

EXPANDING GLOBAL BUSINESS EDUCATION: BUILDING ON EXISTING PROGRAMS

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ABSTRACT

The purpose of this paper is to illustrate the process of building on existing programs to develop new offerings that strengthen the marketing curriculum. For the past 20 years a two-week international trip has been offered to Executive MBA students as part of their program curriculum. The various features of the trip have been refined and improved over the past two decades, and presently the trip receives the highest ranking of all parts of the EMBA offering. In order to strengthen the international component of other programs offered in the Marriott School, additional international trips and international semester abroad programs have been developed. Lessons learned from the EMBA Program have had a major impact on the design of the new offerings.

INTRODUCTION

One of the major changes in marketing education, initiated in the last third of the twentieth century, is the addition of international marketing into the marketing curriculum (McDaniel, 1984). This trend began in the late 1960s and the growth in globalization increased rapidly in the next three decades (McDaniel, 1984; Aggarwal, 1989; Hampton, 1991). Stern and Kelly (2001) suggest that 29 articles dealing with international issues were presented at the annual meetings of the Western Marketing Educators Association Proceedings from 1981 to 1990, while 23 such presentations were made the following decade. Business educators called for inclusion of global issues throughout the business curriculum (Porter, 1988). Numerous articles appear in the literature calling for the internationalization of the curriculum (Schertzer, 1998; Johnson, 1992; Toncar and Cudmore, 2000). Schuster et al. (1998) noted, "A primary justification for including an overseas component rather than, or in addition to, teaching an international business course on campus is that participants learn more by traveling to another country".

The purpose of our paper is to present a process for expanding global business education by using incremental programs to build on existing curriculum.

In the first section we describe, in general, the foundation for Brigham Young University's global initiatives. Next, we delineate the purpose and goals of the Center for International Business Education and Research (CIBER) at BYU. Then we present our efforts to expand, incrementally, global business education by building on the existing foundation. We conclude with implications that should be of interest to marketing educators in general, and educators of global marketing in particular.

GLOBAL FOUNDATION AT BYU

The foundation for the global initiative at BYU is the student body. That is, students enrolled in the Marriott School at Brigham Young University are unique in several global dimensions. Over 82 percent of the students have spent 18 to 24 months as missionaries for the sponsoring church (The Church of Jesus Christ of Latter-day Saints). Many of these mission experiences are in foreign countries; therefore, a majority of the students have lived abroad in specific international locations and speak a foreign language. Indeed, it is estimated that more than 70 percent of BYU students have advanced ability in a second language. Students enrolled in the Marriott School speak thirty-one different languages. Because these students have lived abroad for 18 or 24 months their language and cultural experiences are relatively high compared to that of students enrolled in other institutions. However, their business vocabulary is weak and their knowledge of global marketing and business activities is generally no greater than that of students enrolled in other universities.

CIBER CENTER IN THE MARRIOTT SCHOOL

The Centers for International Business Education and Research (CIBER) were created by Congress to increase and promote America's capacity for international understanding. Twenty-eight universities are designated as centers and serve as regional and national resources to students, businesses, and academic institutions. BYU and the University of Utah joined together and received a

CIBER grant in 1990. The three-year grant has extended to the present time.

The CIBER Center at BYU has the following objectives:

1. Develop interdisciplinary undergraduate and graduate international business programs that incorporate foreign language and international studies in the Marriott School.
 - a. Internationalize the existing curriculum so all business students are exposed to key international issues.
 - b. Establish business language classes.
 - c. Ensure that the course offerings and programs meet the needs of the students.
2. Provide funds to help internationalize the faculty and support their research efforts on international business topics.
3. Establish links with other universities in the state, region, nation, and world to share program ideas, jointly sponsor conferences, and foster student and faculty exchanges.
4. Develop programs for the business community to help enhance international skills, awareness, and expertise.
5. Recruit high-quality international students for our graduate business programs to:
 - a. Bring significant international flavor into classes and study groups.
 - b. Provide graduate management education and varied Church experience for students from countries other than the United States and Canada.
 - c. Strengthen nations and the Church as those students return to their respective countries to take leadership roles in their professions, communities, and the Church.
6. Raise funds to support the above activities.

As previously noted, the importance of international business started to grow in the 1960s and continues to the present time. In the early 1980s the Marriott School at BYU made a decision not to offer a major in international business, but rather to incorporate international business throughout other majors in the curriculum. A cornerstone of that philosophy is that all students in the Marriott School should be prepared to compete in a global environment, not just those students specifically interested in international business. Faculty members are encouraged to include such topics in each of their classes. Special international program offerings are

open to all students in the Marriott School, regardless of their major.

EXPANDING GLOBAL EDUCATION

Our attempts to expand global education are the result of building on the international experience and skills of our students and building on the resources and objectives of CIBER. In the next section, we describe these incremental initiatives.

Extending Business Language Skills

In order to strengthen and build upon the international experience and language skills of our students, a series of business language classes has been created in Spanish, French, German, Portuguese, Japanese, Chinese, Russian, and Korean. Two courses are designed for students fluent in the languages. "Business Language 1" emphasizes business concepts, practices, and case studies (including conversing, reading, and presenting), while enriching business vocabulary. "Business Language 2", the advanced course, focuses on the expansion of business vocabulary. Approximately 15 to 20 percent of the MBA students and approximately 10 percent of the undergraduate business students enroll in these courses each year.

The Executive MBA Foreign Business Excursion

The Executive MBA Program was first offered at BYU in 1983. Other EMBA programs used in benchmark studies revealed that many EMBA programs offer an international trip as part of the "EMBA experience". Because of the growing importance of global issues in business, a foreign business excursion (FBE) was added to the program in 1989. The excursion costs were included in the tuition so that limited out-of-pocket expenses were incurred by the students. The first trip consisted of a two-week excursion to Asia. Plant visits included firms in Japan, Korea, and Hong Kong (for example: Toyota, Nissan, Lucky Gold Star, Hyundai, Harrison Electronics, and Continental Grain). A new course, Global Management, closely integrated with the trip, was developed and taught immediately before and after the two-week international trip. These two courses combined to provide a global capstone experience for the two-year EMBA Program.

During the past decade both the FBE and Global Management courses have been refined as a result of student and faculty feedback. The combination strengthens EMBA students' global understanding. Three trips are now offered each year (student's select the trip that best meets their interest). In 2001 two groups visited Asia and one visited Europe.

Countries visited on the Asian trips included Japan, China, Viet Nam, Thailand, and Hong Kong. European countries included Austria, Switzerland, Germany, France, and England. In past years other countries visited have included Italy, Belgium, Czech Republic, Finland, Sweden, The Netherlands, Singapore, Korea, and Cambodia. The quality of plant visits continues to be a strong component and is combined with seminars with top executives from global companies like Toyota, BMW, Jaguar, Unilever, Siemens, and Nike. Each trip also often includes visits to smaller, more entrepreneurial firms.

Expansion of the Foreign Business Excursion

The impact of the EMBA foreign business excursion on the graduate students is significant. Student evaluations consistently rank overall quality of the experience higher than other parts of the program (6.63 on a 7.0 scale). Typical student comments follow:

- ◇ "All manufacturing/business sites were awesome. It was great to learn/research the companies before visiting them. I feel like I really have seen the countries from the inside out. It was a great experience."
- ◇ "Incredible. I knew the trip would be good...but not that good."
- ◇ "It truly was a life changing experience."
- ◇ "Keep up the great work. Thanks so much for the experience."

The positive responses may be even more significant since they came from EMBA students who are presently employed and many of whom have extensive international travel experience with their firms.

A major objective of the school is to encourage the faculty members to gain a global perspective. The EMBA international trip is used as a vehicle to help accomplish this purpose. Each year six to ten faculty members participate in trips. The CIBER Center, their respective departments, and the Marriott School have joined together to help pay the costs for the faculty members.

The success of the EMBA trip led to the logical question, "why not expand this opportunity beyond the EMBA students?" Building on the ten-year experience of the EMBA Program, additional trips were planned for other graduate students.

Expansion of the Foreign Business Excursion to Additional Students

During the summer of 1996 several marketing faculty discussed their desire to develop a strong

program for teaching marketing and supply chain management principles from an international perspective. They had three objectives:

1. Help students view the field of marketing as an international discipline.
2. Provide the opportunity for students to integrate other business functional areas with their understanding of marketing—also from a global perspective.
3. Allow students a hands-on experience where they could internalize cross-cultural issues faced by global marketing and supply chain managers.

The EMBA foreign business excursion presented a model that, with appropriate adaptation, would meet all three objectives. So, during the summer and fall semester of 1996, a pilot program for full-time graduate students was developed.

The Study Abroad office at BYU's David M. Kennedy Center provided strong administrative and logistic support for the new program. Since BYU sends more students abroad than any other institution of higher learning in the U.S., the Study Abroad office was experienced in providing faculty support for new program development.

The first graduate foreign business excursion took place in Tokyo, Singapore, Ho Chi Minh City, and Hong Kong during the first two weeks of May 1997. This first business excursion received student ratings of 9.3 on a 10-point scale, a full point higher than the next highest rated international study program that year. Due to the success of this pilot program, the faculty decided to continue the graduate program while developing an additional program for undergraduate students.

During 1998, a two-week graduate program was offered, and a similar four-week undergraduate program was developed. The comparison of the two different program lengths provided an opportunity to adapt both programs. It was determined that two weeks was not long enough to teach the desired principles, while four weeks was not necessary to achieve the objectives. Starting in spring 1999, both the graduate and undergraduate programs were adjusted to a length of 19-23 days; this time frame has worked very well for the last three years.

Curricula for the two programs have also evolved from the general approach begun in the EMBA Program to a clear set of learning objectives with specified learning activities to support achievement of each objective. A few objectives, with associated learning activities, are presented in Table 1.

The past experience will now be extended to additional geographical regions. This year CIBER is working with marketing faculty to sponsor programs in Europe. A three-week graduate program will be offered in central Europe and Scandinavia. This program will be similar to the graduate program in Asia, extending the curriculum to include some in-depth case writing experiences in Lithuania.

Development of the Study Abroad Program for Undergraduate Business Students

Given the nature, experience, and language skills of the undergraduate business students at BYU, and given the results and success of the short courses in international venues (particularly for MBA and Executive MBA students) we felt the next logical, incremental step for expanding our international program was to pursue an extended stay, study abroad program. We selected both minor and major undergraduate business students as the target group for this initiative, and Europe as the location. We also decided on a broad, multi-country experience for students rather than an in-depth single-country experience. We selected Salzburg, Brussels, and London for our base locations. In addition, we decided to take short trips to Vienna, Prague, Munich, Eindhoven, Paris, and Stratford-upon-Avon.

The model for this program includes course work, business visits, and cultural excursions. The duration of the program is seven weeks. Students will enroll in two three-hour courses—International Business and Business Strategy. Monday, Tuesday, and Wednesday mornings will be scheduled class time. On Thursday and Friday we will visit businesses. The weekends will be free for cultural excursions. The tentative schedule is presented in Table 2.

CONCLUSION

Over the past three decades, business schools have been compelled to offer courses that better prepare students for the business world, which is increasingly international. We attempt to address this critical issue by developing a process to expand global business education incrementally. Our experience represents efforts to build on existing programs and resources. Although we believe we have made progress in this area, much work remains to be done.

Because of the growing emphasis on the global marketplace, business schools should examine their curriculum offerings and adapt accordingly. While the approach to global business education may vary

by business school, there is much to be learned by exchanging ideas and approaches. Thus, we encourage a dialogue as we move forward.

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**TABLE 1
SAMPLE LEARNING OBJECTIVES WITH
ASSOCIATED LEARNING ACTIVITIES**

Learning Objective	Learning Activities
1. Students will understand global issues in marketing strategy.	Visit with the President of Kellogg's Japan. Discuss the Asian area marketing strategy in general, and the particular issues important to the Japanese market. View product promotion for multiple countries.
2. Students will gain perspective on the magnitude of global logistics operations, with particular emphasis on Asia.	Visit the Port of Singapore, including the transshipment terminal. Visit with logistics manager at Emery Worldwide near Changi airport in Singapore.
3. Students will understand labor management principles and ethics as an important element of global supply chain and manufacturing rationalization.	Visit a Nike contract facility and a comparable local shoe or apparel manufacturer in Vietnam. During a debriefing session discuss the role of labor intensive production in economic development.
4. Students will know how to access government support in international markets.	Visit the U.S. Commerce officer in Bangkok, the Mexican embassy in Beijing, and the U.S. (or other) consulate in Ho Chi Minh City.
5. Students will be exposed to important historical and cultural contexts that impact business relationships and trade.	Visit the Great Wall of China and Tiennanman Square in Beijing.

**TABLE 2
EUROPE STUDY ABROAD SCHEDULE**

Week	Base Location for Course Work and Business Visits	Course Work	Additional Business Visits
1	Salzburg, Austria	International Business Strategy	Linz, Austria
2	Salzburg, Austria	International Business Strategy	Vienna, Austria
3	Salzburg, Austria	International Business Strategy	Prague, Czech Republic
4	Brussels, Belgium	International Business Strategy	Munich, Germany
5	Brussels, Belgium	International Business Strategy	Eindhoven, Netherlands
6	London, England	International Business Strategy	Paris, France
7	London, England	International Business Strategy	Stratford-upon-Avon, England