

# **Leading Edge Programs 2007 - 2008**



**Centers for International Business  
Education and Research**

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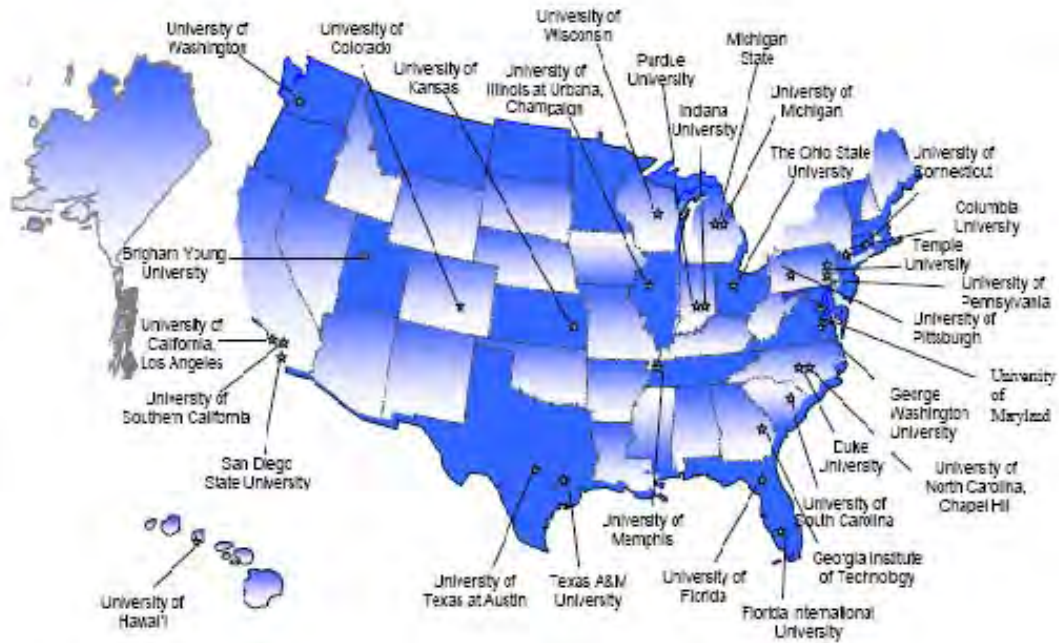
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## CIBER Locations



The Centers for International Business Education and Research (CIBERs) were created under the Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation's capacity for international understanding and economic enterprise. Administered by the U.S. Department of Education under Title VI, Part B of the Higher Education Act of 1965, the CIBER program links the manpower and information need of U.S. business with the international education, language training, and research capacities of universities across the U.S. Thirty-one universities designated as CIBERs serve as regional and national resources to business, students, and academics. Together, the CIBERs form a powerful network focused on improving American competitiveness and providing comprehensive services and programs that help U.S. businesses succeed in global markets. Additional and updated information about faculty development programs, conferences, papers, etc. can be found at <http://ciberweb.msu.edu>. Program Administrator: Susanna Easton, IEPS, U.S. Department of Education, 1990 K Street NW, Sixth Floor, Washington, D.C. 20006-8521; Phone: (202)502-7628; E-mail: [susanna.easton@ed.gov](mailto:susanna.easton@ed.gov); <http://www.ed.gov/about/offices/list/ope/iegps>

## ***Welcome & Introduction***

In recent years, globalization has brought an array of formidable challenges as well as expanding opportunities to American businesses. The importance of strategy, preparation and global literacy for U.S. corporations and entrepreneurs has never been higher, and the CIBERs are engaged in a host of activities designed to strengthen and expand the knowledge base available to U.S. commercial enterprises.

The CIBER program began in 1989, authorized by the U.S. Congress to internationalize U.S. business education at our leading universities. The program was included in the Omnibus Trade and Competitiveness Act of 1988 and was then transferred to be administered by the U.S. Department of Education under Title VI, part B of the Higher Education Act of 1965. The CIBERs serve as national resources for teaching and outreach in business, foreign languages and cultures, and for conducting cutting edge research on key international business topics of managerial relevance and significance. In the most recent competition, 31 CIBERs were selected for funding for the 2006-2010 grant cycle.

The programmatic requirements of the legislation require that every Center will provide a comprehensive array of services and that funded Centers will:

- Be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted;
- Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners;
- Provide research and training in the international aspects of trade, commerce, and other fields of study;
- Provide training to students enrolled in the institution or institutions in which a Center is located;
- Serve as regional resources to local businesses by offering programs and providing research designed to meet the international training needs of such businesses; and
- Serve other faculty, students, and institutions of higher education located within their region.

This publication highlights selected “Leading Edge” projects, which represent outstanding projects and activities which fulfill CIBER’s programmatic goals through international business curriculum development, educational outreach, research, language curriculum, faculty development, and business outreach. Such a publication is prepared each year, permitting each CIBER to highlight different projects. Our CIBERWeb, hosted by Michigan State University CIBER, has prior Leading Edge booklets, the CIBER 15 Year Report, and a wealth of other information on the CIBER program on line at <http://ciberweb.msu.edu/> .

We thank the CIBER at Indiana University for compiling this information and for designing and printing this publication. For information concerning the CIBER initiatives discussed here, please contact the individual CIBERs.

***Susanna C. Easton***

***Program Specialist - International Education Programs Service, OPE***

***U.S. Department of Education, Washington, DC***

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## **Brigham Young University Entrepreneurship in Africa**



In accordance with the Marriott School of Management’s mission to collaborate in the development of management-education programs, Brigham Young University CIBER hosts, in Provo, Utah, the Business Language Case Competition. This one-day competition provides business undergraduates from the Rocky Mountain Region and CIBER universities an exciting opportunity to showcase both their theoretical business knowledge and mastery of a second language. It also sharpens their collaboration and presentation skills under pressure in an authentic global business competitive environment.

The competition includes a two-week case preparation and a full-day of business-related activities such as formal business dining, and plenty of opportunity to network amongst the 15 invited teams. The heart of the competition is the final presentation where teams present their solution to a panel of judges made up of university leaders and business executives. Each team presents their case solution in a language that is second to every team member, either Portuguese or Spanish. The competition ends at an awards banquet where the winning team is announced and the prize awarded. Brigham Young University CIBER is proud to host this fun, exciting, and a matchless opportunity for students who are serious about success to test and refine their skills in a real-world, high-pressure setting.

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## Columbia University Entrepreneurship in Africa

In fall 2007 Columbia Business School launched *Entrepreneurship in Africa* - a project-based Master Class designed to challenge students to creatively integrate concepts learned across the core curriculum and apply them to contemporary business problems. Master Classes are electives integrally tied to external organizations that evaluate and consider students' recommendations.

*Entrepreneurship in Africa* examines how entrepreneurial managers and those who invest in them design, negotiate and execute ventures that make use of resources and opportunities in the challenging environments of sub-Saharan Africa.

Through case studies and guest lecturers students learn about successful and unsuccessful entrepreneurs and financiers. Approximately 30 students from the Business School and the School of International and Public Affairs conduct consulting projects with local African companies identified by our African business school partners in Tanzania, Ghana, Nigeria and South Africa. Students communicate with their clients throughout the semester via email, phone and Skype, collecting background information on the companies and competitive landscape information to prepare for their in-country experience. Students determine the decision point facing each company and formulate initial steps for the company to consider in order to accomplish their goals. Student representatives of each team travel to Africa for a two week field study during the winter break, where they meet with their clients, their clients' clients, financial advisors, legal teams and competitors. At the end of their field study, they reevaluate their original impressions and present the client with a final consulting report of recommendations.

Each team produces a case study for teaching purposes. The case studies and accompanying teaching materials will be available to other business schools in Africa and the west.

To broaden the reach and dialogue surrounding *Entrepreneurship in Africa*, Columbia Business School has posted several blogs on its new Website recounting one of the students' experience in Africa as it relates to this innovative course.

*I was hoping to learn about a different side of Africa, one where informed optimists reign. I wanted to meet people who are building prosperous businesses in spite of the oft-reported problems of corruption, poverty and disease. Most of all, I wanted to help dispel the myth that Africans are somehow doomed to always be poor. From the impressive range of investors and entrepreneurs that came to our class, as well as through the project I carried out in Nigeria, I learned that mainstream reporting on Africa often overlooks the enormous change taking place across the continent. The arrival of stable democratic governance and a flourishing of entrepreneurial enterprises are creating unprecedented levels of economic growth. Now, perhaps for the first time since independence, there is real evidence that Africa has turned the corner toward a brighter future. – Ryan Petersen, MBA '08*

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## Duke University Globalization Initiative

### Globalization Initiative

Duke University Fuqua School of Business is embarking on a new globalization initiative for the school. According to Dean Blair Sheppard, the new Dean of the Fuqua School, globalization is a new reality for American business and is much more than international business. The new globalization initiative is integrated with Duke University global strategy. At Fuqua the initiative will, among other things, integrate all student programmatic activities such as the teaching of working business languages, cross-cultural communications effectiveness, short term study abroad, international electives, international concentration etc. In addition, it involves new programmatic collaborations with other schools at Duke such as Engineering, Law, Public Policy and the School of the Environment.



In the Fall of 2007, the Duke Fuqua School of Business revamped the MBA curriculum and introduced it to the in-coming class. The new curriculum includes flexible term, the offering of concentrations, and the global institute. There is a great demand from students at Duke Fuqua School of Business for international experience which compliment Dean Sheppard's vision and the new curriculum.







## Florida International University U.S. Trade Data Program

Florida International University is launching the new FIU CIBER U.S. Trade Database Project (USTDP). The USTDP provides timely up-to-date information, research, consulting and outreach programs regarding trade statistics, and all transaction costs to/from all customs districts in the U.S. including suspicious transactions. Suspicious transactions can include fraudulent weight reporting and invoice reporting. The CIBER USTDP maintains a web-based program which provides detailed US Trade commodity pricing reports based on HS4/HS10 commodity codes defined by the U.S. Department of Commerce. This program offers free trade data reports available from 2000 to the present, with monthly updates. These free reports (including Miami and Tampa) cover the State of and all US Customs Districts and include 11 types of reports ranging from the Top 10 commodities with highest value to the top 10 trading partner countries with the highest growth. Moreover, the web-based program offers a comprehensive set of fee-based reports which include commodity reports, country reports, country-customs district reports (HS4) and country-customs district reports (HS10) from the year 2000 onward.

The 11 types of reports are:

- 5-Year Historical Data for the month Year-to-Date
- Top 10 commodities with highest Value (\$)
- Top 10 commodities with highest growth (\$)
- Bottom 10 commodities with highest growth (\$)
- Top 10 commodities with highest growth rate (%)
- Bottom 10 commodities with highest growth rate (%)
- Top 10 trading partner countries with highest value (\$)
- Top 10 trading partner countries with highest growth (\$)
- Bottom 10 trading partner countries with highest growth (\$)
- Top 10 trading partner countries with highest growth rate (%)
- Bottom 10 trading partner countries with highest growth rate (%)

Moreover, the web based program offers a comprehensive set of fee based reports, including:

1. Commodity reports, detailed export/import report on every item at HS10 digit level: quantity, value, average price, market share (\$ and quantity), relative price by country and by U.S. customs district (monthly, year-to-date, latest 12 months, annual).
2. Country reports, Detailed U.S. export to / import from any trading partner country listing all items at HS10 digit level: value, quantity, U.S. export/import market shares in value and in quantity, average price, price ratio (relative price).
3. Country-customs district report (HS4), Detailed U.S. export to / import from any trading partner country through any U.S. custom district listing all items at HS4 digit level: HS4, description, value, share of the customs district trade volume, change in \$ value from 1 year ago, % change in \$ value from 1 year ago.
4. Country-customs district report (HS10), Detailed U.S. export to / import from any trading partner country through any U.S. custom district listing all items at HS10 digit level: quantity, value, average price, market share (\$ and quantity), relative price.

**CIBER-ITA**  
Center for International Business Education and Research - International Trade Alert

Home : Free Reports : Customs District

Customs District Report (HS4 level) - Free Data

Please Select

Import/Export: Export

Year: 2007

Month: January

Custom District: ANCHORAGE, AK

Report Type: 5-Year Historical Data for the month Year-to-Date

Submit

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For more information please visit  
<http://www.ustrade.fiu.edu>

## George Washington University Global Business Case Competition

This summer, GW-CIBER will offer its third annual Summer Doctoral Institute, which provides leading doctoral students from across the U.S. an opportunity to conduct research on our Center's theme of *Institutions & Development* in collaboration with aligned GW faculty experts. Both doctoral and faculty participants are recruited from a wide range of fields, such as business, political science, public administration, and international relations. The ten student participants live together for two months in GW housing on our downtown Washington, D.C. campus to promote interaction and the development of a scholarly community. Program members will:

- Engage with GW doctoral students and faculty in various fields, and develop a scholarly community for future collaboration.
- Work with a GW faculty member on a coauthored article for a top-tiered journal article in their discipline on the theme of *Institutions & Development*.
- Participate in research colloquia and doctoral seminar related to international business and our unifying theme of *Institutions & Development*.
- Take advantage of Washington, D.C. experts and resources in conducting important international business research related to *Institutions & Development*.

The long-term objective of this program is the development of a community of scholars through both formal activities such as the research colloquium and faculty research project, as well as informal activities, such as sharing living space in the "living and learning" community. As a result, the doctoral participants will expand the network of scholars that they can draw upon throughout their careers. Over the long run, it is expected that they may leverage this network to find collaborators on research projects, solicit feedback on working papers, engage in discussions concerning how a particular topic is addressed in another discipline, and participate in other critical professional activities.

In order to create a long-lasting community of scholars, participants are be invited to participate in activities after the end of the program, including the creation of an internet listserv (to be used for dissemination of program newsletters, allow for informal interaction among participants, and facilitate other communication), and a voluntary "reunion" at the annual meetings of the Academy of International Business.

One of the most effective ways of promoting scholarship, teaching, and outreach in the area of *Institutions & Development* lies in instilling the next generation of scholars with the interest, understanding, and capabilities to pursue the topic throughout their careers. By offering a summer doctoral institute to promising young scholars, the GW-CIBER will inspire career-long inquiries into this important research area, as well as give doctoral students the tools and understanding necessary to incorporate such issues as integral elements of their courses from the very first time they teach.

The Georgia Institute of Technology CIBER has sponsored three programs during the current grant cycle that need to be highlighted as Leading Edge.

- The Multinational Enterprises and Sustainable Development research colloquium. This two-day conference brought together more than 100 top researchers from around the world, as well as business executives and members of government and non-governmental organizations for the purpose of advancing research on the theme of sustainable development across a host of disciplines. More than 30 papers were presented, and a special issue of “The Multinational Business Review” was published highlighting some of the best works. Work has also commenced on the publication of follow-up academic books that encompass the research agenda highlighted at this conference.
- The Global Consultancy Project continues to grow both in size and scope. For the Spring of 2008, up to 45 MBA students will travel to three countries; Costa Rica, Denmark, and Japan. The Global Consultancy Project gives students the opportunity to work on real-world business projects in an international environment, and maximizes the value of their time spent in the target country. The GCP also benefits local small and medium sized businesses which are now able to consider overseas operations and expansion that might have previously been within their financial reach, but beyond the scope of their business knowledge.



Global Consultancy Project Participants in front of the Istana Presidential Mansion in Singapore

- Global Economics and Modern Languages, a dual-degree undergraduate program championed by the GT CIBER, continues to grow as well. In the spring of 2008, a Japanese-language content course on the Japanese economy was added. The course is team-taught by a Modern Languages professor, a professor from the Sam Nunn School of International Affairs, and the Associate Director of the GT CIBER.

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## Indiana University

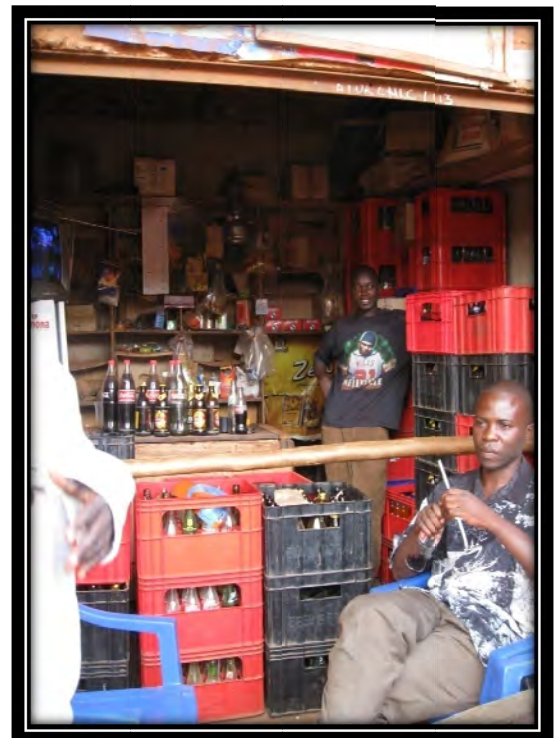
### Microfinance for Africa: Hands on Economic Development Experience



**“Doing Business that Impacts the World” is the motto of the new Kelley Microfinance Initiative (KMI). This group was developed with the support of IU CIBER to help undergraduates at the Kelley School of Business experience the power of business.**

**This group has set three goals for itself that will allow all members to gain hands-on experience in microfinance, management, and business development<**

- 1. Curriculum Development – working with IU CIBER and the Business Economics & Public Policy department this group is hoping to develop a 2/credit class focusing on microfinance as a economic development tool.**
- 2. Loan Portfolio – the initiative)s early focus is on Africa. KMI will be working with KIVA and Micro-Africa.**
- 3. Consulting – providing free business consulting services for small microfinance start-ups to help them to implement better business practices. The first KMI consulting client is Uganda Microfinance Limited.**



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## Michigan State University Outreach to the Nation's Community Colleges



The Center for International Business Education and Research in The Eli Broad Graduate School of Management at Michigan State University (MSU-CIBER) was designated in 1990 as a National Resource Center in international business by the U.S. Department of Education. In this capacity, the mission of MSU-CIBER is to leverage our leading-edge competencies to provide superior education, research, and assistance to businesses, public policy makers, academics, and students on issues of importance to international trade and global competitiveness using our guiding principles as the foundation. To realize this mission, MSU-CIBER focuses its efforts on three areas that are vital to all aspects of organizations' global value chains:

- Knowledge development centers on conducting research that produces leading-edge knowledge.
- Knowledge deployment centers on offering leading-edge professional development programs and products.
- Cultural competitiveness centers on permeating leading-edge knowledge into business and society.

One of the leading-edge knowledge production projects that MSU-CIBER has proposed for the 2006-2010 funding cycle is Community College Outreach. MSU-CIBER, which has hosted the Biennial International Business Institute for Community College Faculty, since 1995, will continue to expand its programming designed specifically for community colleges. In the summer of 2008, MSU will host the inaugural Advanced International Business Institute (AIBI) for Community College Faculty. The AIBI is a unique faculty development program designed for community college faculty who have previously attended international business faculty development workshops, seminars, or conferences, as well as faculty who bring previous international business experience to their classrooms, and international business program administrators. One of the future highlights of the AIBI is a nationwide benchmarking survey being conducted by MSU-CIBER on the internationalization of America's community colleges.



Additionally, MSU-CIBER continues to update and expand our series of online interactive international business modules (we currently have 55 two-hour modules), which were designed and created specifically for community colleges. The modules, which are housed on globalEDGE, the top-rated international business website on the web (Yahoo!, April 1, 2008) cover topics ranging from Doing Business in China to International Monetary Systems. In addition to their usefulness in the classroom, the modules remain an excellent source of IB information to students and self-learners around the country, as well as a great resource for preparation for the NASBITE Certified Global Professional Exam.

So far, MSU-CIBER programming for community colleges has reached out to 38 states and Puerto Rico. We are pleased to continue to lead outreach efforts to community colleges by significantly expanding our offerings to the nation's community colleges – a highly important but often neglected element of our higher education system.



YOUR SOURCE FOR  
global business  
knowledge

<http://globalEDGE.msu.edu>

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**Ohio State University**  
**TARGET: Getting to Global**



The OSU CIBER offers the TARGET "To Aim and Realize Global Expansion Together" program for small and medium-sized businesses in Ohio to address their global business issues and assess their readiness to expand their business in the global marketplace. The goal of TARGET is to create and sustain a partnership between faculty and students at Ohio's institutions of higher education, the business community and service providers to enhance international business strategies and practices. To date, the program has served 60+ companies in the Columbus, Dayton and Cleveland areas.

In February 2008, the OSU CIBER will proudly host "TARGET: Getting to Global," co-sponsored by the U.S. Department of Commerce Commercial Service, and the Ohio Department of Development's International Trade Division. In this one of a kind event, member companies striving to expand their business in the global market place network with mentor companies that have already established international business and with faculty and students willing to share their expertise to assist these companies to achieve their goals. A new assessment tool will be showcased that enables executives to determine the strengths and challenge areas of their company related to expanding their business internationally. Based on the outcomes of the assessment and input from participants, the OSU CIBER will provide businesses with additional resources such as seminars featuring faculty research, country-specific export information, and an on-going mentoring program pairing experienced exporters with companies ready to take the first step.

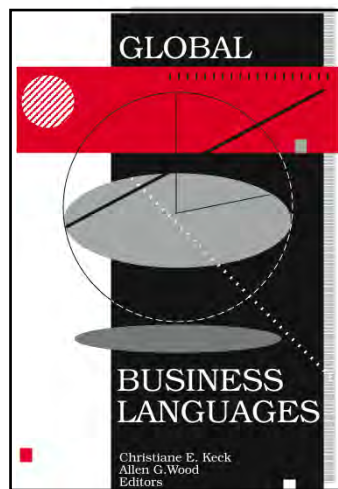
After the event, in collaboration with the Ohio Department of Development, the OSU CIBER will organize Trade Missions to companies' target markets where faculty, business executives and students will work collaboratively to further the networks and partnerships central to the companies' international strategy. Companies participating in TARGET will also be connected to faculty leading the Emerging Markets Field Study and Globalization of Smaller Firms courses at Fisher College. These two courses have been successfully providing students with a global perspective on a specific market and an opportunity to gain in-country international experience with a blend of academic, corporate and cultural experiences since 1995. More than 300 MBA and undergraduate students have studied over 100 companies in a wide variety of destinations including Mexico, Brazil, Malaysia, Singapore, China, Argentina, Poland, South Africa, Turkey, Cyprus, Greece, Egypt, Hungary, Panama, Costa Rica, Czech Republic, South Africa, Namibia, Chile, Thailand, India, Bolivia and Russia.

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## Purdue University Business Language Doctoral Student Symposium



Purdue CIBER will develop a doctoral symposium for Ph.D. students in foreign languages. Modeled after the successful CIBER Doctoral Internationalization Consortium Workshops focusing on Marketing, Organizational Design, Finance, Accounting, Operations Management, and Organizational Behavior and Human Resources, this new program, to be held in West Lafayette, seeks to encourage doctoral students in foreign languages to develop interests and competencies in the teaching and research of business languages. To be organized by Professors Wei Hong and Allen Wood, editor of the “Global Business Languages Journal”, and Co-associate Directors of Purdue CIBER, this two-day Ph.D. business language symposium will draw on established academicians, journal editors, and other leaders in the business language community, who will facilitate exploration of issues in business language pedagogy and means by which business languages expertise can enable a successful scholarly career.



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## San Diego State University K-12 Outreach Program: International Economic Summit

Center for International Business  
Education and Research

One of the Leading Edge projects facilitated by SDSU CIBER during the 2006-2010 grant period is the International Economic Summit (IES) program. IES is a world trade simulation designed to educate high school students about essential economic concepts and benefits of trade, while exploring the controversies associated with globalization. Utilizing the experience-based learning model, the program trains high school teachers to challenge students to think critically about the benefits and costs of trade and explore the multifaceted process of globalization. At the end of the semester, students from all over the region come together in teams to participate in the “Summit.” During the “Summit,” the goal for each team is to improve their assigned country’s standard of living through international trade. This standards-based teaching method has proved successful in retention of learning content and information.

### Research Project

At the beginning of the program, students are divided into groups for an eight-to-ten week period. Each group is assigned a country and serves in the role of ‘Economic Advisor’ to that country. Over the following few weeks each team researches their country’s social, political, and economic conditions in order to assess the country’s strengths and weaknesses.



### Strategic Improvement Plan

Each team conducts extensive research to evaluate conditions within their country and develop a strategic plan to improve living standards. A *Strategic Improvement Plan* is a set of objectives which address their research findings and is used to help improve the living standards within the country. The *Strategic Improvement Plan* also involves a set of tactics that will help students achieve their objectives at the Summit.

### The Summit

At the culminating International Economic Summit, more than four hundred students from throughout the region come together on the San Diego State University campus in their role as “Economic Advisors.” At this event they negotiate, trade, and debate with other “Economic Advisors” to achieve the goals listed on their Strategic Improvement Plan. Teams are awarded points for completing specific tasks and objectives. Those teams with the highest point totals at the end of the Summit are recognized with awards.

SDSU CIBER sponsors the program along with the Federal Reserve Bank of San Francisco. Additional support for the program comes from Sempra Energy, through its partnership with SDSU College of Business Administration.



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## Temple University Interdisciplinary Certificates of Specializations

Temple CIBER spearheaded the development of two interdisciplinary certificate programs, in collaboration with the College of Liberal Arts, in an effort to give undergraduate students the knowledge, tools and skills to function in a multinational and multicultural business environment. As firms disperse their operations in various regions of the world, managers will be obliged to interact and conduct business in diverse economic and political environments, and with peoples of the world who are culturally and linguistically different. The certificate programs will develop competencies in three core areas: international business functions, foreign language, and area studies knowledge of the political, legal, social, cultural, and economic environments of a geographic region of the world.

### *Asian Business and Society Certificate*

Asia is a dominant player in world markets. Eleven of the top 50 countries that export merchandise are in Asia as well as ten of the top 50 countries in the commercial services industry. Asia is the largest trading partner of the United States with five of the U.S.'s top fifteen trading partners located in Asia (Japan, China, Korea, Taiwan, and Singapore). Total U.S. trade in the year 2007 with these five countries alone amounted to over \$700 billion. Its peoples account for three-fifths of the world's population; in 2006 Asia had an estimated 4 billion inhabitants.

This certificate was developed in partnership with Temple's Asian Studies Department. Students are required to complete two international business courses, three Asian Studies courses, and two semesters of an Asian foreign language. Students will select the country electives that complement their foreign language study in Chinese, Japanese, Korean, Hindi, or Arabic. The Fundamentals of Asian Business course focuses on India, Japan, China, South Korea, Taiwan, and Singapore.

[http://sbm.temple.edu/ciber/programs\\_asian.htm](http://sbm.temple.edu/ciber/programs_asian.htm)

### *Spanish and Latin American Studies for Business Certificate*

The diverse countries of Latin America constitute an important regional trading partner of the United States. Brazil is globally recognized as one of the four most important emerging markets; Mexico alone is the U.S.'s third most influential trading partner, representing nearly 12% of total U.S. trade activity in 2007; and Chile, with a 2007 GDP growth rate of nearly 6%, is taking center stage in the integration of Latin and global markets through both economic and political initiatives. As the number of Spanish speakers in the United States grows and as business ties between the United States and Latin America such as those outlined by NAFTA and DR-CAFTA expand, the need for a U.S. work force with knowledge of the Spanish language and Latin American business perspectives and culture grows commensurately.

This certificate was developed in partnership with Temple's Latin American Studies Department and Spanish Language Department. Students are required to complete the Fundamentals of Latin American Business course, one Latin American Studies course, and four Spanish courses, with Spanish for Business Professionals as the capstone language course. The business course focuses on the diversity of countries and cultures in Latin America, with specific focus on the emerging markets of Mexico, Brazil, Cuba, and Chile. [http://sbm.temple.edu/ciber/programs\\_latam.htm](http://sbm.temple.edu/ciber/programs_latam.htm)

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**Texas A&M University**

**The European Union: Addressing Global Issues**



In partnership with other colleges, professional schools, and units on campus, the Texas A&M University (TAMU) CIBER has developed and will offer on an annual basis a one-day teachers workshop that focuses on the evolution and role of the European Union (EU) in the global geopolitical environment. The objective of the program is to enhance the knowledge of high school teachers in Texas and surrounding five states on the important economic, political, scientific and social role played by the EU as the world moves from a U.S.-centered uni-polar world to one based on multi-polar global economy with the EU, Brazil, China, India, and Russia playing important roles.

Using the European Union Center of Excellence and the Office of International Outreach at Texas A&M University as the epicenter for organizing this activity, TAMU CIBER collaborated with the colleges of Agriculture and Life Sciences, Education and Human Development, Geosciences, Liberal Arts, and Veterinary Medicine and Biomedical Sciences to come up with a comprehensive set of topics wherein the EU plays an important global role. TAMU's EU Center of Excellence is one of ten such centers in the U.S. that receives funding from the European Commission to promote a better understanding of the European Union, and the policies and issues that influence the Transatlantic relationship. TAMU's Office of International Outreach provides resources and programming support for international outreach initiatives developed by various units within the university.

Some 50 high school teachers will be selected each year to attend this program and the speakers will be faculty experts drawn from the collaborating TAMU colleges on campus. Topics presented will include: The Evolution of the European Union, The "Euro" and How the Euro Is Benefiting the EU; Constitutional Crisis of the EU, EU Enlargement and Immigration Policy; Food Industry Market Issues and Trends: Domestic and International Dimensions; Using the de Bono Six Hats Method to Facilitate Effective Discussion in the Classroom; Threat of Transatlantic and Global Pandemics; and Energy Resources and Climate Control. The objective is to provide high school teachers with a broad, current, and in-depth perspective of issues that they teach in class and enhance and update their knowledge of EU developments.

The Global Business Leadership Competition of UCLA (GBLC) is the first and founding competition for leadership development in an MBA program. The purpose of the Global Business Leadership Competition is to engage student leaders, faculty, and top business executives in a broad dialogue on the development of global leadership skills and mindsets for emerging MBA graduates destined to become the future class of top international managers. Outstanding students from top-tier global MBA programs have been carefully selected and invited to represent their respective schools in this three-day case and crisis response competition in April 2008. The GBLC will provide a testing forum for students to learn from each other while showcasing and stretching their own leadership skills. This competition will address the situations and dilemmas that global leaders may face in their career path. As a contest, the GBLC will extend beyond the traditional business case to engage student teams in interactive, task-oriented scenarios that simulate real and actual leadership challenges.

With support from UCLA CIBER, the Global Business Leadership Competition will be a true globalization experience with the convergence of students, faculty, and industry leaders from every major economic region around the world – North America, Latin America, Europe, and Asia-Pacific. Although the GBLC will recognize teams and individuals who demonstrate outstanding leadership skills, the primary goal of the competition is to establish a forum to foster leadership thinking – a forum where students with different perspectives share visions of leadership. The discussion of ideas, combined with the expertise of seasoned executives who have faced various global management challenges, provides a unique opportunity for students to refine their leadership skills. Fifteen preeminent international business schools will be sending teams of enrolled MBA students to participate in the three-day leadership competition. Participating schools include the London Business School, University of Chicago Graduate School of Business, HEC Paris, Peking University, National University of Singapore, IESE Business School (Barcelona, Spain), Queen’s School of Business (Kingston, Ontario), University of Toronto, Seoul National University, ITAM (Mexico), USC Marshall School of Business, Taiwan National University, Tel Aviv Recanti, EGADE at Tec de Monterrey (Mexico), and UCLA Anderson.

**University of Colorado at Denver****Globalization of the Professions: CIBER and the College of Architecture and Planning Partnership at the University of Colorado**

UCD's Center for International Business Education and Research (CIBER) is partnering with the College of Architecture and Planning (CAP) on several initiatives aimed at enhancing international business awareness among their students on the Denver and Boulder campuses. We are promoting closer collaboration among UCD's faculty in international business, the business school, arts and sciences, and CAP. The partnership with CAP represents a centerpiece in UCD CIBER's "Globalization of the Professions" initiative that seeks to enhance the global business dimensions in the university's professional schools which also include health sciences, engineering, and arts and media.

In January 2008, an Associate Dean and a faculty member from CAP participated in CIBER's China FDIB to Shanghai, Hong Kong and the Pearl River Delta region. The globalization of markets and the "flattening of the world" are creating greater opportunities for graduates of CAP to work on international projects with globally dispersed teams. Nowhere are these opportunities more evident than in China. The faculty lead for architecture's partnership with CIBER noted, "China is undergoing the largest and most ambitious building efforts that the world has ever seen." Participation in the China FDIB also is helping CAP's faculty gain a broader and deeper understanding of this development in China through research, teaching, and program ties with universities and design professions in China.

CIBER has also sponsored other architecture faculty members to international conferences and supported the development of a Global Professional Practice course in the College of Architecture and Planning. This new course will serve as a platform for UCD's 1,360 architecture and urban planning students to study globalization issues. CIBER hopes to use this successful partnership as a model for other schools in the CIBER network and other US universities to foster closer collaboration between CIBERs and professional schools.

## University of Connecticut Faculty Development in International Business (FDIB) India

Our Leading Edge program for 2007-2008 is our Faculty Development in International Business (FDIB) India, which has been designed for faculty from business, foreign languages, and international studies to provide participants an in-depth understanding and insight into various aspects of life and business in an emerging country.

From its burgeoning high tech industry to its thriving film industry, FDIB India offers a fascinating glimpse into real India. The program goes beneath the veil surrounding India and explores the many ways it has begun to emerge onto the world stage. FDIB India provides a deeper understanding of a country that promises to be the next major player in the world economy - it is already the fourth largest economy in the world. With one billion people, it is a potentially huge market and is likely to emerge as a significant player in the next ten years on the world scene.

The program takes place each January and it is comprised of lectures, discussion sessions, visits to companies, and opportunities to interact with management faculty and students. The speakers are drawn from business, government, mass media, and academics.

FDIB India is an eye-opening experience illustrating how a country with a huge population, many different languages and religions, and the caste system is emerging into the modern world in a democratic way.



***FDIB India 2008 participants in a lecture at Management Development Institute; during a visit to a rural village, and at the plant tour of Denso Haryana.***

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## University of Florida

### Foreign Language Innovation Program

The University of Florida (UF) *Foreign Language Innovation Program* (FLIP) is a tripartite set of initiatives encompassing new course development, technological enhancement of pedagogy and academic outreach.

*Course development* innovatively expands the *Foreign Languages Across the Curriculum* (FLAC) model for integrating foreign language and business skill training. A “FLAC” section is a one-credit discussion section conducted in a foreign language in conjunction with a content course. The FLAC section is taught by a foreign language graduate student who receives pedagogical training from his/her home department and who works out reading/discussion materials in conjunction with the content professor. Key to the program’s success, and ability to expand it, is the fact the content professor does not have to know the foreign language of the FLAC.

When applied to courses in the business college, graduate foreign language students are introduced to business applications of their language study and enrollees in the FLAC section benefit from practicing their foreign language skills in a business discussion venue. UF CIBER’s *FLIP* program experimentally expands this model in three dimensions:

- *Interacting IB Training with Foreign Language Training in Non-Business Professional Schools*: New FLAC sections are being developed for large enrollment undergraduate courses in non-business professional schools. They will simultaneously introduce IB content to the classes and provide foreign language training. Target colleges and language(s) of the new sections are: Design, Construction and Urban Planning (French and Portuguese); Public Health and Health Professions (Spanish); Food and Agricultural Sciences (French); Health and Human Performance (Chinese).
- *Culture Across the Curriculum (CAC)*: Business language classes have been the primary venue for training in foreign business cultures. One credit classes, modeled after the FLAC program, but conducted in English, will provide similar learning opportunities for students not proficient in the language of a country. Pilots focus on the Asian cultures. Mixed CAC and FLAC models have been designed for UF’s burgeoning population of students studying Arabic who lack sufficient linguistic competency to participate in a full hour of Arabic-only discussion.
- *Student Culture Consulting Corp*: While business-related FLACs train graduate foreign language students in IB aspects of their expertise, similar opportunities are not available for undergraduate foreign language majors/minors. Simultaneously, in undergraduate business classes, student teams often lack the language and cultural expertise to produce top quality foreign market entry plans. The experimental *Student Culture Consulting Corp* addresses both shortcomings. Students in upper division foreign language/foreign culture programs are invited to sign up as potential language and culture consultants to business projects. Depending on country distribution of IB classroom projects, individual students will be selected for basic training on the nature of global market entry business plans and be paid a stipend to act as consultants to an IB project.

*Technological enhancement* extends to other foreign languages the electronic immersion pedagogical techniques developed by Dr. Franz Futterknecht and integrated into the Siemens Corporation German language program for engineering students. Compared with traditional approaches, Dr. Futterknecht’s model improves listening and reading skills, facilitates adjustment to German culture on student exchanges and reduces sociolinguistic errors when interacting with native speakers. Current focus is on incorporation of the on-line and multimedia methodologies in the teaching of business Chinese and Japanese.

*Academic outreach* has both research and conference organization components.

- *What’s New in Business Languages: A Fresh Look at the Field* is a *FLIP* commissioned survey project updating the comprehensive 1980’s study by Dr. Christine Uber Grosse on the status of business language instruction in the US.
- *Preparing Global Business Leaders* is the theme of the 2008 CIBER Business Language Conference being hosted by UF CIBER in St. Petersburg, Florida. This premier conference for experts on teaching foreign languages for the professions focuses on how to best equip students and educators with the linguistic, multi-cultural and managerial tools necessary for leadership in the 21st century.

## University of Hawaii

### Asia-Pacific Homeland Security Summit 2008

As a major activity of the Asia-Pacific Risk Institute (APRI), the University of Hawaii CIBER, in collaboration with the U.S. Department of Defense, the Hawaii National Guard and the Hawaii Civil Defense, will be co-hosting the forthcoming Asia-Pacific Homeland Security Summit planned for October 2008. Along with high-ranking U.S. military and homeland security officials, the summit regularly features well-known experts on international terrorism, regional politics and private sector contractors. For this year, the UH CIBER has been requested to coordinate 4 of the major sessions of the 3-day summit. Thus, plans have been initiated to include in those sessions:

1. Speakers on agro-terrorism, food and water defense and security;
2. Disaster planning, management, response and recovery;
3. Presentation and delivery of a coordinated directory of disaster-related offices, units and individuals on the UH Manoa campus; and
4. Opportunities for joint research, programs and activities related to homeland/national security between the UH CIBER, other UH academic and research units, federal offices, private sector entities and community groups.
- 5.

In previous years, the conference organizers included a student track and this set of activities was coordinated by the UH CIBER. Once again, the planning group has expressed a desire to have a similar student track but this time, requested the participation of students from around the country.

Appreciating that other CIBER schools have experts on their campuses and communities who could help present on one or more of the above topics, we are opening partnership and co-sponsorship opportunities to the rest of the CIBERs. We shall be looking for CIBERs who would be willing to sponsor speakers and/or student participants, conference attendees or those who simply wish to make a financial contribution. Appropriate acknowledgement will appear in all of the summit's programs, collateral materials and the resulting CD. All sponsors will receive this CD while others are able to purchase it at cost.

Participants at this summit are comprised of U.S. and Asia-Pacific military leaders, ASEAN administrators, foreign and/or defense ministers, high-ranking national and international politicians, defense contractors, academics, representatives of state and local governments and students. The summit normally hosts anywhere from 600-900 attendees.

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**University of Illinois  
Joint Business/Engineering/  
Industrial Design Class and**



**International Business Immersion Program**

Four billion people live in poverty. To date, the global marketplace has offered few consumer options to the poor. Two University of Illinois professors, one from business and one from engineering, form the faculty team teaching a year-long course on product and market development for subsistence marketplaces. Based on CIBER supported research on literacy, poverty, and marketplace, this initiative seeks to develop and disseminate knowledge on subsistence marketplaces, a topic that has been mostly ignored by 20th century marketing and management research and practice. By studying the markets in the fall semester, traveling to India to interview potential new users in January, and designing products in the spring semester, students are better able to understand the consumer behavior of low-literate/low-income buyers. The students, who come from engineering, business, and industrial design, are then able to develop suitable products for this neglected global market. This course is one of the first bold steps in engineering and business education circles towards generation of high quality collaborative research and simultaneous business acumen on developing innovative products and efficient marketing strategies to the bottom of the pyramid. CIBER supports the international business immersion program to India allowing students the opportunity to conduct face-to-face interviews with both rural and urban poor for market research. Kraft, Motorola, and Unilever are the corporate partners for the program





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## **University of Kansas**

### **Global Perspective: A Leadership Forum on International Economic Issues**



KU CIBER's Global Perspectives is an outreach initiative designed for business and civic leaders to explore the dynamics of globalization, to analyze its effects on Kansas and to offer strategic solutions for challenges presented by an increasingly integrated world economy. Opinion leaders from around the state will be selected to participate in this year-long program that is designed to be informative, intellectually stimulating, and thought provoking.

Participants will come together for six, two-day sessions. Each session will feature speakers, readings, instruction and a field trip that will focus on a different aspect of globalization in Kansas. Participants will learn about the local impact of decisions taken by key international organizations and institutions. Sessions will focus on globalization and Kansas agriculture; Kansas aviation and energy sectors; the effects on Kansas of international inflows of goods, capital and people; Kansas manufacturing and globalization; and education, work force and high-technology for Kansas corporations. In addition to lectures from faculty at various Kansas universities, the program will include nationally recognized speakers from government and non-governmental organizations. Carefully selected field trips to various plants, corporations, and military facilities, among others, are planned. An interactive approach to the discussions will enable participants to strengthen their skills of analysis and strategic thinking.

Anticipated outcomes for the program include a better understanding of the implications of globalization for Kansans and the Kansas economy. Another outcome will be the creation of a White paper on one or more aspects of globalization as it relates to Kansas, for submission to the Governor and the state Legislature. The White Paper will be forward-looking – Kansas in the global economy in ten years – and specific in its analysis and recommendation. Global Perspectives will facilitate executive-level interaction across the community, building each year a class of participants that are well prepared to think critically about global issues and creating a network of individuals who share a common interest in forging a proactive response to globalization as it affects the economy and society of Kansas.



## University of Maryland National Security Initiatives

The University of Maryland's location near the nation's capital provides us with unique access to thought leaders, policymakers, scholars, corporate and government executives, and venture capitalists. In a number of events, Smith CIBER has brought these diverse constituencies together to discuss matters of importance for national security and its implications for international business.

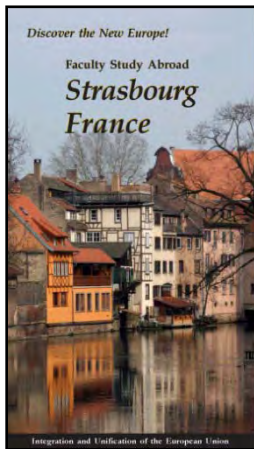
For instance, the 2008 Global Security Conference featured The Honorable Jay M. Cohen Under Secretary for Science & Technology in the U.S. Department of Homeland Security and other distinguished guests. The conference speakers addressed security issues at both corporate and national levels – addressing some of the most important challenges and opportunities facing business and government today. Topics included

- Global security, enterprise resilience, and international competitiveness
- Opportunities arising from the 2008 Congressional appropriations for homeland security
- Breaking through the barriers of government procurement and VC funding
- Organizational defenses against data security and cybersecurity threats
- Organizational responses to security challenges arising from catastrophic and disruptive events – natural, accidental, or deliberate
- Global security and technological innovation
- Images of America abroad -- and implications for corporate America

Cybersecurity has become a key issue for private and public organizations in the digital economy. The increase in cross-border trade, and the fact that security challenges can arise from any corner of the globe, makes this particularly important issue. In recognition of this, the Smith School has been hosting an annual Cybersecurity forum organized by Prof. Lawrence A. Gordon, a pre-eminent scholar in this field. This annual forum is intended to encourage the exchange of ideas among researchers and executives who share a common interest in issues related to Financial Information Systems and Cybersecurity.

Additionally, occasional speakers and in-house researchers address themes at the intersection of national security and international business.

## University of Memphis Faculty Study Abroad in Strasbourg, France



Following 12 years of hosting the Faculty Study Abroad to Europe in Antwerp, Belgium, the decision was made to refresh the program by moving it to Strasbourg – home of the Council of Europe and the European Parliament. The University of Memphis, Purdue University, Brigham Young University, Florida International University, Texas A&M University, University of Kansas, University of Maryland, and University of Colorado at Denver, in conjunction with IECS Strasbourg at Robert Shuman University, sponsored the 13<sup>th</sup> and 14<sup>th</sup> Annual Faculty Study Abroad Program in Strasbourg, France.



Designed primarily for faculty from business, foreign language, and area studies, the ten-day program includes seminars on European business and cultural issues, on-site visits to a variety of industries, and exciting side trips to Frankfurt and Stuttgart, Germany. Participants are exposed to the latest developments in European business issues through discussions with leading faculty and business experts, and develop an increased understanding of the function and structure of the European Union (EU).

Participants visit the European Parliament which represents the peoples of the States brought together in the European Community. Participants also visit the Council of Europe, which is the continent's oldest political organization, founded in 1949. Other site visits include Heineken Brewery, Cial Bank, European Central Bank, Steelcase, Wurth France, Daimler-Chrysler factory tour, and Wrigley France. Cultural visits include a guided boat tour of Strasbourg, a walking tour of "La Petite France," visit of the Hauf-Koenigsbourg Castle, and the Klipfel-Lorentz Winery.



Special presentations by faculty from Robert Shuman University and local business executives cover a wide range of topics, such as "European Integration," "Doing Business in Alsace," "Financing the International Development of Small and Medium Size Companies in France," and "Cross-Cultural Issues in Human Resources Management."

Comments from past participants indicated an increased knowledge in the following areas (which will be integrated into course curriculums and classroom learning activities): The complexity of doing business in a cross-cultural, multi-cultural, multi-language European Union; the impact of cultural differences on business environments, work design manufacturing, marketing, banking, and working relationships; and changes that have taken place during the transition to a unified European Union that impact globalization. The opportunities to exchange information and ideas with other faculty and managers of manufacturing facilities significantly increased their knowledge and contributed significantly to the cross-fertilization of ideas valuable to research and teaching efforts.

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## **University of Michigan**

### **BBA Short Term Study Abroad:**

### **Exposing Our Students to the Global Economy**

Today's global economy demands that corporate executives, entrepreneurs, and policy makers possess the international business savvy that can best be developed through a wide-ranging liberal-arts background and extensive overseas experience, including foreign language and cultural immersion.

To meet this challenge the Michigan CIBE is fostering an interest in the global economy through the creation of short-term study experiences. Beginning with the BBA class that will matriculate in the fall of 2006, students are admitted to the BBA program either (1) in their freshman year, while simultaneously applying to University of Michigan, or (2) in their sophomore year, after applying for the BBA program during their freshman year. This change extends the length of the BBA program to three or four years, allowing more time for study abroad, particularly in the summer months between the sophomore and junior year.

The larger of these two programs was in Beijing, China, where students participated in a course that was organized by Tsinghua University, one of the most well-respected and prestigious academic institutions in China. The course content included lectures by Michigan faculty and local Tsinghua faculty on the Chinese economy, business culture, and political system; site visits to three companies located in Beijing, including Lenovo, and visits to several cultural sites.

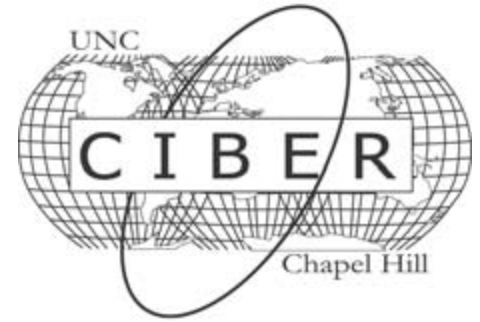
The second program was held in Germany and Slovakia. The Germany portion was hosted by WHU-Koblenz, the academic partner who has successfully managed a similar program at the MBA level for over ten years. In Slovakia, our partner was the University of Economics in Bratislava. The program was divided between two countries in order to give the students some exposure to the transition economies of central Europe.

In 2008 we added a third program in Costa Rica (at INCAE, near San Jose) to increase our program capacity and include Latin America.

The very positive evaluations and increase in 2008 applications programs emphasizes that these short-term programs, while not a complete substitute for a more in-depth study abroad experience, give students the motivation to continue the study of their target country through language study, additional course work, and internships.

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## University of North Carolina The Global Business Project



The Global Business Project (GBP) is a graduate-level course, designed and developed by a consortium of Centers for International Business Education and Research (CIBERs) led by UNC-Chapel Hill. The primary goals of the course are for MBAs (and graduate students in related disciplines) to increase their global business and language competency through guided hands-on business experience in global markets and for the companies assisted by the students to receive valuable assistance in expanding/increasing their global positions. Students enrolled in the course are MBAs or graduate students from the consortium-member institutions: Duke, George Washington, Temple, Kansas, Maryland, Pittsburgh, and UNC – Chapel Hill, or their partner institutions in the destination countries.

Destination countries are chosen by the consortium CIBERs with several purposes in mind: 1) increasing - in business activities - the use of languages other than English -- primarily less commonly taught languages, 2) establishing and increasing commercial ties between the US and countries important to US competitiveness, and 3) capitalizing on the individual strengths and international ties of the participating CIBER institutions, with each CIBER responsible for leading teams to a country or region that matches its school's particular expertise. In 2008, the destination countries are Brazil, China, and Japan, led by Kansas, UNC – Chapel Hill, and Temple, respectively. In future years, additional consortium members will lead projects to other countries, expanding students' options and their competencies in languages and world regions, such as Russia, Eastern Europe, other parts of Asia, and the Arabic-speaking world.

Companies submit project applications via the GBP website. Students at participating schools also apply to the course via the website, and faculty at the participating schools review their students' applications and recommend those students with the best fit for the submitted projects. Each team of 4-5 students must have at least one member with a high level of competency in the main language spoken in the target country, and all teams are supervised by both business and foreign language faculty members. GBP teams advise their clients on a multitude of issues ranging from determining a product's demand in specific foreign markets to investigating alternative business models for those markets to examining the supply chain or service and quality of potential service providers or business partners.

The course begins with the GBP Kick-off Weekend in Washington D.C. in March, continues with virtual team work and on-the-ground work in the destination country through May, and culminates with a final report/presentation submitted in September. The course is worth 3.0 MBA credits at the school where a participating student is enrolled; grades are based on assessments by individuals, other team members, business and language faculty advisors, and the client.

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## University of Pennsylvania

### The Entrepreneurial Index



The Entrepreneurial Index represents a cutting-edge research project that has been supported by Penn Lauder CIBER this year. This ongoing and multiyear project is being undertaken by the Wharton Entrepreneurial Programs in collaboration with the World Bank, with partial support from Penn Lauder CIBER.

The goal of the project is to collect data on entrepreneurship and use these data to conceptualize and measure the “entrepreneurial orientation” of countries around the world. The research will help guide governments and policymakers in establishing sound policies to encourage entrepreneurship. The database will be used for research on entrepreneurship, foreign direct investment, evaluation of public policies, and cross-cultural issues.

The database currently includes cross-country, time-series data on total and newly registered businesses for 84 countries between 2001 and 2006. Annual updates are planned. The project uses a novel methodology that considers inputs, processes, and outputs separately to gauge each country’s entrepreneurial potential and the realization of that potential. *Inputs* include the financial, physical, and human capital that underpins entrepreneurship. *Processes* include the financial, educational, technical, market, and legal institutions that enable entrepreneurs to transform inputs into entrepreneurial outputs. *Outputs* include company foundings, IPOs, and innovations.

Analysis of the data will help shed light on defining the nature of the “production function” of entrepreneurship. A statistical factor analysis is being used to estimate a cross-country “entrepreneurial index” ranking that should prove a useful tool for countries to benchmark their performance over time and relative to others. Users of these data and index are expected to include local and international policymakers and researchers interested in the role played by entrepreneurship in economic development and capacity building, including the IFC/World Bank and United Nations.

A recent paper by the primary researchers involved in the project (from Wharton and the World Bank) establishes a significant relationship between entrepreneurial activity and indicators of economic development and growth, the legal and regulatory environment, and governance. The data show differences in rates of entrepreneurship around the world, both between regions and between developing and industrialized countries, as well as the importance of electronic registration procedures in encouraging greater business registration. The ultimate hope is that fostering entrepreneurial growth will prove more effective at reducing poverty than other development efforts. This research has been featured in newspaper articles around the world, including *Forbes.com* (United States), *El Vocero* (Puerto Rico), *Sydney Morning Herald* (Australia), *Daily News* (South Africa), *The Star* (South Africa), and *Economic Times* (India).

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## University of Pittsburgh Short-term Study Abroad Programs for Upperclassmen



The success of the “Plus3” program for freshmen has led to the development of short-term study abroad programs for upper-level business and engineering students. The first of these is a three-week, four-credit intensive course in Uruguay for business and engineering students. This course, entitled “Global Supply Networks and Manufacturing Cultures in Latin America,” was launched by the IBC, the College of Business Administration and the School of Engineering with the University of Montevideo in May 2006. The course aims to strengthen the research, language, cross-cultural and technical skills of business and engineering undergraduate students from Pitt and Montevideo who have completed their second or third year of university.

The course is taught by University of Montevideo and Pitt faculty as well as guest lecturers. It focuses on global supply networks, including high-end outsourcing, managing distributed product development, integrating business services and manufacturing across borders. Students attend lectures and have site visits to learn first hand about logistical issues faced by companies in Uruguay. The course provides Pitt and Montevideo students with the opportunity to work together in small cross-disciplinary, cross-cultural teams to solve logistical problems for Uruguayan companies. Due to a change in the dates, the program did not attract enough students in 2007, but it is on track to be offered in May 2008.

A second program with Engineering began in 2007 and continues in 2008. In March 2008, undergraduate business and engineering students will travel to Brazil as part of a semester-long course: “Product Realization for Global Opportunities.” In this course students design and develop marketing plans for products for sustainable development. During their spring-break trip to Brazil, the Pitt students meet with Brazilian students at UNICAMP (University of Campinas) to collaborate on real-world sustainable development product needs. In addition, they continually interact through video-conferencing and on-line collaboration environments.

Our newest short-term study abroad program will take upper-level undergraduate business and engineering students and some MBAs to Bangalore, India in May 2008. The three-credit program entitled “*Engineering and Business Collaborations in India: Product and Innovation Value Chains*” will combine lectures, industry tours, and cultural visits. The main focus areas of the program are: supply chain and manufacturing systems, service engineering, operations, bio-tech and call centers. Lectures will highlight both business and engineering logistics and innovation within the context of the Indian environment. The trip will be led by two Pitt professors, one from engineering and one from business, who are both natives of Bangalore.

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## **University of South Carolina The Africa Initiative**

A central theme of the University of South Carolina CIBER will be our continuing development of programs and research activities linked to Africa. CIBER's interest in this region originates in the emerging policy priority of U.S. relationships with Africa, the as-yet-untapped potential of the region for U.S. business, the role that Africa will play in the provision of international and homeland security, and the relatively undeveloped state of African institutions. the University of South Carolina CIBER will engage in the following five activities, which together constitute our overall CIBER Leading Edge Activity:

**Academic Courses:** New courses at the undergraduate and graduate level on African business practices and African economic relations with the United States, including a discussion of the security issues related to doing business in Africa offered for the first time in 2006-2007. In June-a travel-study program for undergraduate students to South Africa, Mozambique, and Swaziland will be offered as part of this initiative. Subsequent annual undergraduate study abroad programs during the four-year grant cycle are tentatively scheduled to include Kenya, Uganda, Tanzania, Namibia, Mozambique, Swaziland, South Africa, and Zimbabwe.

**FDIB-Africa: Understanding the Business Challenges of Africa:** a faculty development program for faculty at U.S. business schools to visit East and South Africa to learn more about the region, to develop relationships within the region, and to integrate examples about Africa in academic courses. This program will be conducted by a consortium of CIBER schools, lead-managed by the University of South Carolina, and conducted by Douglas Woodward, Professor of Economics and Robert Rolfe, Professor of International Business, and managed and coordinated by the CIBER Director, Mike Shealy.

**FDIB-Middle East & North Africa (MENA):** Planning and coordination with the CIBERs of the University of Colorado Denver and Temple University to offer a faculty development program to North Africa and the Middle East. The program, in the early planning stages, is expected to be offered within the next couple of years

**Research Funding:** CIBER funding, via a faculty competitive research application process, of \$15,000 each grant year for the conduct of research on U.S. business relationships with Africa with focus on the co-evolution of U.S. business in Africa with African local institutions.



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## University of Southern California

### Leading Edge Programs



#### *Asia/Pacific Business Outlook*

The annual Asia/Pacific Business Outlook (APBO 2007) conference, produced in partnership with the U.S. Department of Commerce (DOC), was held in March 2007 at USC. For 20 years, APBO has been providing business practitioners, academics and government representatives international executive education on doing business in Asia/Pacific Rim, while providing access to experts and leaders in the Asia/Pacific marketplace. About 300 business professionals participated. The DOC continues to evaluate APBO as the premier U.S. conference focusing on the Asia/Pacific region. In an email promotion to 141,000 clients and partners of the U.S. Foreign Commercial Service (USFCS), dated Dec 17, 2007, the Asia/Pacific Team Leader for the USFCS noted: "Asia/Pacific Business Outlook, hosted by the University of Southern California in Los Angeles, with the full support of the U.S. Commercial Service, is the longest running, most successful regional conference of its kind focusing specifically on Asian markets. This conference has made a difference for U.S. exporters, and has become the premier U.S. commercial trade event focusing on the Asia/Pacific region." Details on APBO can be reviewed at [www.apbo2008.com](http://www.apbo2008.com).

#### *Marshall Student Team Presents at ABAC 2007 Summit*

Complex, inconsistent and often conflicting rules on product origins are undercutting free-trade agreements affecting the United States and 20 other Pacific Rim economies, according to a study by a USC Marshall School of Business team. The USC Marshall team of 13 MBA students presented its findings in two different sessions to ABAC, the APEC Business Advisory Council during APEC's annual summit of economic ministers and national leaders in September 2007 in Sydney. Problems with the "Rules of Origin" provisions in trade agreements often lead frustrated companies to give up trying to qualify for tariff relief, the USC Marshall team found. Instead, the companies end up paying steep import fees that the agreements were intended to eliminate, or the companies avoid doing business in countries with particularly problematic rules. Both outcomes reduce economic opportunities throughout the Pacific Rim. The student team spent months meticulously cataloguing and analyzing 48 Rules of Origin provisions in 25 agreements ranging from NAFTA and the ASEAN compact to bilateral agreements among the United States, Mexico, Canada, Australia, Peru, Chile, Japan, Korea, China and other Pacific Rim countries. The group also interviewed about 50 business and economic leaders in the United States and 12 other Pacific Rim countries, with particular focus on the auto and food industries. ABAC business leaders used the team's findings in advising their nations' economic and political leaders during the week's summit and beyond.

#### *The Global Leadership Program (GLP) and GLP Internship Program*

The semester-long Global Leadership Program (GLP), which started with 60 freshman students visiting Shanghai in Spring 2006, expanded in 2007 to three sections (180 students)--with one section visiting Shanghai, one visiting Beijing and one visiting Hong Kong. Students in GLP also competed for placement in internship positions in Beijing and Shanghai. The purpose of the program is to broaden the perspectives of young students on international business issues in order to stimulate these students to begin the long-term process of developing their own international leadership capabilities. These students spent 6 to 8 weeks during summer as interns in Shanghai and Beijing. They are smart, curious, flexible, and disciplined and they are willing to work on any project for any company.

In Summer 2007, CIBER funded 8 internships in Shanghai and 3 in Beijing. Shanghai internships were provided by IBM, Rohm & Hass Co., The Copper Group Asia (a real estate development company), CITIC Consulting, and ForBug (a security systems firm). In Beijing, IBM and China Capital Management Company supplied three internships.

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# **The University of Texas at Austin Cultural Interviews with International Executives: Open Access Online Materials for the Teaching of Business Language**



The UT-Austin CIBER is nearing completion of an ambitious language materials development project. Cultural Interviews with International Executives is a compilation of more than 1,150 brief video clips in which professional leaders from Latin America, Brazil, Spain, Germany, Turkey, China, and Japan discuss cultural issues (in their native language) that are of interest to North Americans who hope to work in international fields. Currently there are video clips from 242 professionals who discuss issues related to negotiations, professional activities, language, social situations, and time and scheduling. The objective of the interviews is three-fold: The first is to provide practical cultural information. The opinions represent those of real people. Second, provide foreign language vocabulary in areas within a professional setting. The interviews present diverse vocabulary within the context of each individual's comments. Third, provide non-native speakers of these languages with multiple examples of natural speech, illustrating the way that speakers really talk. In Addition, all the clips contain native language transcriptions and English translations of the executives' comments.

## **Cultural Interviews with Latin American & Spanish Executives**

[www.laits.utexas.edu/laexec/laexec.html](http://www.laits.utexas.edu/laexec/laexec.html)

## **Cultural Interviews with Brazilian Executives**

[www.laits.utexas.edu/orkelm/brasil/culture.htm](http://www.laits.utexas.edu/orkelm/brasil/culture.htm)

## **Cultural Interviews with Japanese- Speaking Professionals**

[www.laits.utexas.edu/orkelm/japan/index.html](http://www.laits.utexas.edu/orkelm/japan/index.html)

## **Cultural Interviews with Chinese- Speaking Professionals**

[www.laits.utexas.edu/orkelm/chinese/index.html](http://www.laits.utexas.edu/orkelm/chinese/index.html)

## **Cultural Interviews with German- Speaking Executives**

[www.laits.utexas.edu/orkelm/german/index.html](http://www.laits.utexas.edu/orkelm/german/index.html)

## **Cultural Interviews with Turkish- Speaking Professionals**

[www.laits.utexas.edu/orkelm/turkish/index.html](http://www.laits.utexas.edu/orkelm/turkish/index.html)

This project has been developed under the direction of Prof. Orlando R. Kelm, Associate Director of Business Language Education at the University of Texas CIBER. Feel free to contact him directly for further information. EMAIL: [orkelm@mail.utexas.edu](mailto:orkelm@mail.utexas.edu).

## University of Washington Global Business Case Competition

The Global Business Case Competition (GBCC) <http://foster.washington.edu/gbc/>, hosted by the Foster School of Business, challenges 16 teams of undergraduate students to review a globally focused business case, develop a solution and present it to a panel of corporate judges within 48 hours. Teams of four students each are invited from leading business schools worldwide, including one historically black college/university. The competition is organized by UW undergraduate student volunteers. 2008 marks the 10-year anniversary of the competition, with participants from Australia, Denmark, Germany, Ireland, Japan, Kazakhstan, New Zealand, Singapore, South Korea, Thailand and the U.S. Previously, teams from 81 business schools and 44 countries have competed.

There are three major educational benefits of the GBCC: 1) For the 64 students on the participating teams, the benefit centers on the experience of analyzing an actual international business case within a tight timeframe and presenting a coordinated team recommendation to a panel of corporate judges. The group effort and dynamics needed to make decisions and present them effectively make the process most analogous to a real work environment. 2) For the more than 75 UW student volunteers who organize the week-long event, the benefit centers around months of leading and motivating their peers while managing timelines, budgets, and numerous significant details. In addition, they have the opportunity to interact with and learn from peer students around the globe. This experience also provides a practical real-world learning opportunity. 3) For the 150 public high school students, who will be coached to prepare for their own case competition, the benefit centers on exposure to university-level business education and cross-cultural perspectives. The students experience first-hand the opportunities available at the next level in their education path, as well as the potential for global business education.

Specific value-added benefits include:

- Leadership, teamwork, and presentation skills
- Real-world business knowledge acquired by studying the case and responding to the judges' questions
- Development of professional contacts through networking with their peers and representatives from companies engaged in global business
- Exposure to international business operations on company visits
- Cross-cultural competence gained by interaction with students and faculty from around the globe
- Awareness of the importance of community service and ethnic and cultural diversity locally, nationally, and globally



The competition is recognized for its continuous innovation. In 2007, a global team comprising of one student each from 4 schools on four continents, was introduced. This team, which met for the first time the week of the competition, made it to the final round. It provided students with an incredible and intense cross-cultural education opportunity. Building on that success, the focus in 2008 is cross-cultural education with new elements to guarantee that every participant maximizes their cross-cultural learning. Evaluation tools have been developed to help measure this outcome.



## **University of Wisconsin – Madison Online Chinese Course for Business Professionals**

As business relationships between U.S. and Chinese companies expand, knowledge of the local language and culture has become increasingly valuable. Recognizing that crowded work and travel schedules prevent many business professionals from attending on-campus classes, the UW-Madison Language Institute in partnership with CIBER has developed an online Chinese course designed specifically with the needs of these individuals in mind. Twelve students, most working professionals based in Wisconsin, Iowa, and Illinois, enrolled in the pilot of Elementary Conversational Chinese for Professionals I during the Fall 2007 semester. The UW-Madison CIBER provided financial support for the course and took the lead in marketing the program, which included recruiting students from the Evening MBA and Executive MBA programs at the Wisconsin School of Business.

The course differs from typical online language classes in that it incorporates three modes of learning—interpersonal, presentational, and interpretive—while also addressing topics related to cultural attitudes, beliefs and practices, all in a business or professional context. It also involves significant personal interaction among students and between students and the instructor.

Students gain the language skills needed to engage in spontaneous conversation in person or via e-mail, to prepare oral and written presentations, and to interpret or understand other speakers. They spend approximately nine hours each week completing online exercises and translation and character writing assignments and engaging in conversational practice. In keeping with the goal of the course, each of the semester's six lessons is organized around business situations such as getting acquainted, introducing colleagues and making appointments.

A typical lesson includes practice in grasping the general idea of a conversation, using business vocabulary in the context of a conversation or presentation, learning to use new grammatical forms and structures, recognizing and writing Chinese characters, and conversing with colleagues—all focused on a particular business situation. Students engage in conversation sessions with the instructor by telephone or via Skype. They complete most exercises and quizzes online, with translation and writing assignments completed on paper and faxed or e-mailed to the instructor for feedback.

Plans are in the work to continue offering this first-semester course and to add a second-semester course to enable students to build on their Chinese language skills.

# CIBER Institutions

## **Brigham Young University**

Center for International Business Education  
and Research Global  
Management Center 360 TNRB  
P.O. Box 23143  
Provo, UT 84602-3143  
<http://www.marriottschool.byu.edu/>

## **George Washington University**

Center for International Business Education  
& Research  
Duques Hall, Suite 450  
2201 G Street, NW  
Washington DC 20052  
<http://www.business.gwu.edu/CIBER/>

## **Columbia University**

Center for International Business Education  
Columbia University  
Columbia Business School 212  
Uris Hall 3022 Broadway  
New York, NY 10027  
<http://www.columbia.edu/cu/ciber>

## **Georgia Institute of Technology**

CIBER  
Dupree College of Management  
Georgia Institute of Technology  
800 W. Peachtree Street, NW  
Atlanta, GA 30332-0520  
<http://www.ciber.gatech.edu>

## **Duke University**

Center for International Business Education  
and Research  
The Fuqua School of Business  
Duke University Box 90120  
Durham, NC 27708-0120  
[http://faculty.fuqua.duke.edu/ciber/site  
2006](http://faculty.fuqua.duke.edu/ciber/site2006)

## **Indiana University**

Center for International Business  
Education and Research  
Kelley School of Business, Room 746  
Indiana University  
1309 East 10<sup>th</sup>. Street  
Bloomington, IN 47405-1701  
<http://www.kelley.iu.edu/CIBER/>

## **Florida International University**

Center for International Business Education  
and Research  
11200 SW 8<sup>th</sup> St. MARC 240  
Miami, FL 33199  
<http://ciber.fiu.edu>

## **Michigan State University**

Center for International Business Education  
and Research  
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Management  
Michigan State University  
International Business Center 7  
Eppley Center  
East Lansing, MI 48824-1121  
<http://ciber.msu.edu/>

**Ohio State University**  
OSU Center for International Business  
Education & Research  
International Programs Office  
Fisher College of Business 2100  
Neil Avenue, Suite 300  
Columbus, OH 43210-1144  
[http://fisher.osu.edu/centers/  
international-ciber](http://fisher.osu.edu/centers/international-ciber)

**Texas A&M University**  
Center for International Business Studies  
Mays Business School, Texas A&M  
4116 TAMU  
College Station, TX 77843-4116  
<http://cibs.tamu.edu>

**Purdue University**  
Purdue Center for International Business  
Education and Research  
Krannert Building  
403 West State Street West Lafayette,  
IN 47907-2056  
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**University of California, Los Angeles**  
Center for International Business Education  
UCLA Anderson  
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110 Westwood Plaza, Gold Hall  
Suite B307, Box 951481  
Los Angeles, CA 90095-1481  
<http://www.anderson.ucla.edu/research/ciber>

**San Diego State University**  
Center for International Business  
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5500 Campanile Drive – SSE 3375  
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**University of Colorado at Denver**  
Institute for International Business Center  
for International Business Education  
P.O. Box 173364  
Campus Box 195  
Denver, CO 80217-3364  
<http://www.cudenver.edu/International/CIBER/default.htm>

**Temple University**  
Center for International Business  
Education & Research  
Fox School of Business and Management  
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1810 North 13<sup>th</sup>.St.  
Philadelphia, PA 19122-6083  
<http://www.sbm.temple.edu/ciber/>

**University of Connecticut**  
Center for International Business Education  
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2100 Hillside Road, Unit 1041  
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**University of Florida**

Center for International Business Education  
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Warrington College of Business  
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P.O. Box 117140  
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**University of Hawaii at Manoa**

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**University of Illinois**

CIBER  
College of Business  
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<http://www.ciber.uiuc.edu>

**University of Kansas**

Center for International Business Education  
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Summerfield Hall  
1300 Sunnyside Ave, Room 207  
Lawrence, KS 66045-7585  
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**University of Maryland**

CIBER  
Robert H. Smith School of Business  
2417 Van Munching Hall  
College Park, MD 20742-1815  
<http://www.rhsmith.umd.edu/>

**University of Memphis**

Wang CIBER  
Fogelman College of Business and  
Economics  
220 Fogelman Executive Center,  
330 Innovative Drive  
Memphis, TN 38152-3130  
[http://www.people.memphis.edu/~wang  
ctr/](http://www.people.memphis.edu/~wangctr/)

**University of Michigan**

Center for International Business Education  
Stephen M. Ross Business School  
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Ann Arbor, MI 48109-1234  
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**University of North Carolina at Chapel Hill**

Center for International Business Education  
and Research  
Kenan-Flagler Business School  
Kenan Center, CB #3440  
Chapel Hill, NC 27599  
[www.ciber.unc.edu](http://www.ciber.unc.edu)

**University of Pennsylvania**

Penn Lauder CIBER  
The Joseph H. Lauder Institute of  
Management and Int'l Studies  
Lauder-Fischer Hall 2<sup>nd</sup>.Floor  
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Philadelphia, PA 19104-6330  
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**University of Texas at Austin**

Center for International Business Education  
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McCombs School of Business 21st and  
Speedway Streets, Room 2.104  
1 University Station B6000  
Austin, TX 78712-1026  
<http://www.mcombs.utexas.edu/ciber>

**University of Pittsburgh**

Center for International Business Education  
and Research  
International Business Center  
Joseph M. Katz Graduate School of  
Business  
339 Mervis Hall  
Pittsburgh, PA 15260  
<http://ibc.katz.pitt.edu/>

**University of Washington**

Center for International Business Education  
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The Global Business Center  
Michael G. Foster  
School of Business  
Seattle, WA 98195-3200  
<http://www.foster.washington.edu/>

**University of South Carolina**

Center for International Business Education  
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Moore School of Business  
1705 College Street  
Columbia, SC 29208  
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**University of Wisconsin-Madison**

Center for International Business Education  
and Research  
UW-Madison School of Business, Suite  
3121  
975 University Avenue  
Madison, WI 53706-1323  
<http://www.bus.wisc.edu/ciber>

**University of Southern California**

Center for International Business Education  
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Marshall School of Business  
3716 S. Hope Street – RAN 313  
Los Angeles, CA 90089-7705  
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<http://CIBERWEB.msu.edu/>

The Michigan State University Center for International Business Education and Research (CIBER) maintains *CIBERWeb*. One important feature of *CIBERWeb* is the one-stopshopping approach for our users to find out about activities taking place at each CIBER, historically, now, and in the future. Beyond the wealth of information on *CIBERWeb*, visitors can also find easy access to the web sites of the individual CIBERs.

As such, *CIBERWeb* serves as the "hub" for all CIBERs and their programs, activities, and products - these range from workshops/conferences (events) to publications to online resources to research reports. The site is designed with multiple points of entry, addressing each user's main interest. The categories of activities are Research, Foreign Language Development, Business Outreach, Faculty Development, Academic Program Development, and Study Abroad. CIBERs reach out to target audiences by holding events (conferences, workshops, speaker series, etc), distributing publications, disseminating online resources, and providing access to unpublished research in the areas of international business. The CIBER activities address but are not limited to the following topics:

- 15 Year Report on CIBER activities
- U.S. Competitiveness in Global Markets
- K-12 Education at CIBERs
- National Security Projects at CIBERs
- Internationalizing the Business Curriculum
- Less Commonly Taught Languages
- Faculty Developments Programs for Faculty at Non-CIBER institutions
- Annual Leading Edge Projects

The *CIBERWeb* also has archives of earlier CIBER publications.

# CENTERS FOR INTERNATIONAL BUSINESS EDUCATION & RESEARCH (CIBERS)



For information on the CIBER program go to  
[CIBERweb @ http://ciberweb.msu.edu/](http://ciberweb.msu.edu/)

This report was compiled and produced by the  
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Department of Education International Education Program Website:  
<http://www.ed.gov/about/offices/list/ope/iegps/index.html>

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**University of Illinois  
Joint Business/Engineering/  
Industrial Design Class and**



**International Business Immersion Program**

Four billion people live in poverty. To date, the global marketplace has offered few consumer options to the poor. Two University of Illinois professors, one from business and one from engineering, form the faculty team teaching a year-long course on product and market development for subsistence marketplaces. Based on CIBER supported research on literacy, poverty, and marketplace, this initiative seeks to develop and disseminate knowledge on subsistence marketplaces, a topic that has been mostly ignored by 20th century marketing and management research and practice. By studying the markets in the fall semester, traveling to India to interview potential new users in January, and designing products in the spring semester, students are better able to understand the consumer behavior of low-literate/low-income buyers. The students, who come from engineering, business, and industrial design, are then able to develop suitable products for this neglected global market. This course is one of the first bold steps in engineering and business education circles towards generation of high quality collaborative research and simultaneous business acumen on developing innovative products and efficient marketing strategies to the bottom of the pyramid. CIBER supports the international business immersion program to India allowing students the opportunity to conduct face-to-face interviews with both rural and urban poor for market research. Kraft, Motorola, and Unilever are the corporate partners for the program

