Global Forum Report Summer 2008

International business initiatives drive CIBER calendar

The Institute for International Business (IIB) is pleased to publish this special 20th issue of the Global Forum Report.

The report is organized into two parts. In the first section, we present key sessions from the Western Regional CIBER conference.

CIBER conference

Last February, UC Denver’s Institute for International Business hosted the 2008 Western Regional CIBER Conference in Denver. The conference was cosponsored by the U.S. Department of Education and seven CIBER schools in the Western region.

Over 100 participants from 49 schools in 20 states attended the conference. In addition, the conference was held concurrently with a meeting of member schools of the Rocky Mountain CIBER Network, an international business consortium jointly led by the CIBERs at Brigham Young University and UC Denver.

The theme was “Building Successful International Business Programs.”

While the conference touched on traditional topics in IB education (e.g., placement of IB programs, structuring of IB courses, teaching and research resources, sources of funding for international programs), the discussion centered primarily on emerging developments in international business and their implications for IB education.

A key take-away from the conference is that building successful international business programs is no longer business-as-usual. For example, UCD Business School Professor Wayne Cascio talked about the growing global dispersion of work and what this important trend means for what we teach and research in the field of international human resource management.

Tom Shane, chairman of Shane Co. and the business keynote speaker, stressed the importance of greater cultural sensitivity and entrepreneurial acumen in conducting international business, particularly in light of a changing global economy where the US has an important but less dominant role in international business.

Faculty participants emphasized the need for IB programs and courses that are truly interdisciplinary, more global in coverage, and entrepreneurial and action-based in approach.

Distinguished speakers

The second part of this report highlights selected presentations from the IIB’s international executive roundtable and distinguished lecture series.

Most notably, the IIB co-hosted with the Business School a Robert Reynolds Distinguished Lecture for Spring 2008 featuring His Excellency Ambassador Le Cong Phung, Vietnam’s Ambassador to the United States.

Productive year

The past academic year (2007-2008) has been a very productive one for the IIB and CIBER at UCD. The IIB led three faculty development programs in international business (international entrepreneurship, international human resources, and China field study FDIB) and collaborated with other CIBERs in cosponsoring several other FDIBs; organized over a dozen international lectures by senior executives of international companies and international business faculty; hosted two major regional CIBER conferences; and launched multiple curricular and research initiatives at UCD.

Several new initiatives are underway for the coming academic year, including a major partnership with KPMG on the Global Enterprise Institute. We will keep you posted on this and other initiatives in the next issue of the Global Forum Report.

Manuel G. Serapio
IIB/CIBER Faculty Director
The world of education and global competitiveness

Competitiveness is not only about organizational structures or comparative advantage; it’s essentially about people,” said Robert Spich, faculty director of the UCLA Anderson School of Management CIBER, in opening the first full day of the CIBER conference.

“The characteristics of the people working in the organization, the development of their global mindsets, are key to success in a dynamic world,” said Spich, outlining a set of interrelated individual attributes and their relationship to competitiveness.

Adaptiveness. The ability to be put in different environments and situations and still be able to function relatively well. “This includes the handling of disappointment. Things don’t always work the way you want but you learn from your mistakes and move on,” said Spich.

Openness. Being receptive to new kinds of information with which to understand the world and to respond appropriately is vital to adaptation.

Flexibility. The willingness to change your course of action when new kinds of information open new options and you need to learn new practices.

Creativity. The ability to constantly create, constantly innovate and invent. “The invention of the computer chip in the early 80s made us think we had a permanent leading technology. Less than three years later that technology went international and out of our hands. Creativity is not a one-at-a-time process; it requires the ability to remain constantly inventive if not always one step ahead of competitors.”

Curiosity. This is central to creativity, invention, and adaptation. “People who are not curious about the world are not good candidates for global leadership.”

Tolerance. The ability to handle different points of view and unpopular ideas is an increasingly important characteristic of the global mindset. “There is value in having the constant ‘gentle push’ of opposing ideas. Differences keep us from getting lazy in our thinking. Tolerance, in its best sense, is learning to develop ‘mental callouses’ that toughen your thinking!” said Spich.

Cooperation. The balancing arm to competition and a fundamental quality of a healthy competitive organization in which individuals are part of virtual global teams.

Discipline in thinking. As organizations increasingly get involved in moving beyond their zones of comfort and into the global arena, “we see that simplistic theories to explain things are not easy to come by; new layers of complexity are constantly being added. The challenge is to develop a global mindset and learn how to make sense of a world that is complex and dynamic and full of ambiguity.

Caring/smart emotions. “The ability to maintain our humanity and not be numbed by a juggernaut of globalization starts with smart emotions. You cannot care carelessly,” taking everything equally seriously as No. 1 on your list. This wastes your ability to empathize and maintain perspective. Smart caring means you need to pick and choose well the issues you choose to confront. It begins with anticipating the effect of your decisions on the people and the world at large.

“In the world of education we begin to see that competitiveness is really driven by the attributes of people and their ability to learn about learning. Education plays a critical role in enabling this learning and defining the characteristics that will help our students thrive as they go forward.

“Our role as educators is to expand awareness, impart knowledge and challenge attitudes in students so they can successfully function in a global environment,” said Spich.

“CIBER conference offers opportunities to share classroom experiences and help shape our business programs to prepare our young people for the future.”

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2008 Western Regional CIBER Conference
Building successful international business programs

ABOUT CIBER: The Centers for International Business Education and Research (CIBERs) were created by Congress in 1988 to increase the nation’s competitiveness through university programs designed to give US businesses an advantage in the global economy.

Selected through a competitive grant process, there are currently 31 institutions of higher education in the CIBER network. Each CIBER organizes a variety of activities to advance the study and teaching of international business on a local level and to support applied research on United States competitiveness in the global marketplace.

At the University of Colorado Denver (UCD), the Institute for International Business serves as the institutional home of the CIBER. The U.S. Department of Education, which administers the CIBER program, designated the Institute as a CIBER in 1993 and renewed this designation for 1996, 1999, 2002 and 2006. It is the only CIBER in Colorado and, along with Brigham Young University, one of two CIBERS in the Rocky Mountain Region.

Read highlights of the conference on Pages 2-14.
Emerging developments in international business

Entreprenurial mindset key to success in global markets

MANUEL SERAPIO is associate professor of international business and management at the University of Colorado Denver, director of the Master of Science in International Business program, and faculty director of the UCD CIBER. He holds a PhD in international business from the University of Illinois, an MBA from the University of Hawaii, and a BA in economics from Ateneo de Manila University.

ROBERT SPICH is faculty director of the UCLA CIBER and leads the International Management Program, which allows MBA students to internationalize their degrees with work experience abroad. He holds two degrees from the University of Washington: a PhD in international business and an MBA. He earned a B.A. in international relations from Lafayette College.

To be globally fit in the world today, a company needs more than a well-developed organizational structure. The globally fit company needs agility, the ability to stretch and reach for opportunities and bend with the winds of change.

“Small companies need to think big and big companies need to think small in order to be more agile in competing in the global marketplace,” said Manuel Serapio addressing the 2008 Western Regional CIBER Conference. “It’s about creating an entrepreneurial mindset.”

Foreign markets beckon companies of all sizes and “we must get our students to understand how business is conducted abroad,” said Serapio. “This includes the nuts and bolts of international deal making: identifying opportunities, crafting strategies, structures and processes; accessing funding sources; and devising effective entry and exit strategies.”

He added, “At UC Denver, the focus is not just on the What, Where and Why of international business (IB) but more on the How of succeeding at it.” Key themes are influencing the scope, nature and style of international business education.

Bric. “A reality of the world is that it is still a Bric story: Brazil, Russia, India, China,” said Serapio. “The Bric's contribute close to 30 percent of global growth with China outdistancing the others.”

Robert Spich added, “The Bric’s share of global trade has increased and will continue to increase as technology shifts internationally, as the centers of competitiveness move elsewhere and as more and more foreign direct investment (FDI) flows to Brics’ shores.”

Sovereign wealth funds (SWF). “The growing size and influence of sovereign funds is a phenomenon that has arisen in recent years,” said Spich. “They really smudge the boundaries between what is a nation-state, what are private and public interests, and how we deal with them.”

Gulf Cooperation Council Countries (GCCs). “The six Gulf states of Kuwait, Bahrain, United Arab Emirates, Saudi Arabia, Oman and Qatar, formed the GCC in 1981,” said Serapio. “Strong links to the outside world, relative stability and well-developed banking and financial infrastructures have helped the GCC become a global business hub and a gateway into the region.”

Said Spich, “These countries are investing tremendous amounts of money in education (e.g., the $10 billion endowment into King Abdullah University of Science and Technology, slated to open in 2009). They’re scouring the world for academics and experts to come and set up new kinds of institutions. Most of the GCC countries, at least the non-fundamentalist ones, are modernizing and will become increasingly important players in the global economy.”

International financial reporting standards (IFRS). The worldwide movement to abandon country-specific accounting standards and adopt a single set of globally accepted standards is gathering momentum. According to a Deloitte White Paper, “IFRS apply to individual company and consolidated financial statements. Transitioning to IFRS is not just about changing accounting policies. Adoption impacts all aspects of a company, its financial reporting systems, internal controls, taxes, treasury, cash management, and legal framework, among others. Converting to IFRS requires a transformation that involves employees, processes, and systems. Planned and managed properly, the conversion can bring about substantial improvements in the performance of the finance function as well as better controls and reduced costs.”

Globalization of services. Innumerable small professional services firms are tapping offshore work delivery opportunities once accessible to only large corporations. As this activity accelerates, it is clear that “service sector firms will play a more prominent role in international business,” said Serapio.

Architecture and design firms are an example of globalization forces opening new vistas and pushing small firms outside of their domestic comfort zone. “Work is increasingly performed in different and dispersed locations by a diverse team of professionals and experts and for clients that are located in various markets,” said Serapio.

Recognizing new needs for new participants, “the UC Denver CIBER is working with the School of Architecture and Urban Planning as well as other professional schools to ensure that the graduate program has the necessary international exposure and expertise to take advantage of opportunities in the global marketplace.”

Key players. Bangladesh, Egypt, Indonesia are among other emerging economies that are smaller but still key players in the future economy of the world.

“Three more themes are moving front and center,” said Serapio: “The competitive position of the US, trade and a possible NAFTA time out, and immigration.”

The audience asked . . .

Who should be teaching IB?

“You need a champion group to keep the international idea alive, to make sure it’s happening in each of the functional areas,” said Spich. “Without champions, the functional areas have a tendency to just continue to go deeper into their studies, creating isolated silos of specialization. One of the important functions of international business teaching is to create an opportunity to integrate business knowledge across functional areas and show the holistic nature of the management challenge,” said Spich. “Big picture first. Then you decide who teaches what.”

Is it important for general business departments to have at least a snapshot of what’s going on globally?

“The international dimension is not a functional area, it’s a context area,” said Spich. “It’s part of business. Today, international business IS the base case. Purely domestic firms are an increasing rarity.”
The global dispersion of work: Where, what, who?
Remote workforce growing faster than traditional workforce

WAYNE CASCIO is US Bank Term Professor of Management, The Business School at the University of Colorado Denver (UCD), where he leads international HR initiatives at the UCD CIBER. He is a fellow of the National Academy of Human Resources and the Academy of Management, and editor of The Journal of World Business. The author of 21 books and 125 book chapters and journal articles, Cascio is past winner of the Heneman Career Achievement Award from the Academy of Management. He holds a PhD in industrial/organizational psychology from the University of Rochester and an honorary doctorate from the University of Geneva, Switzerland.

In the global arena of business, competition no longer pertains only to products and market share. “Many countries are competing to be outsourcing destinations, straining local labor supplies as demand increases,” said Wayne Cascio in his address to the Western Regional CIBER Conference.

“The seemingly inexhaustible pools of cheap labor from China, India and elsewhere are drying up as demand outstrips the supply of people with the needed skills,” he said, citing statistics from McKinsey Global Institute:

■ In Prague, the supply of suitable labor will be squeezed as early as this year;
■ In India, pockets of skills shortages will become apparent this year;
■ In China, workforce growth will decline starting in 2012.

Is it any wonder then that many global companies are hard pressed to fill job openings? “A 2007 survey conducted by Manpower, Inc., of nearly 37,000 employers in 27 countries found that 41 percent of employers were having trouble hiring the people they need.”

There are winners and losers in the competition for workers. Countries that once could count on their homegrown labor force staying put are now seeing workers leaving for greener pastures in pursuit of better jobs and better paychecks.

“Of Romania’s 4.7 million workforce, 2 million went abroad in recent years, causing a labor shortage in the country, especially in construction.

“Many Bulgarians have gone to work in Greece or Spain, and many Polish workers have emigrated to the United Kingdom.

“In the United States, the limited number of work visas available to foreign workers has caused companies to look offshore to staff business processes,” said Cascio.

“Increasingly, much of the global talent pool lies outside of the United States and Europe; 33 million young professionals with university degrees and work experience now live in 28 low-wage countries.

“As the need for highly educated workers has grown, firms have used advances in information and communications technology to employ skilled knowledge workers wherever they may be.”

Consequently, the traditional or fixed global workforce has given way to a remote workforce numbering in the hundreds of millions and growing at many times the rate of the traditional workforce, said Cascio.

“By 2009, one quarter of the world’s workforce, or 850 million people, will use remote access and mobile technology to work on the go or at home.”

The increasing emphasis on virtual, remote workers, mostly in developing nations, is largely a matter of cause and effect. “In North America, Australia, Japan and much of Europe, there has been flat or declining growth in new knowledge workers (those with a bachelor’s degree or higher). Add to this the intensifying global competition for top talent and it’s easy to see why corporations must focus on building remote capacity as opposed to recruiting foreign talent to domestic shores.”

Global corporations are transforming themselves into “transnationals,” moving work to the places with the talent to handle the job and the time to do it at the right cost. –BusinessWeek 1/28/08

For many companies, costs drive location choices. “Multinationals often practice labor arbitrage, periodic moves to lower-wage locations as existing ones get too pricey.” But a company that builds its economic model around low-cost labor has only a three-four year window where it will have a competitive advantage, said Cascio.

“In Hyderabad, for example, wages rose an average of 12 percent in 2006, putting labor-cost savings (relative to the US and western Europe) at risk of shrinking from 80 percent to 40 percent within a decade.”

So if increasingly indistinguishable companies are offering the same compensation packages to workers, how is it possible to attract and keep top talent?

The answer: “Create brand identity as an employer of choice and differentiate your firm based on the lure of learning, stability, and career development opportunities,” said Cascio. He offered examples of successful hiring and retention practices.

When Indian software services giant Wipro hires middle managers, it does more than simply negotiate pay and benefits. It provides “virtual valer” services for them, including help in finding a new home and even easing school admissions for the recruit’s children.

At Accenture Ltd., top managers spend at least an hour every couple of weeks with software coders and call center operators to understand shop floor issues.

India-based multinational Zensar offers bi-annual wage increases, variable pay of 20-25 percent, and stock options to the highest 15 percent of performers.

When Infosys reached $1 billion in revenues, it celebrated with Indian pop singers, a gala dinner for employees, and $25 million in bonuses – $500 to $5000 for each worker.

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The nature of change

There was a time, not so long ago, when industrial giants like DuPont, Mitsubishi, and General Motors could harness the disciplines of progress: rigorous planning, continuous improvement, statis-
Interdependence, collaboration

Unlike the hierarchal organization of yesteryear, “the 21st century organization looks like a web – a flat, intricately-woven form that links partners, employees, external contractors, suppliers and customers working interdependently and in various collaborations.” Through file sharing, blogs and social networking services, mass-scale collaboration is making leaps in creativity possible and changing the way companies in a variety of industries do business,” said Cascio.

Research and development. Procter & Gamble makes use of external scientific networks to generate 35 percent of new products, up from 20 percent three years ago. That has helped boost sales per R&D person by 40 percent.

Software development. By coordinating their efforts online, programmers worldwide volunteer on more than 100,000 open-source projects, such as Linux, thereby challenging traditional software.

Telecommunications. More than 41 million people use Skype software to share computer-processing power and bandwidth, allowing them to call each other for free over the Internet. That has cut revenues sharply at traditional telecom companies.

Retail. With 61 million active members, eBay has created a self-sustaining alternative to retail stores.

The Internet is the great provider: “It gives everyone in the organization access to a mind-boggling array of information. Instead of sifting through piles of paperwork, workers can see the same data in real-time that formerly might have taken hours or days to assemble,” said Cascio.

This requires a new management model. “The 21st century organization must adapt itself to management via the Web. It must be predicated on constant change, not stability; organized around networks, not rigid hierarchies; built on shifting partnerships and alliances, not self-sufficiency; and constructed on technological advantages, not bricks and mortar.

“The advantage of bringing breakthrough products to market first, will be shorter than ever because technology will let competitors match or exceed innovations almost instantly.”

In this technological age, one thing is certain, said Cascio. “Whether outsourcing business processes or managing a dispersed workforce, intellectual capital will be critical to business success. Generally, workers fall into three categories as identified by the McKinsey Global Institute.”

- Transformational – those who extract raw materials and convert them into finished goods.
- Transactional – those with scripted or automated interactions.
- Tacit – those using complex interactions involving a high level of judgment.

Tacit knowledge is personal and context-specific and difficult to formalize and communicate.

“According to McKinsey, over the past six years the number of jobs that emphasize tacit interactions has grown 2.5 times as fast as the number of transactional jobs, and 3 times as fast as employment in general.

“Jobs in the tacit category now make up 40 percent of the US labor market and account for 70 percent of the jobs created since 1998. The same thing is bound to happen in developing countries as they get richer,” said Cascio.

Meanwhile, there are rewards to be reaped in this fast-changing environment.

“Networked corporations have the potential to execute breathtaking leaps in creativity, speed and innovation. They have the potential to develop game-changing new business models.

“Yet none of this will just happen on its own,” said Cascio.

“Rather, the winning companies of the future will be those that are most adept at leveraging global talent to transform themselves and their industries. These kinds of changes inject a level of excitement and dynamism into international human resource management that will challenge the field for years to come.”

Outsourcing destinations of some major companies

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<th>Company</th>
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<tr>
<td>GE</td>
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<td>IBM</td>
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<td>Accenture</td>
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<td>Motorola</td>
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<td>Intel</td>
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<td>Citibank</td>
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<td>American Express</td>
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<td>EDS</td>
<td>Poland, Czech Republic, Mexico</td>
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<td>Nortel</td>
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<td>AOL</td>
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<td>Ernst &amp; Young</td>
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<td>Hewlett Packard</td>
<td>Poland, Hungary, Mexico, Malaysia</td>
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Greater sensitivity to other cultures needed

THOMAS SHANE is chairman of the board of Shane Co., Direct Diamond Importers, a business he founded in 1971 and which he has grown to 25 stores in 12 states. His business philosophy is customer-centered: offer the largest selection of high-quality jewelry at the lowest possible prices and give each customer an unconditional, money-back guarantee. He travels the world’s gem markets: to Antwerp and Tel Aviv for diamonds; to Bangkok, Bombay and Hong Kong for precious stones such as rubies and sapphires; and to Japan for pearls. Shane has BS and BA degrees in marketing from the University of Colorado. His awards include the Knight in the Order of Leopold II of the King of Belgium, and Alumnius of the Year from the University of Colorado.

The United States is not making the grade in the area of cultural sensitivity and may be losing its competitive edge in both education and business, said Tom Shane, basing his opinions on decades of transacting business with various cultures around the world. He is the third-generation operator of his family jewelry business which was established in 1929.

Shane differentiates his business from the competition by focusing on the stone. “That is our core competence.” With the exception of North America, these stones are found all over the world and Shane travels the continents to find the best quality and value for his customers. In the process, he works with people globally.

He described the diamond/precious stone trade as a “cottage industry. It’s not big business. It’s mostly familial, multigenerational home businesses. The relationships we are fortunate enough to develop are not government to government or institution to institution or impersonal employee in a Fortune 500 company to an impersonal employee in a similar sized company in a foreign land.

“The relationships are real people dealing with real people.”

This puts him in a unique position “to get into their minds and understand their thinking and understand their culture.” Most Americans are not so fortunate to have this experience, he said. “It didn’t take Thomas Friedman’s book for me to realize the world is flat. I grew up with that mentality even when there really were third world countries.”

As Shane’s exposure to diverse cultures and people increased over the years, he found that “the American perception of people from other cultures and their perception of us were quite different from reality. Misguided perceptions can lead to strained relations.”

US status eroded

Since World War II, the standing of the US in the world has been steadily decreasing. “It used to be that the US had a reputation for having the finest education in the world in many fields including business, medicine and others. There was a certain status associated with a degree from a US institution,” said Shane. “That status is still there to a certain extent” but it has been eroded due to what he believes is cultural insensitivity on the part of the US government and citizens.

He is concerned that United States citizens show an unwillingness to adapt to the new global environment. “Americans think that people drive on the right side of the road or the wrong side of the road. And we’re the only country that uses 110 current, a standard that makes it tough to sell our appliances in other parts of the world.”

Shane cited his experience as a retailer to illustrate how American and foreign travelers differ from one another. “At my store in Orlando, Florida, which attracts tourists from around the globe, I’ve never had a foreign customer ask how to convert dollars into yen or pounds or euros. They are armed with this information because, unlike American tourists, they do not expect to be accommodated as they would at home.”

The United States is at a competitive disadvantage for recruiting the best people from other countries.

Histobically, the ability to attract good people from other parts of the world has been key to the vitality of the United States. However, the US immigration system, which has tightened considerably since 9/11, makes it hard for prospective faculty as well as students to gain entry. Although Shane appreciates the reason for this, “it puts the US at a competitive disadvantage for recruiting the best people.”

American businesses are also at a competitive disadvantage due to cultural insensitivities, Shane said. “We start with the assumption that the American way of doing business is the correct way. But the hoops that American companies have to jump through are in many cases offensive to the host country.” He referred to bribery and child labor which are acceptable in some cultures but illegal in the US and illegal for US companies operating abroad.

Shane made it clear that he was not advocating for bribery and child labor but merely pointing out that issues such as these have contributed to the cultural divide. On one side is the US, its customs and culture which many in this country feel are morally superior. On the other side are countries that have their own customs and cultures and want to maintain them.

“I would suggest that when we go into someone else’s home we should be respectful of their preferences and not tell them they must do things our way no matter how reprehensible we may view their practices.”

As a first step toward narrowing the divide, Shane recommended that “American students be taught the importance of having respect for other people even if they don’t understand them. Whether it’s manners or sensitivity to customs and cultures, students -- as well as the rest of us -- need to be aware of what is appropriate and what is proper when traveling or doing business in other parts of the globe.”

There is some hope. Shane noted that there is a growing awareness on US college campuses that something has to be done to improve the reputation of the United States in foreign countries.

“But culturally there’s a lot of work to be done before we see major changes.” •
Overview: International business teaching resources

LEE H. RADEBAUGH is KPMG Professor of Accountancy at Brigham Young University (BYU), director of the Kay & Yvonne Whitmore Global Management Center, faculty director of the BYU CIBER, and a fellow of the Academy of International Business. He has been the faculty lead for student foreign study tours. He holds DBA and MBA degrees from Indiana University, and BS degrees in business and accounting from BYU.

Teaching resources: Textbooks

Never before have students had such a plethora of resources in their quest for information and never before have IB faculty had so many options when choosing the most timely resources.

“Because things are changing so quickly internationally, textbook publishers are moving to a two-year revision cycle from what had been a three-year cycle,” said Lee H. Radebaugh. As a result, the material will be more current, he said.

“Most textbooks provide a variety of resources, including instructors manuals, online quizzes, test banks, PowerPoint presentations, videos and downloadable content for iPods.” Integrating these and other elements into classroom teaching depends on each professor’s goals and comfort level.

• Videos. “One thing about videos is that they’re out of date very quickly,” said Radebaugh, recalling one he showed recently about Saudi Arabia. “They were talking about how the low price of oil was not generating very much revenue for the oil-producing countries. Students immediately recognized that this did not apply to the current situation. YouTube is “a great source of current and interesting shorter clips which can be imbedded in PowerPoint presentations,” Radebaugh said.

• Current events. “Use the textbook as the base material for the class, the theoretical foundation. Use current events to illustrate the relevance of the theory,” Radebaugh said. “In an hour-and-twenty minute class I’ll spend 30 minutes going through current events. It’s a good way to make the class a lot of fun for the students.

Articles on international business can be found in publications such as The Economist, BusinessWeek, Wall Street Journal, and Financial Times.

• Short cases. “Most textbooks offer short cases and they’re used primarily to illustrate concepts presented in the chapter and foster discussion by the students,” said Radebaugh, adding that short cases work well when heavy content material limits the time available for discussion.

• Longer cases. “These can be used for more in-depth analysis. Again, time limitations may require that breadth be sacrificed for depth and some chapters will not be covered. But cases are a good way to go because they involve critical thinking, presentation skills, participation, etc.”

• Games and simulations. “The challenge with simulations is that they take a lot of time and don’t necessarily work well in conjunction with other class requirements.” Consequently, there are choices to be made, said Radebaugh. “A simulation can be developed as a separate class that will build on the IB material or the professor can decide to make the IB class shorter in content, longer on simulation.” Whatever the choice, “do not just slap a simulation on top of everything you’re doing.”

To find a simulation and other resources, Radebaugh recommended the Michigan State University (MSU) website globaledge.msu.edu. The site is continually updated and is “one of the best resources on the Internet.”

KELLY JETT MURPHREY is director of the Center for the Study of Western Hemispheric Trade and associate director of outreach for the Center for International Business Education and Research (CIBER) in the Mays Business School at Texas A&M University. Murphrey holds a PhD and other degrees from Texas A&M University, Thunderbird School of Global Management, and the University of Texas in Austin.

Teaching resources: Technology

Students need to start thinking globally. Even if an overseas job is not in their future. “We need our students to be able to make global decisions whether they are part of the 5 percent destined to work abroad or the 95 percent that will be employed in the United States,” said Kelly Jett Murphrey.

“Often, we start training toward the 5 percent rather than the other 95 percent.” There needs to be an emphasis on expanding the global mindset of all students and helping them “internalize the information in a way they can use it and express it.”

Why has this not happened? There are several reasons, said Murphrey.

“First, IB is an interdisciplinary process involving business, liberal arts and language faculty. These people don’t always want to talk to each other.

“Second, we teach all of this but we are challenged to make globalization relevant to students who think their jobs will not require it.

“Third, faculty fear. Professors in other disciplines may not feel comfortable with IB. And IB professors don’t always feel comfortable outside of their specialty.”

However, “you do not need to be an IB expert in order to help with the globalization process. You just need to be a facilitator of the process and direct students to available resources,” said Murphrey.

• Basic guide to exporting www.unzco.com/basicguide/index.html
• BBC News www.news.bbc.co.uk/
• Camtasia Studio www.techsmith.com/camtasia.asp Captures video of anything on your screen. Individual copies sell for $299. Not inexpensive but if you make videos it’s worth it.

Please see TEACHING P. 8
Developing IB programs in community colleges, small universities: Why do it?

It’s a global world

Why should small colleges invest in developing international business programs? Jan Smith is very clear about the answer.

“We live in a global world; students, faculty and employers need this kind of education,” she said, addressing a breakout session in which she and Kelly Jett Murphrey talked about internationalizing the curriculum at small colleges.

“It’s a disservice to our students if we don’t advance their knowledge in a global world,” said Smith, a principal with JMS Global and formerly director of international business at Austin Community College. She has a BA and MBA from the University of Texas at Austin and holds a CPA license.

A program’s success depends on various factors. “It must meet well-defined needs, have support from the business community, commitment from the institution and faculty, and a cadre of champions among the staff.”

There are a number of steps to take before launching an IB program.

Needs-based. What skills/qualifications are businesses looking for when hiring? Do your students meet hiring needs or do they fall short of employer expectations in any area? What does the institution need to do to better prepare students to be fully employable? “Define the needs of businesses, students and school. This will enable you to develop a program that will serve the community’s interests and draw students.”

Business community. Is it future executives or technicians that are in demand in your local community? “This is something you’ll learn as you develop linkages with chambers of commerce; Sister Cities; the Small Business Development Center; economic development organizations; and local, regional and state agencies. It’s amazing the soft spot that business people have for students and you’ll find them eager to extend whatever support they can.”

Faculty. “Twenty years ago faculty didn’t have to know much about international business; today, faculty may be fearful and lack the competency to teach IB. Training and faculty development programs can help increase their comfort level and support.”

Smith said it is not necessary to “reinvent the wheel; research what similar institutions are doing. Ideas and support can be generated among academic organizations including CIBERs, NASBITE International (previously named National Association of Small Business International Trade Educators), CCID-Community Colleges for International Development, ACIE-American Council on International Intercultural Education, NAFSA: Association of International Educators.
How you go about developing an IB program “depends on the needs of your college, students, faculty and business community. In matching needs with resources, IB will become more doable.

**Academic program.** While desirable, a separate academic program might not be viable “if you’re from a small college with a small student population. You need the numbers to justify a separate program.”

**New courses.** Add new courses to a current program if feasible.

**IB components.** Infuse IB components into existing courses. This is a good option, Smith said, but there is a risk. Should the faculty member teaching the course leave, the IB component may be dropped by the next instructor. “Prepare for this possibility by working with the dean and department chairs to ensure that new faculty will support international business.”

**Noncredit programs/courses.** This is a reasonable alternative for students who want to explore international business at their own pace.

In considering your options, Smith stressed that “it’s not an either/or choice. It doesn’t have to be college credits or continuing education; it can be both.” The same holds true for study abroad programs versus domestic programs. “Students can acquire international skills at home or abroad; it doesn’t have to be one or the other. Look for hybrid programs and new methods to create something unique to your school.”

Internationalizing your school’s curriculum is a worthwhile endeavor. “Just do it,” Smith urged. “Get something started and continue to build on it.”

**Global leaders needed**

Internationalizing the curriculum at small and community colleges is about accepting the challenge to develop global leaders,” said Kelly Jett Murphrey, associate director of outreach for the Center for International Business Education and Research (CIBER) in the Mays Business School at Texas A&M University.

“We have an obligation to create a global mindset in our students and give them the skills and knowledge that they need.” He cited the value of an international business education from a national, corporate and student perspective.

- From a national perspective, IB enhances US competitiveness, creates jobs and reduces the trade deficit.
- From a company perspective, IB reduces dependence on domestic markets, increases sales and profits, stabilizes seasonal domestic market fluctuations and exposes executives to new ideas. “How can we compete in the world if we don’t create the ideas that are going to be cutting edge?”
- From a student’s perspective, IB creates greater employment opportunities along with better pay. “People who are involved in the global aspect of a business usually get paid higher than their colleagues,” said Murphrey. “They also have a better chance of getting a job.”

Students may be hesitant about embracing IB if they don’t understand what’s in it for them, Murphrey said. “That’s why we need to help them recognize the IB-job connection.”

Perhaps the biggest challenge for educators is to give students more than just a snapshot of international business. “There’s so much students need to know if they’re going to be competent to work in a company with global interests. But there are only so many hours in which to learn and digest” what could be seen as an overwhelming amount of information.

Complicating the outlook is the lack of a distinct educational path students can follow as they pursue a career in international business. “If a student wants to become an accountant, there is a clear path to get there,” said Murphrey. “But international business has many aspects and a variety of paths to get there. Do we provide students with the big picture, an overview of the subject? Or do we provide a more focused approach geared to students’ specific goals? At this time, the path to a career in international business is unclear.”

This may account for the confusion many students have about IB. “Students are getting different feedback and they are unsure if an IB degree — whether two-year or four-year — is something they will need and use on their job.” What is needed is “a game plan that would make the path clearer.”

“At least within your institution you have to decide on the path you want students to take and the skills you want them to master,” said Murphrey. “Then make sure they’re gaining those skills in different areas and different disciplines.”

Developing an IB program will take time and commitment. Unsure of where your support will come from? “Do a SWOT analysis (strengths, weaknesses, opportunities, threats) of the institution and a SWOT analysis of the region,” said Murphrey. “I think you’ll find you have an incredible amount of resources internally and externally, particularly if you’re willing to involve other disciplines. Even foreign students are resources.”

Murphrey urged educators to “get two-three other people involved in the process early on. I think you’ll find the impact will be quite strong and you’ll have more support for other activities you want to do.”

And to start molding that global mindset and create enthusiasm for IB, there are a number of things you can do right now, said Murphrey.

- Have students interview someone from a foreign country and discuss their findings in class.
- Form a journal/current events lunch group focused on global issues.
- Have students write to two foreign embassies for background material.
- Invite international business executives to speak in class. Record their talks if possible; they can become a resource for students and faculty.
- Review “Internationalizing the Business Curriculum: A Field Guide.” According to amazon.com, “The book will enable the interested administrator to strengthen the Business School by including the internationalization/globalization dimension. This will, in turn, give your students and tomorrow’s business leaders a better understanding of how to conduct business in a rapidly changing business environment.”
- Form an international business student organization and a “listserv” that automatically sends messages to your subscriber base and keeps them informed about events they might be interested in attending.
- Have students research two different countries and do a comparison of their economic, political and cultural environments.
- Log onto google.com for information just about everything.

Said Murphrey, “Technology is changing the way we teach, the way students learn. Use it to your advantage.”
Specialty IB programs: A tailored approach

Pinning the curriculum to fit student, industry needs

Emerging educational needs, as communicated to school administrators by local businesses and/or students, were the genesis of three specialty programs developed separately at University of California, Los Angeles; University of Colorado Denver, and San Diego State University. Robert Spich, Manuel Serapio and John Francis shared the success of their respective school's program with educators at the CIBER conference.

Global Access Program (GAP) University of California, LA

“GAP began as an entrepreneurial effort by UCLA Anderson Price Center faculty to give students both entrepreneurship and international business experience in a single course,” said Robert Spich, faculty director of the UCLA Anderson School of Management CIBER.

“Faculty picked up on student interest in international and created a field experience requirement for all our part time MBA students. CIBER played a role of providing start-up support and financial assistance to the GAP program for student field research, partner development and faculty travel.”

GAP is a six-month, 10-credit course that runs in the final year of the 33-month Fully Employed MBA (FEMBA) program.

GAP teaches the principles of developing effective growth strategies for early stage, high-tech companies located in a foreign country. A field study project is the cornerstone of the program in which students go abroad to work hand-in-hand with executives of an assigned company to impact the short- and long-term growth of the business.

Finding the right companies to partner with the program is vital to the success of GAP. “We work with key high-technology agencies internationally to identify entrepreneurial companies that are best positioned to benefit from our MBA students’ input,” said Spich. Companies may enter the program by invitation only.

“Each company is assigned a team of student consultants made up of a cross section of business functions.” Their tasks include business plan development, market assessment, competitive analysis, product development, finance, human relations, operations, sales and marketing strategies and the art and science of raising venture capital.

“CIBER supports the field research and students get direct exposure to challenging problems related to business development in international markets,” said Spich.

“Thirty-six companies participated in this year’s GAP which we just completed,” Spich said. “Next year GAP will be expanded to over 50 companies. It’s a very complex educational endeavor better suited to big schools than small ones,” he said, noting that it’s the students’ continued interest and enthusiasm, highly committed faculty and a tightly managed program that continue to drive the success of GAP.

As a former Peace Corps volunteer, Spich is impressed by what he sees as a “growing movement among students in social entrepreneurship to develop projects that can be profit-oriented but do social good. These include sustainable and green related businesses and microfinance ventures to fund pro-social projects in developing countries, all of which CIBER supports,” said Spich.

“Students talked to the dean about these interests and we now teach a social entrepreneurship course with an outside lecturer. It fills a classroom of 50-60 students once or twice a year.

“This movement points to new ways of thinking about how we should be running our business schools,” said Spich.

International Entrepreneurship University of Colorado Denver

Deal-making skills and “the nuts and bolts of international business” are emphasized in this UCD course, the result of feedback from Denver-area employers with whom the university enjoys a close working relationship, said Manuel Serapio, faculty director of the UC Denver CIBER.

“We like the graduates from your program,” employers told Serapio. “They can talk about globalization in elegant ways but we’d like them to have more in-depth knowledge about how to put deals together.”

Said Serapio, “Employers weren’t talking about letters of credit, exporting-importing and the Why and What that are a part of every international program. They were talking about serious deal-making skills that can make the difference between a profitable enterprise and a struggling one.”

As the UCD Business School together with the Bard Center for Entrepreneurship started developing a program to meet employer and student needs, Serapio recognized the major focus had to be on the How of international entrepreneurship.

- How do you scan the environment for international business opportunities and deals?
- How do you identify and select from alternative international business deals (product/service selection, country/market options)?
- How do you take an international business idea from a concept to an actual business?
- How do you structure an international business deal? What key business, legal, financial and cultural considerations impact an international business deal? How do these considerations drive the structuring of deals?
- How can you best structure your mode of entry (e.g., export/import/international franchising, international alliances, offshoring) in international markets?

Cases, company examples and research materials are included in the program. “We look at the large international corporation but we look at it from an entrepreneurial perspective,” said Serapio.

“What’s different about this program is that business leaders do a lot more than serve as guest speakers. They teach in the program and help analyze the courses. Their experience in the global marketplace gives them a dynamic understanding of the
issues, which students and faculty appreciate,” said Serapio.

“For example, students like to look at decisions from the perspective of the company as a whole. But in fact decisions are made division by division or product segment by product segment.”

International Entrepreneurship is an elective that satisfies IB requirements for MBA and MS students. “It has become a very popular program,” said Serapio.

Sports MBA
San Diego State University

For fans, sports is entertainment, a rousing good time at the stadium or in front of the TV. For team owners, it is a serious business in which winning depends not only on the players' ability but on the specialists who can bring “tried and true business methods to managing the team and generating revenues,” said John Francis, assistant professor of management at San Diego State University. He holds a PhD in business administration from the University of Memphis, an MBA from Samford University and a BA in business administration from the University of Montevallo.

“Our program got started in response to those needs,” said Francis, referring to the Sports MBA offered at San Diego State University (SDSU).

“The owner of the Padres came to San Diego State about five years ago and talked with the dean of the business school about his organization's need for people who had a background in sports as opposed to something of a general nature. Furthermore, he indicated that knowledge of the international scene was also needed as teams export their products to markets all over the world.”

Out of that conversation came the Sports MBA, which developed over the next couple of years. SDSU pioneered this degree. “There are a lot of sports management programs but in business schools there are very few,” said Francis. “It's a specialty niche that the community asked for and that students love.” The niche is largely unfilled across the country, he added.

“My class in international sports is so new that there's no established curriculum and no textbook to serve as a guide.”

The SDSU CIBER boasts the oldest IB program in the country, according to Francis. In developing the Sports MBA, “we didn't just want to start a new program; we wanted to start one that fit what we were already doing,” he said. “So it made sense to take our program and emphasize something we were good at and simply tweak it a little bit. That's where the international part comes in. We don't teach a business policy and strategy class at San Diego State. We teach an international business policy and strategy class. Now we're trying to get at the intersection of sports and international sports.”

Yet it's not international sports that draw students to this degree, said Francis. “They come in wanting to work for a US team or the athletic department of a university. So it's a great opportunity for us to help internationalize them.”

The program actively recruits students from around the world and this year has a diverse group that includes students from Korea, Japan, Germany and Mexico.

Funding international business programs

When school budgets lose their elasticity and cannot be stretched to fund new and ongoing programs, it's time to seek outside funding. But the quest is not a simple one, especially for the uninitiated. In presentations to the CIBER conference, Steven Sacco and Lee Radebaugh offered needed direction. Sacco highlighted government and foundation grants; Radebaugh provided insights into endowments and gifts from private sources.

Government, foundation grants

There are two parts to obtaining a grant, said Steven Sacco, a grant consultant to over 50 universities and high schools and whose track record of winning grants totals more than $7.5 million.

To start, he said:
• Research the appropriate funding sources
• Write a killer proposal.

The US Department of Education serves up an alphabet soup of about 200 programs for qualifying schools. “Each program has its own criteria that must be followed to the letter,” said Sacco.

Title VI programs
• UISFL - Undergraduate International Studies & Foreign Language. Provides funds to institutions of higher education to plan, develop and implement programs that strengthen and improve undergraduate instruction in international studies and foreign languages.

Eligible activities: Development of an interdisciplinary global studies program, development of an area studies program and its languages, creation of innovative curricula, development of internships and study abroad programs.

Contact: Christine Corey, 202-502-7629, christine.corey@ed.gov

• BIE - Business & International Education. Provides funds to institutions of higher education which partner with a trade association and/or business for two purposes: to improve the academic teaching of the business curriculum and to conduct outreach activities that expand the capacity of the business community to engage in international economic activities.

Eligible activities: Internationalization of curricula at the junior and community college level and at the undergraduate and graduate schools of business, research for and development of specialized teaching materials appropriate to business-oriented students, establishment of student/faculty fellowships and internships, and summer institutes in international business.

Contact: Tanyelle Hawkins Richardson, 202-502-7626, tanyelle.richardson@ed.gov

• Fulbright-Hays. Provides grants to support overseas projects in training, research and curriculum development in modern foreign languages and area studies by teachers, students and faculty engaged in a common endeavor. Projects must focus on the humanities, social sciences and languages and on one or more of the following areas: Africa, Asia, Latin America,
the Near East, Eastern Central Europe.
Contact: Lungching Chiao, 202-502-7624, lungching.chiao@ed.gov
  ■ FIPSE - Fund for the Improvement of Postsecondary Education. Offers grants in various categories:
  • FIPSE North American Mobility Program supports curricular projects in all three countries of the North American Free Trade Agreement. Required: two partners per country as well as language expertise.
  • FIPSE US-Brazil Program provides four years of funding by US and Brazilian governments. Required: participation of two US and two Brazilian universities.
  • FIPSE Comprehensive Program supports projects in all disciplines. “The success rate for obtaining a FIPSE Comprehensive grant is only 4 percent among applicants,” said Sacco, suggesting that this one should be way down on your list of potential funding sources.
  Contact: Cassandra Courtney, 202-502-7506, Cassandra.Courtney@ed.gov
  Find descriptions of all government grants as well as applications and guidelines at http://www.ed.gov/funding.html.

Foundations
“Foundations are worth targeting,” said Sacco. “They offer more money and more funding opportunities than the US Department of Education. Be prepared, though, for stiff competition.” Also, grants may be restricted to specific states and, in the case of Coca-Cola, the applicant must be a Coke campus.

The Coca-Cola Foundation is a Staunch Supporter of Higher Education and International Education.

Learn more:
• The Coca-Cola Foundation, 404-676-2568, www.thecoca-colacompany.com;
• The Hewlett Foundation, 650-234-4500, www.hewlett.org;
• The Lilly Foundation, 317-276-2000, www.lilly.com;

A note about Coca-Cola: “The foundation is a staunch supporter of higher education and international education,” said Sacco. Figures posted on the Coca-Cola website show that in 2006 higher education was awarded grants of $20 million out of $70 million in total support.

A killer proposal: Tips
“Grant getting is about vision and seduction,” said Sacco. “The keys to success are a well written, effectively organized proposal and a compelling approach. Your proposal must answer four basic questions.
What is the problem to be solved?
What is your solution?
How are you going to pull it off?
Why me?”

“Define the problem clearly and support it with statistical evidence. Include specifics of your evaluation plan and management structure,” said Sacco.
Also, he said, “Be concise and persuasive without the use of superlatives. Read the program guidelines and contact the program officer before starting or anytime during the writing process.”

Private Donors

Private donations are often a safer alternative to government funding which, like academic institutions, is subject to budget cuts, said Lee Radebaugh, director of the Brigham Young University CIBER.

But how do you find potential donors? And once you make the connection, how do you persuade donors to support your cause? It’s all about strategy, Radebaugh said.

Reach out. Be aware of alumni or people in the community who have a strong attachment to your institution. To do this, “Network, network, network,” said Radebaugh.

People who know people. Involve friends in your program. Chances are they know people you don’t and would be happy to help you make promising connections.

Less is more. Do not present a shopping list of needs to be filled. Rather, develop a short menu of programs available to be funded. “There are donors who like bricks and mortar projects but most like to donate to programs and activities.”

Hear them out. Invite potential donors to campus to tell their story to students. Often, the story is illuminating and makes the connection stronger.

Passion helps. Try to find out what potential donors are passionate about. If their passion matches your interests and expertise, make that part of your proposal.

Talking points. Talk about benefits: how the funds will benefit students and community and how the donor will benefit from making it happen. Don’t be afraid to ask for large sums; it is flattery, not an insult.

Be personal. Remember, people give to people. Show sincere interest in donors’ objectives and appreciation for their time and consideration.

Keep in touch. After you receive the donation and put it to work, provide feedback to donors on how the funds were used and include letters from students, administrators, etc.

Private funding falls into two categories, endowment and annual gift.

Endowment. “An endowment provides long-term stability through interest earned on the endowment,” said Radebaugh. “An endowment may be attractive to someone who wants their name attached to your program. Match your needs to the donor’s dreams.”

The challenges in securing an endowment are in finding the appropriate donors and making a convincing presentation about the worth of your programs and having enough initial operating funds until the endowment generates interest.

Annual gift. “This is a good way to develop an initial and long-term relationship with a donor,” said Radebaugh. “The gift provides immediate operating funds for activities but does not require the size of an endowment.”

In 2006, said Radebaugh, BYU’s Global Management Center was named for former Kodak CEO Kay Whitemore when his wife Yvonne and children made a generous gift to the Center. About 150 guests attended a banquet at the Wilkinson Student Center to acknowledge the gift and celebrate the life of Kay Whitemore.

Gifts are not without challenges, said Radebaugh. “You have to find enough small donors to cultivate and keep the money coming in on an annual basis. This requires time and resources.”
Using business savvy to combat poverty

Enabling prosperity

ZENIA TATA is executive director of International Development Enterprises (IDE), a 25-year-old nonprofit Denver-based organization which works globally to alleviate rural poverty in the world’s least developed nations. Originally from Bombay, Tata has worked in nonprofit organizations in the US and India for 15 years.

No water, no crops, no food, no income; no water, no crops no food, no income. For the last 25 years, International Development Enterprises (IDE) has been working to change the vicious cycle of poverty in rural areas across Asia, Africa and recently in Central America.

“Poverty is extraordinarily complex and there are many reasons why countries are poor and many reasons why they remain poor,” said Zenia Tata in her presentation to the CIBER conference. “In addition to obvious economic reasons, there might be historic, religious, health and sanitation reasons to name a few.”

Rather than trying to treat poverty in its many configurations, IDE has chosen to offer just one solution for maximum effectiveness: income generation activities for subsistence farmers “so they can invest in their own escape from poverty.”

Tata quoted figures putting the number of people living in poverty worldwide at 1.2 billion. Of this number “more than 800 thousand are subsistence farmers, people who rely on natural resources to earn an income. Typically, those natural resources are a very, very tiny piece of land, less than an acre in Asia, about two acres in Africa.”

What does poverty look like in the geographical areas IDE targets?

“Most of the people we work with earn about $130 a year or 26-28 cents a day. In most of rural India and China people earn less than $100 a year,” said Tata. The income is seasonal and can’t be counted on to be there week after week.

Talk to hungry people about income generating measures and they’re likely not to hear you, said Tata. But over the course of two decades IDE has succeeded in reaching 17 million individuals – about 3.5 million families -- due to a methodology based on access to water and connection to markets. “We help farmers recognize what their assets are and how to capitalize on those assets,” said Tata. “Land is one asset. The second is a low labor cost because it’s all in the family.” The missing ingredient is water -- getting it from the ground, lakes and rivers to the crops. IDE has solved that problem.

Access to water

“We have taken known technology for irrigation -- the treadle pump -- and re-engineered it for what we call extreme affordability for poor farmers,” said Tata.

IDE’s treadle pump is activated by foot power; someone stands on the two treads and works them up and down. Think Stairmaster. The cost of the pump varies by country. “In India the cost is $12, in Myanmar $17, in Africa $30. “With a small investment, a subsistence farm family is on its way to earning a living.”

For families that can’t invest in a treadle pump, a bucket drip system is even more affordable. Briefly, a bucket sits on top of the land with tubes that are inserted deep into the ground and draw water up into a plastic bag. A spigot on the bag allows the farmer to control the flow of water to the base of each plant. “With as little as $3-$5 you can start a drip kit in your backyard, grow some plants to feed your family and also some extras to sell in the marketplace.”

Connection to markets

“Our vision is that every farmer can have a role in either the local or global marketplace,” said Tata. As a local example, she explained how IDE representatives helped connect high-altitude villages in Nepal to markets customarily and labously accessed by foot.

“We set up an aggregation center and organized a van from the center down to the marketplace. Farmers paid for the van because it’s the cost of doing business and they factored the cost into their selling price. Suddenly farmers from 21 villages got connected to a market.”

Market research is part of IDE’s methodology. “Although we talk about water, markets is our entry point into the areas that we work. We research what the market will bear and assess the demand so we can advise farmers what to grow,” said Tata.

“We view the poor as customers; we market to them, we train them and they’re no different from you and me.

The results of the IDE program are cumulative. “At the end of the first growing season subsistence farmers can realize an increase from base income of about $150. By the end of the second season they can realize an increase of around $300. Then it’s just onward and upward from there.”

Tata reports that after a year of working with IDE, farmers who previously went hungry are able to set money aside for their children’s education and put 2 percent of their income into savings.

Business models for addressing world poverty

GERARDO UNGSON is the YF Chang Endowed Chair and professor of international business at San Francisco State University. He has co-authored six books, the most recent of which examines community-based initiatives to address poverty alleviation and environmental sustainability. He received a PhD from Pennsylvania State University.

The distribution of world income can be viewed as an economic pyramid, said Gerardo Ungson, referencing The Fortune at the Bottom of the Pyramid by C.K. Prahalad.

According to Prahalad, “In Tier IV, the bottom of the pyramid (BOP) are well over a billion people whose per capita is less than $1 per day. Although the figures have been disputed, the underlying assumption is that the poor do not have use for products sold in developed countries; therefore, the BOP market is not critical for the long-term growth and vitality of multinational corporations,” said Ungson.

Ungson cited cases from Prahalad, Stuart Hart, and others that challenge these ideas of social entrepreneurship and pov-

WE VIEW THE POOR AS CUSTOMERS. WE MARKET TO THEM, WE TRAIN THEM AND THEY’RE NO DIFFERENT FROM YOU AND ME.

Please see POVERTY P. 14
The U.S. Department of State travel recommendations

The State Department’s website provides health and medical advice, entry requirements, road and aviation safety, and other miscellaneous facts as they apply to each country/city and region.

You’ll also find information about:

- travel warnings, travel alerts and country-specific information;
- how to contact the nearest U.S. embassy or consulate in the event of an emergency or for advice;
- current worldwide and regional announcements on terrorism and security cautions.

It’s also wise, according to the State Department, to keep passport, cash and credit cards locked in a hotel safe. If necessary to carry these items on your person, distribute them in various places rather than all in one wallet or pouch.

Avoid handbags, fanny packs and outside pockets that are easy targets for thieves.

“Set up the objectives of the trip well ahead of time,” Radebaugh advised. “Objectives should be developed so students can experience the differences and similarities between the political and economic systems of each destination country.”

As they cross borders, students will observe changes in the business climate and increase their awareness of how local and national traditions impact functional areas of business such as financial, marketing, supply chain, and human resource management.”

To facilitate this awareness, the agenda should allow time for public tours, visits to points of interest or for advice; sister universities, cold calling on businesses, and browsing in stores, said Radebaugh.

“There is no substitute for being there,” said Lee Radebaugh in his address to the Western Regional CIBER Conference. Which is why, he said, study-abroad programs are so beneficial to international business studies.

“When students spend time abroad, they get an up-close look at the business environment in an international setting as well as the customs and cultures of the country they are visiting,” said Radebaugh, director of the Brigham Young University CIBER.

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“There is no substitute for being there,” said Lee Radebaugh in his address to the Western Regional CIBER Conference. Which is why, he said, study-abroad programs are so beneficial to international business studies.

“When students spend time abroad, they get an up-close look at the business environment in an international setting as well as the customs and cultures of the country they are visiting,” said Radebaugh, director of the Brigham Young University CIBER.

“Set up the objectives of the trip well ahead of time,” Radebaugh advised. “Objectives should be developed so students can experience the differences and similarities between the political and economic systems of each destination country.”

As they cross borders, students will observe changes in the business climate and increase their awareness of how local and national traditions impact functional areas of business such as financial, marketing, supply chain, and human resource management.”

To facilitate this awareness, the agenda should allow time for public tours, visits to points of interest or for advice; sister universities, cold calling on businesses, and browsing in stores, said Radebaugh.
Vietnam: An economic success story

Occupation, determination, transformation

Vietnam has been dubbed “a new rising tiger” by various media over the last decade or so. It’s not a designation that Ambassador H.E. Le Cong Phung particularly appreciates because there is still much more the country needs to do to ensure its economic viability. “We cannot be that,” said Phung of the “tiger” label. He would prefer that Vietnam be known first and foremost as the “most stable country in the region and a good place to do business.”

Ambassador Phung addressed faculty and students at a Robert Reynolds Distinguished Lecture hosted by the University of Colorado Denver’s Business School and the Institute for International Business and Center for International Business Education and Research (CIBER).

Over the course of a diplomatic career spanning 37 years, Phung’s foreign service posts have taken him to England, China, Indonesia and Thailand. In October 2007, he was appointed by President Nguyen Minh Triet as Ambassador of the Socialist Republic of Vietnam to the United States.

Bumpy road

To fully appreciate the road Vietnam has traveled from economic pain to economic prominence, one has to view the country’s achievements in the context of its journey.

Vietnam is a 4000-year-old country with a history of invasion and foreign occupation by China, France and Japan. In 1954, following a nine-year war with France, the Geneva Accords partitioned the country into the Communist North and anti-Communist South. In the early 60s, the United States started providing South Vietnam with escalating amounts of economic and military aid to keep it free from a Communist takeover. The aid continued until 1973 when all sides signed a cease-fire agreement and the US withdrew its troops.

Two years later North Vietnamese forces swept over the South reuniting the country under Communist rule. The US promptly extended its trade embargo against North Vietnam, which had been in effect since 1964, to the whole country.

Only since reunification in 1975 has Vietnam been able to take the reins of its destiny. “We’ve had a short time to build the country and economy,” Phung said, noting that in the 1975-85 period, Vietnam suffered famine and was basically cut off from the rest of the world.

Through trial, error, and determination, the country rewrote policies, discarded a centralized planned economy in favor of a market oriented one, and reformed many of its institutions to open up the country to trade and foreign investment. In so doing, it earned the confidence of investors worldwide.

According to the US Commercial Service, from the time the country was opened to foreign investment in 1988 to the end of 2007, Vietnam had attracted $83.1 billion in foreign investment commitments from 8,590 projects.

A survey conducted by the Asian Business Council ranks Vietnam third for investment attraction among Asian nations in the 2007-2009 period, after China and India.

Among the attractions for foreign investors are low labor costs, a young and literate workforce and tax incentives. There are no currency restrictions.

“We want US manufacturers to be our No. 1 investor,” Phung said.

VIETNAM IS ONE OF THE BEST-PERFORMING DEVELOPING ECONOMIES IN THE WORLD.

February 2007
www.worldbank.org/ida

The transformation of the economy got a boost in 1986 with the doi moi, a renovation process launched by the government to give Vietnam a foothold in the global arena. A number of events helped move the process along.

In 1994, the US lifted the trade embargo against Vietnam and in 1995 re-established diplomatic relations.

Also in 1995, Vietnam joined the Association of Southeast Asian Nations (ASEAN) which lists among its objectives the acceleration of economic growth in the region. (Member countries: Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam.)

In 2001, Vietnam and the US entered into a bilateral trade agreement.

In January 2007, Vietnam ascended to membership in the World Trade Organization.

Vietnam has actively reached out to its neighbors. “Since 1997, we’ve done a good job of improving relations in the region and the world,” said Phung. “Today, Vietnam has diplomatic relations with 172 countries.”


Vietnam-US relations

Improved relations with the US is a priority for Vietnam, and “in the best interests of both countries,” Phung said, noting that they cooperate in the fight against terrorism. “We were enemies in the past, but we are now partners. We must put the past aside and look to the future.”

Phung also wants to promote educational cooperation between Vietnam and the United States. Vietnam has more than 6,000 students in the US and projections are that this number will double by 2010. He would like to see more US educators in his country and extended an invitation.

“Come to Vietnam,” he told the audience of faculty and students. “You will be welcome.”

Vietnam quick facts

Capital: Hanoi
Population: 86,116,559 (08 est.)
Median age: 26.9
GDP: 8.5% (07 est.)
GDP-per capita: $2,600 (07 est.)*
Population below poverty line: 14.5%
Inflation rate: 8.3% (07 est.)
Labor force: 45.73 million (07 est.)
Unemployment rate: 5.1% (07 est.)
Exports: $48.3 billion f.o.b. (07 est.)
Imports: $60.75 billion f.o.b. (07 est.)

Source: CIA World Factbook 2008

*This figure varies depending on the source.

The US Dept. of State puts the per capita for 2006 at $726 for the whole country on average, about $1800 in HCM City, and much lower than average in poorer provinces of the central and northern highlands.

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Economic impact of EU on Central Europe

Poland a rising star in European Union enlargement

The spotlight was on Poland during a half-day program sponsored by the University of Colorado Denver and Health Sciences Center, World Trade Center Denver, Consulate General of the Republic of Poland in Los Angeles, and the Delegation of the European Commission to the United States. Speakers drew a picture of a modern-day Poland and a "formidable" European Union.

"After a period of catching up, the collective economic growth of the EU is now higher than the United States," said Angelos Pangratis, Deputy Head of the Delegation of the European Commission to the US.

Since its founding with the 1957 Treaty of Rome, "the EU has been working to change the face of Old Europe and bring stability and peace to the war-torn continent," said Pangratis. "The founders hoped the union would avoid a repetition of the tragic history of the past and provide the framework in which members could reach for prosperity. It was a dream coming out of a nightmare."

Skeptics said that it could never work. A union of countries with different cultures, different languages, different histories and political systems? No way. Time has proved them wrong.

The original 15-member organization (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, United Kingdom) was enlarged in 2004 to include 12 countries from Central Europe (Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Slovenia).

Pangratis called the enlargement "a formidable success" which has had a positive economic impact on all members to a larger or lesser degree. "Requirements for membership are stiff," he said, and can take many years to fulfill. Economic requirements are designed to create a pro-business climate and encourage foreign direct investment."

In addition, there are EU standards relating to social, judicial, human rights and environmental issues that must be met and that often require internal systems to be reformed. "Candidate countries have exhibited a fantastic drive to embrace these reforms," Pangratis said.

"The results of enlargement have been enormously positive," he said, lauding Poland as "a spectacular success."

Member States participate equally in decision making in all EU bodies. However, individual countries set their own national policies. Pangratis emphasized, "Something other than war now inspires countries to live and work together and to better defend core values and reach for prosperity."

**Come to Lodz, says mayor**

If you want a welcoming place to do business, "you must come to Lodz," said Jerzy Kropiwnicki, mayor of the second largest city in Poland. "The Lodz region is one of the best in supporting new business and earning the confidence of foreign investors."

Once a textile monoculture, Lodz has diversified its industrial sector to include information technology, household equipment and a burgeoning services sector. Among the multinationals that have planted a flag there are names familiar to American consumers such as Dell, Philips,}

### EU-US Comparative Figures

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<thead>
<tr>
<th></th>
<th>EU</th>
<th>USA</th>
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<tbody>
<tr>
<td>Population (2007)</td>
<td>493 million</td>
<td>302 million</td>
</tr>
<tr>
<td>Area (2007)</td>
<td>1.7 million sq. miles</td>
<td>3.8 million sq. miles</td>
</tr>
<tr>
<td>GDP</td>
<td>$14.5 trillion</td>
<td>$13.2 trillion</td>
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<tr>
<td>Economic Growth</td>
<td>2.9%</td>
<td>3.3%</td>
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<tr>
<td>Inflation</td>
<td>2.2%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Unemployment</td>
<td>7.9%</td>
<td>4.6%</td>
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Statistical sources: Eurostat, US Dept. of Commerce, International Monetary Fund as reported in EU Focus July 07

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**The founding of the European Union was a dream coming out of a nightmare.**

Gillette, Corning, P&G and Siemens.

The segment the city is most intent on wooing is the small and medium-size enterprises that form the backbone of the economy, said Kropiwnicki. Entrepreneurs are valued and Lodz is working to develop its entrepreneurship base.

The draw? In addition to economic incentives, Lodz boasts a strategic location at the center of Poland and all the important transportation corridors. An academic community of 120,000 students studying at 21 public and private universities provides businesses with access to an educated labor force.

With a population of about 800,000 and a metro area numbering more than 1 million, "Lodz is a 19th century city that has rocketed into the 21st century thanks to a strategic plan developed by McKinsey & Company consultants," said Kropiwnicki.

How's it going? Currently, "the unemployment rate in Lodz is less than 10 percent, which is lower than the national average of just under 15 percent." This is not where city leaders want to be; their goal is to create 25,000 new jobs within 5 years. To accomplish this, they are working to improve the attractiveness of Lodz and actively seeking investors.

Mayor Kropiwnicki said he is "flying all over the world to talk to potential investors about the benefits of doing business in Poland in general and Lodz in particular."

**Poland invests**

"Polish companies are strong and they invest in other countries," said Marzena Weresa, professor at the World Economy Research Institute, Warsaw School of Economics. "In 2005 the value of capital invested by Polish firms abroad was equal to the amount of capital invested in Poland by foreign firms."

Since the accession of Poland to the EU in 2004, the country has benefited from "a huge increase in foreign direct investment," said Weresa. "In 2006, FDI inflow was at an all time high of USD 14.7 bil-
lion. This has contributed to Poland's above average economic growth compared to the other new EU Member States from Central and Eastern Europe.” Furthermore, consumer demand is high — individual consumption rose from 2 percent in 2005 to 5.1 percent in the first half of 2006 and is expected to level off at 5 percent for the whole year.

Other factors contributing to Poland's flourishing economy are the healthy financial condition of Polish companies on the whole, the availability and decreasing interest rate of bank loans plus the inflow of EU aid funds to continue the financing of investment infrastructure. Add to this a high rate of growth in exports and it's easy to see why many investors are putting their money in this Central European country.

To these factors, James Deoitte added one more: Poland is on the doorstep to Russia where there is pent-up demand for Western-style products and services. “There are a lot of people interested in doing business with Russia but are still trying to figure out how to do it,” said Deoitte, part- ner, Ernst & Young Warsaw. Poland is close enough to provide a good jumping off point into this potentially lucrative market.

**Betting on the people**

One of the questions Deoitte gets asked most often about doing business in Poland pertains to the people: What are they like and can I work with them?

“Our clients understand the financial advantages and what it takes to compete, but they want to know more about the people. They want to tour the universities, talk to the professors and meet the students who are going to be their future workers. Many decisions about investments ultimately come down to the people,” he said.

“The Central-Eastern Europe region is one of the top areas where investment is being made. Cheap labor is a consideration but cheap labor only lasts for a short period of time; ultimately labor costs will normalize,” said Deoitte.

“There are companies that are winners and losers in the mix but as an investor, you're betting on the nearly 40 million people living in the country, betting on their ability to help grow your business.”

The youthfulness of the people is another strong point, said Deoitte. The under-35 segment constitutes 50 percent of the population with those under 25 years of age accounting for 35 percent.

“Running the numbers, getting the financial people to sign off on them is a must in any investment strategy. But the tipping point is always about the people.”

Windham Loopesko, W.E. Loopesko & Associates, Inc., agreed. “The Polish people have a can-do attitude and a strong work ethic, characteristics that ensure Poland’s place in the ‘New Europe,’” said Loopesko, who has 25 years of experience as a European consultant. “The people are religious, educated and have a love affair with America.”

According to Deoitte, Poland may be losing its edge in the youth labor market.

**Why Poland?**

**Lower costs**

• Costs of conducting business in Poland are significantly lower than in Western Europe.
• In 2004 the average monthly gross wages in Poland were lower than in Czech Republic and Hungary.
• Foreign investors rate highly the skills and commitment of Polish employees.

**Growth of Foreign Direct Investment**

• Poland is the 5th most attractive worldwide location for foreign investors and No. 1 in Europe.
• Since the early 1990s, international business has invested over USD 84 billion in Poland; with most investments over USD 1 million.
• In 2006 FDI in Poland amounted to nearly USD 15 billion.
• Poland has the chance to become a global manufacturing player with the potential to attract over $30 billion in FDI in the next 4-5 years, creating over 100,000 direct jobs.

**Private Equity/Venture Capital Market**

• In 2005 Poland was the largest and in 2004 the second largest PE/VC market in Central and Eastern Europe region.
• The majority of investments are at expansion and replacement capital stages.
• Many international investment funds are present in the Polish market including AIG, Advent International, Intel Capital.

**Poland: Jobs needed**

**Population:** 38.5 million (07 est)
**Capital:** Warsaw
**GDP growth rate:** 6.1% (06 est)
**By sector**

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<thead>
<tr>
<th>Services</th>
<th>Industry</th>
<th>Agriculture</th>
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<tr>
<td>63.8%</td>
<td>31.7%</td>
<td>4.5%</td>
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**Industries:** machine building, iron and steel, coal mining, chemicals, shipbuilding, food processing, glass, beverages, textiles

**Labor force:** 16.94 million

**By occupation**

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<tr>
<th>Services</th>
<th>Industry</th>
<th>Agriculture</th>
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<tbody>
<tr>
<td>54.9%</td>
<td>29%</td>
<td>16.1%</td>
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**Unemployment rate:** 14.9% (Nov: 06 est)

Source: CIA World Factbook 2007

The high unemployment rate is sending many graduating students abroad to seek their fortunes. “In the long term, this could be problematic for the country.”

**Competing with China**

As a competitor in the global marketplace, “Poland can hold its own with China,” said Deoitte. “People are starting to learn there are certain things you simply can’t do in China — cost-effective transportation is one of them. That’s where Poland and other countries within the region can compete very effectively against larger emerging markets.”

Poland also looks good from a tax perspective. “It’s quite a competitive location for businesses and it’s less a burden in terms of social costs compared to France, Germany and other established Western European countries.”

Poland’s economy is growing quickly, said Deoitte. “Capital markets are booming. A lot of money is being made on the Polish and Czech stock exchanges.”

And it doesn’t stop there. “With strong markets come strong acquisitive markets: mergers and acquisitions, buyouts, combinations and joint ventures are gaining speed at an incredible pace. Private equity is coming into the marketplace as well.” In what sounds like a feeding frenzy, Deoitte said that Ernst & Young Warsaw is handling transactions “the size and scale of which nobody would have imagined just three years ago.

“These are the signs an investor looks at when making a decision whether or not to invest in the country.”

*Source: Ernst & Young*
Georgia Lesh-Laurie, chancellor emerita of the University of Colorado Denver, recently returned to the US after serving as associate provost and chief academic officer at the United Arab Emirates University in Al Ain, UAE. In her academic career, she has held leadership positions at Cleveland State University including interim provost and vice president for academic affairs. A publishing scientist with many refereed articles in Developmental Biology and Education, Lesh-Laurie has received numerous grants from the National Institutes of Health, the National Science Foundation, the American Heart Association and the American Cancer Society. She received her BS from Marietta College, her MS from the University of Wisconsin and her PhD from Case Western Reserve University.

Frustration may have marked much of Georgia Lesh-Laurie’s two years of service at the United Arab Emirates University where her mission was to help Westernize the university, but “living and working in a Muslim country was a marvelous, exhilarating and very meaningful experience,” she said.

Speaking at the International Executive Roundtable, Lesh-Laurie described the 37-year-old UAE as a country with a high tolerance for inefficiency and a somewhat careless attitude toward time. “This makes it quite difficult for a somewhat up-tempo American like myself to successfully survive,” she added.

“Emirates remark that they want to be more Western but they find it hard to take that step. Nor would I have expected them to adapt to our wily ways very quickly,” said Lesh-Laurie.

At the university, English is the language of instruction. However, students arriving from Arabic K-12 schools have a somewhat limited knowledge of English and often struggle with the curriculum at the beginning. “One constantly has interpretation problems. They usually spell phonetically and one has to say the words out loud four or five times before one understands the meaning.”

“Consequently, college courses in the UAE are often not at the same depth as in the United States. So it may take a UAE student six years to complete an equivalent baccalaureate degree.

However, a graduate degree measures up very well to a US degree because students have acquired English proficiency before they begin.”

In the oil-rich UAE, education is free. “The government pays for tuition, books and summer travel for educational purposes. The university has a program where the best students can compete to do their PhD in the West, all expenses paid. When the student returns home he owes the university the number of years for which he received support,” said Lesh-Laurie, adding: “I found this a very practical and exciting way for the university to grow its own faculty.”

Though the government seems awash in money, universities have to stand in line just as they do in the US. There are “no foundations” in the UAE to provide grants, so a handful of prominent families are the primary source of outside funding. “Unfortunately, also, salaries for existing faculty may stay the same throughout their tenure there, even when new faculty may start at a higher rate.”

In keeping with the culture, male and female undergraduates are educated separately. “Separate education is expensive. You need nearly twice the faculty,” said Lesh-Laurie. Or you need one instructor to function as two, which means that a segregated class has a live instructor for part of the year and a videotape of an instructor for the other part.

This is a solution for humanity courses, but not for engineering where students require more interaction with the instructor. Graduate classes are not segregated.

WOMEN IN PARTICULAR ARE EXPERIENCING A NEWFOUND FREEDOM THROUGH THEIR UNIVERSITY EDUCATION.

“A required internship for all students sends them out in the work world where they earn their own money and are independent of their family often for the first time,” said Lesh-Laurie. “And they like it—and so did the university.” Women in particular are experiencing newfound freedoms through their university education.

Female students outnumber the male population in all majors except engineering where the split is even. “A lot more women are getting educated each year and a lot more of them are seeking positions.”

Are there opportunities for UCD to work with Emirate institutions? “Yes, it would be a wonderful place to learn Arabic language and culture. I would recommend it be done with the national universities – there are three of them.”

Lesh-Laurie is not too optimistic that the changes she instituted at the UAE University will be sustained. The faculty and administrative staff “seemed to think I accomplished an enormous amount, but I think that I was only able to accomplish about 10 percent of what I hoped to be able to do.”

Would she do it again? “In a heartbeat. The job was tough and the frustration level was high, but the nicest thing about the UAE is the people; they are wonderful! They do wish to change, they’re simply not going to do it as quickly as some people would like,” said Lesh-Laurie.

Inhibiting the UAE’s transition is its centuries-old culture. In a tribal society, power rests with a few families. One may marry one’s cousin, one may hire one’s brother.

“They truly want peace and a global society; they simply may not favor a US-style democracy.”
Is there a Podcast in your classroom?  
Professor cites benefits of technology enhanced learning

RANDALL B. DUNHAM is chair of the management and human resources department and Keenan A. Bennett Chair in the University of Wisconsin-Madison School of Business. He is also faculty director of CIBER and a key member of the Executive MBA program as professor and coordinator of the international study trip. The recipient of numerous awards and grants, Dunham has authored more than 40 journal articles, six books and computer software including the award-winning The Manager’s Workshop. Current research focuses on organizational change and management issues in cross cultural boundaries. He has consulted to over 50 schools of business from 15 countries on the effective use of instructional technology and has provided management consulting and executive development services to a wide range of business organizations. A fellow of the American Psychological Association, Dunham has a PhD from the University of Illinois.

In non-tech terms, Podcasting is a way to eat your cake and have it too -- or a way to make a onetime presentation and serve it again and again long after the lights have gone out and everyone has left the building. “Podcasts allow for true anytime/anyplace learning,” said Randall B. Dunham, addressing a faculty audience at the Robert Reynolds Lecture/International Executive Roundtable.

Dunham described Podcasting as “a way to deliver content to a broader range of students through the use of technology.” He considers Podcasting “an emerging methodology that can improve the effectiveness and efficiency of learning.”

What sets Podcasts apart from online content is that it’s not necessary to have access to the Internet. “Podcasts are anytime, anyplace you have a digital device or a computer where you have previously downloaded the Podcast. It’s pretty easy.”

The applications of a Podcast are varied. Podcasts can be used to complement a course or deliver the entire course. Holding up an iPod, Dunham said, “My entire semester is on here: the executive MBA and my undergraduate class and the University of Hawaii course I taught last summer. And I’ve got 4 gigabytes left for music.”

Why Podcast? “You are committed to the learning of your students and you don’t care how they learn. You care that they learn and that they learn efficiently,” said Dunham who insists he is not a tech expert. “What I am is an educator who cares about learning and I’ve been willing to suffer through the good, the bad and the ugly (of technology) to get to the good.”

Audio Podcasts are the most common and the least complex for an instructor to create. An ‘enhanced’ Podcast is audio combined with changing still images such as photos and documents, and full video with interviews, narrated images, video vignettes of case studies. Movie clips can also be incorporated along with music that sets the tone or wakes up the class.

“Podcasts can be used to complement an audio or video recording posted on a website that can be downloaded to a personal computer or a digital audio player and replayed at any time. The term comes from Apple’s iPod and broadcasting; however, use is not limited to the iPod. Postings can be accessed through a variety of software and hardware.

A potential downside to Podcasts is that they can lead to a drop in classroom attendance. “I record all my lectures and post them the same day,” said Dunham. “If students want to blow off the class they can. But I give them three reasons not to.

■ “I go out of my way to make the class of value. Students know that the availability of the Podcast helps them to review, reinforce and better master the material.

■ “If attendance drops below normal levels, I will quit publishing the Podcast.

■ “I evaluate students’ participation. In a class of 32 students, I know them, know when they’re there, when they’re not there. I make reasonably good eye contact in class so they think I’m looking at them all the time and they believe I know them even better than I do.”

Students appreciate being able to tune in whenever, wherever they want. As one student said in a survey, “It breaks down barriers as to where I can learn.”

There will be times when a student has to cut class because of a job interview or sickness. “I trust the student to make the appropriate judgment without concern of missing out on what has been presented in class that day. On those occasions, the student can plug into the classroom via the Podcast.”

Dunham admits that every once in a while he’ll have a day where “it’s three minutes before class and there are only five people sitting there. I get nervous. I take empty chairs personally.”

But he wouldn’t stop Podcasting, “I’m competing for students’ time and attention and I want it. I want to engage them, I want to focus them and I want them to learn my stuff. So that’s part of how I think about Podcasting.”

To Podcast or not to Podcast

Questions faculty should ask before deciding

• Will the use of this technology in this particular manner help to engage students in the content?
• Will it stimulate them so that their brains start sailing and motivate them to pay attention to the material, learn the material, and care about the material?
• Will it cause them to focus on the important knowledge- and application-based issues?
• Will it facilitate both short-term and long-term learning?
• Will it therefore aid retention?
• Will it make the learning process fun?

“Learning should be challenging, tough and exciting,” said Dunham.

“But if it’s not fun we’re not going to keep coming back for more when we have a choice of coming back or not coming back.”
**This is not your father’s advertising agency**

**Global advertising is old way of thinking**

**AL MOFFATT** is president/CEO of Worldwide Partners, Inc., a network of independent marketing communications companies with 95 partner agencies in 50 countries. Over the course of his career, Moffatt has guided national and international advertising programs for companies such as 3M, Bank of America, Rockwell International, and Xerox among other well known national and international brands.

Expansion of the global marketplace has necessitated a rethinking of the definition of global brands, said Al Moffatt, speaking at the International Executive Roundtable. Although multinational companies and their agencies strive to develop global brands -- names that arouse the desire of consumers wherever in the world they happen to be, “There is no such thing as a global brand because there are very few brands that mean the same thing to all people in all countries,” Moffatt said.

There are, however, global businesses. “A global business markets its products/services to local hamlets globally connected.”

The distinction is important, he said, in order to avoid the one-size-fits-all marketing mentality in which messages are devised at the top and distributed around the world with the only differences being the identity and language of the country's advertising media.

The global business understands that, regardless of the brand, marketing a detergent to consumers who have washing machines is entirely different from marketing to consumers who wash their clothes by hand or in the local waterway.

“These consumers will not be swayed by a brand name but rather by the relevancy of the message to their needs and lifestyle,” said Moffatt.

Happy people are more receptive to advertising messages than unhappy people. Therefore, marketers need to be aware of the prevailing attitudes in each country/region.

For example, “In China there is unbridled optimism and an incredible work ethic.” They would be more apt to believe claims about a particular product.

“In Russia, older consumers over 40 don’t smile; they tend to be pessimistic, cynical.” They would be less likely to accept advertising claims without question. “But this gives agencies an opportunity to overcome cynicism with straightforward messages from real people,” said Moffatt.

“Business is now about culture and societies, taking into account issues of sustainability and corporate responsibility,” said Moffatt.

What does this mean to educators? “Rather than teaching students to think in terms of geography, teach them to think in terms of the attitudes and life stages of each type of market, be it emerging, developed or somewhere in between,” said Moffatt.

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