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Maria Bourlatskaya
University of Pennsylvania, The Lauder Institute

Susanne Shields
University of Pennsylvania, The Lauder Institute

Ricardo Diaz
University of Pennsylvania, The Lauder Institute

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Maria Bourlatskaya, Susanne Shields, Ricardo Diaz
University of Pennsylvania
The Lauder Institute

A CORPORATE VISIT PROGRAM WITHIN A SUMMER IMMERSION AND A BUSINESS LANGUAGE CURRICULUM

We detail the process for planning and implementing a corporate visit program during a summer immersion as part of an academic curriculum. After explaining the rationale for creating such a model, we provide a brief overview of the two-year Lauder Institute program, an explanation of what a corporate visit actually is, and a description of the factors considered in choosing companies to be visited during the summer immersion. Finally, we describe both a series of tasks by which the students prepare for a visit and the debriefing system after the visit. The chronological order of this process is listed in appendix 1.

One of the challenges in teaching language for business purposes is to provide intensive content-based language instruction combined with culture training and an understanding of key business practices in the country of the target language. The Lauder Institute of Management and International Studies has been meeting this challenge for the past fifteen years, conducting language programs in Chinese, English, French, German, Japanese, Spanish, Portuguese, Russian, and most recently in Arabic. Despite extensive experience gained in the field, Lauder language instructors' continue to develop new practices to better achieve the institute's three objectives (language, culture, and business practices) and meet the constantly rising expectations of the MBA-MA students. The corporate visit program is a component of the summer immersion in which material for academic training is derived from real-life business practices where language and culture instruction extend beyond the classroom. This model, developed for the summer immersion program of the Lauder Institute and tested in all nine of its summer programs, has proven to be very successful in combining the major criteria developed for adult language learners

(Kohls 1995) with the standards for Foreign Language Learning (*Standards for Foreign Language Learning in the 21st Century* 1999). This article explains the perspectives of the Russian, German, and Latin American programs and shows how corporate visits during an initial country immersion familiarize the students with management principles as well as cultural and societal aspects of various industries and how they can serve as the basis for enriched instruction during the succeeding years of a master's program.

In developing a language program for business, educators need to identify clearly the content of language study. Should it comprise business topics such as finance and marketing, or should it be directed at understanding how people interact in business and society and other aspects of culture learning? The Lauder program builds on the belief that it is essential to observe people's behavior as a reflection of their culture and to understand people's perspectives in a cultural context. This view has been validated not only by educators but also by business practitioners. As former IBM Chief Executive Officer Louis V. Gerstner, Jr., writes: "I came to see, in my time at IBM, that culture isn't just one aspect of the game – it *is* the game. In the end, an organization is nothing more than the collective capacity of its people to create value" (2002: 182).

Cultural learning as one of the important outcomes of language study has been emphasized by foreign language educators for many years. In order to promote global awareness and cross-cultural understanding, many strategies have been developed for teaching cultural learning in the foreign language classroom. Important contributors such as Brooks (1968), Nostrand (1971), and Seelye (1994) have offered definitions of culture and goals of cultural instruction that enable students to observe, analyze and ultimately read the target culture "from the viewpoint of the insider" (Hanvey 1979, described in Galloway 1985). However, as Lange (1999) has pointed out, although the importance of culture in the foreign language classroom has been widely recognized and many concepts of how to teach it have been presented as part of the discussion, a definite methodology for integrating culture into language teaching has not been described.

The Lauder program builds upon the assumption that "culture and language are inextricably connected" (Lange 2002: 61) and uses this as a platform for developing a language and cultural perspectives program for business purposes. Since we are preparing managers to work in foreign

business environments, the insider's viewpoint is the perspective of a hypotheoretical business person serving as a focal point in understanding the relationships between language and culture. While business practices, accounting, marketing, and finance are becoming internationally standardized, management philosophies and behavior are culturally conditioned (Harris, Philip, Moran, Robert 2000). For that reason, every part of the Lauder program encompasses this belief.

The two-year program at the Lauder Institute begins with a summer immersion in a foreign country, entailing an intensive exposure to its language, culture, and business practices (table 1). Designed for MBA students of the Wharton School specializing in international business and planning to work in a foreign country, the MA portion of the program has as its objective educating the leaders of the global business community for the 21st century. It seeks to provide managers with an internationalized education, an understanding of the complexities of the international business environment, and the ability to conduct business effectively anywhere in the world. The structure of the Lauder program reflects the belief that to build careers in international business, managers should receive intensive training in the language and culture of a foreign country in addition to an advanced business education. Deep immersion in one language and culture is a process by which students not only gain a highly developed and sophisticated understanding of the target country they are studying, but also acquire all the necessary tools for understanding foreign cultures, thereby preparing them to conduct business in any foreign environment. Lauder students leave the program with the Superior rating in their target language, according to the ACTFL Oral Proficiency Interview, and the ability to function successfully in business in their target country. Essentially, the Superior level is characterized by sufficient structural accuracy and a broad vocabulary, enabling students to participate effectively in most formal and informal conversations on practical, social, and professional topics (*ACTFL Speaking Guidelines* 1998).

Table 1

Overview of the Lauder Program

Summer I

- Orientation program in the US in May including Area History, Global Strategic Management, and Competitive Strategy courses
- In-country 8-week immersion in June and July

Academic Year I:

- Language and Cultural Perspectives Program
- International Political Economy of Business Environment
- International Law and International Relations

Summer II:

- Internship in language

Academic Year II:

- Language and Culture Perspectives Program
- International Studies Electives
- MA Thesis

The eight week in-country experience, with a minimum of 200 contact hours, establishes a foundation for academic work throughout the two-year international program. Various academic, corporate, and cultural activities provide a rich overview that serves as a framework and resource from which the students can later draw. The daily academic program provides intensive content-based language instruction as well as lectures on a variety of subjects, including politics, economics, history, and religion. Language and culture classes are conducted by local faculty, and lectures are given by local experts in their subjects. Students are required to complete a business field project in which they work closely with a local company, learning about its operations and strategy. Their assignment is to identify a problem and work out a possible solution. Excursions take students to places of great cultural significance, theater visits expand their cultural awareness, and social gatherings introduce them to local people

with various backgrounds. A series of corporate visits introduces students to a variety of businesses, business people, and practices.

Although the entering students speak their target language at the Advanced Mid- level, necessary for full participation in all the planned activities, and share the goal of perfecting their command of the language to meet their professional needs, their level of exposure to the target culture can be very diverse. Students who have visited the country as tourists, who have participated in high school or college exchange programs, who have lived and worked in the country, or who are married to a native speaker bring a wide range of interaction skills to the immersion experience. Coming together from different locations and backgrounds to immerse themselves in a target culture and language, the students form a community of life-long learners striving to participate in business and society at home as well as around the world in culturally appropriate ways (SFFL 1996: 9). The main task of the country directors is to guide and structure the process in order to enable the students to understand the norms and values of the society. This process may be promoted most effectively through the analysis of cultural differences in their historical, geographical, social, and political contexts. Guiding the students along the path to cultural literacy and providing the linguistic support needed for in-depth development of the subject matter are the basis for the immersion.

The corporate visit program offers the opportunity to gain insights into business culture and practices. It also allows the use of language not only in theoretical business contexts but in real-life business situations as well. This provides an opportunity to deal with authentic business problems, which, according to Kohls (1995: 65), is an important consideration in any program for adult learners. Depending on the country, visits are arranged in twelve to eighteen companies during the eight weeks of the summer immersion (see the appendix for a partial list of companies). Incorporated into the two-year Lauder curriculum through a system of preparatory activities, a series of on-site tasks, and the debriefing, the corporate visit program becomes a rich resource for language and culture instruction. It provides an opportunity to develop activities that allow students to practice different linguistic and intercultural skills and strategies, perform various tasks, and work in different communicative modes. The students' activities in preparing and implementing visits, along with

the subsequent debriefing, are in line with the national standards for foreign language learning in the United States.

The corporate visit provides an opportunity for students to use their target language in different modes: interpretive (interpreting what they hear and see), presentational (presenting the Lauder program and themselves), and interpersonal (communicating as individuals and as a group with the company's representatives) (SFFL 1996: 9). Since the primary goal of each corporate visit is to learn about the company's context, understanding and interpreting the company's presentation becomes the greatest challenge for the students. Presentations generally address the company's structure, products and services, goals, market strategy, management, company values, and philosophy. Very often executives from various departments speak in considerable detail about their work. In an investment bank, for example, investment, trading, and research officers speak separately since they are responsible for different areas. The language barrier and the students' limited knowledge of the industry often interfere with processing this kind of information.

Because culture learning occurs not only through verbal communication but also through unspoken human relationships, observation is essential to learning during a corporate visit. As Hall argued (1990), understanding nonverbal communication is an important part of culture learning, enabling one to understand not only what others try to communicate verbally but also what they communicate unintentionally. Words represent maybe ten percent of total communication, and the remaining ninety percent is nonverbal behavior (Hall 1983). The way a company's employees look and speak, as well as their use of the workspace, can tell a great deal about the company's culture. Therefore, aspects such as the appearance of the executive's office, his desk, the conditions and layout of the company's facilities become objects of attention. Finally, through comparison and contrast of the information gathered during the visit with the perspectives of outsiders, the students can expand their understanding of the local culture.

Knowing one company or industry in depth limits one's understanding of a culture or business environment. Only after visiting a number of very different companies, drawing comparisons and establishing the connections between them can the students really grasp the richness of a given business environment. They can then identify unique features of a par-

ticular industry, company, or a business representative, and in addition, to characteristic features of a society or business environment as a whole.

It is important to select companies carefully to present a broad and balanced view of that environment and yet avoid redundancy so that the students remain interested and continue to learn from these visits throughout the program. The criteria for choosing companies to be visited are the following: type of business, domestic versus foreign, size, established contacts and relationships, years in operation, and relevance to the current culture and market.

Type of Business: Since Lauder instructors invariably work with Wharton students whose primary interest is consulting and banking, one or two companies from these sectors are always visited. Visits to companies in sectors such as energy, different types of manufacturing, advanced technology, and communications are also arranged (see appendix 2). In some countries visits include nonprofit organizations.

Domestic Versus Foreign: This distinction is important in developing countries, where significant differences are found between domestic and foreign companies in corporate culture, in their accounting systems, and in their working languages. Multinational corporations are well represented in each of the countries visited and are the primary employers for Lauder students after graduation. It is often the case that the main working language is English. In Russia, for example, visits to such companies are conducted entirely in English. Their corporate culture is similar or identical to that of their counterparts in the United States. Domestic companies, on the other hand, use Russian exclusively in their operations. Until recently, these companies were not potential employers for the students, who considered visits to such companies as unique cultural experiences. In Germany most of the companies visited are domestic but have grown internationally. Although these companies have become multinational, the culture at their headquarters remains German. Even though English is becoming the dominant business language in many German companies, the majority of visits are conducted in German. Visits to companies of American origin, such as McKinsey and BCG, are also conducted in German.

Size: Since the conditions under which a business operates are related to its size, affecting business culture, ethics, and management, we visit large corporations, midsize companies and small businesses. In Germany, where midsize companies are the backbone of the economy, corporate

visits serve to illuminate the features that distinguish these medium-sized, often family owned businesses, from large corporations. In Russia, large corporations traditionally dominate, though in the last decade smaller businesses have begun to command a share of the market. Corporate visits in Mexico provide an opportunity to compare a few large domestic conglomerates with the multinationals doing business there.

Historical contrasts: In developing countries, the age of a company has to be considered, since it is an indicator of management style and corporate culture. In Russia, companies dating from the Soviet era differ greatly from those that originated at the end of the period or after the collapse of the Soviet Union. The former have faced difficulties in restructuring while the latter were established in a new economy. In Latin America, sizable differences occur between the traditional family businesses and the more recent family-run conglomerates.

Established Contacts and Relationships: One of the keys to a successful corporate visit is the establishment of a good relationship with the firm and the person hosting the visit. It is not enough to look for just a meeting. A successful visit involves interaction with one of the top executives or the owner of the company. He (usually it is a man) should be interested in meeting with Lauder students and ready to speak openly about his business. This is especially important in emerging markets, where people are reluctant to share their business affairs and to be open about their operations, where even such basic information as the company's profits or level of production can be regarded as classified information. Established contacts are important in Germany as well; the majority of visits are coordinated with people who are familiar with the Lauder program. In many cases companies view the students as potential employees and are very open about their business practices. New contacts are often established through alumni who work in a company in the target country. Through their own experience with the Lauder program, they succeed in meeting the students' expectations. Very often they have paved the way to long-lasting relationships with a company.

Relevance to Today's Culture and Market: We look at the most important industries in the country at the time and make sure to offer a visit to each of them. In countries with developed economies, like Germany, the list of companies does not vary greatly from year to year. In developing countries like Russia, a great change may appear in a short period of time. The relevance of a particular sector of a nation's economy may

change depending on the economic situation. For example, in Russia in the mid-1990s the banking and consulting sectors did very well, while production, especially heavy industry, was relatively depressed. This was reflected in the choice of companies visited. The events of 1998 turned things upside down. The banking industry was no longer thriving, but domestic production had again started to grow, and so the program was adjusted accordingly. A similar situation applied in Mexico in the 1990s, when the banking crisis hit in 1994.

The structure of a corporate visit depends on whether students visit service providers or manufacturers. The various differences notwithstanding, every corporate visit has the same structure: introduction, company agenda, and conclusion. At the beginning of a visit in some countries, the students introduce their school, program, and themselves individually. The company's agenda depends on the corporation and the people met. It may consist of four parts: a formal corporate presentation, a tour of the facilities, a question-and-answer period, and sometimes an informal or formal meal. At the conclusion of the visit one of the students expresses gratitude and presents the host with small gifts as tokens of appreciation.

Service Providers: A visit with a service provider runs from one to three hours, depending on the host's availability and the intensity of the discussion. This kind of visit usually takes place in a conference room. The students interact with the head of the company, a few executives, or a group of both. The greatest advantages of these visits are the level of contact and relevance since these are potential positions Lauder students will have after graduation, and duration, since these visits are relatively short and do not tire the students. At the same time, in order to benefit from these visits, the students should be sufficiently proficient in the language to follow the presenter and to be able to take part in the discussion. Thus language proficiency becomes the key factor in the success of the visit. The principal disadvantages of this kind of visit are that it offers limited exposure to the work place and little opportunity for interaction with employees.

Manufacturers: A visit to a manufacturing company usually lasts longer, three to five hours, because in addition to a meeting with management, this kind of visit typically includes a tour of the facilities and a debriefing afterwards. During these visits students, on the one hand, are overwhelmed with seemingly irrelevant details but on the other hand, get a first-hand exposure to the product and to the people at work. While

touring the factory, students meet employees at different levels. This presents an opportunity to speak in an informal business setting, which may lead to frustration when they have trouble making themselves understood. At the same time they obtain much nonverbal information and are usually quite entertained with what they see. These visits are much more time consuming and tiring for the students, so fewer are scheduled during the program.

A number of problems and complications may occur during a corporate visit: students with lower language proficiency may not be able to follow the presenter or are not understood; students are so unfamiliar with a company's operations that they can not ask relevant questions and establish a dialogue with management; the students develop culturally inappropriate behavior during the visit; or the presentation does not fulfill the students' expectations. In order to minimize these obstacles and maximize the positive impact of a corporate visit program on the learning process, a means of incorporating this kind of visit into the academic curriculum has been developed.

Preparation for a corporate visit consists of two segments. During the first segment, as part of the orientation in Philadelphia, ten hours of class time are spent familiarizing the students with the recent economic and political developments in the target country, using materials intended for native speakers of the target language. This is crucial for understanding in-country current events. Furthermore, the students master the cultural context in which the language occurs and gain insight into distinctive cultural viewpoints. The students are also given some information on the cultural differences between the United States and their target country (see intercultural research by Edward T. Hall), and study concepts of time and space. A number of books on intercultural communication offer useful advice on cross-cultural relations and provide background information on the driving forces in a particular society, such as Yale Richmond's *From nyet to da : understanding the Russians*, 1996; Greg Nees's *Germany: unraveling an enigma*, 2000; John C. Condon's *Good neighbors : communicating with the Mexicans*, 1997. The students gain a preliminary understanding of the culture, which serves as the basis for studying the practices of various businesses in the country. Drawing comparisons between two or more cultures helps the students understand the multiplicity of ways in which the world is understood and business is conducted. As the students increase their knowledge of the target busi-

ness culture, they develop insight into their own culture and discover similarities and differences in perspectives and practices (SFFL 1996: 9). For example, in many cases proper business attire is not what the students expect and, therefore, requires explanation. Agreeing on dress codes for different occasions (business, business casual, or casual) constitutes a practical way to understand customary business behavior. Provided with these insights into the target cultures, the students are in the immersion mode and ready to expand their knowledge on site.

The second segment of preparatory work takes place after arrival in the country as part of the academic instruction. Students attend lectures and read texts that help them to understand how business is conducted in the target culture. They contextualize a particular business by learning about the economic development of the country. In Germany, for instance, students learn about the social market economy instituted after World War II and its implications for the society. In Mexico, they study the import substitution strategies of the past and the implementation of neo-liberalist policies with particular attention to the major crisis of 1994. Each student chooses several companies from those the group is planning to visit and prepares a class presentation. Depending on the size of the group, this may be done individually or in teams.

The student presentations, which precede the corporate visits, summarize information gathered from the internet, industry literature, and annual reports of the companies. The students explain how the companies are set up and relate what they have learned about the CEO and board of directors. The in-class presentations thus serve as a content briefing. At the same time, they also serve language-learning functions. The presenters invariably encounter industry-specific vocabulary and introduce it to their classmates. The question-and-answer period gives their classmates an opportunity to clarify new concepts, vocabulary, and constructions. On the basis of the presentations, students formulate questions they can ask during the visit. Having these questions in front of them during the visit lowers the anxiety they inevitably experience when conversing with company hosts and provides the more diffident students with a higher degree of security. The presenters have an opportunity to communicate in all three modes as they interpret the information gathered, present their findings, and converse with their classmates. Finally, the students may complete their preparation for the meeting with company representatives by

reading articles, watching television news and conversing with their hosts for the purpose of gathering the most current information.

Before each visit students receive handouts with instructions to guide them in making observations during the visit. These handouts are designed to help them develop the awareness and skills to become successful participants in the target culture. The students' answers to certain questions in these handouts reflect their understanding of the presentation and conversations. The handout calls for students to make observations on the factory floor regarding the behavior of various individuals, social standing, and nonverbal communication during the visit. In addition, clothing styles and appearance provide valuable information for the debriefing. Students go beneath the surface, paying attention to seemingly irrelevant details, an understanding of which, as Hall points out, is an essential component of cultural competence (1990).

Debriefing takes the form of a structured group discussion of a corporate visit led by the country director. Every debriefing is aimed at the cultural perspectives and language learning goals that enhance the academic experience; therefore, the debriefing is part of the curriculum. Students analyze and interpret what they have seen and heard during preparation for the visit and the visit itself. Also, these analyses and interpretations take place in the framework of the students' previous knowledge and experience. Three kinds of debriefing segments are used in the two-year Lauder program: immediate, short-term, and long-term. The first two are planned and conducted by the country director during the immersion, while the third plays a role later in the program.

The immediate debriefing is an unstructured, informal discussion that takes place right after a visit and consists of an exchange of first impressions and preliminary observations. Emphasis is placed on the production of a list of observations and questions without regard to sophistication or depth. While the students compare their preliminary opinions of the rationale for the events of the visit and provide justification for their opinions, explanations are suggested for the events that have just taken place. Students typically consider the new vocabulary and idiomatic expressions to which they have been exposed during the visit, examining topics ranging from vocabulary and etiquette to power structure. At the meeting students are given a homework assignment of filling out the handout they received during preparation, which documents their observations and makes use of the host company's presentation and the printed

materials that were distributed during the presentation. This lays the groundwork for the short-term debriefing.

The timing and setting of the immediate debriefing are important considerations. The discussion should take place right after the visit, while notes and examples are fresh in the students' minds. The participants have had very little time to analyze. The immediate debriefing facilitates the discussion of first impressions before they are forgotten or distorted in memory. Given the importance of the timing, the setting for the debriefing has few requirements so that the students should speak without inhibition or distractions. Since students ought to be free to make candid observations, no employees of the company are involved; a nearby private office would be an excellent setting, but even a small quiet restaurant would do.

The short-term debriefing takes place in a classroom a few days after the visit. Since this debriefing is a part of the students' academic training and usually is on the schedule once a week, several visits are discussed during each of these sessions. At this time the students discuss each visit in greater depth. This is their opportunity to compare companies visited during the summer, note similarities and differences, look for specific and generic behaviors and practices, and make connections between what they have experienced during the visits and what they have studied in their summer courses. In Mexico students study intercultural communication and thus have the opportunity to consider the theory of communication in the context of actual examples from the corporate visits. In Russia there are a business language class and a series of lectures on economics, politics, and culture offering an academic view of Russian business and society. This can be compared with the practices of the host companies. In Germany a series of lectures on similar topics serves as the basis for comparison. The students discuss how the things they learned during the corporate visits support the academic perspective.

In preparation for this debriefing students fill out forms and prepare presentations. Given the intensity of the summer program it is unrealistic to expect that they will complete a form for each visit. Therefore each student chooses the visit that made the greatest impression upon him or her, completes one form and prepares a five-minute presentation, initiating a class discussion. In completing the form the student writes two paragraphs – one summarizes the content of the company's presentation and the other addresses the following questions: what was of greatest interest;

what were the drawbacks of the visit; and did the visit meet the students' expectations. In addition, the student prepares notes for use while speaking about the visit in class (see appendix 3). This exercise provides an opportunity to practice writing and, more importantly, to practice synthesis and precision of expression. The class presentation, on the other hand, gives the student the opportunity to expand upon the material in his/her notes and to talk in greater detail about observations. The discussion following this presentation reveals how the varying backgrounds and experiences of group members affect their interpretation and analysis of the same facts, sometimes provoking interchanges that are very lively indeed. This helps to break down existing stereotypes and to lead students to expand their understanding of the complexity of the culture they are studying.

The value of this debriefing can hardly be overestimated. It provides an excellent opportunity for students to work in all three modes - presentational, interpretive, and interpersonal - to make use of the vocabulary acquired during the preparation and corporate visits, and to build up their awareness of the business environment and the culture as reflected in the business community.

The long-term debriefing and reflection occur during the months and even years following the summer immersion. It is in the long term that corporate visits have their greatest impact. During the four semesters following the summer immersion, the students at the Lauder Institute continue to participate in the MA portion of the Lauder program and to learn about the country and its culture. Corporate visits provide examples of theories and ideas that the students later explore in an academic setting, since students frequently draw on their corporate visit experience in their Wharton business courses. They benefit from an enhanced understanding of current events whenever companies or people they have encountered in corporate visits are mentioned in the media and whenever a situation similar to one described in the press has previously been observed by the students. It is not unusual to read about the companies in magazines, newspapers, or stock market listings. Often the students have a keen insight into the realities behind the articles.

Conclusion

The description of the corporate visit model has shown how task-based instruction creates a setting for communication in the classroom, which is closely linked with authentic performance in a social setting and provides meaningful content for the students. By examining the relationship between language and culture in a business setting, students gain insights into the thought processes of business people in a particular corporate culture, as well as a deeper understanding of the target culture as a whole.

The model of placing a corporate visit program into the academic curriculum considers language learning not as a goal in itself, but rather a tool for completing the tasks that are assigned to the students at each stage in the process. Language learning occurs when students complete tasks such as gathering material, presenting it during classes and corporate visits, asking questions, making notes, summarizing, and holding discussions. Since all of these tasks are aimed at achieving a better understanding of the business environment of the target culture, the content becomes the driving force in language learning.

In promoting the development of intercultural competence in the study of a foreign language, the Lauder program has moved toward the goal of cooperation between language educators and interculturalists, as expressed by Fantini (1999). Interculturalists, by concentrating on the explanation of intercultural concepts in foreign countries, tend to ignore the importance of communicating in a language. Language educators, on the other hand, usually place excessive emphasis on language learning, while paying insufficient attention to the relationships between language and culture. Language educators "will benefit greatly by drawing on work already done by interculturalists, just as interculturalists will certainly benefit from closer involvement with FL educators" (Fantini 1999: 210). The model described in this article is an example of this approach.

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Appendix 1

Stages of Implementing a Corporate-Visit Program into a Summer-Immersion Academic Curriculum

I. Planning a corporate visit program and choosing the companies to be visited

II. Preparation for a corporate visit
   - A. First segment: class preparation during orientation in the United States
   - B. Second segment: in-country class preparation

III. Corporate visit

IV. Debriefing
   - A. Immediate
   - B. Short-term
   - C. Long-term

Appendix 2

Companies visited during the summer immersion

Type of Industry	Germany	Russia
Consulting/ Advising	**BCG** **McKinsey** **Daimler/Chrysler Services** **Roland Berger**	**McKinsey** **Ernst & Young**
Banking/Finance	**Goldman Sachs** **Deutsche Bank**	Citibank ROUST, Inc. Troika Dialog
Private Equity	**3i**	**AIG Brunswick** **SUN Group** **Brunswick** **IFC**
Technology	**SAP**	**IBS** **AMT Group**
Tele-Communications	**Siemens**	**Bi-line**
Media	**Bertelsmann** **Burda**	**Kommersant**
Pharmaceuticals	**Lilly Pharma**	
Food/Beverages	**Hipp**	Transmark (Division of South African Breweries) McDonald's Petrosoyuz
Energy		**EXXON** **KievGaz**
Insurance	**Allianz**	
Manufacturing	**Adidas** **Estee Lauder** **Thyssen Krupp** **Henkel**	**LOMO** **Manafactura** **Malugina** **Moskvich**
Tobacco		**British-American Tobacco**
Agriculture		**Farm**
Automotive	**BMW** **VW**	
Nonprofit		**Russian Orphan Opportunity Fund** **Downsideup**

Appendix 3

Corporate Visit Worksheet

Name of the Company: _____
Date: _____

Representative of the Company: _____
_____
_____
Summary of the Company's Presentation: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Duration of the visit.
Description of the visit.
What was of greatest interest? What were the drawbacks?
Did the visit meet your expectations and how?

Pay attention to the following aspects:

- Behavior, manner of speech, gestures
- Relationships with the employees
- Clothing
- Executive's office and desk
- Conditions and layout of the facilities