

International Business Network

Brainstorming Sessions

Wednesday, August 31, 2005

Attendees included representatives from business, universities, government, and K-12 and non-for-profit international business agencies.

The following information is a compilation of comments and notes drawn from each of the four sessions.

Next we attempt to suggest strategic goals and objectives as projected from those comments. A logical subsequent step will be to draft courses of action for the short-term (Spring 2006) and the long-term (2-5 years).

Please remember, your continual input concerning changes and/or alternatives is needed for this collaborative effort to be meaningful, on-going, and successful.

- Session I** Small & Medium-Sized Business International Needs
- Session II** Faculty Development Needs & Opportunities (International Business)
- Session III** International/Study Abroad Opportunities
- Session IV** K-12 International Business Preparedness
- Conclusion** Conference Conclusions

Please contact intlbusiness@emporia.edu with any questions.

Session I - Business International Needs

Session I

Small & Medium-Sized Business International Needs
7:30 a.m. – 9:30 a.m. Roe Cross Room - Cremer Hall
(Continental Breakfast will be provided.)

Welcome: Robert Hite, Dean, School of Business

Session Members

Organization

Bill Barnes (Facilitator)	ESU – School of Business – Business Admin. & Educ. Dept.
Lisa Brumbaugh	Small Business Development Center
Dale Davis	Sauder Custom Fabrication
Raffaele DeVito	ESU – School of Business – Business Admin. & Educ. Dept.
Susan Dollar	ESU – Career Services
Robert Grover	ESU – Academic Affairs
Don Hill	Representative – 60 th District – Kansas House of Representatives
Jim Hill	Vektek Inc.
Kent Heermann	Regional Development Association
Jason McClelland	ABZ Corporation
Karyn Page	World Trade Center
Kim Pember	Glendo Corporation
Julia Persinger	ESU – Research & Grants
Carol Rose	CIBER – KU
Kenneth Schallenkamp	Small Business Development Center
John Schwenn	ESU – Academic Affairs
Dru Sellers	China Leads, LLC
John Watson	Kansas Department of Commerce
Tom Webb	Complex/Concept W

Mike Williams

Hopkins Manufacturing

Jeff Willis

China Leads, LLC

Compilation of Notes from this session:

Where are you today? What are your company's needs?

- Younger companies struggle when entering new cultures and providing language support. Companies need knowledge to be able to enter new markets:
- Who do they network with?
- They don't know how to tailor products to meet the distinct needs of a market.
- They require a country or region needs assessment.
- They would also like to collaborate with other companies to export, to “fill a container” for shipping.
- There is a “mountain of barriers” in the paper work involved in exporting.
- Needed is a “best practices” approach in addition to knowing the rules.
- Cultural differences include obstructionist activities—roadblocks to keep us from the market. Many European countries provide obstacles. International standards are part of the barrier. There's now a European code which adds 20% to the cost of a product. Perhaps the academic community can identify these barriers.
- China has a special set of problems. They also provide a maze of obstacles. One company found that routing thru Hong Kong was the best solution. Freight costs “are killing us.” Logistics is a huge problem. Combining containers would be wonderful, but coordinating would be difficult.
- In many instances businesses find a difference in appreciation for laws. There's more flexibility in some countries, and you need to find out what the rules really are. People must be prepared in our education system to know that those differences exist.
- Much competition with American business in Europe is coming from Asia , whose marketers seem to be well organized.
- The paperwork associated with exporting requires knowing the different rules of each country. It's difficult to find on the Internet where a person can gain this knowledge. A booklet or a

seminar would help. Needed are procedures to follow. Where in the state of Kansas can you find the answer? Need links to various agencies and information sources.

- What constitutes “country of origin”? What constitutes saying “made in the USA ”? Where do we go to find out? Will the Kansas Dept. of Commerce and “feds” provide the information?
- “Go and see” is a good way to gain knowledge. To be successful in Asia and India , you must have a trusted person in the country. The difficulty is finding the right person who is honest and can represent your company. Would like to see universities take a more cohesive approach to exploit the knowledge base of students to help identify people in their native countries. Provide some access to these students. Businesses would like more exposure to international students; it's all about relationships. Relationships are crucial to small businesses in Kansas . The Association of Manufacturing Technology (AMT) provides some of the needs of countries entering new markets overseas.
- Having a representative in another country is key to understanding the culture, knowing the people.
- One of the major issues in Europe is they use safety requirements to cull out companies who don't want to go through that process and to eliminate some of the competition. We need to keep current in regulations around the world. Another need is to do a better job on agency web sites to help with international trade.
- Portions of the problems are political in nature, and we get beat at the Congressional level. We let anything flow into this country but little can go out. People in DC must be able to understand.
- There's confusion about how many engineers come out of China —a million a year. They are multilingual. It would be beneficial to look at what educational products we need to be competitive internationally. The president of Toyota America is from Kansas and might be helpful in coming back to boost the network.
- The Kansas World Trade Center works with Congress and takes information back to the Congressional delegation from Kansas . We need to feed anecdotal information to the Congressional delegation. The first thing we can do together is to be aware of the problems, then communicate them to Congressional members and/or to the Kansas World Trade Center . KWTC is developing a web-based program to address some of the issues raised. This KWTC service should be available by end of the first quarter next year.
- The School of Business at ESU is setting up a web site for East Central Kansas organizations and agencies to connect through web sites.

What are your company's needs for the future?

- Why can't we be a “dot connector” in China ? Let's look at expanding the China connection. We need to have our ESU representatives in country to work with businesses in that country. These representatives may include students and faculty.

- Kansas businesses could have relationships overseas through ESU exchanges.
- Where do we want to be in 5 years? We need an Asian studies program that permeates the state. We need to tap into the strengths that exist. How do we reach out to create this?
- Information must be current. Things change too fast. It's an eternal pursuit—a long term commitment.
- For K-12, there's a big push to understand other cultures. There should be more appreciation for the arts in other countries. It's harder for some of the smaller areas of Kansas to see the larger picture of world cultures. Few college students take advantage of international exchange programs.
- How do we get the 3rd, 4th, and 5th graders to think international? How do we get high school students to have an interest in study abroad and international issues? We need to get a pool of students coming through the educational system who are searching for more international information and opportunities.
- Many companies are and will be looking for people fluent in English and another language.
- Teachers are constrained to teach to standards, and standards don't emphasize international enough.
- Kansas as a whole seems to lack vision for where we want to go. We need tax dollars dedicated to preparing for the future. Our attitude about ourselves doesn't excite kids to come back to the state.
- KU, like most major universities, can't get U.S. Citizens to go into doctoral programs; they fill the programs with foreign students. There's a problem motivating American students. Maybe we need to require a second language in high schools.
- We don't understand and appreciate the growing Hispanic community in our state—the future generation of our state. We have trouble understanding other cultures. We are international in our own makeup. The indifference is with the natives here.
- The KS Dept. of Commerce has conducted market surveys in other countries. These survey's have been helpful to companies. We need additional help in finding distributors—in other countries.
- These themes are common among small businesses. The state's future is tied to the international marketplace. There are many companies that could take advantage. Small businesses are immersed in the daily operations of their companies and can't think about international opportunities. Some of the major challenges are in leadership and attitudes within the companies. We may supply research, but companies don't act on it. The challenge is to define a vision and bring focus to priorities. Much information is flowing out of various agencies. We

need to tap into knowledge at universities to take advantage of the talent available. It's very complicated, however, collaboration can make it happen.

- One of our state legislators serves on Economic Development Committee and has been reassured that this committee has resources that show an increasing capacity to address issues we are concerned about. That group is meeting with Regents' Staff, one of whom has a joint appointment with Dept. of Commerce. They are engaged in visioning and “connecting the dots.” Resources available and needed are advocated at the state level.
- We must provide success stories to K-12 students to encourage them to travel internationally.

Education

- The cost of living in Kansas is reasonable. We may not have figured out education yet, but we have world class manufacturing which is efficient and capable. Why are we tolerant of the quality of students turned out today?
- To develop the World Trade Center web site for K-12, the WTC looked at constraints of the teacher in the classroom and discovered the daily constraints on a teacher are huge--paperwork. Those constraints on factory managers would cause failure in the factory. No Child Left Behind is overwhelming teachers. If they don't meet standards, they lose their funding. We need to be clear on what we want teachers to produce more of. Teachers view business as “over there.” There's a huge chasm in between business and the schools.
- ESU has a premiere teachers' college. ESU faculty and representatives from businesses want to go to the high school students and present anecdotes to jump start the system and work with K-12 teachers.
- If any of us in business get a bad batch of product, we would drop or return it. People in education have to accept all children, and it's a challenge.
- The Dept. of Modern Languages asks why ESU students aren't required to take a modern language. The School of Business has discussed the language requirement for years. Students and some faculty do not agree with a language requirement.
- Many employers who call Career Services ask for a person with a foreign language.
- Many ESU faculty deny the need for a foreign language. Why don't we require at least 2 years' exposure to another language, which exposes students to another culture?
- Universities tend to focus on European languages, but what is needed is Chinese, Japanese, and Farsi.
- One reason we don't have a language requirement is that faculty and students resist. It's hard to convince faculty to give up a required area of study in their department and substitute a foreign language. What should an educated person have? There are constraints. ESU isn't a liberal arts

college. In our review of general education, it's hard to say if we'll require a language in general education, but departments may choose to require a second language. We can get our students to go overseas for short periods of time. We have students who haven't gone to Kansas City . We have a goal to increase the number of opportunities and number of students going abroad. We have exchange agreements with several countries. Our embassy doesn't encourage international students to enroll here.

- ESU might ask business people to attend a forum on general education to talk about needs.
- Chinese students learn English in elementary school. Do we want U.S. citizens going to China with a rudimentary knowledge of a language?
- Needed is more than language—it's knowing the culture and politics of a country. You can learn a great deal in a short period of time when immersed in a country and you need to eat and survive.
- In addition to internationally qualified college graduates, there's a huge shortage of welders. There's not enough trade schools producing quality skilled laborers.

Session II - Faculty Development Needs & Opportunities (International Business)

Session II Faculty Development Needs & Opportunities (International Business)
10:00 a.m. – 11:30 a.m. Roe Cross Room - Cremer Hall

Session Members

Kevin Coulson
Raffaele DeVito
Alexis Downs
Robert Grover
Robert Hite
Elizabeth Locey
Karyn Page
Carol Rose
John Schwenn
William Smith
James Stephens
(Facilitator)

Organization

ESU – School of Business – Business Admin. & Educ. Dept.
ESU – School of Business – Business Admin. & Educ. Dept.
ESU – School of Business – Acct. & Info. Systems Dept.
ESU – Academic Affairs
ESU – School of Business – Office of the Dean
ESU – Liberal Arts & Sciences – Modern Languages &
Literatures
World Trade Center
CIBER - KU
ESU – Academic Affairs
ESU – School of Business – Business Admin. & Educ. Dept.
ESU – School of Business – Business Admin. & Educ. Dept.

Compilation of Notes from this session:

What do we need in faculty development to work with ESU students and companies?

- ESU has a wide variety of study abroad programs. However, a small percentage of our students take advantage of opportunities to study abroad.
- Review of the first session:
- ESU should review general education program to require a foreign language.
- Kansas students don't understand the need to go overseas and can't afford to.
- They also don't see the attractiveness of staying in Kansas .
- How do we encourage K-12 students to realize that we have quality international business operating out of this region? There's not a student or citizen awareness of international commerce at the local, state, or national level.
- American businesses run into difficulties exporting, while there are few barriers for importers.
- Information changes rapidly and universities can't provide that information. Companies want information which is current.

- Networking is a way to address the need for current information.
- The disconnect is not teaching facts but teaching how to access information.
- Businesses want to hire people with a second language.

What excites you about the above?

- Requirement of a second language is seen as important by ESU Career Services and by instructors, especially Spanish and Chinese. It's being heard now more than before.
- A substantial customer base is in Spanish-speaking countries, and business leaders want employees who can talk by phone with their customer base.
- Kansas is a great place; we should appreciate our state more and build on our strengths.
- Business representatives are willing to participate with us—there is a commitment to change.

Problems:

- State regulations make it difficult to make changes.
- Governmental attitudes result in hurdles getting visas and providing opportunities to change.
- It will be difficult to change general education to meet the changing needs in our society.
- The federal government constructs barriers.
- The K-12 education system provides limited opportunities for elementary students to learn a language. And No Child Left Behind requires so much paperwork.

Implications for Faculty Development

- Through staff and faculty development, we must get people to other countries to understand cultural concerns. Faculty development begins with this.
- International travel starts with overcoming apprehension of the unknown. We need to discover ways to encourage faculty to travel to other countries.
- Get more bilingual faculty and don't hide the fact.
- Faculty need to model their bilingual abilities and enthusiasm for learning other cultures so that students become more aware of the importance of these skills and strengths.
- Students and business people need to know of the opportunities for international exchange.

- Bring people into the classroom who have international experience. We need a network of enthusiasts to tap into.
- Faculty often don't see the connection between international experience, their teaching, and research. Faculty must recognize this is a worthwhile activity.
- Short trips are a possible way of introducing international travel to faculty and students; it's not as imposing to those who have not traveled before.
- To learn how people think and to learn more about a culture, a longer stay in a country is needed.
- Faculty should take advantage of international students and the diversity that we have on campus by involving international students and their experiences in classroom discussions.
- International business ethics workshops are available at Centers for International Business and Education Research (CIBERs) around the country, but they're costly in time and money.

What can we do to engage international students?

- International students are very excited about such concepts as entrepreneurship and agri-tourism in Kansas . Faculty should just ask international students to participate in discussions.
- We have faculty who are good at sharing their international experience; could we have in-service faculty development sessions so that faculty could share their experiences with others?
- CIBER at KU interacts a great deal with the Office of International Education. There are team taught-cultural courses for business, and people are brought in to lecture.
- Students from a country can be partners in discovering culture and logistics for distribution.
- In some cultures, students are not called upon in class to speak. International students are willing to share their cultures in a class, although some students may not feel comfortable.
- We need to integrate the international students with the rest of the campus.
- WSU had an international student business organization which connected international students, American students, the business community, and faculty. This organization was also successful at KU. It's success was attributed to support of faculty, the dean, and the university president. The organization coordinated presentations by international students. It wasn't restricted to the business school. Faculty should endorse that kind of activity and structure.
- It would be helpful to have a directory of international students listing home country and whether they're interested in speaking about their home country.

- There might be grants available across the university to foster international activities and encourage cross cultural activities.
- Having a grant will help, and some of the proposed grant money should be allocated to faculty development. CIBER at KU has funded about half the faculty to conduct research and engage in other international activities.

How can we legitimize international conferences?

- Having faculty travel is a start; it may lead to research or other projects.
- Faculty who conduct research internationally network to share their knowledge and experience.
- A faculty development activity might be an exchange to bring other faculty here to the School of Business .
- Needed is financial assistance to send ESU faculty to other countries to lecture. Money is needed to support faculty exchange. Chinese faculty who will come here will have a difficult time surviving on their salaries from China . There's a difference in standard of living.
- The School of Business should take advantage of faculty from other departments to meet with business faculty as a part of staff development.
- We can invite faculty from other countries and have them stay in private home to reduce costs.
- Getting faculty to make the leap to travel abroad is a challenge. How can we legitimize through AACSB conferences and workshops related to international business? It is legitimate, and the dean and department chair must reinforce the value of this activity. These are conferences often attended by business practitioners.
- ESU has a merit system which sets goals and faculty can get salary increases because of this activity. We must set objectives at the departmental and individual level. Meeting these objectives might result in a publishable paper, and there should be a presentation which can serve as a faculty development workshop.
- Attending international business workshops would help meet the AACSB standard of “currency in one's field.”
- These activities involve money. Involving business people in a discussion with faculty would be an inexpensive faculty development activity. If a goal is to enhance faculty expertise, there is faculty and staff development money available in the university.
- Sabbaticals are another way to help the university provide faculty development experiences internationally. Exchanges can be effective to replace an ESU faculty member on sabbatical.

- The business community would like more interaction with students and faculty from other countries; maybe we could involve the business community to host travelers.

Priorities for faculty development

- We need a clearinghouse to raise faculty awareness of those things going on now that could be a faculty development activity; this is a short term activity.
- Make better utilization of international students and faculty with international experience; there's no cost.
- Encourage faculty to travel and students to engage in exchange programs. Faculty should have travel in their professional development plans. It might help to overcome anxiety. This can be the first component.
- Encourage faculty to learn foreign languages through classes, tapes, or books.
- Explore the faculty support portion of the student organization (ISEC).
- When going to conferences, talk to people from other countries. International members are few in number, and they're very willing to talk and may invite you to visit.
- In the next year or two emphasize the international aspect. It may mean repackaging priorities.
- We should encourage a closer relationship between the School of Business and the Modern Languages Department.
- The Graduate Office provides up to \$600 each year to support faculty international travel.

Session III - International/Study Abroad Opportunities

Session III

International/Study Abroad Opportunities

Students - ESU & USD 253

11:45 a.m. – 1:15 p.m. Roe Cross Room - Cremer Hall

Session Members

Kelsey Berger
Myrna Cornett-DeVito
Raffaele DeVito
Robert Goltra
Robert Grover
James Harter
Elizabeth Locey
(Facilitator)
Dwight Moore
Karyn Page
William Remington
Carol Rose
Andrea Tan

Organization

Student Representative
ESU – Liberal Arts & Sciences – Communication
ESU – School of Business – Business Admin. & Educ. Dept.
ESU – Student Advising Center
ESU – Academic Affairs
ESU – International Education
ESU – Liberal Arts & Sciences – Modern Languages &
Literatures
ESU – Liberal Arts & Sciences – Biological Sciences
World Trade Center
ESU – School of Business – Acct. & Info. Systems Dept.
CIBER - KU
Student Representative

Compilation of notes from this session:

- The ESU Public Affairs and Marketing Office assembles a speakers' bureau and it could be expanded to provide information on international topics.
- Faculty are apprehensive to leave the country. There's also provincialism among faculty and students. Few students wish to travel abroad. How do we spread the word that travel abroad is worthwhile in terms of learning and financially?
- The Communication Dept. had distributed a survey which indicated that students are not aware of international travel, and when informed, were interested. The survey also asked why they would not participate, and they responded that cost is a major concern. Some respondents said that they don't want to slow down their graduation date. Subjects were basic communication students. A number were aware of international possibilities in a general sense, but they weren't interested in participating.
- Perhaps we're not doing a good job explaining the value of study abroad.
- Study abroad is more like an investment. College is a good time to have experiences which won't be available when a person has a permanent job.
- Study abroad can include transfer of credit from foreign institutions to ESU, and it need not slow students down in their academic programs.

- A large concern is the financial issue. Not all are aware of resources available. Travel abroad can be expensive. School years are the best times students will have in their lives, and they should travel.
- ESU has an MBA which is very attractive to many students in the Middle East . ESU has an agreement with Lebanon and Mr. Harter leaves in September for travel in the Middle East .
- We don't have a shortage of programs available for students. They are apprehensive about travel abroad but usually come back from an international experience enthusiastic about travel abroad. Cost is a major issue. How do we get a hundred students going abroad? Students often get 6 to 9 credit hours for study abroad. ESU Business students usually only earn 3 credit hours.
- Summer study abroad programs are scrutinized in terms of numbers; 5 students going on a trip is costly. We should have 8 or more going with each trip. There is a need for returning students to relate their experiences to other students. We must build in an opportunity for student to share their experiences with other students.
- We might require a written report and/or provide a seminar of students participating in study abroad programs. After 6 or 8 weeks of travel, a report in a required format would be helpful to build up enthusiasm.
- Selling a program is like selling a trade mission. Anecdotal information is the best way to reach an audience. Finances are not the issue if students value the chance to travel.
- We might send a student(s) as ambassadors to the country. It is a value to the university to have students participate.
- The challenge: Sell to the students and to the university. How valuable is this experience in comparison to other activities? Communicate value to the university people who control the purse strings. Identify benefits for the university.
- Students' families also can benefit from study abroad. Families can either support international experiences or not; are there materials that could be prepared for families?
- Video/slides of a travel abroad experience could be posted on a web site. The School of Business can assemble photographs, music and narrative to provide presentations which can be placed on a web site or used in classes. There's a business class that teaches how to produce videos.
- ESU should say when recruiting students that they will plan to take a trip abroad during their college experience.
- KU has a Global Awareness Program certificate to indicate that students have an international awareness.

- We must have a curriculum and advising services to encourage students, as well as goal-setting and scholarship assistance. We might provide funding which requires sharing the experience on campus.
- Some Kansas parents don't understand the value of travel abroad.
- Perhaps the corporate environment could provide support; take business people to the schools to provide support for the value of international travel.
- For study abroad administrative help, the Office of International Education is the coordinator.
- Students have sometimes submitted articles to the *Bulletin* and have set up displays at a study abroad fair.
- ESU might establish an international dinner to bring together students, parents, and business people to raise money for scholarships. Another advantage is to see the culture—clothes, dancing, singing from each country. A video could be produced from the program. Students along with the International Office could do this. Scholarships could be raised to support student study abroad as well as to support international students coming here. Actually, study abroad can be no more expensive than studying at ESU.

There are individuals in each academic unit who are supportive of international education and would support an allocation of resources for study abroad.

Conclusion - Tentative Goals and Objectives

Goals:

1. Develop closer collaborative ties between the international business community and education institutions (K-12 and ESU).

Objectives:

- a. Establish and utilize the International Business Network, East Central Kansas.
 - b. Conduct workshops/seminars/conferences where business practitioners, faculty, and students can share/learn regarding international business issues.
 - i. Example: Spring 2006 – China and the future of U.S. Businesses.
 - c. Survey East Central Kansas Businesses concerning their international need in terms of student preparedness.
2. Expand faculty development opportunities for both ESU and K-12 educators.

Objectives:

- a. Utilize ESU faculty annual planning format to require School of Business faculty to include an international professional development component.
 - b. Identify and post/publish/disseminate available international workshops and seminars as conducted by CIBERs nationally.
 - c. Identify and post/publish/disseminate information concerning international business practitioners workshops and conferences.
 - d. Identify and post/publish/disseminate information concerning opportunities in other countries.
3. Expand and promote international study abroad programs for ESU and USD students.

Objectives:

- a. Identify and post/publish/disseminate information concerning study abroad opportunities for ESU and USD students.
 - b. Increase overall student participation in study abroad programs by a minimum of 10% per year beginning the 2006-2007 academic year.
 - c. Expand the outreach to other K-12 systems in East Central Kansas.
 - d. Utilize the annual ESU Business Teacher's Conference as a forum for international business topics.

In the spirit of collaboration, your additional input regarding goals and objectives (short-term and long-term) is encouraged and desired.

Please contact intlbusiness@emporia.edu with any input, questions or comments.