

Producing International Expertise in MBA Programs

**William R. Folks, Jr.
Center for International Business Education and Research
Moore School of Business
University of South Carolina**

**Prepared for the Needs for Global Challenges Conference
At Duke University**

January 2003

1. The Internationalization Challenge

Business schools have been engaged in the process of curriculum internationalization for more than half a century; the first survey of international business curricular activity, conducted by the Academy of International Business in 1969 (Terpstra, 1969) already demonstrated significant activity in developing courses in international business and in the international dimensions of functional disciplines. The second such survey (Daniels and Radebaugh, 1975) and the ones following have documented the expansion of international business education activity.

Yet significant issues and challenges remain. The pervasiveness of the global dimension in all aspects of the business of large corporations have caused some to call into question the necessity for any separate treatment of international business. Blake (1999) captures what he refers to as the “dual personality” of international business:

....international or global business is the overarching and all-embracing context that affects all of the functions of business and management and the way they should be learned, taught, and practiced. In this sense, much of business is international or global, and the field is not just one more function among many.

While Blake argues for the continued necessity of scholars with international business expertise, he also argues that the process of internationalization should extend to all courses and faculty, so that the global context of business permeates the treatment of all business functions and activities.

The purpose of this paper is to review the current status of international business education at the top graduate business programs in the United States, with a view toward looking at the development of international business expertise for firms that are active in international activities. The paper focuses on curricular activities designed to generate expertise, but tries to place these activities in the context of the larger effort to provide managers with what my colleague Jeffrey S. Arpan refers to as awareness and understanding of the international dimension of business.

What constitutes international business expertise, and how does that differ from awareness and understanding?

There are of course multiple dimensions to this expertise. In the first place there are specific aspects of business functions that are defined by the cross-border nature of the business transaction. To take one specific case, the finance of international trade focuses on the provision of credit or credit enhancement by financial institutions to facilitate the cross-border movement of goods. Although the financial instruments and tools used in these transactions have domestic analogues, the essence of the problem is that buyer and seller are located in different countries and yet somehow credit must be extended and funds transferred. The primary response historically to the need for expertise in the international dimension of a business function has been the development of functionally based courses in international business (international financial management, international marketing, and so forth).

Secondly, international business education cuts across functional lines. There are certain aspects of global business in which the emphasis has to be on the global rather than on functional. As examples, we might consider the export-import process, cross-cultural issues in international negotiation, or any of the numerous issues that arise in headquarters-subsidiary relationships across borders. Even such common business activities as mergers/acquisitions, strategic alliances or initial public offerings have additional complexities when done across borders, and there is a body of knowledge specific to the cross-border aspects of the specific activity that would constitute the international expertise necessary to perform this activity.

A third dimension to international business expertise is regional and cultural in nature. How is business to be conducted in a specific region of the world, or, more frequently, how does the conduct of business in a portion of the world compare with the conduct of business in the United States? Efforts to provide this expertise by business schools are primarily in the context of courses that have a geographic focus (e.g., Business in China). Occasionally such courses focus on both a functional and regional perspective (e.g., Asian Financial Markets).

Fourthly, there is the issue of the ability to communicate in the language of another country and culture. Certainly from the perspective of the conduct of business, the ability to communicate in the language of one's clients, customers, suppliers, bankers and employees would *a priori* make one more of an international business expert. In assessing the value to the business school graduate of acquiring language competency,

problems include the multiplicity of languages, the assessment of how critical language competency is to perform the task at hand, the continuous tradeoff between the time to acquire language skills and the time to acquire other international business expertise, the lack of transferability of language knowledge from one country and work situation to another, among many others. The latter of this menu seems to loom large in the eyes of graduates and their potential employers; one fluent in written and spoken Mandarin Chinese would have limited use of that capability in conducting business in Italy. While at some general level the successful acquisition of a second language has significant long-term value as a life experience, skills in finance and accounting are more readily transferred from one country to another.

The provision of regional, cultural and language capabilities has formed a major part of the efforts of the Title VI community over the last twenty years, since the establishment of Part B of Title VI and the Business and International Education Program. The addition of the Centers for International Business Program in 1989 resulted in the development of national and regional centers of expertise that have an obligation to provide academic programs that incorporate language and area studies in business school curricula. It is fitting at this time that we review the current state of business education with the object of determining whether we are indeed creating expertise in international business.

2. Structure of the Paper

The paper seeks to answer five major questions. The first is the broad question is how top business schools incorporate international content in the core of their graduate business program. Core content develops broad awareness and understanding of the global dimension of business. The object of core internationalization, however, cannot be to deliver international business expertise. However, core internationalization is the point of departure for the development of expertise through other methods, and for completeness it is discussed here in Section 4.

Second, most graduate business programs develop their expertise through the provision of advanced courses within a particular discipline. Often these courses are combined with courses drawn from other disciplines to create areas of concentration. One can clearly envision a functional expert with a deep understanding or expertise in the international dimension of that particular function. We review issues associated the development of particular advanced topic courses and the use of these courses in areas of concentration in Section 5. A number of schools offer areas of concentration in International Business or programs that have a specific regional focus. These programs are considered in Section 6. A limited number of business schools have made international a crosscutting or dominant theme of their MBA, or run multiple MBA level programs with one having a specifically international business orientation, and these are discussed in Section 7. In Section 8 we return to the issue of foreign language availability at the MBA level. Finally, in Section 9

we attempt to bridge the divide between what corporations say they want and what we are prepared to deliver.

3. Research Methodology

During the period September-November 2002 a detailed review of the international course offerings and programs available at sixty-six universities located in the United States was conducted. The focus was the primary MBA program being offered at the school. We defined the primary MBA program as the resident full-time MBA program conducted at the main campus of the institution. Hence, we excluded from consideration the rapidly proliferating Executive MBA programs, off-shore programs (except insofar as offshore activities were incorporated as a regular component of the on-campus program), part-time or evening programs where the curriculum is distinct from the primary program, and other alternatives. These criteria caused us to omit from our findings major focused international programs such as the University of Southern California's IBEAR program, which admits mid-career managers with an average of ten years of work experience, and hence was classified as an Executive MBA. Rather, we concentrated on the main on-campus resident MBA program. Some business schools choose to run an international masters level programs parallel to the basic program, and for those schools we looked at both programs.

The sixty-six universities were drawn from two overlapping sets of MBA programs. First, we identified United States based programs that were included in the *Financial Times*

survey of Top 100 MBA programs in the year 2002. Second, we identified those business schools not ranked in the Top 100 but which currently had a Title VI Center for International Business grant.

The raw data for the review was the electronic version of the catalog or bulletin of the academic institution. We found, in general, that these catalogs and electronic program brochures provided substantial information bearing on the determination of the availability of international programs and courses. The alternative methodology for collection of such data would have been a mail survey of the type most recently utilized by Arpan and Kwok in *Internationalizing the Business School: Global Survey of Institutions of Higher Learning in the Year 2000*. As a participant in the planning of this most recent of the series of curriculum surveys conducted by the Academy of International Business, I can attest to the diminishing willingness of business schools to respond to detailed curriculum surveys, and as one who is asked upon occasion to complete such surveys, I can attest to the reasons for such diminished willingness. The latest AIB survey included responses from only 103 U.S. business schools at the graduate and undergraduate level, including only thirteen of the thirty CIBER institutions.

Where the electronic catalog contained insufficient information to complete our survey, we consulted specific departmental web sites and other University sources on-line. In only one case did we contact a University directly, as the business school was in the process of changing its core program and had not posted the new version on its website but had already removed the description of the previous core.

For each business school a detailed Excel spreadsheet was developed that included detailed descriptions of the curricula and its international aspects. Two researchers reviewed each business school's curricular material independently; these two researchers then met with the author to present their findings with regard to the specific school. During this meeting any issues regarding the interpretation of the curriculum was discussed and the researchers would then meet jointly to resolve any conflicts. For each business school a detailed breakdown of the curriculum according to the issues being reviewed was then provided to the author.

It is customary in academic papers to acknowledge the responsibility of the author for residual errors remaining in the paper, and I gladly bear that responsibility here. It is important to note, however, that University web-sites, while providing vast amounts of information to us, are not always updated in a timely fashion. It is my intent to seek confirmation of our conclusions from the academic institutions that we have used in this study and to use that information in the revision of this paper.

4. Core Course Structure

Determining the place of international business education in the core program of the MBA is perhaps the most difficult of the tasks we undertook in the preparation of this paper. We considered sixty-seven separate MBA level programs at sixty-six different schools. Four of these programs are International MBAs or programs for which the

international dimension is the organizing principle for the program (See Section 7). Of the remaining sixty-three academic programs, thirty-eight require at least one internationally oriented core course. Nine schools require two international courses and three require three international courses.

Of the thirty-eight programs requiring an international course or courses, only two, the University of Memphis and University of Hawaii MBAs, allows selection from a menu of courses. The University of Minnesota allows a choice between two courses for the second required course, and the remaining thirty-five programs provide at least one course that is required in the core that is designating as treating an international subject.

Table 4.1 lists the title of the courses grouped by category. Fifteen business schools require courses that are general introductions to international business. Eleven provide courses that are strategic in emphasis. Four specify a particular function as their required course, three in finance and one in production. One school with a particular Asian focus requires a regional specific course; at the University of Hawaii, as well, the menu of courses is predominantly Asia-Pacific. Two schools require courses in ethics with a particularly global emphasis. Both of these schools also required a second international course.

At ten of the schools the primary focus of the only required international course was global economics; at two schools an economic course was required along with one other course in International Business, and at a third the economics course was one of two from

which a choice could be made. One school required two international economics and one international business course. In four cases the economics course was clearly indicated to be a macroeconomic course; open economy macroeconomics is a classical method of internationalizing an MBA economics course.

It is interesting that in the sixty-three programs covered here more often than not a stand-alone international business course was required within the core. One cannot argue, however, that the core of the remaining programs are not sufficiently internationalized or do not contain international content. There are alternate methodologies for internationalizing business school cores, and no doubt each school that did not require a core course would assert that the core has been sufficiently infused with international content. The information available here is not sufficient to refute that claim.

Schools with CIBERs were more likely to have international business courses in the core than schools without CIBERs; of the 31 CIBER programs in the survey, eighteen had a required international course in the core, four had programs with an international core, and nine did not require a separate international business course in the core.

Table 4.1
Required Courses in the MBA Core

Contextual

Business in the World Economy
International Business (3 times)
Business, Government and the Global Economy
Business, Government and the International Economy
Globalization of Business
Global Perspectives
International Business Management
Business, Government and the International Economy
Globalization
International Environment of Business
International Business and Business Negotiation

Economics

Global Economics
Global Macroeconomic Environment (2)
The World Economy
Global Economic Environment
Global Economic Environment of the Firm
International Economic Environment of the Firm
Economic Environment of Global Business
World Economy
Open Economy Macroeconomics
Macroeconomics in the Global Economy
Global Economic Environment
Issues in Global Economic Strategy

Strategy

Competing in the Global Environment
Global Strategic Management
Global Strategy
Strategic Analysis in a Global Era
Strategy and Organization in the Global Economy
Strategies for Converging Economies
International Competitive Policy 1 &2 (2)
Global Organization and the Firm's Strategy
Global Strategic Management
Strategy in the Global Context

Functional

Global Financial Strategy
Global Financial Management
Production and Operations in a Global Environment
Global Business Environment
Global Business: International Finance and Macroeconomics

Area (Geography)

Business in the Pacific Rim

Other

Global Business Ethics
Ethical Environment of International Business

5. International Courses and Areas of Concentrations

Advanced International Business courses can be roughly grouped into three broad areas, as discussed in Section 1. We identified the graduate business electives available at specific business schools from their catalogs and classified them as either functionally oriented, thematically oriented (cross-disciplinary international business courses) or regionally oriented. We were able to perform this classification for 65 business schools, and the results are shown in Tables 5.1 through 5.3. For purposes of classification, courses that were predominantly international economic in nature were included and classified with the functional courses. This classification was among the most difficult tasks in pulling this data together, and indeed there may be substantial disagreement about whether or not a specific course assignment was correctly made, but the overall picture painted we believe to be reasonably accurate. Without much more detailed analysis it is not clear how many of the courses included here, particularly among the functional field courses, have simply dressed the course title up with the phrase global without materially globalizing the content of the course.

The continuing dominance of functionally oriented courses is marked. Given the academic structure of most business schools and the practices of firms to hire by function, such a result cannot be surprising. We included all functional courses that used the word international or global in the title, or whose course description indicated that international topics are treated extensively in the course itself. On average, each business school provided 6.35 functional international electives. The maximum number of

international electives at any one school is 22, and seven schools offered ten or more electives.

Thematic courses in International Business, which include courses in International Business Strategy and other topics that are substantially cross disciplinary in content, were less frequently offered; on average 4.14 such courses were available, with a maximum of nineteen, and four schools offering ten or more such courses.

It is not surprising that the regional courses were the least frequently offered. One might explain this outcome by noting that one primary impetus for providing such courses would be the cultural distance between U.S. business practices and the particular region of study, coupled with trade relations between the region of the United States and the region where the academic institution is located. Preliminary review of the data indicates that a significant number of the courses are concerned with Asian business practices by Pacific Basin institutions. A further reason for the low number of regional courses is that there are other sources of academic expertise on campus for regional understanding and other methods not covered by this study, such as overseas study or internships, that are viable alternatives to these courses. Indeed, several of the courses that we counted in this area are offered in the form of for-credit study tours to a particular region.

In aggregate the thirty CIBER business schools provided on average exactly 20% more international business expertise courses than their non-CIBER peers. Specifically, CIBER schools provided on average 24.3% more functional courses, 12.5% more thematic

courses, and 25.0% more regional courses than do non-CIBER schools. Since CIBER schools also tend to include international courses in the core more frequently, and since some of the CIBER schools have International MBA programs in which material is covered in the core that is elsewhere covered in these elective courses, we believe that these figures tend to understate the difference in provision of expertise by CIBER schools.

| | CIBER Schools | Per School | Non-CIBER Schools | Per School | Total | Per School |
|--------------------|----------------------|-------------------|--------------------------|-------------------|--------------|-------------------|
| Functional Courses | 213 | 7.10 | 200 | 5.71 | 413 | 6.35 |
| Thematic Courses | 132 | 4.40 | 137 | 3.91 | 269 | 4.14 |
| Regional Courses | 45 | 1.50 | 42 | 1.20 | 87 | 1.34 |
| Total/Average | 390 | 13.00 | 379 | 10.83 | 769 | 11.83 |

Table 5.2**International Expertise Courses at CIBER Schools**

| CIBER INSTITUTION | Functional | Thematic | Area (geography) | Total |
|-----------------------------|-------------------|-----------------|-------------------------|--------------|
| Brigham Young | 5 | 2 | 0 | 7 |
| Colorado-Denver | 5 | 5 | 1 | 11 |
| Columbia | 6 | 19 | 6 | 31 |
| Connecticut | 4 | 2 | 0 | 6 |
| Duke | 5 | 1 | 5 | 11 |
| Florida | 7 | 6 | 0 | 13 |
| Florida International | 0 | 1 | 0 | 1 |
| Georgia Tech | 8 | 7 | 0 | 15 |
| Hawaii | 2 | 1 | 4 | 7 |
| Illinois | 2 | 2 | 0 | 4 |
| Indiana | 11 | 7 | 0 | 18 |
| Kansas | 7 | 4 | 1 | 12 |
| Memphis | 9 | 5 | 0 | 14 |
| Michigan | 7 | 7 | 5 | 19 |
| Michigan State | 8 | 0 | 0 | 8 |
| North Carolina, Chapel-Hill | 5 | 4 | 2 | 11 |
| Ohio State | 5 | 2 | 1 | 8 |
| Pittsburgh | 7 | 8 | 0 | 15 |
| Purdue | 9 | 3 | 0 | 12 |
| San Diego State | 4 | 1 | 1 | 6 |
| Temple | 6 | 0 | 0 | 6 |
| Texas (Austin) | 9 | 2 | 2 | 13 |
| Texas A&M | 7 | 2 | 0 | 9 |
| Thunderbird | 16 | 6 | 12 | 34 |
| U. of Pennsylvania | 9 | 9 | 0 | 18 |
| U. of South Carolina | 22 | 4 | 1 | 27 |
| U. of Southern California | 8 | 2 | 2 | 12 |
| UCLA | 7 | 5 | 0 | 12 |
| Washington | 6 | 13 | 2 | 21 |
| Wisconsin | 7 | 2 | 0 | 9 |
| Total | 213 | 132 | 45 | 390 |
| Per Institution | 7.10 | 4.40 | 1.50 | 13.00 |

Table 5.3**International Expertise Courses at Non-CIBER Schools**

| NON-CIBER INSTITUTION | Functional | Thematic | Area (regional) | Total |
|------------------------------|-------------------|-----------------|------------------------|--------------|
| Arizona | 4 | 0 | 0 | 4 |
| Arizona State | 3 | 0 | 0 | 3 |
| Babson | 3 | 12 | 10 | 25 |
| Boston University | 6 | 6 | 6 | 18 |
| Carnegie Mellon | 3 | 1 | 0 | 4 |
| Case Western | 5 | 6 | 7 | 18 |
| Chicago | 4 | 7 | 0 | 11 |
| Cornell | 5 | 8 | 1 | 14 |
| Dartmouth | 1 | 1 | 1 | 3 |
| Emory | 4 | 3 | 0 | 7 |
| Georgetown | 16 | 11 | 1 | 28 |
| Georgia | 5 | 0 | 0 | 5 |
| Harvard | 5 | 4 | 0 | 9 |
| Iowa | 3 | 1 | 0 | 4 |
| Maryland | 6 | 2 | 0 | 8 |
| Minnesota | 6 | 6 | 2 | 14 |
| Northwestern | 9 | 7 | 0 | 16 |
| Notre Dame | 8 | 4 | 1 | 13 |
| NYU | 19 | 8 | 1 | 28 |
| Penn State | 2 | 2 | 0 | 4 |
| Rice | 7 | 0 | 0 | 7 |
| Rochester | 5 | 0 | 0 | 5 |
| SMU | 7 | 6 | 0 | 13 |
| Stanford | 11 | 5 | 4 | 20 |
| Tulane | 2 | 2 | 0 | 4 |
| UC Berkeley | 3 | 3 | 2 | 8 |
| UC Irvine | 11 | 7 | 1 | 19 |
| UC-Davis | 1 | 7 | 0 | 8 |
| Vanderbilt | 8 | 3 | 1 | 12 |
| Virginia | 1 | 4 | 3 | 8 |
| Virginia Tech | 8 | 0 | 0 | 8 |
| Wake Forest | 2 | 3 | 0 | 5 |
| Washington St. Louis | 6 | 4 | 1 | 11 |
| William and Mary | 4 | 1 | 0 | 5 |
| Yale | 7 | 3 | 0 | 10 |
| Total | 200 | 137 | 42 | 379 |
| Per Institution | 5.71 | 3.91 | 1.20 | 10.83 |

International business expertise generating courses multiply their value when they are taken in concert with a field of concentration. We attempted to identify the number of different concentrations available at the schools chosen for our study and also sought to determine the availability of an international business expertise-developing course that could be taken as part of that concentration. Tables 5.4 and 5.5 provide a summary of the results for CIBER and non-CIBER schools that offer listed concentrations; nine CIBER schools and eight non-CIBER schools do not offer formal listed concentrations.

CIBER schools on average offer slightly more concentrations than the non-CIBER schools. The number of concentrations at particular business schools ranges from three to twenty-three. Some 56.2% of business concentrations at CIBER schools allow students to take an international business course to fulfill concentration requirements. This calculation excludes the concentrations at one CIBER business school for which details of the concentrations were not available. The comparable figure at non-CIBER schools is 49.8%.

Table 5.4 - CIBER Institutions Offering Formal Concentrations

| CIBER INSTITUTION | Number of Concentrations | Concentrations with International Course | International Business Concentration |
|-----------------------------------|---------------------------------|---|---|
| Brigham Young U. | 5 | 4 | No |
| Columbia U. | 11 | 5 | Yes |
| Duke | 19 | 10 | No |
| Georgia Institute of Technology | 8 | 7 | Yes |
| Indiana U. | 12 | 6 | Yes |
| Michigan State U. | 9 | 3 | Yes |
| Ohio State U. | 15 | 8 | Yes |
| Purdue U. | 9 | 6 | Yes |
| Texas A&M | 10 | 7 | Yes |
| Thunderbird | 3 | 3 | Yes |
| U. of California, Los Angeles | 10 | 4 | Yes |
| U. of Connecticut | 5 | 1 | No |
| U. of Illinois | 3 | 3 | No |
| U. of Kansas | 7 | 3 | Yes |
| U. of Memphis MBA | 7 | 6 | No |
| U. of North Carolina, Chapel-Hill | 9 | 7 | Yes |
| U. of Pennsylvania | 15 | 12 | No |
| U. of Pittsburgh | 7 | 0 | No |
| U. of Southern California | 23 | 10 | No |
| U. of Washington | 11 | 5 | Yes |
| U. of Wisconsin | 12 | 8 | Yes |
| U. of Florida | 15 | NA | NA |
| Total | 225 | 118 | 13 |
| Average/Percentage | 10.23 | 5.62 | 59.09% |

CIBER Institutions Not Offering Formal Concentrations

Florida International U.
 San Diego State U.
 Temple U.
 U. of Colorado-Denver
 U. of Hawaii-Manoa
 U. of Memphis IMBA
 U. of Michigan
 U. of South Carolina
 U of Texas-Austin

Table 5.5 - Concentrations at Non-CIBER Institutions

| NonCIBER INSTITUTION | Number of Concentrations | Concentrations with International Course | International Business Concentration |
|-----------------------------|---------------------------------|---|---|
| Arizona State U. | 6 | 2 | No |
| Babson | 5 | 0 | No |
| Boston University | 3 | 3 | Yes |
| Case Western | 16 | 3 | Yes |
| Emory | 17 | 12 | Yes |
| Georgetown | 8 | 7 | Yes |
| MIT | 7 | 0 | No |
| New York U. | 13 | 9 | Yes |
| Northwestern | 21 | 10 | Yes |
| Notre Dame | 9 | 8 | Yes |
| Pennsylvania State U. | 8 | 5 | No |
| Rice | 12 | 4 | Yes |
| Rochester | 14 | 8 | Yes |
| Southern Methodist U. | 7 | 7 | No |
| Tulane | 4 | 3 | No |
| U. of Arizona | 7 | 4 | No |
| U. of California-Davis | 11 | 3 | No |
| U. of Chicago | 12 | 3 | No |
| U. of Georgia | 15 | 6 | Yes |
| U. of Iowa | 9 | 3 | Yes |
| U. of Maryland | 14 | 7 | No |
| U. of Minnesota | 9 | 6 | Yes |
| Vanderbilt | 8 | 2 | Yes |
| Virginia Tech | 10 | 4 | No |
| Wake Forest | 16 | 9 | Yes |
| Washington U. of St. Louis | 8 | 3 | Yes |
| William and Mary | 8 | 3 | Yes |
| Yale | 5 | 5 | No |
| Total | 282 | 139 | 16 |
| Average/Percentage | 10.07 | 4.96 | 57.14% |

Non-CIBER Institutions Not Offering Formal Concentrations

- Carnegie Mellon
- Cornell
- Dartmouth
- Harvard
- Stanford
- U. of California-Irvine
- U. of California-Berkeley
- U. of Virginia

6. International Business Concentrations

Arguably the most effective methodology within the traditional MBA to provide international expertise is by providing the student with an international business concentration. A little less than 60% of business schools that offer concentrations have a separate concentration in international business. There is little difference between the CIBER and non-CIBER schools in the development of concentrations. Some 59% (13 of 22) of the MBA programs at CIBER schools offered such a concentration, while 57% (16 of 28) non-CIBER schools made International Business Concentrations available for their MBAs. However, if one includes those CIBER schools that offer separate International Business programs in lieu of or in addition to an MBA program, the percentage of CIBER schools offering international business programs or concentrations increases to 66.7% (18 of 27).

In creating an International Business concentration, the choice of courses included can range from a program consisting primarily of functional international courses to ones that blend functional, thematic or regional courses. The vast majority of courses included in these concentrations are functional in nature. Regional expertise may be generated through in-country activities, language study, or the occasional regional business course.

7. The International MBAs

An alternative to having an international business concentration (formal or informal) within an MBA program is creating a stand-alone program that has the international conduct of business as its primary organizing and differentiating characteristic. Within this broad grouping we find three types of programs.

One type, typified by the IMBA programs at Florida International, Temple, Thunderbird, the University of Memphis and the University of South Carolina, feature a total stand-alone curriculum. The University of Memphis currently runs both a full-time regular MBA program and a full-time International MBA program. Thunderbird now has an MBA program replacing its Master in International Management (MIM) degree, but retains the MIM for candidates who also receive an MBA from a linked school. Given Thunderbird's commitment to internationalization, one can consider the MBA there as an internationally driven degree. The University of South Carolina has altered its former Masters of International Business Studies (MIBS) degree program and eliminated the on-campus full-time MBA program to create a two-year International MBA program. Temple University and Florida International University both have created one-year International MBA programs that are patterned more on the lines of the European English-language International MBA programs. All five of these business schools are CIBER schools.

The second model is to build a regional specialization off the existing MBA program. The University of Pennsylvania, UCLA, and the University of Washington (all CIBER schools) and the University of Chicago (a former CIBER school) have programs that, based on significant incoming language skills, provide a special designation for MBA graduates that complete additional requirements beyond those normally required for the MBA program.

A third model is to incorporate substantial time at an offshore location as part of the degree requirements or offerings, either through classical study abroad opportunities or through creative programs such as the cross-border University of Texas MBA program.

With the exception of traditional study-abroad opportunities, CIBER schools appear to have been the leader in attempting creative programs that are international business driven.

8. MBAs and Foreign Language

One major continued issue regarding international business education is that of providing graduates that are foreign-language capable. The arguments for and against the need for foreign language capabilities in the conduct of business have been well rehearsed. While I would argue personally and strongly that the experience of learning a second language is one of the most valuable foundational experiences for those who aspire to be international managers, and while I have dedicated the last twenty-nine years at the

University of South Carolina to administering and teaching in a program built on that premise, the value of additional language learning for the typical work-experienced graduate student in an MBA program may not justify the cost in time for all students who seek an international career. As a result, most graduate business programs do not contain a major language requirement for the MBA degree.

Language availability at the graduate level can range from short-term survival language courses to full-blown intensive programs with or without overseas components. Credit for language study (usually as an elective) can be given within the MBA, or language study can be made available on a non-credit basis. Specific international programs may require the development of substantial language skills and their use in academic work or in internships. However, in every case where language is included in the curriculum, something (time, electives, other alternatives) is typically sacrificed.

In our review we attempted to identify the business schools that provided organized language instruction linked in some fashion to the business program. Table 8.1 presents our findings.

We found twenty business schools that offer MBA students some form of language option. Of these, eleven were CIBER institutions and nine were not. At the CIBER institutions the average number of languages available was 4.4, while at the non-CIBER institutions, the average number of languages available was 2.1. CIBER institutions

provided 79% of the instruction in the less commonly taught languages of Chinese and Japanese.

There are important programs providing language instruction not encompassed by this chart. The University of Chicago MBA program, for example, has an International MBA option with a significant foreign language requirement that requires the completion of a language proficiency test in the second year in addition to completion of a set of international business courses, along with meeting all of the requirements of the University of Chicago MBA. As part of this program, students may spend substantial time studying at partner institutions where the language of instruction is the local language; in a number of cases the local institution makes available intensive language instruction. However, the primary vehicle for achieving the required level of proficiency in a given language is training before entry into the International MBA.

Table 8.1 - Foreign Language Availability

| School | Degree | Total Languages | Chinese | French | German | Italian | Japanese | Portuguese | Russian | Spanish | Other |
|------------------------------|---------------|------------------------|----------------|---------------|---------------|----------------|-----------------|-------------------|----------------|----------------|--------------|
| North Carolina, Chapel-Hill | MBA | 5 | | 1 | 1 | 1 | | 1 | | 1 | |
| Vanderbilt | MBA | 2 | | | | | | 1 | | 1 | |
| Wisconsin | MBA | 6 | 1 | 1 | 1 | | 1 | | 1 | 1 | |
| Georgetown | MBA | 4 | | 1 | 1 | | | 1 | | 1 | |
| UCLA | MBA | 3 | 1 | | | | 1 | | | 1 | |
| Notre Dame | MBA | 2 | | | | | 1 | | | 1 | |
| Boston | MBA | 2 | 1 | | | | 1 | | | | |
| Carnegie Mellon | MBA | 2 | | | | | 1 | | | 1 | |
| Florida International | IMBA | 3 | | 1 | | | | 1 | | 1 | |
| William and Mary | MBA | 1 | | | | | | | | 1 | |
| Duke | MBA | 1 | | | | | | | | 1 | |
| Emory | MBA | 2 | | | | | | | 1 | 1 | |
| Rice | MBA | 1 | | | | | | | | 1 | |
| Virginia (Darden) | MBA | 4 | | 1 | | | 1 | 1 | | 1 | |
| Texas (Austin) | MBA | 1 | | | | | | | | 1 | |
| Hawaii | MBA | 2 | 1 | | | | 1 | | | | |
| Wharton (Pennsylvania) | MBA | 8 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 |
| Memphis | IMBA | 5 | 1 | 1 | 1 | | 1 | | | 1 | |
| Thunderbird | MBA | 6 | 1 | 1 | 1 | | 1 | | 1 | 1 | |
| University of South Carolina | IMBA | 7 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | |
| Total | 20 | 67 | 8 | 9 | 7 | 2 | 11 | 7 | 4 | 18 | 1 |
| CIBER Schools | 11 | 48 | 7 | 7 | 6 | 2 | 8 | 4 | 3 | 10 | 1 |
| | | Total | Chinese | French | German | Italian | Japanese | Portuguese | Russian | Spanish | Other |

9. CIBER Impact in International Business Education

Throughout the paper comparisons have been made between CIBER and non-CIBER business schools. Along most dimensions, the commitment of CIBER schools to international business education appears to be greater than we find for non-CIBER schools. While it cannot be argued that the Centers for International Business Education program of Title VI bears the entire responsibility for the difference, nonetheless, it is clear that a case can be made that the CIBER program has made a difference and has helped to sustain that difference over the years.

CIBER business schools are more likely to include specific international material in the core of their business program. They offer on average more international business electives and proportionately more of their concentrations include international business courses. They are marginally more likely to offer international business concentrations. CIBER schools are home to almost all of the specialized international business degree programs. They are the leader in incorporating foreign language into their graduate programs of business. Finally, CIBERs, through programs that develop faculty at other business schools and through the demonstration effect of successful international business programs, certainly have merited continued and expanded funding.

10. Challenges and Opportunities

Graduate business education is responsive to its two primary customers: the participants in graduate programs and the companies that hire them upon graduation. Kedia and Daniel in their paper for this conference have identified the current and continued demand for internationally trained business school graduates. Their findings provide an important point of departure in assessing the performance of business schools as reflected in our study.

First, their conclusions regarding the needs of corporations for international business expertise reflect most clearly the reason why business schools are devoting significant resources to the internationalization of their curriculum. The inclusion of international business courses and material in the MBA core clearly reflects the need for a stronger international emphasis in business curricula, as does the inclusion of international material in functional areas of concentration and in the development of international business concentrations. Even though the achievement of top business school programs in providing these alternatives is substantial, apparently we are still not doing enough to meet corporate perceived need.

The second general area of need for improvement is the emphasis on learning about other world areas. Our research demonstrates that U.S. business schools, while providing some regional expertise in their graduate courses, have chosen to concentrate their efforts in providing functional rather than regional courses, using other methods, such as exchange

programs and study tours to provide regional understanding. Here CIBER schools have taken the lead in moving into the specific regions of the world identified by Kedia and Daniel.

The continued lower rating for foreign language skills by corporate executives is both troubling and understandable. Foreign language is typically viewed as a complementary skill, not a skill that replaces business education. The ability to perform in a language is subordinate to the ability to perform in the job. International skills in general, and foreign language skills in particular, are not highly rated by corporate recruiters relative to analytic skills and communication skills.

Thus, we must continue to have a strategy that encourages both participants in graduate programs and business schools to provide these critical language skills to managers and future managers most likely to use them. In my view this strategy has two dimensions. The first is the development of a far more aggressive foreign language strategy for the population from which business school graduate students are drawn. Particularly in K-12 and undergraduate programs we need to develop true capability in foreign language in a much broader population of students. Undergraduate business majors need to be encouraged to master a second language to the point of being able to do business in it, not to the point of satisfying some minimal requirement. Second, at the graduate level, we need to expand the opportunities for the application of foreign language in business curricula, through regional emphases, study abroad, overseas internships and the myriad other inventive ways that have been fostered by Title VI programs.

The ability of the CIBER and other Title VI programs to provide the on-campus expertise necessary to staff these creative programs, and the ability of the incremental funding provided by Title VI to move graduate business education in the direction of greater internationalization, and particularly the types of internationalization whose value is not yet fully recognized by the marketplace, is a clear indication that there is a bridging need for continued and expanded Federal government support for international business education.

Moreover, while this conference and the research it has created has provided the broad groundwork for the next set of CIBER initiatives, much more is needed in the way of research in the career patterns of those with international skills. How is foreign language actually used in corporate life in this new century? What is the precise source of its advantage in business, and how are these advantages recognized and utilized by corporations operating cross-border? What, if any, is the specific international skill set that leads to high performance within the global firm? How do we overcome barriers to the hiring of those who have spent academic time acquiring a global perspective in lieu of additional functional capability?

Many business schools have responded to the market place by providing an International Business concentration at the graduate level. To the extent that such a concentration is composed of a collection of functional, thematic or regional courses, does such an approach really address the corporate need at the entry level? When the University of

South Carolina was developing an International Business undergraduate major, we asked our CIBER Advisory Council to review the proposed curriculum. The general conclusion from these internationally oriented executives was that the program would produce an excellent graduate, but that companies would have great difficulty figuring out what the graduate could do, and what they would want to do. Our final decision was to require a second major in business in addition to the international business major and the equivalent of a minor in a foreign language. While such an approach is feasible at the undergraduate level, it is far too time consuming for graduate business education. Hard choices must be made among functional competence, competence in the conduct of business across boundaries, language competence, regional competence, cultural understanding, and creation of a global view. Our present frame of graduate business education cannot carry this load.

I would argue that the appropriate direction for our community to consider is to recognize that global business expertise needs to be the product of the first thirty or so years of life education. We need to look far more aggressively at our K-12 and undergraduate curricula in the provision of competencies, and then design graduate business programs that build on these competencies. We particularly need to encourage the development of language and regional capabilities at the undergraduate level and then design graduate educational experiences that build on these capacities. In this task CIBER institutions have created numerous useful models for education. It is now time to sort out which of these work well and which of these need improvement, and we can only do that with aggressive, detailed research in the career patterns of the graduates of our programs.