

# Distant partners: A case study of Global Virtual Teams between Spain and South Korea

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# Summary

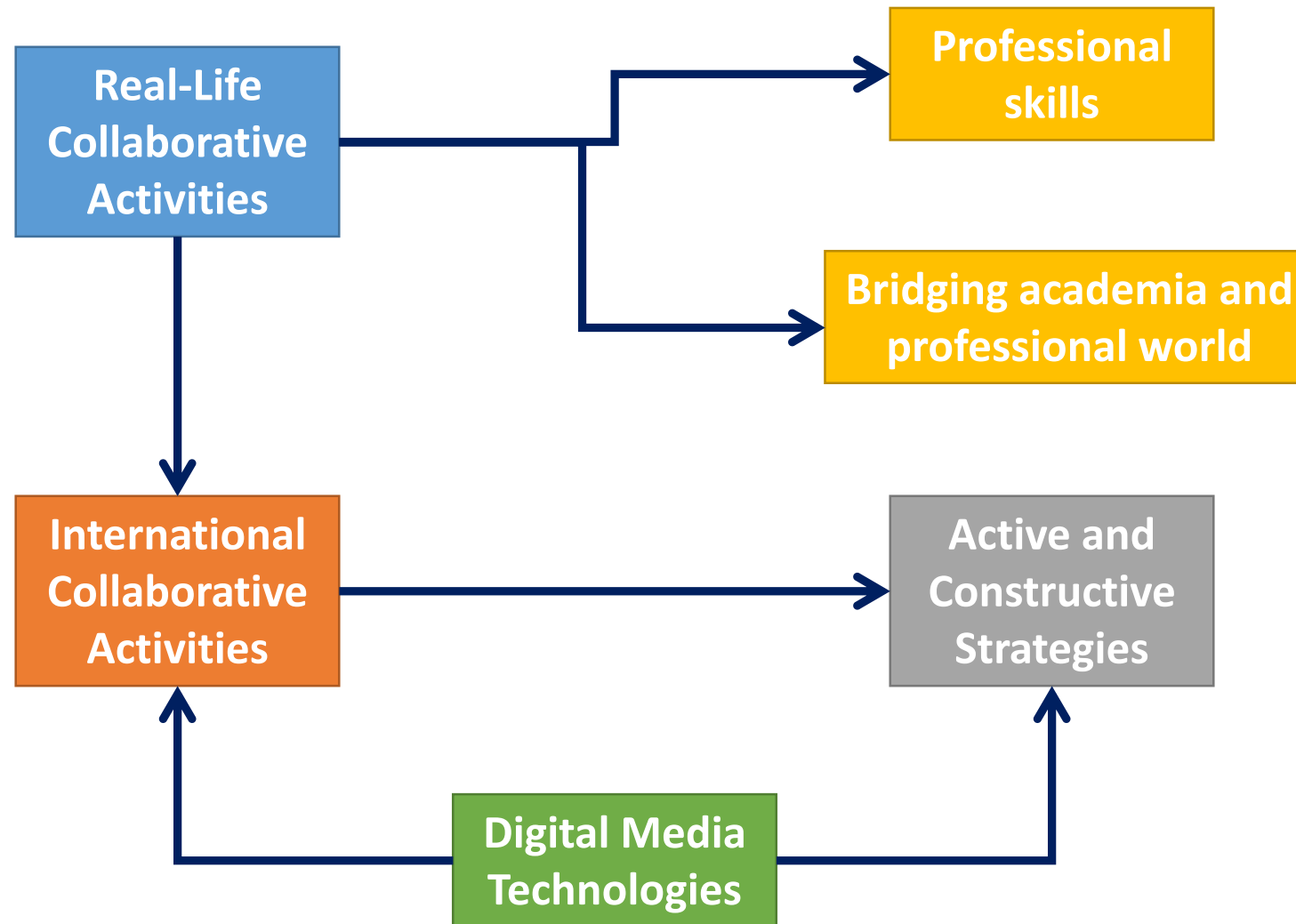
## 1. Introduction and Theoretical Framework

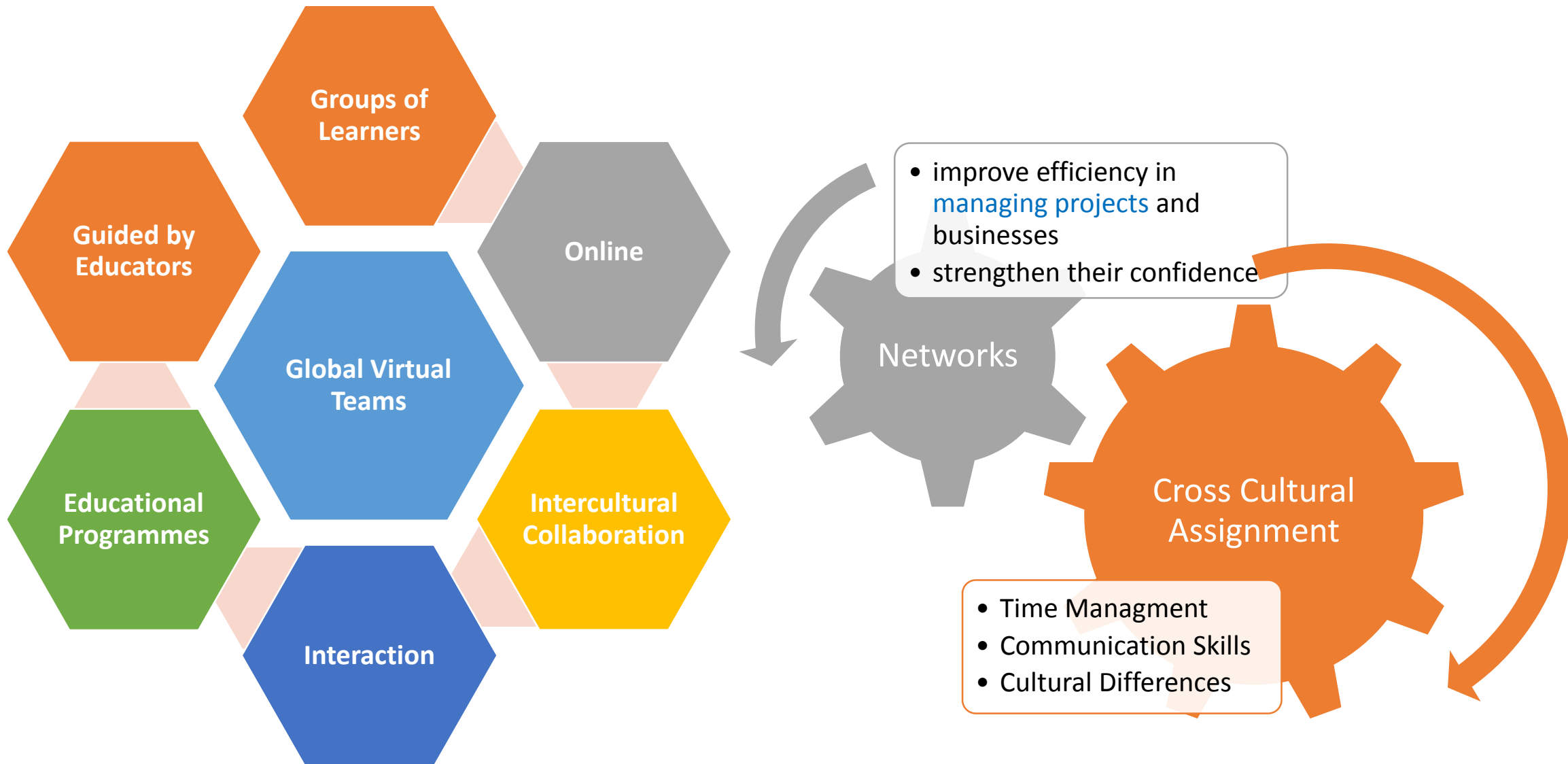
2. Methodology

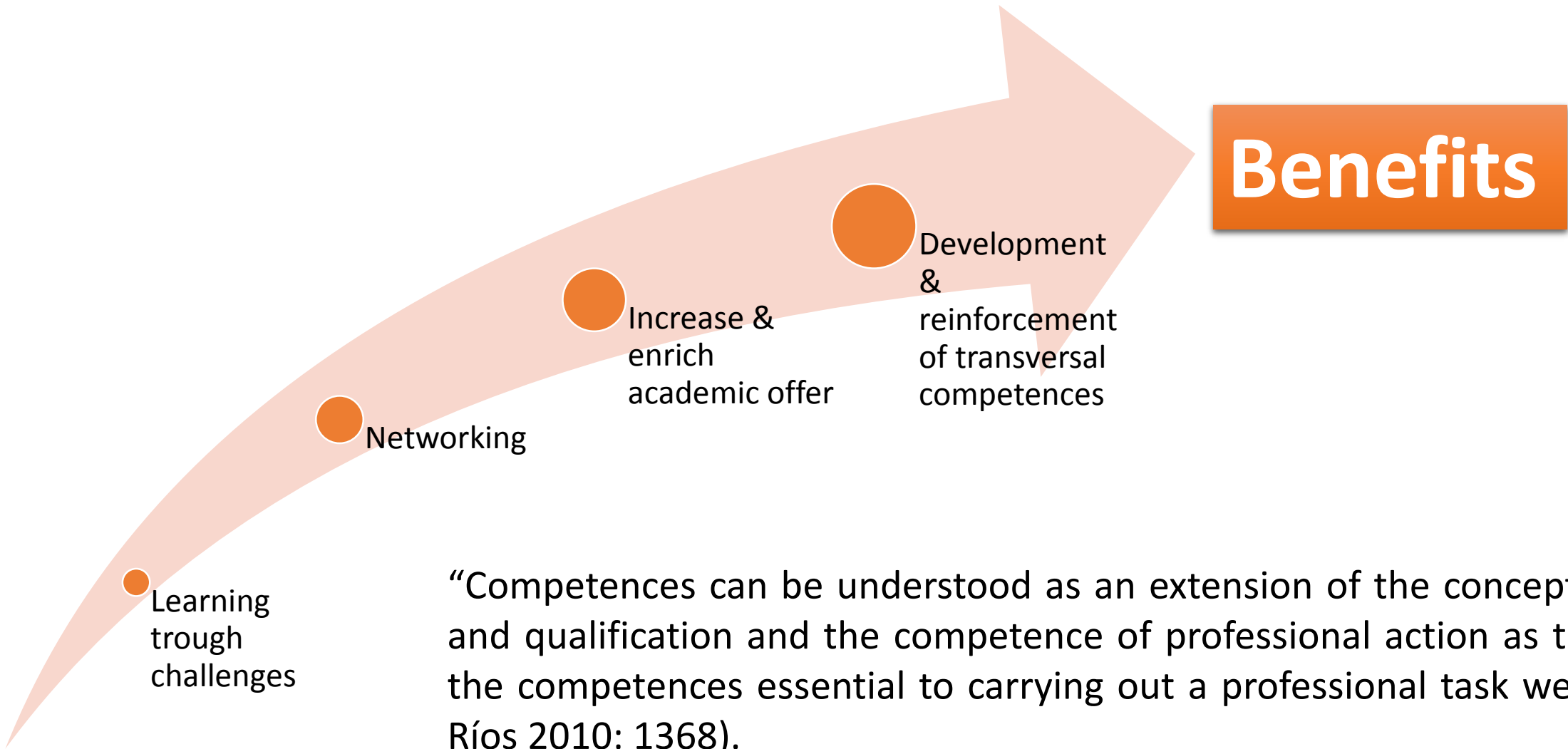
3. Findings

4. Conclusions

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“Competences can be understood as an extension of the concept of ability and qualification and the competence of professional action as the sum of the competences essential to carrying out a professional task well” (De los Ríos 2010: 1368).

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## Methodology

- ESIC Business & Marketing School (Valencia campus, Spain) and SolBridge International School of Business (Daejeon, South Korea).
- 109 undergraduate students (69 in Spain and 48 in South Korea) of 23 different nationalities, distributed in 13 groups of 4-6 people in each institution.



## Methodology

### First Step

ESIC students organised a student association developing an extra-academic activity:

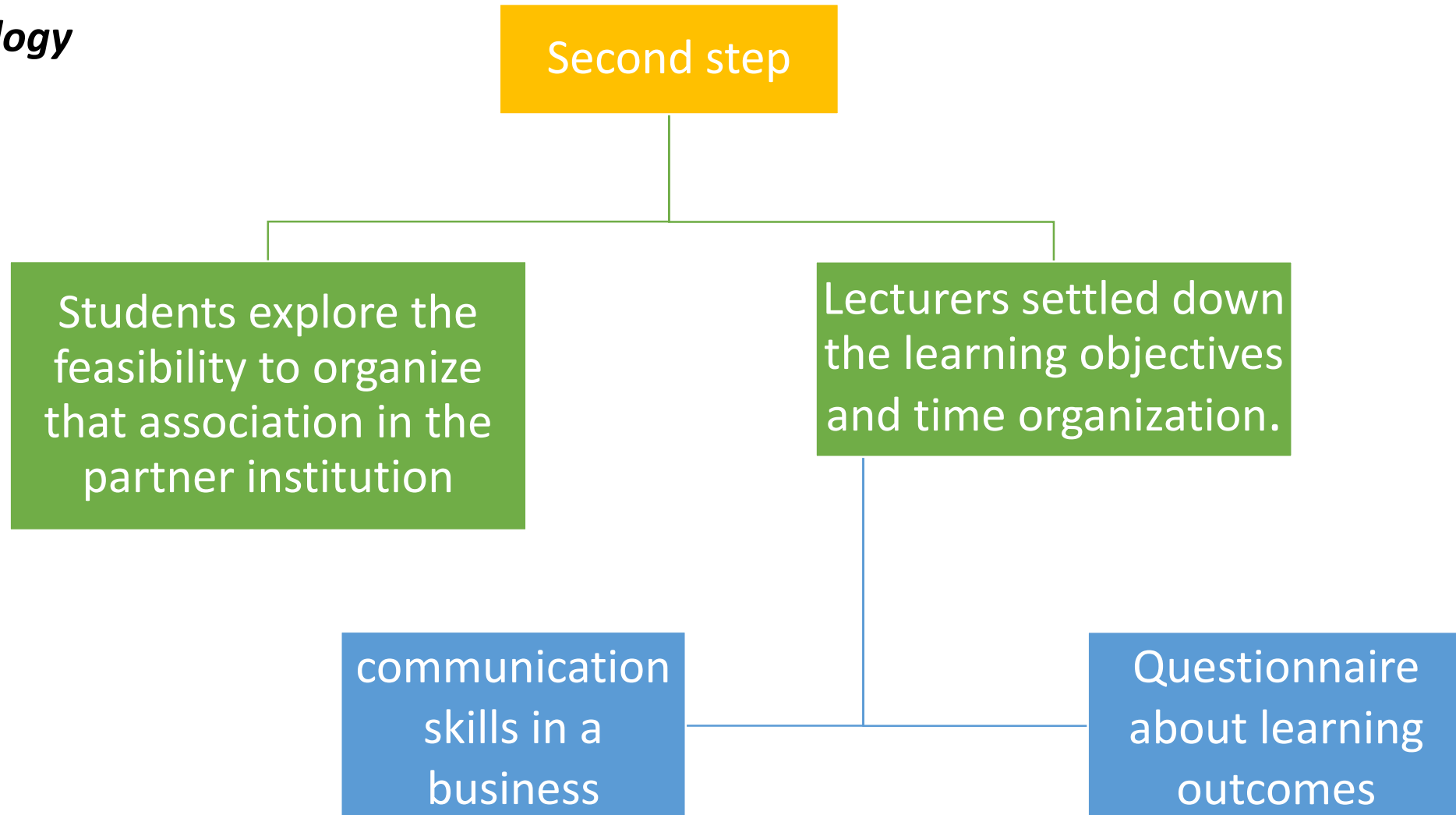
e-sport competition, film club, cooking club, paddle tennis club, escape rooms nights

25% of the final mark in the case of ESIC and 15% in the case of Solbridge.

Solbridge groups concentrated on popular culture among the Spanish students

karaoke, K-Pop, food culture

## Methodology



## ***Assesment***

- Several videoconferences to gather information, discuss and support each other on the research on the partner city and institution.
- Two periodical 'quality audits' about the documents each group was developing together with the minutes for the videoconferences and meetings each group was holding.
- Final report describing their student association, give a presentation of their project and analyse the relationship with their peers.
- For Spanish institution, the presentations was going to be part of the final exam.
- Students also decided the best project and assessed the support and commitment of the members of their own group.

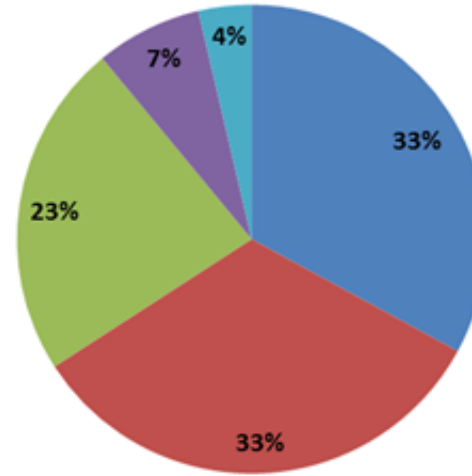
## ***Data collection***

- A total of 109 students participated, of which 61 belonged to ESIC Business & Marketing School and 48 to SolBridge International University.
- Multiple-choice test, which the students completed twice.
- Physical characteristics (origin, gender), the subjective importance that each student assigns to the activities carried out and the degree of satisfaction.
- Open opinion responses were used as well.
- 82 students from both institutions completed the survey and no sampling was performed since all the data is included in the findings.

# Summary

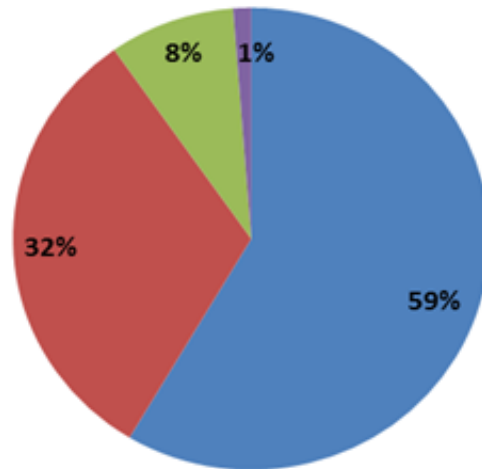
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## Findings



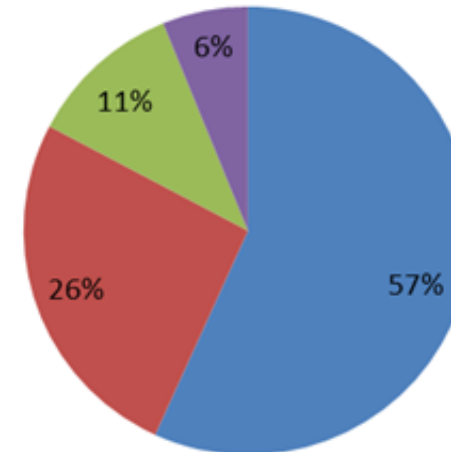
Overall satisfaction

- Somewhat satisfactory
- Satisfactory
- Very satisfactory
- Little satisfactory
- Not satisfactory



Cultural differences

- Very important
- Important
- Somewhat important
- Not important



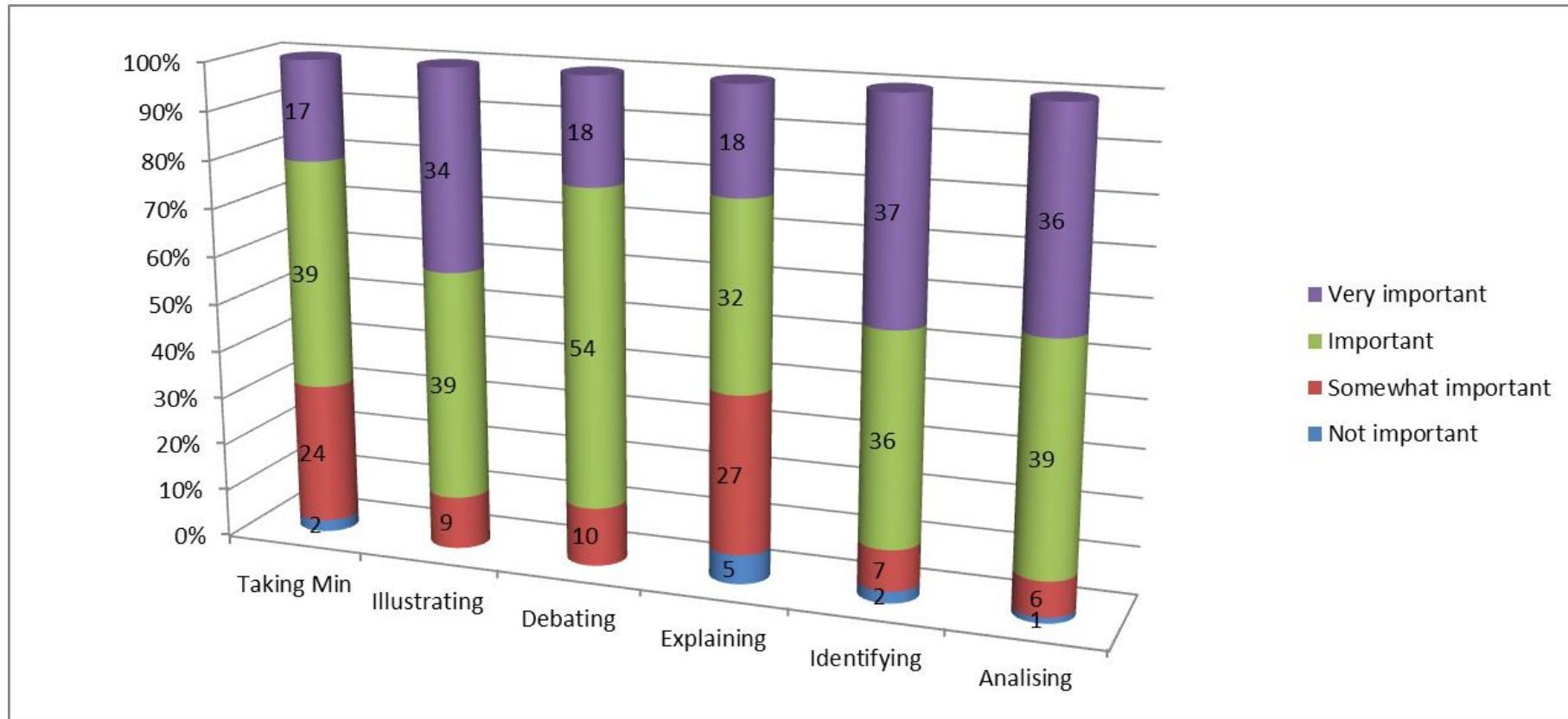
Writing e-mails

- Important
- Very important
- Somewhat important
- Not important

## *Findings*

“Actually, I really enjoyed the experience. All of the feedback that I received indicated that the students enjoyed the collaboration as well. One of the major problems that the students experienced was the major time differences and language barriers. I explained that major time differences could be expected in almost all globalized economic partnerships and collaborations as well as language problems. So, essentially, I explained to the students that they may experience similar problems in real-life situations. Overall, it was an excellent experience for myself and my students” (Quinn, SolBridge lecturer, personal communication).

## Findings



## Findings

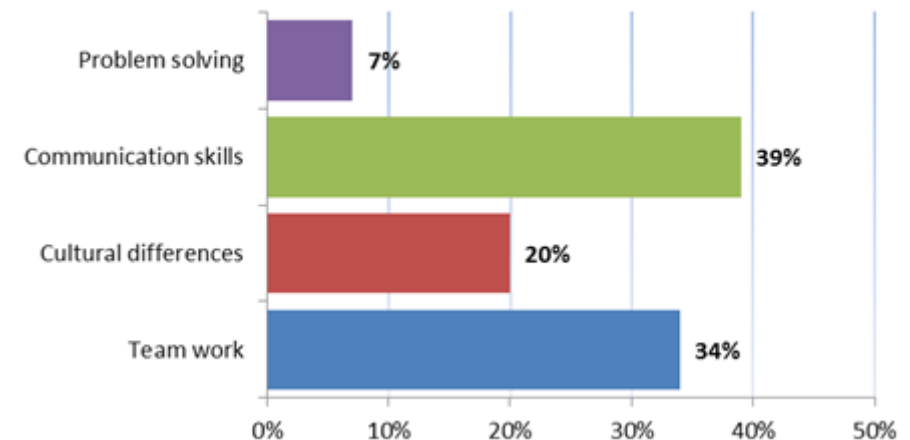
Dependent Variable	Average		Std. Deviation		P-Value	Difference
	ESIC	SolBridge	ESIC	SolBridge		
Overall Satisfaction	3.26	4.35	1.01	0.67	0.0000	Significant
Writing e-mails	2.87	3.32	0.83	0.79	0.0131	Significant
Taking the minute	2.64	3.27	0.74	0.65	0.0002	Significant
Writing reports	3.12	3.41	0.76	0.68	0.0825	Non-significant
Cultural differences	3.34	3.72	0.78	0.45	0.0175	Significant
Illustrating in writing	3.32	3.27	0.70	0.59	0.7707	Non-significant
Debating on events	3.04	3.21	0.59	0.56	0.2084	Non-significant
Explain and describe	2.55	3.17	0.89	0.66	0.0014	Significant
Identifying points	3.28	3.38	0.77	0.682	0.5738	Non-significant
Analysing situations	3.28	3.45	0.69	0.63	0.2889	Non-significant
Speaking in public	3.73	3.38	0.52	0.78	0.0155	Significant

## ***Findings***

- knowing new cultures and people
- communicating with other people
- solving communication problems
- time difference



### Improved skills



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## Conclusions

- Broader understanding of virtual exchange activities in higher education in different cultural.
- Define common strategies in the practice of virtual exchange and greater integration within university curricula.
- Improvement of students' language and digital skills and transversal competences.
- Open up a space for intercultural learning, that can turn into networks outside of the school.
- Wide range of digital competences at a personal and professional level.

## ***Limitations and implications for future research***

- Students were aware that they were working on a fictional objective.
- Additional motivating factor when establishing subsequent similar projects,.
- Misinterpretation of the elaboration and expectation of the activity on the part of some students.
- ESIC students expressed a growing lack of confidence in the feasibility and implementation of the project.
- Necessity to describe even more carefully the tasks and set clear objectives for future projects.
- Subsequent projects could assess how the improvement took place and how they applied that ability to future activities and their careers.

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