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ABSTRACT

This technical assistance monograph on international trade education was designed to give college officials insights into programs and services offered by a number of postsecondary institutions; to identify problems experienced by program administrators; and to share the perspectives of leaders in international trade education. First, introductory articles by Dale Parnell, and by James R. Mahoney and Clyde Sakamoto underscore the importance of international trade for the nation's economic development. Then, the following brief articles are presented: (1) "Title VI B: Business and International Education Program," by Kenneth D. Whitehead; (2) "The Internationalization of the Business Curriculum," by Lee C. Nehrt; (3) "A National Consortium for International Trade Education," by Virgil H. Blanco; (4) "Small Business Resource Center: Providing the Means to Success," by Evelyn Fine; (5) "Chambers of Commerce and Colleges: Allies in International Trade Development," by Mark Van Fleet; (6) "Content and Focus of Intercultural Training for Doing Business Abroad," by John W. Gould; (7) "Cultural Awareness Training for the International Businessperson," by Sondra Sen; (8) "Foreign Language Needs of the Businessperson," by Edith Margolin; (9) "Identifying Need: Analysis of an International Business Survey," by Ronald W. Reinighaus; (10) "Assessing International Trade and Business Information," by Joseph E. McCann and Luis Gomez-Mejia; (11) "Research Activities Crucial to Successful International Trade Education," by C. P. Rao; (12) "Faculty Upgrading for International Business Teaching," by John A. Dier; (13) "Development, Implementation, and Evaluation of Internship Programs," by C. Parr Rosson III and Patricia W. Wannamaker; (14) "A Comprehensive International Business Education Program," by Santiago Wood; (15) "A Joint Venture of Business and Academe: International Trade Roundtables," by Virgil H. Blanco; (16) "Noncredit Programs in International Trade Education," by Evelyn Fine; and (17) "The AACJC International/Intercultural Consortium." (LAL)

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INTERNATIONAL TRADE EDUCATION: ISSUES AND PROGRAMS

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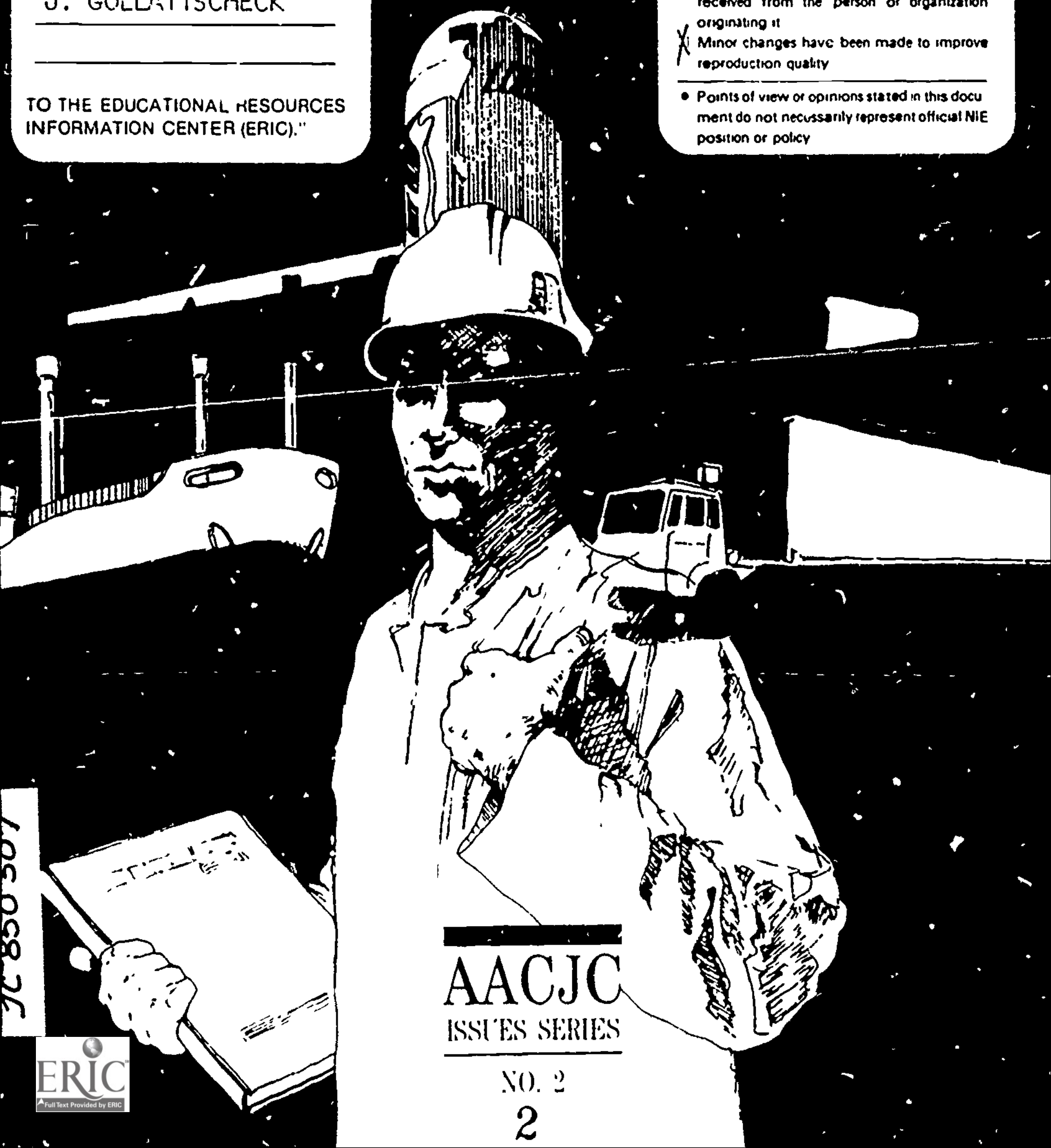

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International Trade Education:

Issues and Programs

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Preface

As contradictory as it may sound, international trade education fits neatly into the mission of locally focused community, technical, and junior colleges and complements one of the American Association of Community and Junior College's national projects.

International trade education is about jobs; it is about strong local economies; it is about economic and human resource development; and it is about an activity that our nation needs more than ever before. By this time the litany of facts that tie international trade to the strength of the American economy is familiar to most of us. The facts include that:

- 22 percent of the gross national product goes for international trade.
- 20 percent of our industrial production is for export.
- 1 in 6 production jobs in this country is dependent on exports.
- One-third of American corporate profits are from international activities.
- 40 percent of American farmland produces goods for export.
- Every billion dollars worth of exports creates 25,000 jobs for Americans, and, conversely, about five million Americans were unemployed last year because of the federal trade deficit.
- For the first time in history America has become a debtor nation.

More specifically, reports from several states underscore in graphic terms the importance of international trade for them. One million jobs in the California economy depend on foreign trade for a total of $10.5 billion in wages and salaries. Further, about $3.5 billion in taxes and $35 billion in business revenue is brought into the state by international trade. In South Carolina 15.5 percent of the gross state product is represented by manufactured exports, 54,000 jobs are directly dependent on exports, and about 580 companies are involved in international

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trade. North Carolina reports that as many as 50,000 of its residents are employed because of its export activities.

As indicated by the growing U.S. trade imbalance, there is much that this country needs to do to improve our trade record. For the past few years the volume and total worth of our exports have expanded—but the volume and total worth of our imports have far outstripped them.

Federal and state economic policy initiatives have been devised to help turn this negative situation around. There is an important role for higher education to perform as well. Our colleges need to be more aggressive in reaching out to local business and industry (particularly the small- and medium-sized firms) to lend a hand to them in a number of ways:

- To encourage those firms that are already trading abroad to expand and improve their work in this area;
- To invite firms that are not currently trading their goods or services overseas to consider the benefits of doing so;
- To provide education and training opportunities for a full range of people in an effort to upgrade current employees responsible for international business tasks and to prepare an adequate supply of skilled technicians for trade-connected positions; and
- To inform the community in general about the role international trade plays in their lives.

At the national level, representative higher education associations like AACJC need to communicate the importance of these issues and to help provide program models for adoption locally.

This monograph is one expression of this responsibility. It is another part of the series of AACJC activities that fall within its Keeping America Working (KAW) program. At its core, KAW is designed to place America's community, technical, and junior colleges in the center of economic and human resource development in this nation

Dale Parnell
President
American Association of Community and Junior Colleges

Introduction

International trade is not a national issue that is foremost in the average American's consciousness. Economists with special interests in trade, educators who teach international business, and the comparatively small number of firms in the U.S. who trade internationally form the nucleus of individuals and organizations who track international trade developments and issues.

Yet, international trade developments affect everyone because the relative success of U.S. trade efforts influences the number and variety of jobs available to American citizens, it affects the quality of life for many persons, and it reaches into the arena of national security.

The interrelationships among various economic indicators—a sluggish domestic economy, the cost of American products, the overvalued dollar, the foreign debt held by U.S. financial institutions, the weak economies of developing nations, the expanding U.S. trade deficit, the trade barriers erected by other countries, the highly competitive labor and manufacturing conditions abroad, the national debt—and our economic future become more apparent with each passing month. Concern for international trade and related issues will continue to grow as their impact on the domestic economy becomes more obvious. No quick or simple remedies for this complex challenge are evident.

Up to this point higher education has not recognized the important role it has to play in raising the issues, in informing the public, and in providing the education and training resources necessary to assist the nation in maintaining its premier position in world trade.

Our trade leadership position has eroded in the last few years. In 1984 the U.S. trade deficit reached a record $123.3 billion, nearly double the $69.4 billion of the previous year, a level that was also an historic high. The trend for the first six months of 1985 points to an end-of-the year record deficit of $133.9 billion.

The explanations for this high deficit level include the following:

a. A strong, overvalued U.S. dollar that make American products expensive abroad and foreign goods inexpensive by comparison.
b. Trade barriers and national subsidies in other countries that limit U.S. export activity in prime trade markets.
c. Debt problems in third world nations that prevent them from buying more American products.
d. The lethargy of European economic recovery from the world recession of the beginning of this decade, thus limiting its capacity to buy U.S. goods at a level that would reduce current trade imbalances.
e. Japan's slow pace to nationalize its yen.

In fact, the U.S. Department of Commerce reports that the U.S. had trade imbalances in 1984 with all of its major trading partners: a $36.8 billion deficit with Japan (29.8 percent of the entire U.S. trade deficit for the year); a $20.4 billion deficit with Canada (16.5 percent of the total); an $11.1 billion deficit with Taiwan (9.0 percent of total); an $8.7 billion deficit with West Germany (7.1 percent of total); a $6.3 billion deficit with Mexico (5.1 percent of total); a $4.0 billion deficit with Korea (3.2 percent of total); and a $13.7 billion with OPEC countries (11.1 percent of total).

Japan has taken much of the heat from American leaders as a primary source of the trade deficit. Its trade policies, national subsidies, and market restrictions helped produce an extraordinary trade imbalance last year. Its 29.8 percent portion of the total U.S. trade deficit was enough to make Congressmen and Senators sit up and take notice—as they did earlier this year when both houses of Congress moved toward enacting national legislation to create protectionist policies for American products and services.

Another measure of the slip the U.S. has experienced in world trade is revealed by the fact that since 1980 its portion of the total value of world trade fell from 13 percent in 1980 to 9 percent in 1984.

For the first time in 71 years, the U.S. anticipates returning to the status of a debtor nation in 1985. Compounding the international trade deficit, the U.S. current account (trade in goods, services, and investment earnings with the rest of the world) shows that the United States now owes foreigners more than they owe this country. This net debtor position will result in the flow of dividend and interest payments to foreigners exceeding those payments to the U.S. should this trend continue, some economists project that the U.S. will owe to other nations $100 billion annually in interest alone by 1989 and that our full debt to the rest of the world will be about $1 trillion in four years.

Economists also project that even if the recent decline in the dollar continues, it will not bring an immediate end to U.S. trade difficulties. Long-term deficiences in the American economy in such areas,as investment incentives, productivity, and research still need correcting.

Additionally, as a direct result of the Latin American economic and debt crisis that caused these countries to cut back their imports and to boost their exports, the United States is estimated to have lost 800,000 jobs over the last four years. Economic difficulties in other parts of the world have contributed also to the growing number of lost American jobs related to export activity. In short, the economic performance and policies of other countries impact U.S. trade and our entire domestic experience.

Most economists—including those advising the current administration—agree that two steps need to be taken to eliminate these problems. First, bring down the value of the dollar by reducing the federal deficit; and second, push American products abroad more aggressively.

The Commission on Industrial Competitiveness (a national commission appointed by the president with a charge to develop recommendations to reverse U.S. trade imbalances) reported, "A close look at U.S. performance during the past two decades reveals a declining ability to compete—a trend that if not reversed will lead to a lower standard of living and fewer opportunities for all Americans." The commission recommended:

- Reform the tax code to shift the burden toward consumption, raising incentives to save and invest.
- Encourage new technology through tax breaks for research and development and protect inventions and ideas from international raids.
- Loosen antitrust laws and other regulations that fail to recognize that many U.S. companies now compete in markets that are worldwide.
- Improve workers' skills, particularly in engineering, and change on-the-job rules that increase labor costs without raising output.
- Negotiate with U.S. trading partners to remove unfair competition, particularly subsidies and barriers to U.S. access to foreign markets.

One of the responses the federal government has made to reduce trade imbalances is to encourage U.S. firms that currently trade internationally

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to expand their operations and to make their efforts more successful. The government is also attempting to get more firms with the potential to trade abroad to enter foreign markets. On this point the government has indicated that more than 30,000 currently operating American businesses that are not selling overseas could market their products and services abroad with success. Many of these firms are small- and medium-sized companies.

There is a variety of reasons that explains why many companies with the potential to sell abroad are not doing so. These companies tend to be successful at home and see no reason why they should expand their fields of operation; they do not see the benefits attached to the risks involved in international trade; they are fearful to strike out in directions that other businesses like theirs have not taken; and they are not aware of the resources available to them to smooth the way for them to enter international markets. In short, many of the explanations for the large number of firms in the U.S. that do not trade internationally center around human resource development issues; that is, opportunities for education and training related to international trade participation and resource centers for information collection and distribution are either not available or are hidden under a bushel. American higher education institutions generally have not offered programs and services that would entice non-participating firms to enter international markets with confidence nor have they reached out energetically to invite these firms to take advantage of available education and training resources.

One of the solutions applied by the federal government to address these circumstances is the U.S. Department of Education's Business and International Education Program, first implemented in the fall of 1982. A description of this program is provided by Kenneth Whitehead, director of the international programs office at the U.S. Department of Education. The program's purposes are to stimulate colleges and universities across the country to provide businesses with opportunities to learn about the advantages of trading abroad, to teach techniques for doing so, to define requirements for trading overseas, to pinpoint pitfalls in working within other countries and cultures, and to identify resources available to them to solve technical and personnel limitations.

This monograph is a product of one of the first-year grants made through the program. Under subcontract with the National Consortium for International Trade Education, Middlesex County College, New

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Jersey, the international services office of the American Association of Community and Junior Colleges housed a communications/publications nexus for the college consortium. Part of AACJC's responsibility included the production of a technical assistance monograph on international trade education shaped to give college officials insights into programs and services offered by a number of leadership postsecondary institutions, to identify some of the central problems experienced by these program administrators, and to share the perspectives of these leaders in international trade education.

The monograph articles are brief intentionally. They are meant to highlight a limited number of significant points—the key ones in international trade education—and to identify some of the central resources, both in people and in institutions, available today.

Whitehead begins the series of articles with an outline of the U.S. Department of Education's Business and International Education Program. Nehrt provides historical insight into the inclusion of international elements in the requirements for business college accreditation and suggests that in the past such colleges have done little to eliminate the natural "parochialism" of these students. Blanco and Ballestero describe the resources available in a new national clearinghouse for international trade education at a community college, while Fine outlines the local and regional assistance provided to businesses by a two-year college small business resource center.

The benefits for colleges and universities who work with local chambers of commerce are detailed by Van Fleet, who suggests that in the area of international trade the interests of the two types of organizations are similar. Gould and Sen argue that cultural sensitivity is an essential part of any effective education and training program shaped to prepare businesspeople for successful trading abroad, with Gould stating that both "head knowledge and heart knowledge" are central dimensions of such programs and that a program that lacks either "is merely orientation." Margolin writes that foreign language instruction is essential in any program targeted on upgrading and preparing international businesspersons. She writes that native language facility aides in communication, creates a sense that the U.S. businessperson respects the individual and the culture of the target country, and encourages trust between the parties.

Reinighaus describes the results of an area survey conducted by the college to determine the needs and interests of local business in a proposed expanded international trade education program. The importance of current and accurate information on trade opportunities and the sources of such information are stressed by McCann and Gomez-Mejia, who believe that interactive computer database searches are most useful. Rao outlines the components of an effective research program for international trade education and underscores the importance of shaping the information uncovered by research in forms consistent with the learning styles and the practical needs of program students.

A unique professional development experience arranged for one faculty person is described by Dier. Rosson and Wannamaker lay out the dimensions of a comprehensive international internship program at a university that used as a base an expanded cooperative education effort. The university program emphasized technical and humanistic learning, theoretical and practical experiences, and established internships with a variety of firms in the area. Wood sketched the components of a comprehensive college program that included the introduction of a new certificate program in international business education, a sequence of non-credit workshops and seminars, a drop-in self-paced language lab, and internship opportunities. In their second articles, Blanco writes about his college's successful international roundtable programs and Fine provides guidance for developing and administering non-credit trade education programs.

The majority of the articles presented in this monograph are written by community college faculty or administrators. While we believe that the substance of the booklet is valuable for all types of postsecondary institutions, and for organizations whose primary function is not education, we think that community colleges are in the best position to identify and meet the needs and interests of local business and industry as they pertain to international trade expansion. The mission and histories of two-year colleges are consistent with such programs. Thus, the material in this monograph is aimed primarily at community, technical, and junior colleges.

James R. Mahoney and Clyde Sakamoto
American Association of Community and Junior Colleges
Washington, D.C.

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Title VI B: Business and International Education Program

Kenneth D. Whitehead
U.S. Department of Education, Washington, D.C.

Since 1983 the U.S. Department of Education has been awarding grants to higher education institutions to enhance U.S. capabilities in international business. The program aims to provide greater opportunities for internationally oriented education and training for business faculty and students, and to promote educational and training activities that will contribute to the ability of United States business to prosper in an international economy. The grants are awarded under the Department's business and international education program authorized by Part B of Title VI of the Higher Education Act of 1980, as amended.

The grants under this program are made to U.S. higher education institutions working in active partnership with business and trade organizations, mostly in the private sector, such as world trade councils and chambers of commerce. Some state departments of commerce have also benefited by entering into active partnerships with appropriate institutions of higher education. It is necessary for the participating business or trade organization to conclude a formal, written agreement with the grantee educational institution before it can benefit from a grant.

The grants under this program are matching grants. The federal government pays up to 50 percent of the cost of an approved program that aims to enhance U.S. international business capabilities. The matching contribution of the grantee institution can either be in cash or in kind.

The eligible activities that can be carried out by institutions of higher education in partnership with a business or trade organization under the program include:

- Innovation and improvement in international education curricula to meet the needs of the business community.
- Development of programs to inform the public of international business needs.
- Internationalization of college business curricula.
- Development of area studies and interdisciplinary programs.
- Establishment of export education programs in cooperation with trade centers and associations.
- Development of specialized teaching materials, including foreign language teaching materials, for international business.
- Establishment of student and faculty fellowships.
- Strengthening of international skills of business and professional school junior faculty.
- Development of research programs of interest to higher education institutions and related private-sector associations.

In the first year of the business and international education program, $1 million was appropriated. One hundred sixty-six schools applied for grants, and 24 awards were made to a variety of higher education institutions that included universities, four-year colleges, and community, technical, and junior colleges. In the program's second year the appropriation was increased to $2 million—163 schools applied and 37 awards were made.

The variety of funded projects covered nearly all of the nine eligible activities listed above. Examples of projects funded include:

- An extension course for North Carolina companies, including lectures, videotapes, and language components, entitled "Dealing with Japan."
- New training and curricular programs for businessmen and students enrolled in business education in a school in southern California.
- A university program to disseminate information that will improve the state of Florida's trade with Latin America and the Caribbean region.
- A college program in export education and customized export assistance to small- and medium-sized firms in central Illinois.
- A program to internationalize the business curricula of a community college system in the Northeast.

The federal legislation under which these programs are being carried out has been providing support for foreign language and area studies, especially advanced training, for some 25 years. Originally, Title VI belonged in the National Defense Education Act of 1958, but was transferred to the Higher Education Act in 1980. It was in that year that Part B of Title VI, authorizing the Business and International Education Program, was added to the basic legislation. It is hoped that this program will help create new partnerships between higher education institutions and business and trade organizations—all in the interest of improving the U.S. business and trade position in the world.

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The Internationalization of the Business Curriculum

Lee C. Nehrt
Ohio State University

It has always seemed to me that among the major purposes of college education is the elimination (or at least the reduction) of provincialism. Students should learn something about the rest of the world—other cultures, other political and economic systems—so as better to put their own country in perspective. Thus, every college and university has the responsibility (obligation) to internationalize its curriculum so that all students will shed their natural skin of provincialism.

The professional schools have another obligation. They have the responsibility of preparing their graduates to work in the professional world as it is and as it will be. In business schools the M.B.A. programs profess to prepare their graduates for middle-management needs. Bachelor's degrees in business and to a greater extent the associate degrees (from community colleges) prepare students for their more immediate responsibilities in the business world.

Colleges and universities have failed miserably in meeting the first need. The very great majority of students graduate totally ignorant of other cultures and political and economic systems. At the same time business schools have not fulfilled their professional responsibilities.

The University of Minnesota stands out as an example of a major university that has recently begun a top-to-bottom, across-the-board internationalization of the curriculum—for all its schools and colleges. There are other examples in smaller colleges, but it is a rare phenomenon.

But let's look more closely at business education.

In the late 1950's, with the advent of the European Common Market, U.S. companies began investing abroad at a very rapid rate. This growth in foreign direct investment (FDI) has continued to the present. FDI into the U.S. was a decade behind, but the growth rate has been greater.

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Thus, today FDI by U.S. firms has reached a book value of over $250 billion while FDI into the U.S. is somewhat over $100 billion. But the market value of these investments is nearly three times the book value, so the combined market value of FDI that directly affects the U.S. economy is now about $1 trillion.

It is often noted that U.S. exports are directly responsible for one out of every six jobs in the U.S. It is rarely noted that our trade deficit, that exceeded $100 billion in 1984, is equivalent to the loss of about five million jobs—about half of our total unemployment.

Without attempting to exhaust the types of data that illustrate the need for our business graduates to be knowledgeable about the international aspects of business, one might further note that about 30,000 U.S. manufacturing companies are involved in exporting and another 20,000 could export. Approximately 5,000 U.S. companies have direct investments abroad. And imports compete with 80 percent of the goods that are manufactured in this country.

It is, thus, incomprehensible that business schools still graduate most of their students without teaching them any of the international dimensions of business. Given the interdependence of the world's economies, it is clear that there is no longer a division of domestic marketing and international marketing. Marketing, today, in the real world, *is* international. Finance, even more so—no longer is there such an animal as domestic finance, unless one is talking about household finance. *Finance means international finance*—in the business world.

Unfortunately, most marketing courses and most finance courses are taught as though the rest of the world does not exist. The behavioral science courses are taught as though the U.S. were a monocultural society and had no business interaction with the other cultures in the world.

Still, the business schools are trying to do something about it. In the spring of 1973 the international affairs committee of the American Association of Colleges and Schools of Business (AACSB) took a strong position in recommending to the operations committee and the standards committee that the accreditation standards be changed so that the "common body of knowledge" would be both "domestic and global." On April 23, during the 1974 annual meeting of the AACSB in Florida, the accreditation council gave final approval to this change (along with various other changes). The wording of this change, found in the very first sentence of the curriculum portion of the standards, is as follows:

> The purpose of the curriculum shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society—domestic and worldwide.

The change consisted of the addition of the last three words. However, no "interpretation" was included, the thought being to gain some experience with the change so that the interpretation, when written, would be workable. Because of the lack of an interpretation, the schools were not sure what the accreditation teams were going to look for, and the accreditation teams were not clear as to what to require. Many visitation teams failed to raise the question. At the same time most universities were experiencing a shortage of funds, and the business schools were having difficulty in responding to rapidly increasing enrollments, so there was a shortage of resources to deal directly with the internationalization issue.

A major step was taken in 1975, when the American Council on Education received a grant from the Exxon Foundation to study the educational needs of present and future managers of the large number of business firms in the U.S. that are involved in international business or are, or will be, affected, directly or indirectly, by economic and political developments abroad. Because business hires people from all disciplines, business schools do not have a monopoly on the supply of future managers. Hence, that study was concerned with international education in all areas of the university, although most of the efforts were devoted to the internationalization of the business school curriculum and to cross-disciplinary curricula between international studies in other parts of the university and the business school.

To carry out this effort two task forces were formed, each with about 20 members, with government officials, international businessmen, and academics represented about equally. Over a period of a year the task forces met periodically while subcommittees carried out a series of 11 different studies. The resultant report,[1] published in 1977, contained a series of action recommendations, each specifying the institution or institutions that should take action.

The AACSB was prominent among the groups identified as appropriate to carry out certain programs, and the international affairs committee of the AACSB accepted the challenge to undertake as many of these as possible. The General Electric company awarded a grant to the AACSB in late 1977 to enable it to organize a series of workshops for faculty members on the internationalization of the curriculum. The first set of such workshops (seven workshops) was held in the summer of 1978 and a report[2] on them was published in 1979.

In the forward to that report Dean H.H. Mitchell, then president of the AACSB, noted: "It is my expectation that this 1978 program will be the first of a series of similar programs to assist business schools in following various strategies toward the internationalization of the curriculum, which is needed, not simply to comply with the AACSB standards, but also to prepare their graduates for the business world they will enter."

Subsequently, the AACSB organized another series of seven similar workshops in the summer of 1979 and a third series of four workshops in the spring of 1980.

Thus, momentum was built and resources, in the form of trained faculty, increased in a large number of schools. Even in the absence of an interpretation of the "worldwide" standard, some schools moved ahead with various approaches to the internationalization of their curricula. In late 1979 and early 1980 the standards committee of the AACSB discussed possible approaches to an interpretation of this "worldwide" standard and finally agreed on a text. This was approved unanimously by the AACSB accreditation council during the June 1980 annual meeting. The wording of that interpretation is as follows:

> There is no intention that any single approach is required to satisfy the "worldwide" dimension of the curriculum standard, but every student should be exposed to the international dimension through one or more elements of the curriculum.

Ten years have passed since the AACSB voted in the internationalization standard, and four years since the appearance of the interpretation. What has been accomplished? What are the schools doing?

In early 1984 this author undertook a survey of all of the 564 schools that are members of the AACSB to determine which strategy, if any, each was following to internationalize its curriculum. By means of an initial and followup questionnaire mailed to each member school, and a telephone followup, a 98 percent response rate was achieved. The results were as follows:

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Undergraduate	MBA	Strategy
112	102	Schools have done nothing
52	58	Schools have an international business course that all students must take.
66	36	Schools require that all students take any one of several international business courses.
341	286	The faculty have agreed to include an international dimension in some or all of the core courses.

The major question that flows from this survey is: Are the faculty members in all of the schools in the last category capable of introducing an international dimension in the core courses that they teach?

Endnotes

[1]Nehrt, Lee C. (ed.), *Business and International Education*, American Council on Education, Washington, D.C., 1977.
[2]Nehrt, Lee C. (ed.), *The Internationalization of the Business School Curriculum*, Vols. I and II, AACSB, St. Louis, 1979.

A National Consortium for International Trade Education

Virgil H. Blanco
Middlesex County College, New Jersey

The most significant variables affecting the level of a firm's exports are related to its personnel's collective level of export know-how. Studies on the export behavior of companies indicate that the lack of personnel with the necessary export experience and knowledge is the most significant obstacle hindering small- and medium-sized firms with a potential to enter foreign markets.

In response to these shortcomings and indicative of its interest in expanding the state's export record, the New Jersey Office of Economic Policy recommended to the governor that the state should "develop an educational program directed toward inducing medium and small businesses to initiate and expand export operations." The United States Chamber of Commerce, in its first recommendation to foster export consciousness, states that "this goal can be accomplished in part by greater educational communications efforts. . . ."

The United States Chamber of Commerce recommends more education in the following areas:

- The mechanics of exporting;
- The sources of financial and technical assistance; and
- Appropriate markets and their laws and trade customs.

The dynamic shifts and developments in the fields of international trade and international economics make the educator's job a difficult one. An awareness of he sudden changes taking place in the world economy is essential to education institutions committed to deliver relevant programs. A prompt response to shifting needs requires timely information. There is also a need to train workers in the expanding fields of export/import trade and for gathering and disseminating

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information pertaining to training for positions in international trade operations. Such information includes outlines for courses on export documentation, international transportation, letters of credit, warehouse brokerage, and other skills needed to increase the necessary manpower for international operations.

The potential audience for such education programs is a large one. There are over 35,000 small- and medium-sized firms in this country that according to the U.S. Department of Commerce have the potential to engage in international commerce. These firms are local, generally operating in a modest market area. Community-based, locally focused colleges are most likely to reach them with the programs they need to broaden their market view to include foreign countries.

A community-based approach to promote exporting is needed to disseminate knowledge to small- and medium-sized businesses. The system Middlesex County College has designed to channel the required information consists of a network of colleges, business, and government. The information flows from research centers, government agencies, universities, and other organizations through the community college network to the small firms in the immediate community. The network is nurtured by a center that serves as a depository of international commerce documents and a clearinghouse for information generated within the network.

The network was established as the National Consortium for International Trade Education. It has the support of the U.S. Office of Education, the American Association of Community and Junior Colleges, the New Jersey World Trade Assocation, the World Trade Council of New Jersey and numerous other colleges, businesses, and government agencies throughout the country. Its purpose is to serve as a clearinghouse for institutions of higher education, business, and government for the promotion of international trade education. The center also assists community-based colleges to initiate or expand their programs in international trade. Programs reflect the kinds of information needed by small- and medium-sized firms to enter foreign markets competitively.

The consortium provides colleges with the following services to address the needs of their local business communities:

- Gather, organize, and disseminate information pertaining to credit and noncredit international trade programs.
- Organize consulting services by professionals associated with the center to establish an international business curriculum, to offer

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seminars for local business firms, and to offer conferences on international business issues.
- Research and develop new seminars, workshops, and conferences on international business and trade topics.
- Operate a speakers bank to identify and locate experts that can address interested groups.
- Provide information, materials, and technical assistance.
- Maintain up-to-date information on world markets.
- Provide assistance to assess the international needs of the local business communities.
- Provide staff development programs to assist colleges internationalize curricula in all fields, including international business education.
- Work with business groups to organize trade conferences.
- Coordinate student internships.
- Publish articles in international trade journals and newsletters.
- Assist other colleges in the preparation of plans and project evaluation.

The information available through the consortium consists of: descriptions of successful credit and noncredit programs in international trade education; files on speakers and consultants; files on government agencies involved in international trade, their roles and services, and contact people; files on business organizations, their roles and services, and contact people; successful Title VI B proposals; international business course outlines; textbooks, reference books, and pamphlets; questionnaires on assessment of export needs of the business community; and information about workshops, seminars, and conferences.

The concept of a national clearinghouse for the promotion of international trade education and the services offered are vitally important today. There is a growing recognition of the interdependence of nations, especially as it relates to world economies. The education and training offered by the resource center enhances businessmen's capacity to deal more effectively with the world economy and cultures.

Small Business Resource Center: Providing the Means to Success

Evelyn Fine
Daytona Beach Community College, Florida

At the time Daytona Beach Community College (DBCC) decided to enter the small business assistance business, the reasons seemed obvious. First, most employers that hire the college's students were small businesses, and if they were to continue to be able to purchase our product (graduated students), they needed to be healthy and have a good long-term prognosis.

Second, the college's mission was to bring education to all components of the community and, clearly, technical training in how to start, manage, and build a small business was necessary to that segment of the college's constituency.

Third, small business ownership and management was becoming more appealing to traditional vocational education students who wanted to become their own bosses.

Additionally, the college needed to know more about its service district, its economic development potential, the future labor market needs, and other demographic and economic information necessary to effectively prepare long-range plans.

Because the college's president is a strong believer in the college's role in support of the community's economic development, the county's economic development council maintains its offices on campus. The president sits on the council as well as on the board of governors of the Daytona Beach Area Chamber of Commerce. His administrative staff are encouraged to participate in trade and professional groups, and the college recently established a community conference center for use by community groups for meetings and other activities.

Consequently, when the local employment and training program prime sponsor (then CETA) agreed (in 1981) to jointly sponsor with the college a center for small business, it seemed a sensible and natural direction for the college to go.

The college has devoted space as well as other support to the center. Recently a full microcomputer facility was established in the center, and memberships in various data banks, as well as subscriptions to other research services, were purchased to implement broad research capabilities. A special seminar/workshop room is adjacent to the center and is used for special programs.

The general objective of the center—now called the Mid-Florida Research and Business Center—is to serve a small business community comprising more than 95 percent of all business in the district. The center provides a comprehensive program with several types of services: free private counseling services, seminars and workshops, contract management training, contract research for business and industry (as well as government and nonprofit agencies), and a resource library for the local business community. From its inception the center has taken direction from an advisory board composed of business people familiar with the needs and interests of the local economy.

Funded through a unique combination of public and private resources, the center has sought and been awarded grants for small business training (through the AACJC/Small Business Administration); community economic research (through the Volusia Private Industry Council); international trade assistance (through the U.S. Department of Education); and senior citizens in small business assistance (through the AACJC/U.S. Administration on Aging).

The center has completed such diverse research projects as a comparison of the business climates of 16 Florida counties (for the economic development council of Daytona Beach); a survey of employers and their short- and long-range hiring needs (for the Volusia Council for Employment and Economic Development); an industry impact study (for the local Industrial Bonding Authority); an ongoing tourism study (for the local Tourism Advertising Tax Authority); and others.

In 1983–84 the college and its center were awarded a contract by the Department of Education for an international trade assistance program (ITAP). The project added an international dimension to the services already offered. Special counseling sessions by members of the community's World Trade Council were offered; monthly meetings of

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the group were planned by ITAP/DBCC staff; special speakers were featured in community and business forums, including former secretary general of the United Nations, Kurt Waldheim, and former prime minister of England, Edward Heath; a workshop series on exporting skills and on dealing with particular countries was offered; and a comprehensive international library was established.

In training efforts for the small business community, the center has impacted the entire service district of Daytona Beach Community College (both Flager and Volusia counties). More than 2,500 Daytona Beach small business owners or potential entrepreneurs have participated in some workshop or seminar conducted by the center. Many have taken courses, sought counseling, and taken advantage of other services. Workshops, designed to meet the needs of the business community, are cosponsored with such groups as the chamber of commerce, National Association of Accountants, World Trade Council, Volusia Manufacturers Association and other trade business associations. This cosponsorship involves all segments of the local economy and assures that center programs respond to the needs of the area.

Counseling is offered through the center by various professionals, including members of the Service Corps of Retired Executives (SCORE); members of the World Trade Council of Volusia County; the counseling staff of the local small business development regional center at Stetson University; the area trade specialist of the U.S. Department of Commerce; and the small business specialist of the National Aeronautics and Space Administration (NASA) installation at Cape Canaveral. The college center has completed arrangements to house the newly formed accounting and financial management service center under its administration. Through this program, cosponsored by the local chapter of the National Association of Accountants, local accountants will offer counseling services to those small businesses who cannot afford such services but have the potential for success and expansion.

In contract training for business and industry, the center has assisted in developing management training strategies, including such services as leadership styles exploration and training, Myers-Briggs personality testing and exploration, evaluation of employees, job description analyses and evolution, and stress management. These activities have been conducted under the auspices of trade associations as well as local companies.

More than 250 packets of information have been sent by center staff in response to requests from throughout the United States, China, Latin

America, and Australia for assistance in replicating the Mid-Florida Research and Business Center. The center has been recognized as a model program by the National Alliance of Business, the Employment and Training Weekly, the Southern Growth Conference Board, and American Association of Community and Junior Colleges.

The center plans to continue its assistance to bring in new, clean, and light industry to the area, but its support for existing business and industry remains a paramount college and center commitment.

Chambers of Commerce and Colleges: Allies in International Trade Development

Mark Van Fleet
U.S. Chamber of Commerce, Washington, D.C.

Local and state chambers of commerce are playing increasingly important roles in assisting their business members to enter the international market. For colleges and universities these trade-oriented business federations can become valuable allies in international trade education.

According to a recent U.S. Chamber of Commerce survey, the number of chambers offering international services is growing, testimony to a national trend among grassroots business groups. Of 193 chambers surveyed, about three quarters reported they offered "outreach" programs such as seminars, export promotion, or certificates of origin for export goods. More than half of those questioned said they had international committees or councils guiding their international trade efforts and assigned a staff member in addition to the chief staff executive to the program. Nearly half indicated they operated relatively sophisticated services, such as providing market information, operating foreign trade zones, or conducting foreign trade missions.

The range and involvement of local chambers in international programs varies with each community. But regardless of the level of activism, the chamber of commerce should always be considered in organizing any effort to link educational institutions with the business sector. Most of the leaders of the local business community are members of the chamber. There is no better way to solicit the views or enlist the support of that community than by contacting the chamber of commerce. It is the ideal conduit to reach influential and active participants in international commerce. Often the economic and political clout of a chamber can be crucial to the acceptance and eventual success of international initiatives.

A local chamber's potential role in trade education varies with its own involvement. A description of some of these variations is given below. The evolution in both function and organization of these roles is also described.

Many chambers begin to develop their international programs by forming an advisory group with membership who are qualified in the trade field. Often bankers with international divisions, prominent leading exporters, or consultants form such a core group. Leading educators from local universities, business schools, and community colleges can often participate in this preliminary effort. Their early involvement can generate future plans for constructive liaison between the business and academic communities.

In some chambers the key advisors become the foundation of a special international committee, part of the chamber's permanent committee structure. Membership is drawn from business people experienced in international trade, support services such as banks, international insurers, economic developers, local consultants, customs brokers, and state development offices. Small Business Administration officials and District Export Council members also are found on these chamber committees. Non-chamber members from the above categories often serve as advisors to the committee. At times, such a group is labeled a world trade club, world trade council, or international trade association. In some cases, while such groups are not direct branches of the local chamber, the chamber usually plays a lead role and either initiates such a group or is the most active supporter.

Some of the international activities undertaken by local chambers include as a minimum supplying certificates of origin for exports of member firms. (Foreign purchasers often require such documentation.) The next level of activity is primarily informational. World trade clubs or chamber international committees often sponsor monthly meetings to which speakers are invited to discuss anything from foreign policy to the complexities of letters of credit in export transactions. These events can serve as influential forums for educators either to explain or solicit support for international trade programs.

Foreign visitors knowledgeable about market conditions and investment opportunities in their native countries are also asked to address chamber-sponsored international meetings. Such visitors can contribute

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to efforts by academic institutions to mount programs about specific regions of the world or to conduct business overseas generally. Many larger chambers sponsor a major world trade conference each year, usually in cooperation with the U.S. Department of Commerce field office and related state, city, or university offices. These conferences often coincide with world trade week.

Chambers organize more structured seminars that are focused on regional or country markets. Introductory how-to material for new-to-export firms are distributed at these sessions. Discussion topics include specific dimensions of exporting such as market assessment, financing, documentation, taxes, insurance, shipping, and risk analysis. Other programs may cover investment, technology transfer, joint ventures, importing, and reverse investment.

Chambers of commerce also publish pamphlets or booklets on a host of international business issues. For example, soon after its formation the Albuquerque, New Mexico, chamber's international committee published a guide to local trade services, a direct offshoot of research and analysis undertaken earlier by the committee. To supplement more comprehensive works found elsewhere, the Albuquerque chamber also published a basic export guide and a listing of foreign consulates in the United States.

Much of this activity falls under the broad category of trade education—providing specific information to assist traders either to penetrate overseas markets or improve those business skills needed to succeed in the world market. For educational institutions starting trade education programs, here is a ready-made source of guidance and a bridge to the international business sector. Participants in such chamber projects can also become key resources for programs. Knowledgeable and experienced business people serving as parttime faculty can contribute to the sort of commercial credibility (and perhaps area expertise) so important to the effectiveness of international education.

Other chambers go even further in servicing their community's international needs. The Greater Detroit chamber, for example, operates one of the most active and successful international programs in the country. Much of Detroit's work is directed by its Greater Detroit/Southeast Michigan Business Attraction and Expansion Council (BAEC), a regional research and marketing program designed to help diversify the area's economy and expand job opportunities. Under BAEC's international branch, the chamber arranged two annual trade missions, one each to

Europe and Japan, in which chamber staff and business representatives called on target industry firms, distributed foreign language materials, and emphasized trade or investment opportunities. The chamber also enjoys a close relationship with the state of Michigan's international business development program and often participates in trade shows, catalog shows, and other missions.

In Cincinnati the local chamber has begun a joint export promotion program with the city. The effort is designed to encourage and actively assist small- and mid-sized firms enter the export market by providing market information along specific product and geographical lines. The program involves many individual counseling sessions with individual firms.

Interest in policy issues flows naturally from a program geared to the practical dimensions of international business. A group of business people with a direct stake in trade and investment patterns can become an effective constituent force to influence local, state, and federal policy decisions. Recognizing the importance of this linkage, many chambers work to inform their members of pending international issues or include trade policy on their legislative agendas. Chamber boards of directors often take positions on trade or investment matters on the direct recommendation of the chamber's international committee. The Albuquerque chamber, for example, decided to oppose a state unitary tax law after its international group found the tax detrimental to economic development. Other chambers have taken the lead in urging their local governments to establish free trade zones as a way to spur foreign investment. In addition, chambers often invite their congresspersons or local political leaders to address international issues.

No discussion of local chambers would be complete without mentioning the important work of American Chambers of Commerce Abroad (AmCham). Now numbering 51 worldwide, these organizations of American businesspersons living overseas can be excellent sources of timely and accurate information on economic trends, markets, and commercial procedures in foreign countries.

They also work with both their host government and the U.S. government to advocate policy changes that could improve economic conditions for U.S. business.

AmChams vary in size, staff, and commitment to assist U.S. exporters or investors. Many offer orientation programs designed to help their U.S. counterparts deal more effectively in that country. Others have more ambitious programs to encourage trade flows. Some like the chapters in Italy or Hong Kong have significant portions of their membership composed of native business people. Often these are the firms U.S. companies are trying to reach for joint ventures, export opportunities, or investment leads. A few hours spent with AmCham staffers have made the difference for many U.S. executives trying to establish a commercial presence in a foreign environment. AmChams can be extremely valuable sources of information and practical advice for both the trader and the educational community that seeks to assist the trader.

The examples of resources and activities described above only approximate the diversity and depth of local chamber international programs. To ignore them is to overlook a resource, a potential ally, and a willing partner in the pursuit of international trade goals.

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Content and Focus of Intercultural Training for Doing Business Abroad

John W. Gould
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Managing oneself or others in the midst of cultural differences calls for sensitivities and skills that are normally not developed in what American business calls training programs for prospective expatriates. As a rule, these programs do a reasonably good job of acquainting trainees with cultural norms in the assigned destinations, but they fail to provide opportunities for people to cope with the high degrees of ambiguity they will encounter in the foreign environment. Trainees are informed, not transformed.

One obvious reason for this failure is the fact that individuals differ markedly in the way they categorize and perceive things. A canned approach necessarily overlooks such differences. It is easier to run a group through a series of exercises than to identify individual differences and tailor-make the experiences for each one. Peace Corps trainers have learned that persons with low tolerance for ambiguity (engineers, for example) seldom succeed in foreign assignments. Persons who categorize broadly, on the other hand, and who allow for the possibility that other value systems may serve human needs equally well, tend to succeed more often.

Another reason why so-called cross-cultural training programs fail to deliver capable cosmopolitans is that they are in fact *cross*-cultural rather than *inter*cultural. That is to say, they deal in comparisons and contrasts, not in the products of mixing the cultures. An American, learning what's Japanese about Japan, may very well come to appreciate the concept of harmony as a formative element in Japanese behavior, both individually and collectively, and may see that American individualism

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is by nature a competitive factor in interpersonal relations; yet, that American may be totally incapable of subordinating competitiveness for the sake of maintaining harmony within an intercultural work setting. Both head knowledge and heart knowledge are needed. Intercultural training that does not provide both is merely orientation. The company might just as well cancel the lectures, issue a policy manual, and send its hapless departees off to learn the ropes from veteran expatriates on duty in the host culture.

Training worthy of the name seeks to change attitudes and behavior. It allows people to make mistakes on home territory where the penalties are less severe. True, it can never be the real thing, so far as giving the trainees the full flavor of the foreign experiences is concerned, but it can contribute importantly to the trainees' alertness to what is likely to happen on the other side. It can mitigate the stress of intercultural adaptation by conditioning—through confrontation, discussion with host nationals, role playing, and problem solving in mixed groups.

Ideally, training would be different for each individual assigned to foreign duty. Different needs call for different methods. Practically, however, it is often necessary to train groups of people at the same time, and in such instances much of the training is directed to needs common to all, especially the need to understand that visitors' acceptance abroad will depend upon the extent to which they measure up to the expectations of their host nationals. The host nationals will be scrutinizing them to assess their intentions, their credibility, and their capability; they in turn will be scrutinizing the host nationals in the same way. Intention, simply put, means what one wishes to accomplish; credibility is what one generates by dress, demeanor, and behavior; and capability is simply the power, or the authority, to make things happen or keep things from happening. Until people feel reasonably certain about these factors, they withhold their trust and block progress. American haste to close deals often results in delay or failure because the network of expectations is disregarded. Ability to assess the opposite number's intention, credibility, and capability in a foreign environment can best be developed by requiring representatives of two cultures to accomplish a meaningful task, such as arranging a field trip or picnic together, and asking them to follow through on their planning. This calls for training officers to enlist host nationals as assistants in training who can demonstate cultural norms realistically.

Effective training should also incorporate opportunities to compare host culture norms with American norms. We Americans are woefully unsophisticated about our ethnocentrism and American acculturation. We need to look at our Americanness, see how we have been shaped, and understand why persons outside our culture may regard us with a degree of suspicion or incredulity. Our preparation for work abroad should include a them-centered approach (how *they* do things), an us-centered approach (how we do things), and a me-centered approach (how *I* do things).

So much for the focus of intercultural training. Now let us consider content.

The content of training programs understandably varies with time and resources available. For the purposes of this discussion, let us assume that we shall have 20 hours in which to prepare our target group for duty in another culture. Our trainees—marketing representatives, technical advisers, negotiators of contracts—are highly motivated to learn what they can about the other culture but not highly motivated to learn about their own cultural patterns, and quite unprepared to go abroad except for their willingness to experience an exotic locale. They are lured by the prospect of adventure, of gaining attention for accomplishments under more difficult conditions than at home, and of banking excess foreign service premium pay.

Their formal training should include country-specific orientation, mosaic stereotypy of host country business people and Americans, observation of host country national group behavior, and bicultural group interaction. Informal training should include lunches, coffee klatches, and other such gatherings in which Americans who have been there and host country nationals who have had contact with Americans abroad can tell "war stories" and respond to questions and theories.

Country-specific orientation, some six hours of instruction, will include basic geography; selected historical events and personages; recent and current notable figures (major works of literature; music, both pop and classical; politicians and statesmen; sports stars; film and television stars); popular movies and TV shows (with sketches of 10 to 20 of them); sports leagues and competitions; major businesses (with names of products and services); a view of twentieth century U.S.-host country relations, both political and economic; positive and negative views of Americans (their stereotypes of us); the "nature" of the language (the writing system, basic phonology, useful phrases); major organizations (political parties, universities, religious groups); and current events (issues in the news of the last six months). In addition to these, host country nationals can be asked to cite figures of speech, aphorisms, and perhaps popular jokes.

Mosaic stereotypy, the bit-by-bit building of an image by supplying successive pieces of information about a host country national, permits trainees to identify national traits at work in individuals while at the same time revealing how a given individual differs from the general stereotype. Doing this for a number of different host country nationals, and providing the flip side (stereotypes of Americans), helps point up significant differences between the cultures. Two hours can be devoted to this.

Host country national group behavior can be observed via videotaped problem-solving sessions that can be compared with the behavior of American groups engaged in similar tasks. Discussion of similarities and differences provides a basis for developing strategy for working in the host culture. Three hours is adequate for this activity.

Bicultural group interaction—true intercultural training—allows trainees to observe and discuss networks of expectations and to practice establishing and assessing networks of expectations. This can be done by having Americans collaborate with host country nationals to plan an outing or by having Americans as a corporate team work out a trade agreement with a host country national corporate team. Nine hours should be allocated for this purpose.

Case studies can demonstate the importance of knowing the extant network of expectations. Using them, of course, requires out-of-class reading. In fact, the 20 hours of formal training will require another 20 or so hours of outside work if the program is to be successful.

No matter what the methods and no matter how useful the content, trainees will suffer if the trainers are not absolutely clear about what they are attempting to accomplish. To ensure effective training, the program planner needs to state categorically what each trainee will be expected to know or do as a result of undergoing the training. For example, if the purpose of the program were to prepare persons to work for a prolonged period in Japan, it would be reasonable to expect that, after participating in this program, each trainee would know what the Japanese people value highly; know what he or she most values; understand the stereotypes Japanese people may have of Americans; know important facts about Japanese history, culture, and current events; know what aids are available to assist in adapting to living in Japan; know causes of intercultural conflict in Japan; see the Japanese as people who sublimate their individuality to the well-being of the group; see the dysfunctional consequences of "going native" (trying to be Japanese rather than American) in Japan; feel comfortable with a different set of business norms; be able to use Japanese terms of courtesy and greeting; be able to explain American life to the Japanese inquirer without bragging or putting down other nations; and respect the Japanese person's pride in the traditions and rituals of Japanese life.

The content and focus of intercultural training for doing business abroad will vary with the nature of the people to be trained, but one thing is a constant in all intercultural training: people need to learn how to look at their culture through foreign eyes. Effective intercultural training demands the participation of host country nationals in the flesh. Ideally, they are willing to shed their inhibitions about telling it as it is. The ideal is difficult to achieve, but the results can be remarkable.

Cultural Awareness Training for the International Businessperson

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Middlesex County College, New Jersey

Differences between business practices in the U.S. and those in other countries require that businesspeople develop technical information and skills in international marketing, financing, export documentation, and transportation if they are to become effective in the marketplace. The success of U.S. businesspeople also depends significantly on their knowledge of business and social practices and on cultural differences that affect business transactions.

International business blunders have occurred because of our insensitivity to cultural differences. Examples of such American blunders include: Trying to sell razors to women in a country where women do not shave (or even uncover) their legs, promoting toothpaste in Asian countries by picturing a teenage boy and girl looking lovingly at each other when dating is discouraged and arranged marriages are still common, and marketing the Chevrolet Nova in Spanish-speaking countries where Nova, in Spanish, means "no go."

Such blunders can be avoided, however, by preparing businesspersons to communicate effectively across cultures. Intercultural information can be integrated into the curriculum in several different ways. Courses such as Doing Business in the Middle East or Doing Business in Latin America may be offered as part of a certificate program in international trade education. At Middlesex County College, e.g., such courses explore cultural as well as commerical traditions and behaviors. Businesspeople with practical experience and personal anecdotes make particularly effective instructors.

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Cross-cultural information can be shared by speakers at monthly businessperson's roundtables or world trade association meetings. One-semester credit courses on intercultural awareness in international trade are offered at both Valencia Community College, Florida, and Waukesha County Technical Institute, Wisconsin. Seminars or workshops on particular countries are also useful formats for conveying information on cross-cultural business practices. Cross-cultural experts who have lived or worked abroad as well as foreign nationals can be utilized as workshop trainers or resource persons.

The overall objective of a cultural training program is to create an awareness that there is a cultural context in which business transactions occur and to begin to develop an approach to the study of a foreign business environment. This is important because many of our business people are trading with or traveling to Middle East countries one month and to the Far East nations the next. They need to develop a positive attitude about other people and cultures that will prepare them for their worldwide responsibilities. Secondly, they need to learn enough culture-specific information to enable them to communicate more effectively with businesspeople in a particular country.

There are six critical areas of cross-cultural information in the preparation and training of businesspersons to be more effective in the overseas marketplace: Intercultural awareness, business practices (including negotiating skills), verbal and non-verbal, social customs (especially as they relate to hosting and hospitality), area studies, and foreign language.

The coverage of these topics depends on the amount of instructional time available, whether one is conducting a one- to two-day briefing or a one-semester course. (Although briefings can not be called "training" in the sense of modifying or changing behavior, they are worthwhile and valuable approaches for cultural orientation.) The approach should be practical and to the point and it should be based on the needs of the participants. Briefings for businesspeople prior to their trip abroad should include travel tips. Orientation courses for managers who are going to live in a foreign country should include relocation information and coping skills.

Also, the approach should be experiential. Businesspersons should be walked through the steps, beginning with predeparture information (vaccinations, clothes to take, etc.). They should be helped to imagine jetlag, dropping out of the skies 20 hours after take-off from New York into the heart of Tokyo. They should be walked through Tokyo Airport into a taxi (or warned against a taxi that costs about $100.00 from Narita Airport to downtown Tokyo) straight into the hotel. The protocol of the business meeting—everything from introductions to departures—should be discussed.

Developing insight into one's own cultural assumptions, values, and perceptions is important in generating cultural awareness of other countries. This is best accomplished through the study of another society, using the anthropological comparative approach, or the learning-about/learning-from approach. This process makes learners aware of their ethnocentrism, which is often a stumbling block in communication between peoples. Learners begin to realize that they have learned not the "right way" or "only way," but the "American way."

The broad rubric of business practices and procedures involves everything from making the initial contact to negotiating the final contract. When in Saudi Arabia, for example, Islamic holidays affect business hours and can complicate scheduling. Foreign businesspeople should avoid the one-month Ramadan holiday when a religious mood and long fasts during daylight hours are not conducive to business discussions. Also, they need to know that Friday is the day of rest in the Muslim world, not Sunday, and that business comes to a halt during five daily prayer calls. When drawing up an agreement, foreign businesspeople must avoid any implication of distrust of the Arab counterpart, while at the same time protecting their companies' interests.

Information about decision making processes and the structure of the business organization should be included so that in negotiations with the Japanese, for example, where decision making is by consensus and the group is supreme, the businessperson does not try to single out a team leader or press for an immediate yes or no answer—not in a society that believes "the nail that sticks out is hammered down." In preparing for negotiations, it is helpful for the businessperson to know something about the values, priorities, and needs of the other party in order to produce profitable outcomes. In general, the businessperson needs to understand that our typical ways of doing business—moving in quickly, getting down to the point, appealing to a profit motive, closing the deal quickly—may be offensive to others and counterproductive to the goal of establishing a long-lasting business relationship.

The whole range of communication, both verbal and nonverbal, is an important one. What a businessperson says or doesn't say, how he or she presents ideas and proposals and to whom, and how he or she uses nonverbal communication to gauge the process of negotiations are all important to the businessperson's success.

Business entertaining is a fundamental part of establishing and maintaining the business relationship. The businessperson needs to know how to be a gracious guest as well as a generous host. He or she needs to be conversant with food habits and dining customs. A businessperson should know the proper toast, whether "ganbei" in China or "kampai" in Japan. Information on appropriate gift giving will also enhance the businessperson's social graces and should be studied as part of social customs.

Included in area studies is a quick overview of geography, economics, government, history, religion, and social structure. Learning something about the culture, history, and current events of a country can broaden businesspersons' personal horizons and establish rapport with their hosts.

It is important to keep the content practical and relevant to the businessperson's experience. When going to Japan, for example, the businessperson will need to know about the climate to determine what clothes to take or when to avoid the typhoons. He or she will want to know population figures in order to know where the market is concentrated. When discussing the economy, the reasons for Japan's economic miracle should be stressed with focus on such diverse cultural information as the postwar recovery, the work ethic, Zen Buddhism, the role of women in the home, as well as other contributing factors.

Most international business today is conducted in English, the worldwide commercial language. Also, major companies overseas almost always provide interpreter services. Still, there is a minimum foreign language requirement for an international businessperson that consists of greetings and expressions of courtesy such as "please," "thank you," and "excuse me." The use of even a few foreign language phrases produces a psychological bond and rapport between host and guest. Language phrases should be included in any cross-cultural training program. There are occasions, however, when more intensive language study is required. In such cases, courses in foreign language for business can be offered as corollaries to cultural awareness training.

The advantages of foreign language skills are obvious. A business traveler is not limited to tourist places that have an English-speaking staff. Businesspersons easily exchange money, order meals in restaurants,

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and use public transportation when they are conversant in the native language.

Well-seasoned businesspeople who know the technical end of exporting strongly believe that the critical factor in selling abroad lies in an understanding of other people's beliefs, values, and business practices, and in an ability to negotiate across cultures. It is an important principle for building effective curricula in international trade and business. J. William Fullbright echoed the thought when he said: "Our linguistic and cultural myopia is losing us friends, business and respect in the world."

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Foreign Language Needs of the Businessperson

Edith Margolin
Middlesex County College, New Jersey

Today's businessmen and businesswomen trade across the globe. They sell U.S. goods abroad and purchase merchandise in foreign countries for resale in the U.S. or beyond our borders. We buy from the entire world, and we expect our suppliers to speak our language when dealing with us. Should our trading partners expect any less from us?

Japan is an especially important supplier to the United States. Our industries try to compete with Japanese goods and our business professionals are interested in increasing U.S. sales to Japan. Japanese industries send their salespeople across the globe and thus compete with us all over the world. What is the cause of Japan's success? In 1983 Mr. Nakasone, the prime minister of Japan, pointed out on an a national television show that he attributed the success of Japanese traders to their knowledge of the language and the culture of the countries to which they are sent. The prime minister also suggested that Americans will have to learn more about their prospective trading partners if they expect to expand their markets abroad.

The training of personnnel of large Japanese trading companies is accomplished through an exceptional school system. Their representatives are selected through an extremely competitive procedure. Emphasis on language competency and knowledge of culture may well be the Japanese secret weapon in their success in international trade.

What languages do we learn? What languages do our M.B.A.'s, our engineers, and our accountants study? According to Paul Simon, the senator from Illinois, a student of law who speaks Japanese can demand practically any salary. An accountant who knows French will find employment easier than a monolingual English speaker. According to

Senator Simon, French is the second most international language after English. It is the standard or commercial language of the greater part of Africa and the Far East. Also, it is one of the two languages of Canada, our major trading partner. "If we are to survive as international traders in this world," states the senator, "then we must be able to communicate." Our businesspeople must be able to communicate with our clients or would-be clients. This communication requires a cross-cultural background to convince members of other cultures and language groups of the advantages in buying American goods and services.

How can the business professional hope to acquire cross-cultural expertise if he or she speaks only English? Before going to another country or prior to meeting a foreign customer, our representative should learn at least the rudiments of his customer's language.

A limited study of the target language can be undertaken in any number of schools and colleges. Many secondary schools offer evening classes in major European languages: French, German, Italian, and Spanish. In some cosmopolitan centers Russian, Arabic, and Hebrew are also scheduled. These evening courses offer the essentials for the traveler—greetings and introductions, inquiries for directions, questions about using the telephone and the post office, and simple amenities among other common and necessary everyday functions form the major part of the syllabus. Typical characteristics and procedures in these types of classes are described below.

Classes meet once a week for approximately two hours, extending over six to ten weeks per semester. During that time ready-made phrases are learned: la phrase toute faite. These ready-made sentences include survival skills in situations encountered by the traveler. They can be designed to meet the needs of the businessman or woman by including the appropriate vocabulary.

In such programs the instructor will present short phrases for choral repetition. Word groups containing difficulties in pronunciation will be drilled extensively. Practice in group and individual repetition and communication will be provided. These will help the learner to achieve a certain degree of assurance in the use of a limited number of expressions. Students can further increase their competency in the target language by repeating and using the expressions learned outside of class. The techniques used in a conversation course for the traveler rely on understanding and speaking with some attention paid to reading skills. Writing is generally reserved for a more intensive study of language.

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The serious student can also use taped materials found in many libraries and for sale in specialized bookstores or private language schools. Their use will increase the learner's exposure and practice of the target language. Such commercially prepared programs for self study are not recommended for the neophyte language student, but they can be effective in conjunction with a conversation course.

For a modern language conversation course designed for the business traveler, a textbook in which the learner can find short sentences with effective clues for pronunciation and translation would be most helpful. In such texts a key to pronunciation that describes the foreign language sounds in terms of English words can be helpful, thus facilitating the student's ability to reproduce the new language even outside of class. A brief review of grammar should be included also. For utmost practicality the text should be organized into chapters based on the traveler's needs. Books that are organized in these ways for the study of other languages are available.

Grammar as such is not taught in the class. The techniques described above are limited to a modification of an aural/oral approach. The teacher models expressions that the class repeats in chorus; difficult sounds are practiced a bit longer. Student volunteers are used to model and initiate individual verbalization through questions and answers. Experience has shown that many students of conversation courses feel reticent and do not comply with the instructor's demands for individual participation. Students with previous second language study will more readily involve themselves in all learning activities and thus will derive greater benefit from their study. It is desirable to shorten the sentences presented to the class whenever possible, thus reducing the number of words to be learned in one utterance. The instructor also has to model responses to the learner's questions in near native speed, as our businesspeople will have to cope with such replies.

In these standard programs situations studied are not those characteristic of closing a business deal, or of convincing a client that the learner and his firm are providing the desired merchandise at the best price and with the best service. In the class the situations studied will permit businesspeople to interact with the foreign clients outside the boardroom. As to the actual business presentations and negotiations, they are better carried out by a competent translator with near native fluency and a thorough cross-cultural knowledge of the client's language. This person can be an executive of the firm or a local interpreter. When engaging this professional, the businessperson should be certain that the person he engages will indeed represent the best interests of his own firm.

In addition to the business situations that require the expertise of an excellent speaker of the client's language, the businessperson will encounter numerous situations in which he or she must be able to interact without the intervention of a professional linguist. The time and effort expended in studying the target language will pay off in these situations. Any future client will be more positively inclined to deal with a businessperson who has made the effort to learn a new language and culture, even if his or her competency is limited.

Identifying Need: Analysis of an International Business Survey

Ronald W. Reinighaus
Valencia Community College, Florida

To assess the specific needs of the local business community, particularly as needs relate to international business education and support services, Valencia Community College conducted a formal survey. Following is a brief analysis of the college's findings.

The instrument consisted of 19 items. It was sent to 845 businesses in 11 county area of central Florida. These businesses were identified by the chamber of commerce, the World Trade Council of Central Florida, and the Florida Department of Commerce. The businesses ranged from small (mom-and-pop) businesses to large, multinational corporations. One hundred eighty-six of the businesses surveyed responded for a 16 percent return—exceptional for a mailout survey.

Of the respondents 66 identified themselves as manufacturing-type businesses, 58 indicated they were service firms, and 51 reported they were wholesale businesses. The remaining number referred to themselves as retail businesses, transportation firms, distribution companies, and banking and legal services enterprises. Only 12 of the respondents indicated that they were involved with the substantial international tourist business of central Florida.

Table I shows the estimated number of employees involved in international activities reported by respondents.

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Table I
EMPLOYEES INVOLVED IN INTERNATIONAL ACTIVITIES

No. of Employees	Respondents
1-25	148
26-50	23
50-100	5
100-500	2
500-1000	1
Over 1000	1

Based on the number of respondents that indicated large numbers of employees involved in international business activities, the reservoir of potential students in international business is high.

Not only are employee numbers impressive but the potential growth in international business in the area appears high. Table 2 presents the anticipated growth rate in international business activities in the next three to five years reported by respondents:

Table 2
ANTICIPATED GROWTH RATE IN INTERNATIONAL BUSINESS

Growth Percentage	Number of Respondents
No growth	29
1-10%	32
11-25%	38
26-50%	20
51-100%	22
Over 100%	33

The probability of employees needing international business training and education based on indicated probable growth is formidable. As a further indication 89 of the respondents stated that they would reimburse tuition cost for employee parttime study.

The business leaders were asked specifically what parts of the world their organizations anticipated business contact within the next three to five years. Responses to this query are shown in Table 3 below.

Table 3
ANTICIPATED BUSINESS CONTACTS IN NEXT THREE TO FIVE YEARS

Nation or Area	Number of Respondents
Canada	90
Latin America	127
Western Europe	105
Africa	44
Eastern Europe	37
Far East	70
Middle East	67

Based on the above responses, the priorities for new program and course development in business methods, cultural sensitivity, and political and economic structures should be set with the following order: 1) Latin America, 2) Western Europe, 3) Canada and North America, 4) Far East, 5) Middle East, 6) Africa, and 7) Eastern Europe.

Respondents reinforced the area information above when they indicated their language needs. They indicated that three languages were needed at high fluency levels. Spanish was the language with the greatest fluency requirement followed by German and French. Japanese, Chinese, and Italian were also cited but not at the levels indicated for Spanish, German, and French. Since language programs in Spanish, French, and German are in place at the college, it is feasible to develop programs to meet business needs.

The respondents were asked to prioritize the type of program that would meet their needs best. Table 4 summarizes their responses.

Table 4
TYPES OF NEEDED PROGRAMS

Priority	Type
1	Two-year college programs
2	Four-year college programs
3	Noncredit seminars/courses

Although two-year programs received highest priority, the statistical difference between the three types of programs was small.

Table 5 reports responses to the question that asked respondents to identify the topic courses most needed by their firms.

Table 5
TYPES OF NEEDED COURSES

Priority	Subject
1	International Marketing
2	Licensing and Documentation
3	Business-oriented language courses
4	Political Risk Analysis
5	International Market Research

Other subjects receiving high frequency notice were Export/Import Strategies, Intermodal Transportation, International Finance and Banking, and foreign culture orientation.

One hundred five of the respondents indicated that they would be willing to advise Valencia Community College regarding international business programming.

The college survey instrument that generated this information follows as an attachment. Total responses for each item are provided on the form.

SURVEY OF INTERNATIONAL BUSINESS NEEDS
University of Central Florida and Valencia Community College

The purpose of this survey is to help the University of Central Florida and Valencia Community College assess the specific needs of the business community pertaining to international business-related educational and support services.

We would appreciate your taking a few minutes to complete this survey and return it no later than 23 October 1981 in the self-addressed, prepaid envelope enclosed for your convenience. The results will help us develop programs tailored to your specific needs. Thank you.

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A. *GENERAL BACKGROUND*

1. Name and address of your organization

2. If you have an International Department of any kind, please specify its title, head officer and responsibilities.
   (Example: "International Sales Division")
   Department Title
   Head Officer
   Major Responsibilities

3. Your name and position (please omit if you prefer anonymity)
   Name
   Position

4. Nature of your organization

Manufacturer	66	Service Industry	47
Retailer	18	Transportation or Distribution	16
Wholesaler	41		
Other (please specify)	60		

5. If your organization is directly involved with the international tourist visiting the Central Florida area, please estimate the level of your involvement.
   Extremely Light 50 Light 16 Moderate 16
   Heavy 4 Extremely Heavy 6

6. Estimated number of employees involved in international activity

1—25	137	100—500	1
26—30	13	500—1000	1
50—100	2	Over 1000	1

   Of these, how many would you estimate devote half-time or more to international business matters?

   How many less than half-time?

7. Responsibilities of personnel involved in international activity (please estimate number of persons in each category)

Managerial	215	Sales/Marketing	213¾
Supervisory	85	Transportation	73
Professional	277	Distribution	63
Clerical	176½	Legal/Insurance/Claims	40
Other (please specify)	1,012		

8. At what rate of growth do you expect your staff involved in international activities to increase over the next three to five years?

No growth	29	1–10%	30	11 -25%	36
26–50%	19	51–100%	12	Over 100%	23

9. Do you have an in-house training program for those members of your staff who are or will become involved in international activities?
   Yes 39 No 109

10. If the answer to Number 9 is yes, are you satisfied with the results of your program?
    Yes 31 No 11

11. Have employees of your firm previously attended international trade seminars, workshops or courses?
    Yes 101 No 54
    a. Location
       Purpose
    b. Location
       Purpose
    c. Location
       Purpose

12. Does your firm have as a policy any of the following:
    a. Tuition reimbursement for employee part-time study?
       Yes 75 No 77
    b. Release-time or other scheduling accommodations for employee part-time study?
       Yes 61 No 84

B. *SPECIFIC EDUCATIONAL NEEDS*

13. With what parts of the world do you anticipate having business contact within the next three to five years?

Canada	79	Latin America	124	Western Europe	93
Africa	43	Eastern Europe	36	Far East	64
Middle East	65				

14. If your employees will need to acquire familiarity with foreign languages, please indicate which ones and the level of need:

	None	Word Recognition	Understand Reading	Understand Speaking	Fluency
Spanish	16	13	42	64	39
French	16	9	19	23	16
German	15	8	9	16	18
Italian	16	3	7	8	5
Dutch	19	5	2	4	3
Greek	19	3	1	2	1
Japanese	20	2	2	7	3
Hebrew	19	0	2	0	0
Arabic	21	5	4	3	3
Chinese	20	3	4	8	4
Russian	21	1	1	0	0
Other (please specify)		21			

15. How do you presently meet your language-training needs?

    20 College/university course work
    21 Continuing education programs
    18 In-house training
    52 Translation services
    32 Other (please specify)

16. Would your employees be interested in the following (please rank numerically in priority order with "1" representing your highest priority):

    145 Non-credit seminars/courses
    127 Courses leading to a two-year college degree
    136 Courses leading to a four-year college degree

17. If the University of Central Florida and/or Valencia Community College were to offer seminars, workshops or courses for your employees, which areas would best address your firm's needs? (Please rank these areas on a scale of one to four with one representing the highest priority and four representing no need.)

    185 Business-oriented language courses
    217 International finance
    202 Orientation to foreign culture and commerical traditions/business techniques

222 International cartels
177 International marketing
192 Planning for international business
205 Customs brokerage and regulations
179 Licensing
196 International market research
205 Export/import strategies
216 Intermodal transportation
236 Bartering
208 Physical distribution
224 Security, loss and damage of shipments
228 Metric education
189 Political risk analysis
22 Other (please specify)

18. In what other specific ways might the University of Central Florida and/or Valencia Community College help your firm strengthen its international trade capability?

19. Would you be willing to advise our institutions regarding these and similar concerns?
Yes 102 No 15

THANK YOU FOR YOUR TIME AND COOPERATION

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World Trade Council of Central Florida

Valencia Community College, International Education Program

Assessing International Trade and Business Information

Joseph E. McCann and *Luis Gomez-Mejia*
University of Florida, Gainesville

Without question, the basis of successful international trade is timely, useful information. The quality and quantity of information have become critical factors in determining the competitive edge of companies, industries, even countries. Many companies and countries recognize this fact and are making headway in new information technologies. Mitsubishi Trading, for example, will be linking its worldwide offices through full videotext satellite telecommunications. Disturbing, however, are indications that many U.S. exporters continue to rely upon very limited sources of information, such as person-to-person contacts—the same method used since trading activity began thousands of years ago. As international trading competition escalates, a review is needed of the types of international trade information available and how these can be accessed.

There are basically four types of international trade and business information: trade leads; economic, social, and political facts that determine the trading environment; information about support systems such as transportation, brokers, and bankers; and laws and regulations governing international transactions. Rarely are all four types found in one place and all readily accessible. The international trader is faced with the formidable task of trying to locate and integrate all of these sources to make a rational, and profitable, business decision. The temptation is to act with limited information, thus raising the risks involved, or to draw upon past experience. While invaluable, experience creates a tendency to act based on habit—to deal in one or two countries, with proven customers. Neither alternative is necessarily the best, but the cost in time, effort, and money for gathering all the information needed can be overwhelming. The time value of information is tremendous.

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All four types of information can be found in one to three forms from a great variety of sources. These forms are: 1) verbal and visual, 2) written, and 3) computerized. By "verbal and visual" we mean information that can be personally accessed through trade meetings, conferences, trade shows, and personal trips and visits. There is no substitute for meeting the people and organizations involved in the trading activity in terms of the richness of the information gained. Trading activity remains one area in which personal relations play a crucial role. Similarly, a lot can be learned by simply observing ocean shipping and trucking terminals and taking tours of competitors' stores and facilities.

By "written information" we mean the most common form trade information takes: the mass of reports, books, documents, and newsletters produced by local trade associations, state and federal departments of commerce, embassies, national trade promotion offices, consultants, and researchers. Without question, it is only a matter of time before a trader gains access to many of these written sources by simply tracing references contained in one of them. Libraries are, of course, a natural place to begin looking for written information. Many international trade associations will have available bibliographies of relevant information, and most colleges will offer an international business course that will provide references and reading lists.

Written information can be very useful in providing background data and information about the countries involved. A trader needs to keep abreast of current trends and events that may impact trade, but such information can be stale by the time it gets into print, overwhelming in volume, and not necessarily accurate. Newspaper-clipping services and newsletters that scan many international sources for pretargeted, high-priority issues can help the trader stay current, but the cost of such services can be great and their coverage spotty. A trade-off must be made between reading widely across many sources and topics and reading more narrowly across a limited number of sources and topics.

Perhaps one of the most important sources or types of trade information is the trade lead listings published by the state and federal departments of commerce, local trade associations, international trade magazine/newspapers common in most large cities, and trade promotion offices of foreign countries. Unfortunately, many of these trade leads are stale or inaccurate by the time they are placed in print. Contacts with firms in such listings are nonetheless useful for future contacts, even if the current trading opportunity has been missed.

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An increasingly important and growing source of information can be accessed through the microcomputer. Trade leads and background information can now be found through online, interactive computer databases. The *Directory of Online Databases* lists more than 20 databases offering a broad variety of trade-related data. Many state and even some local trade associations offer trade lead summaries based upon centralized computer databases, but these, too, often suffer from slow updating and editing.

The online, interactive database is a great step ahead because it offers users an electronic mail capability for sending and receiving messages as frequently as they are entered. In addition, such databases can let users conduct their own tailormade searches of stored data. For example, Caribbean Basin Information Network (CBIN) has been created by Caribbean/Central American Action, a nonprofit trade promotion association based in Washington, D.C., to network a large variety of users in several countries. Users can subscribe to CBIN and gain access to many forms of trade-related information, aside from trade leads and direct investment opportunities.

Given the time value of information, computerized databases can be highly cost effective to use. As the saying goes, however, "garbage in, garbage out"; information must be carefully and frequently edited in this source just as in written forms. There is the additional concern that the new and unskilled user will spend a lot of money and effort with little to show for it. Added to the list of disadvantages is the cost of the computer hardware if the trader does not have it already. While they do take a profit, commercial services are available that will design computer searches to minimize costs. One such service is COMMARS located in Orlando, Florida. COMMARS can access global trade-related data from a multitude of sources and work with clients to tailor their search processes.

Other services of this type are emerging as an alternative to laborious searches in library stacks and trips to trade offices. This source of information will continue to grow out of necessity due to the mass of written information, but usage will be constrained until potential users are better educated and services made better known. The interactive computer database search is a step beyond searches conducted through centralized, commercial services, but both have distinct advantages over many written forms of information.

As noted above, successful international trade activity requires information from a variety of sources and in a variety of forms. There is so much information, however, that it has become impossible to access all of it that may be relevant. The trader must therefore access information selectively but see all varieties as potential resources to be used as required. Dependency upon a single source should be avoided, and experimentation with new forms such as interactive computerized databases should be attempted.

Research Activities Crucial to Successful International Trade Education

C.P. Rao
University of Arkansas

International trade education should possess three critical characteristics. First, it should be user oriented. Second, since the users are mostly business enterprises engaged in international trade, education should be practice oriented. Third, it should be results oriented. To make sure that these critical orientations characterize international trade education programs, it is necessary to engage in systematic research. The objectives, procedures, and principal actors of these research activities are described below.

To make such educational programs beneficial to the users, first the specific educational and informational needs of the current and potential users should be determined. Often international traders think that many educational and informational programs are too theoretical to be of practical use. Such apprehensions need to be overcome if the educational programs hope to be successful. Systematic identification of user needs through appropriate research can overcome these apprehensions.

Users and potential users of international trade educational programs are not homogeneous. For example, Cavusgil[1] identified four categories of international traders based on their degree of involvement. These are: 1) reactive/opportunistic exporters, 2) experimenting exporters, 3) active exporters, and 4) committed exporters, some of whom qualify as multinational companies. Other segmentation bases can be used to categorize international traders. The specific educational and informational needs of these different user segments uncovered by research can be applied to create responsive, systematic, tailormade educational programs.

The relative effectiveness of current programs should be determined from the perspective of the various user segments—not from the perspective of program providers. Two distinct benefits for improving international trade education can be achieved by such assessments. First, the research will identify the gaps in the current programs by relating them to the practical needs of the users. For example, countertrade has become an important factor in international trade practice in recent years. Yet, it is seldom included in international trade education programs. Second, the research information will spotlight existing programs that are not meeting user needs. Decisions on new program development and the elimination of existing programs hinge on this type of research.

All educational programs make use of a variety of pedagogical tools—lectures, case discussions, computerized simulation games, role playing, audiovisual materials, etc. The relative effectiveness of each of these pedagogical tools should be determined from the viewpoint of program users. This research is essential to the successful implementation of any educational program, but more so in the case of international trade education. International trade practitioners are likely to be more responsive to practice-oriented pedagogical tools than to conventional theory-imparting methods like lectures. The user preferences should be investigated and optimum combinations of pedagogical tools should be determined to achieve maximum effectiveness in educational programs.

User preferences for program mode, duration, format, timing, and location should be identified. (Program modes include: seminars, university or college courses, correspondence courses, periodic research reports, conventions, audiovisual materials, specialized workshops, etc.) Further, these practitioner preferences need to be folded into planning. If the user preferences are not accommodated, even good educational programs are likely to fail to attract and involve targeted participants.

To achieve these research objectives, four procedures should be followed. First, current knowledge from secondary sources should be systematically collated, synthesized, and evaluated. Secondary-source materials dealing with the international trade behavior of U.S. business firms could provide a useful starting point.

Second, significant gaps of knowledge regarding needs, preferences, attitudes, and satisfactions of user segments toward the international trade educational programs can be identified by using the results of secondary-source research. These gaps in knowledge can form the basis for conducting primary-source research activities.

Third, a primary-source research program aimed at filling the gaps in current knowledge should be developed and implemented. Initially the primary research should be limited to a defined geographical area. If needed the program could be replicated in other geographical regions, especially if significant regional differences are expected to exist.

Fourth, successful implementation of primary-source research requires active cooperation from both the program providers and program users. The research organization should solicit the active cooperation from Department of Commerce field offices in the region, the state government development agencies, and any other program providers. Cooperation should also be solicited from the trade and industry organizations whose membership constitute the user segments of the programs. Such cooperation would facilitate the active participation in the research program by the user groups to ensure that reliable research outputs are generated.

The research activities and procedures described above can be implemented only through the active cooperation of academic institutions, governmental agencies, and trade and industry organizations. Each one has a distinct role to play in the successful implementation of the research program. Research expertise and skills can be provided by the faculties of the academic institutions with expertise in international trade education. Governmental agencies—both federal and state—can provide full details about their educational and other support programs. Additionally, these agencies should be willing to expose their programs to critical evaluations by the users and, if necessary, to make necessary modifications so that the programs are more user effective. Finally, the research program and the ultimate benefits expected to result from it cannot be realized without active participation by the users and potential users.

It is only through the active interaction and cooperation of the three involved organizations—academia, government, and industry and trade—that research activities crucial to successful implementation of international trade education can be carried out.

Endnote

[1]Cavusgil, S. Tamer, Warren J. Bilkey, and George T sar (1979), "A note on Export Behavior of Firms: Exporter profiles, *Journal of International Business Studies*, 10 (Spring/Summer) 91-97.

Faculty Upgrading for International Business Teaching

John A. Dier
Mt. Hood Community College, Oregon

In recent years colleges and universities have come under tremendous pressure because of decreased of funding available to the institutions. One of the effects of this pressure is that when a new degree program is warranted the financial resources necessary to hire a fulltime person to teach in and oversee the program are not available. Under these conditions institutions usually decide not to establish new programs.

This was the situation encountered by Mt. Hood Community College in Gresham, Oregon, when it decided to establish a two-year degree program in international business. Rather than abandon the program or operate it with less than effective parttime instructors, the college chose a different direction—it chose to retrain a proven, tenured, fulltime business instructor to do the job.

Through a matching grant from the U.S. Department of Education, the college was able to release the instructor for an entire academic year to upgrade his knowledge in international trade. The upgrading was accomplished through four interrelated phases: advanced coursework, practical internships, community involvement, and travel.

Prior to the implementation of the upgrading activities, the college secured the cooperation of organizations and groups that fully understood the need for international trade education in the community and the need for upgrading the college's instructor. The cooperating bodies included the U.S. Department of Commerce—International Trade Administration, the port of Portland, the Gresham Chamber of Commerce, and the college's international business advisory committee.

Each of these groups assisted to implement the project. Through these resource bodies, the college developed a full-year plan to ensure that the instructor was provided the most meaningful experiences possible.

The instructor completed advanced coursework in International Marketing, international business, and international finance at a nearby university. He completed additional coursework in import/export marketing and Japanese at other local educational institutions.

During the course of the project year, the instructor completed internships with seven different public and private organizations in the Portland metropolitan area. All the organizations were involved with international trade. The college arranged the internships well in advance with the following basic guidelines:

- The intern would not be paid.
- The intern would become a contributing employee of the organization.
- The organization would provide as much information, case examples, etc., to the intern as possible.
- The internship period would be four hours a day for five days a week and would last four to five weeks.
- The intern would follow all organization requirements just as any employee would do.

The director of the Portland office of the International Trade Administration assisted in establishing the internships and acted as a consultant on all internship activities. The director's coordination activities made the entire internship phase of the project flow smoothly.

The internships were designed to provide basic knowledge of the international trade field, case models for classroom use, resource materials, and actual hands-on experience with international trade activities. In addition, the internships were shaped to familiarize the intern with all facets of international trade.

All of these objectives were met through the seven internships in the following firms:

- U.S. Department of Commerce International Trade Administation: A governmental agency that assists businesses in international trade education, promotion, development, resource material, etc.
- John Taylor Lumber Sales, Inc.: A medium-sized chemically-treated-wood-products firm that exports to Europe, Asia, and the Middle East.

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- U.S. National Bank of Oregon: One of Oregon's major international banks that handles international trade financing, letters of credit, monetary exchange, etc.
- Port of Portland: A major inland air and sea port that handles large volumes of international trade.
- Tektronix: A large manufacturer of high-tech products that are marketed internationally. Corporation activities include overseas subsidiaries, branches, joint ventures, etc.
- George S. Bush Company: A major freight-forwarding and customhouse brokerage firm that assists businesses to export and import merchandise.
- Trans World Trading Company: An export marketing and management firm that assists small- and medium-sized firms to export their products.

In the community involvement phase of the project, the college instructor was active with local organizations that are involved with international business and international cooperation. His memberships in organizations such as the World Affairs Council of Oregon, the Gresham Chamber of Commerce, and the international division of the American Vocational Association provided him with other insights about international trade and contacts with officials active in the field.

To further broaden his knowledge of the field, he attended seminars, workshops, luncheons, dinners, and conferences where international trade issues and activities were discussed.

In the final phase of the project, the college instructor took a four-week trip to the Pacific Rim countries of Japan, Taiwan, Hong Kong, and Singapore—countries that are important trade partners with Oregon. The major purposes of this trip were to provide the participant with personal experiences that touched upon economic, political, social, and cultural aspects of the countries. The instructor made business contacts with a wide variety of individuals in these countries that helped clarify for him how business is conducted in each of them.

Overall, the project effectively accomplished its purposes. For future implementation of such activities, however, the following program alternatives should be considered:

- Prior to the start of the internships, all of the participating organizations should meet with the intern to clarify the entire process, to eliminate training overlaps, to answer questions and concerns, and to establish a team effort to meet program objectives.

- A specific project should be established for the participant to complete during the program based on knowledge gained from each internship.
- Alternate internships and overseas contacts should be established well in advance in case the original internship positions fall through.
- Shorter and more intensive internship periods should be provided where possible.

Colleges and universities that do not have the opportunity to obtain a grant as Mt. Hood Community College did or who have limited resources might consider the following two alternatives to upgrade the background of fulltime faculty members:

- Release the faculty member for one-fourth, one-third, or one-half time for one year to intern and take course work. While the faculty member is interning, use parttime (and less expensive) help to teach his/her classes. The only costs to the institution are the parttime salary and fringe benefits, cost of advance course tuition and books, and the reduced time the faculty member is available for other campus activities, such as advising, and committee work.
- Release the faculty member for one-fourth, one-third, or one-half time for one year to intern and take course work. Replace the faculty member with volunteers from the faculty who in future years will be paid back by the released person so that they can upgrade their knowledge and experience.

This latter alternative takes a strong commitment on the part of the faculty members involved. However, if the parties see the advantages for themselves, for their students, for their college, and for their community, they will make the commitment.

To be successful, the commitment to upgrading must not rest only with the faculty member. It must be a commitment made by the entire college—the president, the board of directors, other management personnel, and the faculty. This institutionwide commitment explains why the project succeeded at Mt. Hood Community College.

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Development, Implementation, and Evaluation of Internship Programs

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Clemson University, South Carolina

With a 1983–84 matching grant under Title VI B of the Higher Education Act, Clemson University has been able to lay the groundwork for a systematic internationalization of student work assignments available through the office of cooperative education (co-op). Carefully screened juniors, seniors, and graduate students from various disciplines are placed in jobs with firms or agencies concerned with international trade. Administered by the college of liberal arts, the college of agricultural sciences, and the co-op office, the program is designed to enhance the international skills of future business managers, marketing and trade experts, accountants, engineers, architects, computer specialists, agricultural economists, and technical writers.

The primary objective of the program is to help provide a solution to the problem of inadequate American expertise in the international marketplace 1) by making it possible for students to qualify for international co op positions by combining their major studies with significant coursework in foreign languages (including business language) and related fields; 2) by providing the international business community with students of various disciplines who are well prepared and eager to get some hands-on learning experience in their fields as it relates to world trade; 3) by developing educational/training programs in international trade and marketing to assist existing and potential exporting firms in entering world commerce; and 4) by setting up a corporate sponsor/student intern/faculty advisor network that will provide the climate for a mutually productive relationship between the multinational firms and agencies that provide the internships and the diverse faculty and students who contribute to the international competence of Clemson University.

Traditionally over three fourths of the regular co-op students have been enrolled in the college of engineering. Project leaders of the Title VI B grant assumed that student interest in the internship program would and should cut across college lines. Therefore, grant leaders launched a campuswide campaign to enlist the active support of administrators, faculty, and qualified students from each of the nine colleges on campus. The project consultant was "very impressed by the high level of organizational success...and hard work done by the project team...in designing a basic strategy of interdisciplinary cooperation." This evaluation validates the primary recommendations of a 1982 campuswide needs assessment of the status of international affairs that was commissioned by the dean of the college of liberal arts. The implications of these two assessments are especially significant as they relate to curriculum development, for this part of the program's success is directly related to the diverse disciplines represented in the student applicants and the multiple needs of the industries and agencies engaged in commerce abroad.

The intern option places great importance on potential benefits of the purposeful blending of a technical and a liberal arts education. Technically oriented disciplines (e.g., agricultural marketing, computer science, business administration, engineering), areas that traditionally are strong at Clemson, usually present problems as far as curricular options and free electives are concerned. However, efforts are under way to develop promotional material and a network of advisors that will emphasize to the student the importance of combining coursework in internationally related areas, like foreign languages, geography, and international marketing and politics, with whatever technical major is chosen.

South Carolina provides an ideal setting for a successful international internship program at Clemson. Of the over 600 companies in the state that traded on the world market in 1983, about one third were foreign owned and of these 35 percent were West German, 26 percent British, 15 percent French, 11 percent Japanese, 9 percent Swiss, and 6 percent Dutch. The State Development Board, the State Ports Authority, and the State Department of Agriculture have combined their efforts to pursue trade and reverse investment opportunities for South Carolina in the Far East and in Europe by creating two joint offices, one in Belgium and the other in Japan. Another advantage for the program is that the port of Charleston is the largest port in the South Atlantic and Gulf Coast and ranks eleventh in the nation in total tonnage.

In order to provide structured internship opportunities, the grant team contacted businesses, agencies, and organizations involved in international trade. Mailing lists were not readily available; therefore, the first task was to identify firms with potential as international intern employers. The state industrial directory provided an initial list of 300 manufacturing firms that had international operations. An additional 150 service businesses and exporting companies were identified through personal contacts, many supplied by the State Development Board, the Department of Agriculture, the State Ports Authority, and the U.S. Department of Commerce. Some 30 promising businesses and organizations outside the state were also identified. The project team contacted 480 firms by mail in late November and followed up with mailings in January and February. Depending on their response staff made telephone contact with 100 high-potential firms. The grant team believed it imperative in most cases to talk directly with top management personnel. Team staff conducted personal interviews with 30 companies.

During either the telephone screening or the personal interview, the following program benefits were explained:

- Student interns are a low-risk, minimal-cost way of looking at potential employees.
- Interns are more mature and innovative than the average summer employee.
- Regular employees could be released for other tasks.
- Seasonal peaks could be more easily handled.
- International interns would be upperclass or graduate students with better-defined goals than the younger co-op students.

Staff informed prospective employers that unlike traditional co-op, that requires a minimum of three work periods, the international internship program could be a one-time work period lasting up to six months or more. Interns would be supervised by the faculty and would be expected to make two written reports on the job assignments, one at midpoint and one upon completion, to aid in both the formative and summative assessments of the overall program. In some departments it is possible for a student to receive independent study credit for research completed as an intern.

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The team surveyed student interests in the program by contacting the various academic departments and requesting that they pass out questionnaires in class. Through staff initiatives, a slide-tape presentation was made for incoming freshmen orientation and for use in state high schools in order to emphasize the importance of proper preparation for international careers. The team developed flyers and posters to explain the program to faculty, students, and businesses.

To facilitate long-term program development, the program team sought campuswide support within each college. The team made special efforts to identify interested faculty and administrators to serve as points of contact on the interdisciplinary team. Several formal planning sessions were held to discuss the main aspects of the program and to identify interest among faculty. From these sessions emerged a group that served as the nucleus of the internship program. A newly hired international marketing specialist was targeted as a prospective committee member even before he arrived on campus. Weekly meetings were held throughout the year to assist with the planning and evaluation process.

The team interviewed 30 firms/organizations regarding their interest in international intern positions. Of this total, 19 responded favorably, yielding a 63 percent favorable response rate. A total of 31 intern positions resulted from the 19 firms. These internship positions are now a part of continuing cooperative agreements between Clemson University and the firms.

An April symposium, "Profiting Through Clemson's International Internships," brought to the campus key corporate and government representatives who had already pledged to place Clemson students in internationally related positions, such as Robert Bosch, Polex, Hartness International, the South Carolina State Development Board, the State Ports Authority, the South Carolina Department of Agriculture, and the U.S. Department of Commerce. Many others who had expressed interest in joining the program were invited to attend, along with some 140 students who applied for the 30 to 35 internships that were being negotiated. Afternoon interviews were followed by an orientation program and reception.

A prime example of one of the significant linkages hammered out between Clemson and the business community is the Bosch/Clemson program. Selected sophomores in engineering, business administration, and computer science worked two regular co-op periods with Bosch in

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Charleston on an alternating schedule of work/study. Campus semesters combined students' major studies with at least 14 semester hours of German, preparing them for a final six-month work period with Bosch in Germany. We were able to piggyback on a well-established internship program for graduate students earning a masters in international business studies at the University of South Carolina.

From November 1983 through March 1984, 136 students completed interest inventory forms for the intern program. The number of students in cooperative education went from 400 to 561, or an increase of 40 percent. Almost 85 percent of that increase was directly attributable to the international intern program.

The table below identifies the majors that were represented in the international internship program through May 1984.

COMPOSITION OF STUDENT APPLICANTS IN THE INTERNATIONAL INTERN PROGRAM, MAY 1984

College	Number of Applicants	Percent of Applicants
Agricultural Sciences	11	8.0
Architecture	2	1.5
Commerce and Industry	30	22.1
Education	3	2.2
Engineering	53	39.0
Forest and Recreation Resources	2	1.5
Liberal Arts	26	19.1
Sciences	9	6.6
TOTAL	136	100.0

Although applications were concentrated in engineering (39 percent), substantial progress was made toward increasing interest among other colleges within the university. Applicants from commerce and industry represented 22 percent of the total, followed by liberal arts (19 percent), agricultural sciences (8 percent) and sciences (6 percent). Architecture, education, and forestry represented five percent of all applicants. These figures represent a significant departure from the skewed distribution of participants in regular cooperative education that reflects on involving every college (except nursing) in the international internship program can be attributed to the philosophy inherent in an interdisciplinary grant team.

The most immediate concern now is to develop internships in sufficient numbers to provide opportunities for all of those students who are qualified. With this in mind, students were an integral part of the trade conference that culminated the past grant year—EXPORT 84 (cosponsored by Clemson, the U.S. Department of Commerce, the District Export Council, and all the state trade agencies). With resumes in hand, interested students were able to interview, or set up interviews, for possible jobs, while participating in a smorgasbord of international education opportunities.

The early, positive results of the international intern program reinforce the underlying premise upon which the program is based: that businesses need to seek, and in many cases are seeking, ways to enhance their international expertise, and that student interns can be a crucial link. The state of South Carolina and Clemson University provide a unique environment where a program of this type can reach its full potential.

Before this potential can be realized, however, several logical extensions of current program aspects should be made:

- First, additional internships must be established with corporate headquarters that house the firms' international divisions. Developing funds to follow productive leads and receiving a firm commitment to the international intern concept from the decision makers in selected major multinational corporations seem a key to long-term success and viability.
- Second, separate program identity through a campuswide office of international programs seems essential for a continuing program and would be a signal to industry of Clemson's strong commitment to international endeavors.
- Third, the curricula of all colleges at Clemson must be examined and revised to reflect more accurately the needs of international businesses and organizations, and consideration must be given to establishing a uniform credit system for internships.

Together, these thr e major thrusts could have a very positive effect on linkages between the university and the business community and would foster an especially advantageous interface between the technical and the humanistic elements of Clemson's multifaceted degree programs.

A Comprehensive International Business Education Program

Santiago Wood
Vista College, California

The state of California and particularly the San Francisco Bay area's international image is based on the wide variety of cultures and nationalities that have settled here and on great influx of foreign visitors it hosts annually. Also, the area's personality is shaped in part by the fact that it is an important center for international trade, particularly with countries along the Pacific Rim. For example, the port of Oakland-San Francisco ranks as the nation's fifth largest customs district and is the largest containerized port of its kind on the West Coast. It is the biggest business in the East Bay, supporting some 25,000 jobs.

Even though the San Francisco Bay area is rich in multinational business, educational, and personal ties, many businesses and residents, like their counterparts throughout the country, have had only passive interest in, and a superficial understanding of, the growing internationalization of the American economy. The potential resources in the bay area for increased international trade, particularly in the Pacific Rim countries, have remained untapped by the vast majority of local businesses, employees, and new job seekers. Statistics that show that 80 percent of America's exports can be accounted for by only 10 percent of its businesses dramatizes the need to make more businesses, particularly small- and medium-sized businesses (i.e., under 500 employees), aware of the opportunities for exportation and to help them become operationally efficient and competitive in the world.

Moreover, international trade plays a very significant economic, cultural, and social role in the state of California. If the state were a separate country, it would rank twelfth in terms of the value of its international trade, eighth in terms of gross domestic product, and seventh in

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terms of per capita gross domestic product. Recent economic studies of the state's international trade picture by the Department of Commerce revealed that over 15 percent of all nongovernmental jobs in California, and possibly 10 percent in the bay area, are related to international trade.

Yet, these facts mask the narrow breadth and shallow depth of understanding of area and state residents about international and multicultural issues. Through Vista Community College's work on the International Trade Institute, local business, education, and government leaders have expressed their concerns about the educational needs of employees and citizens who lack intercultural communication skills, are insensitive to cultural differences, and fail to see the importance of international trade and of global perspectives on environment, energy, and nuclear issues. The traditional community college curriculum, like its counterparts in other educational institutions, has typically overlooked international and multicultural perspectives.

To date, no concentrated effort has been made across the community-colleges in the state of California and in the bay area to develop new international curriculum or to infuse existing curricula with units that address international issues. Nonprofit organizations such as the World Affairs Council, the Bay Area and the World Project, and Global Perspectives at Stanford University have been able only to provide occasional seminars on specific international issues for a wide range of educators and the public. But they have not been able to address the specific curricular needs of the California community colleges. When an occasional course is developed or modified at a community college to address international and multicultural issues, other campuses are generally unaware of its relevance to their program, and the potential for articulation is lost.

To address these issues in its service district, Vista Community College designed and developed the international business and cross cultural program.

The international business and cross-cultural program was made possible through a federal grant (1983 Title VI B) by the Office of Education and with support from other private- and public-sector organizations. The college used program funds to establish an international trade institute. The objectives of the institute are:

- To provide educational opportunities in international trade and understanding of foreign languages and cultures to nontraditional students.

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- To establish information and service networks among educational institutions and local businesses.
- To provide direct services to assist business.
- To develop and present special low-cost, one-day Saturday or Sunday international trade seminars and workshops for people who must work weekdays.
- To make the Institute self-supporting.

The program focuses on providing a comprehensive array of international business courses (the credit program), including self-paced language instruction in three Pacific Rim tongues (Korean, Mandarin, Japanese), and offering instruction to broaden understanding of cultures through individualized language and cross-cultural skills building. It also offers a variety of workshops, seminars, minicourses, consular corp activities, roundtables, internships, and brown-bag lunch activities (the noncredit program) to meet the needs of specific groups. Most of the low-fee activities are offered in cooperation with the community services division of the College.

The international business program operates under the college's division of business, business management, and transportation. The program is headed by the Assistant Dean of Instruction for the division. The staff includes a fulltime staff assistant, various international trade practitioners and consultants, 10 parttime faculty (international trade practitioners), a resource librarian, and a number of student assistants.

The international trade advisory board, established for the program, plays a crucial role in guiding the program's development. The advisory board membership includes over 50 representatives of all major public and private sectors engaged in international trade in the college's service district. The chairperson of the board is a high level official with the port of Oakland. Advisory board members represent small business, major banks, manufacturers, international trade commissions and associations, air and ship transport companies, federal and state agencies, universities, and schools. Because of the size of the advisory board, there are several working committees of about six members each that are organized around distinct areas such as executive policy and funding issues, foreign language instruction, and new program and course development. The program's first-year budget was $139,000 with two thirds of the budget provided by the U.S. Office of Education and the remainder given by the college and local business.

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In its early stages the program concentrated its services at the business operations level for students pursuing new careers, for experienced business people wanting to improve their capabilities in international trade, for the general public, and for college communities wishing to become familiar with diverse cultures, global issues, and business-oriented foreign languages.

As a central part of the program the college established the certificate in international trade. It consists of 20 units. The program includes several short-term, skills-oriented courses and an internship program that provides practical learning opportunities for students to work in the international trade field with local businesses. The certificate program consists of the following courses: Introduction to International Trade (.5 unit); Intercultural Aspects of International Trade (2 units); International Trade and Economics of the East Bay (1.5 units); International Marketing (3 units); International Trade Finance (3 units); The Basics of Import/Export (.5 unit); Establishing an Export Trading Company (1 unit); International Letters of Credit (1.5 units); Introduction to Business Law (3 units); and Using a Small Computer/Data Base Management (1 unit). These units may also apply toward the associate of arts degree in business administration. Approximately 300 students enrolled in the first offering of the program.

The noncredit community services program consists of a series of self-supporting, one-day weekend workshops and seminars for business-oriented people. Session titles included: Far East Trade Workshop; Introduction to International Trade; How to Start Your Own Export/Import Business; Psychology of International Advertising, Marketing, and Sales; and Basics of Hi-Tech International Trade. These seminars were extremely successful and attracted between 50 to 150 businesspersons. The fee ranged between $35 to $65 with a 30 percent discount to educational institutions.

Another feature of the international business program included monthly, informal, midday roundtables that brought together businesspeople and educators to discuss the practical concerns of those entering and those involved in international trade. Consular corps evenings were arranged by the program to provide opportunities for businesspeople and foreign representatives to discuss current opportunities for trade and to promote international understanding. These programs were popular and have drawn between 50 to 100 attendees from diverse career and educational backgrounds.

One of the most unusual features of the curriculum is the international trade institute's language laboratory. This program is offered on a self-paced, drop-in basis and caters to the needs of individuals and local businesses engaged in international trade by providing immediate, short-term, conversational, business-oriented language instruction and review. Employees and small business owners who may need to acquire minimal or "survival" linguistic competence on short notice use the language laboratory alone or in conjunction with the institute's seminars and regular courses. Native language instructional aids are also made available to users of the laboratory on a regular basis.

The program emphasizes practical business usuage of the major Pacific Rim languages. Local business owners and employees are able to learn job-relevant skills that they might otherwise believe to be too time consuming or esoteric. A simple pamphlet of traveler's and business-related phrases and vocabulary is made available to students in all three target languages, along with audiocassettes and visual aids.

The internship program has been another successful activity of the international business program. It provides students with firsthand experiences in businesses actively involved in international trade. The link between the education community (nontraditional students and educators in both business and language) with the practitioners in international trade (public- and private-sector officials, large and small businesses, producers, and service providers) brought together an unusual and powerful combination of talent and experience. Approximately 10 percent of the program students are enrolled in the internship component.

Although no coordinated placement service is presently provided, many students find employment themselves. The program has extensive contacts with the local international community, and plans are under way to set up a formal business placement role for the advisory committee.

The remarkable success of the college's first year of operations bodes well for the future. Included in its plans for development, the college is moving to make the program self supporting; to establish an international business resource center; to broaden its linkages with agencies, colleges, schools, and organizations involved in international trade; and to assess in more detail its service community's needs in this area.

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A Joint Venture of Business and Academe: International Trade Roundtables

Virgil H. Blanco
Middlesex County College, New Jersey

Anyone involved in international commerce in central New Jersey has found for the last eight years a stimulating atmosphere at the Middlesex County College's international trade roundtable meetings. The roundtable is a business discussion group comprised of leaders from large local corporations, small- and medium sized firms, and faculty and administrators from Middlesex and nearby colleges and universities. The group meets for lunch or breakfast to exchange information on world trade and, on occasion, to hear guest speakers who are experts on various aspects of international business.

The roundtable was the idea of one of the members of the college's international trade advisory board, an executive in a nearby manufacturing company. The board member suggested that there should be a forum where professionals interested in international commerce could meet and learn from one another. He proposed that the reach of the roundtables should include all of central New Jersey. World trade program instructors and administrators should be involved also, he advised. He thought that the setting for meetings should be a college to provide an opportunity for local businesspeople to become better acquainted with their academic neighbors.

The first meetings drew over 150 businesspeople to hear well-known speakers such as Nobel Prize laureate wassily leontief, presidents of large multinational corporations, the vice president of one of the largest Japanese trading companies in the world, experts from the Export-Import Bank, the Overseas Private Investors Corporation, the World

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Bank, foreign consulates, and U.S. government officials. Rather than a forum where all could participate, the emphasis was on listening, and if time permited, a few questions could be asked. The dollar was very weak, following the first and second oil crises, and exporting was a national priority.

In the roundtables' early history, representatives from large companies composed the majority of the membership. The membership was individual rather than corporate. Normally, small- and medium-sized companies are not as interested as larger companies in foreign markets. However, as a result of the college's promotional efforts, the meetings began to attract smaller firms too. While larger companies were interested in broad economic and cultural issues, smaller companies were interested in more concrete information, such as consumption patterns in specific foreign markets, legal regulations, and export procedures. Eventually, it became difficult to reconcile the interests of the two audiences the college was trying to serve.

The trade roundtables' early success precipitated strong competition from other colleges in New Jersey that sought to serve their own business communities. The competition attracted companies away from the Middlesex meetings. Many companies that sent representatives to the Middlesex program from surrounding counties chose to subscribe to similar groups in their own counties. However, the competition created attractive choices for area businesspeople. Each month they could choose from among the college programs and attend the one that presented issues closest to their interests.

In response to the needs expressed by small- and medium-sized firms, the Middlesex roundtable began to feature programs that dealt with procedural matters. A few meetings were dedicated to studying different aspects of letters of credit, shipping requirements of chemicals and pharmaceutical products, and international transportation and traffic issues.

A new format allowed the members to spend more time talking among themselves about their recent experiences in different parts of the world. A businessperson returning from Venezuela was invited to share his experiences with Venezuelan bankers, while another official just back from Singapore was given time to discuss warehousing facilities in that country or transportation from the airport to the city. This firsthand information was useful to both large company executives and owners of small firms. The college scheduled breakfast meetings to meet

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the needs of busy executives who preferred to come early and return to the office by 10 or 11 o'clock for a full day of work.

Although segmenting the audience was a problem, pricing was not, since the firms (small- or medium-sized companies or large multinationals) were willing to pay whatever costs were necessary. Fees were set by the college's division of community education, while programs were selected by the advisory board.

In addition to recruiting exporting companies, the college also recruited service companies for the roundtables to achieve a fair representation of the various actors involved in international trade. The program staff made a special effort to involve at least two freight-forwarding firms, two banks, an insurance company, and a local chamber of commerce. An import company joined along with a telecommunications company. Each provided a different perspective.

The roundtable meetings always had representatives of the United States Department of Commerce, the State of New Jersey Division of International Trade, the Foreign Credit Insurance Association, the two state chambers of commerce, a local chamber of commerce, and two state associations dedicated to the promotion of international trade. airline companies as well as ocean carriers were represented occasionally.

The person chairing the meeting, usually the director of the program, elicited comments and initiated discussion following a summary of the latest trends in world commerce. The chair provided a monthly update on the state of the international economy, export credit and interest rates, exchange rates and changes in regulations, and international shipping regulations. The monthly update sometimes rotated among the various members, but the chairman of the meeting was prepared to intervene or fill in gaps.

Although the roundtable meetings were not economically productive after the first five years, they provided a community service that was appreciated by the business community. They also provided opportunities for faculty development. Further, meetings served as a useful recruiting tool for the college's certificate program in international trade since some of the participating companies began to send their new employees to the college courses. The roundtable provided a linkage between the placement office and companies interested in interns. Indirect benefits are difficult to assess, but they are numerous. The international trade roundtable is one more way in which a community college can respond to the needs of its business constituency.

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Noncredit Programs in International Trade Education

Evelyn Fine
Daytona Beach Community College, Florida

Although there are advantages to structuring programs that award college credit for business and industry, to meet the unusual requirements of this particular audience with pragmatic and timely training we have found that noncredit courses serve best.

Over the several years the Mid-Florida Research and Business Center (formerly the Center for Small Business) of Daytona Beach Community College has been in existence, we have developed a strategy for offering workshops, seminars, conferences, and other programs to students at all levels of professional competence. Our constituency includes staff members of mid-sized and multinational firms, small business owners/managers, and individuals who are seeking the business skills necessary to complement their technical skills so that they might be successful in a business venture of their own.

Programs are of two sorts: specific prescription training programs designed with a particular company's needs and concerns in mind (based on a smorgasbord of available offerings), and programs offered to the public at large and aimed at the owner/manager or midmanager in the smaller firm.

As a self-supporting program of the college, the center has had to operate much in the same manner as most small businesses with a product to sell; that is, to follow the time honored tradition of salesmen everywhere. . . find the need and fill it. Programs offered by the center have seldom failed to "make," probably because of the care and attention taken in following the course design strategy. When programs have not had the necessary enrollment to continue, it has always been because one step or several steps in the center's general strategy were skipped. Elements of the strategy are given below.

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First, all programs have a cosponsor. This component provides for automatic needs assessment. Even when center staff believe, based on experience, that a program has an audience, the staff depends on the directions given by trade or business organizations that know their members and their issues and concerns. Many such organizations conduct ongoing surveys of their members, many industries are required to respond to changing regulations and changing economic conditions and are in need of ongoing education, and certain organizations (such as chambers of commerce) recognize that education is one of their responsibilities but lack staff and expertise to design and implement such programs.

Additionally, having the sponsors' names prominently printed in brochures and other publicity assures support by active members of the group, and sponsors' membership lists are prime sources for targeted market mailings.

Also, leaders in the sponsoring organizations can be used as moderators (when appropriate) and as lecturers in the training programs.

Certain caveats, however, apply when working with a cosponsoring organization. While the sponsors may wish to handle their own publicity and mail materials advertising the program to their own members and their own media sources, the center does not count on anyone else to handle program mailings. The center produces a specific mailing on every program it conducts. It is important that staff control the timing of the mailing, the specific groups that receive the announcement or brochures, and the manner in which materials are mailed. For instance, staff seldom mails a brochure with any other material. It is seldom put in an envelope. It is usually mailed first class.

Also, the center does not allow anyone else to take advance reservations (for programs, courses, seminars, workshops, etc.). This way staff knows exactly how many people can be expected; staff is prepared with the appropriate number of class materials and other hand-outs, and it can specify how much beverage or food can be guaranteed to the caterer or hotel.

Center experience has been that most organizations are delighted to accept the internal and external do's and don't's for sponsoring programs, are pleased to be included in the planning stages, like to have a representative acknowledged within the program, but do not have the staff or volunteers necessary to handle any of the details of implementing the planned program, workshop or seminar.

Second, courses are seldom taught by regular institutional faculty. When staff uses such faculty, they serve as instructors of record, making frequent use of guest lecturers. Only regular faculty who have reputations as pragmatic and capable teachers of adult learners are used. Instructors for most center workshops and seminars are practitioners who have volunteered their services. Such professionals as tax attorneys, bankers, insurance agents, certified public accountants, etc., are members of the center's adjunct faculty group.

Staff finds instructors in the not so obvious places. Members of the local Service Corps of Retired Executives (SCORE) chapter with long years of expertise in their fields are a prime source of instructors. These people have more time (than do ctive professionals) to devote to course planning and usually have years of collected background material and anecdotal cases to relate to their students. Midmanagement staff of government agencies usually have exceptional knowledge of purchasing, security and loss prevention, personnel management, and other management fields, and their agencies are delighted to loan them for community service such as teaching a course for the center.

The center seldom pays instructors. Rather, letters from the college president and center director are immediately dispatched to instructors as well as to their employers, thanking them for their service. Center staff publicizes the contributions of the instructors throughout the community.

In choosing instructors staff makes use of the cosponsoring agency as well as the center's advisory committee. The advisory committee is composed of members of the business community. Included on the committee are a vice president of a regional bank, a tax attorney, several owner/operators of small businesses, the manager of advertising for the major local newspaper, and a local legislator. Advisory committee members frequently teach courses and recommend colleagues and friends to serve as instructors. But their value does not end there.

They advise on current issues and concerns of the business community. They lend their names to funding and business development efforts. They lobby for stronger support as needed from the community, the college, and the legislature. They lend their presence at special events. They are obliged and treated with respect by center staff as well as other administrators of the college. They meet only when meetings are necessary and staff prepares specific agendas for these sessions.

Frequently, a member of the business community will approach center staff with an idea for a program he or she would like to teach. These

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offers create one of the few times staff might toss out some of the hard-and-fast rules that govern cosponsorship and course planning. Responding to such suggestions has paid off in the past, as the content of one such course is currently being edited as a text book. The staff believes that if some respected member of the professional community is willing to devote the time and effort necessary to offer a course, the staff should help make it possible.

When planning any course, workshop, seminar curriculum, or program, staff seeks advice from someone in the target group. What questions do they have about a technique, a new law, a business skill? What do they need to know to begin their business, enter international trade, keep their books, solve their personnel problems?

Although the center has been in the business of assisting business and industry for several years, the staff does not assume that it knows what is wanted. It asks!!! It asks the advisory committee members; it asks members of the cosponsoring organization; it asks members of the college faculty; and it asks students in traditional programs.

By attending meetings of local chambers of commerce and maintaining active membership in many trade and industrial groups, the staff continually conducts needs assessment. When it comes time to plan a course, the staff can draw on all these resources to more accurately target courses.

The center chooses a facility that is suited to the market as well as to the material. That is, staff does not plan a roundtable discussion in a traditional classroom setting; if there is a parking problem, staff does not schedule a class in the middle of the traditional peak class time; when a relaxed atmosphere is needed, with food and beverage service, staff arranges the meeting at a hotel.

Also, the center staff is flexible in choosing hours for classes. Sometimes better participation in courses is gained by offering them at 7:30 a.m., at noon, or on weekends. A midnight course might be offered if the circumstances warranted it.

Finally, staff follows up on students. A simple evaluation exercise is conducted immediately following the course. The center maintains a mailing list of program attendees and staff keep persons on the list posted on upcoming courses and other events. They also receive information about changes in regulations affecting small business and other information related to their interests.

Businesspeople (and all adult learners) require different treatment from traditional students. They do not have the patience necessary to jump through the same admission hoops that are required to enroll in a fulltime degree program. To keep them interested and excited about center small business programs and to encourage them to support college activities, their needs must be remembered when planning programs.

The AACJC International/ Intercultural Consortium

The AACJC International/Intercultural Consortium (I/IC) is an institutional membership organization composed of community, technical, and junior colleges involved in international education. Consortium members cooperate to enhance the international dimensions of their programs and campuses, contribute to understanding among nations and cultures, and promote their participation in the world community.

The I/IC was established in 1976 in response to a growing interest in developing a community college network for international education and as a result of expanding international interest in community colleges.

Membership services provided to I/IC colleges include:

Information/Resource Sharing

- *AACJC International/Intercultural Consortium Exchange*, a monthly newsletter, features articles on important events, developments, and programs; names and addresses of international visitors to the AACJC offices, along with a description of their interests, to facilitate direct contact between colleges and the visitors; program descriptions of innovative college activities; announcements of funding opportunities; professional meetings calendar; publications; and an assortment of references to data, quotes, enterprises, and trends related to international education.

- Periodic special mailings to each member college containing materials describing special programs, application forms for funding programs, articles, reference texts, conference announcements, and other resource documents.

- In addition to disseminating information on international trade education through the publication of this monograph, the AACJC I/IC also publishes the *International Trade Education* newsletter

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Linkages/Advocacy

- Speak for consortium members with international visitors, international offices of U.S. government agencies, higher education groups concerned with international education, national and international professional associations working in international/intercultural education, foreign embassies, private consultant organizations as contractors/grantees for international education programs, and others appropriate to consortium interests.
- Represent consortium interests in the Council for International Cooperation in Higher Education (CICHE), a consortium of higher education associations that represent nearly every kind of postsecondary institution in the U.S.: AACJC, National Association of State Universities and Land Grant Colleges (NASULGC), American Association of Colleges for Teacher Education (AACTE), International Council on Education for Teaching (ICET), and American Association of State Colleges and Universities (AASCU).
- Reference the consortium and its members in formal presentations at national, regional, and local meetings.
- Assist federal agencies and other national groups responsible for routing international visitors to higher education institutions in selecting particular colleges capable of meeting visitor interests.
- Arrange individual meetings for college members with national and international organizations upon request.
- Aid member colleges in preparing grant proposals, critiquing proposals, and on occasion, joining a college in its submission; also, endorsing a college's proposal, and referring the college to sources of technical assistance.

Special Activities

- Individual research and contact help for colleges upon request.
- Conducting special funded projects of benefit to the entire consortium.

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- Structure, analyze, and report the results of special surveys on topics important to community, technical, and junior college international education programs.
- Stimulate research activities through four-year colleges and universities on issues relating to community college programs in international/intercultural education (i.e., dissertations).

For more information and application forms for the International/Intercultural Consortium, contact:

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American Association of Community and Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036
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