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Bertrand Guillotin,

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Strategic internationalization through curriculum innovations and stakeholder engagement

Abstract

Purpose: Anti-globalization and protectionism movements have transformed strategic internationalization, International Business (IB) student engagement, and enrollment growth into very complex endeavors. Whereas the literature is rather scarce on solutions, this paper offers some best practices at a highly-ranked IB program that can be very useful to business school leaders.

Design/methodology/approach: Descriptive case study of the Fox IB program (Temple University, USA) is based on an inductive approach and the Quality Function Deployment (QFD) framework to design and internationalize the curriculum.

Findings: Listening to the voice of the customers through student and employer testimonials, we find the elements that make an IB program and curriculum successful. Even Senior students who are “between opportunities” feel that the new IB curriculum have prepared them well for their career.

Research limitations/implications: While the case study methodology is well-suited to understand strategies and processes, this research has natural limitations in terms of generalizability.

Practical implications: Academic Directors and business school leaders can use these best practices to innovate, engage their stakeholders, and grow enrollments. By increasing job placement opportunities and enrollments, they create a virtuous cycle of success and can obtain additional resources for their program.

Social implications: The value of management education to society is almost incalculable. IB is an integrative management discipline that is instrumental to the success of the global economy and society.

Originality/value: The best practices of the highly-ranked Fox IB program and the 21 student and employer testimonials in this case study have never been shared before.

Introduction

Globalization has become the enemy. This provocative statement is demonstrated by anti-globalization movements that have manifested themselves through the surprise 2015 Brexit vote and the 2016 US presidential election. Rooted in international trade, globalization goes back 25,000 years (Contractor, 2012) and should be well-understood and accepted. However, experts around the world have been wrong about this assumption and completely caught by surprise. How can business school leaders increase job placement and enrollments of international business students amidst anti-globalization movements?

We approach this research question by studying the case of the highly-ranked International Business (IB) Administration program at Temple University's Fox School of Business. This program's Academic Director innovated with the IB curriculum and engaged stakeholders through strategic internationalization.

This approach builds on previous qualitative research findings regarding management education that have generated several scholarly and practice-oriented publications (*Financial Times* and *Les Echos*, EGOS and EFMD conferences), as well as a doctoral thesis. Our current study is funded by an internationalization grant from Temple University in Philadelphia, USA, a top 100 research institution, ranked R1 in the Carnegie classification, the highest research ranking¹.

Our current research objective is to provide business school leaders with innovative and valuable strategic insights to increase enrollments. These insights should lead to better strategic decisions in terms of policymaking regarding internationalization. Therefore, we answer the Journal of International Education in Business call for papers regarding stakeholder engagement and internationalization and discuss curriculum innovations.

This paper proposes strategic internationalization as a way to increase enrollments by leveraging curriculum innovation and stakeholder engagement using the Quality Function Deployment framework (Gonzalez, Quesada, Mueller, & Mueller, 2011) and employers' needs as the voice of the customer.

Literature Review

There is a vast body of literature on the globalization and internationalization of Higher Education. On the other hand, there is much less information on its curriculum strategic internationalization and how it can boost enrollments in IB programs. Furthermore, while studying abroad is considered one of the best ways to prepare to enter and succeed in the interconnected, globalized workforce, 90 percent of American college students do not study or intern outside the United States (Brandauer & Hovmand, 2013; Goodman, 2017). It seems, therefore, sensible to bring the world to American college students through comprehensive IB curricula that meet the needs of the customers. More specifically, the necessity to have a global mindset to meet those needs and to strive in the global economy can hardly be overstated (Beechler & Javidan, 2007; Lane, Maznevski, Deetz, & DiStefano, 2009; Nummela, Saarenketo, & Puumalainen, 2004).

¹ <http://news.temple.edu/news/2016-02-01/temple-university-reaches-height-carnegie-research-classification>

Globalization and its Growing Pains in the Higher Education Context

Until the 2008 Global Financial Crisis (GFC), the global economy was growing and one of the main debates on globalization focused on whether the world is flat (Friedman, 2005) or spiky (Ghemawat, 2007). Whereas Pulitzer-price-winner Thomas Friedman has probably sold more books than Ghemawat, we adopt his position and agree that the world is semi-globalization, in particular in regards to Higher Education (Ghemawat, 2008, 2011).

In addition we also agree that internationalization has its limitations (Engwall, 2013; Engwall & Kipping, 2013) and have observed both in the literature and our own empirical research that many internationalization strategies have failed (Alajoutsijärvi, Juusola, & Lamberg, 2014; Guillotin, 2015).

The GFC has also increased the consolidation of the management education field and contributed to business school mergers around the world: Hult and Ashridge (UK), Skema (France), and Arizona State University and Thunderbird (USA). These mergers have been accompanied by distrust and regular criticisms (Currie, Knights, & Starkey, 2010; Doh, 2010; Ghoshal, 2003, 2005; Mintzberg, 2004; Pfeffer & Fong, 2002; Podolny, 2009; Starkey & Madan, 2001). Furthermore, reduced funding (Rollot, 2015; Symonds, 2014), increased competition, the digitalization of education, and changing business models have plunged business schools in global turmoil. Since the GFC, social tensions have also increased due to financial market crashes, retirement accounts depletion, layoffs, and job outsourcing; globalization, vastly misunderstood, has become the enemy. Both globalization and internationalization need to be better understood.

Globalization vs. Internationalization: A Common Misconception

Whereas the terms globalization and internationalization are commonly used interchangeably in the US, these terms are strikingly different (Guillotin & Mangematin, 2015).

In the general context, globalization is “the process of increasing convergence, interdependence of economies, and liberalization of trade and markets” (Thune & Welle-Strand, 2005). In the management education context, “Globalization is a multifaceted phenomenon, and an important environmental factor that has multiple effects on education” (Jane Knight, 2015, p. 3).

On the other hand, internationalization is seen as the response, “albeit a response in a proactive way” to globalization (J. Knight, 1999, p. 14). For Jane Knight (2003, 2015), a leading scholar on the internationalization of Higher Education, “internationalization at the national/sector/institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (J. Knight, 2003).

Responding to globalization by internationalizing the curriculum is a core element of a strategic internationalization that must match the needs and expectations of internal and external stakeholders. The literature on internationalization is very helpful as it describes different frameworks and theories to succeed in a global context (Barney, Wright, & Ketchen Jr, 2001; Dunning, 1988; Ghoshal & Moran, 1996; Jiang & Carpenter, 2011; Johanson & Vahlne, 1977, 2009). However, this literature is also somewhat incomplete in regards to the Higher Education stakeholders’ expectations that have become harder to manage by IB educators since the 2008 GFC. That being said, the design of an IB curriculum can be greatly improved by using the Quality Function Deployment (QFD) framework based on employers’ needs that represent the voice of the customer (Gonzalez et al., 2011). This framework, combined with a rigorous evaluation of the

most appropriate types of assignments and approaches provides excellent tools to IB educators to validly and reliably measure learning outcomes (Seno-Alday & Budde-Sung, 2016) and meet customer needs.

Changing Stakeholders Expectations

There are many stakeholders in management education. We focus on IB student engagement but also recognize that their parents, employers who hire IB graduates, and the media that rank business schools all care deeply about them and have something at stake. The role and the direct engagement of stakeholders (Bolton & Nie, 2010) is therefore critical to the success of a strategic internationalization effort at a business school.

With the increased power of rankings (O'Connell, 2013; Wedlin, 2006, 2007, 2011) and the turmoil described above, business school leaders have become more accountable to society and key stakeholders, such as students, parents, and employers (Toutkoushian & Webber, 2011). The need for accountability has been reinforced by a wide-spread distrust of institutions which include government, universities, and business schools to an extent.

Comprehensive internationalization (J K Hudzik, 2011; J K. Hudzik, 2015) is very important but no longer sufficient by itself. Internationalization must be strategic and relevant to meet the needs of all stakeholders and customers (employers), especially in this new era of uncertainty and distrust of institutions within a very complex global environment.

Customer Needs and Expectations

In their 2011 study using QFD, Gonzalez et al found that “if academic institutions prepare future IB professionals in foreign language proficiency, they would have a competitive advantage in the workplace” (Gonzalez et al., 2011, p. 20). This study enhances previous findings on the requirement for IB professionals to have “knowledge and skills in international marketing” so that they can grasp international expansion strategies and the role played by cultural, administrative, geographic and economic differences or distances (Cavusgil, Deligonul, & Yaprak, 2005; Ghemawat, 2001). In summary, the top three areas of IB expertise expected by the customers (employers) are: foreign language skills, knowledge and skills in international marketing, and communications skills (Gonzalez et al., 2011). The acquisition of these skills and knowledge leads to a learning and relearning process that connects the person (student) with the (IB) environment (D. Kolb, 1984; D. A. Kolb, Boyatzis, & Mainemelis, 2001). Among the needs that are not met by IB curricula, Gonzalez and co-authors point out some gaps in terms of Research in IB, International Banking, Foreign Policy, Business in Asia, Business in Latin-America, and Importing and Exporting courses (Gonzalez et al., 2011, p. 22). Any IB curriculum that is designed to strategically meet the customer needs and expectations should address as many of those topics as possible.

Design, Methodology, Approach

To better understand how business school leaders can increase job placement and enrollments of IB students we designed our rigorous approach (Bazeley & Jackson, 2013) based on an in-depth, descriptive case study (Yin, 2009) of the highly-ranked IB Program at Temple University's Fox School of Business to uncover some best practices. Among these best practices, the Quality Function Deployment (QFD) methodology was used to re-design the IB curriculum using the voice of the customer; that is, the voice of the employers, and meet their needs and expectations

(Gonzalez et al., 2011). This voice can be heard “loud and clear” through authentic employer testimonials. It is even louder when we observe the actions of these employers; i.e., hiring IB students, and what IB students share in terms of job placement and what prepared them for their career through additional verbatim testimonials (please see appendix 4).

Research Design

Our inductive and qualitative approach is uniquely suited to ‘opening the black box’ of organizational processes, the ‘how’, ‘who’ and ‘why’ of individual and collective organized action as it unfolds over time in context” (Doz, 2011, p. 583). This approach is used by qualitative researchers who seek to explain strategies (Eisenhardt, 1989; Eisenhardt & Graebner, 2007) in order for their scholarship to have an impact (Pettigrew, 2011). Case studies can also be advantageous in the pursuit of reflexive forms of scholarship (Humphreys, Novicevic, et al., 2015; Humphreys, Randolph-Seng, Haden, & Novicevic, 2015; Ketokivi & Choi, 2014). To this end, a single researcher who is embedded in the field and has privileged access to data was used.

Our case study is descriptive (Yin, 2009) to enable the reader to gain a deep understanding of the data and the context associated with the best practices that we aim to share.

Data Collection and Case description

We used multiple sources of evidence (Yin, 2009) including student and employer testimonials as primary data source. The qualitative data were collected between 2015 and 2016 among senior IB students (verbatim testimonials) by the Academic Director of the Fox IB program who acted as an embedded researcher in the field. As secondary data research sources, we used more than 70 academic journal articles, books, websites, etc. in order to validate our constructs (Peräkylä, 1997) and triangulate our data (Burton & Obel, 2011) with the customer; i.e., the employers of business school students and graduates. Our case is described below. Since the IB program is part of a collegiate business schools, the case description also includes a brief description of the Fox School of Business and Temple University.

Temple University

Established more than 130 years ago, Temple University is located in the north of Philadelphia, four miles away from Wharton (University of Pennsylvania), the oldest collegiate business school in the world². With 17 colleges and more than 38,000 students³, Temple is known as a research institution that combines access to education with excellence.

The Fox School of Business

One of the first business schools to receive the prestigious AACSB accreditation more than 80 ago, the Fox School of Business includes the School of Tourism & Hospitality Management. It was established in 1918. With more than 10,000 students and 65,000 alumni worldwide, the school is one of the largest business schools in the world. It is organized by disciplines around more than 20

² <http://www.upenn.edu/programs/academics-schools>

³ <https://www.temple.edu/about>

Student Professional Organizations (SPOs) for student engagement purpose and has been led by Dean Moshe Porat for more than 15 years. In 2016, the Fox School of Business entered the top 50 of all US business schools⁴. It is also known for disrupting the online MBA landscape with the best program in the US, according to *US News & World Report* rankings (2015, 2016, and 2017)⁵. At the undergraduate level, the Fox School of Business has a strong reputation for meeting customer expectations since the placement rate is 94percent for BBA students who use the Center for Student Professional Development⁶.

The Fox IB program

The first IB course at Temple University, International Marketing, was taught in 1971 by Professor Hart Walters of the Marketing Department. Building on this successful experiment with International Marketing, Professor Arvind Phatak offered an International Management course based on a book he wrote. Years later, Prof. Arvind Phatak founded the undergraduate IB program in the business school. Since then, many high rankings have been enjoyed by this program: top 15 for the past ten years (*USN&WR*)⁷ and #3 in IB research, according to a multi-year study from the University of Texas at Dallas based on the number of publications in the *Journal of International Business Studies*⁸. It is also important to note that the Fox IB program is home to three Academy of International Business Fellows: Prof. M. Kotabe, Prof. R. Mudambi, and Prof. C. Dhanaraj (new faculty as of July 1, 2017). AIB Fellows are considered leading scholars worldwide. Their research insights and contributions are integrated in the courses delivered by all Fox faculty since IB has been infused into all departments.

The Fox IB program is one of the largest IB programs in the US (approximately 500 undergraduate students). It is housed by the Strategic Global Management department, chaired by Prof. Arvind Parkhe. The success of this well-established IB program can be measured quantitatively by enrollments, credit hours, and rankings or qualitatively by student testimonials regarding their feedback about the program and their job prospects. Due to our research design, we will focus on the latter: 21 student and employer testimonials regarding job placement data. More than 30 percent of the courses required for the IB Major or the IB Minor are experiential in nature. The IB SPO is known as the IB Association. It is the eighth largest (125 members) among all SPOs and one of the fastest growing with an increase of 60 percent between Spring 2015 and 2017.

Data Analysis

Our data were analyzed and interpreted while comparing them with evidence in the literature (Huff, 2008; Yin, 2009). We “analyzed the interactions between theory and empirical evidence” (Huff, 2008, p. 181) and believe that the data from our case reflect certain patterns (Miles & Huberman, 1994). Our findings were validated with some of our customers (employers) during one on one interactions between 2015 and 2017. Further validation was obtained through written verbatim testimonials in February 2017 (please see below).

⁴ http://www.fox.temple.edu/cms_about-fox/rankings/

⁵ http://www.fox.temple.edu/cms_academics/mba-ms/online-mba/

⁶ http://www.fox.temple.edu/cms_academics/undergraduate-2/bba/bachelor-of-business-administration-news/

⁷ http://www.fox.temple.edu/cms_about-fox/rankings/

⁸ <http://jindal.utdallas.edu/the-utd-top-100-business-school-research-rankings/>

Research Limitations

While the case study methodology is well-suited to understand strategies, especially in the international context of business school (Doz, 2011; Guillotin, 2015; Yin, 2009). Whereas, the findings and practical implications are applicable to other business schools and IB programs in particular, this research methodology contains inherent limitations in terms of generalizability.

Research Findings and Discussion

We present our research findings in four sections: main strategic internationalization milestones, IB enrollment numbers, student testimonials, and employer testimonials. The structure of our discussion includes practical and social implications, as well as the originality of this qualitative study.

Main Strategic Internationalization Milestones

2003: The Fox School of Business whose curriculum integrates a few strategic pillars including globalization, becomes a founding member of the Consortium for Undergraduate IB Education (CUIBE)⁹. CUIBE is “a consortium of schools and universities that have undergraduate International Business programs. The primary objectives of the consortium are to provide its members with an opportunity to benchmark their programs against other member schools and facilitate sharing of best practices in International Business education.”

2014: The FOX IB program redesigns its new IB Major (Appendix 1). Main objectives: increase IB students’ professional readiness and job placement opportunities. The Academic Director at the time was Dr. N. Dahan; he was instrumental in the following changes to our program (Dahan, 2015):

- We increased the options among geographical area courses by adding IB 2503 (Fund of European Business) on main campus (used to be only offered in TU-Rome);
- We institutionalized the "Destination trip" (immersion) program with its own course code: IB 2509, Doing Business in a Foreign Country;
- We removed the ECON 3563 (International Trade) requirement. Most IB students hated that course and it was not professionally relevant. Any student still interested can take the course as part of the International Economics concentration;
- We created six IB professional concentrations consisting of three courses each. All IB majors must select one concentration (see Appendix 2 for a list of concentrations with their requirements);
- We launched the IB 3581 (IB Internship) program. It is a 3-credit course that counts toward three of the six professional concentrations. This is a critical opportunity for students to gain professional experience in the field;

In addition to these changes, the new curriculum has retained features of the previous curriculum, including:

⁹ <http://cuibe.net/about-cuibe/membership-benefits>

- Four College semesters of foreign language (i.e. achieving Intermediate-level proficiency minimum). This is an important feature of the major, and a turn-off for some students, but foreign language proficiency for IB cannot be understated and compromised. Any student with some preexisting proficiency can take a placement test in order to waive the requirement entirely or partly. The Language Departments in the College of Liberal Arts handle the testing for the languages they offer (our IB student advisors will help our IB students navigate this question). For languages not offered on campus, it is (sometimes) possible to find a TU staff member proficient in the language and use that person to evaluate the student's proficiency level in the language. Typically, we would expect a student at level 4 to be able to read and understand a newspaper article, hold a simple conversation in the language for a few minutes, write a non-technical email communication (of course, Proficiency 4 means something different for, say, a Romance language native learning Spanish than for a Romance language native learning Korean; so we have to consider the difficulty of the target language for the learner).
- The IB core sequence remains the same: IB 3101, IB 3596 (we changed the title from 'Global Strategic Management' to 'Global Entrepreneurship' and the content is now Import/Export oriented), and IB 4587: see below for details.
- MKG 3553 (International Marketing) remains a required course in the IB major.

Regarding the IB professional concentrations, they are all based on an extensive content analysis on job search websites and are listed as follows in the order of importance and popularity with employers:

- **International Sales and Business Development:** Professionals in this field are responsible for bringing in new international clients and growing relationships with existing clients. Language proficiency, cultural sensitivity, social and negotiation skills are essential.
- **International Marketing:** Professionals in this field conduct international market research, lead new product development for international markets, manage global or local lines of products and decide which marketing policies (such as product features, packaging, pricing, promotion/communication, distribution) must be adapted to local conditions.
- **International Supply Chain Management, Transportation and Logistics:** Professionals in this field are responsible for getting a product from point A in one country to point B in another country, in a safe and efficient manner. This is a detail- and customer- oriented career in a fast-paced, high-pressure work environment.
- **International Entrepreneurship:** Professionals in this field work for an international Small/Medium-sized business as a manager; or launch their own international business venture, as an entrepreneur.
- **International Finance:** Professionals in this field may work on international aspects of the banking sector, such as currency exchange or international payment methods for the bank's corporate clients involved in international business.
- **International Economics:** Professionals in this field manage or act as consultants on international projects in international organizations, government agencies, or non-governmental organizations.

These IB concentration leverage preexisting Fox courses offered by SGM or any other Fox Dept. These new concentrations did not require any new course creation. This is great in terms of leveraging existing resources and being sure that classes do not get cancelled for lack of enrollment.

2016: The Fox IB Program launches a new IB Minor (Appendix 3). Main objectives: offer “lighter” option for all undergraduate Temple students across 17 colleges to study IB, increase IB enrollments and credit hours in existing courses, and further the internationalization of the TU campus by innovating with the Fox IB curriculum. Instead of 8 courses (IB Major), the IB Minor only requires 4 courses. This breakthrough for an established program started in the 1970s was by a unanimous vote in March 2016.

Whereas it is still too early to conclude on the success of the strategic changes made in the IB curriculum since 2014, enrollments and revenue are trending upwards and the feedback from stakeholders has been very positive. More specifically and as of Spring 2017, the new IB Minor enrollments grew from 0 to 60 undergraduate students across 6 Temple colleges in two semesters. It did not cannibalize the IB Major which continues to grow at the rate of 5percent.

Therefore, this study remains focused on qualitative measures indicated below.

IB Enrollment Factors

Enrollments vary over time for a multitude of factors and they suffer from a seasonality effect, timing of class offering, faculty availability and popularity, economic situation and consumer confidence, among other things. Based on this, it can be argued that the 2008 GFC and the growing anti-globalization movements may have had a negative impact on IB enrollments. The following factors also play a role:

- leadership at the program (Academic Director) and departmental levels (Chair)
- motivation of students
- demographics of students (how many college-age prospects in the population)
- presence and success of international companies in the area
- pressures of parents to find a job in the Philadelphia area which has lost thousands of jobs like any other city in the rust belt for decades.

Student Testimonials (Verbatim Excerpts)

Whereas the aim of our study is to understand and explain processes and not measure outcomes via a survey, the average response rate associated with testimonials is 15 percent (number of students in each semester taking the IB capstone class as seniors among the entire IB program population) for the 2015-2017 period. Out of these responses, more that 80percent of the students considered that the IB program prepared them well for the business world and many reported a job placement well ahead of graduation. Some of their testimonials are presented in Appendix 4 with their excerpts below. The names of the IB students were replaced by their initials in order to respect their privacy.

2016-2017 Academic Year

“I am an International Business Major with a concentration in Supply Chain Management, Logistics, and Transportation. I will be graduating December 2016 and have recently accepted a position for BDP International as an Export Logistics Coordinator for its Air Freight team.”

Ms. E.R., December 2016 graduate
IB Major (SCM Concentration).

Employer, position: BDP International, Export Logistics Coordinator

“I would first like to thank the Fox Business School for investing in the future of their students the way they have. The IB program has opened my mind to think outside of an American mindset. The IB program also encouraged me to study abroad in Australia and I would never be able to apply the skills and knowledge I learned abroad, today, if it weren't for the IB program.”

Mr. J.R.
IB Major & Marketing, December 2016 graduate

Employer, position: Farmers Insurance Group, Licensed Personal Lines Distributor

“My International Business degree from Temple has given me the tools needed to be aware of global business practices including world trade and the political, economic, and social elements of doing business around the world. Going forward, I feel I have a confidence in my education that will allow me to realize my full potential along the career path that I have chosen.”

Mr. A.W.P.
IB Major, Fall 2016 Graduate

Employer, position: Aerolease Aviation, LLC, Market Analyst (Regional Airlines)

“The IB program at Temple University taught me how analyze and assess the ever-changing global work environment that we live in. I am proud to say I have landed a job as an export logistics coordinator at BDP International. I believe that completing the IB internship project as a market research intern at Gauze gave me the experience and knowledge needed to land a full-time job and without it I would not be nearly as prepared for the interview process as I was.”

Mr. A.S.P.
IB Major, December 2016

Employer, position: BDP International, Export Logistics Coordinator

“I learned a lot from the capstone class, it gave me an opportunity to know how a real business field looks like, and how to work in the real business field. Especially the resources Professor G. I am proud to inform you that I will be working at GreenforMosa Trading Company in their Marketing department.”

Ms. S.N.
IB Major, December 2016 Graduate

Employer, position: GreenforMosa Trading Company, Marketing Staff

“I am very proud for choosing the Fox School of Business and the International Business Program. Without the skills that great professors taught me I wouldn't be where I am right now. I have a job lined up with a homecare company by the name of JEVS at Home. I am grateful for this wonderful program and my professors who helped me open the doors to the start of my career.”

Mr. K.N.

IB Major, December 2016 Graduate

Employer, position: JEVS at Home, Financial Payroll Specialist

“I believe that the Fox School of Business has prepared me for the professional world. The courses were structured in a way that made me well rounded in all aspects of business. The CSPD office has helped me grow professionally and made me comfortable in corporate settings. The advisors are knowledgeable and helpful on both career advice and helped me land internships at various companies. These experiences have led me to where I am today at my dream company.”

Mr. B.L.

IB Major, December 2016 Graduate

Employer, position: SAP, Business Analyst

“The IB program offered me an education focused on being able to assess and evaluate different situations in economics and business. It prepared me for the job market by giving me the necessary tools to succeed. These tools include analytical skills, research experience, and economic understanding. The major combined with the IB SPO gave me a very good idea of what direction I wanted to take with my career. Being exposed to so many aspects of business helped me greatly.”

Mr. A.L.

IB (International Economics Concentration) Major, December 2016 Graduate

Employer, position: Vanguard, Processing Associate

“During my time in Rome I took advantage of the amazing internship program that the school provides us. Through the help from my internship provider, the school and the Department of Jewish Culture in Rome, we have created an English language book about the history of Roman-Judaic culture. After returning from Rome this internship gave me the skills I need to receive employment at a marketing firm, which I found through the CSPD FoxNet application. I am happy to say that after 6 months with the firm as an intern I will be continuing my employment with the company.”

Ms. K.L.K.

IB Major, May 2017 Graduate

Employer, position: Smokin' Hot Solution, Kannakart, Cannavation, Social Media Manager

“The IB program at Fox School of Business helped me build a global mindset. It taught me the importance of global markets and how many of them are inter-connected with one another. The program has taught me to identify and analyze opportunities and risk of global markets, as well as, gain insights to solve problems and evaluate the risk associated that economies and companies face today to make better decisions in a fast and effective manner and find solutions. It taught me how to work with a diverse group of people, be professional in a work environment, communicate efficiently with clients, work through group tension, and overcome challenges. I owe all this to the IB program at Fox. Thank you!”

Mr. C.A.H.

IB Major (Concentration in Supply Chain Management), May 2017 graduate

Employer, Position: Temple University OIA, Student Worker and IELP Intern

“Temple’s IB program offers a wide range of options which can be adjust to fit the need of domestic and international students. The courses are informative and interactive. With a focused mind and the willingness to embrace opportunity, students to advance themselves to become competitive in the market and pursue their dreams. Without the help of dedicated professors, I would have not find a position that fit the needs of an international student.”

Mr. H.G.N.H

IB – Supply Chain and Logistic Management, June 2017 graduate

Employer, position: Arctic Air, Logistician

“Temple’s Fox School IB Program has pushed me to better my knowledge in terms of culture and business. I was lucky enough to find the time and be at Temple’s Rome Campus for an academic year. Taking the IB courses there, while living in a foreign country, helped tremendously to understand a culture and adapt to it from the American way of thinking business.”

Mr. B.G.

IB Major, December 2016

Employer, position: The Vanguard Group Inc., Processing Associate

“This program constantly pushes Fox students to step out of their boundaries, even those not within the program, and see how the world impacts their career and how they can impact the world.”

Ms. J.M.D.

IB Major, Spanish minor, Spring 2017 Graduate

Employer, position: BDP International, Logistics Intern

“I am thankful for the IB curriculum at Fox for providing me with effective communication and critical thinking skills through rigorous research projects and presentations. Without them, I would not have been able to so easily build a relationship with my boss during my interview, nor would I have been able to converse with him so freely. Furthermore, I’d like to thank Dr. G for giving us the opportunity to present negotiation how-to’s for extra credit in Global Entrepreneurship (IB 3596), as I was able to explain my presentation and impress my employer with it. It was spot-on with the Contracts position I was interviewing for! My employer was also particularly interested in my IB major and foreign language skills, as he often handles international sales.

Ms. B.A.G.

IB Major, December 2016 Graduate

Employer, position: Lockheed Martin, Contracts Negotiator

“The IB program at Temple helped me build my critical analysis, problem solving, and communication skills through the various presentations and projects we worked on, especially the consulting project in the Capstone course. During this course, I worked on a team of 4 and we did a market analysis, and created a marketing strategy and export plan for a company interested in the Asian market. The IB program offers many experiential opportunities such as this class, as well as the IB internship course, which I also participated in during my junior year. I studied abroad through Temple Rome, in Rome, Italy, where I formed amazing connections and relationships with my peers and professors.”

Ms. E.N.D.

IB and HR Double Major, May 2017

Employer, position: Between Opportunities

“During my time at Temple there have been a number of resources that have been very useful to me. The first one is the Business Writing Center because when I first arrived here my writing skills were very poor and had to get up to Fox School of Business standards very quickly. The second resource that I found to be extremely useful during my time here was CSPD Office. I also really enjoyed my Global Business Capstone class because it taught me key analytical skills that I will use during a lot in my future career.

Ms. S.N.C.

IB Major, December 2016

Employer, position: Vanguard Flagship Services, Client Relationship Specialist

“The Fox School of Business and its International Business Program has really had a great effect on my life. It helped build me into the person I am today. I am not the same individual I was four years ago when I entered the program. It has pushed me to become a critical thinker and a problem solver. It has provided me with the necessary tools needed for a promising future. I am thankful to have gotten the opportunity of being among those who call themselves a Temple Owl, and thanks to this wonderful program, many doors have opened for me.”

Ms. M.K.C

IB and RE Double Major, May 2017 Graduate

Employer, position: n/a, Between Opportunities

In addition to these powerful testimonials, the voice of the customer paints a more complete picture of the IB program’s success and allows us to hear from the employers directly.

Customer / employer Testimonials (Verbatim)

The following testimonials were collected in February, 2017 by Dr. Snell and her CSPD team among 82 employers:

“Out of the schools I specifically recruit from, CSPD is far above others in providing exceptional services for employers.”

“Fox is very easy to work with because of the close contact between CSPD, faculty, and SPOs!!”

“I really think Fox does it best.”

“The students are better dressed, more professional, presentable, and poised than I meet at other Schools. Compared to students I met at U Penn, I am incredibly impressed and gladly welcome FOX students to connect with me to learn more about a career path with New York Life anytime!”

Discussion

Practical Implications

Considering the relationships and dependencies between rankings, job placement opportunities, student engagement, and enrollments and helps form a “pipeline” approach to program management. Good rankings make a program attractive to students and their parents. However, it

is no longer a key differentiator for most business schools. They want more and it is tangible benefits such as job placement opportunities and the experience (e.g. studying abroad, having the chance to create a start-up) that get their attention. In other words, student engagement creates a virtuous cycle of success: they want to be part of something dynamic and authentic; they enroll, find good jobs or create their own, and society recognizes that success; media through the rankings. This mostly internal dynamic creates an external dynamic. Alumni and potential donors notice, employers recruit and the cycle becomes self-sustainable. Since millennials are now the largest generation in the US and prefer authenticity and experience(s) (Espinoza & Ukleja, 2016; Moritz, 2014; Pollak, 2012), students increasingly recruit students through social media and word of mouth. They trust their friends, not the ads. Therefore, their testimonials are powerful to know about their sentiment and to market an academic program. Business education becomes a co-production through stakeholder engagement.

Academic Directors and business school leaders can use these best practices to innovate with their curriculum and engage their stakeholders internally and externally. By doing so, they create a virtuous cycle of success and can even help generate more funding for their program by increasing job placement opportunities and enrollments. Other stakeholders can be added by forming strategic partnerships built on mutual interest and trust that generate more publicity and credibility for the IB program and connect the program with its local business environment. As an example, we formed a Workforce Pipeline Development strategic partnership with the Department of Commerce's IB Investment Director, Mrs. Lauren Swartz (City of Philadelphia), who refers exporters and importers to the IB Academic Director for the IB-project based capstone course. This allows Senior IB students to work on live cases and address market entry challenges for growing companies. In return, companies get great insights, find new market opportunities, as well as, management talent that is ready for hire.

Lastly, it can be argued that strategic internationalization that combines curriculum innovation with stakeholder engagement increase the impact of a business school. This important implication can be measured by an in-depth economic impact analysis or the increasingly popular Business School Impact Survey launched by the European Foundation for Management Development in 2014. A recent study using the BSIS indicates that eight French business schools contributed almost 2 billion euros to their region (de Spéville, 2017).

Social Implications

It has been argued that the value of management education to society, individuals, and organizations is almost incalculable (AACSB, 2005, 2011). IB is an integrative management discipline (Shenkar, 2004) that is considered a passport to join the global economy and foster positive change (e.g. lifting hundreds of millions of people out of poverty). IB is instrumental in the success of the global economy and society at large because it brings people and businesses together. At the periphery of this argument stands the role of the IB faculty and Academic Directors. They/we must educate, if not re-educate, students and engage with society around the world to explain the benefits of (inclusive) globalization, according to the consensus among economists and international relations scholars (Betts, 2016). This would allow voters to make informed choices and consider all aspects of their decisions. We see it as a critical call for action in

the aftermath of the 2016 Brexit vote in the UK and the rhetoric about a protectionist platform in the US.

Originality, Value

The best practices of the highly-ranked Fox IB program and verbatim student and employer testimonials in this case study have never been shared before. They demonstrate the power of strategic internationalization through curriculum innovation and stakeholder engagement that evolve through a virtual cycle of success.

Conclusion

Uncertainty is becoming the New Normal. Recent anti-globalization and protectionism movements around the world have not only surprised experts, but also increased the anxiety levels of business school leaders who focus on internationalization and IB education. This paper describes the best practices at a highly-ranked IB program that lead to increased IB enrollments through the lens of an embedded qualitative researcher. We contribute to the field of international education by recommending a new strategic approach to internationalization that leverages curriculum innovation using Quality Function Deployment and stakeholder engagement to help close a gap in the literature.

By engaging stakeholders and creating strategic partnerships to support an IB program, a virtuous cycle of success can be created and customers' needs met. Business school customers; i.e., employers, speak "loud and clear" through their testimonials and even more so through their actions by hiring IB students.

Strategic internationalization can create both an internal and an external dynamic referred to as a virtual cycle of success. Further research is encouraged to advance strategic internationalization using pre- and post-surveys to measure changes in quantitative terms.

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Appendix 1

Comparison of the Previous IBA major curriculum Versus the New curriculum (Fall 2014)

Requirements	*Old* IBA major (if declared prior to Fall 2014)	New IBA major (if declared in Fall 2014 or later)
<i>International exposure</i>	International experience requirement (work/study in an international context: overseas or in the USA)	Work/study abroad requirement (by default, everyone must go overseas, if only for a short study abroad program*. <u>Exceptionally</u> , the Dept can allow substitution for the IB internship program, IB 3581, on a case-by-case basis) *International students are exempted from this requirement
<i>Foreign Language Requirement</i>	Every student must be proficient in two languages, which can include English, with a proficiency at least equivalent to 4 College semesters of instruction	Unchanged requirement. We strongly encourage every student to pair the chosen foreign language with their geographical area focus (<i>see next</i>)
<i>Geographical Area Requirement</i>	Must complete 2 geographical area courses, to be chosen among: > IB 2501 (Fund of Asian Business) > IB 2502 (Fund of Latin American Business) > IB 2503 (Fund of European Business – <i>was only offered in Temple-Rome</i>) > IB 3580 (Special Topics: Short Study Trip Abroad)	Must complete ONE geographical area course, to be chosen among: > IB 2501 (Fund of Asian Business) > IB 2502 (Fund of Latin American Business) > IB 2503 (Fund of European Business) > IB 2509 (Doing Business in a Foreign Country –Short Study Trip Abroad)
<i>IB Core Sequence (in this order)</i>	> IB 3101 (Fund of IB) >> IB 3596 (Global Strategic Management) >>> IB 4587 (IB Practicum, Senior Capstone)	> IB 3101 (Fund of IB) >> IB 3596 (Global Entrepreneurship) >>> IB 4587 (IB Practicum, Senior Capstone)
<i>Required International Courses</i>	ECON 3563 (International Trade) MKG 3553 (International Marketing)	MKG 3553 (International Marketing)
<i>IB Professional Concentration</i>	None	Every student must pick one IB professional concentration, consisting of three courses (<i>see list</i>)
<i>IB Internship (IB 3581/85)</i>	None required (can be taken as free elective)	Can be part of an IB professional concentration

Appendix 2

IBA Major: Select one of the following IB professional concentration, consisting of 3 courses

> International Marketing concentration:

International Business Administration	3581/3585	IB internship
<i>And choose two courses among the following:</i>		
Marketing	3501	Integrated Marketing Communication
Marketing	3504	Sales and Sales Management
Marketing	3505	Entrepreneurial Marketing
Marketing	3508	Digital Marketing
Marketing	3511	Marketing Research

> International Sales and Business Development concentration: Choose three among the following courses:

International Business Administration	3581/3585	IB internship
Strategic Management	3002	Be Your Own Boss: Planning to Start Your Own Business
Marketing	3504	Sales and Sales Management
International Business Administration/Legal Studies	3562	International Law

> International Supply Chain Management, Transportation and Logistics concentration:

International Business Administration	3581/3585	IB internship
<i>And choose two courses among the following:</i>		
Marketing	3515	Principles of Supply Chain Management
Marketing	3516	Transportation and Logistics Management
International Business Administration/Legal Studies	3562	International Law

> International Economics concentration: Choose three among the following courses:

Economics	3547	Economics of Development and Growth
Economics	3511	Economics and Management of Privatization
Economics	3563	International Trade
Economics	3564	International Monetary Economics

> International Entrepreneurship concentration: Choose 3 among the following courses:

International Business Administration	3581/3585	IB internship
International Business Administration/Legal Studies	3562	International Law
Strategic Management	3002	Be Your Own Boss: Planning to Start Your Own Business
Strategic Management	3501	Entrepreneurial and Innovative Thinking
Strategic Management	3503	Innovation that Works: Building and Assessing Innovative Business Models
Strategic Management	3580	Special Topics: Ready, Fire, Aim: Launching a Micro Venture
Strategic Management	3511	Doing Well by Doing Good: Where Innovation and Entrepreneurship Meet Social Impact

> International Finance concentration: Take the two following courses:

Finance	3504	Intermediate Corporate Finance
Finance	3551	International Finance
<i>And choose one course among the following:</i>		
Finance	3505	Management of Financial Institutions
Finance	3507	Investments

Appendix 3

Requirements/Options Grey = required	IB Major - Launched in FA 2014 (<i>Target audience: FOX students</i>)	New IB Minor - Est. launch: FA 2016 (<i>Target audience: FOX & Non-FOX students</i>)
<i>Geographical Area Requirement</i>	Must complete ONE course, to be chosen among: > IB 2501 (Fund of Asian Business) > IB 2502 (Fund of Latin American Business) > IB 2503 (Fund of European Business) > <i>IB 2509 (Doing Business in a Foreign Country – Short Study Abroad Trip)</i> . <i>By default, everyone taking the IB Major should go overseas, if only for a short study abroad program. International students are exempted from this requirement</i>	Must complete ONE course, to be chosen among: > IB 2501 (Fund of Asian Business) > IB 2502 (Fund of Latin American Business) > IB 2503 (Fund of European Business) > <i>IB 2509 (Doing Business in a Foreign Country – Short Study Abroad Trip)</i> .
<i>IB Core Sequence (in this order) – 3 courses</i>	> IB 3101 (Fund. of IB) >> IB 3596 (Global Entrepreneurship) >>> IB 4587 (IB Practicum, Senior Capstone)	> IB 3101 (Fund. of IB)
<i>Required International Course</i>	IB/MKG 3553 (International Marketing)	NO requirement.
<i>IB Professional Concentration</i>	Every student must pick one IB professional concentration, consisting of THREE courses (<i>see list</i>)	NO requirement.
<i>IB Electives</i>	NO requirement.	Every student must pick TWO IB elective courses (please, see list on p. 3)
<i>IB Internship (IB 3581/85)</i>	Can be part of an IB professional concentration <i>Exceptionally, the Dept can allow substitution for the IB internship program, IB 3581/85, on a case-by-case basis.</i>	Can be part of the IB elective courses <i>Exceptionally, the Dept can allow substitution for the IB internship program, IB 3581/85, on a case-by-case basis.</i>
<i>Foreign Language Requirement</i>	Unchanged requirement from old major (FOUR courses / semesters). We strongly encourage every student to pair the chosen foreign language with their geographical area focus (<i>see next</i>)	NO language requirement.
<i>Required Prerequisites</i>		> ECON 1101/1901 > ECON 1102/1902 > HRM 1101/1901 > MKTG 2101/2901
<i>Number of course & (Total credits) required:</i>	Max 8 major courses (24) + 4 Lang. courses (4+4+3+3=14) = (38 credits)	8 courses (24 credits) (4 prerequisite classes, 4 minor classes)

Appendix 4

“I am an International Business Major with a concentration in Supply Chain Management, Logistics, and Transportation. I will be graduating December 2016 and have recently accepted a position for BDP International as an Export Logistics Coordinator for its Air Freight team. Temple’s IB Program has given me the skills not only to perform in a new profession but for every step of the way until that role becomes mine. I have learned how to look for jobs, how to evaluate those that are the closest matched to me, and even how to prepare in order to get those that I like. I learned different skills with each course I took and these skills and my preparation are what landed me a great foot in the door into my field of study. I am so grateful for everything this program has pushed me to achieve, without the IB program and all it had to offer I would not be where I am today.

Ms. E.R., December 2016 graduate
IB Major (SCM Concentration),

Employer, position: BDP International, Export Logistics Coordinator

“I would first like to thank the Fox Business School for investing in the future of their students the way they have. The IB program has opened my mind to think outside of an American mindset. The knowledge gained of other cultures and companies who have succeeded in other markets showed me that there are always multiple ways that a task can be completed and that it is never a one size fits all. The IB program also encouraged me to study abroad in Australia and I would never be able to apply the skills and knowledge I learned abroad, today, if it weren’t for the IB program. It showed me during my job search that I shouldn’t limit myself and that there are opportunities everywhere, it’s just boils down to whether I’m willing to approach them with a steadfast open mindset. I am extremely grateful for the IB program and Fox Business School for granting me the opportunities, if I had any regrets it would be that I didn’t take advantage of every offering.

Mr. J.R.
IB Major & Marketing, December 2016 graduate

Employer, position: Farmers Insurance Group, Licensed Personal Lines Distributor

“The commercial aviation industry is a driving force behind global connectivity and international business. My International Business degree from Temple has given me the tools needed to be aware of global business practices including world trade and the political, economic, and social elements of doing business around the world. Going forward, I feel I have a confidence in my education that will allow me to realize my full potential along the career path that I have chosen.”

Mr. A.W.P.
IB Major, Fall 2016 Graduate

Employer, position: Aerolease Aviation, LLC, Market Analyst (Regional Airlines)

“The IB program at Temple University taught me how analyze and assess the ever-changing global work environment that we live in. I am proud to say I have landed a job as an export logistics coordinator at BDP International. I believe that completing the IB internship project as a market research intern at Gauze gave me the experience and knowledge needed to land a full-time job and without it I would not be nearly as prepared for the interview process as I was.”

Mr. A.S.P.

IB Major, December 2016

Employer, position: BDP International, Export Logistics Coordinator

“I would like to thank the Fox Business School and the international Business Program for providing me knowledge and information about the real business field. I learned a lot from the capstone class, it gave me an opportunity to know how a real business field looks like, and how to work in the real business field. Especially the resources Professor G. I am proud to inform you that I will be working at GreenforMosa Trading Company in their Marketing department.

Ms. S.N.

IB Major, December 2016 Graduate

Employer, position: GreenforMosa Trading Company, Marketing Staff

“I am very proud for choosing the Fox School of Business and the International Business Program. It has taught me how to think analytically and has sharpened me up as a person. Without the skills that great professors taught me I wouldn't be where I am right now. I have a job lined up with a homecare company by the name of JEVS at Home. I am grateful for this wonderful program and my professors who helped me open the doors to the start of my career.”

Mr. K.N.

IB Major, December 2016 Graduate

Employer, position: JEVS at Home, Financial Payroll Specialist

“I believe that the Fox School of Business has prepared me for the professional world. The courses were structured in a way that made me well rounded in all aspects of business. The CSPD office has helped me grow professionally and made me comfortable in corporate settings. The advisors are knowledgeable and helpful on both career advice and helped me land internships at various companies. These experiences have led me to where I am today at my dream company. I highly recommend Temple and the Fox School of Business.”

Mr. B.L.

IB Major, December 2016 Graduate

Employer, position: SAP, Business Analyst

“The IB program offered me an education focused on being able to assess and evaluate different situations in economics and business. It prepared me for the job market by giving me the necessary tools to succeed. These tools include analytical skills, research experience, and economic understanding. The major combined with the IB SPO gave me a very good idea of what direction I wanted to take with my career. Being exposed to so many aspects of business helped me greatly.

Mr. A.L.

IB (International Economics Concentration) Major, December 2016 Graduate

Employer, position: Vanguard, Processing Associate

“The International Business program at Fox School of Business continued to expand the opportunities that I believed Temple University could offer me. The support I received during my education at Temple is what I believe will encourage my success in

my future career. The professors have reinforced academia with professional experience to give us real world examples of what we might face in the work force. This has been especially helpful as a student has been a professional outside of school along with being a student.

With the school's assistance, I was able to pursue my education along with a career. I was offered the opportunity to study abroad at the Temple Rome Campus in the spring semester of 2016. During my time in Rome I took advantage of the amazing internship program that the school provides us. I was able to gain international branding and marketing experiencing while concurrently putting into motion my career abroad. Through the help from my internship provider, the school and the Department of Jewish Culture in Rome we have created an English language book about the history of Roman-Judaic culture. This has and will continue to provide me multiple opportunities abroad. The internship provided through Temple also allowed me experience to better pinpoint the industry or service I wanted to seek after graduation. After returning from Rome this internship gave me the skills I need to receive employment at a marketing firm, which I found through the FoxNet application. I am happy to say that after 6 months with the firm as an intern I will be continuing my employment with the company. With the confidence that my education at Temple has provided me I believe I can be truly successful in a global market no matter the industry I choose to compete in.

Ms. K.L.K.

IB Major, May 2017 Graduate

Employer, position: Smokin' Hot Solution, Kannakart, Cannavation, Social Media Manager

“The IB program at Fox School of Business helped me build a global mindset. It taught me the importance of global markets and how many of them are inter-connected with one another. Countries are now dependent on one another for economic growth, trade, investment, jobs, and overall prosperity. The program has taught me to identify and analyze opportunities and risk of global markets, as well as, gain insights to solve problems and evaluate the risk associated that economies and companies face today to make better decisions in a fast and effective manner and find solutions. I further grow and apply my knowledge and skills in many of my IB course consulting and class projects. It taught me how to work with a diverse group of people, be professional in a work environment, communicate efficiently with clients, work through group tension, and overcome challenges. I owe all this to the IB program at Fox. Thank you!”

Mr. C.A.H.

IB Major (Concentration in Supply Chain Management), May 2017 graduate

Employer, Position: Temple University OIA, Student Worker and IELP Intern

“Temple's IB program offers a wide range of options which can be adjust to fit the need of domestic and international students. The courses are informative and interactive. With a focused mind and the willingness to embrace opportunity, students to advance themselves to become competitive in the market and pursue their dreams. Without the help of dedicated professors, I would have not find a position that fit the needs of an international student.”

Mr. H.G.N.H

IB – Supply Chain and Logistic Management, June 2017 graduate

Employer, position: Arctic Air, Logistician

“Temple’s Fox School IB Program has pushed me to better my knowledge in terms of culture and business. I was lucky enough to find the time and be at Temple’s Rome Campus for an academic year. Taking the IB courses there, while living in a foreign country, helped tremendously to understand a culture and adapt to it from the American way of thinking business. “

Mr. B.G.

IB Major, December 2016

Employer, position: The Vanguard Group Inc., Processing Associate

“The most important things I learned through Temple University’s IB Program was through my fellow classmates. Many of the classes in this major are discussion based. The amount of passion and knowledge that my classmates have for themselves and the world has pushed me to be the same, if not better. This program constantly pushes Fox students to step out of their boundaries, even those not within the program, and see how the world impacts their career and how they can impact the world.”

Ms. J.M.D.

IB Major, Spanish minor, Spring 2017 Graduate

Employer, position: BDP International, Logistics Intern

“I am thankful for the IB curriculum at Fox for providing me with effective communication and critical thinking skills through rigorous research projects and presentations. Without them, I would not have been able to so easily build a relationship with my boss during my interview, nor would I have been able to converse with him so freely. Furthermore, I’d like to thank Dr. G for giving us the opportunity to present negotiation how-to’s for extra credit in Global Entrepreneurship (IB 3596), as I was able to explain my presentation and impress my employer with it. It was spot-on with the Contracts position I was interviewing for! My employer was also particularly interested in my IB major and foreign language skills, as he often handles international sales.

Ms. B.A.G.

IB Major, December 2016 Graduate

Employer, position: Lockheed Martin, Contracts Negotiator

“The IB program at Temple helped me build my critical analysis, problem solving, and communication skills through the various presentations and projects we worked on, especially the consulting project in the Capstone course. During this course, I worked on a team of 4 and we did a market analysis, and created a marketing strategy and export plan for a company interested in the Asian market. The IB program offers many experiential opportunities such as this class, as well as the IB internship course, which I also participated in during my junior year. I studied abroad through Temple Rome, in Rome, Italy, where I formed amazing connections and relationships with my peers and professors. This experience allowed me to grow as an individual and professional, and helped me find and be chosen in my previous and current internships because I could articulate how learning to navigate and live in a foreign country enhanced my capabilities in regards to overcoming cultural barriers and challenges associated with living in another country for an extended period of time. These unique opportunities

afforded to me by the Fox School of Business really allow me to stand out during the interview process and will enable me to continue to be successful as I begin my career upon graduation.”

Ms. E.N.D.

IB and HR Double Major, May 2017

Employer, position: Between Opportunities

“I came to Temple as a Junior from Delaware County Community College and had to get adapted to the fast past environment of city living very quickly. During my time at Temple there have been a number of resources that have been very useful to me. The first one is the Business Writing Center because when I first arrived here my writing skills were very poor and had to get up to Fox School of Business standards very quickly. The second resource that I found to be extremely useful during my time here was CSPD Office. This past semester they have been a vital resource and a key player in my success.

I also really enjoyed my Global Business Capstone class because it taught me key analytical skills that I will use during a lot in my future career. My Professor Raj Chaganti was extremely insightful and really helped drive my overall success in that course because of him I can now analysis a business and understand value chain and what drives a business.

Ms. S.N.C.

IB Major, December 2016

Employer, position: Vanguard Flagship Services, Client Relationship Specialist

“The Fox School of Business and its International Business Program has really had a great effect on my life. It helped build me into the person I am today. I am not the same individual I was four years ago when I entered the program. It has pushed me to become a critical thinker and a problem solver. It has provided me with the necessary tools needed for a promising future. I am thankful to have gotten the opportunity of being among those who call themselves a Temple Owl, and thanks to this wonderful program, many doors have opened for me.”

Ms. M.K.C

IB and RE Double Major, May 2017 Graduate

Employer, position: n/a, Between Opportunities