

INTERNATIONAL NEWS PROGRAMMING AS A SOURCE OF BUSINESS INFORMATION FOR COURSES IN INTERNATIONAL  
MARKETING AND INTERNATIONAL BUSINESS

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ABSTRACT

Given the increased emphasis on international courses in college of business, it is important to identify and develop methods of effectively communicating the topic to students. Satellite reception of international business news programming is one source which provides timely examples of international business and illustrates in an effective manner the differences in cultures that impact on business operations. This paper discusses various aspects of the use of these business news programs in international marketing classes and presents the SCOLA Consortium at Creighton University which facilitates their use.

INTRODUCTION

Students of business today have a very real need to learn as much as they can about the world economy and international business. Increasingly, the economies of the world are becoming interdependent and international trade is no longer an area of interest limited to the largest corporations. To survive and prosper in today's international market place, all business organizations have to look beyond their domestic borders to the markets of the world for potential customers. The students of today who will be responsible for the functional areas of these business organizations in the near future must not only be aware of the importance of international business operations, they must also be able to respond to the challenges these international operations present.

Educational institutions have been responding to this need for a more thorough introduction to international topics by developing international courses in marketing, economics, finance, and general business. Most text books in the functional areas of business include chapters pertaining to international implications of the subject matter. Reflecting these realities, internationalization of business courses is now a criterion for the accreditation of business schools in the United States.

This paper discusses a timely and thought provoking method of introducing international business topics to the classroom that the potential for being quite effective. The method involves utilizing examples of business topics found in news programs broadcast from around the world. First is a discussion of the objectives of a course in international marketing. These objectives are very similar to those of other international courses. This is followed by a discussion of various international news resources and of the technology involved.

Finally, the paper will include comments about how international news broadcasts are being developed as a resource by Fr. Lee Lubers, SJ, of Creighton University in Omaha, Nebraska.

THE OBJECTIVES OF AN  
INTERNATIONAL MARKETING COURSE

A review of the academic program at Thunderbird (The American Graduate School of International Management) in Glendale, Arizona, finds that the curriculum has three major areas: 1) the cultural environment of international business; 2) traditional business topics presented in a manner stressing their international implications; and 3) language as a tool in accomplishing international transactions. Each area is approximately one-third to the total program. Thunderbird's allocation of priorities reflects the reality that an appreciation of the culture of one's international business customers is critical to the ultimate success of these efforts. No longer can an American go abroad and expect the world to conform to American culture.

Business topics and their international implications, the second third, reflects the reality that while the principles of the domestic discipline generally hold, applying them in an international environment requires an understanding of and an appreciation for the complexities of applying them in different cultures.

Language, despite the American's inclination to think that English is the major language of international trade, is extremely important. When the Japanese go abroad to conduct business, they do so following training in the language and culture of the nations whose business they are going to solicit. And, while this final third of Thunderbird's program is beyond the scope of schools of business, the recognition of its importance should not be ignored.

This framework, at least the first two parts of it, has been the basis for the development of most courses in international marketing and international business. The emphasis in the cultural area involves presenting the major cultures of the world and communicating the importance of understanding them in order to enhance the likelihood of developing business. Giving students an international perspective through cultural sensitization is important prior to the presentation of marketing principles and concepts and their international implications. The application of marketing topics in an international setting is enhanced by an appreciation of the cultures involved in

the transaction.

Finally, an objective of any international course should be giving students a firm base for critical thinking so students can understand and appreciate the meanings and implications of various international developments for nations, industries, and firms.

INTERNATIONAL SATELLITE NEWS  
TRANSMISSIONS AS A RESOURCE:  
THE BENEFIT OF "REAL TIME"

International news programs are potentially a very valuable resource to enhance students' international perspective. These international news programs, available from satellite transmissions, could contribute substantially to international marketing courses through the benefit of "real time" reaction to business practices and developments in other parts of the world. International news programming, broadcast in the native language of a country, is becoming an increasingly important part of foreign language courses in many schools.

Because few students in schools of business are bilingual, however, the selection of programming material suitable for use in international marketing courses must be limited to transmissions either in English or those which, while transmitted in the native language, have a second sound channel carrying a simultaneous English interpretation or translation.

Currently, international news programming from the following countries is available and suitable for business course use:

Canada (CBC)	India
France	Japan
Great Britain (BBC)	Morocco

Canadian Broadcasting Corporation (CBC) transmissions are readily available via satellite in the United States. Canada is, of course, a highly developed market much like our own. These news broadcasts can provide important insight to aid in understanding our largest trading partner, and help reveal that our neighbors next door are not simply people like us who happen to live further north. Insight into Canadian perspectives and concerns via CBC news programming, recently featuring news dealing with the United States/Canada free trade agreement, could aid students in understanding that, while Canadian culture may be very similar to ours in many ways, it still has an identity of its own. It might help students see that what is good for the United States may, or may not, be good for Canadians and do so in a "real time" way that no text book possibly can. When students see a tape of a news broadcast made a week or less prior to the class, it could have a timely impact impossible from any other source.

France, a major European trading partner, broadcasts weekly in English a program called "Today in France." This program occasionally features segments of interest to business

students and presents a continental European perspective from a French perspective and an opportunity to observe French culture.

Great Britain broadcasts to the world from London via the resources of British Broadcasting Corporation (BBC). Although in English, of course, students would have to pay close attention to the subtleties of the British use of the language and occasionally have to be able to understand the meaning of the terminology from the context of its use. Viewing BBC news could reveal that Great Britain is similar to the United States and Canada in many ways, yet students would be able to observe a different perspective, a world view that is unique, and another European perspective. Great Britain has a long-standing tradition of international trade.

News programming from India, available in English, would provide students an opportunity to observe the perspective of a developing economy on business issues. India is a culturally heterogeneous nation, unlike the others discussed previously, and this is reflected in its news programming. Viewing presentations of business topics and issues from a developing nation such as India, students would be able to see how both the state of economic development of a nation and its culture(s) impact on the formation of attitudes, opinions, and orientations, and how these, in turn, impact on international trade policy.

Japan (NHK) broadcasts a simultaneous English interpretation of its evening news programming. A highly developed market, of course, Japan is an example of a complex oriental culture. Business segments often communicate attitudes and opinions on both domestic and international business topics that are quite different from our own. One recent example of this was a segment which told of Japanese government involvement in setting a "floor" price for the rental of VHS tapes to consumers in order to "protect" the profit margin of the rental firms from competition that was forcing prices below the level at which they could operate profitably.

Broadcasts from Morocco in English present a perspective from an Arabic culture quite different our own, yet, in the case of Morocco, influenced by its European neighbors across the Mediterranean. Morocco is a bicultural environment and a developing economy.

INTERNATIONAL NEWS TRANSMISSIONS  
IN CLASS: UTILIZING THE  
TECHNOLOGY TO YOUR ADVANTAGE

Using news broadcasts of international business topics in class could be quite rewarding. It would involve, however, certain challenges in preparation. Time is required, of course, to screen news programming for appropriate examples. Experience gained from language departments (who are well ahead of schools of business in the use of this type resource) suggests that the most effective method is

through video tapes of programming rather than viewing it live. While some news programs will contain two or three examples, others, unfortunately, will have nothing useful. Additionally, the time at which the news broadcast is run seldom would fit the class schedule and examples found might need to be saved until a later class when their use would be appropriate. Good examples could remain useful for several months or, in some cases, much longer without sacrificing their impact or value.

A preliminary screening of taped news broadcasts could, in some cases, be accomplished by a graduate student assistant or a work-study student who has been carefully instructed in the kinds of examples to look for. This prescreening could save an instructor a great deal of time. As previously suggested, once a good example is found it could often be used for a number of semesters before needing to be replaced by something more current.

SCOLA: A CONSORTIUM OF ACADEMIC  
INSTITUTIONS UTILIZING INTERNATIONAL  
NEWS BROADCASTS FOR EDUCATION

Access to international transmissions can be accomplished with a basic satellite dish antenna no more sophisticated than that commonly used in isolated areas of the western United States. In our case at Creighton University, this access is through SCOLA (Satellite Communications for Learning), a non-profit consortium of academic institutions supporting and utilizing international news broadcasts for educational purposes. The news programming, originating from countries of interest, is received via numerous satellite dishes and is rebroadcast to members of the consortium via satellite.

SCOLA began in 1983 at Creighton University during a meeting of college professors and technical personnel discussing the uses of campus cable systems and satellite technology for the classroom. The academic applications for satellite programming led to the concept of an educational channel or network which would provide the widest possible cultural and learning experience for students. The programming selected for this exposure was news reporting from other countries. Today, SCOLA has evolved into an educational superstation of sorts, collecting and rebroadcasting live or "near live" news programs from quite a number of countries around the world. This worldwide coverage of foreign news broadcasts gives member institutions a unique "window to the world" of current events.

News broadcasts were selected as the programming source early in the development of SCOLA because:

- 1) Governments state policy to their own people and other governments through the news organ/media connection;
- 2) The content of the media reflects the human condition at the time and place of origin;

- 3) News broadcasts are well packaged, concisely written, and tremendously informative programming produced by teams of professionals dedicated to presenting the message. The message may be that of the government, commerce, a social cause, or a significant event of current interest to a broad range of viewers.

The net effect of unedited "live" news broadcasts from around the globe is a compilation of the world condition at that moment. The view is not obstructed by one culture sifting through with their own reporters. The unedited, full run newscast is not only a current pulse of the world, but an expression of viewpoints that may be sensitive between nations. This fluid diversity allows the viewer to experience an intercultural awareness never before available.

SCOLA contracts with satellite receiving facilities placed around the world in order to pick up an estimated 80 per cent of the world's satellite signals. Sites in the United States include Omaha, Nebraska, and Sellsmere, Florida. Other locations include the United Kingdom, Israel, Sri Lanka, and Papua New Guinea. SCOLA converts foreign television broadcast standards (PAL and SECAM) to the North American standard (NTSC) for domestic rebroadcast and viewing.

The primary use of programming until recently was for instruction in foreign language departments, and this use, of course, dictated rebroadcast in the native language. Significant interest is developing for simultaneous English interpretation of broadcasts to allow the use of the programming in other instructional areas such as schools of business. This has prompted the development of plans to present news broadcasts from all of the major nations of the world with simultaneous English interpretation by the end of 1989. A copy of the Fall, 1988, SCOLA daily program is in Appendix I. News broadcasts from most of these countries will be available in English by that time. This will be accomplished by separate sub-carrier and will allow the viewer in a language course to listen in the native language and the viewer in a business course to listen to the English interpretation.

In order to adopt SCOLA on a campus, it is usually advantageous for several departments to cooperate in obtaining the service, access to which is readily available through a typical satellite dish. The satellite dish can be linked to a campus cable system for distributing the news programming to appropriate locations around a campus where viewing, taping, editing, etc., can be accomplished. Financial support of SCOLA members is based on the number of full time equivalent students in the institution. Sub-consortium umbrellas are utilized in many cases for groups of institutions to join together in order to obtain lower costs. For instance, the entire Missouri state educational system, including high schools, colleges, and universities, belong under one umbrella.

Appendix II is a copy of the SCOLA rate schedule.

**SUMMARY: ADVANTAGES OF USING NEWS PROGRAMMING IN INTERNATIONAL CLASSES**

The use of international news programming featuring timely business information could be quite advantageous to the student. The strength of this resource lies in the medium, specifically the audio/visual impact. Information is communicated to the viewer in a manner never before possible. As students view the programming from another culture and begin to filter the information through their own set of cultural perceptions, their "world view" begins develop, change, and expand, breaking down poorly developed beliefs and prejudices. This subtle shift of attitudes toward a broader world view is the international educational experience our students need in order to compete in the international business environment of the 1990s.

While actual classroom experience in utilizing international news broadcasts in business courses is limited at this time, the technique has received positive feedback from students. Faculty in foreign language departments, where the programming has been available for some time, have successfully included international news programming material in classes. The experience to date has been sufficiently encouraging to warrant development in the area.

APPENDIX I

**SCOLA SERVICE  
FALL 1988  
NEWS**

**FROM THE CRITICAL LISTENING POSTS AROUND THE WORLD**

• *Central Daylight Time* •

0900	France: A2 or TF1
0930	E2 Spain
1000	Russia VREMYA
1050	Aujourd'hui en France / Canal Plus
1100	Arabic / Aujourd'hui en France / Canal Plus
1130	Japan NHK
1200	China Shanghai
1230	Iran
1300	Aujourd'hui en France / Argentina
1340	Italy - RAI
1400	German
1500	Turkey
1530	Israel

ALL DAY AUDIO: RADIO FRANCE INTERNATIONALE

APPENDIX II

SCOLA RATES

Number of Students	AFFILIATE COST	at variable rates
1000	\$1,265.00	
2000	\$2,000.00	> at 73.5 cents/student
3000	\$2,701.00	> at 70.1 cents/student
4000	\$3,353.00	> at 65.2 cents/student
5000	\$3,957.10	> at 60.4 cents/student
6000	\$4,514.50	> at 55.7 cents/student
7000	\$5,026.50	> at 51.2 cents/student
8000	\$5,494.50	> at 46.8 cents/student
9000	\$5,920.00	> at 42.6 cents/student
10000	\$6,304.60	> at 38.5 cents/student
11000	\$6,650.00	> at 34.5 cents/student
12000	\$6,958.00	> at 30.8 cents/student
13000	\$7,230.50	> at 27.3 cents/student
14000	\$7,469.50	> at 23.9 cents/student
15000	\$7,677.10	> at 20.8 cents/student
16000	\$7,855.60	> at 17.9 cents/student
17000	\$8,000.00	> at 14.4 cents/student
18000	\$8,100.00	> at 10.0 cents/student
19000	\$8,200.00	> at 10.0 cents/student
20000	\$8,300.00	> at 10.0 cents/student

$$\$ = \frac{x - 20,000}{10} + \$8,300$$

where x = Number of Students

At fixed rates of ten cents per student:

Number of Students	AFFILIATE COST	Number of Students	AFFILIATE COSTS
25000	\$8,800.00	150000	\$21,300.00
30000	\$9,300.00	200000	\$26,300.00
35000	\$9,800.00	250000	\$31,300.00
40000	\$10,300.00	300000	\$36,300.00
45000	\$10,800.00	400000	\$46,300.00
50000	\$11,300.00	500000	\$56,300.00
60000	\$12,300.00	600000	\$66,300.00
70000	\$13,300.00	700000	\$76,300.00
80000	\$14,300.00	800000	\$86,300.00
90000	\$15,300.00	900000	\$96,300.00
100000	\$16,300.00	1000000	\$106,300.00