.
- What is your opinion on the Diplomat's style?
- Explain the most important challenges in EU governance, in your opinion?
- Provide 5 keywords for the presentation of the Diplomat.





**Reflection Essay on Diplomat** ✓

Attach your reflection paper on the Diplomat guest (#4) already presented in class. Due Friday, May 4. Submit 1 essay between 600- 650 words (see syllabus p. 11, point #3).

## 4. Debate with fellow-students, with CEOs- guests

- When an invited speaker comes to class, students should be able to address a number of questions (in a fair and relevant manner). Assigned roles, in 3 questioning teams, to act as stakeholders for both kinds of presentations are: **clients/consumers/suppliers, investors/personnel, state regulatory authorities/competitors**. Essentially students should familiarize themselves with the **corporate websites/products/services** and think of **contrasts and analogies** with the US market and business, as well as current **news coverage**.
- In the same sense, students should be able to challenge their fellow students in their respective presentations. In the case of student-presenters, student-questioners are expected to bring up their own interpretation of the readings or their other reflection on the summarized material for a pluralistic discussion atmosphere.



*Cyprus senior diplomat*

*Raycap-*

*Ecos*

*- GAEA-*

*Meli- Attiki*

# 5. Profiling an International Organization/Foundation

- Students interested in **International Relations** (especially from IAS section) are able to use the **list of foundations** provided in the end of the class syllabus. Southeastern Europe, including Black Sea and Middle East, is the geographical focus of think tanks, foundations and organizations that deal with *geostrategic issues, energy efficiency and differentiation, carbon neutrality, immigration, country branding, diplomacy, maritime and sovereign law etc. (to name a few topics.)* These are topics that connect the students with major current international inquiries, while formulating an applicable theme.
- Presentation profile of the company/organization/foundation is needed in a power point file with the use of (at least) **3 sources** from the Library Electronic Reserve readings and **2 outside scholarly sources** (explaining “**how they are relevant**”). Students, with the help of the instructor, connect specific readings with their presentations.

Indicative Organizations/Foundations/Think Tanks



# 5.1. Presentation of a Company/Foundation ...continued

Students are expected to work in **groups of two**. Indicative structure:

- Name and Logo of the company: is it a symbol? Does it make sense for the consumer/client?
  - What is the underlying concept (and corporate statement) of the company?
  - What is the product/service and scope of activity?
  - How is it institutionalized? E.g. a public- traded or family-oriented private one etc. Does it make a difference in their sector?
  - What is the mission statement and culture, as manifested in your sources?
  - What is striking in their financial data and in their facts and figures?
  - Critique: what is your critique on the data you are collecting? Give a characterization for the company/sector and explain your opinion.
  - What/how are the sources (3 from the readings) that you feel are relevant in this case?
  - What/how are the outside sources (2 of them) that you feel relevant in this case?
  - Do you see analogies or contrasts in the US market?
  - Your opinion: what have you learned from the sector/company or their organization?
  - What are the challenges and potential you are identifying?
- **Note:** A **list of companies** with their websites and some tips, covering different sectors, activities and goals is available. *Students should use the “Investors Relations” section in each company’s site to acquire their data (or even the live in-class CEOs’ presentations). Those of you who want to explore the other options should consult with the instructor to do that.*

*Indicative Companies/Organizations in student projects*



## 5.2. Theoretical Analysis, Tight with sources

- UN International Year of Cooperatives (Social Economy and Local Development in Europe (e.g. EURICSE))
- Casino Capitalism versus Cooperation and Commons (work of Elinor Ostrom)
- Humanism in Business (Humanistic management network in Switzerland)
- Intellectual Property Significance as Business Assets (World Intellectual Property organization, US Patent Office)
- Parallel Currencies and Exchange Transactional Networks: trading without official currencies (e.g. work of Sotiropoulou)
- Banking with Integrity (Palgrave- MacMillan series)
- Leadership Traits in Management (indicative cases :Greek Industries, TIME Leadership Issue, Mandela Leadership, Clinton Global Initiative)
- Branding for Countries: Redefining Economic Diplomacy
- Ethical Rhetoric and Corporatism
- Harvard's Minos Zombanakis and his Role in International Banking, Syndicated Loans, LIBOR, and Banking without Borders
  - Carbon neutrality initiatives for ships and ports in the Mediterranean (e.g. Carbon Positive, International Forest Carbon Association)
  - Island Territories: Exclusive Economic Zone (EEZ) and Continental Shelf as Natural Sovereign Resources in the United Nations Convention on the Law of the Sea.

# INTB338/IAS360/GREC380 Class LMS Page



DREXEL UNIVERSITY, INTB338-002/GREC 380-001/IAS, Spring Quarter 2012



Mediasite functions



INTB338 sp2012 Katerinakis

INTB338 sp2012 Katerinakis\_6/11/2012

Info | Watch

Theodore Katerinakis

On Demand

Monday, June 11, 2012

1:50 PM EDT

2 Hours 20 Minutes 2 Seconds

Sort By Date: new



INTB338 sp2012 Katerinakis\_6/6/2012

Info | Watch

Theodore Katerinakis

On Demand

Wednesday, June 06, 2012

1:50 PM EDT

9 Minutes 34 Seconds



INTB338 sp2012 Katerinakis\_5/30/2012

Info | Watch

Theodore Katerinakis

On Demand

Wednesday, May 30, 2012

1:50 PM EDT

1 Hour 57 Minutes 21 Seconds



W3\_Participation\_Quest\_To\_CEOs\_Final



# LMS re-produces the session via Dragon Drop “Channel”

## INTB 338 Sp2011

INTB-338-002: “Regional Studies in Economic Policy and International Business”, Spring Quarter of Academic year 2010-2011. Companies: 1. Olympus Dairy USA: Nicos Nicolaou & Dimitris Stamoulakis. 2. Pharmathen Group: Vasileios Katsos, President and CEO 3. Macedonian Thrace Brewery: Michael Politopoulos Co-Founder and founder of GP Chemicals. 4. It'sArt Ltd: Prof. Sophia Georgiakaki R&D Partner & Dr. Petros Georgiakakis, Founder/CEO. 5. Netronix Group: Dr. Vasileios Nasis, Founder and CEO 6. COCO-MAT: Rosemary Charou, International VP 7. TERRA CRETA: Fotis Sousalis QM Manager 8. Eagle Ocean: John Lycouris, CFO and Operations Director 9. IFFLA and Media Partners Global: Christina Marouda, Founder, Managing Director of 10. Cyprus Trade Center: Aristos Constantinou, Commercial Counsellor

### Aristos\_Constantinou\_June1 (mp4)

ICyprus Trade Center New York, NTB 338CRN Katerinakis Sp12\_6\_1\_2011  
[ [play](#) [download](#) ( 237.4 MB ) ]

### Cocomat, Rosemary Charou, May 4, 2011 (mp4)

Cocomat International VP: Design and Sleep with Nature.  
[ [play](#) [download](#) ( 235.5 MB ) ]

### Mr. Michael Politopoulos, Co-Founder Vergina Brewery, GPChemical (mp4)

April 13, 2011  
[ [play](#) [download](#) ( 239.9 MB ) ]

### Christina Marouda, IFFLA Founder- MediaPartnersGlobal, Managing Director, May 23,2011(Part 1) (mp4)

INTB 338CRN Katerinakis Sp12\_5\_23\_2011 - Part 1: The lecture.  
[ [play](#) [download](#) ( 271.9 MB ) ]

### IFFLA 2011, Video Clip, Part 2 (mp4)

Christina Marouda IFFLA 2011 PROMO: The video



## Dragon Drop “Repository”

- E.g. Christina Marouda, Founder/president of IFFLA,



- Archive:

<http://media.irt.drexel.edu/mediasite/SilverlightPlayer/Default.aspx?peid=25e57a045ff943b8a733335304cc10e81d>

- Hon. Aristos Constantine, Trade Commissioner of the Republic of Cyprus for U.S.A., Canada and Latin America (restricted media link)



# Assignments in LMS with “open” Turn\_It\_In



## **Reflection Essay on CEOs (Part A: Guests 1,2,3,5)**

Availability: Item is no longer available. It was last available on May 4, 2012 3:00 PM.

Attach your reflection paper on the first 4 Guest CEOs (excluding the Diplomat) already presented in class. Due Friday May, 4, 2:00pm.

Submit 1 essay around 1,350- 1,400 words (see syllabus p. 11, point #2).



## **Reflection Essay on Diplomat (Consul- General of Cyprus)**

Availability: Item is no longer available. It was last available on May 4, 2012 3:00 PM.

Attach your reflection paper on the Diplomat guest (#4) already presented in class. Due Friday, May 4.

Submit 1 essay between 600- 650 words (see syllabus p. 11, point #3).



## **Reflection Essay on CEO #6,7,8,9,10,11**

Availability: Item is no longer available. It was last available on Jun 8, 2012 2:00 PM.

Attach your second reflection paper on the 6 Guest CEOs (I4D, EFP, Navarino, Raycap, 25A, Cocomat), already presented in class. Due Friday June 8, 11:59am (before) noon.

Attach your reflection paper Essay part b. This should be around 1,550 words (i.e between 1,450 and 1,650 words is accepted, following all questions suggested on p.11 of syllabus).

# Sample Answers: Discussion as Assignment

- **CEO #9: Dr. S... of RAYCAP (expected till May 23, 6pm)\_**

**Reply** (emphasis added): Wednesday, May 23, 2012  
12:26:00 AM EDT:

- Q: Dr. S... shared with you insights on the importance of electrical protection in mission-critical applications. He explained the growth stages, issues of momentum in business opportunities, customer relation building and the importance of vertical quality control. How do they do sell maintenance- free equipment? What is your opinion of the R & D approach to customer satisfaction? What do you think about his specific examples? What would you change in his presentation?

- Prior to Dr. S...’s presentation, I had never thought too much about the market (or existence of for that matter) for electrical protection. Raycap’s mutli-sector operations are indicative of their diversified portfolio of products and services. Their origin in the telecommunications industry exposed them to the consumer feedback/complaints about equipment failure, which have ultimately served as the basis for Raycap’s subsequent business ventures in electrical protection systems. I was very impressed to learn that Raycap is responsible for ALL of the U.S.’ Air Traffic Control Radar & Aviation systems, as well as their contract with AT&T which provides protection for more than 300,000 4G/LTE network cell sites worldwide!

Raycap’s focus on R&D is very respectable. As Dr. S... emphasized, investments in R&D allow for the production of new technologies that are most beneficial for the customer. Raycap’s business model is driven by and catered to consumer/market NEEDS; thus the company’s adaptability and flexibility allow for more customized products and services. Greater customization not only infers increased likelihood for higher quality of product/service relative to consumer needs, but also gives further insight into the personal relationship(s) that exist between the two entities. Consistent with all of our previous guest presentations, Raycap has established itself by building personal relationships with its clients. By doing so, the company has been able to educate the consumer about the advantages of their products/services, with the long-term goal of establishing loyalty.

# Knowledge Application for Learning and “Flippable Intervals” in class sessions

Institutions of higher learning must move, as the historian Walter Russell Mead puts it, from a model of **“time served” to a model of “stuff learned.”** ...with more demand to prove that you mastered the competency.

Therefore, classroom becomes **a place where the application of that knowledge can be honed through lab experiments and discussions with the professor.**

There seemed to be a strong consensus that this “blended model” combining online lectures with a teacher-led classroom experience was the ideal.

(Friedman T., *“The Professors’ Big Stage, NY Times, 3/5/2013*)

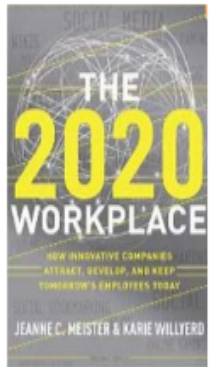
- Certainly, some topics lend themselves more easily to flipped strategies than others, but every lesson plan has the opportunity for at least one “flippable moment.” This is the moment during class when you stop talking at your students and “flip” the work to them instead.
- What they can't always do on their own is analyze, synthesize, and experience the process of engaging in higher levels of critical thinking. This is when **they need to do the messy work of learning, evaluating, and critiquing. This also is when they need your structure and guidance, but not your answers.**
- They have to make meaning for themselves. This is a “flippable moment.”

(Honeycutt B, “Looking for ‘Flippable’ Moments in Your Class,” *Faculty Focus*, 03/25/2013)

# Social learning but ...Contextualized

(Marc Rosenberg's keynote speech,  
e-learning conference 2.0, 2012)

## Ten forces shaping the future workplace now



1. Shifting workforce demographics
2. The knowledge economy
3. Globalization
4. The digital workplace
5. The ubiquity of mobile technology
6. The culture of connectivity
7. The participation society
8. Social learning
9. Corporate social responsibility
10. Millennials in the workplace

marc rosenberg

The Special Place of Social Learning  
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Slide 4

## The rise of “web 2.0:” Transition

### Web 1.0

- Broadcast media monologues
- “One to Many” or “Many to One”
- Information and transactions
- Expert (source)-generated content

### Web 2.0

- Social media dialogues
- “Many to Many”
- Collaboration and sharing
- User-generated content

## The rise of “web 2.0:” Definition

### Web 2.0

“Web 2.0 is the growing set of tools and processes that allows anyone to easily create or access digital content and collaborate with others without any special programming skills.”

modified from  
Howard Jarche  
ASTD Learning Circuits, April 2008

In INTB class case: Learning together and mature as a class.  
Class session- interaction and content is reproduced for reflection

# Applies Social learning by...

## New roles for the classroom



### FROM:

- Lecturing facts.
- Individual learning.
- Single instructional methodology.
- Teacher as sage on the stage.

### TO:

- Facilitating discovery.
- Team collaboration.
- Multiple instructional methodologies.
- Teacher as guide on the side.

**marc rosenberg**  
www.marcrosenberg.com

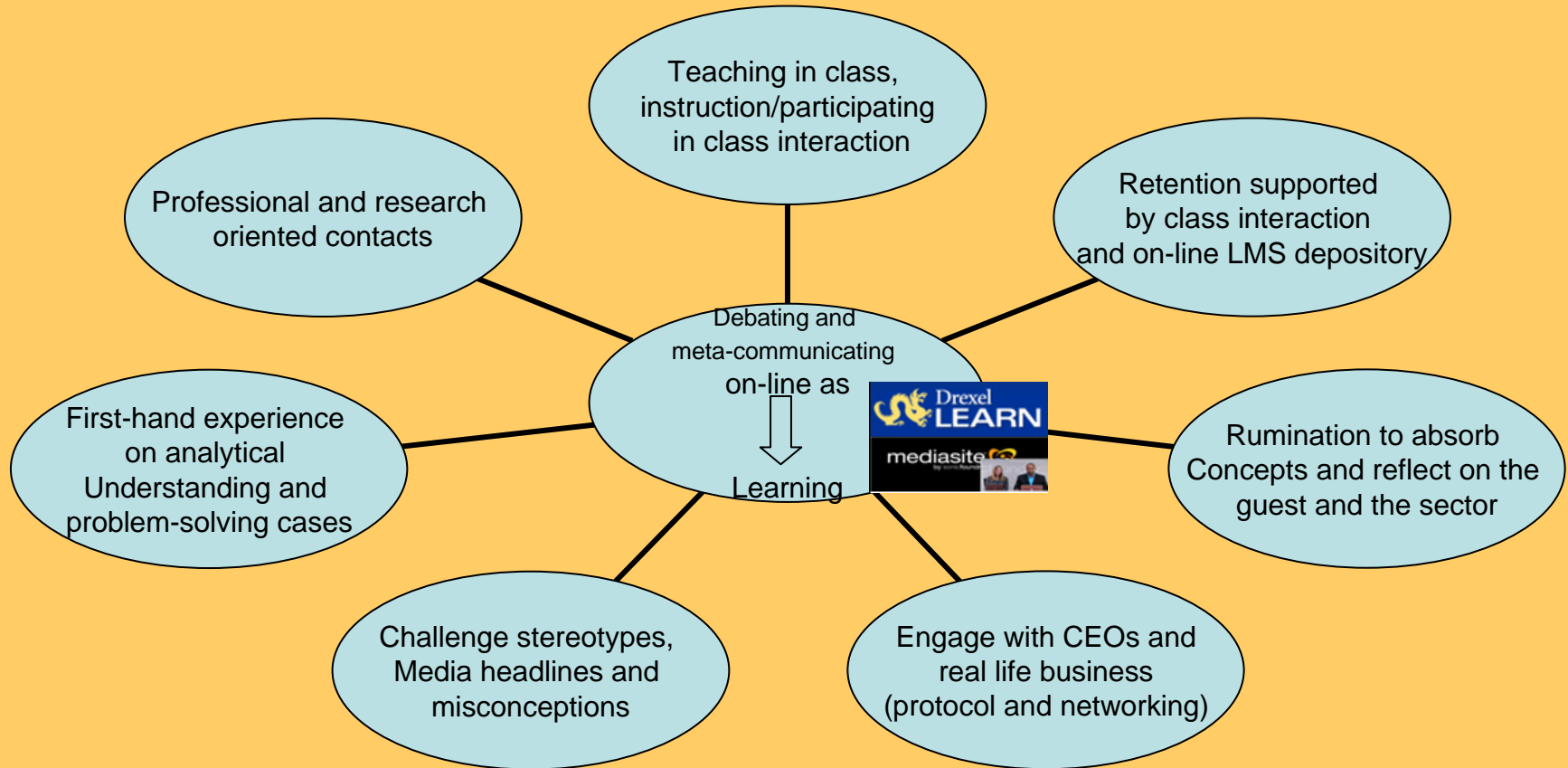
The Social Science of Social Learning  
©2012 by Marc J. Rosenberg, all rights reserved.  
Slide 15



(Marc Rosenberg's keynote speech, e-learning conference 2.0, 2012)

*In INTB class case: blending ground experience with debate*

# With CEOs in Classroom: Learning...occurs in a continuum towards maturation as a group



“Student can learn content at those **deeper levels we equate with understanding**. When students are trying to explain things to each other, to argue for an answer, or to justify a conclusion, that interaction clarifies their own thinking and often it clarifies the thinking of other students”. (Weimer M., “Five Things Students Can Learn through Group Work”, Faculty Focus, 03/20/2013)

# Drexel Learning Priorities: Core and Practical Skills

## Core Intellectual and Practical Skills<sup>1</sup>

*Upon graduation, students will demonstrate an improved ability to...*

### COMMUNICATION

Employ an understanding of audience, purpose and context to communicate effectively in a range of situations using appropriate media

### CREATIVE AND CRITICAL THINKING

Use divergent and convergent thinking to generate novel and relevant ideas, strategies, approaches, or products

### ETHICAL REASONING

Assess their own ethical values and the social context of ethical problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to an ethical problem, and consider the consequences of alternative actions

### INFORMATION LITERACY

Possess the skills and knowledge to access, evaluate and use information effectively, competently, and creatively

### SELF-DIRECTED LEARNING

Establish goals and monitor progress toward them by developing an awareness of the personal, environmental and task-specific factors that affect attainment of the goals

### TECHNOLOGY USE

Make appropriate use of technologies to communicate, collaborate, solve problems, make decisions, and conduct research, as well as foster creativity and life-long learning



Apply in INTB class

<http://www.drexel.edu/provost/LearningPriorities/files/dslpdefinitions.pdf>

# Drexel Learning Priorities: Experiential and Applied Learning

## Experiential and Applied Learning

*Upon graduation, students will demonstrate an improved ability to...*

GLOBAL  
COMPETENCE

Engage in, reflect upon, and demonstrate open mindedness toward all issues of diversity at the local, national and international level

LEADERSHIP

Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals

PROFESSIONAL  
PRACTICE

Apply knowledge and skills gained from a program of study to the achievement of goals in a work, clinical, or other professional setting

RESEARCH,  
SCHOLARSHIP, AND  
CREATIVE  
EXPRESSION

Make meaningful contributions in their chosen field, participating in use-inspired research, scholarship or creative activity as an individual or in a collaborative effort

RESPONSIBLE  
CITIZENSHIP

Create and sustain a healthy, engaged, public life



Apply in INTB class

<http://www.drexel.edu/provost/LearningPriorities/files/dslpdefinitions.pdf>



DragonDrop is a feature rich, multi-institution enabled, web-based application for capturing, encoding and publishing rich media for web access. It significantly simplifies the process of getting audio, video, text and other rich media formats into highly compressed and streamable formats suitable for web delivery.

**LAUNCH  
DRAGONDROP**

Archived Session Example (from Mediasite capture to Dragon Drop): 115 min

<http://media.irt.drexel.edu/mediasite/Viewer/?peid=7c09655851e4432b82e3a525cca8a0fb>

Spyros Alexopoulos, CEO, The Pet Market 5/26/2010

close or Esc Key

**STRATEGIES FOR EXPANSION**

- ☐ Customer Service
- ☐ Supporting Small-size Quality Companies
- ☐ Buying from Quality Distributors
- ☐ Community Involvement
- ☐ Sponsoring Adoptions
- ☐ Cooperating with Veterinary Hospitals
- ☐ Word of Mouth as Advertisement
- ☐ Online Commerce
- ☐ Sponsoring Pet Shows

115:10 120:04

**Spyros Alexopoulos,  
CEO, The Pet Market  
5/26/2010**

Uploaded: 9/23/2010

The Pet Market: Performs with the motto  
"Where your pets would shop if they had  
money"!

# Archived Session Example (from Mediasite capture to Dragon Drop):

<http://media.irt.drexel.edu/mediasite/SilverlightPlayer/Default.aspx?peid=e243c0ee2afe43e7b4cb0d602bf409611d>

April 6 Nikos Nikolaou & Dimitris Stamoulakis, Operations Manager, Olympus Dairy Products.

introducing Olympus Dairy Products

NATURAL HISTORY

Click to add notes

01:50 114:23

close or Esc Key

## Olympus, D. Stamoulakis & N. Nikolaou, April 6, 2011

Uploaded: 4/8/2011

Olympus Dairy USA, Authentic Greek Yoghurt Olympus – Dairy products from the heart of Greece. Deep in the heart of Greece, you will find Olympus, the source of authentic Greek dairy products. For over three generations, Olympus has developed and refined a process of producing cheeses and yogurt that elevate those simple dairy products to unequalled heights of superiority. It all starts with milk. Olympus applies a system of Total Quality Management to its milk production. The people who breed, care for and milk the

# Example of Video Insights explained in class for International Aviation via Miltech (transcoded to Dragon Drop):

<http://rmcp.dcollege.net/playlists.aspx/1000/25060/html>

Miltech: Vertical Manufacturing in Aviation, Thermal Imaging, Simulation modeling

Miltech\_5minuteVideo

close or Esc Key

## Miltech\_5minuteVideo

Uploaded: 5/2/2012  
Corporate Video

### Miltech Hellas SA

Miltech\_5minuteVideo (mp4)  
Corporate Video  
[ play download ( 51.4 MB ) ]

Driving\_in\_the\_Dark (mp4)  
Thermal Camera  
[ play download ( 5.0 MB ) ]

35mmDesign (mp4)  
[ play download ( 490.7 K ) ]

Gyroscope (mp4)  
[ play download ( 2.9 MB ) ]

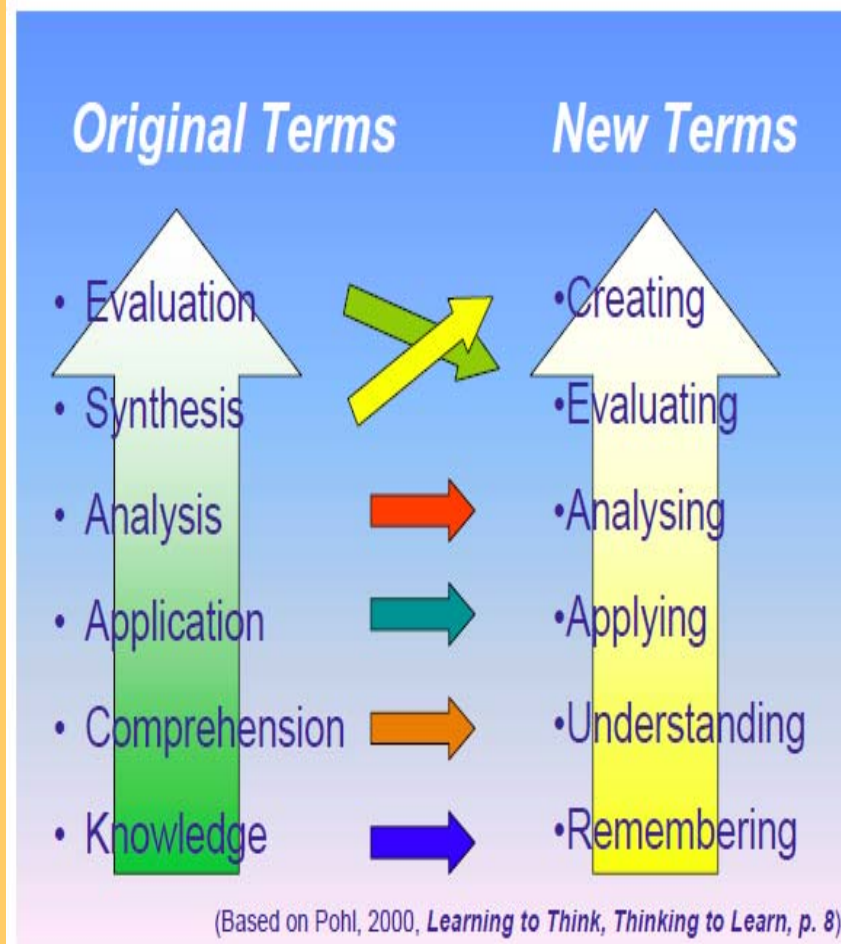
TankSimulation (mp4)  
[ play download ( 19.1 MB ) ]

ExplosionDesign (mp4)  
In Tank  
[ play download ( 558.9 K ) ]



With Dr. Koutsos, Miltech's CEO

# Reminder: Bloom's Taxonomy of Learning... is cultivated in class in-line with Drexel learning priorities



Source: Bloom's Taxonomy.org (<http://www.bloomstaxonomy.org>), featuring the work of Dr. Benjamin Bloom and Howard Gardner. Designs available at <http://ilearntechnology.com/?tag=digital-blooms-taxonomy>

# Cognitive Processes dimension via INTB LMS video

**Table 1. The cognitive processes dimension — categories, cognitive processes (and alternative names)**

lower order thinking skills → higher order thinking skills

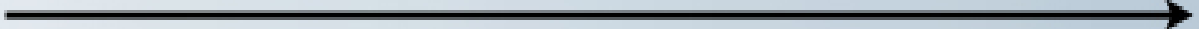
remember	understand	apply	analyze	evaluate	create
recognizing (identifying)  recalling (retrieving)	interpreting (clarifying, paraphrasing, representing, translating)  exemplifying (illustrating, instantiating)  classifying (categorizing, subsuming)  summarizing (abstracting, generalizing)  inferring (concluding, extrapolating, interpolating, predicting)  comparing (contrasting, mapping, matching)  explaining (constructing models)	executing (carrying out)  implementing (using)	differentiating (discriminating, distinguishing, focusing, selecting)  organizing (finding coherence, integrating, outlining, parsing, structuring)  attributing (deconstructing)	checking (coordinating, detecting, monitoring, testing)  critiquing (judging)	generating (hypothesizing)  planning (designing)  producing (construct)

\*The **cognitive process dimension** represents a continuum of increasing cognitive complexity—from remember to create. Anderson and Krathwohl identify 19 specific cognitive processes that further clarify the bounds of the six categories (Table 1).

\* Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition). New York: Longman.

# Knowledge Dimension in Discussion-Assignments for INTB class

Table 2. The knowledge dimension — major types and subtypes \*

concrete knowledge  abstract knowledge			
factual	conceptual	procedural	metacognitive
knowledge of terminology	knowledge of classifications and categories	knowledge of subject-specific skills and algorithms	strategic knowledge
knowledge of specific details and elements	knowledge of principles and generalizations	knowledge of subject-specific techniques and methods	knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
	knowledge of theories, models, and structures	knowledge of criteria for determining when to use appropriate procedures	self-knowledge

(Table 2 adapted from Anderson and Krathwohl, 2001, p. 46.).

\*Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Rath, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition). New York: Longman.

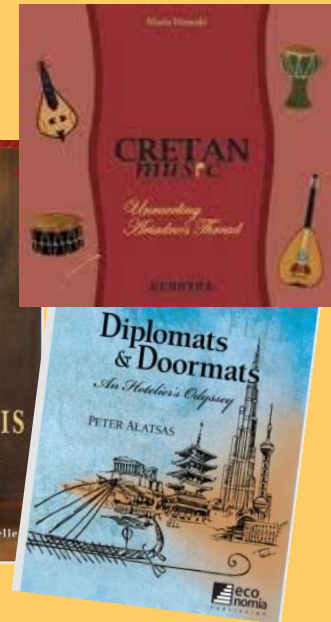
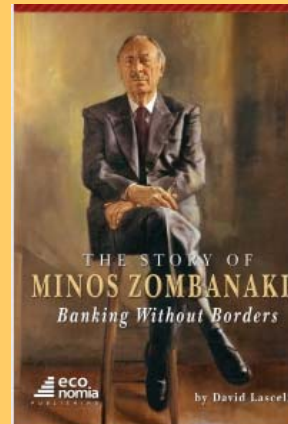
# Accomplished Strategic Tasks

- New employers (US and international) were added in career services (SCDC)
- Students went international coop (e.g. Terra Creta, OAC, Maris Group)
- Students went to study abroad (in Greece) to visit companies' headquarters)
- Students employed in visiting companies
- Students used the project as preparation for international career (e.g. NATO in Brussels)
- International visibility/outreach increased for Drexel, LeBow College of Business, Greek Studies.

*But the class continues its dynamic adaptation...*

## Media coverage

- National Herald (NY, USA)
- PAA Magazine (NY, USA)
- Economia Publications (Athens, London, Istanbul)
- Corporate websites
- Product “placements” and awareness



# Class Exposure and outreach

> ECONOMY: EUROZONE FUTURE UNDER THREAT

## businessfile

www.economia.gr



**FACTOR'S PROGNOSIS**  
EU leaders discuss the future of the eurozone and what this means for the future of the Mediterranean.

**DESIGNING THE FUTURE**  
The future of the Mediterranean is in the hands of the architects of the Mediterranean.

**NAVIGATING THE STORM**  
The future of the Mediterranean is in the hands of the architects of the Mediterranean.

**GREEK TOURISM**  
The future of the Mediterranean is in the hands of the architects of the Mediterranean.

**INFLUENCE IN THE ANTIPODES**  
The future of the Mediterranean is in the hands of the architects of the Mediterranean.

**TODAY'S ECONOMY**  
The future of the Mediterranean is in the hands of the architects of the Mediterranean.

**Next Prime Minister**  
**Lucas Papademos:**  
**In the hot seat**

June-July-August 2012

> FOCUS ON GREEK SHIPPING AND POSIDONIA 2012

## businessfile

www.economia.gr



**IN THE HANDS OF THE GREEKS**  
The future of the Mediterranean is in the hands of the architects of the Mediterranean.

**GREEK VINTAGE FRENCH AROMA**  
The future of the Mediterranean is in the hands of the architects of the Mediterranean.

**DESIGNING WITH CREATIVE PLAIN**  
The future of the Mediterranean is in the hands of the architects of the Mediterranean.

**GETTING READY TO RUNNABLE**  
The future of the Mediterranean is in the hands of the architects of the Mediterranean.

**USE ECONOMY NOT LAWYERS**  
The future of the Mediterranean is in the hands of the architects of the Mediterranean.

**Seizing the day**  
**Exclusive interview with**  
**Arianna Huffington**



Theodoros Katerinakos (far right), poses for photo with Christina Marouda (second from right), founder and President of IFILA, together with class, following her insightful presentation

## Greek Business Case Studies: a Unique Drexel experience in Philadelphia

*Theodoros Katerinakos from Drexel University in United States presents the end of a two-part series profiling 10 Greek business and entrepreneurs, first published in Business File, June 2011, No 81*

**T**heodore Katerinakos, PhD Candidate in Culture & Communication and Adjunct Faculty in the Greek Studies Program, was delighted to host IFILA's CEO's (see below) in his office, to discuss the history, trends, and economic and growing trends of the EU. Theodoros Katerinakos, PhD Candidate in Culture & Communication and Adjunct Faculty in the Greek Studies Program, was delighted to host IFILA's CEO's (see below) in his office, to discuss the history, trends, and economic and growing trends of the EU.

### To sum up...

Theodore Katerinakos, PhD Candidate in Culture & Communication and Adjunct Faculty in the Greek Studies Program, was delighted to host IFILA's CEO's (see below) in his office, to discuss the history, trends, and economic and growing trends of the EU.

**CEO'S MAT**  
Theodore Katerinakos, PhD Candidate in Culture & Communication and Adjunct Faculty in the Greek Studies Program, was delighted to host IFILA's CEO's (see below) in his office, to discuss the history, trends, and economic and growing trends of the EU.

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Theodore Katerinakos, PhD Candidate in Culture & Communication and Adjunct Faculty in the Greek Studies Program, was delighted to host IFILA's CEO's (see below) in his office, to discuss the history, trends, and economic and growing trends of the EU.



Theodoros Katerinakos presented his case studies to an eager audience of students



Theodoros Katerinakos (far right), PhD Candidate in Culture & Communication and Adjunct Faculty in the Greek Studies Program at Drexel University, with his students and Dr. Constantine Koutsos, President of Mithras Hellas SA (middle)

# More visibility...



**DREXEL**  
ABROAD

**cosmos  
philly**

Cosmos Philly TV

Candid Campus from 04/21/11



INTB 338 Class with Guest Lecturer- CEO From Greek Company in Greece

Photo by Anonymous



Print

News



07/16/2011

Terra Creta SA visits Drexel University, PA, USA (May 2011)

Terra Creta's product innovation, business model and export orientation were the main criteria for selecting the company to participate in the specialized course "Mediterranean Economy Regional Studies in Economic Policy & International Business" conducted at LeBow College of Business/International Business Dept- Greek Studies Program of Drexel University in Philadelphia, PA USA.

This is a unique course, in US business schools, inspired by Dr. Maria Hnarakis and conducted by Adjunct Faculty Theodore Katerinakos, in which CEOs from diverse Greek companies/organizations are presenting their cases to close to senior-year students. Terra Creta presented its philosophy and strategy towards international markets focusing on its penetration in USA market; Terra Creta's products are already listed in major retailers like Whole Foods Markets, Harris Teeter, Meijer's and HEB.



A photo taken in Drexel Korman Center smart classroom, with Fotis Sousalis from Terra Creta, Adjunct Professor Theodore Katerinakos and the students of Drexel class.

+16  
16 votes

+11  
13 votes

+10  
12 votes

+7  
13 votes

+4

# Students Comment: on LMS Mediasite Archive (emphasis added)

## Response 9

- I expected more of a lecture course, with the CEO and professor traditionally throwing information at us. This course **integrates** student participation and provides for a more interactive learning experience, this allows better retention and desire to participate in class. It's a great course, very interesting and informative. It definitely exceeded my expectations.

## Response 20

- This course met my expectation when Mr. P.... of ...Vergina Brewery & GP Chemicals and Dr. N... of the Netronix Group came to give a guest lecture to the class. Their methods of innovation and the issues they faced as managers gave the best insight to the challenges of International business when you don't have a large multinational company protecting you. More than anything else it removed the vail of international business as an easily profitable market when one uses his/her American education, it showed that at times it will be more difficult.

## Response 1

- This could be a great coop and employment opportunity especially those wishing to study more about Greek culture and the region ad it would only help students to understand the business practices... I was wondering if any of the CEOs presented would be willing to sponsor volunteer work as it would allow the student to again learn more and it would be a **great incentive for the company to look at college students for their workforce also....**

## Response 3

- i would definitely add this course to the list of class because it is very interesting and the guest speakers open a **big door for coop opportunity.**

## Response 11

- I liked the book very much. The readings from the library did not interest me much. The structure of the assignments made sense after the first one. **I needed the critique from the first so I could improve.**

## Response 17

- **I would love to have co-op and employment opportunities spring forth** from a class like this especially because my major is international business and therefore the class would be an excellent opportunity for guest presenters and students to network, build a relationship and maybe land a position with his/her company.

# Students React on CEOs (emphasis added)

## Response 1

- The best experience was actually the last guest "Netronix" I was ready to invest and the way he presented was down to the earth and didn't read off a script. He explained how his thought became **"real" and the steps to pursue that and how he planned to make it successful**, there was no fluff. Great speaker for the most part also.

## Response 2

- The presentation by the **Drexel alumni was the best to me because of him being a Drexel graduate**. The exposure to the Mediterranean business was really helpful. I really liked the items in the end of the presentation because it helped me always remember their presentation.

## Response 3

- the best experience was the enthusiasm from the speakers when they are trying to give us the information about their own company. It is interesting to know how a EU country and how it operate. I love the gifts from speakers.

## Response 4

- The best presentation experience by far was by the pet store owner/CEO from New York. He was engaging, **his material was relevant, and he brought a sense of humor and charisma that kept the audience in tune**. It was useful simply to learn about it as my co-concentration is International business and most of the guests presented material that showed the ups and downs of running an international business. I loved it when they brought in "free-bees" for the class. Who doesn't like free stuff?

## Response 5

Yiannis from Colonial was by far my favorite. His youth was relevant to the students and classroom, and his ambition was just as inspiring. Also, I CARE SIGNIFICANTLY MORE ABOUT HOW HE BECAME SUCCESSFUL RATHER THAN WHAT HE DOES OR WHAT HIS COMPANY SELLS. Practices and habits of successful people are extremely more insightful than company production.

## Response 9

- **Overall I enjoyed the course, ALTHOUGH I THOROUGHLY EXPECT TO FAIL** or perhaps receive a D, Because it is an unusual structural concept, subject and experience.

## Response 10

- The **networking** with the professionals, and getting an inside look into various industries, rather than just reading about it

## Response 11

The most important part of the class for me is/was the guest presentations. Personally I feel that their experience as managers would give students **an birds eye view** of the hurdles faced in working and managing a company outside its borders.

# Students Comment on Interactive Structure

## Response 8

- I like the archives of the session because if you had any questions or wasn't in class then you could actually watch what you missed. I did not like me the student presenter being filmed because it made me shyder then I am when I usually present without the archive.

## Response 12

- I hardly used the archive, but when I needed to reference one or two of the presentations they were readily available and helpful.

## Response 15

- Yes, I thought it was useful mainly when I was writing my CEOs paper

## Response 6

- Yes the reserve articles that you had planned for us were very interesting. It was great that you had the readings available online for us to view! I like the structure of assignments and the use of Bb Vista. You definitely do a great job of using the full potential of Bb vista. The recordings of lectures were helpful as well as the weblinks and posts of each presenters powerpoint.

## Response 1

- I enjoyed the way this course is structured. I enjoyed the student presentations, guest lecturers, and the online discussions that we participate in weekly. You probably could give a little more time of the due date of the reflections. It seemed like it would be due a day or two after you opened the discussion. We would have a guest presentation on Wednesday and our response is due Friday. Not all students are able to access Vista within those two days

## Response 11

- Yes the format was very good for sparking discussion among students, guest and the instructor. The seminar allowed students to question there theoretical knowledge in global business development and allowed the CEO's to discuss the more practical implications to global business development and management.

## Response 12

- Yes, I believe it works very well. We taught each other and had some very good discussions. The CEO's were a great learning experience.

## Response 13

- It was very innovative. I certainly appreciate the interactive session.

# Class with Dr. Vlahakis and Ms. Vlahakis-Hanks of Eco Friendly Products

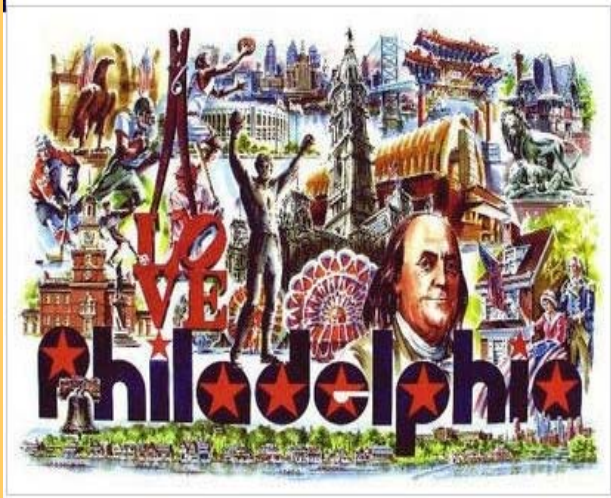


# Class with COCOMAT's VP for International Markets Ms. Rosemary Charou



[illegible]

# CEOs Inside Classroom: Debating as Social Learning for Global Business Competencies



*Creating Ties in class: Antonakakis (CEO of Chamber of Commerce), Vlahakis and Vlahakis (from EFP), and Olympics' Designer Koumba (of Myi4d).*

•Theodoros A. Katerinakis, MSc,  
PhD Candidate, e-mail: [tk325@drexel.edu](mailto:tk325@drexel.edu)

Thank you;  
Questions and Comments are welcomed...