CULTIVATING INTERNATIONAL-MINDEDNESS

5 Key Ideas

"What you think is American isn't always so—Hondas are built in Alabama, and Chevys in Canada," said DeLayne Havlovic, career education specialist for Omaha Public Schools (Omaha, Nebraska), during a presentation on adding cultural components to the business education curriculum that he delivered at the 2011 National Business Education Association (NBEA) Convention. "True global perspectives go deeper than you think."

But what does it mean to have a truly global perspective? And how can business educators encourage that perspective in their students so that they will be able to succeed in an increasingly global economy?

A number of NBEA members have wrestled with this question and offer five key ideas that they have found effective.

Creating Global Citizens

Helping students learn to work in a global environment is not a new idea. But the rapid pace of globalization makes it a newly relevant idea, which is why Kelly Means, chair of the business marketing information and industrial technology department at Omaha Central High School (Omaha, Nebraska), wants to be sure her department is represented as the school pursues authorization as an International Baccalaureate (IB) World School.

"The program reflects our school mission of developing students to be global citizens," Means said.

As department chair, Means also recognizes that bringing in the IB program raises business education's profile. It positions the department as a leader in bringing a sense of international-mindedness to the school and community.

Positioning Students for the 21st Century

Founded in 1968, the nonprofit International Baccalaureate Organization works with 3,317 schools in 141 countries, offering three programs (primary...
watching television and by [researching] on the Internet." For instance, ABC produced a segment on China in spring 2011, and its series "Made in America" educates consumers about which products are and are not made in the USA. "It can be eye-opening for students," he said. "No one product is dependent upon one nation anymore."

The sobering corollary: The American way of knowing and doing are not the only ways of knowing or doing. "We need to expand [our students'] world," said Lana Carnes, professor and chair of the management, marketing, and international business department at Eastern Kentucky University. "Our exchange students know so much more about us and world happenings [that] our own students just don't know."

Carnes wants students to know basic information about other cultures—"We can [have them] read The Wall Street Journal and even local papers," she said—and cultural concepts such as attitudes toward technology, biases about time and values, and how decisions are made in other countries. "It's got to be a process of continuous learning about other cultures and valuing other cultures enough to understand them." This understanding should include cultural pluralism, added colleague Faridah Awang, associate professor, corporate communications and technology; the ability to exist within and adapt to other cultures without judgment and without losing one's own cultural identity.

Ironically, Carnes said, sometimes the most subtle things are the ones that make the most impact. Her nephew is a case in point. "He's an expat who's worked with two oil companies," she said. "I asked him what were the most important things helping him succeed in doing global assignments."

His answer? "Taking courses with international professors where he had to listen to the dialect and appreciate different patterns of speaking," Carnes said. "Learning what's important to put in written and oral presentations—and being able to be flexible."

2 Rethink how you approach overseas travel
A great way to raise students' global awareness and help develop a sense of cultural understanding is, of course, to take them overseas. Peter Cardon, associate professor of clinical management communication at the University of Southern California's Marshall School of Business (Los Angeles) has been doing this for the past 15 years and has taken more than 300 students out of the country on travel-abroad trips. But recently, he's changed his thinking on how he approaches it.

"In the beginning I really took the book approach," he said. He started with the abstract, talking to students about culture and etiquette, then engaging them in typical pre-departure training to prepare them for what they would encounter in-country. Over time, Cardon began to wonder about the value of his approach. "Starting with the book is easy and doesn't push them to experiment or try something new," he said. "It doesn't test how they're used to doing things."

He also thought that taking a book approach didn't serve students' developing a flexible view. "They really got boxed into thinking how they should experience another culture rather than actually experiencing it," he said.

Then one semester Cardon decided to schedule a trip to the Dominican Republic at the beginning rather than the end of the semester. It changed his think-
Economics, North Carolina A&T State University (Greensboro). This suite of skills includes fundamental skills (literacy, numeracy, technology); people skills; thinking skills; and personal skills and attributes (McEwen, 2010, p. 142, 148–149). Communication skills in particular are important, as McEwen learned first-hand as both an expat (she was born in Jamaica) and as one who had quickly adjusted to U.S. slang.

She'd returned to Jamaica for an extended visit. One day, after she'd been there three weeks, a person confronted her about her "rudeness." "Every morning I walk in here and say 'Good morning' [to you] and you don’t answer me," the woman said.

"I'd spent three weeks saying 'Hi' back," McEwen said. "But 'Hi' meant nothing special to her. I guess I had adjusted too well to the U.S. I thought I had been communicating with my own people but they thought I was totally inappropriate. Folks from a different background will misinterpret slang expressions."

In certain countries such as the Caribbean and Africa, McEwen added, employability skills will include personal attributes such as respect, courtesy, modesty, and obedience. "You don't routinely question your superiors," she said. "If you think you have a better idea, you offer it couched in a great deal of humility because it's not assumed you will be treated as an equal."

Mary Risner, associate director of outreach and business programs at the Center for Latin American Studies (University of Florida, Gainesville), said colleges of business and business leaders are encouraging those seeking international careers to supplement their technical skills with a background in the humanities. Quoting Leonard Schlesinger, president of Babson College, Risner noted that concrete business skills tend to expire in five years. "History and philosophy provide reasoning skills [that don't go out of date]," Risner said. She also found that the report "Future Work Skills 2020" by The Apollo Research Institute on Twitter projected the following skills as those that would be most valued in the future workplace:

- Intercultural competence
- Virtual teaming
- Media literacy
- Innovative thinking

Language fluency can be a differentiator for landing an international job, Risner noted. In hiring, she said, even knowing just a few words and a smattering of cross-cultural understanding creates a halo effect, making a candidate more attractive to an employer than someone without these attributes.

4 Integrate international content into every class

Like Carnes and Awang, Risner finds that U.S. students' knowledge of international affairs pales next to that of their counterparts in other countries—and that business textbooks do little to shore up that gap, as they minimize international content. She decided to compile a resource library (see next section) to help herself and other teachers regularly integrate international content into every business class.

One of Risner's recent projects involved creating short online modules that explore business concepts related to entering new international markets. "Incorporating online content and web searches is important because you get up-to-date resources," she said. "Instructors and students can tap into company websites or connect on Twitter and get professionals to respond and maybe even talk to the class." These modules focused on China and were designed for postsecondary students. She's working on similar modules for Brazil and hopes to collaborate with other educators on creating materials for a K–12 audience. Acquiring specific world regional market knowledge and cultural knowledge will help educators feel more comfortable working with students on these topics, Risner advised. Students might then be connected with businesses to draft team projects for international firms or for local ones attempting to expand internationally.

Kimberly Fields, former IB business and IT instructor at George Marshall High School ( Falls Church, Virginia) and now technology support specialist for Fairfax County Public Schools (Northern Virginia), has her students perform research projects that also get at Havlovic's observation that what you think is American isn't always so. Her angle is outsourcing. "For example, to build an iPad, Apple might outsource parts production to Taiwan or to China—so how does a company work with foreign governments to conduct business in that country?" she said. "I like to focus on various industries to broaden students' horizons. For example, we might investigate the medical industry and the manufacture of the HAL (Hybrid Assistive Limb) suit from Cyberdine and how technology and artificial intelligence are integrated into that product." Her students might also look at competition between companies in other countries and conduct SWOT (politics, social, economic, and technological) analyses.

"They love it because they're learning something new that they have not seen before," she said. It also prepares students for holding more informed conversations during activities such as job shadowing at companies like AT&T and at various government agencies.

Awang favors incorporating case studies into assignments, games, and even discussions of critical current events. "Let students evaluate what happened and why, with an emphasis on understanding the culture of the company," she said. "Students also need to know there are differences between the national culture and the organizational culture—the national is shared values and the organizational is shared practices."

Awang also uses movies and role playing to integrate international content into her classes. She'll show students a specific segment of a movie, asking them to analyze what happened and why a character reacted a certain way. "Pick material that deals with emotionally charged issues or a specific culture," she advised. "You want to have them analyze the meaning of each interaction of language, each conversation." Teachers could also create rubrics of specific ideas they want students to learn or give students transcripts of events and have students identify the expressed values in that culture.
5 Key Ideas continued from page 5

Debates and discussions can be used in many different business classes, Carnes added. Communication or general business classes, for example, could include debates about immigration issues, the workers' strike in France, the building of a mosque at Ground Zero in New York City, or whether the "Star-Spangled Banner" should be sung in Spanish as well as English. Marketing classes could correspond (through organizations like the Magellan Consortium) with partner institutions in other countries and discuss the value of social media campaigns. Business law classes could explore ethical issues such as corporate social responsibility or the impact of counterfeit products on a global economy. All classes might incorporate book reviews that discuss culture, such as reviews of books like *The Kite Runner*.

Accounting or computation classes could explore currency conversions, and extracurricular organizations like FBLA are a great setting for sponsoring international fairs or etiquette luncheons. The latter could be coordinated with culinary arts and hospitality management programs, Fields said, and students could learn about cultural conventions for conducting business negotiations, sharing meals, the use of eating utensils, and which kinds of conversations are appropriate for dining situations in other countries.

5 Develop a resource library

Consider compiling a resource library to make it easier to incorporate international content into your business education classes. The resource library can include people, organizations, and up-to-date information sources such as those found on the Web and in digital media formats.

Risner, for example, created an online community of practice (http://globalworkplaceskills.ning.com) to connect teachers who wanted to integrate international content into business courses and who wanted to share resources and develop materials. "I update as I have time from things I come across on Twitter and that I create with other teachers," she said. The network currently has 93 members based in the United States, Canada, India, and Australia.

Fields is active in Risner's online community of practice and has worked with Risner to develop workshops and

---

Not Well-Traveled Internationally?

Does that mean you can't—or shouldn't—try teaching about international business or culture?

Though there's no substitute for content knowledge, "lack of travel experience is not an obstacle to acquiring intercultural competence," said Peter Cardon. That might sound surprising, coming from a man who's visited 40 countries for work and research and lived in China for three years. But not after you learn that Cardon grew up in Logan, Utah, next to family student housing for Utah State University. "Probably 30 percent of the families in the housing units were international," he said. "My most compelling intercultural lessons have occurred [while I was] living here in the U.S. It's a matter of going out and finding people in the community who are willing to come into classrooms to interact with students. There are people in every community who love to talk about their culture."

Many schools also have students who have immigrated from another culture, noted Beryl McEwen, who herself hails from Jamaica. "You can learn a lot from international students, whether they speak English or not," she said. One of her colleagues, for example, developed a project that required students to team with international students from the local community college. Together they hosted a festival with international cuisine and videos of other countries and invited the business school to visit and "have a taste." Like Cardon, McEwen believes communities have lots to offer in terms of international business travelers or former Peace Corps volunteers "who will have exceptional stories they could tell to students as guest speakers."

Another way to become knowledgeable about other cultures and cultures is to read international newspapers. "It's really easy at any level," Cardon said. "You can find major [world] newspapers written in English, which gives you insight into the kind of information that people in that culture get." Searching on "online world newspapers," for example, brought up ReDesk.com, which lists links to U.S. and world newspapers and to major news media outlets. Searching on "online world newspapers English" yielded a site that not only listed English versions of international newspapers but also rated them for reliable reporting (http://www.indiandot.net/dave/news.html).

Teachers could also consider getting involved with professional organizations like the Association for Business Communication (http://www.businesscommunication.com), suggested Farhad Awang. "We have many collaborations with professors around the world who have taught abroad and give presentations to share their experience," he said. "You could also contact tourism departments." When she did consulting work with a Pacific Rim country, for example, Awang contacted the tourism office of the country, saying, "I have a proposal to learn about your culture and I would like you to know my culture—where do I start?" Classes could take advantage of how easy social networking has made it for people to connect across cultural borders, Awang added, by becoming "pen pals" (http://www.epals.com) with students in other countries. Students in these partnerships have used e-mail, social media, and Skype to connect.

And don't discount the idea of ever being able to afford traveling abroad—there are more travel opportunities available than people realize, said Lana Carnes, opportunities that provide funding. For example, Eastern Kentucky University, where Carnes chairs the department of management, marketing, and international business, joined the Magellan Exchange (http://magellanexchange.org), which offers student and faculty study abroad exchanges. "They are looking for people to go abroad with students and teach classes," said Carnes, whose colleague will teach a two-week session abroad this summer, her flight paid by the university. "Institutions in Germany and Finland want people so badly that they're paying the housing costs. There's no reason teachers who want travel experience can't have it."
presentations on preparing students for a global workplace. Fields, who admits being “not particularly well traveled internationally,” frequently reaches out to companies whose business is international to provide the students with insight and hands-on experience. “Our guest speakers love being able to come into your classroom to talk about what they do and how they do it,” she said. “For example, conducting business in Japan is very different from conducting business in Angola. The Chamber of Commerce is a great place to start meeting various business professionals.”


Business educators might consider adding international and cultural exchange networks to their resource library (see sidebar, “Resources”). In addition to providing content on other countries, these networks offer funding opportunities for international travel and study.

Cited


Risner, M. (2011, December 13). Personal e-mail communication.


Global Citizens continued from page 1

years, middle years, and diploma) to more than 885,000 students ages 3 to 19 years. Encouraging international-mindedness is its core mission and philosophy, which states that “students must first develop an understanding of their own cultural and national identity... [then] learn a second language and the skills to live and work with others internationally.”

The program ideals fit her teaching style, Means explained. IB is known for fostering a positive attitude to learning by encouraging students to ask challenging questions, to reflect critically, to develop research skills, and to learn how to learn.

“I want students to be thinkers, to see problems and find solutions, [to find out] what I can learn from you and what you can learn from me,” Means said. Her school district wants that, too. It is supporting the high school’s candidacy for the Diploma Program and has applied for candidacy at the middle years level, which would include programs in grades 6 through 10.

Applying for Candidacy and Authorization

All three IB program levels emphasize academics, critical thinking, and community service. (IB encourages community service because of its belief that there is more to learning than academic studies alone.) Candidates

- study the IB’s recommendations for curricula and pedagogy (a mix of “the best from many countries rather than the exported national system of any one,” according to the IB Web site);
- work on developing a system of age-appropriate student assessment;
- attend mandatory professional development sessions for teachers; and
- submit to a “gatekeeping” protocol of school authorization and evaluation.

The three-year gatekeeping process is rigorous:

- Educators attend workshops on the programs and processes.
- The school requests approval for candidacy.
- The school undergoes site visits and requests authorization.
- School staff complete a prescribed course of professional development related to the IB curriculum. (In conjunction with cross-walking the school’s courses with the IB curricu-

lum, Means said her team also had to create and submit paperwork to the school district to create new courses that would match newly instituted districtwide standards.)

- School staff correlate assessments with IB curriculum and objectives.

- School and staff agree to uphold the program rules, which are spelled out in a legal document that serves as a binding contract between the school and the IB organization.

Integrating Academics and Business

At press time, Omaha High School had just completed its formal review. If approved, the school will offer its first IB courses to juniors in the 2012–2013 school year.

“We should know in three to five months whether we’ve been approved,” Means said. “If we are, juniors and seniors will take courses in six academic areas: language and literature, individuals and societies (which will incorporate the humanities), language acquisition, mathematics and computer science, experimental sciences, and the arts,” she said.
"Depending on their schedule, students may also take business education courses."

The focus is interdisciplinary to ensure a breadth of experience. Three core requirements are included to challenge students to apply and interpret knowledge and understanding rather than just be passive recipients of instruction:

1. An extended essay (independent, in-depth research about a question in one of the subject areas they are studying).

2. A theory of knowledge course designed to encourage each student to reflect on how s/he knows what s/he knows and to understand heuristics in different disciplines.

3. A "creativity, action, service" requirement for active learning in the community.

Means will teach a course on "IT in a Global Society," a component of the "individuals and societies" curriculum, so that students encounter a different perspective on technology. "It's not about just looking at skills," she said, "but also at what are the social and ethical significances of any type of technology and related skills, as well as the applications of skills to specific areas. For example, we could get into privacy and globalization issues. Who are the stakeholders? How [does technology] affect the environment? How does it guide politics?"

The school hopes to initially enroll 35-40 students in the total program (with 8 to 10 of those students participating in Means' IT course) and eventually work up to a total of 100 students.

As part of the requirement for creative action service, Means explained, "Students will give voluntary support to the community [by coming] up with an idea or concept or personal achievement [bent on] changing the lives of other individuals. The goal is to create a project that ultimately makes a difference in how students view their world and their community... "an act of self-discovery," she added.

Means is not sure yet how the IB program will incorporate international travel. Omaha Central High School already offers five languages in addition to English and even though the school sponsors international trips during the summer, it's tough to stay within budget, economic, and safety constraints. But Means does anticipate connecting virtually with other schools that are teaching similar courses and making international connections using social media.

"It's so intriguing, seeing the different skills [highlighted in the IB curriculum] and how they match our own school's goals and philosophy," Means said. "It's all about [asking how] we can give these students experiences outside their own community."

**Learn More**

The IB Diploma Program. This Web page offers program highlights and includes a two-minute video of IB students talking about what they value about their IB experience. Retrieved from http://www.ibo.org/diploma

---

**Figure 1**

Founded in 1968, the International Baccalaureate Organization focuses on helping students develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly-globalizing world. Source: http://ibo.org/diploma/curriculum
Resource Library

General
Bureau of Educational and Cultural Affairs
http://exchanges.state.gov/grants/open2.html

Cross-Cultural and International Business Education
2010 NBEA Yearbook (available from http://nbea.org)

Cultural Grants
http://www.culturela.org/grants/index.html

Economics International
http://www.councilforeconded.org/ei

Epals Global Community
http://www.epals.com

International Association of Business Communicators
http://www.iabc.com

International Baccalaureate Program
http://www.ibo.org

International Resource Journal
http://www.internationalresourcejournal.com

Lesson Planet: International Business
http://www.lessonplanet.com/lesson-plans/international-business

Lesson Plans about International Trade (Nebraska)
http://ecedweb.unomaha.edu/lessons/lessons.cfm

Made in America
http://abcnews.go.com/WN/MadeinAmerica

Model United Nations
http://www.unausa.org/modelun

Where in the World
http://future.state.gov/where/index.htm

Why Diplomacy Matters
http://future.state.gov/why/index.htm

Winning the War for Talent in Emerging Markets
http://www.sylviaanhewlett.com/site

Intercultural Competence
Definitions of culture as described by intercultural specialists
http://www.carla.umn.edu/culture/definitions.html

Hofstede's Cultural Dimensions

How Intercultural Competence Drives Success in Global Virtual Teams

Language, Business, and the “Halo Effect”
http://www.youtube.com/watch?v=y2uQYHbqGhM

Trompenaars and Hampden-Turner—Seven Dimensions of Culture

International and Exchange Networks
International Exchange Organization

Council for the International Exchange of Scholars
http://www.cies.org

Magellan Exchange
http://www.magellanechange.org

Network of Business Language Educators
http://nbie.org/business-education

The Bureau of Educational and Cultural Affairs
http://exchanges.state.gov/grants/open2.html

World Newspapers
http://www.rendez.com/paper.html
http://www.inktrop.net/dave/news.html
CULTIVATING INTERNATIONAL-MINDEDNESS

NBEA 2012 Annual Convention

The NBEA Annual Convention & Trade Show returns to Boston, Massachusetts, in 2012 for the first time in 20 years. The Boston Marriott Copley Place provides an outstanding venue for the NBEA 2012 Annual Convention from April 3-7. Centrally located in the historic Back Bay district of Boston, the Boston Marriott Copley Place anchors the upscale Copley Place Mall, is connected to the Prudential Center Mall, and is in close proximity to some of the best attractions in Boston. This vibrant, thriving city is renowned for its cultural facilities, world-class educational institutions, champion sports franchises, as well as its place at the very forefront of American history. There are endless opportunities that await you.

The goal of the convention program is to provide sessions and experiences that will enhance the skills of business educators, promote networking opportunities, and challenge attendees to return to their classrooms ready to empower the next generation of business professionals. The program will feature more than 70 educational sessions that meet the varied and common goals of business educators, 26 technology workshops to expand specific skills and introduce new technology, and three general sessions where prominent speakers will be featured.

Concurrent sessions will address the following topics: Problem-Based Learning, Entrepreneurship, Grant Writing, Service Learning, Sports Marketing Careers, Web 2.0 Applications, Cloud Computing, iPads in the Classroom, Computer Security, Online Collaboration, Learning from Each Other Using a “Brag and Drag” Protocol, Active Learning, Spectrum Disorders, Literacy Strategies for the Business Classroom, Digital Citizenship, Technology Trends, Writing Skills, Accounting, Assessment in Computer Application Courses, Interaction in Online Courses, Economic Impact of Sports on Boston, Are You Replaceable? Make Yourself Uncuttable, Challenges for American Business and American Workers in a Globalized Economy, Community Colleges: A Vital Link in Education, Generational Learning Styles, Workplace Readiness Skills, Interdisciplinary Teaching, Achieving Collaboration through Technology, Critical Thinking, and many more. Repeat concurrent sessions will be held on Friday afternoon. In addition, a Featured Speaker session will also be offered on Friday afternoon.

Convention Fees

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Member</td>
<td>$305</td>
</tr>
<tr>
<td>Student Member</td>
<td>$225</td>
</tr>
<tr>
<td>Retired Member</td>
<td>$255</td>
</tr>
<tr>
<td>Nonmember</td>
<td>$465</td>
</tr>
<tr>
<td>Spouse</td>
<td>$100</td>
</tr>
</tbody>
</table>

**NBEA National Business Education Association**
1914 Association Drive
Reston, VA 20191-1596