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Professor Madeleine E. Pullman discusses different ways for schools of higher education to internationalize their educational curriculum—from using international cases in the classroom to short-term faculty teaching appointments. Please note that this article was written while Pullman was a faculty member at Colorado State University. She has since joined the faculty at Cornell University.

Internationalizing Educational Curriculum

by Madeleine E. Pullman, Cornell University

Today, one would be challenged to find an executive MBA program that did not include a capstone international field trip in the curriculum. While executive programs lead the way, curriculum internationalization efforts have trickled down to both full- and part-time MBA, and to a lesser extent undergraduate business programs. This development occurs through a variety of means. Ranging from relatively simple additions such as international readings to complex programs such as exchange programs and study tours, the learning experience and content implementation/management can vary significantly as shown in Table 1. Here we see that including international readings or cases in an existing class is a relatively simple step to implement and manage from a faculty perspective. On the other end of the continuum, we see international study tours, field trips, and on-site international company projects. These programs generally are complex to implement and manage, and may require supporting staff or intense faculty commitment. But, these advanced programs offer active learning experiences that contribute more significantly to student and faculty international development.

Over the past six years, I created or participated in global MBA programs, global operations management courses, and multiple field trips and study tours at Southern Methodist University (SMU), Colorado State University (CSU), and London Business School (LBS). In this article, I will not only discuss my personal experience but augment this with other approaches that different schools have used to internationalize their programs.

International Cases and Readings

At Colorado State University, “Globalization” is a school theme and faculty members are encouraged to include it in their curriculum development. Obviously, most textbook authors have observed this trend, so all business areas have international business examples in most chapters or devote a separate chapter to international aspects of the subject area. In addition to textbook material, faculty members often assign cases and outside readings. For example, in the Operations Management (OM) core class we have assigned the HBS case Sport Obermeyer as a capstone exercise and brought in company representatives to help discuss the case. Because the company is locally based and sells a product that most Colorado students understand well (ski clothing), this exercise brings the international issues into the students’ backyard. Other popular international cases for the OM core include Hewlett Packard: DeskJet Printer Supply Chain for supply chain and product design for countries or a Nike case to cover both international supply chain and business ethics or social responsibility issues.

International Business Courses and Guest Speakers

Most schools now offer at least one International Business course for each levels, undergraduate through executive MBA. Often each department offers its own version: International Management, Marketing, Finance, or Accounting. For the truly ambitious schools, internationalization goes further in depth with electives such as



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| Pedagogical Tool | International Cases & Readings | International Courses & Guest Speakers | Faculty & Student Exchange Programs | Study Tours & Field Trips | On-Site International Company Projects |
|-----------------------------|--------------------------------|--|-------------------------------------|---------------------------|--|
| Implementation & Management | Simple | | | | Complex |
| Learning Experience | Passive | | | | Active |

Table 1: International curriculum options.

“International Operations Management” (offered to MBAs at SMU, UNC, Clemson, and several other schools). The International Operations textbooks have bundled together cases and readings (Dornier, Ernst, Fender, & Kouvelis, 1998; Flaherty, 1996) creating comprehensive course material for those interested in pursuing this avenue. Additionally, several schools offer country-specific courses such as “The Japanese Industrial Miracle, Then and Now” (offered at CSU with a field trip to Japan) or International Perspectives in Industrial Management (offered at Clemson University with a field trip to Germany). Most of us who have been involved with these courses would agree that incorporating an international field trip takes the class to a much higher level of learning.

For those who cannot incorporate a field trip, great international experiences can be brought into the classroom via guest speakers and video conferencing with international companies. For example, in Professor Aleda Roth’s “Global Operations and Technology Strategy” MBA class at UNC, she uses a guest speaker for every class and a live interactive case. Here, the Ford-Mazda strategic alliance case (Building a Strategic Alliance: The Hermosillo Experience as a Ford-Mazda Proving Ground) is jointly taught using video-conferencing with Francisco Medina of the Monterrey Institute of Technology in Mexico, his class, and actual plant managers. This virtual interaction brings in many of the positive attributes of an international field trip without actually leaving home.

Faculty and Student Exchange Programs

Student Exchange Programs

Most schools offer exchange programs for undergraduate programs at the very least and increasingly for MBA students. These programs are a great way for students to gain international experience, learn a language, and develop multicultural awareness. Most undergraduate exchange programs last for at least one semester. While it is difficult to find undergraduate programs with business content, generally one can take courses such as political, economics, language, and cultural classes, which are broadly applicable. In non-English speaking countries, often classes are offered in English, but students live with a local family who will only speak with them in the native language.

At CSU, students must be enrolled in a full-time degree-seeking program, have a minimum 2.5 GPA, sophomore standing or higher, and have fulfilled language or course prerequisites for certain programs. The school offers study abroad programs at universities in Australia, Czech Republic, Italy, New Zealand, Spain, and Wales. Additional reciprocal exchange programs (REP) are available through other universities that allow students to pay regular CSU tuition while studying abroad. Through REP programs, students can attend additional university programs in Australia, Canada, England, France, Hungary, Japan, Mexico, and Spain. Transfer credits are allowed from all the schools as long as students meet a grade minimum and financial aid may be applied.

Similar exchange programs are available at the MBA level with full business content. Many of these programs are developed through CIBER programs at universities around the world. Outside of English-speaking countries, it is more challenging to find MBA courses taught in English (unlike the case for undergraduate programs). Among the MBA programs with semester exchange programs, one can find examples at SMU, LBS (London), NYU, IPADE (Mexico), and INSEAD (France). In most cases, exchanges occur during the second year of a full-time MBA program so that students take core classes at their home university and electives during the exchange.

Faculty Exchange Programs

Increasingly, schools are offering faculty exchange programs. Like the student programs, faculty members go for a semester or year to another university for teaching and/or research. Faculty exchanges are generally organized on a case-by-case basis where two schools develop a relationship and exchange one faculty member a year. For example, at CSU we are developing a program to exchange faculty with the Estonian Business School. A faculty member will be exchanged on alternating years for one semester.

Field Trips

The typical international field trip is a one-to-three-week study tour covering a specific region, set of countries, or a single country. As part of their Global Leadership Program, Southern Methodist University requires all full-time MBA students to at-

tend a three-week field trip at the end of the program and offers three different regional trips (i.e., Asia, Latin America, or Europe). Students from one of those regions must go on a trip out of their home region.

Generally, field trips are either for stand-alone credit (2 or 3 hours) or bundled with classroom time, require advance reading and preparation to attain a basic knowledge of the issues and culture, and have a final deliverable assignment. For example, my students read "Bordering on Chaos: Mexico's Roller-Coaster Journey to Prosperity" (Oppenheimer, 1998) and many current articles on Mexico before their trip. The trips ran from 1997 through 2001 and over that time many interesting social and political events occurred in Mexico. Oppenheimer's book gave the students a broad perspective on these events so they felt very knowledgeable on the different parties and candidates during our pre-election time in Mexico. This background helped them in interactions with local business people who were pleasantly surprised with students' insightful questions about politics and business.

Requiring a final, deliverable assignment is crucial to integrating readings, research, and the on-site experience. In addition, it helps prevent the field trip from becoming a "spring break without the beach" substitute. Many students find that this final exercise gives them the most insight into international management issues. Depending on the experience and skills of the group, this assignment can work at many different levels. On the simplistic side, a typical team exercise involves researching an industry, meeting with industry people in the country, and summarizing their findings. A more advanced exercise can be developed for MBAs or executive MBAs. Here, the team is provided with a real business problem by a foreign company. Then, during the trip they spend a portion of each day at their company with the goal of developing a solution to their problem. Both London Business School and Wharton have had great success with this

model but it requires a significant amount of setup time and interaction with local companies prior to the trip and close support and monitoring of the deliverable solution.

Faculty Development Efforts

Many schools have found that providing faculty with international opportunities not only helps the individuals to develop potential research connections overseas but contributes toward developing ideas and content for their classroom environment. There are several different routes for faculty such as international teaching opportunities, faculty field trips, and leaders for student field trips.

Many international schools look for foreign faculty to teach MBA courses ranging in length from short (18 to 36 hours) to longer (2 to 16 weeks). The short

courses are usually offered during winter or summer breaks, making it relatively easy for faculty to fit these courses between their regular loads. This type of arrangement is a win-win situation for the faculty member's school because the school does not have to pay for anything and the faculty is available to teach their regular courses. The longer courses are more difficult to arrange with the faculty member's school and may require a sabbatical or another type of leave arrangement. Currently, there is demand for courses on topics such as Supply Chain Management, Service Management, Management and Accounting Information Systems, International Accounting, Computing Tools-Advance Excel, and many others. Typically, the host school pays a set fee, and the faculty member is responsible for airfare, housing, and other expenses. The fee is generally enough to cover all expenses and taxes. Faculty should not look at these teaching engagements as a way to make a profit, rather as an educational experience because the pay is relatively low.

Some examples of international schools offering these courses to outside faculty are: Ecole Supérieure des Affaires, Graduate Business School, Université Pierre

Mendès France in Grenoble; Macquarie Graduate School of Management in Australia, Hong Kong, and Singapore; and the Helsinki School of Economics in Finland. Andrea McGee at CSU, teaches three day courses on Quality Management at ESA in Grenoble, France during her breaks. She felt that teaching these classes has allowed her to learn more about employment and work habits in France and how these issues affect productivity for these countries relative to the U.S. and Japan. The experience forced her to learn how to explain concepts without relying on the American colloquialisms or company examples and instead use more universal or French company examples.

Similarly, Professor Rohit Verma and several other OM colleagues have taught three-week courses in the MBA program at Helsinki. The school imports international faculty for all courses (a course consist of 15 sessions of three hours per day). Rohit felt that the course gave him a totally different perspective on how programs such as ISO 9000 affect Finland and Russia relative to U.S. firms and the interdependencies between the Finnish and Russian economies. The entire experience has broadened his international perspective.

At my school, CSU, we have developed a new program, the Faculty Study Tour. In this case, the school sponsors a one-week tour of London and Estonia for five to eight faculty members. The trip includes meetings with faculty and students at Middlesex University and Estonian Business School in addition to government officials, Estonian Stock Exchange, and Banking and Consulting Industry representatives. At each school, the faculty group is hosted by their respective team of business faculty. The host team is encouraged to come to CSU for a week exchange. The goal of the program is to foster joint research opportunities and to expose faculty to international environments so that can be incorporated into the classroom.

Another successful model for faculty development is to include faculty as members of student international field trips. Here the sponsoring school and students get the most bang for the buck. First, the cost to the school is usually the faculty

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crease paper is a necessity to improving efficiency. I also firmly believe that many of my colleagues are going to fight this change tooth and nail. There will always be reasons not to move to a paperless environment, with cost being the issue hardest to overcome. Eventually, the improvements in technology are going to provide solutions that will be almost impossible to overlook. Until that time, it is necessary for people who share my view to come up with "recommendations that are forward looking and scaleable to organizational needs" (Kreger 2000). And I will continue to be frustrated in meetings. It's OK, I'm getting used to it.

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member's expenses, and these are often covered by the trip fees. Second, these programs require either staff or faculty leaders to accompany the students and take care of planning, execution, and logistics, and most importantly to problem solve when things do not go as planned (plant tours cancel at last minute or a student loses his or her passport). Third, faculty members bring their own specialization to the trip and contribute valuable insight into factory tours, discussions with local business leaders, and other social or cultural aspects. For example, during my five previous field trips to Mexico City as Southern Methodist University trip leader, I participated in many social and cultural events outside of the normal day's activities. I was asked to speak about our MBA program on national television, often took small groups of students out to dinner with local business people and former alumni, and visited several Mexican university MBA programs and colleagues.

In conclusion, we see that there are many avenues available for internationalizing business programs. Every school has some program in place and it is important to encourage our students to participate in these activities. Many of us regret not taking part in exchange programs while we were young students. In today's increasingly internationally focused world, it is even more important for students and faculty to get involved with international programs when they get the chance and to help bring new opportunities into their schools.

International Program Websites

- <http://fisher.osu.edu/international/index.html>
- <http://ecampus.bentley.edu/dept/sa/prginfo.htm#summer>
- <http://www.gsb.columbia.edu/chazen/tours.html>

- <http://web.odu.edu/webroot/orgs/ao/ip/ip.nsf/pages/wvbus>
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