

International Business

Progress Report 2001-2002

section 1 of 3

**B.S. in Business
International Business
Major
Program Review Progress Report**

January 2002

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Section 1: Overview of Program

Centrality to FSU Mission:

Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.

The International Business Program (INTB) mission is to enhance the University's mission by providing students a career-oriented program with a solid academic background in international business, which includes language, business, and cultural expertise. Students are involved in hands on learning through cases and projects in marketing, exporting and importing of products or services. The unique focus on languages, practical business, and cultural immersion is designed to enable graduates to quickly add value in their chosen professional fields.

Uniqueness and Visibility:

The program is the oldest international business program in the state. The uniqueness of the program is found in its core, a three dimensional curriculum. Other institutions are either one-dimensional or two-dimensional by focusing on international business courses or international business courses and language. They rarely include regional studies. Our program is also increasing the language requirement from four semesters to five semesters and strongly recommending that students study abroad for a semester. The Office of International Affairs (OIA) monitors the study abroad component. The OIA works in conjunction with FSU in overseeing these contractual relationships with several overseas institutions. These overseas institutions in Europe also work with the student in locating appropriate internships following their semester of studying. Also, INTB offers a distinctive course in export-import procedures that focuses on BOLERO (an electronic platform for transmission of all trade documents) and SWIFT systems (Society for Worldwide Inter-bank Financial Telecommunications) in addition to exporting and importing projects.

The visibility of the program is illustrated by its recognition and acceptance of our graduates by the top graduate schools of international business in the United States (American Graduate School of International Management and the University of South Carolina) for the quality of our program. Furthermore, the U.S. government's Foreign Commercial Service and West Michigan World Trade Organization recognize our program.

Service to State, Nation and World:

Michigan ranks fifth in the nation in export volume of good and services around the world. The United States ranks as the largest exporter and importer in the world. Globalization is the driving force behind the expansion of global trade. The INTB services this expansion by graduating students with the necessary skills that will benefit business, non-profits, international organizations and governmental entities involved in international commerce.

Demand by Students:

The 2001 enrollment is at 32 students. Our feeder schools (high schools and community colleges) are currently addressing their curricula in ways that incorporate globalization. This will result in a greater awareness in the program by potential students. Furthermore, parents of potential students are being exposed to globalization through newspaper, magazines, and news networks. This may have an additional positive impact on enrollment in the program.

New students as they enrolled in the IB program:

School Year	F	W	S	MI	Out state	Foreign
97-98	15	2	0	94%	6%	0%
98-99	11	3	1	93%	7%	0%
99-00	8	3	1	92%	8%	0%
00-01	11	1	0	67%	16.5%	16.5%
01-02	9			100%		

Quality of Instruction:

Instructional quality is high – usage of cases, projects, teams, Internet, and multimedia presentations of material has enhanced the quality of instruction.

Demand for Graduates:

The Global Relocation Trends 1999 Survey Report, issued jointly by Windham International, National Foreign Trade Council, and the Institute for International Human Resources shows that companies are increasing the number of U.S. expatriate employees (74,709). This trend is expected to continue. A Fortune 500 survey shows that 85 % of firms do not feel they have adequate number of global managers.

Placement Rate and Average Salary of Graduates:

Placement Rate was 100% for 2001, 3 employed and 1 continuing education, average salary \$24-27,000

Service to Non-majors:

The program services non-majors through the International Business Certificate, Finance majors by offering the International Finance course, Business Administration majors by offering the International Business Systems course, and as an elective for non-business majors. The program also provides support for the Global Logistics Certificate and the International Business Certificate.

Facilities and Equipment:

There are no special requirements for the program outside the facilities and equipment used by the College of Business.

Library Information Resources:

Library resources are adequate to service the needs of the program. The program relies heavily on the Internet. There are several hundred governmental and private sites for international business data.

Cost:

The total cost per student credit hour (average for program) is \$161.18.

Productivity:

The statistics from the Office of the Institutional Research show the cost data for International Business Program (major). See appendix A for complete data.

Figure 1

SCH/FTEF (Avg F+W)	1999-2000	2000-2001	2000-2001rank
Col of Bus	485.89	497.97	2/10
Mgmt Dept.	493.59	541.48	9/42
NTB course prefixes	276.15	322.29	104/161

Figure 2

ITEM	Cost for INTB(1999-2000 S, F, W)	Average Instructor, Dept., Dean's Cost per SCH for Degree Programs FSU Colleges: Ranked highest to lowest
Average Instructor Cost/SCH	\$128.00	\$396.67(Optomety) - \$91.17 (Univ. Col)
Average Department Cost/SCH	\$21.74	\$61.57(Optomety) - \$24.71 (Univ. Col)
Average Dean's Cost/SCH	\$11.44	\$98.11(Optomety) - \$11.38 (A & S)
Total Instructor Cost	\$16,256.01	
Total Department Cost	\$2,760.69	
Total Dean's Cost	\$1,453.11	
Total Program Cost	\$20,469.80	
Total Cost/ SCH	\$161.18	\$528.36 (Optometry)-\$151.08 (Univ. Col)

The above cost data shows that the International Business program has a low average cost compared to other programs in the Management Department and in the low end compared to other programs in other colleges. In Figure 1 above, the INTB course prefixes have lower SCH/FTEF average cost compared to the average of the College of Business and that of the Management Department. See Appendix A for a complete copy of the program cost published by the Office of the Institutional Research & Testing.

Looking at Figure 2 above, the International Business program is in the low end of the cost spectrum in almost all the categories. A complete ranking can be found in Appendix A published by the Office of the Institutional Research & Testing.

Faculty: Professional and Scholarly Activities:

Asst. Prof. Kelson

- a) A Foreign Exchange Workshop, VanAndel Global Trade Center, 12/01
- b) Global Issues 2001: Igniting Change Within Your Organization Program, 10/29 – 11/1/01, Thunderbird Executive Education
- c) Export Training Institute – Export Financing, 1999
- d) Research Paper – Russian Seaport Facilities & Customs Regulation, 9/98
- e) Privatization and After: Business in Russia and Eastern Europe, Thunderbird Executive Education, 1998

Assoc. Prof. Hartman

- a) 1991-present, maintains small private business and international law practice for former clients.
- b) Sept., 2001, Lilly North Conference on College & University Teaching
- c) Jan. 2001-April 2001, Learning, The Learner & Teaching Methodology, a 10-week seminar presented by the FSU Center for Teaching, Learning & Faculty Development
- d) Aug. 1993 and Aug. 1994, presented weeklong seminars on U.S. business and international law to employees of Lucky-Goldstar Corp. (now LG Group) of S. Korea.
- e) Aug. 1997, speech on American Legal Culture for visiting Russian scholars and businesspeople from Moscow State U. and Dialog, a Russian company.
- f) March 1994 and March 1996, speeches on Women's Professional Development for FSU observance of Women's History Month.

Administrative Effectiveness:

Positive: Support for faculty to attend seminars, conferences and workshops.

Negative: Marketing of program, relief time for director and expansion of program to Grand Rapids Campus. This program along with other programs in the College of Business needs a professional staff to

market the program and administer tracking of alumni and employers. Faculty do not have the resources or time to do a adequate job.

History:

The INTB was created in the early 70's. The program graduated its first student in 1976. During the 70's, Ferris was one of a few universities in the country offering a major in international business. Today, there are over 290 undergraduate schools offering an international business major in the United States. There are 10 colleges in Michigan offering international business majors (Adrian, Davenport, EMU, Ferris, GVSU, Hillsdale, Madonna, Marygrove, Northwood and the UofD. The growth of this major within the state and throughout the United States illustrates the importance of the major. This growth has caused an increase in the competition for students interested in the field of international business.

The demand by businesses for students with international business skills has also increased. Globalization creates new opportunities that require new capabilities. Consequently, in nearly every firm, demand for global managers outstrips the supply. A Fortune 500 survey shows that 85 % of firms do not feel they have adequate number of global managers. Furthermore, these executives believe that even those identified as global managers lack sufficient skills. Unfortunately, few corporations have sought to provide their employees with the experiences and training needed to develop global leadership capabilities.

How many countries did a company operate in twenty years ago? Ten years ago? Five years ago? How many countries does a company operate in today? Clearly most firms are operating in more places today than ever before. For most managers, the world they have to think about and understand is getting larger. Countries that didn't even show up on anyone's radar screen ten years ago present major market opportunities today. As a consequence, more global managers are needed now and in the future because globalization means greater revenues, lower costs, and even corporate survival.

Summary:

Why has the International Business Program's enrollment decreased?

- 1) Lack of effective marketing of program
- 2) Increased competition from other schools
- 3) Previous declines in business school enrollments across the country
- 4) Strengthening of US dollar vs. foreign currencies
- 5) Limited foreign language offerings
- 6) Lack of a study abroad component
- 7) Limited amount of internships
- 8) Course scheduling
- 9) Limited number of instructors

What can be done to correct it?

- 1) Hire a qualified public relations firm to market the program along with other College of Business programs.
- 2) Add a study abroad and internship component to the program.
- 3) Add functional tracks to the program such as marketing, finance, human resource management, logistics, and computer information systems.
- 4) Increase the number of languages offered.
- 5) Offer the major at our Grand Rapids location which is located in an urban center, close to companies with global operations and institutions that offer Chinese, French, German, Japanese, Spanish, and Russian language courses.
- 6) Offer the courses more frequently.

- 7) Increase the pool of instructors that are able to teach international courses.
- 8) Increase the effort to market the program.

Impact:

Economically:

The program has a negligible draw on the financial resources of the University. Long term, the program can become revenue producing. A viable international business program at the University can be seen as valuable addition to the community at large in attracting companies to the area. The administration has recommended that the INTB courses (except INTB 310) be scheduled in a two year sequence thereby increasing the productivity rates until enrollment increases to justify annual sequences.

Politically:

The program can increase the public profile of the University in state, within the United States, and internationally.

Socially:

The program increases the awareness of cultural diversity and global consciousness.

Expectations:

It is expected the program will further change to reflect the needs of the workplace and that its instructors will be an integral part in adapting the program to fit those needs. It is further expected that the program will reach enrollment numbers of 50 – 60 in the next four to five years.

Section 2: Graduate Follow-up Survey – 210 Alumni surveyed –response rate 14%

Alumni Survey: Completed Fall 2001

Ferris State University – International Business Alumni Survey

1. Employer Names and Addresses:
 - a. Bank One Corp.
 - b. Business Strategy Inc., Grand Rapids, MI
 - c. Calsonic Kansei North America, 27000 Hills Tech Court, Farmington Hills 48331
 - d. Centernet Inc., 437 Barnett NE Grand Rapids, MI 49508
 - e. City of Holland
 - f. Coastal Export Company, 223 NE 67 St Miami, FL 33138
 - g. Contract Sourcing, 13565 Grand River Drive, Lowell MI 49331
 - h. Easylink Services, 262 Glen Head, NY 11545
 - i. EDS Latin America Operations, 901 Tower Dr. Mail Stop 2127, Troy, MI 48098
 - j. Encoda Systems Inc., 1999 Broadway, Denver, CO 80031
 - k. Furguson's Country Store, 6353 E 88th St., Newaygo, MI 49337
 - l. General Motors, 1450 Stephenson, Troy, MI 48007
 - m. Geo Logistics Americas, Inc., Romulus, MI 48174
 - n. Grand Traverse Auto, 3464 U.S. 31 N, Traverse City, MI 49684
 - o. Graybar Electric Co. Inc., 401 E Elm St., Lansing, MI 48912
 - p. Haworth Inc., One Haworth Ctr. Holland, MI 49423
 - q. K2 Technical Solutions, LLC, 12778 Commonwealth St, Southgate, MI 48195
 - r. Luthansa Cargo (German Airlines)
 - s. Macdermid Colorsan, Inc., 6900 Shady Oak Rd., Edenprairie, MN 55344
 - t. Michigan National Bank – a division of ABN AMRO
 - u. Nokia Mobile Phones
 - v. Professional Pension Partners, L.L.C., Southfield, MI 48076
 - w. Ross & Associates, 1685 Viewpond Dr. SE, Grand Rapids, MI 49508
 - x. Steelcase Inc., Grand Rapids
 - y. U.S. Postal Service, 1801 S Garfield, Traverse City, MI
 - z. Valenie Technology Inc.
2. Past positions
 - a) Account Executive
 - b) Audit Supervisor
 - c) Branch Manager
 - d) Business Process Consultant
 - e) Buyer – domestic and international
 - f) Chief Executive Officer
 - g) Director of Latin America
 - h) Director of Marketing
 - i) GM – Account Representative
 - j) Housewife
 - k) Import Manager
 - l) Industry Sales – Automotive NAFTA
 - m) Information Analyst
 - n) International Project Manager
 - o) Mail Processing Clerk
 - p) Marketing Manager, Latin America & OEM Sales
 - q) New Products Manager
 - r) Owner/ Partner
 - s) Part-Time Office Manager and Bookkeeper
 - t) President
 - u) Project Coordinator
 - v) Project Manager / AP Team Leader
 - w) Senior Buyer (Purchasing)

- x) Senior Credit Analyst (Soon to be Loan Officer)
- y) Service Manager
- z) Store Manager

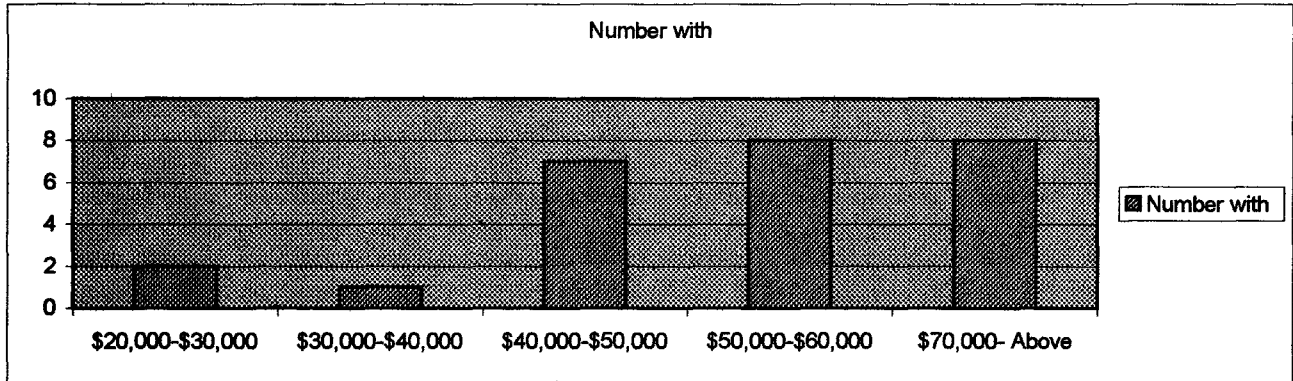
- aa) Support IT Group for SAP Implementation
- bb) Training Specialist Senior

3. Salary

\$20,000-\$30,000	\$30,000-\$40,000	\$40,000-\$50,000	\$50,000-\$60,000	\$70,000- Above
2	1	7	8	8

Actual Salaries:
\$115,000

\$48,000 plus .005
commissions



4. Current positions held:

- A/P Team Leader
- Account Executive, Manager 2
- Administrative
- Airline operations
- All State Casualty Claims Adjuster
- Applications Engineer
- Assistant
- Assistant Comptroller
- Assistant Vice President for Savings and loan
- Audit Supervisor
- Bank Teller 2
- Branch Manager 2
- Business Owner/ CEO
- Business Process Consultant
- Business System Analyst
- Commissions Specialist
- Community Organizer
- Computer Programmer
- Computer Systems Engineer
- Consultant 3
- Coordinator
- Corporate Licensed Broker
- Credit Analyst 2
- Credit Manager
- Customer Service Representative 2
- Customer Service, Manager 2
- Director of Marketing
- Domestic/International Buyer
- Executive Administrative
- Export Specialist
- Financial Administrator 3
- Global Accounting Manager
- Import and Export to Africa, South America, and Middle East
- Import Manager
- Information Analyst
- Inside sales
- International Affairs Coordinator
- International Assistant for Asia
- International Relations
- International Sales
- International Sales Service Representative
- Legal Assistant
- Major Account Administrator
- Management Trainee 3
- Managing Director
- Map Researcher
- Marketing Manager

- Marketing Manager for Latin America and OEM Sales
- Neighborhood Liaison
- OEM Account Manager
- Office Manager
- Outside Operations
- Product Manager
- Product Specialist
- Project Coordinator
- Project Manager 2
- Purchasing Positions
- Regional Departmental Manager
- Sales 4

- Sales Executive
- Sales Representative
- Staff Accountant
- Store Manager
- Supervisor
- Support International Group For Implementation of SAP for all Steelcase
- Technical Support
- Training Specialist – I – Senior
- V.P. Sales and Marketing

5. Obtained First Position by:

- Applied before Graduation
- Classifieds 10
- Employment Agency 4
- Internship
- Interview
- Job Search

- Knocking on doors 2
- Network of Friends
- Started own Company
- Temp Agency
- Through the Son of a friend
- Working my way up from the bottom

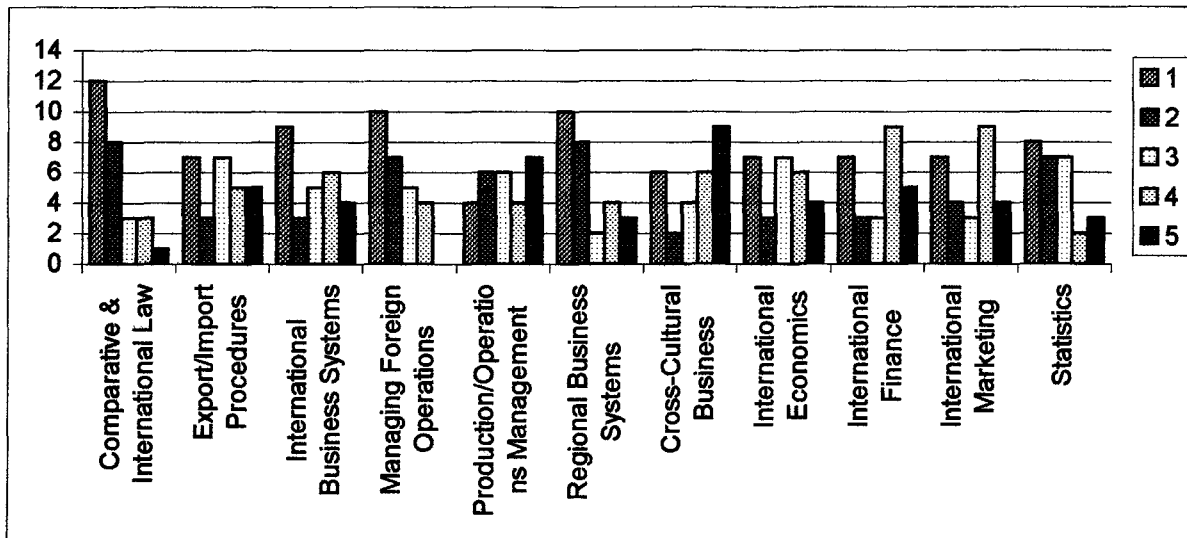
6. Are you working, or have you ever worked in the International Business Management Field?

Yes	No
14	15

Fields

- International airline
- Software
- Project Manager
- Sales Office
- Logistics
- Marketing
- Import/Export 2
- Purchasing
- Marketing
- Credit Depositions
- Marketing
- Director in Latin America
- Customs Brokerage
- Freight Forwarding
- Exporting second hand items to less developed countries.

7. Ratings of classes 1 – No Help at all 5 – Extremely Helpful



	Comparative & International Law	Export/Import Procedures	International Business Systems	Managing Foreign Operations	Production/Operations Management	Regional Business Systems
1	12	7	9	10	4	10
2	8	3	3	7	6	8
3	3	7	5	5	6	2
4	3	5	6	4	4	4
5	1	5	4	0	7	3

	Cross-Cultural Business	International Economics	International Finance	International Marketing	Statistics
1	6	7	7	7	8
2	2	3	3	4	7
3	4	7	3	3	7
4	6	6	9	9	2
5	9	4	5	4	3

8. Why have they been useful to you?

- In the area that I work in I am working with different international business systems and this makes all of them useful assets. 2
- Cross-Cultural Business - being sensitive to other cultures in my travels for work 4
- Regional Business Systems, Managing Foreign Operations, International Finance, and International Marketing – because they were more focused and you learned a specific skill.
- An understanding of business principles is valuable no matter what position you take. 2
- They were good educational foundations that I have been able to apply with my work experiences to answer questions better. 5
- Helpful in understanding different markets, how they function, why things work in some areas and some do not.



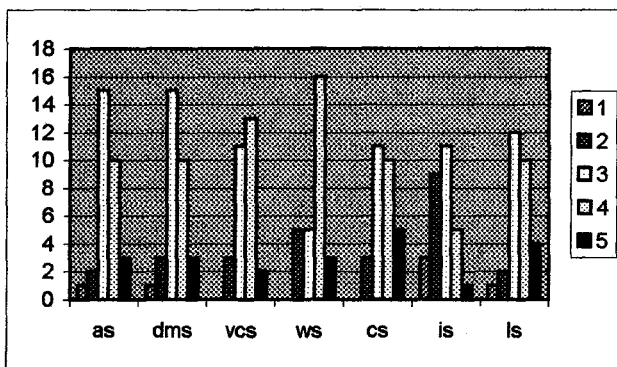
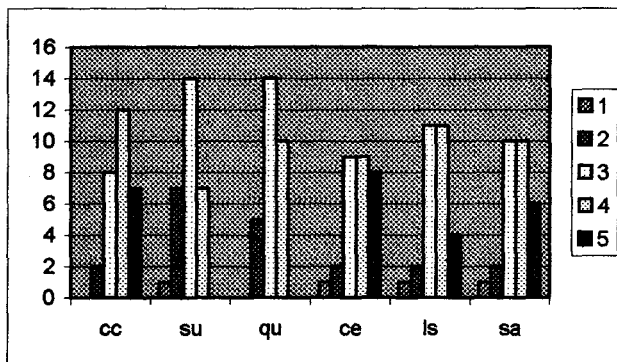
- Any college class is useful as long as the subject is taught with up to date information.
 - Better understanding of manufacturing process and doing business globally. The courses gave me an extreme confidence, when compared to what others have learned and studied.
 - Communication and Understanding of others is best. How things work in other cultures and making it work.
 - I lived in Africa for two years starting an operation, so they all came in handy.
 - Procedures courses – practical usages are most useful to me because my job is mostly setting up and using procedures and production schedules.
9. Which of the above were not useful to you (Why)?
- Statistics - never use it - needs to be directed toward International Business students 5
 - Marketing and Law – we don't do any exporting at the time.
 - All – none prepared me for the job I eventually took
My entire experience was useful 3
 - I'm not in a field of International Business, and the curriculum taught focused on achieving a job as a freight forwarder primarily, which was not of interest to me.
 - Export/Import Procedures – little value in current path, focused on forwarding/traffic work
 - International Economics and Finance – Needs to be geared toward International Business
 - Production/Operations Management, Cross Cultural Business, and Statistics - too general
 - Managing Foreign Operations – This type of work is so difficult to come by that the courses seem outdated.
 - International Law/ Finance – I use neither of these in daily application.
10. What subjects do you feel should be added to the program (Why)?
- Travel or exchange with another university abroad.
 - People and Culture course – Dealing with people of different cultures and to know business operating procedures because of cultural differences.
 - Internship 4
 - More use of teamwork applications in classes
 - Program/Project Management and Negotiation skills. You will need to know how to achieve assignments on a timely basis.
 - International transportation, logistics, and tariffs are all necessary when shipping your product to other countries.
 - More Foreign Language Requirements. 2
 - More emphasis on Cross-Cultural Business.
 - Market/Industry Forecasting – Important for any type of Sales/Marketing/Analyst positions.
 - Market Research – methods and tools.
 - Business Plan Construction 2
 - E-Commerce, International Stock Markets, Time Management – These might help to develop real world skills. 2
 - More emphasis on exploring job opportunities in the field at an early stage before Junior or Senior year.
 - More in-depth programs tailoring marketing, economics, and finance – not just management.

- Advisors need to check with students each year to see if the students are taking the correct classes based on their career focus.
- The international business major still holds a special knowledge since they are diverse in many subjects, however more focus needs to be given to a subject emphasis, i.e. marketing, import, export, etc.
- Leadership skills – how to get people motivated and to get them to work together, despite their differences.
- Handling container paperwork and duties and freight.

11. The University requires all students to take courses to develop various competencies. How well do you believe you were prepared in the following areas:

One = low and 5 = high

	1	2	3	4	5
Communication Competence	0	2	8	12	7
Scientific Understanding	1	7	14	7	0
Quantative Skills	0	5	14	10	0
Cultural Enrichment	1	2	9	9	8
Leadership Skills	1	2	11	11	4
Social Awareness	1	2	10	10	6



12. Among the objects of the major is to assist students in the development of various skills. How well do you believe you were prepared in the following skills:

	1	2	3	4	5
Analyzing Skills	1	3	15	10	3
Decision Making Skills	0	3	11	13	2
Verbal Communication Skills	0	5	5	16	3

Writing Skills	0	3	11	10	5
Computer Skills	3	9	11	5	1
Interpersonal Skills	1	2	12	10	4
Leadership Skills	0	4	12	11	2

13. Comments regarding 11 and 12.

- If you were required to complete an internship, you would get a better feel for the actual business or job related to your International business degree, and in what capacity your classes would be used regarding your International Business Degree since it is not a “cut and dry” degree there are no job listings under International Business as are basic degrees.
- Would probably have changed my major in the management field if I had realized how limited employment opportunities were.
- More emphasis should be given to real world situations.
- Learning to make a business plan should be mandatory.
- International tact rules, documentation, and application are at the heart of international relationships. Without a good understanding of these you cannot communicate through the business language, which is the sale and transportation of foreign goods. Of course there are other aspects to running or working in an international company however you must learn where to find the answers and decipher the knowledge that has been given to you.
- Some kind of interaction must be developed between countries to get feedback.

Section 3:

Employer follow-up survey

Alumni surveys were used to match alumni with employers. The data collected matched 16 employers with alumni. Employers were contacted by mail, e-mail, and phone. All employers declined to release data of a personal nature on their employees, citing corporate policy.

Section 4:

Senior Survey: Completed October, 2001

100% response rate

How do you believe your program prepared you for a position in this field?

Excellent	Good	Average	Below Average	Poor
20%	70%	10%	0%	0%

How would you rate the instructors in your major?

Skills	Excellent	Good	Average	Below Average	Poor
Know subject matter	60%	30%	10%	0%	0%
Available to students	60%	30%	10%	0%	0%

How do you rate the text used?

Skills	Excellent	Good	Average	Below Average	Poor
Readable	10%	70%	20%	0%	0%
Current	40%	50%	10%	0%	0%

How would you rate the courses in the program?

Skills	Excellent	Good	Average	Below Average	Poor
Are available	10%	50%	10%	10%	20%
Conveniently scheduled	10%	40%	30%	10%	10%

How would you rate the instructional facilities?

Skills	Excellent	Good	Average	Below Average	Poor
Classrooms used	10%	80%	10%	0%	0%

On-Campus Student Survey: Completed October 2001
91% response rate

Skills	Excellent	Good	Average	Below Average	Poor
Computer	24%	62%	14%	0%	0%
Verbal Communications	14%	62%	24%	0%	0%
Writing	14%	57%	24%	1%	0%
Interpersonal	29%	57%	14%	0%	0%
Decision Making	24%	52%	24%	0%	0%
Analyzing	4%	62%	33%	0%	0%
Leaderships	29%	52%	19%	0%	0%

w Average

Skills	Excellent	Good	Average	Below Average	Poor
Scientific Understanding	24%	38%	29%	9%	0%
Cultural Enrichment	43%	52%	4%	0%	0%
Social Awareness	38%	62%	0%	0%	0%
Quantitative	24%	57%	19%	0%	0%
Global Awareness	33%	57%	4%	4%	0%

Skills	Excellent	Good	Average	Below Average	Poor
Accounting	0%	48%	38%	14%	0%
Finance	4%	24%	48%	24%	0%
Marketing	24%	43%	19%	14%	0%
Management	24%	52%	14%	9%	0%
Law	9%	52%	24%	0%	0%
Statistics	4%	43%	33%	19%	0%

Skills	Excellent	Good	Average	Below Average	Poor
Computer Services	45%	40%	15%	0%	0%
Library Services	50%	45%	5%	0%	0%

Perception of the INTB major:

- Good knowledge.
- I think the strengths of International Business are all of the INTB major courses.
- The knowledge of the subject matter by the instructors makes the material more lifelike.
- Emphasis on different cultures and countries, customs. Also a required language.
- Having an advantage of global perspectives over people who are in other programs.
- The professors like their fields of interest, helps a lot, makes you more interested and informed.
- Great teachers, being a global-oriented person, build cross-cultural competence, understand the cooperation of the world. Well-explained material.
- Advisor is from Thunderbird and the program is modeled very well.

1) What are its weaknesses?

- Not enough offered classes per term.
- Class schedules are bad. Some classes only come every 3 semesters.
- I think we should be required to take more than one foreign language.
- Most of the time the classes are only offered at inconvenient times for me especially the last two years.
- I would like more advice and direction on an advisor level. Help me be more focused and determined.

2) What suggestions do you have for improving the program?

- Require internship.
- Get the courses going on so that INTB students do not get stranded.
- I think the major should require a trip to a foreign country.
- I am not sure if there are any different subjects that could be taught for the international business program. The only thing that could be changed would be the use of an internship in the program.

How can the INTB program be improved?

- Increase student enrollment
- Additional travel money
- Increase foreign language requirement
- Add functional tracks
- Increase marketing effort
- Study abroad
- Foreign internships
- Better faculty

**Section 6:
Advisory Committee:**

International Business Program Advisory Committee Meeting:

The committee convened on May 11, 2000 at 3:00 PM at the Steelcase Training Center in Grand Rapids. Members of the committee included David Kelson (International Business Program Director), Tom McGuire (Director of the US Foreign Commercial Service District Office), Russ Herman, VP Steelcase Corp.), Tamerlyn Doran (VP Bank One Corp.), John Siler (VP Herman Miller, Inc.), Phil Vanharn (VP Pulp & Paper Corp.), John Amerhein (VP Amway Corp.), and Mike Becker (Far East Regional Director for Coca-Cola Corp.). Mr. Becker and Mrs. Doran were absent.

The meeting was open with welcoming remarks by Mr. Kelson. Mr. Herman responded by offering the Steelcase facility for future meetings for the committee. His offer was accepted. All committee members had copies of the list of required courses for the International Business Major. Mr. McGuire suggested that the foreign language requirement be extended from two to three years, with the third year stressing foreign commercial language. All members agreed. Mr. Herman suggested that the students in the International Business Major also minor in a business functional area such as marketing, finance, or personnel. He further stated that employees generally go out on international assignments after two or so years with a company. It is important that the student has a business functional minor which will assist the student in obtaining their first position in a company. The minor opens the door and the international business major allows the student the climb the corporate ladder. All members agreed that some functional requirement would be a good idea. Mr. Kelson then inquired into the benefits of internships. All agree that internships are important for the program. It was also further agreed upon that at least one semester should be spent abroad. Students need living experience in a foreign culture. Mr. McGuire and Mr. Herman felt that by living abroad a student enhanced his or her chance for success in the international arena.

The Advisory Committee was scheduled to reconvene in November of 2001. Due to scheduling problems with several of the committee members, the meeting was canceled. A phone survey was conducted in September 2001 with In general, the committee members agreed that their suggestions from the previous meeting should be implemented.

Section 7

Labor Market Analysis:

International Business Careers:

Companies hire people initially into entry level jobs in accounting, finance, sales/marketing, purchasing, and logistics. DECA's (Dept. of Education & Cultural Affairs – National Association of Marketing Students) international career development conference in the year 2000 stated the best preparation for an international career was through overseas experience, experience in profession, internship in profession, foreign language study, and graduate study. International careers start typically right here in the U.S. Multi-national companies give overseas assignments at last rather than first.

Defining the concept "International Job"

When students seek advice on how to identify and find an "International Job", what do they mean by "international"? What are they looking for? More often than not, most students visualize international careers as glamorous. The common perception is that these types of careers involve much traveling across international borders and interaction with people from many diverse cultures.

Active professionals involved in international business gave feedback on what they saw as the major differences between an international job and a domestic one:

An international job:

- involves working for an international company that views the world as its market.
- requires individuals to transport themselves beyond the political borders of their home countries and to become sensitive to cultures other than their own.
- involves contact with individuals from other countries, whether in person or by telecommunications.
- may require an employee to live and work abroad for a determined period of time, or to work in the United States and travel abroad.
- usually involves a targeted functional skill or knowledge base (e.g., finance, computer programming, statistics, sales, or research). "International" is the adjective that defines the function.
- is extremely demanding of one's time, often requiring a person to function on a 24-hour time clock, balancing work, travel, and business contacts with personal time.

Clearly the "International Job" involves more than just completing tasks related to a specific job function and occasionally traveling abroad. An international job requires a distinct set of skills, related to both task and behavioral differences, as they are found in an environment where human contact stretches beyond a single county border.

Written Resources

- Arpan, Jeffrey. *International Business*. Lincolnwood, IL: VGM Career Horizons 1991
- Cantrell, William and Francine Modderno. *How To Find an Overseas Job With the U.S. Government: A Complete and Comprehensive Guide*, Oakton,VA: Cantrell Corporation 1992
- Cantrell, William. *101 Ways to Find an Overseas Job*. Oakton,VA: Cantrell Corporation 1992
- *Careers in International Affairs*. Washington, DC: School of Foreign Service, Georgetown University, 1991.
- *Directory of American Firms Operating in Foreign Countries*. New York, NY: World Trade Academy Press 1994
- Kocher, Eric. *International Jobs: Where They Are and How to Get Them*. Reading, MA: Addison-Wesley Publishing Co., 1990.
- Krannich, R.L. and C.R. Krannich. *The Almanac of International Jobs and Careers*. Woodbridge, VA: Impact Publications, 1991.
- Krannich, R.L. and C.R. Krannich. *The Complete Guide to International Jobs and Careers*. Woodbridge, VA: Impact Publications, 1990
- Lipinski, Alex. *Directory of Jobs and Careers Abroad*.
- Plawin, Paul. *Careers for Travel Buffs & Other Restless Types*. Lincolnwood, IL: VGM Career Horizons, 1992.
- Rubin, Karen. *Flying High in Travel: A Complete Guide to Careers in the Travel Industry*. New York, NY: John Wiley and Sons, Inc., 1990.
- Sanborn, Robert. *How to Get a Job in Europe: The Insider's Guide*. Chicago, IL: Surrey Books, 1991.
- Sanborn, Robert. *How to Get a Job in the Pacific Rim*. Chicago, IL: Surrey Books, 1992.
- Wharton, John. *Jobs in Japan: The Complete Guide to Living and Working in the Land of Rising Opportunity*. Denver, CO: Global Press, 1991.

Exactly who is going abroad to work and under what conditions? A recent survey of human resource professionals around the world revealed several surprising trends, including where the most active expatriate destinations are, why companies are sending employees abroad, and the percentage of companies that have provisions for "significant others."

The *Global Relocation Trends 1999 Survey Report*, issued jointly by Windham International, National Foreign Trade Council, and the Institute for International Human Resources (now known as SHRM Global Forum,) queried 264 companies with a total expatriate employees numbering 74,709. The companies represented a broad spectrum of industries, including the high-tech field. The survey aimed to understand where companies were sending their expatriate employees, what kind of challenges the employees faced abroad, how companies were implementing global expansion, and overall what were the trends in global relocation for 1998.

Companies are increasing the number of their expatriate employees. Among the respondents, 52 percent answered that the number of U.S. expatriates increased in 1998, and 53 percent of non-U.S. expatriates increased. The U.S. increase is the smallest percentage recorded in the six-year history of the survey; however, 66 percent of the same respondents expected an increase in 2000. The survey analysis pointed to the Asian economic crisis as one factor, but also noted that companies sent fewer expatriates to other popular destinations around the world.

Personal characteristics of expatriate employees include:

- 70 percent are from the companies' home countries;
- 13 percent are women;
- 44 percent have previous international experience.
- 69 percent are married; of these, spouses accompany 77 percent of them; 61 percent of all married expatriates bring their children;
- 11 percent of expatriate spouses are employed during the expatriate posting, although 49 percent worked prior to the posting.

The reasons expatriates go alone to their foreign posts:

- Spouse's career at home;
- Remote location;
- Children's education;
- Hazardous location.

The most popular destinations for expatriates are the U.K., the U.S., and Hong Kong. Coming up strong behind them are Brazil, China and Mexico. The most challenging places are China, Russia, and India. Companies have reduced their expatriate positions most severely in the U.K., Singapore, and Hong Kong.

The top three reasons companies send employees abroad are:

- To fill a skills gap;
- To start a new business initiative;
- To transfer technology.

Expatriates can expect relocation services from some companies:

- 63 percent of companies provide cross-cultural training; 70 percent of their expatriates participate. 81 percent of survey respondents rate this training as great or highly valuable.
- 37 percent of companies provide education assistance to spouses;
- 52 percent of companies provide a mobility allowance;
- 24 percent of companies offer provisions for "significant others"; 84 percent of these recognize same-sex partners.

The reasons why expatriate assignments fail include:

- 27 percent from lack of partner satisfaction;
- 26 percent from family concerns;
- 21 percent from failure to adapt.

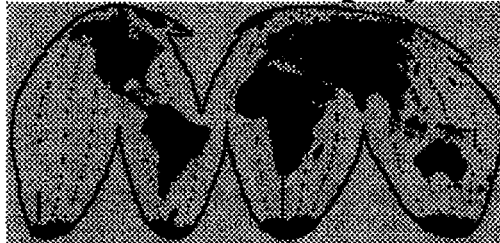
What does a posting abroad do for you? Consider this:

- Only 21 percent of respondents believed an expatriate assignment enhanced promotion possibilities;
- 50 percent of respondents weren't sure of the career impact;
- 25 percent of expatriates leave their company within two years of returning from working abroad;
- 68 percent of companies offer no post-assignment guarantees.
- Only 34% of respondents viewed expatriate assignments as providing an excellent or good return on investment for the company.

What do these trends mean? One result is the shorter duration of assignments abroad. Thirty-eight percent of assignments last two years or less, and only 23 percent last longer than three years. In this way, companies hope to accommodate expatriates with families.

It's important to remember that the survey's overall trends revealed that, in general, a large number of people are going abroad to work for a variety of reasons. Also, by understanding the challenges that many expatriates face during their foreign postings, an employee headed abroad can prepare themselves appropriately to enjoy the rewards that such work can bring.

International Career Employment Center



Hot Jobs Posted August 23, 2001

The following international job openings are presented here at the request of employers which have paid to make these positions available to the general public at no charge. The positions listed here generally are those for which the employer urgently needs candidates, and in many cases the qualifications are highly specialized. If you are a Member of the International Career Employment Center, you will receive listings of over 500 current international career openings which are not listed here. These will include a wide range of mid-level and senior level positions with nonprofit and profit organizations, based all around the world, as well as entry level and internship positions.

- International Development & Assistance Positions
- International Understanding; Education; Communications; Exchange
- Foreign Policy; Governance; Intelligence
- International Environmental Programs
- International Commerce & Trade
- International Engineering & Computer System Support
- International Program Administration & Foreign Language Support
- International Internships
- International Health Care

Management is broken down to three levels: Top-level managers, Middle managers, and Frontline managers. Frontline managers, or operational managers, are lower-level managers who supervise the operations of the organization. These managers often have titles such as supervisor or sales manager. They are directly involved with nonmanagement employees, implementing the specific plans developed with middle managers. The first position that an college graduate with a major in management or international management will usually fall in the area of frontline management in areas of marketing, finance, production, or human resources.

The World Trade Magazine's survey of salaries tracked salaries of U.S. companies engaged international commerce by size of company, jobs, titles, and education. Respondents' companies span the globe in their international reach. Canada and Mexico were the most popular places, with over three-quarters of the companies doing business in those countries. Over 65% of companies do business in each of Europe-Mediterranean, Asia, and Latin America, with the Middle East and Africa polling 42% and 33% each, respectively. Almost one third of the companies have over 1,000 employees and 20% have over a billion dollars in gross annual sales volume. Most employees have a college degree (46.2% bachelor's, 29.0% master's, 2.8% Ph.D.), and work 50 hours or more per week (59.3%).

Annual Salary by Job Title by Company Revenues:

Obviously, one expects to be paid more for a job with more responsibilities and more if one is at a bigger company.

CEO, CFO, CIO	\$171,000
Ex. V.P.	143,000
Directors	105,000
Managers	77,000
Analysts/Assistants	47,000

It's a Matter of Degree:

As might be expected, the higher the education degree, the greater the compensation. More than 60% of respondents with less than a four-year degree earn less than \$60,000 per year, whereas only slightly more than 15% of respondents with doctorates are in that range. The majority of master's or doctorate holders earn more than that. Even more interesting, considering that many international executives are said to "accidentally" fall into their positions, nearly 40% of the respondents have received formal education for the job they hold.

Company Size and Primary Business:

The majority of the respondent companies engage in both exporting and importing (61%). Exporting companies made up 92.4% and importing 66.4%. The top industries reported included metal products and fabrication, machinery, food and related products, high tech, automotive, telecommunications.

Senior level executives from Forbe's "Largest Multinational Firms" and Fortune's "America's 50 Biggest Exports" believe that no one will be in a general management job by the end of the decade who didn't have international exposure and experience. The realization that overseas experience is important for career advancement has heightened the competition for foreign assignments. A 2000 survey of these firms showed that: (1) Seventy-nine percent believed that all business majors should take an introduction to international business course. (2) 70 percent felt that business graduates' expertise in foreign languages, international aspects of functional areas (e.g., marketing, finance), and business, human, or political relations outside the United States is an important consideration in making hiring decisions. (3) A majority of the respondents believed that a number of courses in the international business curriculum (e.g., international marketing, international finance, export-import, and international management) are relevant to their companies. The study showed that the CEOs of the major American firms doing business overseas are convinced that the business graduates they hire should have some education in the international aspects of business. Most seem to agree with the executive vice president of Texas Instruments, who said, "Managers must become familiar with other markets, cultures, and customs. That is because we operate under the notion that it is one world, one market and we must be able to compete with—and sell to—the best companies around the world."

The top executives of many corporations want their employees to have a global business perspective. What about companies that have no foreign operations of any kind? Do their managers need this global perspective? They do indeed, because it will help them not only to be alert for both sales and sourcing opportunities in foreign markets but also to be watchful for new foreign competitors preparing to invade their domestic market. Every company's management, whether or not it has any direct foreign involvement, needs to be aware of what is occurring globally in its markets and its industry.

Michigan ranked fourth in the United States for the export of merchandise to the world and its sister States of Illinois and Ohio rank sixth and seventh in the year 2000.

Section 8

Facilities and Equipment:

The facilities and equipment available to the International Business Program are more than adequate. Computer labs are updated and all the classrooms are equipped for videos and PowerPoint presentations. The library is also well equipped and has access to international research data banks for research and study.

Section 9
Curriculum Review (Current):
INTERNATIONAL BUSINESS – 127 CREDITS

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS	SH
COMMUNICATION COMPETENCE - 9 CREDITS REQUIRED			
COMM	121	Fundamentals of Public Speaking	3
ENGL	150	English 1 – (None)	3
ENGL	250	English 2 – (ENGL 150 or equivalent)	3
SCIENTIFIC UNDERSTANDING - 7 CREDITS REQUIRED			
GEOG	111	Geography of Physical Environment – (None)	4
GEOG	121	Weather and Climate – (None)	3
QUANTITATIVE SKILLS - 3 CREDITS REQUIRED			
MATH	115	Interm. Algebra – (MATH 110) – If MATH ACT score is 24 or higher, substitute a free elective	3
CULTURAL ENRICHMENT - 19 CREDITS REQUIRED			
HIST		Select one of the following: HIST 360, 371, 372, 373, 375 – (All require ENGL 150)	3
	101	Turns into a free elective with proficiency	4
	102	Turns into a free elective with proficiency	4
	201	Turns into a free elective with proficiency	4
	202	Turns into a free elective with proficiency	4
SOCIAL AWARENESS - 12 CREDITS REQUIRED			
ECON	221	Principles of Economics 1 – (MATH 110 or proficiency)	3
ECON	222	Principles of Economics 2 – (ECON 221)	3
GEOG	100	Geography of World Regions – (None) – (G)	3
PLSC		Select one of the following: PLSC 323, 331, 341 – (All require none)	3
INTERNATIONAL BUSINESS MAJOR - 34 CREDITS REQUIRED			
INTB	310	International Business System – (ECON 222) – (G)	3
INTB	320	Export/Import Procedures and Organization – (INTB 310 or permission)	3
INTB	335	Cross-Cultural Business – (INTB 310)	3
INTB	380	Regional Business Systems – (INTB 310)	3
INTB	420	Comparative and International Law – (INTB 310)	3
INTB	440	International Finance – (INTB 310)	3
INTB	455	Managing Foreign Operations – (INTB 310)	4
MGMT	302	Organizational Behavior – (MGMT 301 or permission)	3
MGMT	371	Production/Operations Management – (Junior standing)	3
MKTG	441	International Marketing – (MKTG 321, Senior standing) – (G)	3
STQM		STQM Elective	3
BUSINESS CORE - 31 CREDITS REQUIRED			
ACCT	201	Principles of Accounting 1 – (MATH 110 with a grade of C- or better)	3
ACCT	202	Principles of Accounting 2 – (ACCT 201 with a grade of C- or better)	3
BLAW	301	Legal Environment of Business – (None)	3
ENGL	325	Advanced Writing for Business – (ENGL 250)	3
FINC	322	Financial Management 1 – (ACCT 202, MATH 115)	3
ISYS	202	Principles of Information System – (None)	3
MGM	301	Applied Management – (Junior standing or permission of professor)	3
MGMT	499	Strategy and Business Policy – (FINC 322, MGMT 302, MGMT 371, MKTG 321)	4
MKTG	321	Principles of Marketing – (ECON 221)	3
STQM	260	Introduction to Statistics – (MATH 115)	3
ADDITIONAL - 12 CREDITS REQUIRED			
ISYS	105	Microcomputer Appl. or Proficiency – (None) Turns into free elective with proficiency	3
		Directed Elective – Requires consent of an International Business advisor	3
		Directed Elective – Requires consent of an International Business advisor	3
			3

(G) meets Global Consciousness requirement

Curriculum Review (Proposed):
INTERNATIONAL BUSINESS – 127 CREDITS

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS	SH
COMMUNICATION COMPETENCY - 12 CREDITS REQUIRED			
COMM	121	Fundamentals of Public Speaking	3
ENGL	150	English 1 – (None)	3
ENGL	250	English 2 – (ENGL 150 or equivalent)	3
ENGL	325	Advanced Business Writing – (ENGL 250)	3
SCIENTIFIC UNDERSTANDING - 7 CREDITS REQUIRED			
Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, PHSC, PHYS			
		Lab Science Elective	4
		Science Elective	3
QUANTITATIVE SKILLS - 3 CREDITS REQUIRED			
MATH	115	Interm. Algebra – (MATH 110) – IF MATH ACT score is 24 or higher, substitute a free elective	3
CULTURAL ENRICHMENT - 16 CREDITS REQUIRED			
Four semesters of one chosen foreign language are required			
	101	Turns into a free elective with proficiency	4
	102	Turns into a free elective with proficiency	4
	201	Turns into a free elective with proficiency	4
	202	Turns into a free elective with proficiency	4
SOCIAL AWARENESS - 12 CREDITS REQUIRED			
ECON	221	Principles of Economics 1 – (MATH 110 or proficiency)	3
ECON	222	Principles of Economics 2 – (ECON 221)	3
GEOG	100	Geography of World Regions – (None) – (G)	3
PLSC		Select one of the following: PLSC 323, 331, 341 – (All require none)	3
INTERNATIONAL BUSINESS - 21 CREDITS REQUIRED			
INTB	310	International Business System – (ECON 222) – (G)	3
INTB	320	Export/Import Procedures and Organization – (INTB 310 or permission)	3
INTB	335	Cross-Cultural Business – (INTB 310)	3
INTB	380	Regional Business Systems – (INTB 310)	3
INTB	420	Comparative and International Law – (INTB 310)	3
INTB	440	International Finance – (INTB 310)	3
MKTG	441	International Marketing – (MKTG 321, Senior standing) – (G)	3
BUSINESS CORE - 30 CREDITS REQUIRED			
ACCT	201	Principles of Accounting 1 – (MATH 110 with a grade of C- or better)	3
ACCT	202	Principles of Accounting 2 – (ACCT 201 with a grade of C- or better)	3
BLAW	321	Contracts & Sales	3
BUSN	499	Interdisciplinary Integrating Experience (FINC 322, ISYS 321, MGMT 301, MKTG 321, STQM 260)	3
FINC	322	Financial Management 1 – (ACCT 202, MATH 115)	3
ISYS	321	Business Information Systems – (Microcomputer Competency, ACCT 202, BLAW 321, MGMT 301, MKTG 321)	3
MGMT	301	Applied Management – (Junior standing or permission of professor)	3
MGMT	370	Quality/Operations Management (STQM 260)	3
MKTG	321	Principles of Marketing – (ECON 221)	3
STQM	260	Introduction to Statistics – (MATH 115)	3
ADDITIONAL - 15 CREDITS REQUIRED			
Prior Approval of Advisor Required			
		Directed Elective	3
		Directed Elective	3
		Directed Elective	3
		Directed Elective	3
		Directed Elective	3
		Directed Elective	3

Students majoring in International Business are required to use the Directed Electives to obtain a certificate or minor in an additional area within the College of Business or a minor in Foreign Language.

Students must complete one semester of study abroad OR take a third year of a foreign language. It is strongly advised that students spend the second semester of their junior year in a study abroad program followed by a summer internship. Students should contact the Office International Affairs concerning study abroad programs. International students are exempted from participation in the study abroad semester; they MUST elect a third year of foreign language study.

This reflects the new curricula for INTB.

Section 10

Enrollment trends:

1997	1998	1999	2000	2001
46	34	27	37	32

Section 11:

PROGRAM PRODUCTIVITY/COST:

Program/Department: INTB/MGMT

The statistics from the Office of the Institutional Research show the cost data for International Business Program (major).

Figure 1

SCH/FTEF (Avg F+W)	1999-2000	2000-2001	2000-2001rank
Col of Bus	485.89	497.97	2/10
Mgmt Dept.	493.59	541.48	9/42
INTB course prefixes	276.15	322.29	104/161

Figure 2

ITEM	Cost for INTB(1999-2000 S, F, W)	Average Instructor, Dept., Dean's Cost per SCH for Degree Programs FSU Colleges: Ranked highest to lowest
Average Instructor Cost/SCH	\$128.00	\$396.67(Optomety) - \$91.17 (Univ. Col)
Average Department Cost/SCH	\$21.74	\$61.57(Optomety) - \$24.71 (Univ. Col)
Average Dean's Cost/SCH	\$11.44	\$98.11(Optomety) - \$11.38 (A & S)
Total Instructor Cost	\$16,256.01	
Total Department Cost	\$2,760.69	
Total Dean's Cost	\$1,453.11	
Total Program Cost	\$20,469.80	
Total Cost/ SCH	\$161.18	\$528.36 (Optometry)-\$151.08 (Univ. Col)

The above cost data shows that the International Business program has a low average cost compared to other programs in the Management department and in the low end compared to other programs in other colleges. In Figure 1 above, the INTB course prefixes have lower SCH/FTEF average cost compared to the average of the College of Business and that of the Management Department.

Looking at Figure 2 above, the International Business program is in the low end of the cost spectrum in almost all the categories. A complete ranking can be found in Appendix A published by the Office of the Institutional Research & Testing.

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Tenure Track FTE	1.00	1.25	.50	1.00	1.00
Overload/Supplemental FTEF	0	0	.50	0	0
Adjunct/Clinical FTEF (unpaid)	0	0	0	0	0
Enrollment on-campus total*	45	34	27	37	30
Freshman	17	8	7	16	8
Sophomore	8	12	6	10	8
Junior	9	6	6	4	5
Senior	11	8	8	7	9
Masters	0	0	0	0	0
Doctoral	0	0	0	0	0
Enrollment off-campus*	0	0	0	0	0

* Use official count (7-day count for semesters, 5-day count for quarters).

Financial

Expenditures*					
Supply & Expense	0	0	0	0	0
Equipment	0	0	0	0	0
Gifts & Grants	0	0	0	0	0

* Management Department does not break out its costs per program. Data is commingled.

Other

	AY 95/96	AY 96/97	AY 97/98	AY 98/99	AY 00/01
Number of Graduates* :					
Total	16	5	7	3	4
On campus	16	5	7	3	4
Off campus	0	0	0	0	0
Placement of Graduates	100%	100%	100%	100%	100%
Average Salary	\$24-27K	\$24-27K	\$36-39K	\$28-31K	\$24-27K
Productivity:	2.35	2.21	2.29	2.26	2.19
Academic Year Average	250.68	296.84	333.82	276.15	322.9
Summer	131.13	No Data	60	186	88
Summer Enrollment	1	0	1	1	0

* Use total for academic year (F, W, S)

Instructor Cost *Salary & Fringe*
 Department Cost *Departmental Level Non Instructor Compensation,*
Supplies and Equipment · Dean's Cost *Dean's Level Non Instruct or*
Compensation, Supplies and Equipment

Section 12

Program Review Panel:

Chair: David Kelson, Asst. Prof. – Management
Ashraf Afifi, Prof. – Economics
Donald Jackson, Prof. – Marketing
Karen Hartman, Assoc. Prof. – Management
Vivian Nazar, Prof. – Management
William Smith, Assoc. Prof., Management

Program Review Panel Evaluation:

A rating scale ranging from five, meaning high, to a one meaning below average was used.

Categories	Rating
Student perceptions of instruction	4
Students satisfaction with program	4
Advisory Committee perceptions of program	3.25
Demand for graduates	4.67
Use of information on labor market	3.25
Professional/industry standards	Not applicable
Use of student follow-up information	3.67
Relevance of supportive courses	4.67
Qualifications of Administrations and Supervisors	4
Instructional staffing	4
Facilities	4
Scheduling of instructional facilities	3.67
Equipment	3.33
Adaptation of instruction	4.67
Adequate availability of instructional materials and supplies	3.67

International Business

Progress Report 2001-2002

section 2 of 3

Section 13

Conclusions by the PRP:

Data from the advisory board, current students, recent graduates of the program, and the program faculty support the need and desirability of the program at Ferris. The panel believes that more of a marketing effort should be made on behalf of the program. Furthermore, the delay of course offering for the program may be financially justifiable in the short run, but it may have a negative impact in the long run. Student numbers are currently low but the cost for the program is also low. The panel believes that the Senate should continue with the program. The need for such graduates in today's world will increase and so will the interest of high school student's awareness of international increase, which should lead to increase enrollments.

Section 14

Program Review Panel Recommendations:

- 1) Add functional tracks to program
- 2) Add a study abroad and internship component
- 3) Add an additional semester of a foreign business language
- 4) Professional development funds for faculty to travel and attend conferences abroad
- 5) Increase Market program to high school foreign language teachers
- 6) Increase marketing effort on behalf of the program to the business community

Section 15

Program Faculty:

David Kelson, Asst. Prof.
Karen Hartman, Assoc. Prof

I. VITA

A. Name: David L. Kelson

Rank: Assistant Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Dept.

Year Joined the Institution: 1990

Teaching Experience:

Areas of involvement (in teaching)

1990 ? Present, Assistant Professor, Ferris State University

INTB-310 International Business Systems

INTB-320 Export-Import Procedures

INTB-335 Cross-Cultural Business

INTB-380 Regional Business Studies

INTB-420 International Law

INTB-440 International Finance

INTB-455 Foreign Operations

MGMT-301 Applied Management

MGMT-302 Organizational Behavior

MGMT-373 Personnel Management

B. Education Background (include fields of specialization):

1980 M.I.M., American Graduate School of International
Management (Thunderbird)

1980 M.P.A., Wayne State University

1972 B.A., Wayne State University

C. Prior Experience not in Education:

1989 - 1990 Kelson and Associates, International Planning
1985 - 1988 and Marketing Consultant
1988 - 1989 Michigan Trade Exchange International, Inc., Vice
President, Oak Park, MI
1981 - 1985 United States Department of Commerce/International
Trade Administration, Major Projects Manager,
Washington, D.C.

D. Professional Memberships (include offices held):

Western Michigan World Trade Association
Academy of International Business
World Affairs Council

E. Professional Meetings Attended (include dates):

Western Michigan World Trade Association, last Tuesday of the month.

F. Papers Presented (include dates):

Russian Ports and Infrastructure, 1997

G. Publications:

None

H. Other Research Activity:

None

I. Consulting:

Ameritech Corp., World Bank, 1994
Marketing in Russia, KGM Int'l., 1991
Mekaster, Ltd., Chinese telecommunication, 1995
Mekaster, Ltd., Chilean telecommunications, 1999

J. Professional Growth Activities:

Seminars, conferences, and workshops:

Fifth Third Bank, Grand Rapids – Managing Currency Risk in Volatile Markets, 2001
American Graduate School of International Management – Managing Change, 2001
Export Training Institute - Export Financing -1999
American Graduate School of International Management - Privatization
and After: Business in Russia and Easter Europe - 1998
University of Indiana CYBER Program - International Curriculum, 1996
Eli Graduate School of Management - International Business Symposiums -1995

K. Seminars, Training Programs, etc., Conducted for Business and Industry:

L. Professional Presentations, Speeches, etc.:

M. Institutional Services Performed:

**International Business Program Coordinator
International Business Certificate Coordinator
International Business Advisor
International Business Association Advisor
Academic Senator
International Education Committee, Chair
International Business Program Review, Chair
College of Business Review Committee
Tenure Coordination Committee
College of Business Curriculum Committee
Futures Conference Committee
Russian Grant Committee**

N. Recognition and Honors:

None

O. Professionally Related Community Activities:

**East Grand Rapids HS - guest speaker on Globalization
Forest Hills Central HS - guest speaker on International Business
East Grand Rapids HS - guest speaker on the Global Village**

VITA

I. Name: Karen G. Hartman

Rank: Associate Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Department

Year Joined the Institution: 1993

**Teaching Experience:
Areas of involvement (in teaching)**

Business Law

International Business

1993 – Present Ferris State University

1992 Wayne State University Law School, Adjunct Professor

Detroit, MI

II. Education Background (include fields of specialization):

1979 J.D., University of Michigan Law School (summa cum laude)

1976 B.A., Michigan State University, History

Minors: Economics and French

III. Prior Experience Not in Education:

1987 - 1991 Unisys Finance Corporation, Detroit, MI Assistant General Counsel

1982 - 1987 General Electric Capital Corporation, Englewood, CO Counsel-Western
Operations

1979 - 1982 Ford Motor Credit Company, Dearborn, MI Staff Attorney

IV. Professional Memberships (include offices held):

American Bar Association

Memberships:

Business Law Section

Business Law Education Committee

Uniform Commercial Code Committee

Women's Business Law Network

International Law Section

Center for Eastern European Law Initiative

Task Force on International Standards for Corrupt
Practices

Task Force on International Transactions in
Cyberspace

Michigan Bar Association

Memberships: Business Law Section and International Law Section

V. Professional Meetings Attended (include dates):

September 2001 "Doing Business In Brazil" Seminar
September 2001 Michigan Bar Association Annual Meeting
September 2000 Michigan Bar Association Annual Meeting
April 1998 Business Law Section Annual Meeting
June 1997 CIBER-4 Pedagogy Conference, Indiana State University
November 1996 "Issues for Investment in Today's Russia and the Newly
Independent States" International Law Seminar
April 1996 Business Law Section Spring Meeting
September 1995 Michigan Bar Association Annual Meeting
September 1993 Michigan Bar Association Annual Meeting

VI. Papers Presented (include dates)

VII. Publications:

VIII. Other Research Activity:

Fall 1996 and Winter 1997, participation in the College of Business Professional
Development Series:

Conducted extensive research on the theories and practices of adult
education in the university setting.

Attended several seminars conducted by the Center for Teaching, Learning and
Faculty Development and the seminars on group learning by R. Swartz.

Attended 2nd Summer Faculty Institute May 1997.

Attended seminars on Pegasus, Word, Excel and other new
technology such as computer photography and video.

Researched internet sites that relate to business law and
international business for my web page.

IX. Consulting:

1991-present I maintain a small private business and international law practice for
former clients.

X. Professional Growth Activities:

September, 2001 Lilly North Conference on College & University Teaching

January 2001—April 2001 Learning, the Learner & Teaching Methodology, a 10-week
seminar presented by the FSU Center for Teaching, Learning & Faculty Development

XI. Seminars, Training Programs, etc., Conducted for Business and Industry:

August 1993 and August 1994. Presented weeklong seminars on U.S. business and international law to employees of Lucky-Goldstar Corporation (now LG Group) of Korea.

XII. Professional Presentations, Speeches, etc.:

August 1997. Speech on American Legal Culture for visiting Russian scholars and businesspeople from Moscow State University and Dialog, a Russian company

March 1994 and March 1996. Speeches on Women's Professional Development for FSU observance of Women's History Month.

XIII. Institutional Services Performed:

University Committees:

- 1994 - 1997 Student Life Committee
- 1995 Search Committee for Vice President of Student Affairs
- 1996 - 1998 Global Consciousness Committee (helped to draft and administer assessment materials)
- 1997 - 1998 International Education Planning Committee (helped to draft duties of International Education Department)
- 2001 Distinguished Teacher Award Committee

College of Business Committees:

- 2001 – present Scholarship Committee
- 2000 – present Chair, Management Department Tenure Committee
- 1994 - present Recruitment and Retention Committee
- 1998 - 1999 Assessment Committee
- 1997, involved in program planning and development for Russian venture.
July 1997, traveled to Moscow and St. Petersburg, Russia on behalf of the College of Business to visit Moscow State University and Dialogue in order to set up a College of Business in Moscow jointly with Dialogue and explore other joint ventures.

Student Organizations and Activities:

Advisor, Delta Sigma Pi, professional business fraternity, 1997 to present.

Co-Advisor, International Business Association, 1994 to 1998.

Traveled with IBA students to visit Chicago and various corporations in the area.

Faculty Adviser, 1993/4 and 1994/5, for two Korean business students attending FSU for a one-year program sponsored by their corporate employers.

Leader, Select-60 Group, 1997. Mentor to a group of 5 female business students.

XIV. Recognition and Honors:

Order of the Coif

XV. Professionally Related Community Activities:

Member, American Association of University Women

Member, Amnesty International

Member, Ferris Professional Women

Member, Justice for Women Committee, Lake Michigan Presbytery

Section 16: **College of Business Combined Programmatic Marketing**

The following programs were initially identified by the Recruiting, Retention & Marketing Committee for the Combined College of Business proposal:

- Associates in Accountancy (collaborative benefits for Accountancy B.S. and Masters in Accountancy);
- Associates in CIS (collaborative benefit for B.S. in CIS)
- Resort Management B.S. (collaborative benefits for all Hospitality Programs)
- Finance
- International Business
- Legal Assistant
- Small Business Management & Entrepreneurship

In addition, the entire college was identified as a residual beneficiary of the combined programmatic marketing initiative. Due to the integrative nature of the business programs with their 36-credit business core, all brochures and promotional materials would offer multiple exposures for the entire college.

Progress Report for COB Combined Programmatic Marketing Plan & Budget

Describe current recruiting efforts.

All programs listed in the COB plan, plus those not listed, have been represented in the following normal recruiting efforts: Autumn Adventure and Dawg Days. This will also continue with COB participation in the recruiting efforts of our campus coaches and our aggressive accommodation for any student visitor or group that wants information and a COB tour

Programmatic and total college recruiting has occurred at or is scheduled for the following events. In all cases, brochures and promotional items were/are included.

- **MBEA (Michigan Business Education Association) Annual Conference**, Mt. Pleasant, October 18-19, booth & speaker. (target: high school business teachers)
- **DECA (Distributive Education Clubs of America) Leadership Conference**, Lansing, October 23, booth. (target: high school students & teacher sponsors)
- **Trends Conference**, Traverse City, October 1-2, booth. (target: community college teachers)
- **Kent Career/Tech Center College Expo**, Grand Rapids, November 6, booth. (target: high school students)
- **Marketing & Management Technology Academy**, Bay-Arenac Career Center, Bay City, November 14, speaker. (target: high school business students)
- **Huron Area Technical Center Career Day**, Bad Axe, December 4, speaker. (target: high school business students)
- **DECA District II Competition**, Ferris campus, January 10, 700 students. (target: 700 high school business students and 70-100 teachers & chaperones)
- **Governor's Conference on Career Development**, Grand Rapids, January 21-23. (target:

- The **MACUL state conference** (Michigan Association of Computer Users in Learning), in cooperation with UCEL, March 6-8. (target: K-12 teachers who use computers)
- **DECA State Conference**, Detroit, March 8-10
- **BPA State Leadership Conference**, Detroit, March 21-24

Description of the marketing strategy or enhancements planned: Done or in process

1. Initial **primary audience** research and **list acquisition** will include high school students and teacher advisors in select high school clubs (Business Professionals of America (BPA), **Distributive Education Clubs of America (DECA)**, **Michigan Business Education Association (MBEA)**), Michigan Association of Computer Users in Learning (MACUL), and the National Honor Society, etc) and in **Michigan Career and Vocational Centers**. **Additional audiences** will include **schools and community colleges** with Articulation agreements. These audiences would consist of lists of groups and programs at the community colleges plus our own campus career-undecided and associates degree students.

2. Media, materials and postage needs would include the following:

(a) creation of a **family of COB brochures** for (currently in rough draft stage following some planning with Susan Starkey and staff)

- (1) targeted mailings to BPA, MBEA, DECA, MACUL plus Career Center programs and community college groups. (DECA & E-Commerce Scholarship mailings planned for February, 2002)
- (2) select conference distribution of brochures at BPA, DECA, MACUL, MBEA, Governor's Conference on Career Development and selected Pathways and Career/Voc Tech conferences (planned for January & March conferences in 2002)
- (3) distribution and higher exposure and promotion at Admissions/Articulation/UCEL Office events (Trends Conference in November 2001, Governor's Conference on Career Development in 2002)
- (4) distribution to University College Career Undecided and Associates degree students

(b) **Promotional items** will be selected for distribution to students and teachers who visit the campus. Many items have been secured from Admissions: t-shirts, plastic FSU bags, Career Guides, etc. Some items have been bought/ordered: pens, pencils, sticky notes. Others will be purchased in 2002.

3. **Travel/visitation** costs would involve sharing and joining with current recruitment activities by other College of Business programs (i.e. Hospitality programs), other Colleges (i.e. Technology, & Education), the Articulation Office, and Admissions.

4. **Food** would be minimal during this initial year, perhaps several luncheons with key high school and Career Center faculties, especially joining forces with Articulation, Pathways and Career initiatives. (nothing planned yet)

5. **Event staging** would include the planning to host a district or regional student competition for DECA or BPA., each involving 600 to 700 high school students in competitions in the College of Business Any student wages would involve either work study and/or student volunteers. The DECA event is set for Thursday, January 10, 2002.

Funding Request:

Account number: to be determined **Budget Manager:** Linda Travis, RR&M Coordinator (with RR&M Committee, Associate Dean, and Department Chair input and overview).

- \$5500 creation & printing of 30,000 brochures (brochures are in draft stage, will be done for March events, a COB poster currently is at the printer, expenditure of approximately \$950 to date (slated for direct mail to specific business classrooms in February))
- \$800 4 sets of mailing labels for Career Centers, high schools (public, charter, private) & Community Colleges (approximately 1500 labels times 4) (Have purchased the Michigan Education Directory, approximately \$20, mailing labels will be purchased for February & March mailings)
- \$600 envelopes & stationary for 4500 mailings (to be purchased for February & March mailings)
- \$1530 postage for approximately 4500 mailings (will be expended during February & March mailings).
- \$1500 promotional items for visiting students & teachers (Have purchased 700 pencils for DECA Competition, \$140, and two clothing items, \$45). Additional purchases will be made for the March BPA, MACUL, and DECA conferences)
- \$5000 hosting on-site BPA and/or DECA competitions and/or a regional MBEA meeting. (DECA expenditures include the following: Williams Auditorium \$635, food \$500, student workers \$140, printing costs \$200, SRC charges \$200) (Discovery Day for Visual Design & Web Media Program - \$1000 earmarked)
- \$600 contingency

\$15,530 Total Funds Requested (We expect to spend the funds requested; however, I am proceeding with due caution, knowing most of the expenditures will occur in the second semester for the large events and conferences)

INTB 310: INTRODUCTION TO INTERNATIONAL BUSINESS

Prof. David Kelson
Bus. 346, x2466

Office Hours:
MWF: 11 - 12:00

Textbook

Ball & McCulloch, International Business, The Challenge of Global Competition, Sixth Edition, Irwin, 1996

Course Objectives

- to survey the systems and forces shaping international business
- to analyze the impact of current world events on business
- to learn how managers anticipate and plan for changes in the international environment
- to gain experience as a team player on a group project

Attendance

Regular attendance will be essential in order to win points for participation. If you are absent, you are responsible for obtaining copies of notes from classmates. You are responsible for any changes in this syllabus whether you attend class or not.

Participation

Class participation is essential to be successful in this class. To encourage meaningful participation, I will grade your participation at the end of each week for maximum of 5 points, with 70 total points possible for the semester. In order to be considered meaningful, it must be obvious from your participation during the week that you have read and thought about issues and cases in the assigned reading, and that you have timely knowledge of current world events.

Assignments

- read the chapters specified below before the scheduled class discussion of those chapters. The Key Words and Questions at the end of each chapter are helpful review of the chapter.

-Keep track of international news by watching CNN, listening to NPR news shows (either NPR at 9:00 AM or The World at 7:00 PM, or reading newspapers such as The Wall Street Journal, New York Times, or the Washington Post, or reading magazines such as The Economist, International Business, etc.

-**Executive Summaries:** You are required to read and summarize one news article covering international business every other week. Each Executive Summary will be worth 20 points. See the Executive Summary Guidelines for a full explanation.

-**Examinations:** There will be 5 Exams consisting of multiple choice and short essay questions based on the textbook and class discussions (including world current events). Each Exam will be worth 50 points.

-**Group Projects:** The class will divide into small groups of 3 - 4 students to work on the introduction of a product into a foreign country. Students may form their own groups, or you may ask me to assign you to a group. Each group should choose their product and country as soon as possible. The group will make a presentation to the class during the last two scheduled class period. The Group Project is worth 60 points.

Grading

The Ferris Standard Grading System will be used to translate the percentage grade to a letter grade.

Late Policy & Make-ups

I will not accept any late Executive Summaries nor allow any Exam make-ups without a documented excuse presented to me as soon as possible following your personal emergency. Late Executive Summaries must be turned in within 1 week of the date on which you return to class. Exam make-ups will take place during finals week. The Group Project cannot be made up.

Tentative Syllabus

Week #1 (Jan. 14 & 16)
Chapters 1 & 2

Week #2 (Jan. 21 & 23)
Chapter 3

Week #3 (Jan. 28 & 30)
Chapters 4 & 5
Executive Summary #1 due Jan. 28

Week #4 (Jan. 31 & Feb. 2)
Chapters 6 & 7
Feb. 4
Chapter 6

Week #5 (Feb. 11 & 13)
Executive Summary # 2 due Feb. 11
Chapter 7&8

Week #6 (Feb. 18 & 20)
Chapters 9 & 10

Week #7 (Feb. 25 & 27)
Executive Summary #3 due Feb. 25
Second Exam Feb. 25, Chapters 6 - 10
Chapter 11

Spring
March 1 - 9

Week #8 (Mar 11 & 13)
Chapter 12

Week #9 (Mar 18 & 20)
Chapter 13 & 14
Executive Summary # 4 due Mar 18

Week #10 (Mar. 25)
Chapter 15

Week # 11 (April 1 & 3)
Executive Summary #5 due Mar. 31
Third Exam, April 1 covering chapters 11 - 15
Chapter 16

Week #12 (Apr. 8 & 10)
Chapters 17 & 18

Week #13 (Apr. 15 & 17)
Chapter 19
Executive Summary #6 due Apr. 15
Fourth Exam, Apr. 17 Chapters 16 - 19

Week #14 (Apr. 22 & 24)
Chapters 20 & 21

Week #15 (Apr. 29 & May 1)
Fifth Exam, Apr. 29 covering Chapters 20 & 21
Group Projects on Apr. 30

Final Exam Period (May 5, 2 - 3:40)
Make-ups of Exams

Executive Summary Guidelines

News Article: Choose a recent news article (**no more than 1 week old**) about international business from one of the following newspapers or magazines: Wall Street Journal, the Sunday Business Section of a major city newspaper such as the New York Times, the Christian Science Monitor, Business Week, Fortune, Barron's or the Economist. **DO NOT USE USA TODAY!** You may use international news articles in Newsweek or Time if it is longer than 1 page.

Form: Pretend that you are a business intern or trainee in a major U.S.-based international corporation. Write a memorandum to your boss, using the following form:

Executive Summary # _____

To: Executive

Date:

From: Your Name

Subject: (Description of your news article--don't use the headline, however)

Summary: Summarize the most important facts in your news article, and then briefly state why this article is important to your corporation. Remember, your boss is an executive, so he or she has very little time to waste in reading unnecessary words! The Summary should never be longer than the article itself.

Presentation: Your Executive Summary must be typewritten, doubled-spaced and no more than 2 pages in length. Use good grammar, spelling and punctuation. Attach a copy of the news article you are writing about.

INTB 320: Export-Import Procedures and Organizations

Prof. David Kelson
Bus 346, 616-592-2466

Office Hours
M,W,F 11 - 12:00

F 2:45-3:45

Textbook

Thomas E. Johnson, Export Import, Procedures & Documentation, 3rd edition,
amacom

Course Objectives:

-to provide a working knowledge of tariffs, custom's procedures, transportation, insurance, methods of payments, terms of sale, and documentation.

Attendance:

If you are absent, you are responsible for obtaining copies of notes from classmates. You are responsible for any changes in this syllabus whether you attend class or not.

Assignments:

Projects: There are two research projects. The first project will involve the importing of a product of your choice into the United States. You will research any documentation needed, HTS #, duty, and proper markings required, included location. The second project will be the same as the first except you will be exporting a product of your choice to another country of your selection.

Project	100 pts
Project	100 pts
Exam	100 pts

Tentative Syllabus

Week 1 Organizing for Export and Import Operations

Week 2 Exporting: Preliminary Considerations

Week 3 Exporting: Sales Documentation

Week 4 Exporting: Sales Documentation

Week 5 Exporting: Exporting: Other Export Documentation

Week 6 Export Controls and Licenses

Week 7 Export Controls and Licenses

Week 8 Exporting Project

Week 9 Importing: Preliminary Considerations

Week 10 Importing: Purchasing Documentation

Week 11 Importing: Purchasing Documentation

Week 12 Importing: Other Important Documentation

Week 13 Importing: Other Important Documentation

Week 14 Import project

Week 15 Final Examination

COURSE: INTB 335 - Cross Cultural Business Negotiations
M & W 4:30 - 5:45, Rm. 221

INSTRUCTOR: David Kelson

OFFICE: BUS 346

PHONE: 592-2466

OFFICE

HOURS: Mon. & Wed.: 2:00 - 3:00, Tues & Thurs.: 10:00 - 11:00

TEXTS: The Cultural Dimension of International Business, 2nd ed.
by Gary P. Ferraro

International Business Case Studies For the Multicultural Marketplace

Robert Moran, David Braaten, and John Walsh, Jr., Editors

COURSE

OUTCOMES: The student will acquire skills that will assist him/her in easing cultural conflicts that hinder business negotiations. The student will develop an understanding of physical, spiritual, social, and function work cultures. He/She will understand how power/equality, information flow, language, and context differ from culture to culture.

OUTCOMES

ASSESSMENT:

Team Term Paper

team paper

100 pts.

Individual grade

100 pts.

Peer Evaluation

100 pts

OUTSIDE

READING:

Snowdon's Official International Protocols, Gestures by Roger Axtell, Do's and Taboos Around The World, The Global Negotiator, Managing Cultural Differences, Cross-Cultural Dialogues, The Encyclopedia Of The Peoples Of The World, Latinos - A Biography of the People, Good Neighbors - Communication with the Mexicans, Public And Private Self In Japan And The United States, Encountering The Chinese, Understanding Arabs, European Customs and Manners, and Understanding Cultural Differences - Germans, French, and Americans.

TEAM TERM PAPER:

The paper will be 25 to 30 pages in length. In academic research papers and in any other writing that borrows information from sources, the borrowed information must be clearly documented. The system for documentation will be the MLA style (Modern Language Association).

TERM PAPER:

Research the cultural differences between the United States and Japan that cause trade and business conflicts between the two economic super powers; analyze the differences; offer solutions that may create a synergy; and possible outcomes to those solutions. Each team will select a project leader. The project leader position will be rotated so each member as an opportunity to fulfill this role. Teams are responsible for submitting a doubled spaced typed project paper and an oral presentation. A proportion of each class will be set aside for project work and discussion.

COURSE SCHEDULE (SUBJECT TO CHANGE)

Week	Date	Subject matter
week 1	8/28 8/30	Introduction & select readings from Ferraro Ferraro p. 1- 62
week 2	9/6	Finish reading Ferraro
week 3	9/11 9/13	Case 1: The New China Hotel in Beijing Case 2: Tentative Withdrawal from a Joint Venture
week 4	9/18 9/20	Case 3: Confronting Globalization Case 4: The Potato Business & <u>Paper outline due</u>
week 5	9/25 9/27	Case 6: Strategic Alliance in India Case 7: Start-Up of a Joint Venture
week 6	10/2 10/4	Case 8: Overcoming Financial Problems Case 10: Beijing Jeep Corporation
week 7	10/9 10/11	Case 12: Kuwaiti/Chinese Business Partnership Case 13: International Espionage at IBM
week 8	10/16 10/18	Case 14: Motorola Analog Division & <u>Rough draft due</u> Case 17: AT&T
week 9	10/23 10/25	Case 18: Litigation Isn't the Japanese Way Case 7 & 8: Westel

week 10	10/30 11/1	Case 19: Testing Solar Stoves in Mexico Case 21: Motorola's Attempts to Increase Market Share
week 11	11/6 11/6	Case 22: Client Development in Japan Case 25: Cross-Cultural Collaboration
week 12	11/13 11/15	Case 26: Between a Rock and a Hard Place Case 27: SSA Mexicana
week 13	11/20 11/22	Case 31: Managing a Culturally Diverse Work Force Case 32: Managing a Diverse Work Force in Indonesia
week 14	11/27 11/29	Case 33: Banking Diversity Case 34: The Maquiladora Industry and Mexican Unions
week 15	12/4 12/6	Case 36: Service Excellence in the Travel Industry Case 29: Merc and Company, Inc. & <u>Paper Due</u>
week 16	12/13	<u>Oral Presentations & Peer Evaluation & Instructor Evaluation</u>

Given the importance of this course, attendance at every class is considered extremely important. If for some unavoidable reason you have to miss a class during the semester, I would appreciate it if you would let me and your team know in advance of class. We are covering a large amount of material in this course and each student is responsible for all the material covered in-class and in class discussions. I will do my best to use the class time effectively and ask that you do the same.

Syllabus

Instructor: Prof. David Kelson
Course: INTB 380 Regional Business Systems - Latin America
Text: Doing Business with Latin America - CBI, 2nd Edition
Tel: 592-2466
Office: Bus. 346
Office Hrs: 11:00-12:00 Tues. & Thurs.

Course Outcomes:

The student will gain a comprehensive understanding of how business transactions are carried out in Latin America. The student will also become familiar with economic and political structures in the area, including regional trading blocks and development banks.

Outcome Assessments:

Research Paper (Mercosur)	100pts.
Research Paper (Andean Pact)	100pts.
Research Paper (Multilateral Economic Assistance Programs)	100pts
Research Paper (Commercial Opportunities)	200pts
Participation	100pts

Research Papers:

Papers will be typed, doubled spaced, and a minimum of 10 pages, except for the final research paper on Commercial Opportunities which will be a minimum of 20 pages. You must use not less than six sources for each paper.

Syllabus

1/12 No class - read Part 1, p. 3-47
9/3 " "

1/19 Discussion of Part 1 - Business Prospects
1/21 "

1/26 Read Part 2, p.51-90

1/28 Discuss of Part 2 - Managing Business In Latin America

2/2

"

2/4

"

2/9 Read Part 3, p.93-177

2/11 Discussion on Argentina

2/16

"

(1st research paper due)

2/18 Discussion on Brazil

2/23

"

2/25 Discussion on Chile

3/2

"

3/4 Discussion on Columbia

3/9 Spring Break

3/11 Spring Break

3/16 Discussion on Mexico (2nd research paper due)

3/18

"

3/23 Discussion on Venezuela

3/25 Read Part 4, p. 181-236

3/30 Discussion on Bolivia and Ecuador

4/1 Easter Break

4/6 Discussion on Paraguay, Peru, and Uruguay (3rd research paper due)

4/8 Read Part 5, p.239-321

4/13 Discussion on Costa Rica

4/15 " Cuba

4/20 " Dominican Republic

4/22 " El Salvador

4/26 " Guatemala

4/28 " Nicaragua and Panama (4th research paper due)

5/3 2-3:40 Final Exam

INTB 420: INTERNATIONAL BUSINESS LAW

Winter Semester 2001

Introduction

This course will introduce you to international business law, with special emphasis on U.S. laws that affect how U.S. businesses act in the global marketplace. It is divided into 4 parts. Part I provides a framework for understanding the legal environment in which international businesses operate. It also introduces intergovernmental organizations, including the European Union. Part II is about the most basic kinds of private contracts in international business: sales, transportation, insurance and financing. In Part III, we will look at international trade laws from a governmental perspective, including GATT and the WTO, trade barriers and customs laws. Finally, in Part IV, we will survey some of the laws applicable to foreign investments, including intellectual property, political risks, corporate and tax laws, and environmental laws.

Instructor Data

Associate Professor Karen G. Hartman, Esq. You can reach me at my home office or at my campus office, as follows:

Big Rapids Office:

#342 College of Business

Tel: 592-2462

Email: hartmank@ferris.edu

Home Office:

Tel: (616) 874-5319

Email: sparky@wingsisp.com

Office Hours

My office hours are 3 - 4 pm, MWF, and noon - 1 pm on Mondays. If these times are inconvenient, please make an appointment with me for a mutually convenient time. I will be in Big Rapids MWF and most Tuesdays. I will generally be at my home office on Thursdays.

Textbook

Schaffer, Earle & Agusti, International Business Law and Its Environment, 4th edition, West Educational Publishing Company, 1999.

Course Objectives

- to understand what the international legal environment consists of;
- to survey international sales contracts law, including ancillary contracts for transportation and financing;
- to introduce you to U.S. international trade policies, including its obligations under GATT and the WTO;
- to look at some of the laws affecting licensing and foreign direct investment in foreign countries;
- to follow international news stories and analyze their impact on international business law;
- to learn critical thinking and legal analysis skills;
- to research international business law, especially on the Internet; and
- to report on your international legal research in writing.

TENTATIVE Assignmentsmay be subject to change**

1. **Assigned Reading.** Read the assigned chapters of the textbook before the scheduled class discussion of those chapters. Be sure to figure out the fact situation in each legal case included in the chapter. You should be prepared to discuss the Questions and Case Problems at the end of each chapter.
2. **Quizzes.** I may give surprise Quizzes from time to time, covering the assigned reading, class discussions and international news. Quizzes will be worth 10-15 points.
3. **Current Events.** Keep track of international news and be ready to discuss them in class. Major newspapers, serious TV news shows and specials, CNN, business magazines (such as BusinessWeek or the Economist), radio (especially NPR stations, FM 90.3 or FM 99.5 in the Big Rapids area) and the Internet (such as nytimes.com or another reputable web site) are all good sources of news. Try to read or listen to more than one source each week.
4. **Examinations.** There will be 4 Exams consisting of essay questions based on the assigned reading, class discussions and major international news stories. Each Exam will be worth 45-60 points.
5. **Term Paper.** You may choose an international business law issue from the material we have covered in class to further research independently. Please obtain my approval of your subject before you begin research. A Rough Draft will be required, and will be worth 25 points. The Term Paper will be due on the day of the scheduled final exam period for this class. It will be worth 60 points. More information will be available in class.

Grading

I calculate grades based on a straight percentage, and then apply the Ferris Standard Grading System to translate the percentage into a letter grade.

Participation

To encourage meaningful participation and regular attendance in this class, I will **grade your participation** at the end of each week for a maximum of 5 points, with 75 points total possible during the semester. *This may be painful for some of you, but learning to think and talk "on your feet" is an important business skill.*

Attendance

You must be present to earn participation points. If you are absent, **you are responsible for obtaining copies of class notes, handouts and assignments from classmates.** I take attendance at the beginning of each class period, so if you are tardy, you will be marked as absent. See the next section for my policies regarding make-ups.

Late Policy; Make-ups

In order to make up missed assignments, give me your written excuse before or on the day you return to class. If I accept your excuse as legitimate, then all missed work must be made up or turned in **within one week after you return to class.** A legitimate excuse means a severe personal emergency. Please note: no make-ups or late assignments during Finals Week.

TENTATIVE Syllabus

The following Syllabus is subject to change. We may go faster or slower than the Syllabus indicates, depending on level of participation and current news events. **YOU ARE RESPONSIBLE FOR LEARNING ABOUT ANY CHANGES IN THIS SYLLABUS AND OBTAINING HAND-OUTS, EVEN IF YOU ARE NOT IN CLASS.**

Week #1 (Jan. 8, 10 & 12)

Chapter 1 Introduction to International Business

Chapter 2 International Law and Organizations

Week #2 (Jan. 15, 17 & 19)

Jan. 15—**NO CLASS**—King's Birthday

Chapter 3 The European Union and the Development of Trade Areas

Week #3 (Jan. 22, 24 & 26)

Finish Chapter 3

Chapter 4 The Resolution of International Disputes

Week #4 (Jan. 29 & 31; Feb. 2)

FIRST EXAM Jan. 29 covering Chaps. 1-4

Chapter 5 Sales Contracts and Excuses for Nonperformance

Week #5 (Feb. 5, 7 & 9)

Chapter 6 The Documentary Sale and Terms of Trade

Week #6 (Feb. 12, 14 & 16)

Chapter 7 The Carriage of Goods and the Liability of Air and Sea Carriers

Chapter 8 Bank Collections, Trade Finance and Letters of Credit

Week #7 (Feb. 19, 21 & 23)

Finish Chapter 8

SECOND EXAM Feb. 23 covering Chaps. 5 - 8

Week #8 (Feb. 26 & 28; Mar. 2)

Chapter 9 National Lawmaking Powers and the Regulation of U.S. Trade

Chapter 10 GATT Law and the World Trade Organization: Basic Principles

SPRING BREAK (Mar. 5 - 9)

Week #9 (Mar. 12, 14 & 16)

Chapter 11 Regulating Import Competition and Unfair Trade

Chapter 12 Laws Governing Access to Foreign Markets

Week #10 (Mar. 19, 21 & 23)

ROUGH DRAFT due Mar. 19

Chapter 13 Imports, Customs and Tariff Law
Chapter 14 North American Free Trade Law

Week #11 (Mar. 26, 28 & 30)

Finish Chapter 14

THIRD EXAM Mar. 28 covering Chaps. 9-15

Chapter 16 International Marketing Law: Sales Representatives, Advertising and Ethical Issues

Week #12 (Apr. 2, 4 & 6)

Finish Chapter 16

Chapter 17 Licensing Agreements and the Protection of Intellectual Property Rights

Week #13 (Apr. 9, 11 & 13)

Chapter 18 Host Country Regulation: Corporate Law, Taxation and Currency Risk

Chapter 19 Political Risk: Nationalization, Expropriation, and Other Takings of Investment

Apr. 13—**NO CLASS**—Good Friday

Week #14 (Apr. 16, 18 & 20)

Finish Chapter 19

Chapter 21 Labor and Employment Discrimination Law

Week #15 (Apr. 23, 25 & 27)

Chapter 22 Environmental Law

FOURTH EXAM Apr. 27 covering Chaps. 16 – 18, 21 & 22

Scheduled Final Exam Period for this class during Finals Week (Apr. 30 – May 4)

TERM PAPER due

Syllabus

Instructor: Prof. David Kelson

Course: INTB 440 International Finance

Text: Multinational Business Finance, Eiteman, Stonehill
and Moffet, 8th ed., Addison-Wesley Publishing Co.

Office: Bus. 346

Tel: 592-2466

Office Hrs. 12:00 - 1:00 ATC (616)771-3770: M & T. 5-6:00

Course Outcomes:

The student will gain in-depth information on foreign exchange markets, measuring and managing foreign exchange exposure, financing, foreign investment decision, and managing multinational funds.

Outcome Assessment:

Four Tests:	15% each
Questions:	20%
Attendance and Participation:	20%

Syllabus

- 1/15 Thur Issues in Global Financial Mgmt. p.1-21
- 1/22 Int'l Monetary System & Using Balance of payments, p.22-73
Question 3-1 due
- 1/29 Foreign Exchange Markets p. 82-103
Questions 4-2 and 4-3 due
- 2/5 Int'l Parity Conditions, p.111-137
Questions 5-1 and 5-3 due
- 2/12 Test Ch. 3-5
- 2/19 Foreign Currency Options, p. 149-177 and Transaction Exposure, p. 185-209
Question 6-5 and Question 7-4 due
- 2/26 Operation Exposure, p.223-259
Question 8-4 due
- 3/5 Test Ch. 6-8
- 3/12 Spring Recess
- 3/19 Interest Rate Exposure, p.297-321 and Global Cost of Capital, p330-354
Questions 10-2 and 11-1 due
- 3/26 Sourcing Equity Globally, p.373-393
- 4/2 Test Ch. 10-12
- 4/9 Easter Recess
- 4/16 Sourcing Debt Globally, p.410-429 and Financial Structure, p435-448
Questions 13-1 due
- 4/23 Corporate Strategy & Foreign Investment, p. 479-497 and Political Risk, p.511-534
- 4/30 Multinational Capital Budgeting, p. 583-609 & Import and Export Financing, p.694-729
- 5/7 Test Ch.15,16,18 & 21

Syllabus

Instructor: David Kelson
Course: INTB 455
Text: Global Operations Management by M. Therese Flaherty,
Office: Bus. 346
Tel: 592-2466
Office Hrs: 11:00-12:00 M,W,F and 2:45-3:45 T

Course Outcomes:

This course will be discussion-based, supplemented by interactive lectures. Students will develop understanding and skills related to managing global operations.

Outcome Assessment:

25% of course grade is based on student daily preparation and class participation.

Case # 3-2 25%

Case # 4-3 25%

Case # 5-7 25%

Attendance:

For each unexcused absent your grade will be lowered 5%

Week 1 Lecture: Introduction to Course and Global Operations Strategy
Text Chapters 1 and 2; reading 2-1

Week 2 Case 2-2

Week 3 Case 2-3

Week 4 Text Chapter 3; Reading 3-1 and Case 3-1

Week 5 Case 3-2 Test on Case 3-2

Week 6 Case 3-3

Week 7 Lecture: Coordinating the International Materials Flow
Text Chapter 4; Reading 4-1

Week 8 Case 4-1

Week 9 Case 4-2 Test on Case 4-2

Week 10 Case 4-3 Test on Case

Week 11 Lecture: Pushing the Limits of Global Operations Performance
Text Chapter 5; Reading 5-1

Week 12 Case 5-1

Week 13 Case 5-2

Week 14 Case 5-3

Week 15 Technology Transfer

Week 16 Final Examination Week Case 5-7

ADMINISTRATIVE PROGRAM REVIEW: 2001

(final version – 10/24)

Program/Department: Management Department

Date Submitted: 12/7/01

Please provide the following information:

Enrollment

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Tenure Track FTE	24.6	23.8	24.9	21.0	N/A
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*	599**	646**	619**	620**	625
Freshman	195	245	206	223	219
Sophomore	112	98	129	146	145
Junior	74	109	109	107	129
Senior	138	129	139	120	132
Masters					
Doctoral					
Pre-Professional Students					
Enrollment off-campus*	86	102	105	119	98
Traverse City					
Grand Rapids					
Southwest					
Southeast					

* Use official count (7-day)

** Data compiled by College of Business using official count (7-day)

If there has been a change in enrollment, explain why:

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E. 900 students

What factors limit program capacity? All of the above

Only done by Department and not by major.

Financial

Expenditures*	FY 97	FY 98	FY 99	FY 00	FY 01
Supply & Expense	23,311	24,344	27,734	35,502	
Faculty Prof. Development					
General Fund					10,223
Non-General Fund					2,496
UCEL Incentives					3,919
FSU-GR Incentives					586
Equipment					
Voc. Ed. Funds				15,000	0
General Fund				7,226	26,835.91
Non-General Fund					0
UCEL Incentives					14,738
FSU-GR Incentives					2,202

*Use end of fiscal year expenditures.

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

Revenues	FY 97	FY 98	FY 99	FY 00	FY 01
Net Clinic Revenue	0	0	0	0	0
Scholarship Donations	0	0	0	0	0
Gifts, Grants, & Cash Donations	0	0	0	0	0
Endowment Earnings	0	0	0	0	0
Institute Programs/Services	0	0	0	0	0
In-Kind	0	0	0	0	0

Other

	AY 96/97	AY 97/98	AY 98/00	AY 99/01	AY 00/01
Number of Graduates* - Total	5	7	3	5	4
- On campus	5	7	3		4
- Off campus	0	0	0	0	0
Placement of Graduates	100%	100%	100%	100%	
Average Starting Salary	\$24-27K	\$36-39K	\$28-31K	\$17-21K	
Productivity - Academic Year Average	296.84	333.82	276.15	276.15	322.9
- Summer	No Data	60	186		
Summer Enrollment	11	11	9		

* Use total for full year (S, F, W)

1. a) Areas of Strength:

- Oldest International Business Program in the state
- Depth of course offerings
- Recognition of program by two top graduate schools in international business
- Quality of instructors

b) Areas of Concern and Proposed Action to Address Them:

Enrollment – increase marketing efforts to high school guidance counselors and language teachers, to community colleges, and to high school students that mark an interest in international business on their ACT or SAT exams.

2. Future goals (please give time frame)

- Implement 3rd year of language requirement – 02/03
- Implement study abroad semester – 02/03

4. Does the program have an advisory committee?

- a) If yes, when did it last meet? **Yes, 10/01**
- b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?
- c) When were new members last appointed? **Yes, 3/01**
- d) Are there non-alumni/ae on the committee? How many? **Yes, 7. There are no alumni/ae on the committee.**

5. Does the program have an internship or other cooperative or experiential learning course?

- a) If yes, is the internship required or recommended? **Yes, starting 2002.**
- b) If no, what is the reason for not requiring such an experience?

6. Does the program offer courses through the web? **No**

- a) Please list the web-based (fully delivered through the internet) courses the program offered last year?
- b) Please list the web-assisted (e.g., WebCT) courses the program offered last year.

7. What is unique about this program?

- a) For what distinctive characteristics is it known in the state or nation?

- 1) **Oldest program in the state**
- 2) **Depth of course offers.**
- 3) **Third year of a foreign language starting 2002.**
- 4) **Study abroad semester starting 2002.**
- 5) **Intern ship abroad starts 2002.**
- 6) **Functional tracks**

- b) What are some strategies that could lead to (greater) recognition?
- 1) **Advertising of program to corporations.**
 - 2) **Advertising of program on campus.**
 - 3) **Offer the program to the Grand Rapids campus.**

8. Questions about Program Outcomes Assessment (attach additional sheets, if necessary):

- a) What are the program's learning outcomes?
- 1) **Speaking ability in a second language**
 - 2) **Regional business knowledge**
 - 3) **Basic international business knowledge in global business systems, global finance, global marketing, cross-cultural understanding, international law, export-import procedures, and foreign operations**
- b) What assessment measures are used, both direct and indirect?
- 1) **Research papers**
 - 2) **Case studies**
 - 3) **Exams**
 - 4) **Projects**
 - 5) **Senior surveys**
 - 6) **On Campus surveys**
 - 7) **Student evaluations**
 - 8) **Alumni evaluation**
 - 9) **Faculty evaluations**
 - 10) **Advisory committee evaluations**
- c) What are the standards for assessment results?
- 1) **Grades**
 - 2) **Perception of program ratings (poor to excellent)**
 - 3) **Perception of instructor ratings (poor to excellent)**
 - 4) **Perception of course ratings (poor to excellent)**
 - 5) **Perception of faculty (poor to excellent)**
 - 6) **Perception of advisory committee (poor to excellent)**
- d) What were the assessment results for 2000-01?
- 1) **Grades: INTB student grades run from average to excellent**
 - 2) **Perception of program ratings:**
 - 3) **Perception of instructor ratings:**

- 4) Perception of course ratings:
 - 5) Perception of faculty: 90% of faculty who responded were highly favorable
 - 6) Perception of advisory committee: good program which could be improved upon
- e) How will / how have the results been used for pedagogical or curricular change?
- 1) Addition of Regional Business System course
 - 2) Deletion of International Economic Course
 - 3) Deletion of Foreign Production Operation Course
 - 4) Addition of a third year of language in 2002
 - 5) Addition of functional area studies in 2002
 - 6) Addition of Study abroad component
 - 7) Addition of an foreign internship

9. Questions about Course Outcomes Assessment:

- a) Do all multi-sectioned courses have common outcomes? Yes
- b) If not, how do you plan to address discrepancies? Yes
- c) Do you keep all course syllabi on file in a central location? Yes

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by _____
Name and Title

Reviewed by Dean _____
Name and Date

Ferris State University
Degree Program Costing 1999 - 2000 (Summer, Fall, and Winter)

College : Business
 Department : Management

Program Name: International Business BS

Program Credits Required (Total credits to graduate) **127**

*Instructor Cost per Student Credit Hour(SCH) (Average for program) **\$128.00**
 Department Cost per Student Credit Hour **\$21.74
 ***Dean's Cost per Student Credit Hour **\$11.44**

Total Cost per Student Credit Hour (Average for program) \$161.18

Total Program Instructor Cost (Assumes a student will complete program in one year) **\$16,256.01**
 Total Program Department Cost **\$2,760.69**
 Total Program Dean's Cost **\$1,453.11**

Total Program Cost (Assumes a student will complete program in one year) \$20,469.80

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
ACCT201	L	\$212,695	\$89,755	\$28,301	2349	\$91	\$38	\$12	3	\$272	\$115	\$36
ACCT202	L	\$178,062	\$53,647	\$16,916	1404	\$127	\$38	\$12	3	\$380	\$115	\$36
BASTELE	E	\$216,650	\$21,735	\$26,928	2235	\$97	\$10	\$12	3	\$291	\$29	\$36
BLAW301	U	\$66,948	\$16,835	\$9,398	780	\$86	\$22	\$12	3	\$257	\$65	\$36
COMM121	L	\$174,555	\$43,764	\$22,813	2844	\$61	\$15	\$8	3	\$184	\$46	\$24
ECON221	L	\$177,460	\$22,464	\$27,831	2310	\$77	\$10	\$12	3	\$230	\$29	\$36
ECON222	L	\$101,428	\$10,415	\$12,904	1071	\$95	\$10	\$12	3	\$284	\$29	\$36
ENGL150	L	\$549,468	\$70,827	\$51,473	6417	\$86	\$11	\$8	3	\$257	\$33	\$24
ENGL250	L	\$431,435	\$52,351	\$38,045	4743	\$91	\$11	\$8	3	\$273	\$33	\$24
ENGL325	U	\$124,045	\$15,232	\$11,069	1380	\$90	\$11	\$8	3	\$270	\$33	\$24
FINC322	U	\$160,264	\$28,296	\$15,795	1311	\$122	\$22	\$12	3	\$367	\$65	\$36
FREEELE	E	\$23,796,022	\$7,572,112	\$4,289,246	212744	\$112	\$36	\$20	9	\$1,007	\$320	\$181
GEOG100	L	\$48,151	\$16,595	\$6,449	804	\$60	\$21	\$8	3	\$180	\$62	\$24
GEOG111	L	\$31,482	\$9,330	\$3,828	452	\$70	\$21	\$8	4	\$279	\$83	\$32
GEOG121	N	\$10,996,372	\$3,600,213	\$1,698,828	80513	\$137	\$45	\$21	3	\$410	\$134	\$63
HIST372	U	\$8,210	\$1,062	\$553	69	\$119	\$15	\$8	3	\$357	\$46	\$24
INTB310	U	\$43,736	\$7,511	\$4,193	348	\$126	\$22	\$12	3	\$377	\$65	\$36
INTB320	U	\$17,972	\$2,849	\$1,590	132	\$136	\$22	\$12	3	\$408	\$65	\$36
INTB335	U	\$17,545	\$2,525	\$1,410	117	\$150	\$22	\$12	3	\$450	\$65	\$36
INTB380	U	\$8,228	\$647	\$381	30	\$274	\$22	\$12	3	\$823	\$65	\$36
INTB420	U	\$2,471	\$324	\$181	15	\$165	\$22	\$12	3	\$494	\$65	\$36
INTB440	U	\$16,385	\$1,101	\$614	51	\$321	\$22	\$12	3	\$964	\$65	\$36
INTB455	U	\$10,971	\$518	\$289	24	\$457	\$22	\$12	4	\$1,828	\$86	\$48
ISYS105	L	\$310,365	\$136,524	\$43,048	3573	\$87	\$38	\$12	3	\$261	\$115	\$36
ISYS202	L	\$166,583	\$62,817	\$19,807	1644	\$101	\$38	\$12	3	\$304	\$115	\$36
MATH115	L	\$216,098	\$33,517	\$23,895	2979	\$73	\$11	\$8	3	\$218	\$34	\$24
MGMT301	U	\$183,543	\$43,706	\$24,398	2025	\$91	\$22	\$12	3	\$272	\$65	\$36
MGMT302	U	\$42,822	\$10,036	\$5,602	465	\$92	\$22	\$12	3	\$276	\$65	\$36
MGMT371	U	\$38,828	\$8,806	\$4,916	408	\$95	\$22	\$12	3	\$285	\$65	\$36
MGMT499	U	\$56,768	\$10,360	\$5,783	480	\$118	\$22	\$12	4	\$473	\$86	\$48
MKTG321	U	\$136,294	\$58,937	\$17,928	1488	\$92	\$40	\$12	3	\$275	\$119	\$36
MKTG441	U	\$28,946	\$6,298	\$1,916	159	\$182	\$40	\$12	3	\$546	\$119	\$36
PLSC331	U	\$11,062	\$4,954	\$1,925	240	\$46	\$21	\$8	3	\$138	\$62	\$24
SPAN101	L	\$98,769	\$12,715	\$9,241	1152	\$86	\$11	\$8	4	\$343	\$44	\$32
SPAN102	L	\$38,342	\$3,223	\$2,342	292	\$131	\$11	\$8	4	\$525	\$44	\$32
SPAN201	L	\$20,371	\$1,589	\$1,155	144	\$141	\$11	\$8	4	\$566	\$44	\$32
SPAN202	L	\$21,643	\$1,104	\$802	100	\$216	\$11	\$8	4	\$866	\$44	\$32
STQM260	L	\$150,406	\$16,454	\$20,386	1692	\$89	\$10	\$12	3	\$267	\$29	\$36

- * Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
- ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
- *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

International Business Program Faculty Survey

Dear College of Business Faculty Member:

Please take a minute to respond to this survey for the Human Resources Management Program. Your input is needed for the program review process. Thank you.

The Department you are in _____

1. Comment on how you perceive the value of the INTB Program to the Management Department and the College of Business. _____

2. What is your perception of the students majoring in INTB? _____

3. What additional staff, technology, or resources are needed, if any, to make the INTB Program better? _____

4. What is your general perception of the courses required for INTB majors? (See attached check sheet.) _____

5. Do you consider the INTB faculty to be responsive to communications, requests, or suggestions concerning the INTB Program? _____

6. How can the INTB Program be improved? _____

Please return survey to David Kelson (Bus. 346)

Again, thank you for your time.

International Business Management Program Student Survey

Dear International Business Management Student:

We would appreciate your help. The INTB Program is undergoing a review. Every academic program in the university undergoes this review periodically.

The purpose of the review is to determine how the program can be revised and improved. Would you please respond to the following? Please circle one of the following: 1st, 2nd, 3rd year student.

Why did you choose to come to Ferris to pursue your degree? _____

Why did you elect the INTB Program? _____

Of the courses you had taken to date, which do you perceive as most relevant to the INTB program? _____

Which do you perceive as least relevant to the INTB program? _____

Based on the number of classes taken to date, how well do you believe you are prepared at this time, for the following areas? Please check in the area below.

Skills	Excellent	Good	Average	Below Average	Poor
Computer Skills					
Verbal Communication Skills					
Writing Skills					
Interpersonal Skills					
Decision-Making Skills					
Analyzing Skills					
Leadership Skills					

The University requires students to take courses in various areas to develop various competencies. How well do you believe you are prepared in the following areas. Please check in the area below.

Skills	Excellent	Good	Average	Below Average	Poor
Scientific Understanding					
Cultural Enrichment					
Social Awareness					
Quantitative Skills					
Global Awareness					

How well do you believe you are prepared in the following fields. Please check in the area below.

Skills	Excellent	Good	Average	Below Average	Poor
Accounting					
Finance					
Marketing					
Management					
Law					
Statistics					

INTERNATIONAL BUSINESS ALUMNI SURVEY

1. What is your position? _____
What is your salary (optional) _____
2. When did you graduate? _____
3. What positions have you held since graduation? _____

4. How did you obtain your first position? _____

5. If you are now working, or have ever worked in International Business Management, use a check mark to indicate what have been your areas of responsibility?

Human Resource	<input type="checkbox"/>	Federal Gov't	<input type="checkbox"/>
Finance	<input type="checkbox"/>	State Gov't	<input type="checkbox"/>
Training/Development	<input type="checkbox"/>	City Gov't	<input type="checkbox"/>
Logistics	<input type="checkbox"/>	Non-profit	<input type="checkbox"/>
Marketing	<input type="checkbox"/>	Marketing Research	<input type="checkbox"/>
Management	<input type="checkbox"/>	Broker	<input type="checkbox"/>
Trade Exhibitions	<input type="checkbox"/>	Export/Import Mgmt	<input type="checkbox"/>
Trade Associations	<input type="checkbox"/>	Others	<input type="checkbox"/>

6. Please comment on your specific duties regarding any of the above that you selected.

7. Please indicate with a check the extent to which each of the following courses in your INTB major has helped you in the pursuit of your career. (If the course was not offered when you were at FSU, please so indicate)

Titles	Extremely Helpful	Very Helpful	Some Help	Not Very Helpful	No Help At All
Comparative & International Law					
Cross-Cultural Business					
Export/Import Procedures					
International Business Systems					
International Economics					
International Finance					
International Marketing					
Managing Foreign Operations					
Production/Operations Mgmt (Production MGMT)					
Regional Business Systems					
Statistics					

8. What subjects in the above have been most useful to you? _____

9. Why have they been useful to you? _____

International Business

Progress Report 2001-2002

section 3 of 3

10. Which of the above were not very useful to you? _____

11. Why weren't they useful? _____

12. What subject areas do you feel should have been covered? That is, what do you believe should be added as a requirement? _____

13. Why do you think the subject areas should be added? _____

14. The University requires students to take courses to develop various competencies. How well do you believe you were prepared in the following areas:

Titles	Excellent	Good	Average	Below Average	Poor
Communication Competence					
Cultural Enrichment					
Leadership Skills					
Quantitative Skills					
Scientific Understanding					
Social Awareness					

15. Among the objectives of the major is to assist students in the development of various skills. How well do you believe you were prepared in the following skills:

Titles	Excellent	Good	Average	Below Average	Poor
Analyzing Skills					
Computer Skills					
Decision-Making Skills					
Interpersonal Skills					
Leadership Skills					
Verbal Communication Skills					
Writing Skills					

16. Comment concerning your responses to 14 and 15. _____

17. Do you belong to any professional organizations? If so, which ones? _____

18. Why do you belong to them? That is, of what value to you is membership in the foregoing? _____

19. To what extent do you use the computer in your work? For what purposes? _____

20. Do you use purchased programs, or ones developed internally? _____

21. If you use purchased programs, which ones do you use? _____

22. Based upon your experience, what capabilities should students have with the computer when they graduate? _____

23. Career wise, what do you think you will be doing in the next five to ten years? _____

24. A similar survey was conducted 9 years ago. Did you respond to the survey then? _____
25. Comments: _____

THANK YOU FOR YOUR TIME AND ASSISTANCE!

David Kelson
Director of the International Business Program

**MANAGEMENT DEPARTMENT
EXIT SURVEY**

Name: _____ Major: _____ Date _____

ENTERING YOUR PROGRAM:

How did you enter your major at Ferris State University? (Circle your response)

- a. As a freshman
- b. As a transfer from another college or university (non-degree)
- c. With an associate's degree from Ferris State University
- d. With an associate's degree from another college or university
- e. From another program at Ferris State University
- f. Other: _____

EMPLOYMENT PLANS:

1. Have you secured a job that reflects the completion of your degree? ___ Yes ___ No
 - a. If the answer to 1 is "yes," is this position with your current employer? ___ Yes ___ No
 - b. If the answer to 1 is "no", have you had a job offer that you are presently considering? ___ Yes ___ No
 - (1) If the answer to (b) is "yes," do you plan to stay with your present employer? ___ Yes ___ No
 - (2) If the answer to (b) is "no," do you plan to stay with your present employer? ___ Yes ___ No
2. If you have not secured a job that reflects the completion of your degree, what are your job search plans?
3. Did you use the services of the Placement Office in your job search? ___ Yes ___ No
4. If you have secured a job that reflects the completion of your degree, what is the title of the position?

EVALUATION OF YOUR DEGREE PROGRAM:

On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of (circle your response):

- a. preparation for a career? 1 2 3 4 5
- b. intellectual challenge? 1 2 3 4 5

What single business course do you feel will be most beneficial to you in your business career?

Why? _____

What single business course do you feel will be least beneficial to you in your business career?

Why? _____

~~APPENDIX~~

PROGRAM REVIEW PANEL EVALUATION

Program: _____

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction

Average Score _____

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program

Average Score _____

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program

Average Score _____

5	4	3	2	1
---	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates

Average Score _____

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market

Average Score _____

5	4	3	2	1
---	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

12. Scheduling of Instructional Facilities

Average Score _____

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score _____

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score _____

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score _____

5	4	3	2	1
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Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

David Kelso
Jan., 2002

INTERNATIONAL BUSINESS CURRICULUM AND THE NEED FOR CHANGE

There are at least three distinctive areas that fall loosely under the rubric of international business, each responsive to a different set of business needs and each drawing on a different set of concepts. One such area consists of the relatively familiar problems those national enterprises faces in the conduct of their trade with foreign countries. Another was made up of the problems that managers in the headquarters of multinational enterprises faced in their efforts to preside over an international network. And a third area consisted of comparative business practices in foreign countries (Vernon 1994). Many professors in business schools feel that principles taught in their majors are valid universally disregarding international differences. At worst, their material only had to be supplemented to address the needs of Asia, Africa, Europe or Latin America.

In the early 1960s Harvard adopted a formal structure based a formal structure based on functional areas, International business was designated as one such area. But during the decade that followed, the growth of international business placed new pressures on the structure of the School, as it did on the structures of the multinational enterprises In the late 1960s, the Dean of the Business School proposed the abolition of the international business area. The various functional areas would internationalize their respective curricula. And to ensure that the shift occurred, the handful of faculty members associated with the international business area would be distributed strategically among the various functional areas (Vernon 1994).

With hindsight, the hope that erstwhile faculty members from the liquidated international business area could exert much influence over the curricula of their new colleagues appears to have been grossly inflated. Worse still, the chances were always very low that the functional areas, when filling the occasional vacancies in their ranks, would place much emphasis on candidates with strong international interests. It is an Iron Law of Faculty Recruitment that faculties, when left to themselves, replenish their ranks in their own collective image. So colonizing each of the functional areas with an international body or two promised very meager results (Vernon 1994).

In the summer of 2000, Dr. Jeffrey S. Apran and Dr. Chuck C. Y. Kwok from the University of South Carolina completed a research paper on **Internationalizing the Business School, Global Survey of Higher learning in the Year 2000**. It was submitted and released by **The Academy of International Business** in 2001. The question that **Ferris State University, College of Business** is asking itself concerning how we compare with other institutes of higher education around the world in regards to our INTERNATIONAL BUSINESS CURRICULUM are addressed in this the study. The following section of this report contains the result of the global survey.

The survey upon which this report is based, like the previous one completed in 1992, was designed to elicit information useful to administrators, faculty, students and others interested in international business education. In designing the survey questionnaire, we sought more than numerical information about varieties and number of international business courses and faculty. We also sought information about philosophies and approaches to internationalizing curricula, students and faculty. We sought information about international linkages and alliances among institutions and about international experiential programs. We sought information about organizational aspects of international activities and faculty training and reward systems concerning internationalization. We even sought information about progress achieved with respect to internationalization and levels of satisfaction with past and current efforts and activities.

As we have learned several times in the past, undertaking a global survey is an awesome and humbling experience, and becomes even more so in trying to complete one at a high level. It leads to more complications and problems than expected, and takes more time, effort and money than anticipated. Once completed, some respondents and readers may not be pleased with the report; some information is out of date; and even the authors may find it difficult to say what definitively can be concluded from it. Our surveys are no exception!

Our survey's approach and format were shaped by our decades of experience with international business education where we have studied and worked, and from what we have learned from hundreds of other faculty with whom we have interacted throughout the world. An important example is our historic distinction between different objectives and levels of internationalization: awareness, understanding and expertise (competency). In our judgment, these three distinctions are discrete and sequential, and usefully distinguish institutions and specific degree programs from others. For example, some programs seek to have students obtain a basic awareness of the nature and importance of international business, such as being aware that there are different currencies and that changes in the values of currencies affect prices of imported and exported products. Others go beyond this goal of awareness, seeking to instill in students an understanding of why currency values change, and how such changes affect price levels. Still other types of programs seek to develop specific, operational expertise (professional competencies) such as providing students with the knowledge and skill to hedge foreign currency transactions or otherwise incorporate currency changes into their company's pricing/marketing strategy.

In this report, we have attempted to summarize and analyze responses provided by individuals at hundreds of educational institutions throughout the world. We cannot, and do not, claim 100% accuracy of all the information reported to us, and hence by us, in this report. Some information reported to us was sometimes incomplete, confusing, and contradictory. In addition, some changes have undoubtedly occurred at individual institutions after they returned their survey responses to us and before we printed out the survey results. For these and other errors of omission or commission, we apologize in advance. We also encourage readers of this report to directly contact school of particular interest for additional and up-dated information about their international activities and programs.

OVERVIEW

Internationalization of business curriculum and faculty has now become virtually global and a reality instead of a probability. Globalization of economies, industries, companies and institutions has given business schools a strong need and demand for infusing international content into their core courses, adding and/or requiring specialized international business courses, providing classes and internships in other countries, and enhancing the international knowledge and experience of their faculty. And, while the internationalization of business curriculum has existed inside and outside the United States for more than a quarter of a century, it is no longer a debated or questioned objective for most institutions. Nor is the requirement of AACSB that mandated the internationalization of curriculum for accredited schools. What remains debated is how much infusion is needed, how many specific international business (IB) courses are needed, how many students and faculty need to spend time in other countries, and how to enhance the existing internationalization of curriculum, research, students and faculty.

Placing a current study (such as this 2000 study) in perspective to previous studies always remains a challenging task due to different methodologies, different questions, and had different populations, samples, and response rates. However, the main objectives of international business surveys of business schools are fairly consistent: identifying the various methods used to internationalize their curricula and faculty, and the extent to which internationalization has occurred. This said, some comparisons are not possible or logical. Furthermore, while we believe that this study represents the most current one undertaken to date in terms of the comprehensiveness and completeness of information sought, the enormous amount of information we requested probably reduced the expected and desired completion and submission of the survey!

Following the description of the research methodology, the findings are *first* presented in their most aggregated form (all respondents considered together), then in a comparative regional form (US compared to Non-US countries), then in an intra-national comparative form for the United States (accredited and non-accredited US business schools), and finally, comparisons of schools who responded to this study as well as our previous study completed in 1992. This format of reporting findings indicates the different forms of analysis that could be derived from the data provided by the respondents. Following these analyses are several exhibits in matrix form that provide specific information about internationalization at each of the respondent institutions.

In sum, this report and the electronic database from which it is derived provides many different and useful reference points to business schools desiring to assess their internationalization goals, methods and progress relative to others.

SAMPLE SELECTION

The sample was designed to focus on educational institutions with degree programs in business primarily from the U.S., Canada, Latin America, Western Europe, Japan, and several other key countries in the global economy. The sample was constructed from several sources, including the educational membership of the International Association for Management Education (AACSB) and Consejo Latinoamericano de Escuelas de Administracion (CLADEA), official German and Japanese listings of degree-granting institutions, the institutional subscribers to The Journal of International Business Studies, and from Europa's World of Learning. Institutions listed in more than one source (duplicate entries) were deleted. The resultant sample consisted of nearly 1200 institutions, of which roughly 54% were located inside the U.S.

QUESTIONNAIRE

The questionnaire consisted of eight sections. Section I asked questions about the role of internationalization in the mission and strategy of the business school. Section II inquired about the organizational structure and location of international business courses, programs and faculty within the business school and assessed the level of satisfaction with various internationalization efforts. Section III asked questions about the internationalization of the business curriculum: types of internationalization offered, courses and activities offered and required, regional geographic emphases, levels of internationalization achieved by students, and satisfaction with current levels of curriculum internationalization. Section IV inquired about the internationalization of the business faculty: their major activities, sources of internationalization, incentives and obstacles with respect to faculty internationalization, attributes and knowledge levels, comparison to five years ago, and the satisfaction with current faculty internationalization. Section V examined the arrangements and affiliations between the surveyed institutions with foreign institutions. Section VI asked questions about student intermeshes in foreign countries: number and types offered and required, lengths, credit or non-credit, how arranged, etc. Section VII sought identification of "Best Practices" in business school internationalization: most effective/distinctive accomplishments achieved. Section VIII solicited basic information about the institution, such as the type of institution (private/public, accredited/non-accredited), degrees offered, size of the faculty and the size of the student body.

MAILINGS AND RESPONSES

The first mailing consisted of both mailed and e-mailed questionnaires in the fall of 1999. A second and third mailing to non-respondents was conducted in spring of 2000. The number of complete responses totaled 152, of which 103 came from the U.S. and 49 from outside the U.S. Exhibit 2 provides survey and response information by aggregated geographic regions and some information by country of respondents. Disappointingly, the

number of responses was lower than expected and desired. While one reason may have been the length and complexity of the questionnaire, it was essentially the same as the survey conducted in 1992 (which had nearly five times as many respondents). It may have been that the more recent survey was not distributed by AACSB (who distributed the 1992 survey), perhaps reducing the motivation to respond given that AACSB accredits many if not most of the US schools surveyed. Or, it may have been that business schools were now focusing more on curriculum and faculty changes other than internationalization (such as information technology, distance education, etc) and were less interested in completing questionnaires and getting information about internationalization....

Exhibit 2
Institutions Surveyed and Responding by Region

REGION	NUMBER SURVEYED	NUMBER RESPONDED	PERCENT RESPONDED
Africa/Middle East	17	0	0%
Asia	36	4	10%
Europe	339	29	8%
Latin America	78	6	7%
US/Canada	643	108	15%
Australia/New Zealand	26	5	19%
TOTALS	1,139	152	13%

THE ROLE OF INTERNATIONALIZATION

The majority of responding institutions (95%) had developed a mission statement, and of those that had done so, 88% included a specific reference to international or global business as part of the education and research mission. These percentages were considerably higher compared to our previous study in 1993 in which 81% had developed mission statements, and only 57% had included a specific reference to Internationalization.

In terms of developing a long range or strategic plan within the last five years, 87% had done so, of which 89% included some specific objectives related to international or global education and research. These percentages were also higher than those in the previous study, in which 74% had developed a strategic plan.

The most popular internationalization objectives at all levels (undergraduate, masters, and doctoral) with regard to ALL business majors were as follows (in order from highest to lowest):

- (1) all students should at least have a *general awareness* of global business environment,
- (2) all students should develop *basic understanding* of IB as it relates to at least *one functional field*,
- (3) all students should develop *expertise* in the *international dimensions of business*, and
- (4) all students should develop *expertise* in IB as it relates to *at least one functional field*.

In terms of ALL business majors, *awareness* as an objective was more frequent at the bachelor level (74%) than the master level (69%) and the doctoral level (28%), while *understanding* and *expertise* objectives were more frequent at the master level. This said, the internationalization objectives at all levels for SOME business majors were higher than those for ALL students (e.g., those taking a major in international business) in the following order from highest to lowest:

- (1) some students should develop *expertise* in IB as it relates to at least *one functional field*
- (2) some students should develop *expertise* in the *international dimensions of business*
- (3) some students should develop *basic understanding* of IB as it relates to at least *one functional field*
- (4) some students should at least have a *general awareness* of global business environment

The highest internationalization objectives were slightly more frequent at the bachelor level than at the master level, and were least frequent at the doctoral level.

In terms of business schools' approach to internationalizing the curriculum for ALL business majors, the most frequent approaches were (in order):

- (1) *introducing international dimensions in the business core courses*
- (2) *requiring one general IB course*
- (3) *requiring at least one IB course from a group of several IB courses*
- (4) *requiring at least one IB course in their major field*
- (5) *requiring at least one internationally oriented course outside the business school.*

And again, requirements were more frequent at the bachelor level than at the master level, and much more than at the doctoral level.

Summary:

The vast majority of business schools had specific references to international/global

business education and research as part of their mission statements and long-range/strategic plans. They also had more and higher objectives of internationalization at the undergraduate and masters level than at the doctoral level and more and higher objectives of internationalization for SOME programs (international programs) than for ALL programs, regardless of the degree level.

INTERNATIONALIZATION OF CURRICULUM

Infused Courses and *Specialized IB Courses* were the MOST FREQUENTLY OFFERED at all levels (more than 65% each at bachelor and master levels, 17% at doctoral), followed by *Foreign Experience* (52% bachelor, 48% master, and 7% doctoral). The same was true for courses REQUIRED OF ALL STUDENTS: *Infused courses* were the most required (70% bachelors, 64% masters, and 18% doctoral), followed by *specialized IB courses* (31% at bachelors, 42% at masters, and 6% at Ph.D.). *Foreign experience* was required more at the master level (11%) than at the bachelor level (5%) and the doctoral level (3%).

In terms of "FOREIGN" REQUIREMENTS FOR 113 MAJORS, *foreign language during programs* was the most required at all levels (33% bachelor, 15% master, 5% doctoral), followed by *having a foreign experience* (20% bachelor, 13% master, 2% doctoral). Bachelor and Master IB majors were also required to take an average of at least 6 IB courses while doctoral students were required to take an average of at least 3 IB courses. In comparison, IB MINORS were required to take fewer IB courses than IB Majors (4 at bachelor, 3 at master, 2 at doctoral) and about one-third to one-half the amount of foreign language and foreign experience than IB Majors.

In terms of the CORE COURSE INFUSED WITH IB CONTENT, the ones most infused were (1) *Policy/Strategy*: 68% bachelor and master, (2) *Marketing*: 69% bachelor, 66% master), (3) *Management*: 66% bachelor, 61% master, and (4) *Finance*: 64% bachelor and master), followed by *Economics*: 60% bachelor and 58% master and *Accounting*: 45% bachelors and 47% master. At the Ph.D. level, all of the above courses were about equally infused with IB content but at much lower percentages (10-11% for all except accounting, which averaged only 6%).

In terms of SPECIALIZED IB COURSES offered, the two most frequently offered were *international marketing* (66% bachelor, 61% master, and 10% in doctoral) and *international finance* (65%, 64% and 11% respectively), followed by *international management* (56%, 54%, 9%), *intro, to/survey of IB* (50%, 37%, 5%) and *international strategy* (31%, 47%, 9%). The least offered course was *international production* (9% bachelor, 21% master, and 3% doctoral)

The majority of schools had no particular REGIONAL or GEOGRAPHIC FOCUS, but of the 38% who did, the largest regional focus was *Asia* (22%) followed by *Western Europe* (19%), and *Latin America* (18%). Others included *USA and Canada* (16%), *Eastern Europe* (9%), *Australia/Pacific* (5%), *Middle East* (5%) and *Africa* (3%). And, only a minority of the schools (25%) offered COURSES IN LANGUAGES

OTHER THAN THEIR COUNTRY'S NATIVE LANGUAGE, and only 20% included a JOINT or DUAL DEGREE OF AN INTERNATIONAL NATURE (e.g., with Humanities/Liberal Arts, Engineering, Law etc).

The largest percentage of students at all levels taking EXPERIENCES IN OTHER COUNTRIES did *trips abroad*, followed by *studies abroad*, then *internships abroad*. International experiences were 3 times more frequent in international programs than in basic programs. The largest number of *trips abroad* were offered at Executive MBA programs (7.7%) and doctoral programs (70%), while *study abroad* and *internships abroad* were offered the most in international MBA programs (48% and 43% respectively).

Regarding SATISFACTION WITH CURRENT LEVELS OF INTERNATIONALIZATION, the highest mean scores (where 1=not at all and 5=very satisfied) were for *international masters programs* (4.22), *executive MBA programs* (3.68)~ and *international bachelors programs* (3.79). The three lowest mean scores were for *basic masters programs* (3.30), *basic bachelors programs* (3.21) and doctoral programs (3.17).

Summary:

The majority of core courses were infused with international content, and a large number of specific IB courses (at least six courses) were offered and required in bachelors and masters programs. In terms of "*foreign*" requirements, taking foreign language during programs was the most often required, followed by foreign experience (internships, study and travel abroad). The most satisfied programs (in terms of internationalized curricula) were international masters programs followed by executive MBA programs and international bachelors programs. All other programs were only "slightly satisfied".

INTERNATIONALIZATION OF FACULTY

Of the MAJOR INTERNATIONAL ACTIVITIES of business faculty, *teaching* was the most extensive (3.48 mean), followed by *research* (2.92 mean) and *consulting* (2.44 mean).

In terms of LEVELS OF INTERNATIONAL BUSINESS EDUCATION & TRAINING, the largest percentage of faculty had *understanding* (37%) and the second largest only had *awareness* (34%). In terms of the highest levels, only 21% had *functional international expertise*, and only 12% had *multi-functional international expertise*.

The KEY SOURCES FOR FACULTY INTERNATIONALIZATION were *foreign travel* (4.03 mean score, where 5 was maximum), *teaching/living abroad* (3.86), *self education/instruction* (3.75), *other educational training* such as seminars/conferences (3.69) and *international research* (149). Lesser sources included *general academic education* (3.29), *consulting or other non-academic work* (3.00) and

specialized international courses at the doctoral level (2.93). In terms of EFFECTIVENESS, however *teaching/living abroad* was considered the most effective source for internationalizing faculty (4.7), followed by *international research* (4.06) then *foreign travel* (3.84). All other sources were rated essentially equally (3.6) except for *general academic education* (3.37).

Slightly more than one third of the institutions had a SPECIFIC PLAN to develop faculty research or teaching capabilities in international business, or the international dimension of another academic field. THE MOST IMPORTANT INCENTIVES FOR INTERNATIONALIZING FACULTY were considered to be *research/travel funds* (4.06 mean score) and *funds for attending international conferences* (3.93), followed by *favorable promotion/tenure considerations* (3.39) and *seminars and workshops* (3.17). The lowest incentives listed were *teaching load reductions* (3.17) and *financial compensation* (3.15). The same rankings applied for the MOST EFFECTIVE INCENTIVES.

THE MAJOR OBSTACLES FACING FACULTY INTERNATIONALIZATION were insufficient funding (3.51) and the difficulty of doing international research (2.98), followed by insufficient faculty interest (2.92), difficulty of publishing international research (2.30) and insufficient departmental interest (2.72). Lower ranked obstacles included low perceptions of value (2.67), insufficient administrative interest (2.51), insufficient student interest (2.40), and lack of materials (2.11). The lowest obstacle was negative promotion and tenure considerations (1.90).

In terms of FULL TIME FACULTY WHO WERE NATIVES OF ANOTHER COUNTRY, 20% of the respondents had less than 5%, 29% had up to 15%, 25% had up to 25%, 21% had up to 50%, and 5% had more than 50% who were natives of another country.

In terms of FULL TIME FACULTY INVOLVED IN INTERNATIONAL RESEARCH, 15% of the respondents had less than 5%, 31% had up to 15%, 29% had up to 25%, 17% had up to 50%, and 8% had more than 50% involved in IB research.

In terms of FULL TIME FACULTY TEACHING IB COURSES, 7% of respondents had less than 5%, 30% had up to 15%, 35% had up to 25%, 19% had up to 50%, and 10% had more than 50% teaching IB courses

In terms of FULL TIME FACULTY WHO TAUGHT COURSES IN ANOTHER COUNTRY, 16% of respondents had less than 5%, 29% had up to 15%, 23% had up to 25%, 18% had up to 50%, and 15% had more than 50% who had taught in another country.

Percentages of FACULTY HAVING FORMAL ACADEMIC TRAINING IN IB were as follows: 27% of the responding institutions had less than 5%, 41% had up to 15%, 20% had up to 25%, 8% had up to 50%, and 4% had more than 50% faculty who had formal academic training in IB.

Percentages of FACULTY HAVING PRACTICAL IB EXPERIENCE IN INDUSTRY:

24% of responding institutions had less than 5%, 34% and up to 15%, 27% had up to 25%, 12% had up to 50%, and 4% had more than 50% faculty who had practical IB experience in industry.

COMPARED TO 5 YEARS AGO, FACULTY'S KNOWLEDGE OF IB TODAY was *the same* at only 6% of responding institutions, *somewhat greater* at 32%, *considerably greater* at 41%, and *vastly greater* at 21%. Hence internationalization of faculty had significantly increased over the past 5 years.

THE MAIN REASONS WHY FACULTY'S KNOWLEDGE OF IB INCREASED were as follows: hiring of new faculty with international expertise (3.71 mean), greater student interest (3.22), enhanced international training of existing faculty through their own efforts (3.21), and through arrangements by their institutions (3.12). THE LOWEST REASONS were: Increased foreign student enrollment (2.93) and utilization of visiting faculty with international expertise (2.87).

HOW SATISFIED WERE BUSINESS SCHOOLS WITH THEIR CURRENT LEVEL OF FACULTY INTERNATIONALIZATION? Only 4% were *not at all* satisfied, 23% were *somewhat dissatisfied*, 13% were *neutral*, 45% were *somewhat satisfied* (the largest number), and only 15% are *very satisfied*

Summary

The internationalization of faculty at business schools increased over the past five years: *somewhat greater* at 32%, *considerably greater* at 41%, and *vastly greater* at 21%. The largest percentage now had *understanding* compared to *awareness* and had become more international do to traveling, teaching and/or living abroad. Typically, the largest number of schools had up to 15% of their IB faculty who taught IB courses, did IB research, taught in other countries, were natives of other countries, had formal education in IB, and had international business experience. The most important incentives for internationalizing were considered to be research/travel funds and funds for attending international conferences, seminars and workshops (because the greatest obstacles for internationalization are considered to be insufficient funding). Yet despite the number of increases in internationalization of faculty, only 15% of the responding schools were very satisfied with the level of faculty internationalization, while more than 25% were very or somewhat dissatisfied. Thus it appears that more internationalization was still desired and needed.

More than half of the respondents (53%) indicated that their business school or university was *a member of a consortium* for the conduct of any international educational activity. 27% required a *study abroad experience for students* in some of their degree programs, and nearly 23% offered *one or more of their degrees in another country*.

The *chief administrator (e.g. Dean) of business schools* had the most important role for INITIATING ARRANGEMENTS with foreign institutions (3.74 mean out of max of 5.0), followed by "*study abroad*" center directors (3.58) and *presidents or other senior institutional administrators* (3.47). However, in terms of who had the most important role of MANAGING foreign institutional relationships (once established), "*study abroad*" center directors were the most important (3.83 out of a max of 5.0), followed by *chief administrators of business schools* (3.46), and either *associate/assistant administrators/deans* or *IB center/institute directors* (3.34). The least important were business school alumni (1.86)

62% of respondent institutions were *somewhat to very satisfied with their foreign affiliations/institutional arrangements*, while 20% were *somewhat to not at all satisfied*.

STUDENT INTERNSHIPS IN OTHER COUNTRIES

Half of the schools offered *student internships in other countries*, and foreign institutions/organizations had the largest responsibility for arranging such internships (3.48 mean), followed by university-wide offices (3.48), students (2.54) and IB centers/departments and business school dean's offices (each 2.5)

INTERNATIONALIZATION SATISFACTION

In general, how satisfied were schools with the progress of internationalization in their institutions over the last five years? The vast majority of schools (7. 7%) were *satisfied* (of which about one third were *very satisfied*), while only 16% were *dissatisfied* (of which only 1% were *extremely dissatisfied*) and 7% were *neutral*.

OVERALL SUMMARY AND CONCLUSIONS

Any summary of such a comprehensive study risks being both oversimplified and platitudinous. Despite what some may view as a rather melancholy text that precedes this summary, the overall conclusion of this survey was very similar to that of the previous 1992 survey. For example, along all dimensions, significant progress continued to be made in the internationalization of business schools throughout the world. The courses, programs and other educational experiences available to students of business were rich and varied. Capacity to provide education in the international dimensions of business of specific functional fields was dramatically enhanced, and infusion of international

material into core courses continued to proceed significantly. Internships and overseas study opportunities also increased in many more schools throughout the world.

In addition, all institutions reported significant enhancing/upgrading of the international capabilities of their faculty, and learned more about the value of various methods of internationalizing faculty. Faculty research became increasingly international, and business schools responded more to the global needs of their stakeholders.

This said, there remained a shortage of international content in doctoral programs, requiring the internationalization of faculty to occur either before or after most doctoral programs—especially in the United States. This also led business schools to increasingly hire faculty who were already internationalized so they didn't have to spend more time, effort and funding to get their own faculty internationalized.

One very positive increase in internationalization was the higher aspiration of institutions in the internationalization of their curricula. Whereas previously most schools sought to provide students with only an *awareness* of the international dimensions of business and primarily used unity *infusion of international content into core courses*, far more schools now had *understanding* as the objective for all students, and *expertise* for increasingly more students than previously. They also now had more IB courses, and required more of them for all students. These changes were most likely driven by increased globalization of nations, industries and firms, and resulted from increased amounts of required international business courses, language and cultural training, and overseas experiences for students.

So now was everyone satisfied with the internationalization of their curricula and faculty? Unfortunately, no. There was still only a minority of business schools who were *very* satisfied, despite an overall improvement and enhancement of the internationalization of faculty, programs and students. The most likely reason was that globalization throughout the world (in terms of business) increased even faster than the internationalization of business schools' curricula and faculty—hence business schools continued to lag behind business needs and developments. Hopefully, a similar survey at the end of this decade will show a closer fit between academic and world realities.

COMPARISONS OF US & NON-US INSTITUTIONAL RESPONSES

GOALS, EMPHASIS and APPROACHES

The goals, emphasis and approaches related to internationalization of curriculum and students were comparatively similar among US and non-US business schools. For example, both US and non-US schools had comparable percentages of Mission Statements which included specific mention of internationalization, as well as about the

same percentages of Strategic Plans which included specific reference to internationalization. However, there were several differences in terms of objectives for different levels of students and programs.

In terms of ALL UNDERGRADUATE PROGRAMS, *US schools* put MORE emphasis on creating students' *awareness* and *understanding* of international business, but put LESS emphasis on creating student's international *expertise/competency* in specialized functions, multi-functional subjects, or the international dimensions of business. However, in terms of some SPECIFIC BACHELOR PROGRAMS (e.g., such as those focused on international business), US schools sought higher levels of international *understanding* compared to non-US schools in functional fields and more *expertise/competency* in specialized functions and in the international dimensions of business. Thus US schools sought higher levels of internationalization for students taking specialized bachelors programs, and also more so than non-US schools. In contrast, the MASTER LEVEL, US schools sought much LOWER levels of international *understanding* and *expertise* in functional fields and in the international dimensions of business for students in ALL programs. The same was true for DOCTORAL programs. So, non-US schools usually had higher internationalization goals for the vast majority of degree programs than US schools did.

At the Bachelor level, US schools sought greater amounts of *infusion* of international business topic in core courses and also required one general IB course more often than non-US schools did. However, at the Master level, US schools sought *less* infusion in core courses and required only half as many IB courses (single or multiple) than non-US schools. At the Doctoral level, US schools also required substantially less infusion into core courses, and required fewer IB courses. Thus at the master and doctoral level, non-US schools were stronger in terms of internationalization than US schools (consistent with their higher objectives), while US schools were stronger at the undergraduate level.

ORGANIZATION

There remained many different styles and ways of organizing international business faculty. Both US and non-US schools had most IB faculty in *Functional Departments Where IB was NOT Specifically Recognized* followed by locations in *Functional Departments where* more internationalized in non-US schools than US schools. These differences were essentially the same for TB MINORS.

At the BACHELOR level, US schools had *substantially MORE infusion* in ALL core courses (marketing, management, finance, accounting, strategy, economics) and *substantially MORE specialized IB courses in all functions* except *Strategy* and *Production*. However, at the MASTER and DOCTORAL levels, they had *substantially LESS* infusion in all courses and *less specialized IB courses* (except for the TB Survey course), again reflecting US schools' greater internationalization focus on undergraduate programs than graduate programs.

US schools offered significantly LESS business courses in foreign languages and joint degrees of an international nature. US schools also had much less specific regional focus *in general* and with respect to *specific regions* including, Latin America, Western and Eastern Europe, Asia, Middle East, Australia/Pacific) and Africa. In general, students at non-US institutions achieved significantly MORE *internships, study abroad programs and foreign travel/trips*.

Which ones were most satisfied with their curricula? US and non-US schools were about equally satisfied with the degree of internationalization at most program levels; were *MOST satisfied* with their INTERNATIONAL programs at all levels; and were *LESS satisfied* with their BASIC programs and *LEAST satisfied* with the internationalization of their Ph.D. programs.

INTERNATIONALIZATION OF FACULTY

For both US and non-US schools, *teaching* was the largest international activity for faculty followed by *research* then *consulting*. The US schools had significantly LESS faculty with *Functional International Expertise* and *Multi-Functional Expertise* because the largest percentage of their faculty were only at the levels of *Awareness* and *Understanding*. This meant that non-US faculty were at a higher level of *international expertise*.

For the US schools and non-US schools, the three largest sources of faculty internationalization were: *Foreign Travel, Teaching/Living Abroad* and *Self Education*. The lowest sources for them were *Consulting* and *Specialized International courses at the Ph.D. level*. Both stated *Teaching/Living Abroad* were the most EFFECTIVE sources for internationalizing their faculty, followed by *International Research*, but non-US schools had more specific university plans to internationalize their faculty

The responses were very similar for both US and non-US schools in terms of the major and most effective incentives for internationalizing their faculty: *funding for international research and travel* and *for international conferences* while the least important incentives for both were *Financial Compensation* and *Teaching Reduction*. Both US and non-US schools agreed about what were the major obstacles for internationalizing faculty: *Insufficient Funding* and *Difficulty of International Research*.

Did they have the same kinds of faculty? No. The US had fewer faculty who were *natives of other countries, did international research, taught IB courses, had taught in other countries, and had IB experience in industries*. However, both stated that at least 90% of their faculty's international knowledge was greater than it had been five years ago because both had hired more *new faculty with international expertise*, their existing faculty had enhanced their TB knowledge through their own efforts, and they'd been utilizing visiting faculty with international expertise.

AFFILIATION & INSTITUTIONAL ARRANGEMENTS

More of the non-US universities were members of a consortium for the conduct of an international activity but both were slightly more involved in *multiple* consortiums than just a *single* consortium and offered more than twice as many of their degrees in other countries.

In terms of what type of university personnel were most important for INITIATING arrangement with foreign institutions, US schools said that *Business School Chief Administrators* were the most important followed by "*Study Abroad*" *Center Directors*. In contrast, non-US schools said the most important were their "*Study Abroad*" *Center Directors* and their *IB Center/Institute Directors*. And in terms of who had the most important role in MANAGING foreign institutional relationships (once established), both agreed that it was their "*Study Abroad*" *Center Directors*.

Which ones were most satisfied with foreign affiliations and institutional relationships? The non-US business schools were considerably more satisfied than US business schools while only 8% of non-US schools were dissatisfied compared to 27% of US schools.

STUDENT INTERNSHIPS AND CONCLUSIONS

A slightly higher percentage of non-US business schools offered more *student internships in other countries* than US business schools. The two organizations with the major responsibilities for arranging foreign internships for US schools were *University-wide Offices* followed by *Foreign Institution/Organization*, whereas non-US schools had the reverse.

Overall, non-US schools were more satisfied than US schools about the progress of the internationalization of their institutions over the last five years (84% vs. 74%)

US ACCREDITED AND NON-ACCREDITED SCHOOLS

ORGANIZATION OF INTERNATIONALIZATION

Accredited schools had more mission statements and more long-range or strategic plans. Non-accredited schools had more emphasis on *bachelor* degrees/programs while Accredited schools had more emphasis on *master* and *doctoral* degree/programs. In fact, there were no infused courses or required TB courses in Non-accredited schools' doctoral programs

Accredited schools designated more specific faculty and staff to international

assignments and activities than Non-accredited schools. They also did about twice as much *planning for faculty development in international business*.

INTERNATIONALIZATION OF CURRICULUM

In terms of COURSES OFFERED, Accredited schools offered MORE *infused* courses, *Specialized IB courses*, and *Foreign Experiences* at nearly all levels and types of degree programs. Accredited schools also REQUIRED more Internationally Infused courses, Specialized TB courses and Foreign Experiences than Non-accredited schools, especially at the master level.

Regarding the Internationalization of CORE business courses, there was little difference in *infused courses* between Accredited and Non-accredited business schools at the bachelor level. However, the difference was significant at the master level, with accredited schools having many more infused courses, and also in terms of SPECIALIZED TB courses offered, where they had substantially more infusion at all three levels.

In terms of business courses offered in Foreign Languages, none of the responding Non-accredited schools offered them, and they also focused less on Regional Geographic emphasis as well.

Accredited schools offered more business courses in foreign countries and also included more joint or dual degrees of an international nature. However, in terms of *Students Getting Overseas Experience*, the Non-accredited schools were significantly higher at both the basic and international bachelors levels and the basic masters level. Finally, the Accredited schools were higher in virtually all dimensions at the *International* and *Executive Master level*, and the *Doctoral Level*. Based on the above, it appeared that the Non-accredited schools were more widespread in terms of foreign experience for students while the Accredited school put foreign experience on Specialized International Master degrees.

Overall, the schools' *Satisfaction with their Current Level of Curriculum Internationalization* was pretty much the same.

INTERNATIONALIZATION OF FACULTY

Regarding the international opportunities for overseas experiences. Concerning the perceived effectiveness of factors in internationalizing faculty, both agreed that *teaching and living abroad* was the most effective and that *research and travel funds* were the most important incentives for internationalizing their existing faculty, followed by *funds for attending international conferences*. They both considered the major obstacles facing faculty with regard to internationalization were *Insufficient Funds* and *Insufficient Faculty Interest*

Accredited schools were more likely to have *specific plans to develop international research and education for their faculty* and the backgrounds and activities of their faculty were also different. The Non-accredited schools had more faculty who were natives of other countries, did less international research but taught more IB courses, and had more international academic training and industry experience

The perceptions of the improvement of their faculty's TB knowledge over the past five years was quite similar (over 90%) in terms of the number of faculty with *greater knowledge of international business*, and both agreed that their faculty's increased knowledge of international business was due most importantly to their *hiring of new faculty with international business expertise*, followed by *enhanced international training of existing faculty through their own efforts*. Finally, both were about equally satisfied with the current level of their faculty internationalization (over 55%) although Accredited schools were slight more *dissatisfied* (34% vs. 27%) activities of business faculty, their teaching of international business was essentially the same, but faculty in Accredited schools did more international research and consulting and were slightly higher in terms of levels of TB education and training:

In terms of the sources of faculty's TB Knowledge, there was generally the same ranking and magnitude regarding sources and effectiveness, but the faculty of Accredited schools had more

AFFILIATIONS AND INSTITUTIONAL ARRANGEMENTS

Many more Accredited schools were members of a consortium for the conduct of TB educational activities (55% compared to 12% Non-Accredited schools), and also offered more than twice as many degrees in other countries. However, almost the same percentage of them required a "study abroad" for students in any of their degree programs.

In terms of faculty/administrative roles for INITIATING arrangements with foreign institutions, it was *Business School Chief Administrators* for Accredited schools compared to *Presidents or Other Senior Institutional Administrators* in Non-accredited schools, but both agreed that "*Study Abroad*" *Directors* had the major role for MANAGING foreign institutional relationships once established. And, the majority of

Accredited schools were satisfied about their foreign affiliations and institutional arrangements (64%) while this was so for only about a third of Non-Accredited schools.

INTERNSHIPS AND CONCLUSION

Both types of schools equally offered internships in other countries (nearly 50%), but there were differences in terms of who had the major responsibility for arranging student internships abroad: Accredited schools used *Foreign Institution/Organizations first*, while Non-Accredited schools primarily used *University Wide Offices*

How satisfied were these schools with their progress of the internationalization of their institutions over the last 5 years? Interestingly, the Accredited schools were the most *satisfied* (74% vs. 62%) and the most *dissatisfied* (21% vs. 16%), so one can't make any strong comparison of the two types!

UNIVERSITIES RESPONDING TO BOTH SURVEYS

A total of 75 universities inside and outside the United States responded to the 1992 and 2000 surveys. This section provides information about the kinds and number of changes that were made by these 75 universities during the last decade. However, since many of the questionnaire items were perceptual in nature, we cannot be certain that the specific respondents to both surveys had consistent standards of judgment.

MISSION, ROLE AND ORGANIZATION

Of the 75 universities who responded to both surveys, roughly 10% more of them had mission statements than in the previous survey and had added some dimension of international business into their mission statement. However, only about 2% of them added long range planning and international business into their long range plans.

Many of the schools changed the organizational locations of their faculty:

Functional fields where IB Specialists are NOT recognized: 49% 2000 vs. 39% 1992

Functional fields where IB Specialists are ARE recognized: 38% 2000 vs. 50% 1992

Matrix structures: 7% vs. 5% 1992

And, fewer of the schools had specific plans/programs for faculty development in the area of international business: 37% 2000 vs. 45% 1992.

COURSE OFFERINGS & REQUIREMENTS

BACHELORS LEVEL

Infused Courses: 71% 2000 vs. 64% 1992
 Specialized IB Courses: 35% 2000 vs. 32% 1992
 Foreign Experience: 4% 2000 vs. 3% 1992

MASTER LEVEL

Infused Courses: 68% 2000 vs. 60% 1992
 Specialized IB Courses: 43% 2000 vs. 31% 1992
 Foreign Experience: 7% 2000 vs. 0% 1992

DOCTORAL LEVEL

Infused Courses: 13% 2000 vs. 8% 1992
 Specialized IB Courses: 7% 2000 vs. 4% 1992
 Foreign Experience: 4% 2000 vs. 0% 1992

All core functional courses became more infused with international content at all degree levels while slightly more specialized IB courses became offered in Bachelor and Master degrees but fewer in doctoral levels.

INTERNATIONALIZATION OF FACULTY

More of the schools indicated that they had more faculty extensively involved in INTERNATIONAL activities:

Teaching: 3.51 2000 vs. 3.16 1992 (mean scores)
 Research: 3.04 2000 vs. 2.86 1992
 Consulting: 2.56 2000 vs. 2.26 1992

In 2000, Foreign Travel was ranked #1, followed by Teaching and Living Abroad, Self

Education /Instruction, Other Educational Training, International Research, General

Academic Education, and Consulting or other Non-Academic Work

In 1992, Teaching/Living Abroad was ranked #1, followed by Foreign Travel, International Research, General Academic Education, Self Educational instruction, Other Educational Training, and Consulting or other Non-Academic Work.

In terms of how EFFECTIVE were these factors in internationalizing faculty, Teaching/Living Abroad remained #1, and International Research remained #2, while Foreign Travel moved *up* from #4 to #3, General Academic Education moved *down* from #3 to #7, and Self Education/Instruction moved *up* from #7 to #4.

Fewer of the institutions had a specific plan to develop faculty research or teaching capabilities in IB or the international dimensions of another academic field: 33% in 2000 vs. 49% in 1992. Regarding the IMPORTANCE to existing faculty of incentives to “internationalize”, there were no changes in relative rankings, but there were a few changes in the perceived EFFECTIVENESS of several of them:

IN 2000, Research/Travel Funds remained #1, and Favorable Promotion and Tenure Considerations remained #2, but Funds for Attending International Conferences moved up from #5 to #3, while Financial Compensation moved down from #3 to #5,

There were some significant increases in terms of the percentages of their full time faculty who were natives of other countries, were involved in IB research, taught IB courses, taught courses in other countries, had formal academic training in IB, and had practical international business experience in industry. For example, more than 16% of their faculty

<i>Were natives of other countries:</i>	48% 2000 vs. 42% 1992
<i>Were involved in IB research:</i>	61% 2000 vs. 51% 1992
<i>Taught IB courses:</i>	63% 2000 vs. 45% 1992
<i>Taught courses in other countries:</i>	53% 2000 vs. 43% 1992
<i>Had formal academic training in IB:</i>	36% 2000 vs. 25% 1992
<i>Had international business experience in industry:</i>	35% 2000 vs. 26% 1992

Finally, in terms of changes in faculty knowledge over the last decade, there was a slight increase in the level of satisfaction of faculty internationalization:

Mean Score of Satisfaction (1—not satisfied at all and 5=very satisfied): 3.54 2000 vs. 3.04 1992. More of the schools were members of consortium for the conduct of international business educational activity (58% 2000 vs. 50% 1992), required “study abroad” experience for students in their degree programs (27% 2000 vs. 16% 1992), and offered their degrees in other countries (20% 2000 vs. only 4% 1992).

IB Center/Institute Directors became the most important in terms of INITIATING arrangements with foreign institutions (#2 in 1992), Business School Chief

Administrators moved down from #1 to #2, and “Study Abroad” Center Directors moved up to #3 from #6. And, in terms of MANAGING foreign institutional relationships once established, “Study Abroad” Center Directors moved up to #1 in 2000 from #4 in 1992, IB center/Institute Directors moved down to #2 from #1, and Business School Chief Administrators moved down to #3 from #2.

Finally, more of the schools were SATISFIED with their foreign affiliations and institutional relations (where 1=not at all, 5=very satisfied): 3.80 in 2000 vs. 3.39 in 1992

INTERNSHIIPS & CONCLUSION

More of the schools offered students internships in other countries: 55% 2000 vs. 43%

1992. *University-Wide Offices* assumed the major responsibility for arranging student internships (previously were ranked #3 in terms of importance), *Foreign Institutions/Organizations* moved up to #2 from #4, and *Students* moved down from #1 to #3.

More schools were SATISFIED with the progress of internationalization in their institutions over the past five years.

IN 1992, the majority of the schools were “somewhat *dissatisfied*” (mean score of 2.47 where 2=somewhat dissatisfied, 3=neutral, 4=somewhat satisfied, and 5=very satisfied)

IN 2000, the majority of schools were close to being “somewhat *satisfied*” (mean score of 3.86).

This said, they still were far from being *very* satisfied with the internationalization of the institutions. Hopefully by 2010 they will make it!

SUMMARY AND CONCLUSIONS

Significant progress continued to be made in the internationalization of business schools throughout the world. The courses, programs and other educational experiences available to students of business specific functional fields was dramatically enhanced. Whereas previously most schools sought to provide students with only an *awareness* of the international dimensions of business and primarily used only *infusion of international content into core courses*, far more schools now had *understanding* as the objective for all students, and *expertise* for increasingly more students than previously. They also now had more IB courses, and required more of them for all students, and infusion of international material into core courses continued to proceed significantly. However, at the master and doctoral level, non-US schools were stronger in terms of internationalization than US schools (consistent with their higher objectives), while US

schools were stronger at the undergraduate level, and accredited schools were stronger in terms than non-accredited schools. Internships and overseas study opportunities also increased in many more schools throughout the world, although a slightly higher percentage of non-US business schools offered more student internships in other countries, and as did accredited schools compared to non-accredited schools.

All institutions reported significant enhancing and upgrading of the international capabilities of their faculty, and learned more about the value of various methods of internationalizing faculty which resulted in their assessments that their faculty's international knowledge was greater than it had been five years ago. Faculty research became more international, and schools responded more to the global needs of their stakeholders. However, there remained some differences. The US had fewer faculty who were *natives of other countries, did international research, taught IB courses, had taught in other countries, and had IB experience in industries*, and faculty in accredited schools did more international research and consulting and were slightly higher in terms of levels of IB education and training

The majority of business schools were satisfied with the internationalization of their curricula and faculty, only there remained only a minority of business schools who were *very* satisfied, despite an overall improvement and enhancement of the internationalization of faculty, programs and students. By comparison, non-US schools were more satisfied than US schools about the progress of the internationalization of their institutions over the last five years, and accredited schools were the most *satisfied* and the most *dissatisfied!* The most likely reason for remaining dissatisfaction was that globalization throughout the world increased even faster than the internationalization of business schools' curricula and faculty—hence business schools continued to lag behind business needs and developments. Hopefully, the next decade will show a closer fit between academic and world realities were rich and varied.

Implications of findings for Ferris State University College of Business

It would appear from the preceding findings and based on the International Business curricula changes forwarded for the program that we progressing in the right direction. In fact, we are well down the road in creating an outstanding IB program. However, further emphasis has to be placed on internationalizing our faculty.

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**International Skills for Managers:
Integrating International and Managerial Skill
Learning₁**

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**International Skills for Managers:
Integrating International and Managerial Skill
Learning₁**

ABSTRACT

Current U.S. skills courses are strongly influenced by studies done in the U.S. Are they relevant for international managers? This study identifies and compares skills seen as important in U.S. and international literature. It concludes that: (1) while most skills currently covered are relevant for international managers, they need to be extended to international settings, and (2) current skills courses need to add a component on entry skills. Implications for skill teaching are discussed.

American managers have come to realize the importance of managerial skills; i.e., the ability to accomplish managerial goals through direct, personal action. The popular literature has increasingly criticized business school graduates for lacking skills, and have called for more coverage of skills in the business school curriculum (Gordon and Howell, 1959; Livingston, 1971; Mintzberg, 1973 & 1975; Filley, Foster, and Herbert, 1979; Boyatzis, 1982; Mandt, 1982; Whetten and Cameron, 1983; Porter and McKibbin, 1988; Accounting Education Change Commission, 1989; O'Malley, 1989)

During the past decade, a "skills movement" has emerged in business schools, and managerial skills courses are becoming increasingly widespread. One indication of the growing interest in university level managerial skills course is the increasing numbers of skills texts being offered by publishers for university courses: Whereas before 1988 only one skills text was offered, university skills instructors can now choose from at least nine--all directed toward American audiences (Bigelow, 1993).

To what extent are these skills courses relevant for international managers? None of the skills texts currently available in the U.S. make any qualifications about the cultural extent within which the skills they consider will apply. This might lead to the impression that these skills are universal in scope and applicable to any setting, domestic or international. A closer look, however, shows that none of the texts specifically addresses skills in an international or cross-cultural setting. In addition, the research cited by these texts is primarily derived from studies of American firms and businesspeople.

The American origin of these texts suggests we can be most confident about their relevance when they are used by students who will go on to manage in exclusively American settings. The likelihood of this happening, however, is diminishing (e.g., Finney and Von Glinnow, 1988).

My purpose in writing this paper is to explore how the extension of management from American to international settings affects the nature of managerial skills which are required and must be learned. I begin by reviewing literature which lists managerial skill topics. I then review additional literature which offers some insight into the nature of international managerial skill topics, and compare this with the previously derived list. Finally, I discuss implications for the teaching of managerial skills.

Managerial Skills in American Settings

A managerial skill is the ability to accomplish a particular type of managerial goal through personal action. The action may be as simple as a single behavior, or may comprise a system of behaviors implemented interactively over a period of time. This definition suggests that our image of managerial skills rests on a set of managerial goals/problems currently thought to be important by managers -- and which could change over time and setting. This definition also distinguishes the direct and indirect parts of managerial goals. For example, a manager may have a goal of facilitating a meeting, which he/she accomplishes through direct action. The group may then arrive at a quality decision -- an indirect result of the manager's action. Thus the manager's skill in group facilitation results indirectly in furthering of other organizational goals.

Based on this definition, I searched for studies which identified important managerial skills. I found nine major sources which did this and were based on U.S. settings. These sources draw on either original research into managerial skills or expertise of the authors. The skills identified are summarized in Table 1.

Table 1 here

Column 1 of table 1 lists the 33 skills identified². These skill distinctions were made on the basis of the distinctiveness of their associated managerial goals. For example, the skill of decision making is based on the managerial goal of making an effective decision. Skills involving variations of this goal were grouped together; e.g., decision making and participative decision making. Whenever possible goals were identified at only one level of specificity. For example, while two studies only specified "interpersonal skills" as important, most studies allowed a more specific designation of these skills; e.g., communication, negotiation, conflict management, etc.

Columns 1-9 correspond to the nine literature sources which are identified by the legend at the bottom of the page. A plus in a particular column indicates that the source identified a particular skill. Column 2 shows the "frequency of mention", or the number of times each skill was identified.

While it is tempting to interpret frequency of mention as an indication of a skill's importance, this is not necessarily the case, for two reasons. First, as mentioned above, some skills were identified at more than one level of abstraction, and this affects frequency of mention. For example if all specific interpersonal skills were combined into an "interpersonal skill" category, their collective frequency of mention would be far greater. A second reason not to equate frequency of mention with importance concerns date of publication. It's quite possible that the different authors were aware of previous works and were influenced by them. Consequently skills identified earlier on may accumulate a higher frequency rating as other authors refer to them. For these two reasons the frequency rankings in Table 1 are perhaps a better indication of the prevalence of skills in the literature, rather than importance.

Despite this caveat, high frequencies of mention in Table 1 do correspond well with the skills currently covered in university skills texts. For example, the three major texts with a managerial skills focus (i.e., Lewis, Garcia, and Jobs (1990); Quinn, Faerman, Thompson, and McGrath (1990); Whetten and Cameron (1991)) include the highly ranked skills of this list, with the exception of written communication, planning, and controlling. These latter skills are commonly addressed in business school curricula, but outside current university skills courses.

In sum, Table 1 provides an indication of the managerial skills topics and skill types currently covered in university skills texts. The primarily American origin of these sources, however, raises a question as to their extendibility outside American settings. Does this set of skills topics need to be amended to prepare prospective managers to work effectively in international settings? In addressing this question, let us first consider what skills international managers may find useful.

Managerial Skills in International Settings

International management considers management in a variety of cultural settings. It is therefore more diverse and difficult to summarize. Even so, a number of authors have addressed aspects of international skill. Specifically, I have identified 33 studies which

identify managerial skills appropriate in international settings (see tables 2a and 2b for references). Although many of these studies are less rigorously conducted than those of the previous section, many draw credibility from experience or expertise of the authors. The skills which these sources identify are shown in Table 2. Because of its width, this table has been broken into Tables 2a and 2b.

Tables 2a and 2b here

Column 1 of table 2 lists the 27 international skills topics identified. The numbered columns correspond to the literature sources which are identified by the legend at the bottom of the page. A plus in a particular column indicates that the source identified a particular skill. Column 2 shows the "frequency of mention", or the number of times each skill was identified. As discussed earlier, the frequency of mention indicates skill prevalence in the literature, but not necessarily skill importance.

Comparison of American and International Action Skill Topics

A comparison of Tables 1 and 2 suggests some definite differences in the kinds of skills topics mentioned in the U.S. and international skills literatures. Essentially a skill may fall within one of three categories: primarily mentioned in the international literature, primarily mentioned in the U.S. literature, and mentioned in both literatures. Figure 1 illustrates the categories into which the skills of Tables 1 and 2 fall.

Figure 1 here

The skills in the left circle are mentioned in the international literature and those in the right circle are mentioned in the U.S. literature. Those in the intersect are mentioned in both literatures³. This classification should not be thought of as a definitive statement as to where each of these skills belongs. Evolution of the literature and further studies could lead to shifts in classifications as well as emergence (and submergence) of particular skills. Still, Figure 1 does give a sense of the skills which authors consider important in the U.S. and international scene.

One way of bringing out the differences in these three classifications is to consider the types of skills mentioned in each. Examination of the skills of Figure 1 suggests that they can be more broadly classified into 6 skill types:

1. **Intrapersonal skills**, in which self-related goals receive primary emphasis; e.g., decision making, planning, time and stress management, goal and action management, personal productivity, and self-motivation.

2. **Interpersonal skills**, in which external relational goals and changes in others are emphasized; e.g., communication and language, delegation, influence, conflict, group management, motivating others, and leadership.

3. **Learning skills** which enable or facilitate the development of other skills; e.g., self-awareness, creativity, and learning from doing.

4. **Personal characteristics** -- not skills in themselves, but attributes of individuals which studies suggest are related to managerial skillfulness and skill development; e.g., proactivity, disposition to lead, perceptual objectivity, positive regard, and risk taking.

5. **Entry skills** used to assess and understand an organizational setting and establish effective working relationships in it; e.g., establishing relationships and sensitivity. These are distinguished from interpersonal skills in that they are used primarily to start up relationships, whereas interpersonal skills are used more on an ongoing basis.

6. **Administrative skills** used to carry out administrative functions; e.g. decision making and planning.

If the skills in Figure 1 are classified by type, we can get a sense of the presence or absence of each skill type in the three categories. Table 3 shows the number of times each of the above 6 skill types are mentioned in the three categories of Figure 1.

Table 3 here

In this table the broad differences of skill mention among these categories are clearer. These differences may be summarized as follows: (1) Both literatures emphasize the importance of interpersonal skills and to a lesser extent, learning and intrapersonal skills; (2) the U.S. only literature emphasizes administrative skills, and; (3) the international only literature emphasizes entry skills, and to a lesser extent, personal characteristics.

These findings indicate a shift in skill emphasis as one moves from managing in a relatively more homogeneous U.S. setting to managing in a more international setting. This shift involves a decreased emphasis on more specific administrative practices which have been established in U.S. firms and which may not be appropriate in other cultures, and an increased emphasis on adaptive skills which enable a person to quickly learn about and adjust to different managerial

situations found in other cultural settings. In addition the findings strongly support the importance of interpersonal skills in all managerial settings.

Implications for Management Skills Courses

The above discussion contains both good and bad news for current managerial skills courses. The good news is that international writers regard many of current skill topics usually covered in managerial skills courses as relevant for international settings--although the cross-cultural connections may need to be made more specifically. The bad news is that these writers also identify some key skills which are currently not addressed: Little if any assistance is currently provided to students who will one day need to enter and establish working relationships in a cross-cultural setting.

Instructors wishing to internationalize their skills courses, then, will want to both internationalize their current skill topics *and* add an entry skills component to their skills courses. Given the nature of skills courses this is not simply a matter of adding a reading or two on the topics. Rather, it requires an extension of course goals and a corresponding extension of course pedagogy.

In internationalizing current skill topics, instructors will want to investigate the way culture affects the way skills are practiced and the issues surrounding skill use in other cultures. Adler (1991) provides much useful thinking about the ways such skills as communication, teamwork, leadership, motivation, decision making, and negotiation translate across cultures. In addition the reader may use Table 2 as a resource in locating readings which discuss particular skills in international contexts. Skills courses often use cases as a part of skill application, and international cases such as those provided by Lane and DiStefano (1988) may be used. Mendenhall (1988-89), while not specifically discussing management skills, provides many useful ideas and activities potentially useful for internationalizing a skills course.

The U.S. is a heterogeneous society and universities have been slow in recognizing the cultural differences which already exist in U.S. firms. The emerging "managing diversity" movement is generating valuable ideas for managing the differences which already exist in U.S. culture (e.g., Bell, 1988-89; Taylor, 1991; Schor, 1991). Thus, the prospects of both internationalizing and "intranationalizing" skills courses seem highly synergistic.

In adding an entry skills component, instructors may find the going more difficult, since they will need to more directly raise and confront issues of ethnocentricity and flexibility -- personal issues of which many students are as yet not even aware. As Gallos (1988-89) pointed out, many college students are in a "right-wrong dualism" stage of development, and have difficulty accepting that other ways of viewing the world may be valid. This may make it difficult for

them to accept and work with the basic differences in perceiving and doing that they will encounter in international settings.

In my own cross-cultural training work with the Peace Corps I found that many trainees reacted emotionally and evaluatively to events they witnessed in other cultures. I found it useful to have trainees discuss their reactions in a support group. By sharing their reactions and hearing the reactions of others they were more able to be aware of their hitherto subconscious and unexamined values and how they affected their cross-cultural interactions. A similar process might be brought to the classroom using structured experiences with local cultures; e.g., through a visit to the home of a family of a different culture or viewing of foreign language TV programming, followed by a group debriefing.

Once personal barriers inhibiting effective entry have been raised, it should be possible to provide students with exercises or experiences in which their entry process can be developed. The classic BAFA BAFA exercise and Punnett's book of cross-cultural exercises (1990) may be helpful here.

By highlighting the importance of interpersonal skills in international management skills, these studies also point to the primacy of language skills as an essential prerequisite for interaction. While U.S. universities are increasingly emphasizing oral and written communication skills, all too often these skills are only learned in the English language.

One might argue that since English is close to an international language of business, one need not learn another language. I disagree with this proposition, for three reasons. First, it is very difficult to gain an appreciation for another culture without learning its language. Events may seem strange from the lens of another language, but make perfect sense within the framework of an indigenous language. Second, even when individuals from another culture speak English, it may not be the intrinsic language of the firm. Consequently, translation to and from English can comprise a chronic impediment to communication: concepts understood well in the firm's language may not translate well. Third, the assumption that individuals of another culture should extend themselves to speak another language sets an inegalitarian tone, which itself can become a barrier to effective communication. For these reasons, students aiming to establish effective communication in another cultural context should study the language of that context.

A final point: It should be made clear to students that entry into another culture is not something that can be learned before engaging with the specific culture. As an illustration, Larry Michaelsen reports attending a group at an international conference which attempted to develop some general rules of thumb which could be used when encountering someone from another culture. He comments:

"Unfortunately, it didn't work out that way at all. In fact, we weren't able to identify a way of approaching any of the common interactions that wouldn't be perceived as being out of place in at least one, and usually several, of the cultures we represented." (1991, p. 147)

Until a general theory of cultures is developed then, the essence of entry skills is receptivity, creativity and adaptability -- not simply learning beforehand what differences exist between two cultures.

Conclusion

Current skills courses in the U.S. have been influenced by studies drawing heavily on U.S. firms. While the skills covered do have relevance for international managers, the international application of these skills is not considered in skills courses. Further, entry skills, of critical importance to managers entering international firms, are not covered at all. As U.S. businesses become increasingly international, the international aspect of skill learning, including language learning, will become an increasingly critical factor in the success of business school graduates. Instructors of skills courses can look forward to some interesting times as we learn how to address these skill aspects in our courses.

Footnotes

1. My thanks to Nancy Napier for her comments on an earlier version of this paper.
2. One might infer from the number of studies that more work is being done around international management skills than in the U.S. This is not necessarily the case. The U.S. studies cited are focal studies, drawing on a larger literature. The international studies, on the other hand, tend to treat skills as a part of a broader topic, and to draw more on field observations than formal research. For both these reasons, they are more numerous.
3. In order to get a sense of these skills considered important by more than one author, only skills mentioned at least twice in each of the literatures were included in the intersect.

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Table 1: Managerial Skills Identified in U.S. Literature

Sorted by frequency of mention

Skill	f	1	2	3	4	5	6	7	8	9
Communication (oral)	8	+	+	+	+	+	+	+		+
Decision making & participation & ambiguity & anticipation	7	+	+		+	+	+	+	+	+
Communication (written)	6	+	+			+	+	+		+
Delegation	6	+	+		+	+	+			+
Organizing	6	+	+			+	+	+		+
Power & Influence & persuasion	6	+	+	+	+		+			+
Conflict management	5	+	+		+				+	+
Group/team management	5	+		+	+	+				+
Motivation	5	+	+		+				+	+

Creativity	4	+	+		+				+
Leadership	4	+		+			+	+	
Planning	4					+	+	+	+
Self-awareness	4	+		+	+				+
Controlling	3	+				+			+
Goal and action management	3	+		+					+
Proactivity/initiative	3			+				+	+
Stress management	3	+			+				+
Developing peer relations	2			+					+
Directing & developing subordinates	2	+							+
Interpersonal	2						+	+	
Learning from doing	2					+			+
Negotiation	2								+
Personal productivity	2						+		+
Time management	2	+							+
Change agent	1								+
Disposition to lead	1					+			
Monitor	1								+
Networking	1								+
Perceptual objectivity	1			+					
Performance appraisal	1	+							
Positive regard	1			+					
Risk taking	1							+	

Self-motivation	1	+																	
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Legend

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|--|-----------------------------|
| 1. Albanese (1989-90) | 6. Gordon & Howell (1959) |
| 2. Big Eight Accounting Firms (1989) | 7. Porter & McKibbin (1988) |
| 3. Boyatzis (1982) | 8. Mintzberg (1975) |
| 4. Cameron & Whetten (1983) | 9. Quinn et. al. (1990) |
| 5. Development Dimensions, Inc. (1985) | |

Table 2a: Managerial Skills Identified in International Literature
Sorted by frequency of mention

Skill	f	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Cultural & organizational understanding	9									+					+		+
Adaptability, flexibility, open-mindedness, willingness to learn, resilience	8	+			+		+	+	+				+				
Communication, active listening	8						+						+		+	+	
Interpersonal	7	+										+					+
Negotiation & bargaining	4					+					+			+			
Establishing relations, rapport	4						+			+							
Delegation	3		+				+			+							
Self-awareness	3			+									+				
System & multiple perspective thinking	3						+						+				
Teamworking, building	3											+					

(1989a)

5. Barnum, Wolniansky, & Natasha (1989b)

6. Barratt (1989)

7. Bertodo (1990)

8. Brianas (1986)

13. Hawrysh & Lynne (1990)

14. Hogan, Goodson, & Jane (1990)

15. Howard, Litzenberg, Kerry, Schneider, & Fairnie (1990)

16. Howe, Tseng, Hong, & Teo Kim (1990)

Table 2b: Managerial Skills Identified in International Literature

(Sorted by frequency that skill is mentioned)

Skill	f	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Cultural & organizational understanding	9			+			+	+	+				+					+
Adaptability, flexibility, open-mindedness, willingness to learn, resilience	8							+			+							
Communication, active listening	8		+	+						+				+				
Interpersonal	7		+		+		+									+		
Negotiation & bargaining	4							+										
Establishing relations, rapport	4					+				+								
Delegation	3																	
Self-awareness	3				+													
System & multiple perspective thinking	3													+				
Teamworking, building	3			+								+						
Attitudes/perceptions (e.g., sincerity, openness)	3		+		+				+									
Conflict resolution	2			+														

Leadership	2																		
Motivation	2				+														
Participative decisions	2																		
Power & influence	2								+										
Sensitivity	2	+																	
Language	2	+											+						
Creativity	2		+										+						
Culturally influenced decision making	2																	+	+
Change agent	1																		
Diplomacy	1																		
Personal qualities	1																		
Stress management	1																		
Time management	1																		
Cross-cultural	1		+																
Tolerance for ambiguity & uncertainty	1												+						

Legend

- | | |
|---|-----------------------------|
| 17. Kimura & Masaru (1989) | 26. Savich & Rodgers (1988) |
| 18. Marquardt & Schuman (1988) | 27. Sedel (1989) |
| 19. Marsick, Turner, & Cederholm (1989) | 28. Shaeffer (1989) |
| 20. Mendenhall & Oddou (1988) | 29. Shames (1986) |
| 21. Montgomery (1989) | 30. Stewart & Him (1990) |
| 22. Moskal (1988) | 31. Tan (1990) |

23. Myers (1987)

32. Volard, Francis, & Wagner, (1988)

24. Nordstrom & Kleiner (1990)

33. Yao (1987)

25. Rowland (1989)

What makes an International executive?

Who should you pick to go overseas

Researchers found that managers who seem to have a sense of adventure, a proactive approach to learning, and insight into business issues are more successful in an international setting.

Research Overview

Listing of Researched Dimensions

Findings

Dimensions Differentiating High Potential Executives

Dimensions Rated in Consideration of Possible Success with International Issues

What should businesses do who need executives to fill international roles?

Overview

Researches at the University of Southern California hypothesized that the origins of executive competence are largely based on what the executive learns from past on the job experiences and that those executives who learn best from these experiences and who, in the past, sought out learning experiences were most likely to be successful in executive roles in an international setting. They felt that a measurement of this past learning would allow organizations dealing on an international scale to pick executives who could be or would learn to be successful in the future, no matter what happened to international markets, rather than choosing executives who fit today's needs.

The researchers studied indications of learning as well as executive competencies, which they called end-state competencies. They developed a paper and pencil device, consisting of a series of questions, to measure both learning and end-state competencies. They administered this to the immediate bosses of 105 managers in lower, middle, and senior level positions who have duties of international scope. Managers with high potential and managers who were solid performers but who were not likely to advance were chosen. These managers worked for six different companies and were from varied management functions such as finance, marketing and engineering. A little less than half had expatriate working experiences. The bosses of each of the managers rated the managers on the following dimensions:

Learning-oriented Dimensions

Dimension /Sample Question

Uses Feedback	Has changed as a result of feedback
Is Culturally Adventurous	Enjoys the challenge of working in countries other than his/her own
Seeks Opportunities To Learn	Takes advantages of opportunities to do new things
Is Open To Criticism	Appears brittle -- As if criticism might cause him/her to break
Seeks Feedback	Pursues feed back even when others are reluctant to give it
Is Flexible	Doesn't get so invested in things that he/she cannot change when something

End-state Competency Dimensions

Dimension /Sample Question
