

**FACILITATING CONNECTIONS TO  
INTERNATIONAL BUSINESS: A GUIDE FOR  
FOREIGN LANGUAGE EDUCATORS**

**Patricia Ryan Paulsell**

**Cate Brubaker**



**AND**



**The Center for Language Education and Research**

**AT**

**MICHIGAN STATE  
UNIVERSITY**

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**I: INTRODUCTION:**

**THE INTERNATIONAL BUSINESS**

**CONNECTIONS ROUNDTABLE**

**Patricia R. Paulsell**  
**Director for Business Language Initiatives, MSU CIBER**  
**Co-Director, MSU CLEAR**

The success of the Business German program at Michigan State University has been a catalyst for many other business language initiatives beyond the German program – in Russian, Chinese, French, Spanish, Japanese, and Korean. These initiatives have included course development, internship programs, study abroad opportunities, and external grants that have enabled materials design and development, as well as professional development for teachers through the Center for Language Education and Research and the Center for International Business Education and Research. Beyond these initiatives, the Business German program has also proven to be an excellent foundation for establishing connections to the business community, both through individual relationships with German companies and through collaborative arrangements with German institutions. Over the past twenty-five years, I have given many presentations and workshops at national, regional, and local venues about developing and implementing business language programs and in recent years have increasingly highlighted connections to the business community as an important aspect of implementing a “business language” program.

The genesis of this volume is directly related to my experiences while giving these conference presentations and workshops. I have almost always begun these presentations and workshops by justifying the very existence of business language courses, primarily because foreign language departments have not always accepted business language as a legitimate part of the curriculum. I have found over the years that the justification is best made by looking at the needs of all constituent groups that would

have a stake in the introduction of a business language course or curriculum. Beyond the inherent educational value of business language as simply an alternative venue for language and culture instruction, it is an entirely practical way of connecting language and cultural learning to the career aspirations of students and in so doing meshing the larger needs of American businesses in the increasingly globalized business community.

Thus, the “stakeholders” in the introduction of business language into a curriculum are (1) the students and parents, who are by and large career-driven today in their thinking about education, (2) the institutional decision makers, such as administrators at different levels, faculty colleagues, school boards, department heads, and (3) the business community, both locally and in the larger context. In taking these stakeholders into consideration with respect to business language curricula, I have often focused on the needs of the American business community, particularly as it has responded in recent years to increasingly more globally interdependent markets, and then relating those needs to the needs of students with career aspirations in international business. We, as business language educators, are uniquely positioned to make the case that our graduates are exactly the kind of globally aware future employees that can help U.S. companies maintain and increase their competitiveness internationally.

Just as businesses in general are stakeholders in the education of our students, international businesses are stakeholders in educational opportunities that help to prepare our students for the globally interdependent business environment of their future careers. It is important to remember in this environment that most American businesses are “international” to a greater or lesser degree, and that sensitivity to cultural differences and language barriers is now a much more marketable skill than it was even a decade ago.

Approaching businesses for support of international educational opportunities can now, more than ever before, be based on the self-interest of American business, and that is a key to gaining the participation of businesses as stakeholders in international education.

Business language courses and programs provide many opportunities for students to become more globally aware and to learn about the international dimensions of U.S. business, but the program or course content cannot be as rich in a sheltered academic environment as it is when connected in any number of ways to the international business community. From sponsoring lectures or panels on international business, to offering domestic and international internships, to conducting mock interviews or offering scholarships to students, international businesses can provide valuable connections to the real world of business for our students.

However, it is exactly on this practical level of actually connecting a business foreign language curriculum to the business community where foreign language educators have expressed some frustration. As foreign language educators, most of us have not been trained in the marketing and networking skills that are essential to making strong connections to the business community. Yet, it is precisely these connections that are vitally important to building a strong business language program at any level.

It is with the needs of those who wish to introduce strong business language programs, or those who wish to strengthen existing programs, in mind that I began to conceive of an “International Business Connections Roundtable” that would bring business language educator experts together from around the U.S. to discuss and strategize about best practices for connecting to the business community. The Roundtable was a collaborative funding project for the Center for International Business

Education and Research (CIBER) and was co-sponsored by the Center for Language Education and Research (CLEAR) at Michigan State University. Both centers are funded by the U.S. Government's Department of Education under Title VI of the Higher Education Act.

To assist with the Roundtable, I enlisted the help of one of our Ph.D. students in the German program, Cate Brubaker, who has been an invaluable addition to the project and who has developed an abiding scholarly curiosity about intercultural communication during the course of her work on collaborative CLEAR/CIBER projects. We began by identifying established business language programs where connections of different kinds to the business community were strong; we then invited leaders from those programs to come to the MSU campus on June 6-7, 2003 to share with the group their best practices for making and maintaining such connections.

Beyond the business foreign language educators, we also invited representatives from the business world and the public sector. We were very fortunate to have two representatives from a mid-sized Midwestern manufacturing company and, from the public sector, the Carl Duisberg Society, Inc., which is based in Germany and has long been engaged in teaching German language for the professions and in securing internships for students in Germany. Additionally, we wanted to engage perspectives from career development experts and, thus, invited the Director of the MBA Program in MSU's Eli Broad Graduate School of Management. The Roundtable participants were:

Dr. John Grandin  
*University of Rhode Island*

Dr. Geoffrey M. Voght  
*Eastern Michigan University*

Dr. Christine Grosse  
*Thunderbird, The American Graduate  
School of International Management*

Dr. Roberta Lavine  
*University of Maryland, College Park*

Mary Risner  
*University of Florida*

Dr. Maria Antonia Cowles  
*University of Pennsylvania*

Robert Fenstermacher  
*CDS International, Inc*

Peggy Wunderwald-Jensen  
*CDS International, Inc.*

Dr. Robert Wiseman  
*Michigan State University*

Helen S. Dashney  
*Michigan State University*

Dr. Patricia Paulsell  
*Michigan State University*

Cate Brubaker  
*Michigan State University*

And our two representatives from a mid-sized Midwestern company, “Hilary” (supervisor) and “Courtney”

The Roundtable began with my introductory overview of the topic, followed by a morning session in which the foreign language educators first provided descriptions of their programs and then discussed their strategies for making connections of all kinds to the business community. As a part of these presentations, participants had also been asked to focus on the challenges that they encountered in implementing their connections initiatives. In short, how did they go about making the connections and how have they maintained them?

In beginning to answer that question, I knew from my own experiences and those of colleagues that each of us has engaged to a greater or lesser extent in “stakeholder analysis,” without necessarily calling it that. We’ve looked at the needs of our students, of our programs and institutions, and of external audiences in making our curricular and



co-curricular decisions, but we haven't necessarily done this strategically or in an organized and explicit manner. Therefore, we invited an MSU expert in that area from our Eli Broad Graduate School of Management, Dr. Robert Wiseman, to present the final morning session of the Roundtable. Dr. Wiseman gave a presentation on a more theoretical level and then helped the group see the possible application of "stakeholder analysis" to our topic of connecting business language programs to the business community.

The afternoon sessions of the Roundtable were devoted to discussions with our business and public sector participants about "stakeholder" strategies in relation to the goals of companies with which we would like to partner. A transcription of the discussion session with these business and public sector representatives, as well as our Career Development expert, is reproduced in this volume and becomes the basis for a stakeholder analysis exercise that Cate and I developed in the hope that it will clarify for readers the process of applying stakeholder analysis to strategy formulation about approaching potential connections partners.

The final session of the Roundtable was devoted to summarizing major points that had emerged from previous sessions, as well as contemplating additional areas of exploration. One such area that was identified is the role of intercultural communication in understanding stakeholders. I have always, in a humorous way, but also with some degree of seriousness, talked about the communication between foreign language educators and our business educator colleagues as "intercultural" or cross-cultural communication. The differences in our perspectives and in our ways of talking about things, even if of common interest, can create barriers to effective communication and it

is at least helpful to remember that even though we may speak the same language there are significant differences in our ways of knowing and communicating. Going beyond our communication with our business educator colleagues is communication with the business community, sometimes compounded even by the fact that we may deal with target culture businesses as well. This provides a level of complexity that is often ignored or simply not recognized, but can certainly drastically affect the success of our efforts to connect with our business stakeholders. While we were unable to expand the scope of the Roundtable to include more than a cursory discussion of the intercultural dimension, we do offer an annotated bibliography that should help the reader take this dimension into account.

The tangible product of the Roundtable is this volume, which focuses on best practices in connecting U.S. foreign language programs and their learners with the international business community, while at the same time offering an overview of stakeholder analysis that should help business language educators to strategize about the best ways to make similar connections. Each entry in this volume is based on presentations or discussions that took place at the International Business Connections Roundtable. It is our hope that the reader will find this volume helpful both in strategizing about and making connections to the business community.

**II: EXECUTIVE SUMMARY OF**  
**THE CONTRIBUTIONS TO THIS VOLUME**

**Cate Brubaker**  
**Michigan State University**

The Lavine contribution centers on the importance of working with pre-existing initiatives and other campus units. Lavine specifically explains how the Latin American Studies Center and the Department of Spanish and Portuguese at the University of Maryland, College Park worked in tandem to develop numerous initiatives by creating partnerships with other university departments and schools, local Chambers of Commerce, alumni, and Latin American businesses and government. Projects stemming from such collaboration include service-learning for Spanish majors, Spanish for Special Purposes classes in the community, Business Internships, a Colloquium Series, and Alumni Dinners.

The Risner paper provides an overview of explicit strategies used by the new Latin American Business Environment Program (LABEP) in the Center for Latin American Studies at the University of Florida to create activities that link foreign language students to the international business community. Risner also outlines crucial factors central to forging connections with the business community, such as seeking out university colleagues who would support connections, using university alumni, and meeting the current and anticipated needs of the area.

The Uber Grosse contribution explains how to seize business connection opportunities whenever they arise. Based on her experience developing connections with the business community in order to enhance her students' classroom learning at Thunderbird, The American Graduate School of International Management, Uber Grosse details how she developed connections by cold calling, sending follow-up emails, and

drawing on alumni and the connections of university colleagues. She also explains how these connections led to a variety of activities and field trips such as company tours, guest speakers, and an art walk.

The Grandin paper outlines his experience with networking and obtaining corporate support for the 15-year-old International Engineering Program (IEP) at the University of Rhode Island. Grandin spells out seven lessons learned during his years of developing and expanding the IEP program: (1) Find mutually committed partners; (2) Determine who will do the work; (3) Be prepared to seek external resources; (4) Reach out to business and industry to build an internship program; (5) Build an advisory board; (6) Plan to market and recruit vigorously; (7) Work closely with your students.

The Voght contribution discusses over 20 years of developing and maintaining community engagement, which is one of Eastern Michigan University's six key commitments. First emphasizing that it is crucial to think about what "outreach" means and how it is essential to the Business School and the University as a whole, Voght then outlines nine general strategies that he developed based on his own and others' experiences: (1) Identify interests, purposes and background; (2) Find key people; (3) Create a track record of success; (4) Take advantage of existing networks; (5) Develop a thick skin; (6) Demonstrate hard work, commitment, and sacrifice; (7) Plan for short- and long-term funding; (8) Understand program evolution, and (9) Be open to additional possibilities.

The Wiseman contribution focuses on the importance of aptly assessing and understanding the stakeholder when developing business connections. Wiseman takes the perspective that stakeholders are constituents; therefore, instead of being viewed as

“impediments,” stakeholders should be made “participants and players” in what is being achieved. Wiseman details the myriad factors involved in the crucial process of identifying and understanding specific stakeholders, discusses blind spots in stakeholder analysis, and explains how to implement and maintain a strategy involving a stakeholder.

Brubaker and Paulsell then take the transcript from the afternoon conversation with the business representatives, the Carl Duisberg Society, Inc., and the Eli Broad Career Placement Center and present an exercise based on the stakeholder analysis model set forth by Robert Wiseman.

Finally, two bibliographies included at the end of the document suggest resources for further reading. The first bibliography offers an array of articles on stakeholder analysis provided by Robert Wiseman. The second bibliography was prepared by Cate Brubaker and presents articles from a variety of business journals that explore the needs and experiences of American businesses in terms of language and culture in the global business environment.

### **III. MAKING CONNECTIONS: BEST PRACTICES**

**BUSINESS/LANGUAGE CONNECTIONS AT**  
**THE UNIVERSITY OF MARYLAND**

**Roberta Z. Lavine**

**Latin American Studies Center, Department of Spanish and Portuguese  
University of Maryland College Park**

The Latin American Studies Center (LASC) and the Department of Spanish (hereafter referred to as “Spanish”) and Portuguese at the University of Maryland have targeted making connections with the business community as one of their priorities. Working together, LASC and Spanish have developed numerous initiatives, including collaborations with varied units on campus, cooperative projects with the U.S., U.S. Latino, and Latin American business communities, as well as pilot programs with government and non government agencies.

**Center for Latin American Studies and Department of Spanish and Portuguese Initiatives**

**Community Outreach**

LASC and Spanish have initiated a number of collaborations involving outreach with the help of the Community Outreach Coordinator. The Outreach Coordinator develops internships with local businesses, recruits mentors from the business community for students, and identifies service-learning sites, among other activities.

LASC and Spanish also have an advisory board with representatives of the local business community to further enhance relationships and develop projects.



## **Service-Learning**

LASC and Spanish have designed and will shortly implement an obligatory service-learning requirement for Spanish majors designed to forge deep and lasting links with the Latino communities surrounding the University. Objectives include:

- Learning about the issues facing the surrounding Latino communities
- Making connections between academic work in Spanish and service experiences
- Developing appropriate linguistic skills
- Developing strategies to help students move into the advanced and superior levels of linguistic and cultural proficiency
- Developing creative ways in which the university can assist the community and vice versa

The program consists of a class in service learning plus a service placement in the community. Some of the service sites include businesses, schools, community centers, and medical clinics, non-profit businesses and NGOs. The program will be implemented in the 2004-2005 academic year. See Appendix A for program details.

## **University Collaborations**

LASC and Spanish have implemented several initiatives with the cooperation of the Business, Culture and Languages (BCL) program housed in the School of Languages, Literatures, and Cultures. The BCL program is an umbrella organization “combining the study of business and management with business languages and culture.” BCL (see <http://www.languages.umd.edu/BusCultureLang/bclindex.html>) deals with all languages offered at the University of Maryland, supports business language programs offered in

language departments, and oversees several academic citations (e.g., Citation in a Business Language or Citation in Business and Management). BCL also sponsors a colloquium series – *Language and Communication for Global Business* – career panels, and a student advisory council.

The colloquium series has been a successful strategy for forging connections with the business community. Local and national business people have participated in the series, lending expertise on a variety of areas including marketing, politics, and culture.

Following are examples of recent colloquia:

- An International Career: Guaranteed! Cross-cultural Design & Marketing
- Professional Opportunities for Spanish Speakers in the Washington Metropolitan Area
- Cross-cultural Aspects of Quality
- Optimizing Your Potential in International Business or Looking for Love in All the Wrong Places
- NAFTA Discussion Panel
- Foreign Languages in the Business World
- A Glimpse at a Successful Career in International Business

### **Collaborations with the Robert H. Smith School of Business**

LASC and Spanish have collaborated with the Business School at the University of Maryland in the following ways: consulting for study trips to Latin America for MBA students; working with the Latin American Business Association; employing Spanish-speaking MBA students to create two original business simulations, one involving a joint

venture in Mexico and another focusing on a joint venture in Argentina; translating the Virtual Business Information Center (VBIC) into Spanish (English version: <http://www.vbic.umd.edu/>; Spanish version <http://www.vbic.umd.edu/spanish/spanish-Index.shtml>); and working with Spanish-speaking MBA students to redesign the curricula of Business Spanish classes.

### **Collaborations with Professional Schools**

Working with the College of Life Sciences, LASC and Spanish have created a series of on-site courses for Landscape Architecture companies in Spanish language and culture for managers. An additional class will be offered in January 2004 for Landscape Architecture students at the University of Maryland. Furthermore, a segment on Spanish communication and culture developed at the University of Maryland will be incorporated in the 2005 professional career day competition sponsored by Associated Landscape Contractors of America (ALCA). This is expected to be a permanent addition to the meeting agenda.

### **Collaborations with the local Hispanic Chambers of Commerce**

Working with the local Hispanic Chambers of Commerce has led to internship and employment opportunities for students, opportunities for cultivating local businesses, speakers, and discussions about joint activities.

### **Collaborations with Alumni**

Some of the most productive activities have taken place with the help of alumni. These include lecture series, internships, professional panels, mentoring relationships, as well as input into curricular issues.

(Editor's Note: Please see Appendix A for a further description of Spanish 391, its service learning component and syllabus)

**INTERNATIONAL BUSINESS CONNECTIONS:**  
**BEST PRACTICES AT THE UNIVERSITY OF FLORIDA**

**Mary E. Risner**

**University of Florida**

**Introduction**

Like many other universities in the United States, the University of Florida (UF) is proactively seeking to “internationalize” its curriculum as well as provide a more “hands-on” practical education for its students. In an effort to contribute to these goals, the Center for Latin American Studies has partnered with UF’s Center for International Business Education and Research (CIBER) and the Warrington College of Business to create the Latin American Business Environment Program (LABEP). The program is unique in that it operates out of an area studies center that is offering business-related courses, internships and study abroad opportunities that will provide students with valuable insight and tools to understand Latin American business.

**Meeting a Need**

A key to establishing a new program is to offer professional and academic options that are not readily available at other institutions and to offer training in areas where the world political or economical indicators reflect a potential future need. A program should also address areas of need for research that might contribute to improved relations between regions and governments. In the case of business programs, most American universities that include an international aspect in their curriculum seem to exclude or only briefly cover the region of Latin America in their course and study abroad offerings.

Most universities tend to focus areas of international study on Western Europe and Asia. With the ongoing negotiations of the Free Trade Area of the Americas (FTAA) and the existing NAFTA agreement, American students need to be prepared to work in and understand the Latin American business environment. In Florida in particular, trade with Latin America is strong and Brazil in particular is its number one trading partner.

Needs in foreign language training are also an important consideration. Spanish, French and German are among the most commonly taught languages and have the highest course offerings and enrollment in the U.S. The need for more institutions to offer less studied languages is high and promotes growth of these programs. In the LABEP case, Portuguese is a less commonly taught language (LCTL) and is rarely taught in conjunction with business content.

### **Getting Started/ Utilizing Institutional Resources**

To create a successful and viable program it is best to start out by utilizing existing strengths at your institution. In the UF case, the Center for Latin American Studies is prominent in its field of expertise and its track record of research contributions. The presence of the federally funded CIBER center at UF reinforces the goals of building international business endeavors and community outreach and serves as a financial support for LABEP. The strategic location of Florida and its geographic proximity to Latin America and the strong presence of the Hispanic and Brazilian community are other positive factors that provide a rationale for the existence for the LABEP program. Finally, the establishment of the Florida/Brazil Institute by the Florida Department of State Office of International Affairs in 1986 offers another venue of funding and has laid the foundation of historical contacts throughout the state and Brazil. All of these

elements provide a context in which the Latin American Business Program fits well at UF.

### **Funding**

Finding the seed money to develop a new program can be difficult, both to obtain and maintain. Some possible sources are from the many grant programs funded by the Department of Education and other federal institutions. State governments might also offer funding for regional projects promoting certain areas of study that are pertinent to their interests. Knowledge of available grants and programs, good grant writing skills and creativity for proposals are the important issues here. Private enterprise is another challenging, yet excellent source of funding if one has the contacts in a firm. Businesses are usually willing to invest in educational ventures, but it is necessary to find a key person who will keep that interest alive within a company. However, change in personnel and the state of the economy can also determine the longevity of funding. Finally, some departmental or college funds may be available for a new endeavor that a university is promoting or that can at least cover some of the minor administrative costs associated with managing a program. The LABEP operates using all the aforementioned sources, primarily supported through federal grant funds of CIBER and the Department of Education for student exchanges and curriculum development and through private enterprise for internships

### **Deciding on Activities/Projects**

In line with planning a new program according to institutional strengths, goals and needs, another important step is determining what type of training will best benefit

students and what professors are willing to get involved in. Other issues to address are what is lacking in the current curriculum, what are credit requirements for existing degrees and what needs to be adapted or changed to create a demand for the new program and facilitate student and professor participation in it?

Some examples of the activities LABEP offers are the following: semester exchange, summer exchange, one-week study tour, internships, consulting, publications, curriculum development, websites with teaching materials, language training, degree programs.

### **Internships:**

In today's competitive work environment, students are eager to participate in internship programs. LABEP offers students internships abroad and locally. If possible, the best option is to have an official document from the firm sponsoring the internship. In the UF case we have agreements between the university and the firm stipulating funding to be provided over a period of time and what is expected of each party. One particular program funds one student per fall semester to work in an office in Brazil. Another internship agreement has provided an internship in Brazil and one fellowship in their Latin American headquarters in Florida. The latter program's funding ended and company interest dwindled temporarily until a new contact within the firm revived the program. Other local internship options have more informal agreements where no funds are required.

### **Study abroad:**

Some issues to consider for study abroad programs are the length of program, whether a foreign language is required, whether the program is open to graduate or

undergraduate students, and whether the program is open to other universities. Decisions made on some of these factors will influence the ease or difficulty of recruiting.

Requirement of a foreign language to study abroad may deter some students but makes for a more complete and enriching experience. Longer terms abroad may be impossible for students in more stringent programs where fewer electives are allowed, so short term programs can help students in these categories to at least have a chance for some exposure abroad.

It is effective to offer a variety of options for study abroad in order to meet student needs and their schedules. At UF we offer study abroad for one week, a summer term and a semester. This way we provide international opportunities to fit the degree requirements and time constraints of more students.

### **Curriculum Development:**

The creation of new courses pertinent to the proposed area of study is a good recruiting tool to bring students in to a new program. Making specialized courses available produces student interest in the area and prepares them for eventual participation in related study abroad programs. Establishment of degree certificates and degree concentrations also provides incentives to students since they receive official documentation for participation in a specialized area of interdisciplinary study. It also provides flexibility for students to branch out and take courses outside their major area of study. At UF, business students can receive a concentration in Latin American studies and Latin American studies students can receive a concentration in business.

Another interesting and enriching experience is the opportunity to work on curriculum development between international partner universities and compare topics



between countries. This type of collaboration among professors strengthens the relationship between universities while expanding the horizons of the faculty involved. Students benefit from the comparative analysis of key issues in different countries and possible interaction with partner school students depending on the design of a shared course.

The difficulties here lie in matching professor interests and finding professors that are willing to work on these types of efforts. Other challenges come when finding funding for any necessary faculty travel and compensation for developing a new course.

### **Publications:**

LABEP shares its research findings with the business community, government agencies and other institutions of higher education through seminars and reports. It annually publishes a report on the economic, social and political developments in the 24 largest Latin American countries over the previous year and assesses their significance for the current business environment. It periodically publishes a report on the status of the negotiation process of the Free Trade Area of the Americas and its implications for the state of Florida. Electronic copies of both reports are available electronically and in print.

### **Finding Partners**

In order to establish international business programs it is necessary to find motivated allies on the home campus in a range of departments as well as support of key administrators. Usually at least one dedicated person in a department will be enough to provide support for the planned endeavor and to eventually recruit interest among other colleagues. Collaboration from many areas of campus will be needed and the more

willing people are to help, the smoother program planning and implementation will go. In addition to home campus collaboration, it is necessary to decide on the international partner. Ideally it is best to work with someone in an existing established relationship. However, if that is not possible one can seek referrals from colleagues and enter in to contact by phone or mail with potential partners and then set up personal meetings if there seems to be an initial interest. Once the primary contact at the university is secured it is also critical to be sure that the individual's university administration is supportive of the partnership as well. When establishing any of these relationships at home or abroad, trust is a critical element to have among partners.

### **Outreach to Business Community: Making Contact**

Bridging the gap between the academic and business communities may seem difficult, but it happens more readily than one might think. The truth is that most companies are very approachable and want to be involved with what the university is doing. Individuals in small and large businesses alike seem to enjoy collaborating with local universities or with their alma mater. Interest and desire to collaborate usually comes from the efforts of one or two people in a firm that recognize the value of what a university has to offer them in terms of research capabilities and resources for future employees. In general, most business people will respond positively when contacted by mail or phone to participate in a proposed endeavor. Although they may not always be able to contribute with direct funding, they can provide referrals of others that may be in the position to fund or may welcome internship possibilities for students without either party incurring costs other than the clerical arrangements and recruitment of students. A good way to begin building relationships with the business community, so you do not

always have to resort to “cold-calling” businesses, is to attend chamber networking events and join your local bi-national chambers and organizations. LABEP works with the Brazilian-American Chambers in Orlando and Miami where we receive ample support. Bringing the business community to campus as guest lecturers is useful as well. The UF CIBER sponsors a semester luncheon series which has been helpful in arranging internships.

In order to build future business networks and gain visibility for the university program it is also valuable to participate in seminars and presentations for the business community offering useful information and research on your area of expertise. LABEP Director Terry McCoy contributes to the business community in this way by publishing an annual report on the Latin American business environment and on the Free Trade Area of the Americas negotiation process. Moreover, he leads consulting projects for private firms working with Brazil and other areas of Latin America and gives lectures on the Latin American business environment to student and business groups.

A final way of reaching the business community is through projects in which businesspeople can participate in that they will help develop international business endeavors. The LABEP has a web page describing services offered to both the academic and business communities. In addition, there is a Florida/Brazil Institute Business Link website, which serves as a source of international trade information, contacts and research. This site has tapped in to the talent of a group of businessmen that participated in the project by sharing their business experiences. Their comments are on video and were also used to compose a series of Brazilian-U.S. case studies.

## **Challenges**

Creating and sustaining an international business program that ties academia and the business community is extremely rewarding, but not without its sacrifices and problems.

Great perseverance and dedication are paramount to the success of a new program. A lot of time is necessary to put in to these types of endeavors and it may not always be during normal nine to five hours.

Of the many challenges, finding funding and keeping it may well be the most difficult. On the academic side, finding willing and motivated faculty and staff at home and abroad is critical for success. Timing needs to be right for students to participate in exchanges, acquire language skills and meet specific requirements of their department. When dealing with the business community, the challenges lie in finding companies that have the resources to offer internships that truly offer a proper training and ones that can offer funding for student scholarships and other projects. In spite of the many obstacles and fluctuations in the growth of programs, the experience and learning gained by professors and students is well worth the effort.

## **CONNECTING TO BUSINESS AT THUNDERBIRD**

### **Christine Uber Grosse**

#### **Thunderbird, The American Graduate School of International Management**

At Thunderbird, we connect to business in a variety of ways at the classroom, program, and university levels. Since Thunderbird's primary mission is to provide graduate and executive business education, faculty and administrators work hard to link with the business community. As professor of business communication, I can speak most knowledgeably about the connections I have made with business in my own classes. Therefore, the topic of this presentation will be "Past & Present Connections for Business Communication."

I will talk about the connections I have made with business in the past three years, and discuss how I built the relationships with my colleagues in business. Specifically, I will explore the connections made in courses I taught for the following programs:

- ◆ *Winterim 2001*
- ◆ *MIMLA (Masters in International Management in Latin America)*
- ◆ *Business Communication courses taught on campus*
- ◆ *Centrum executive program in Lima Peru*

I will also mention how I connected with business recently to write two case studies that appear in the Thunderbird Case Study Series.

## Courses and Connections

### **Winterim 2001**

“Connect with the community” was the theme of the three week intensive Winterim 2001 course called English for International Managers. This course included field trips, guest speakers, Internet research and journals which helped the students to make important connections with the local business community.

The Field Trips took students on bus trips to the following points of interest:

- ◆ *Phelps Dodge mine tour*
- ◆ *Sea Ray boat factory tour*
- ◆ *Arizona National Boat Show*
- ◆ *Intel factory visit*
- ◆ *Scottsdale Art Walk*
- ◆ *Phoenix Symphony*
- ◆ *Arizona Opera: Girl of the Golden West by Puccini*

I set up the Phelps Dodge mine tour, the Sea Ray boat factory tour, and the Arizona National Boat show visit through phone calls. I knew the man who scheduled the Sea Ray boat tours from a previous visit, but the other two visits were arranged after my cold calls.

The Intel visit was facilitated by Randall L. Bollig, an alumni and member of the Thunderbird Global Council. The Scottsdale Art Walk is free and open to the public, and took no special arrangements at all except the bus to take the students there. Mentioning our college president’s name helped me to set up the Phoenix Symphony concert tickets,

since he was Chairman of their Board. Bob Tancer, a faculty member at Thunderbird, helped me get good tickets for our students to the Arizona Opera, as he was President of the opera. He also arranged for the students to go on a backstage tour after the performance.

Our three guest speakers for the course came from the Thunderbird community. The first speaker was Dr. Roy Herberger, President of Thunderbird. He spoke eloquently to the Winterim students about his role as Chairman of the Board of the Phoenix Symphony. The next speaker was Bob Tancer, a faculty member at Thunderbird. He discussed his volunteer position as President of the Arizona Opera. Randall L. Bollig, Director of Test Capital Equipment Development at Intel Corporation, spoke to our students when they visited Intel headquarters in Chandler, AZ. He had invited our students to have lunch there, as well as tour the facility.

### Writing Cases and Connecting with Business

I wrote two cases for the Thunderbird Case Series in the past two years. Both cases were made possible through close cooperation with members of the business community. The cases are entitled: Global E-Commerce at UPS and Commercial Customer Service at Bank One.

I decided to write a case on global e-commerce at UPS after hearing an inspiring speech by the President of UPS International, and a second interesting talk by Alan Amling, Director of Global E-commerce at UPS. After their presentations, I asked them if I could visit them at UPS headquarters in Atlanta, GA to do research for the case. They agreed, and set up two full days of interviews with executives who were involved in

UPS' global e-commerce initiatives. As a result, I got detailed information on the company and wrote a case that has been used several times in the Thunderbird business strategy course (outside my discipline of business communication.)

The second case I wrote on Commercial Customer Service at Bank One was made possible by an old friend I had known years ago in Miami. She had since moved back home to New Orleans. From her, I was able to gather extensive information about the operations of Bank One. My friend, Ms. Beth Dowie, VP & Director of Customer Service for the South region of Bank One generously gave her time and guidance. In addition, I visited her at Bank One in New Orleans, and spent a day with her at work.

### **MIMLA: English Business Communication for Executives**

I taught the first course in a new distance learning masters program jointly offered by Thunderbird, The American Graduate School of International Management and the Virtual University of ITESM (*Instituto Tecnológico de Estudios Superiores de Monterrey*) in Mexico. The new program was called MIMLA, the Masters in International Management in Latin America. My course was called English Business Communication for Executives. It was a distance learning course offered via satellite TV and online to 116 Mexican executives from 80 companies. Some of the activities in the class that connected us to business were: an entrepreneurship project that involved writing a business plan, Press release, and Noteworthy comments on the readings. The executives gave me many insights into how the course and its activities impacted their daily lives, and their need for English business communication skills.



### **Business Communication class**

In my current business communication class we focus on E-communication & media relations. Students write cases on actual companies, such as those that have hired many T-birds in recent years e.g., Intel, Merrill Lynch, Citigroup, Johnson & Johnson, Merck, and Honeywell.

We invite guest speakers from some of the companies to come to class. In addition, we are in the process of forming a corporate communication advisory board.

### **Centrum Program**

The Centrum Program is a new executive education program that Thunderbird will begin to offer in Lima, Peru in Fall 2003. In September I will teach the business communication course for the program, half face-to-face, and half via distance learning. In this class, we will study corporate communication including press releases, executive speeches, media coverage, e-newsletters, and Web sites. We will have several guest speakers in person, via phone & videoconference.

### **How the Connections were Made**

I made most of the connections with business via phone calls, and follow-up e-mail messages. Sometimes I had personal contacts where I was calling, but mostly I didn't. Cold calls were usually successful, although not always.

In summary, the business connections have always benefited my students and enriched my classes by bringing the outside world into our classroom. In the case of the

Thunderbird classes held on campus in Glendale, AZ, the business connections got my international students out of the classroom and into the local business community. Connecting with business is well worth the extra time and effort spent making the arrangements.

**THE INTERNATIONAL ENGINEERING PROGRAM AT**  
**THE UNIVERSITY OF RHODE ISLAND**

**John Grandin**

**The University of Rhode Island**

The University of Rhode Island offers a model for the integration of language and culture study with a professional school curriculum through its International Engineering Program (IEP), a special five-year curriculum enabling students to simultaneously complete the BA in German, French, or Spanish along with the BS in engineering. IEP students study language each semester parallel to their engineering courses, and spend the fourth of their five-year program abroad, one semester as exchange students studying engineering and language at a partner institution, and, subsequently, six months as professional engineering interns with companies in the countries of the three target languages. The IEP is a response to the intense internationalization of business and technology, intended to prepare young engineering professionals for the challenges of inevitable cross-national and multinational assignments in today's global workplace. The program has been well received by global business, which supports the IEP with internships, with scholarship support, and ultimately with full-time positions for the program graduates.

Though the IEP was launched first and foremost to provide URI engineering students with a second language and the ability to work internationally and cross-culturally, the fifteen-year history of this program has proven it also to be a powerful tool for recruiting a brighter and more diverse group of students to URI's engineering

classrooms, many of whom would have gone elsewhere and, in many cases, would not have selected engineering without the IEP option. IEP students now make up 20% of the undergraduate engineering population at the University of Rhode Island, an impressive figure, given that there is no language requirement for URI engineers. Of these, over half are high-profile merit scholarship recipients, approximately one-third are women, and over half of the students in the Spanish IEP are minorities.

URI currently enrolls approximately 185 students in the program, 115 majoring in German with their engineering degree, and 35 each with majors in Spanish or French. Over half of the IEP students are recipients of URI's Centennial Scholarship, an award reserved to help attract the "best and brightest" from the high schools. IEP students have come to be recognized as the intellectual elite at the University of Rhode Island.

URI initiated its program with German, and focused first on building a program of six-month internships for IEP students in the German speaking countries. Once it became clear that sufficient numbers of bright and motivated students would opt for this five-year program despite its challenging nature, URI added French and Spanish components to its International Engineering Program. With the three languages, the IEP now places students in professional engineering internships in Mexico, Canada, France, Spain, Germany, Switzerland and Liechtenstein. The program has also developed partnerships for the exchange of students with technical universities in Canada, France, Germany, Mexico, and Spain.

The Spanish IEP has served to offer the Hispanic minorities in the Rhode Island area the opportunity to use their mother or parental tongue to their professional advantage as engineers. While often admonished by society as a whole to forget their Spanish

skills, the IEP, by offering to strengthen their Spanish literacy skills and provide internship experiences in Spain or Mexico, demonstrates that their heritage is of pragmatic and professional value. To the surprise of the IEP organizers, several of the Hispanic IEP students, citing their existing fluency in Spanish, have opted to enter the German program, with the goal of graduating from URI as trilingual, multicultural engineers. The program makes it possible for such students to do professional internships and/or study abroad in both Spanish and German-speaking countries.

The following statements from two IEP students provide a student perspective and illustrate the attractiveness of such a curriculum for gifted young people, for whom language study alone or engineering study alone would have been far less appealing.

Dara Swanson, a recent grad with degrees in Spanish and Civil Engineering, writes:

When I started my college search, I always included the University of Rhode Island in my list of colleges, never with the thought of actually coming here, but always as my back-up school. After learning about the International Engineering Program, I became more interested in URI since it would give me the opportunity to study math and science which I always enjoyed, but also to continue with a foreign language. Becoming part of the IEP was one of the best decisions of my life. I spent a year in Spain, studying first in Zaragoza and then completing a seven-month internship in Gijón. Not only did I live and work in a different country, I was able to learn the customs of a foreign culture first-hand. I became more independent, improved my Spanish-speaking skills, and made myself more culturally aware, all while having a great time living the Spanish lifestyle.

Sarah Gabryluk, a student majoring in French, German, and Industrial Engineering, writes:

The IEP has not only given me a chance to further and explore my love of foreign languages, but given me a practical and useful application. I knew that I wanted a job in which I could use my language skills, but I didn't want to use only foreign language skills. The IEP at University of Rhode Island has allowed me to not only continue my foreign language studies, but further my interests in engineering as well. It has given me a medium in which to use a language.

Placement of IEP graduates has been very encouraging and has made it clear that companies value engineering grads with the soft skills cultivated through language learning and work/study abroad: cross-cultural communication skills, bilingualism, openness, flexibility, tolerance, and self-confidence. The program boasts a very high placement rate, and many graduates have been recruited into high potential positions, or management trainee programs. Global companies welcome the opportunity to hire a more rounded grad, and recognize IEP students as risk takers, willing to "go the extra mile." The companies see characteristics in the IEP student that they value, as they seek leaders for the coming decades.

Because of the special nature of the program, and the high level of motivation among the students, the program leaders found it a logical step to create a learning community center on the URI campus now known as the IEP House. The latter is a former fraternity house, which the program renovated with corporate support as an administrative and residential center for the IEP. Forty students live together in the IEP House, and many non-resident IEP students participate in the house meal plan as well, thereby taking advantage of the supportive environment with an emphasis on both engineering and international issues. Because of the enthusiasm for this facility and the degree of responsible living, the program is now negotiating for a second, adjacent building, which will double the IEP House capacity. It is not to be overlooked that the

cohort nature or quality of the program is also a key to its success. Students work better in an atmosphere, which they recognize to be unique, and which creates a stable, supportive and nurturing environment.

It is important to point out that the Rhode Island IEP is a comprehensive international program, as opposed to a dimensional add-on, such as a summer abroad program or a specialized course squeezed into the standard curriculum at a given point. Students come to URI for this program, entering in their freshman year and pursuing a carefully structured curriculum for five years. The program incorporates specially designed courses, a learning community environment, and a great deal of counseling and advising, all leading to very specific goals. The program provides a comprehensive path culminating in a professional engineering position with a global firm.

### **What have we learned?**

Based upon almost seventeen years of sustained growth and success of the URI International Engineering Program, it is appropriate to step back and contemplate what lessons have been learned through the developmental years and what experiences may be shared with colleagues interested in moving in similar directions. After all, it is clear that launching cross-disciplinary programs at American colleges and universities is fraught with difficulties and challenges, and that certain requirements must be met if a given project is to succeed. What are the pitfalls, therefore, and how can one overcome them?

**Lesson One: Find mutually committed partners.** To build effective cross-disciplinary programs, colleagues with a similar vision and equal passion for the

designated goals must find each other across the disciplinary divides. Language faculty cannot work in a vacuum when creating business-language or engineering-language programs. They must find partners in the professional program who have credibility with their own peers and who see a value in the project for their own discipline at least equal in importance to that recognized by the language partner. In short, any cross-disciplinary program must be seen by all as a “win-win” situation, with clear long-term advantages for all partners, and its realization must be in the hands of competent, committed people who respect each other and are respected by others.

**Lesson Two: Determine who will do the work.** Perhaps the biggest single issue facing faculty interested in such programs is recognizing the amount of work involved and determining how it will be accomplished, and who will or should do it. Assuming that cross-disciplinary partners are identified and that the above criteria are met, it is critical to face the extent of the project and its implications for the persons involved. Who will write funding proposals to ensure necessary resources? Who will design and usher the necessary changes through the curriculum process? Who will create brochures, market the program, and recruit students? Who will advise and seek to retain students on behalf of the program? And, of major significance, how will this person or these persons be rewarded for their efforts? How will it affect their careers?

New programmatic initiatives can sometimes be managed through committee assignments, through existing departmental personnel, through graduate student assignments or other mechanisms. However, often the work tends to fall to the person



who is most committed, and, for that person, this may well mean work in addition to regular assignments. Unfortunately, that person may or may not be professionally evaluated based on his or her contributions to this program. A good solution may be to find mid- to late-career faculty for such projects, rather than jeopardize the tenure and promotion cases of younger faculty. Seasoned faculty often find themselves “recharged” when given the opportunity to work on cross-disciplinary international programs, and, in many cases, have the institutional experience and credibility to move progressive new programs through the channels of faculty bodies which might otherwise be change resistant.

**Lesson Three: Be prepared to seek external resources.** Though financial need will vary widely depending upon institutional resources and wealth, or the lack thereof, it is safe to say that most faculty will need to find extramural funds to launch a new international initiative. The authors of the URI program were not experienced grant writers, but found that it was a learnable set of skills, and that there were resources for support, especially among faculty colleagues who could help with the initial stages of grant writing. Furthermore, there are agencies, such as the U.S. Department of Education, the National Science Foundation, private foundations, and private individuals interested in receiving proposals to support the internationalization of professional programs such as engineering and business. The URI faculty failed at first, but persisted and have learned that success breeds success, and that one source of funding is likely to lead to others, especially if one can point to productive use of the earliest funding. People with money like to support winning efforts.

#### **Lesson Four: Reach out to business and industry to build an internship program.**

Here again, there will be many variables from institution to institution. Some schools may already have an office responsible for internships or coops, and this group may already be poised to extend their work to the international arena. Others, however, will have to start from scratch and consider the various approaches to defining and establishing internships abroad. Options might be working with a partner university abroad who has this capability in place. Or one might work with a public or private agency which offers global internships on a fee basis. In the case of URI, the decision was made to work independently, to reach out to known global companies, to knock on doors, to visit with corporate leaders, and to build our own network for student internship placement. Though the latter approach is time and labor intensive, URI has succeeded in doing this and now places approximately thirty students per year in six-month, paid internships abroad.

Key components of the international internship program include ongoing networking with global companies, regular domestic and international travel, the development of a network of personal contacts, and experiences which are in the best long-term interest of both students and the companies. All parties must have clear expectations in order to avoid disappointments or misunderstandings. Students must be well prepared, both in terms of their engineering and language/culture training, and each party must be able to communicate with the other, should there be failures along the way. As in any real partnership, there must be value for each party involved. For the university it is a well-

developed internship program; for the student it is an important educational experience and critical step toward a successful global career; for the company it is useful work on a given project and the potential for finding good future employees. Without benefit to all, the program will not survive.

**Lesson Five: Build an advisory board.** Given the fact that such programs depend upon linkages to global industry, whether for internship, job placement or fund raising purposes, and given that the product of our work is in the direct service of industry, it would be foolish to develop a program without consulting with the ultimate customer. Furthermore, it has been URI's experience that corporate leaders welcome the opportunity to maintain ties with higher education and to participate in the development of new educational initiatives. It is thus important to interact directly with corporate leaders on a regular basis, to seek their advice and to solicit their wisdom and support. Advisory board members can provide advice, political support in the community or within the institution itself, they can help in the classroom, they can help build internship programs, they can help with fundraising needs, and can assist in many other ways.

**Lesson Six: Plan to market and recruit vigorously.** Because it is not readily apparent to the American society as a whole that language and engineering study or language and business study are a common sense requirement for today's global economy, it is incumbent upon those of us who build such programs to continually educate parents and high school students, even educators and guidance counselors to the benefits of such a curriculum for young people. It is thus necessary to market and to do outreach work, in

the form of brochures, newsletters, mailings, telethons, school visits, web sites, conference presentations, and so on and so on. Here again, some schools may have staff in place for such purposes, while others find themselves learning on the job and taking the bull by the horns themselves. However it happens, marketing is necessary and the amount and quality of this work will directly impact the success of the program.

**Lesson Seven: Work closely with your students.** Because students in challenging programs sometimes lose sight of the end goal in the midst of a very rigorous curriculum, it is critical to provide special support services. For these purposes there is no substitute for good advising and conscientious teaching, i.e., for personal attention on the part of dedicated faculty. URI has taken more steps, however, to ensure the success of the effort, most significantly by founding its own physical center in the form of the IEP House described above. In this way, students have a place to interact with other students and faculty, including exchange students from partner universities, all of whom are associated with the program. URI has also put together a variety of summer support programs, such as intensive language programs, and short-term study abroad programs. With grant support, for example, the German faculty provide younger IEP students with the chance to visit several companies each year in Germany over a two-week period, and thus to gain a first-hand impression of the work and experience facing them if they stay with the program. In these ways, students are encouraged to stay with and complete the program.

More can be learned about the University of Rhode Island International Engineering Program at its Web site (<http://www.uri.edu/iep>), where information is also available

about the Annual Colloquium on International Engineering Education. Sponsored by the IEP each year, the colloquium brings together other practitioners in the field with representatives from both the public and private sectors to exchange information and assist each other as well as those contemplating similar initiatives. The University of Rhode Island maintains a network of contacts for this subject area both nationally and internationally, and has noted a sharp increase in the interest in internationalization in recent years on the part of engineering educators. Given the pace of globalization, it is more than timely for higher education to respond with appropriate curricula on behalf of the young people who will be working on international teams in the coming decades. The inter-institutional bridges between language and engineering faculty are now more important than ever.

**NETWORKING WITH BUSINESSES AND ORGANIZATIONS:**  
**STRATEGIES FOR SUCCESS**

**Geoffrey M. Voght**

**Eastern Michigan University**

**INTRODUCTION**

Community engagement is one of six key commitments in Eastern Michigan University's overall Strategic Plan. In keeping with the institutional emphasis on education applied to practical needs in society, intimate involvement with the external business community is implicit in the mission statement of EMU's College of Business (COB):

*To support the economic development of Southeastern Michigan by preparing graduates to perform effectively in an "information age" business environment that is being shaped by a global economy AND by helping business leaders understand and address the forces shaping their environments as they create and recreate businesses.*

To underscore this primary focus, the most recent EMU College of Business annual report, for the 2001-2002 fiscal year, is entitled *Outreach to the Community*. In implementing this mission, the COB has initiated a wide range of centers, institutes, committees and organizations which involve the local, regional, national and international business community, often in partnership with other colleges, departments

and offices on campus. In addition, most academic departments and many campus-wide administrative EMU units — such as Alumni Relations, the World College (which includes Academic Programs Abroad), and Career Services — have their own networking events and activities, which are also open to international business and foreign language students.

For these reasons, students of international business, including those pursuing majors requiring the study of foreign languages and cultures, have numerous opportunities to meet and interact with members of the business community. The Appendix, although not exhaustive, provides a representative and annotated listing of EMU's major outreach programs, projects, events and activities.

### **MY EXPERIENCE**

The comments and generalizations made below are based on my experiences at Eastern Michigan University (1978-2000) in the creation and management of various academic and co-curricular programs, events and activities. In order to complete the Appendix and gain insights into program creation of other successful outreach activities at EMU in which I have had no direct involvement, I interviewed responsible parties, read their publications, and researched online for the most current information. The results of these investigations serve to confirm the basic principles gained from my own professional experiences, activities which I would like to outline now with the purpose of establishing the basis for my conclusions.

EMU pioneered in the late 1970s in creating interdisciplinary programs of study that require the study of business, foreign languages and cultures, geography, history, economics and political science, with a four-month internship prior to graduation. The Language and International Trade (LIT) program was implemented in 1979 and the double-degree program called Language and World Business (LWB), the graduates of which receive both the BBA and the BA, was implemented in the mid-1980s. As a professor of Spanish, I was responsible for creating EMU's business Spanish curriculum and, as one of the agents for change at the university, my role included active involvement in discussions and negotiations with faculty members and administrators from across campus and with business representatives, political leaders, and government agencies external to EMU. Originally created through grants from external sources, the LIT and LWB programs became models for the creation of numerous similar curricula across the country.

Together with these interdisciplinary academic programs, we also created a series of student and faculty exchanges and activities that require the active participation of business people. Among such innovations, four for which I had major responsibility stand out:

- ◇ The International Cooperative Education Exchange (ICEE) program, for which I created components in Spain, England and Spanish America in the 1980s.
- ◇ The EMU Conference on Languages and Cultures for World Business and the Professions, for which I served as chair or co-chair for 18 years (1982-2000).



- ◇ International corporate training seminars, delivered to managers and executives in foreign countries by EMU trainers, for which I developed contracts in Spain and Venezuela during the 1990s.
- ◇ The Double Master's Degree program between EMU and our partner business school in Madrid, Spain, implemented in 1997.

My comments on the principles for success below are aimed at people who have little or no experience in establishing professional relationships with people outside academia, and who may not even have engaged in collaboration with people from other departments or offices on campus. For this reason, some of my observations will appear obvious and even unnecessary to more experienced colleagues, whose indulgence I beg in this attempt to provide a guide for novices in this kind of endeavor.

## **NINE GENERAL STRATEGIES**

### **Strategy #1: Identify Interests, Purposes and Background**

All outreach activities have some specific purpose, such as to convince a company to hire interns, to solicit financial support for some project or program, or to seek participation in some event or activity. One of the first steps in successful outreach is to identify clearly for prospective outsiders both the general value and purposes of the activity and also the specific benefits for the company, organization or individual being approached. Successful collaborations usually involve win-win situations, in which all parties have something to gain and everyone wants to take ownership of it.

New things are not created in a vacuum. There is always a history of how and why people began thinking about any new project, event or activity. Having this background in mind also helps others to see how a new direction fits in with, expands or complements existing things that have already been successful and are recognized and accepted.

Having possible values, purposes and benefits clearly in mind before approaching anyone is extremely important, and it is very helpful also to produce some kind of printed document which outlines or explains in detail these ideas. This document might be a fact sheet, or it could take the form of a brochure that might also be used for other purposes. This step applies both to the creation of interdisciplinary courses and programs of study within an institution as well as to collaboration between a school and outside entities. I would like to refer to two examples:

Language and International Trade (LIT) and Language and World Business (LWB) programs

These interdisciplinary programs of study, implemented in 1979 and 1984 respectively, require courses in international business, foreign languages and cultures, and various other humanistic specializations (e.g., history, geography, economics and political science). Both programs also require a full-time internship in business administration lasting one semester (or the equivalent).

In creating these curricula we approached colleagues in other departments to explain the urgency of training future U.S. business leaders in foreign languages and cross-cultural issues, to request their support and participation in the adaptation of existing

courses and creation of new curricular components. In these conversations, which took place in the context of grant-proposal writing efforts over a decade (between about 1974 to 1984), the clear identification of common interests, values and benefits was essential to success.

#### EMU's International Cooperative Education Exchange (ICEE) program

The ICEE provides paid internships in the USA (arranged by EMU) for students from foreign partner schools, and paid internships (arranged by those foreign business schools) for students from EMU in foreign countries. As such the ICEE requires the participation of employers and academic institutions in the USA and in various foreign countries.

In the development of the ICEE program, we created a brochure used for student recruitment, for grant proposals, and for explaining how the program works to potential employers. We also created a sample internship contract, provided prospective U.S. employers with copies of relevant statutes from the U.S. Immigration and Naturalization Service, and a sample agreement of cooperation between EMU and participating foreign partner schools. We also used these documents, usually translated into appropriate foreign languages, when discussing the program with prospective foreign partner schools and to recruit companies abroad to employ U.S. interns.

#### **Strategy #2: Find Key People**

In creating an interdisciplinary curriculum within your institution, in seeking involvement of the domestic business community in some institutional activity, and in

setting up an international exchange of some kind, the first essential step is to identify key people who understand the value of the new idea, who can identify with it, and who want actively to be involved in its implementation.

It goes without saying that the support of the majority of colleagues within your own academic unit, and of the department head, dean and school administration, is prerequisite to any kind of new initiative involving collaboration with outside people. Securing a consensus for innovation is often not easy, because academia is basically traditional in nature and professors, like most people, do not welcome radical change in their professional life. But at least at this stage you are dealing with people and a system with which you are probably familiar. Identifying major players and negotiating obstacles in the process of gaining departmental support should be relatively easy. Once you have the internal green light to pursue some new internationally focused idea, then the real tasks in the establishment of successful collaboration can begin.

Establishment of personal relationships, even friendships, with external counterparts is vital in the implementation of any outreach activity. EMU's Language and International Trade program can serve as an example of this principle, which operates at various levels.

Because of its interdisciplinary nature, the LIT program requires the collaboration of faculty members from all operational areas in our College of Business and five departments in the College of Arts and Sciences. Before pursuing the LIT idea in the mid-1970s, we in the Department of Foreign Languages had little or no contact with people in these other units, and we knew nothing at all about their personalities and internal politics. The key to success in gaining acceptance for the idea of creating the

new curriculum and for achieving its implementation was the identification of advocates in each of the other disciplinary areas. We developed relationships with colleagues with whom we found common ground in the values and goals of the new program of study, and they provided inside information about how best to gain the necessary approvals and to secure the involvement of colleagues who would do the work of creating or modifying courses for the new integrated curriculum.

What is true for outreach to other disciplinary areas within the university is also valid for outreach to the domestic business community and to companies, schools, government agencies and organizations in foreign countries. For example, in seeking paid internships for international students in the ICEE program, our first priority was always to find one individual within the company who recognized the value of the program, knew whom to approach for approval, and what steps to follow in the implementation.

The same principle also applied in the more challenging task of securing foreign partner schools who would find internships for EMU students, sponsor their presence in the foreign country, and provide the services needed to make their experience a complete success. In establishing the ICEE program in Spain, for example, I began with stateside research on business education in Spain, identified an initial set of reputable schools, and sent letters explaining the kind of exchange EMU wanted. Favorable responses from some potential partners justified travel to Spain, where face-to-face discussions were held. My twofold goal at that time was to identify foreign schools whose mission and goals coincided with ours and to find key individuals who were enthusiastic about the possibilities of collaboration with EMU.

In a number of trips over several years in the early 1980s, I visited about 35 business schools in Spain. The key to successful collaboration with our two Spanish partner schools was my building personal relationships, which have grown into long-term friendships, with at least one colleague at each school. These foreign counterparts worked actively to gain approval for collaboration with us and took a lead role in the implementation of the exchange of interns. In the case of this particular program, their advice and active assistance was essential, for example, in making contacts with foreign business people (in Spain and often in offices of these same firms in the USA), in clarifying immigration laws and processes, and in developing bigger and more varied levels of collaboration once we demonstrated a track record of success.

### **Strategy #3: Create a Track Record of Success**

When dreaming about the exciting impact of a new idea, it is always good to think big. My advice, however, is to think big but start small. A successful track record is best established through a small and manageable pilot implementation which demonstrates the viability and value of the idea in the real world. Starting small has great advantages. First, small programs are less expensive and approval for initial implementation may for this reason be easier to obtain. Furthermore, it is impossible to anticipate beforehand all the permutations a new program can have. There are always unexpected problems and obstacles to success. Starting with a small, test case helps to identify unanticipated complications and provides the opportunity to make adjustments before large numbers of people are affected. Finally, in starting small the people responsible for various aspects of the program gain valuable experience without the danger of becoming overwhelmed.

On the basis of an initial, small-scale experience, program managers can institute modifications and improvements to enhance the program's quality and value for all future participants. Once a few instances of success have been achieved, these experiences become part of the rationale for the program's expansion to new participants, who are then more easily convinced of its worth. The track record of success is also essential to the solicitation of funding for the program's continuation in the short-term and its eventual institutionalization for the long term. A case in point is EMU's ICEE. This program began in 1979 with one school in Germany. Several interns were placed in paid business administrative assignments in both countries, thus achieving a strong record of success. The program in Germany then became the model for the development of similar exchanges with schools in France, Spain, Venezuela and other countries.

#### **Strategy #4: Take Advantage of Existing Networks**

Just as new ideas are not created in a vacuum, so too there is always a history of outreach activities and a variety of preexisting networks with entities outside the institution. For example, EMU's Career Services Center, the Cooperative Education Office, the Office of Alumni Affairs, and the EMU Foundation all have established relationships with companies, organizations and associations outside the university. College of Business deans and professors often do consulting and fundraising, and may also have sets of business people, often alumni, who serve as guest lecturers in their classes from time to time. The U.S. Chamber of Commerce, as well as state and local chambers publish lists of companies doing international business, sometimes broken

down by country. Local Chambers of Commerce often host frequent networking breakfasts and lunches, where people come for the express purpose of identifying common interests and partnering for specific purposes. Finally, business service organizations such as the Rotary Club have extensive networks, domestic and international. We took advantage of such resources to identify prospective collaborators in the business community.

### **Strategy #5: Develop a Thick Skin**

Of course, sometimes some EMU offices and external groups were reluctant to share lists of contacts with us because they did not want individuals targeted for their activities to be pestered for all sorts of other EMU projects and events. Such possessiveness is to be expected and respected. Learning not to let rejection discourage you is one of the most important personal attitudes needed for success, not only in identifying prospects but also when approaching them and receiving negative responses.

Such an attitude is also necessary in writing grant proposals and when approaching colleagues on campus for support in new ventures. In 1975 when some of my EMU colleagues first approached the dean of EMU's business school for support in the first attempt to write a grant proposal to the U.S. Department of Education (Title VI) for the creation of the LIT program, his response was negative. The Business School Dean said he did not really see the necessity of training future business people in foreign languages and cross-cultural issues. He stated that English is the language of international business and foreigners have to learn it if they want to do business with us. "Besides," he said, "international trade is not that important to the US economy anyway."



Our first proposal for Title VI funding to create the Language and International Trade curriculum was not approved, with reader comments specifically citing lack of support from the EMU College of Business as one primary reason. Luckily, that dean retired fairly soon afterward and the new dean was much more enlightened. He enthusiastically supported a subsequent proposal and actively encouraged internationally minded COB professors to get involved in the project, which was funded and got us on our way in 1978.

### **Strategy #6: Demonstrate Hard Work, Commitment and Personal Sacrifice**

In my experience, success in programming that requires outreach often entails doing things you would rather not do and using personal time (e.g., nights, weekends and vacations without pay) to get things going. Examples from our efforts at EMU include:

#### Cold Calling

Obviously, the success rate with business people who already have some kind of connection with an institution is much higher than with people identified through a published list of companies with international interests or existing domestic internship programs. However, outreach is a dynamic process rather than a static situation. Some external collaborators who have been active in the past cease their participation for one reason or another, and for this reason new partners are always needed. Sooner or later viable leads developed through existing networks are exhausted, but even at the beginning some amount of cold calling is always required for success in networking with the external business community.

Ray Schaub, who first created the EMU ICEE program in 1978, tells an interesting story about the value of cold calls. Ray first, and I later, took advantage of referrals from people with existing external contacts, but we both made hundreds (perhaps thousands in Ray's case) of cold calls to establish and maintain the ICEE program. One such call that Ray made was to the office of Lou Belcher, then mayor of Ann Arbor, who agreed to meet with Ray and became very enthusiastic about the internship exchange because he saw its value for companies in the city that wanted to go international. Through referrals from Lou Belcher, who strongly endorsed the program, Ray placed nine foreign interns in the Ann Arbor area in the early years of the ICEE program. These placements firmly established a record of great success for the ICEE program, crucial to the recruitment of additional companies, to the expansion of the internship exchange to new foreign partner schools, and to securing outside funding.

### Commitment and Sacrifice

As junior member of the Spanish Section in 1978, I was given the responsibility of creating all Spanish components of the Language and International Trade (LIT) program, including ten undergraduate and graduate courses in business Spanish, agreements with Spanish and Spanish American business schools for the exchange of interns, the development of internships in Michigan for students from these schools, the creation of a national conference on the teaching of languages for business, organization of presentations and sessions at existing conferences, and the publication of articles and books on interdisciplinary business and language studies.

This commitment to international program development and management at EMU required giving up for 20 years my original, traditional field of specialization and my first love: the history of Spanish literature, society, and culture. It required my working nights, weekends and vacations over a five-year period with no extra pay (1978-1983), while still teaching full time. Finally in 1983, additional grant money allowed me to stop teaching and move to full-time program development and administration. I can remember in the late 1970s and early 1980s having to get up at 1:00 a.m. in the middle of winter to go to EMU in order to call colleagues in Madrid to catch them in their offices on urgent business for EMU. Now international outreach is much easier because of touch-tone dialing, fax machines, express mail, E-mail and third-party billing of phone charges. In the happiest of circumstances, all the initial hard work and sacrifice results in the new activities becoming permanently funded within the institution.

#### **Strategy #7: Plan for Short- and Long-Term Funding**

In my experience, the creation of new programs requires the demonstration that the type of program or activity to be undertaken has value (to students, to faculty, to business, to society). Sometimes this can be demonstrated without great expense, through surveys of affected parties and research in relevant publications. Then you have to demonstrate that you yourself can deliver successfully on the program or activity. In the worst of cases, this demonstration of program viability and professional capability has to be done before the institution or an external funding agency will finance it, which means it comes as a work overload undertaken by dedicated individuals using personal time (nights, weekends, vacations).

Luckily, however, there is an increasing number of foundations and governments agencies which are interested in funding projects aimed at increasing the international capabilities of US businesses, exactly the kinds of efforts on which this Roundtable is focused. In the case of the development of EMU's LIT and LWB curricula and of the major outreach activities in which I have been involved, much of the initial planning, internal networking and grant proposal writing was done by faculty members with no release time from teaching. Major outside funding played a vital role in the planning and implementation of most of these activities, however, and without it we would not have been able to accomplish much. In brief, here is some of the history of the early grants we obtained for planning and implementation of innovations:

- ◇ U.S. Department of Education, Title VI (1978), planning and implementation of the LIT curriculum
- ◇ EMU College of Arts and Sciences, Dean's Office, 1979-80, implementation of the ICEE program
- ◇ Embassy of West Germany, 1980, implementation of ICEE program
- ◇ Ford Motor Company, 1980, implementation of ICEE program
- ◇ U.S. Department of Education, FIPSE, 1981-1984, implementation of LIT and ICEE programs
- ◇ Michigan Humanities Council, 1983 and 1984, support for annual EMU conference
- ◇ Exxon Education Foundation, 1984-86, LIT and ICEE program expansion
- ◇ U.S. Department of Education, Title VI (two grants in mid-1980s), planning and implementation of LWB curriculum, and internationalization of curricula campus wide.
- ◇ Michigan Department of Education (late 1980s), public school teacher/administrator exchanges (Germany)

With external grants, the adage "Those who have, get" usually has some validity. Once you secure one or two grants, additional external funding is more easily obtained. Without permanent support for program continuation, however, we were living hand to

mouth so to speak for the first six years (1978-1985). One cannot live forever on temporary, external funding. The ultimate goal has to be getting a permanent financial commitment from the institution for the management and extension of outreach activities. This happened for us in 1985, when state funding allowed Ray Schaub and I to continue our program creation and management activities indefinitely. This State of Michigan support took the form of a permanent increase in annual appropriations to cover the costs of administering the new academic programs, the ICEE program, the annual EMU conference and other related activities.

Securing permanent funding was not easy and is a story in itself, however. It required the development over years of relationships with the EMU upper administration (the Provost and President, in particular) and also with various EMU Regents who helped in cultivating the support of legislators who served on the state appropriations committees for higher education. The effort to institutionalize our activities required many trips to the state capitol for meetings with state senators and representatives. The support of members of the Michigan delegation and other globally minded members of the federal Congress in Washington also helped in obtaining institutionalization of our programming activities. One key in this process was that we involved decision-makers within EMU, in the state capitol, and in Washington, in some of our activities (e.g., in our annual conference and in delegation trips to foreign partner schools).

In 1987, Ray Schaub and I used this above-base state allocation, combined with significant internal general fund moneys, to broaden our globally focused outreach activities through the creation of a new international office at EMU, the World College. The mission of this office, in addition to managing the ICEE program and other existing

activities, is to promote the internationalization of faculty expertise and courses across campus. This office is still in operation, but in 2000 Ray Schaub retired and later that year I returned to my home department, where I am now engaged full-time in teaching and research in my original field of specialization.

### **Strategy #8: Understand Program Evolution**

Over time, even the most successful programs and relationships change. Partner schools and businesses with which long-term and mutually beneficial collaboration has been achieved cut back or cease altogether their participation. This can happen for any number of reasons, one of which is the loss of a key person (through, e.g., retirement, change in professional responsibilities, lack of interest, or death).

For example, the ICEE program was first implemented in 1979 at a partner school in Germany through collaboration with a colleague and friend of Ray Schaub's who was very gifted in the early stages. However, as the program grew, requiring the participation of more people and the development of institutional ownership, this colleague's limitations impeded further development of our cooperation. Over a period of years, we gradually cut back and finally ceased exchanging interns with this school, so important in the initial stages of the creation of the ICEE, and developed relationships with other German schools more capable of managing and institutionalizing the components required to make it a continuing success.

The old adage that "nothing is constant except change" applies very much to any type of successful outreach programming. It is always necessary to keep approaching new prospects to replace old partners who are no longer able to participate at the same

level as they did previously. Flexibility and openness to the possibilities inherent in the natural evolution of such activities is an essential element in long-term success.

### **Strategy #9: Be Open to Additional Possibilities**

Programs and activities do not exist in a vacuum, but rather in related sets. For example, the International Cooperative Education Exchange (ICEE) supports students in the LIT and LWB academic programs. The ICEE program requires, in turn, frequent communication with partners in foreign countries and constant contact with employers. People from our foreign partner schools, students and employers became involved in some of our other activities. Some examples:

- ◇ The annual EMU Conference on Languages for World Business featured at least one general session of speakers from the business community, and a second plenary session with speakers from government and/or academia.
- ◇ The participation of EMU administrators and Regents, political leaders and business people in our annual conference and on delegation trips to partner schools in Europe allowed them to meet others from around the country and from abroad who were involved in similar efforts, and helped them understand firsthand the scope and value of what we were doing.
- ◇ The presence of such dignitaries on our group trips also impressed our foreign contacts with the level of commitment and support that we could count upon for program viability in the long term.

The experiences we shared and the friendships we developed with these outsiders were instrumental in securing the institutionalization of the set of programs we created.

Established relationships and successful collaboration in one area also contributed to the development of unexpected new initiatives, new kinds of collaboration with existing partners, a few of which I would like to mention in closing.

Collaboration Supports Student Recruitment: The fact that each year some international students returned home with stories of living and working successfully in the USA was used by our foreign partner schools to recruit students. The excitement of students abroad for EMU justified the continuation of our cooperation and the expansion of direct contacts. According to surveys of students conducted in the early and mid-1980s, the possibility of doing an internship in a foreign country was the single most important factor in students coming to EMU for the LIT and LWB programs.

Foreign Partners Participate in Conference: Representatives from our partner schools visited EMU, and often participated in our annual conference as speakers, sometimes at plenary sessions and at other times in concurrent sessions. Some schools also set up exhibits to inform conference participants about their programs and hopefully to recruit American students.

The Exchange of Professors: Another early example of cross pollination, the existence of one kind of collaboration leading to others, is the exchange of professors. Some EMU



faculty members have taught at our foreign partner schools, and some foreign professors have come to EMU for research and teaching.

Business Partners Support Conference: Business people from companies collaborating in the ICEE sometimes participated as featured speakers at the annual EMU conference, and their companies often became official conference sponsors, providing financial support to the event.

Double Master's Degree Programs: Our very successful collaboration with foreign partners on the ICEE also led to the development of a series of double master's degree programs. Under this arrangement, EMU and foreign students spend about one year taking courses at their home school and a second year enrolled at the foreign school. After these two years, participants receive EMU's International MBA and a master's degree from the foreign school as well.

International Corporate Training Programs: My efforts to secure partner schools and internship opportunities in Venezuela led directly to a series of international corporate training contracts for EMU professors, who traveled to South America to deliver focused instruction to managers in the private and public sectors in areas such as activity based costing, benchmarking, public administration, and advanced wage and salary administration. This new direction in EMU programming in Venezuela came about because I developed relationships there with educators, business people, government officials and others, who learned about EMU capabilities and interests and found matches

with their needs and interests. In addition to some modest financial benefits, these programs contributed greatly to the goal of internationalizing the experience and expertise of EMU faculty members, who through them were able to establish professional relationships and even friendships with some of their Venezuelan counterparts and students.

(Editor's Note: Please see Appendix B "EASTERN MICHIGAN UNIVERSITY BUSINESS CONNECTION OUTREACH ACTIVITIES" for additional information about the activities upon which Professor Voght's comments above are based.)

#### **IV: THE “STAKEHOLDER” STRATEGY**

# **STAKEHOLDER MANAGEMENT**

**Robert M. Wiseman**

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## **Introduction**

The contribution of a stakeholder framework is to look beyond the obvious people who may have some interest or economic stake in what you're trying to achieve. This model is designed primarily for businesses, but it certainly can be extended to any kind of organization in which the management of the organization needs the support, or at least the indifference, of people who may provide or withhold resources to the organization in an attempt to pursue its objectives.

There are two ways of thinking about stakeholders. One view sees them as a constraint to objectives, while the other view sees them as constituents to your organization. There are some models out there that see stakeholders as constraints and assert that you manage those constraints or design a strategy to work within the constraints of certain individuals or organizations. I tend to think about how we can bring stakeholders into the process, and, instead of dealing with them as impediments or limitations to our objectives, make them participants and players in accomplishing our goals. This is the perspective that I'll be taking here.

The agenda for my discussion of stakeholder management is organized around a stakeholder audit. This audit involves four steps. The first step is to identify what you're trying to accomplish. I am going to assume that you are pretty clear about what you are trying to accomplish. So I'm only going to provide a couple of ideas about setting

objectives and identifying specific stakeholders who might play a role in the accomplishment of your objectives. Most of my discussion will go beyond that. Specifically, I want to talk about identifying the interests of your stakeholders and what power they have to influence your success. Then I'll look at two factors that can affect their influence on your success. One is the organizational process by which you manage stakeholder relationships. This often gets overlooked in stakeholder frameworks because we forget that there are a lot of organizational processes and standard operating procedures within our organizations that are the first point of contact in our relationship with our stakeholders. Managing (or mismanaging) these organizational processes well can go a long way to creating positive (or a negative) attitude toward your organization and its goals by your stakeholders. Lastly, I will talk about how to understand specific transactions with your stakeholders; that is, how you manage a relationship with a stakeholder.

### **Stakeholder Audit Step 1: Set Your Goals**

The first step to managing stakeholder relations is to ask yourself: "What do I want to accomplish? What are my goals and objectives?" Then ask: "Who will be affected, not only by my success, but by my failure to achieve these goals and objectives?" If you accomplish what you're trying to do, will there be people out there who will benefit from your success? Will there be people who may be harmed by your success? With regard to the latter issue, you may be taking resources away from other activities that some stakeholders are pursuing. Having identified your objectives, you need to recognize who wins and who loses with your success, then deal with these people directly.

## **Stakeholder Audit Step 2: Determine Your Strategy**

The second step is to ask yourself how you plan to proceed? This is not simply thinking about the final objective of where you're trying to go, but the process you anticipate using in trying to get there. Because the very act of pursuing an objective or goal involves steps such as the allocation of resources and time, there may be parties who could be affected, again both positively and negatively, by how you go about pursuing your objectives.

The purpose of these first two steps is simply to identify who will be affected by your actions in pursuit of your goals. This means knowing what you want to accomplish and having some idea of how you plan to accomplish it. Keep in mind that your plan of action may have to be modified as you uncover information about your stakeholders. That is, your stakeholders will have their own objectives, which might have to be considered, especially if they also have some power to protect their interests. Assuming that you have identified what you want to do and how you plan to do it, we'll turn now to understanding stakeholder interests and how their interests may enhance or impede your ability to accomplish your objectives.

## **Stakeholder Audit Step 3: Recognizing Support**

When thinking about pursuing your objectives, think about who might also benefit from the success of your objectives. Who are the stakeholders that may influence and gain from your successful fulfillment of your goals? There are general categories of stakeholders who may have an interest in foreign language programs dedicated to business. I would encourage you to think even more specifically than this. For example,

you are a program in a community (wherever it's located), and you sense that there are businesses out there that are thinking about taking their business internationally. They may have developed a product, are selling domestically, but recognize that there is a global market out there and are now trying to go international. Identify the individual in the organization who is the most important stakeholder to make that happen. It may be the human resource manager that does the training or it may be the strategic planner. If the organization's success and survival is contingent upon going international, then you must convince the most influential stakeholder regarding the benefits of the global market. Further, you need to impress upon this stakeholder the importance of respecting and being sensitive to the culture of the international business partners, whether they are customers, suppliers, or wholesalers. In fact, strategy research suggests that start-up firms that go international quicker are more likely to grow faster and survive than start-up firms that don't go international very quickly. This is one argument you may make to local business stakeholders about the need to consider the Global Market. It may not be the same argument you make when talking to the HR director, because they're in charge of training and preparing people with the skills they need. But, it may be convincing for the finance person or the strategy person who is the critical decision maker; the person with the power to make these things happen.

Ultimately, you need to think about who the critical decision maker is in these organizations. Get as specific as you possibly can. Start with a list of potential organizations that may have a need for your program. The next step is to identify the interests of individual stakeholders who may influence the success of your goals. Once you've identified what you think may be some key individuals, then you have to ask,

what are their stakes, and what power do they have? What are their interests, what do they want to make happen? If we're talking about an HR director of a business, obviously, they want to have a good match between skills of the people in the organization and the strategic demands of that organization. They're looking to make sure that their people are proficient at accomplishing the strategy of that organization. If we're talking about a strategic planner or a finance director, obviously, they're looking for efficiency and effectiveness. Again, an argument can be made to these stakeholders that preparing people for dealing successfully with people in different cultures is the first step to long-term contractual relationships. In many cultures, as you know, it's about relationships. It's not all about contracts and that's something that many American businesses fail to understand. It takes time to develop a relationship. This is one of the arguments that you need to make to the right people, those who have the power to make the decision.

## **Categorizing Stakeholders by Power and Stake**

### ***Model 1***

Now, in the traditional stakeholder framework, we would break it down power and stake into separate categories. We would talk about formal types of power; hierarchical authority, we would talk about economic power meaning they have power to control transactions and economic exchanges, political power which may be real political power or simply advocates that sit on the sideline and try and tell you what to do, even though they have no authority over you. Advocacy groups can be important influences, especially if they decide to make a nuisance of themselves. Many organizations try to



ignore pressure groups and focus instead on economic relationships (i.e., customers, or suppliers). These organizations respond to hierarchical power quite well, but do not deal with outside advocates often until it is too late. At an organizational level, this might include environmental groups, consumer groups and political groups who don't have a direct economic impact on the organization, or have any formal authority over the organization, but they can make themselves heard in a variety of ways.

The second thing is the stake. What is the nature of their interest? Do they have an ownership interest in what you're trying to do? That would probably be more internal to the organization, including trustees, supervisors and deans. Economic interests would be people who have some kind of financial stake in what you're doing. They benefit or are harmed by the transactions that you make with stakeholders. How much they pay for your services, and how much do they contribute to your organizations.

Lastly, people having instrumental power are defined as those who have a personal interest in what goes on or they have an agenda they want to promote. It may be an agenda to promote internationalization and globalization which would benefit you or it may be a different agenda which may not benefit you. Part of the process is to decide where to put individual stakeholders. What kind of power do they have? They may fall into more than one category. What kind of interests do they have? Understand what stakeholders you have to deal with and how you might go about considering their stake in the transaction.

### ***Model 2***

A simpler model is to just classify individual power into 3 groups. If the 3x3 method seems overly complex or some of the categories seem irrelevant to you, this

simpler model may be more beneficial. One is to categorize people into *controllers* – those who have some direct authority and control over funding, institutional control, things of that nature. The second are *influencers* – those who influence success through indirect political means, but whose cooperation is necessary. Lastly, the *appreciators* – those who simply appreciate the success, or failures, of the strategy and who may benefit or be harmed, but have very little power to do much about it. That method may direct your attention to who is important and who isn't.

### *Example*

Notwithstanding, it may not be obvious to you as to who is important to your strategy. Let me tell you a story, this involves the coach of Michigan State University's basketball team who has had some modest success over the last few years. Coach Izzo was an assistant coach for many years and was promoted to head coach about 7 years ago. As a new head coach, he didn't really have much power or authority to do much of anything. He looked around to find out whose support he needed to create a winning and successful basketball team, and who he needed to get on board first. One of the keys to the success of a basketball team is to get players into the gym so they can practice. The program requirements necessitated that the players also attend class and study. In order to practice whenever their schedule allowed, the players needed to be able to get in the gym outside of normal practice time. To get into the gym outside of normal practice times requires that someone has to unlock the gym. Who has keys to the gym? The janitor. The most important person to his program was the janitor, it wasn't the trustees, it wasn't the provost, the athletic director or the alumni. In fact, those people wouldn't

help him early on because he's an unknown commodity. They saw this new, young coach, just recently hired, and took a wait and see approach. So, they were not going to be lined up to give him much support early on. The person that he needed was the janitor to unlock the gym whenever the players showed up to play. So, he went to the janitor and said, "my players need to get into the gym any time, day or night, for practice. I know it's against university policy, but I will guarantee everything is taken care of. They won't break anything, steal anything, if anything happens, I will take full responsibility. I will pay for anything, but they won't do it, I'll make sure they don't. If you do this, and they win a national championship, I will get you a championship ring." There is one janitor in the United States with a championship ring and he's on this campus. Now that coach Izzo has had success, the alumni and trustees are lining up at the door to help him. But, it starts with who's the most critical individual? It isn't necessarily someone with a title or a lot of finances, but it may simply be, "what do I need to do to get from here to there?"

So, think. That's the whole purpose of stakeholder analysis, is to think more broadly about "who's really important to get me to where I want to go?" It may be your secretary. Essentially, it is whoever puts the first face on your organization to someone who calls your department or organization. Which brings me to assumptions.

What assumptions have you made or are you making about your stakeholders? What do they value, what are their objectives, what resources do they hold, how do they view you? These are key questions to ask when you are thinking through the stakeholder list. What have they said; what have they done? So you look at the stakeholders' actions to try to get answers to these key questions. Think about public stakeholders.

### *Problems in Identifying Stakeholders*

I think most of these questions, and much of what you'll recognize here, is common sense. Indeed much of what strategy is all about is just common sense. What the field of strategic management contributes is a means to organize this common sense. That is strategic management puts a framework around what we ought to be doing in managing our relationships with those individuals and organizations that are important to our accomplishing our goals. This leads me to the "blind spots" problem.

The blind spots problem is when organizations do a poor job of identifying stakeholders. They have not recognized who their stakeholders really are, and as a result they're blindsided by stakeholders that come out and say, "wait a minute, this is not really what I want." They may have been sitting on the sidelines quietly for years and you take a "left turn" someplace and then they say, "no, no, no, this is not the direction I thought we were going." At that moment, the support for your objectives is lost. So, maintaining an awareness of everyone's interests is critically important.

The next problem is misjudging the boundaries of your influence. This problem reflects an assumption that you can't influence certain stakeholders, or assuming that they are constraints. Beginning with the assumption that a stakeholder is a constraint, is to give up trying to manage their influence. Most people can be influenced if you know what their interests are. I'll talk more about that process later.

I emphasize that the visible actions of stakeholders go beyond what is obvious. Referring back to Michigan State University's head basketball coach Tom Izzo, if all he had looked at with the janitor was, "well, he sweeps up and keeps things clean...", he wouldn't have recognized the importance of that stakeholder. Do not make faulty

assumptions about stakeholders. Do you really know what they want? How do you know? Do you regularly survey them? Do you regularly go out and hold advisory meetings? Most of the business college has advisory councils. We have advisory councils in the Lear Center, the Dean's office, and each department. Those advisory councils are designed to give their input. What do these alumni and business leaders want from a business college, an accounting department, a management department, or from a student career office?

### *A Classic Example*

Emphasizing stakeholders with economic ties is a classic problem of most American businesses. If there is an economic relationship, they assume economic stakeholders are much more important, yet other stakeholders may play a very significant role in the success of the strategy. The janitor didn't have much economic impact, but he had a very critical role. Or, for example, groups that just have a political agenda may impact your success. Dayton Hudson (now Target Corp.) owned Dayton-Hudsons, Target, Marshall Fields, and Mervyn's around the Midwest and east. Some years ago, the Dart Corporation, which is a company located on the east coast and a drug store chain with the Haft family, developed a strategy, which they called "green mail". Their tactic was to buy stock in a company up to 5% limit that the FTC sets before you have to do lots of paperwork; then they would threaten to take over the company and break it up unless the company bought back the stock at a premium. Basically, blackmail. They were so successful with this scheme that they were making more money on the green mail than on their actual drug store chain operations. They went to Minneapolis and saw the Dayton-Hudson Corporation and saw it was a prime target for this tactic. The

Dayton-Hudson stock was under-performing. Dart saw that they could break it up, sell off the upscale department store chains and keep the target store chains. That was the argument they were making, although it may have been just another attempt at blackmail. So, they started buying stock in the company. In response, all heck broke loose at the D-H corporate headquarters in Minneapolis.

It is important to understand the position of D-H within Minnesota. D-H is one of the founding corporations for the whole Minnesota area, and the Dayton family still lives there. In addition, the Dayton family started what they call the 5% club, which means that 5% of all pre-tax dollars goes into charity. Mr. Dayton himself went around to other companies in the area, including General Mills and Honeywell, and talked them into joining the 5% club saying “as Hubert Humphrey once said, “We (Minneapolis) don’t want to be just a cold Omaha. We want to be a center for arts and entertainment, and we want to have good programs”. Minneapolis did just that and built a children’s theater, the Pillsbury House, a wonderful Institute of Arts, etc. Well, when this threat came in, now we’re into high finance, where the key players would seem to be the Security Exchange Commission, Wall street, investment brokers, the Haft family, Target and its stockholders and it would be played out on Wall street, like so many acquisition attempts are.

When it hit the front- page news of the newspapers, all of those charitable organizations got worried. The Haft organization was not known for its philanthropy, it was known for everything but. So, they started calling around to each other and within about 10 hours of the front-page headlines, they had organized every charity within about 5 counties into the children’s theater for a meeting to find out what they could do. They called up corporate headquarters at Dayton-Hudson and asked to have a representative

come and meet with them because they were pretty angry. They sent the vice president of finance, who explained the situation. They were asking what should they do? The vice president of finance is bound by certain FTC rules, and he couldn't really say anything. Someone from the audience stood up and said I know what we do, we call the governor and his number is.... So every charity organization started a phone campaign to call the governors office. The legislature was out at this time, so there was no way for the state to act on this, but the calls to the governors office, which started coming in not only from the 5 counties, but from other areas as well. The governor called an emergency session with his advisors to see what he could do. It is the kiss of political death to call a special session of the legislature, so he commissioned a survey to find out what the general populous of Minnesota thought. About half way into the survey the response came back with overwhelming support to save Dayton Hudson. So the governor went ahead and called a special session of the legislature.

The very next day, they held a special session of the legislature and specifically a joint session of congress met to debate one bill. The bill was being written by the D-H lawyers in an ante room of the capital on that same day. This bill limited outside (Companies based outside Minnesota) companies from purchasing controlling interest in companies incorporated in Minnesota. The debate was broadcast live on public radio. This entire scenario occurred over one weekend. By Monday, they had legislation in place, which effectively put up a roadblock to the Haft family's takeover attempt. This was not something that was going to save the company, but it slowed the process down, because in this type of a game, a company can be in play on Monday, and gone by Friday. That's another example of drawing on stakeholders that you might not think are

players. Because D-H had built up such goodwill with their constituents in Minnesota, they found an unlikely ally (one that you wouldn't think had any power to influence the outcome of a hostile takeover attempt) when they were threatened. When the company was attacked, everyone came out to help them, even those that didn't normally shop at Daytons or Target!

*Counter Example.*

This story goes back to Dayton Hudson's charitable giving organization where they donate 5% of pretax income to local charities. One of the organizations they donate money to is Planned Parenthood. Planned Parenthood is involved in providing information about abortions, and so a group said "we don't think giving money to that organization is appropriate; you're not in the business of being social engineers, you're a business." So Dayton's said "okay, we will withdraw our support from that organization; it's too controversial." But that upset another group that said, "they provide a valuable service to young mothers, counseling, and other services that have nothing to do with that." So the two groups were threatening a boycott of Target and Hudson's. D-H found itself in the middle of a fight it couldn't win. Whichever way the management went, they were going to alienate some of the stakeholders. In the end, D-H decided to continue to support Planned Parenthood, but would direct money away from the abortion side. This was a compromise that nobody liked, but it was at least getting the complain stakeholders to go away. So, even actions that you think have positive consequences might have some negative repercussions. I doubt you're going to be involved in activities that will be a hotbed of emotional activity, but there is potential in any activity that benefits some and



that others view as harmful. Considering that up front will help you to be prepared. You have to recognize there are other groups out there.

*What are the Trends in Stakeholder Power and Interests?*

What are the major trends? Now, so far I've talked this as a rather static model. There are stakeholders; they have interests and power. But, we live in a dynamic world and things change. One thing to consider is, "how are changes in the larger world (political, socio-economic, technological) or whatever, affecting the stakes interests and power of the stakeholders that you currently recognize?" For example, in your area of foreign language learning, I would think that technological advancements would have a profound affect on what you're doing—that is, a virtual university type thing. In other words, you could be selling your services globally. The people in China want to learn English and English is the language of most businesses. There is more than one way of thinking about the service you're providing. There is no reason why you have to be captive to your local geographic region. Technology makes the world open to you.

There are political, social and technological changes. One of the things that has probably benefited you is the growing recognition of globalization, that all markets are truly global. I spoke to the CIBER's International Business Institute group (community college faculty who teach international business courses). As I was preparing that talk, I had a problem with an outside rearview mirror on my Toyota. The glass was cracked. I went to the garage; they said it would be \$200 to replace the whole unit, but if I wanted to replace just the mirror part, I could go down to the glass shop and they can order it for me fairly cheap. So, I go to the glass shop and they have a book on every mirror on every car that's been produced in the last 15 years. He finds the right one and calls up the

wholesaler who says he doesn't have it, but can get it by tomorrow and it will be \$28 installed. I happen to ask him where the mirror comes from? He said, "Chile." I said, "the country?" He said, "yeah." You're going to overnight a mirror from Chile and install it for \$28? He said, "yeah". It doesn't matter where the mirror comes from, we can get it. That tells you it's a global market.

The radio in the Kia Sorento (I think), travels across three continents four times before it gets installed in a vehicle. It starts in China, goes to Korea, goes to Mexico, goes to the U.S., goes back to Korea, goes back to Mexico and back to Korea. And then the car comes back to the United States. One of the things to consider then, are the broader changes that are occurring out there. Political changes, relaxation of trade across boundaries, social changes, growing acceptance of globalization, technological changes which make it easier to contact and communicate and educate people anywhere on the planet - wherever you've got an uplink. I had a student who was taking classes in EE; he had to leave in the middle of the semester when his company sent him to Paraguay. So, he finished the course from Paraguay with an uplink.

How do those changes affect who might be your stakeholders? What power do these stakeholders have? For example, your actions might create new competitors, both public and private. Hence, you need to ask yourself: who is trying to provide similar services?

### *Recognizing the Many Hats of Stakeholders*

An individual stakeholder may inhabit multiple groups (clearly). You have a business leader, who is also an alumnus, also on the advisory council, and thus they have a role set. Role set being which role are they playing? Are they playing alumnus,

business leader, or student? This combines a set of interests and various types of power, and that's another thing to recognize as you're dealing with any individual – that is, they are representing multiple stakeholder groups. It's up to you to distinguish which stakeholder group they identify with when they are dealing with you. Is their interest as an alumnus, a business owner, and how do those interests come into conflict with one another? I have students who are both taxpayers and students, right? As taxpayers they are upset with money coming to the university and as students, they want the best education. My job is to communicate to them how those interests can be in line with one another. What is the benefit of funding a university, to the community, to that student? Some tax dollars don't even go to funding what the students may think. Tax dollars go to fund other programs within the university system and this unit is completely self-funded. Even though we're charging an arm and a leg, no tax dollars are involved, which is why we're charging an arm and a leg.

Stakeholder groups communicate and interact. They form coalitions; they may challenge one another (like at Planned Parenthood or Dayton-Hudson's). Again, that is something to recognize. When you're dealing with stakeholders, you may be able to form coalitions among stakeholders to help promote what you're trying to accomplish. Find stakeholders with similar interests that haven't had the chance to communicate with one another. Getting them talking to each other may create a critical mass of support for what you're trying to do. So, one of the objectives of stakeholder management is to uncover the various interests and bring those stakeholders together to reinforce what you're trying to do. Get them in the same room talking about how to help. That's one of the roles of an advisory council. Michigan State University's Eli Broad College of

Business just had its big advisory council meeting and one of the things we are proposing, which the council supports, is creating a “Broad Coaches” program. One of our concerns was how to deal with a coach that’s not performing their responsibility? It’s easy to deal with students who are uncooperative or free-riding on a system, but one of the coaches? The council said, “that’s not your job, that’s our job... you just tell us, we’ll call them up person to person. We’ll find somebody at the same level of the organization, if it’s a CEO, we’ll get a CEO to talk to them.” Fantastic. That was the benefit of bringing those people together; their common interest is “how do we make the college better”? So, here’s a program and they come up with ideas.

Look for congruency among stakeholders. What actions trigger reactions among the largest number, both positive and negative. Obviously, you want to avoid actions that trigger the largest negative reaction and find those that trigger the largest positive. Look for conflicting interests, what actions create the greatest conflict among stakeholders? You want to avoid being in the middle of conflict, because it’s a no win situation.

#### **Stakeholder Audit Step 4: Managing Stakeholders**

The fourth topic on stakeholder relationship management is organizational process. This is the beginning of managing the process. Up to now, what I’ve talked about was identifying and understanding stakeholders. Now I want to talk about the management of stakeholders, beginning with organizational processes. These are the things that you do each day that are built into the system. They are standard operating procedures, bureaucratic rules, policies, and procedures that can result in general problems. Successful interactions of stakeholders are built with legitimacy of your

concern for their stakeholders. Really being concerned about what they're interested in, rather than dismissing or saying, "we think we're doing a great job." And letting it go at that. "Our people are our most important asset" is what they are saying if you look at their corporate website, and yet if you look at their policies on how they treat their people, there is a little bit of inconsistency, and that will undermine relationships because it breeds distrust. "Yea, you say that, but this is how you're treating me."

One of the problems we had when I was at Arizona State was when they were building a part time MBA program. Initially, we treated the students much like we treat undergrads which meant they had to go to the bookstore to get books, they had to go through the formal registration and stand in line, they had to deal with the parking enforcement to get their parking permits, and these are people who've worked in organizations for 10 or 15 years. These MBA's may not have been CEO's, but they were accustomed to having some service. We were just using the standard policies and procedures and that was creating a lot of negative reaction. "You say you care about us as a student group; we're paying a lot of money, but where's the service?" So now most programs have gone to a package system. When students show up on the first day, they get their parking permit, registration, books everything is handed to them. They just have to show up in the classroom. This means the enrollment systems had to be re-evaluated, including "I'm sorry, but that's our policy". Almost all students have to come to our department to get a class override, or to make section changes. They have to go through the department administrator. She pretty much upsets every student that comes through the door. The students usually go away pretty angry. We have enrollment policies that are designed to protect me as a faculty member so that I don't have 100 students coming

to my office asking to get a transfer into or out of my section. Since we deal with hundreds of undergraduate students, these policies were designed to deal with masses. Those unhappy students are not going to be good alumni donors in the future. I'm not in charge, but there is clearly a disconnect here as far as recognizing these students as future stakeholders in our success and how we treat them when they're here on campus. So, one of the things I would suggest is to look at your programs, look at the mundane interactions you deal with on a day-to-day basis with your stakeholders. The people who come in off the street, the people who call you up... what's their first meeting like? Call your office, see what happens. Pretend you're somebody else, see if you get the information you're looking for; see if you're directed correctly. Do you really care? If you are regularly surprised by the actions of your stakeholders or find yourself blaming your stakeholders for your problems and your inability to achieve your objectives, you probably don't understand what the stakeholders really want. That's why you get them together and you say, "okay, what can we do, what is it you really want?"

### **Some Questions and Answers from the 2003 Roundtable**

**Question:** In an academic program such as this, wouldn't it be best to identify the students as stakeholders upfront, rather than as future stakeholders?

**Response:** We do that as well, we have focus groups. We're better at it at the MBA level than at the undergrad level, but we do have groups to talk about the program as a whole, as well as the course content. And as you know, on any academic campus, changes to programs go through a program review committee, which involves students and faculty. Hopefully, that's an input process, but you need to go beyond that; you need

to get a bigger slice. We do a survey every year with every graduating senior who is leaving. There are about 90 questions on this survey which asks about everything in the program – not only about their coursework, but about the library services, and just about every aspect of the college of business that they've had to deal with. Based on that feedback, (which is compared with other universities through AACSB) we look to see where we are low and we make some effort to try and fix it. The Lear Center and library have helped to raise those. You look for the outliers and try to fix them one at a time, there are a lot of things you can do.

Managing this process then, is about what resources are needed. How much time and effort are you devoted to in trying to understand who your stakeholders are, what their interests are... or managing the relationships with those stakeholders? How do you know you're making progress? What metrics are you using to gauge success in managing your relationships with stakeholders? Is it a satisfaction survey? Which is what we're doing with that end of year, end of program survey. Is it graduation rates, participation in the program, alumni donations, or corporate support? What is it? What are the metrics? And how well do you keep track of them? Again, we suspect that you've got a lot of those in place already.

Volunteerism is really the watchword in managing stakeholder relations and that just means taking actions early. There are ways of doing this, and I'm not ashamed about talking about using power and influence whenever possible. Congruency among stakeholders includes making us of the advisory boards. You bring them in and make them part of the process. They can provide you with information (such as the example I gave about our advisory board). They provided us with a tool we can use to help our

students and they had ideas about how to implement these things. This can be done through ingratiation (implicit), or by the use of public relations (explicit). Provide some introductory free seminar or something that you offer to do on a public basis. Give them an introduction to what you can do (i.e. an introduction to Germany for those who want to do business in Germany). Invite key stakeholders in, and give them a free introduction.

Negotiation – where you get down to negotiating with stakeholders about what you can and cannot do. The implicit process is simply to incorporate what they want before you formulate your plans, you make it part of what you’re trying to do. Explicit part is now you’re negotiating how you deliver it. If they want weekend, evening, on-site, etc. now we’re down to explicitly “what do we do for you”. Some businesses don’t want everything held in Phoenix (as we found out) because the golf is too tempting especially in the winter. We actually got several contracts for training over Arizona State because they don’t want to send their executives to a golf paradise in February, they want to send them into the cold where they will stay inside. Is offering bad weather a competitive advantage? Well, as it turns out...yes!

So, what are you doing now? Think programs when you’re putting this together. How are you dealing with your stakeholders currently, how can you improve on it, and what new programs might you create?

How are you measuring your performance? Not only with regard to specific stakeholders like current students or alumni, but how are you measuring performance across your stakeholders? In other words, how are you allocating your time and resources across this group of stakeholders? Are you spending a lot of time with



stakeholders who may or may not be that critical? Or not enough time? It's easy to tap into current students because they happen to be here. It's more difficult to get in touch with those who have been out 3 or 4 years. They may be even more critical to your success because they now know what worked and what didn't. The current students can tell you, "we like this and we don't like that" and really they focus on delivery. Students that have been out a few years can tell you how useful it was. Getting them is difficult, but it's a process that everyone should begin. One of the ways we've done it in the management department is we've involved the student clubs. We have 2 majors and we have a club for each of those majors. About half the students in each of those majors join the organizations and get involved in various activities and feel committed to the organization, department, and university. We have the associations survey alumni and graduates that have been out 3 years, we jointly sponsor it with the department of management, the associations that are doing the survey, etc. I think we're trying to get Lear to be a third co-sponsor on this. We found we get better response rates if we involve the student associations with current students asking former students. The former students were in that position; they recognize what it was like to be in that student organization and they know what it means to the school. When you get a formal letter from a department, it doesn't have as much meaning to them as the student organization they might have been attached to. So, our response rates go up, also you get free labor (laughs).

Stay flexible because stakeholders change. The world is constantly changing and you need to revisit your stakeholder audit on a regular basis. I don't know how regular, but you need to recognize you will come up with new information about your

stakeholders (their interests may evolve over time). I find a big difference when I talk to senior managers and when I talk to middle managers about what's important in a business situation. That's because the problems they face are different and so for the middle manager dealing with one set of problems, this is what's important. When you get to the senior level, a different set of problems arise. At the lower levels it's more technical. At the higher levels it's more general, it's almost humanitarian, think humanities. So you get different answers depending on who you ask.

**Question:** Can you give an example of what's important to senior managers? You said to think humanities, but how?

**Response:** It's about managing people at the senior level. It's about leadership, it's about change. The technical stuff is all done at lower levels. Senior managers don't understand the technical stuff anymore, they're past that. What they are looking at is the individual. So, let's say when a capital investment decision is coming before the senior executives of an organization, and this proposal has all of these numbers about projected costs, projected returns, life cycle of the project, size of the market and all this stuff. The executives say "yeah, yeah, yeah", but do you really believe it? They are trying to assess the individuals' confidence in all of those numbers. They're trying to assess this individuals' willingness to go the extra mile to make it work. Even when they know that, problems may arise. They know those numbers are just guesses, so they don't look at the numbers so much as they are trying to understand the individual. Some of the better programs in the country focus on humanities literature and MBA programs. James March out of Stanford teaches a leadership course and he has a series of books (Death of

a Salesman, Othello – because it teaches revenge, it doesn't work). The Wabash school (in Indiana) has a program for just CEO's and it's strictly based on the humanities, literature, art, and philosophy because of the lessons that can be learned from these areas about understanding people and the human predicament. You get a more holistic picture of the world around us.

## **DISCUSSION WITH BUSINESS AND PUBLIC SECTOR PROFESSIONALS:**

### **A 'STAKEHOLDER ANALYSIS' EXERCISE**

**Cate Brubaker and Patricia Ryan Paulsell**

**Michigan State University**

Our business participants, who joined the Roundtable during the third session, represented a Midwestern-based, medium-sized, international company (with offices and factories in the U.S. and abroad) and provided a valuable perspective on connecting foreign language students to the international business community. What follows here is largely a transcript of the discussion, in which the business representatives first describe their positions and history with the company. They then explain the issues, concerns, needs, and perspectives of their company and offer suggestions to foreign language teachers for making connections with businesses. Since the representatives did not attend the Roundtable with the understanding that their comments might be used further as an object for study and integration into exercises, I have provided for anonymity for both the company and its representatives. Details about the company, the names of the representatives, and particulars about their backgrounds have been altered. The substance of the transcript remains, however, substantially intact. The supervisory representative from the company has been given the name “Hilary;” her colleague is referred to as “Courtney.” Following the transcript of the discussion is a brief exercise that provides readers with guidance in how to analyze the statements from the business representatives from a stakeholder perspective.

Please be advised that, as this is essentially a transcript of the Roundtable discussion, the following reflects spoken English and includes, for instance, the kind of reflective pauses and re-phrasing that is characteristic of dialog. We have done our best to use punctuation to indicate pauses and re-phrasings that occurred as participants were spontaneously re-thinking their contributions to the discussion.

## **Transcript of Discussion**

### *Introductions*

**Hilary (Company rep. with supervisory function):** I'm in Human Resources and do the internship programs and management training programs. We do bring in, in the summer, international students, usually from our different partners around the world...I'm also in the employment end so it all goes well together because I'm hiring the people and then I do the training and organizational development. Most recently, we really started looking at it more from a global standpoint because we've acquired quite a large business in Europe. So I've made some trips over to London to help them, most recently from the employment side, get their processes in line with ours. It's been just really different than keeping it in the U.S. I'll be going over in August to do some organizational development leadership training. Somebody I work with, we're putting together workshops right now...

We do a lot of manufacturing in the Far East, primarily in China, but [other Asian areas] are emerging] right now. I think with some of the economic issues, political issues, and SARS, that you have to diversify and go into other countries. We also manufacture in South America and some in southern Europe. In the Caribbean we own our own factory. We also still have a presence in the United States. When I started with the company about seven years ago, we still made about 70% in the U.S. and now we make about 80% [abroad]. It's not so much that we've closed factories, although we've done a little of that. We've seen phenomenal growth in the last seven to eight years...

**Courtney:** I work in the International Division. I just started in that area last November. I've been with the company a little over five years. I actually started out my career there as an intern. I went back to school late in life to finish my undergrad [at another University in Michigan.] [I was in] their first class to go through their International Business program. I had a dual major with Spanish. I participated in three study abroad programs.

I've always wanted to work in an international business; that has always been my dream. So now finally I've achieved that, but it's been a long road. I went from the internship into the management trainee program. After I did that, I went into our retail area [and managed some of our stores.]

Finally the opportunity: My colleague brought to my attention that there was an opening in her company, which she knew was my life-long dream. It's a very small division. We have licensees in about 100 countries. The division has, I think, eight people in it now. So it has grown and they needed someone to do product coordination, which I got a lot of experience in [while] developing our product line, and also to do the sales. We're just starting to license our product in China and the vice president of the Pacific Rim was going to spend a lot of his time there so they needed somebody to watch the Malaysia, Thailand, Vietnam and Singapore territory. So I got to go over there and experience

some of that. I'm thinking about taking Mandarin at a local university because my Spanish is not applicable!

### *An Existing Connection*

**Hilary:** One of the things we're talking about is how Courtney initially came to us through the International Program at the University. We have a relationship with this University and I know we've been talking with [them about] how to make that business connection and I think they just contacted the training and development area. I think sometimes that's all you have to do.

I'm really big into working with schools. We just got together where they had a tour and sat down with the business executives and they talked about what the executives do, the different areas of international. We've gone out there as well and presented to their classes. A lot of our executives are really into going to the schools and lecturing; they're invited as guest speakers. I was just telling my colleague that we've developed about 104 classes in house [where] we train throughout the year and they're all taught by our business executives. And those people have it all created on Power Point and they are one to two hour sessions each on things like human rights and the sourcing aspect of business...acquisitions and business start-ups...there are many that would be applicable to the international [aspects of business education.] They would be willing I'm sure to come in and present the material...

We have quite a few people in the international area since it's a huge growth area. That's what's growing. Domestic unfortunately is downsizing but the international part is big. Right now we have a lot of really strong people who could come in – and that's how I think you could build partnerships. I think sometimes going through the right area....I think training and development, [because] I want to get good interns and management trainees, so it's a win-win. I've done things with other Michigan universities as well. We had a merchandising program where we brought students in for that. So there are definitely some things, some partnerships we could do.

### *The Necessity of Reaching Out to Students*

**P. Paulsell:** Is it your sense-----I'm assuming that you interact with people in similar positions at other companies-----is it your sense that other companies have a similar sort of-----that they value in the same way that your company does, that kind of educational outreach?

**Hilary:** Yes, I think so. I think it depends, being from the international side, if you are an international company you almost *have* to reach out to get students, international students. We're becoming much more diverse now because we're bringing in international students from different areas of the world. And when we bring in people from overseas to study for the summer and work with us, because that's what they're doing, they're studying with us and we're teaching them what we can.

**P. Paulsell:** I was talking about, though, what you were saying about the executives. They're obviously OK with going out and giving presentations.

**Hilary:** Do other companies do that? I'm not sure. We've kind of developed that culture. I have a really small training department. I mean, there's really just three of us that do the interpersonal skills training...

**P. Paulsell:** It sounds as though this company has a particular commitment to education that...is fairly unusual. I'm wondering, I mean that obviously helps when you're starting to think about what's----in the stakeholder analysis----in it for the company, and if the company already has [what we called them here at Michigan State "guiding principles" that the president had put in place. One of them, I was thinking as Bob was talking earlier, one of them was that "people matter." That was the guiding principle---that people matter. So the entire university is looking to do things in such a way that people are important, in the way that you deal with people, and so forth and so on. I'm wondering if your company has a set of guiding principles and if one of those is that educational outreach – from the company – is an important guiding principle. Does that exist?

**Hilary:** People development is really important. It's part of our management values.

**P. Paulsell:** But that's not necessarily true [elsewhere] from your experience?

**H. Dashney:** Well, a lot of companies will want to, will come into the classroom in various ways, and certainly share, they'd bring executives to come and talk to classes. I think they view it as good linkage but [the company] uses it as a recruitment tool as well.

**R. Fenstermacher:** There are two examples we've had now where clearly companies were using it as recruitment tools. We were approached by a small/medium sized German company, and they wanted to do international development, [to] have interns go over to their facilities in Germany. They saw it is a long-term recruitment strategy, where they bring over the kids for the summer, provide paid internships, two were then offered jobs afterwards to stay in Germany and one was offered a job here. So they saw it as a great opportunity to attract people to their company, get more visibility for who they are and how they operate and look at potentials in a fairly cheap manner, just for the summer.

**Hilary:** There are two aspects of the recruitment thing. Obviously from my standpoint...I want to get the best and brightest and what better way than to go in and talk to some of the professors about their students and have them come visit us. My colleague came through that, and another person we have in international came through that. I also think it's a PR kind of a thing. You want to build connections with your community so they know who you are, build your brand. I'd say a few years ago, a lot of people hadn't heard of our company, even in our metropolitan area. We were about a half an hour north ----- oh, that company, what do you do there? I think we've really worked on that and part of that is working with the colleges. Sometimes we go to these



internship fairs and we might only have a couple openings but what a great way to get your name out and meet people. So it's a PR aspect, as well as the recruitment side.

**R. Fenstermacher:** We've found generally the smaller companies are the ones who want to work with [CDS] to do programs. You go to [the large multinationals,] they're inundated with requests, even though that's where everyone wants to go. You're more likely to find these small or medium sized companies are more willing to build partnerships. Usually the experience for the interns...[is] even better because they are more engaged and willing to give activities that are useful to them.

#### *Mutual Benefits of Small/Medium Sized Businesses*

**P. Paulsell:** Building on something that Bob said earlier that connects to what Robert is saying...our CIBER here has dealt for many years-----has been much more focused on small to medium sized companies. As Bob started to talk about focusing on companies in that size range that are thinking about going global -- all of a sudden we have something from our areas, we have something to offer. So it's not just going to the company to make the connection and asking what the company can do for us, but beyond giving you the opportunity to see potential employees and recruit and so forth, there are probably other kinds of things that we can be offering for companies that are thinking of going global and haven't done it yet. So that may be a potential whole set of business connections.

**R. Wiseman:** If you think about it from their perspective, they're in competition with [the large multi-nationals] for your students. So when they come to recruit on a campus and they're in one of those recruiting offices and next door is Ford, and next door is General Motors, and Motorola, the students can actually recognize General Motors, Chrysler, and Ford...

**Hilary:** ...and they have long lines! They always do!

**R. Wiseman:** ...yeah, they do. Now, they might recognize some of the brands, they may have purchased them and might find them neat and sexy, but [small/medium sized companies] have a little bit tougher road to sell to those students, and so you almost have to offer them better advancement opportunities, a little more responsibility than they would get at [a large multinational,] where they hire hundreds every semester...and that also provides the opportunity for [small/medium sized companies] to work with them, because [companies] are probably interested in trying to develop relationships that give them access to the best students before those best students have already decided that they want to go for a Fortune 500 company.

**Hilary:** Exactly, because [students] do! You see the long lines at those companies [where] everybody knows their name. With us we might have a couple students, and you're sort of-----we're pretty good too! So I think part of it is, by building relationships with colleges and universities early on and going out there you're getting the inside scoop

and you're getting the best students without having to go to the internship fairs and wading through all those resumes.

**R. Wiseman:** You're really just fighting brand recognition.

**H. Dashney:** ...Look how quickly Courtney has gotten international experience with a company of your size, versus one that is very large. I mean if you've got a student who is very interested, knows the language in particular, and is very interested in working like she was, as much as she worked from the days of [her] high school exchange period, it's very hard in these large companies to get that international experience early--- you could wait years.

**Courtney:** ...the PR never really stops. The director of the International Business Program at my university, who was my advisor when I was at school---so when I called her and told her of this promotion, she said, that's great, and she talked to the Dean and they awarded me the up-and-coming alumni,.....

**R. Wiseman:** ...I think the other point to be made here is that this company is a rapidly growing successful company, and our representative noted that [she] only has three people in the training department. Compare that to Motorola University or the Chrysler Executive Training Center where you have an entire building filled with trainers. So [small/medium sized companies] need to partner with universities and colleges if you're going to accomplish your objectives.

**Hilary:** I think sometimes there are too many trainers in a lot of places. You should use your business people. That's always been my philosophy, that you should pull from the experts within, rather than training somebody to teach something they're not an expert in. This summer, a few weeks ago, we did a visual merchandising seminar and we used--- they had a program from another university to come in and do---present the whole theory part of visual merchandising. It was all our international partners who came from, how many different countries? From all over the world.

**Courtney:** I think 84 countries were there.

**Hilary:** So she came in, [and] then we have this relationship with her. This is the second year we've done that. People were inviting her to come to their stores in Hong Kong to look at them and help them with their visual merchandising. So not only with the internal people teaching the classes, but you can also have people come from the colleges to teach classes...so I think you're right, it's probably more our size, I haven't really evaluated it that way, but you're probably right. With our size, we have to compete early on, we can't wait to get into the internship fairs. Really, the internship fairs---we've hired some from that---but it's more from the relationships. The internship fairs are more about getting our name out...

*Perspectives on International Internships*

**J. Grandin:** You've been integrating foreign students into internships in the U. S., [but] have you been doing the opposite, have you been sending American students [abroad]?

**Hilary:** A couple... Part of the management training program---the trainees went to our Caribbean site and actually worked in the factory. So we do some of that but not really on a big scale. We just sent somebody to our new office in Europe, two people, to work for nine months...

**J. Grandin:** Wouldn't you see that as an advantage, say if you had a student who did an internship with you here, and the student looked promising and had a background in maybe Spanish or Italian or something like that, [s/he] could then maybe the following year do an internship abroad, and that way have experience in the company in two different locations?

**Hilary:** I think what we would do is hire interns over there to work in that company, just from a cost standpoint. I'm thinking we would hire, you know---one thing, the cultural difference, it's so hard, and I think it would be so great for the intern from an experience standpoint, but I think we'd get more of a business payback from hiring somebody from a school over in, you know, the London area...where there are specialty schools. We don't have those in the United States anymore...and having them train right in our European office, and then maybe having them come over for a short stint, a month or two, to have them learn about the corporate environment, the corporate world, and a little about the company, and going back and taking that back. That's just my gut feeling.

**J. Grandin:** The difference is precisely the reason. In other words, wouldn't you see it as an advantage to be able to access or possibly hire young Americans who have language and cross-cultural experience directly like that, plus exposure and work experience with your company?

**Hilary:** I guess my gut feeling right now is that we'd hire over there---students there who would work there. I think if there was somebody we were thinking about sending over there, we'd wait until they were in their career a couple years...

**J. Grandin:** I'm not talking about hiring the graduate over there. What you would have at the end when the student comes out of the pipeline is a student with significant international experience, not only in another country and with another language, but with your company as well. And that student would be an employee [in the U.S.] but with a global mindset and international experience.

**Hilary:** But why wouldn't you hire somebody [abroad], train them [abroad], and have them come to the U.S.? Is that what you're saying?

**R. Fenstermacher:** No. That's not what we're saying. What we're saying is an American here, you would give them an internship in Italy, at your facilities in Italy...

**Hilary:** But why wouldn't you hire the intern there and maybe have them work there a while and bring that [person here], to give them experience here. I'll tell you why. I think the problems we've had, we send people over to another country, it's expensive and a lot of times it doesn't work out, because they can't assimilate into the culture. And I know what you're saying, if they're international students...

**Multiple People:** That's why you do it when they're young...when they're students!

**Courtney:** I think I see your point of view. As a student I would have loved to have been able to take my internship in the Caribbean or Latin America or something. I think the problem with that is that, especially for us, is that...most of our experience is with partnerships that are sourced, not company-owned. We own a factory in the Caribbean, we have two small, very small offices, one in Canada and then one in London. And so everything else is...it's not something we really have control of.

It could probably be something that could be started, but it would be a huge project. I see some benefit in it but it wouldn't be feasible, I don't think, right now because we don't have that foundation or structure built. Do you see what I mean? And as far as, like, sending someone to the Caribbean, I went to Central America, when I was in the management training program, for almost three weeks and I worked in the factory...it wasn't anything really administrative and they're so small.

So I could see the benefit of that, obviously, I mean everyone would love it if it would be like an internship where you could actually work, which I think is really missing in today's sort-of experiential educational type of development. But I think it's hard to do and I don't know how you'd go about doing it.

**R. Wiseman:** Can I get in on this...One of the things----there are two parts to the experience. Obviously there's understanding this particular company. Then there's understanding a foreign culture. The only one of those that's permanent is the company part. So what they're looking at is from a cost-benefit perspective and they're saying, the most important thing is understanding the company. Understanding [Greece, today it's Greece, tomorrow it's New Zealand, Brazil]. Courtney's experience was with Spanish and they're sending you to work in the Far East.

**Courtney:** Right. I would have loved, as a delusional student, I would have loved to have gone right into international. I had this degree, I spoke Spanish...but there's no such thing as an international job. So I had to go in, learn the business, and then when there's an opening in international, certainly it was to my advantage that I had my international background and that I had a second language and that I had cultural experience. But it's something that you have to work and build on and prove yourself before you can actually get to that part.

**Hilary:** And we lose sort of control, if we send an intern over there---I know what they're doing and how they're getting trained and I can manage that, we don't have

trainees in the London office or trainers in the London office. We have an HR person who handles all HR but we don't have trainers in the France office or in the Spain office. It would be really hard to manage it from here.

The other thing is we've had problems with interns when they come in if they're not working out. I mean we have to really sometimes coach those people daily. If they're over there and loose cannons, I hate to say it, you know what, we have enough problems managing the Americans who go over there and cause problems thinking they know everything, kind of the ugly American syndrome...so it could actually hurt us. A lot of these companies I mentioned in Europe--- when I went over there I had to spend about a week just getting to know everybody and building relationships before I did any work. So if I send an intern over there and it doesn't work out well, I mean, we spend a lot of money, and they're not bought into them and not working out---then they send them home.

If we [were to] train somebody, through our management training program for a year, and they were a known entity---that they were going to do a good job and then I'd feel much more comfortable... With bigger companies, I'm sure they all have training departments in these international offices but we don't. In China we don't either, even though we have a few hundred employees we don't have a training department; it's all handled through here. So I think I'm looking at it totally from my company perspective and probably not from, you know, if we were a larger company...

**P. Paulsell:** That's exactly what we're talking about, is the stakeholder analysis. Coming to a company and finding out what the company wants, as opposed to from our perspective. All of these foreign language [educators] who are sitting around the table--- and what I was involved with for 15-20 years, in doing the business German program here, [have been engaged in] what you're talking about *not* doing..... [I was] placing students in medium-sized American or German companies in Germany for internships, where, quite frequently, there weren't any trainer people there. They were interning in the marketing department---they were interning with somebody who agreed to take them on for the summer and work with them and so forth. It was an informal arrangement. That's sort of the bread and butter from which most of these [business language internship] programs live. And what we're hearing right now is...this interesting message...that that kind of model isn't necessarily in the interest of [small to medium sized companies like] yours. So in the stakeholder analysis, as we're thinking about what's in your company's interest, what's going to be attractive to you, if we come to you and we want to be involved in a partnership with your company, what's going to be attractive to you?

**Hilary:** I think it's more hiring them as interns, having them go through the management training program or being placed in a department working for a couple years proving themselves and then we'd feel comfortable sending them out and investing money in them...and with the way we really communicate nowadays, with the Internet and with telephones, we have a huge need for international [foreign language] speaking students...right here at our company in the United States, right in my area. We have a

huge Hispanic population at our manufacturing facilities and I need somebody in the employment area right now who can speak Spanish. Sometimes we think we've got to send them somewhere else but...you don't have to travel as much and there's a huge need in companies that are international, to bring those students in. I think you're going to find those medium-sized companies aren't going to typically send people overseas who aren't proven...I don't think we'd get executive buy-in on that.

### *Foreign Language Skills*

**H. Dashney:** I would be interested in hearing you assess----you say---a second language is very important, how do you assess the quality of that student's language abilities when you're in the hiring process?

**Hilary:** We have them interview with someone who is fluent in the office. I call somebody who is fluent, usually from that country...and they give [the student] an interview. They would be able to tell me.

**H. Dashney:** And you're looking at basic business language or just general language?

**Hilary:** Usually [the interviewer] would ask questions and let me know if they're fluent.

**P. Paulsell:** Business language is a matter of vocabulary. There's a certain amount of cultural knowledge that's more specific.

**Hilary:** I'd never be able to evaluate that. We have a need for French because one of our divisions has an office in France and one in Montreal. For that we'd get someone who could speak French in an interview...

**P. Paulsell:** I always told my students, the bottom line is, it doesn't make any difference if you're coming through here and getting this grade or that grade, the bottom line is eventually you're going to get interviewed by a native speaker, and if you're able to hold your own and you can use the language really well, you're in...that usually resonates with them.

### *Ideal Interns*

**C. Grosse:** What do you look for in interns? I'm always curious because our MBA students just always want to know what are employers looking for---what do I have to do? What qualities do you look for?

**Hilary:** I think if they're prepared, they know about your company---they've done some research on the Internet or whatever so they know what you do. The worst thing is not to know what you're interviewing for...and maybe to talk to the department that they're thinking about getting into, so they know a little about the department and the culture. That's always very, very helpful.

And then what we've developed through the management trainees, a number of years ago, is a list of leadership questions. We've divided them up into a lot of different categories, from presentation skills, teamwork, self-confidence---it's several pages of questions and we pick and choose and they're geared towards students. After they go through the first round, you know, for an internship fair we would do a pre-screen, just to look at their resume, and see if it's in an area we're interested in and a language we want and all that. Then we would call them back for another day and really do an in-depth interview using those questions. We really want to know if they have leadership capabilities...and some well thought-out questions---asking about business strategy, you know, maybe researching some of the global issues and asking how we're handling them. [Then] at least you know they're thinking globally...if they have a global perspective---I'm impressed by that.

The other thing, the second language is really, really helpful. Students sometimes think they're going to...make more money because they have a second language. It's not necessarily the second language that gets you more money, but it will get you in the door...In fact, I just hired somebody who is fluent in French that we needed for this particular financial analyst job. There was plenty of competition out there right now, but she spoke French so it set her above...

#### *Learning About a Company*

**P. Paulsell:** I'm wondering, in terms of this stakeholder analysis discussion that we were having earlier---I'm trying to understand better where companies are coming from. So let's say I was interested in your company...how could I, as an outsider, have a better knowledge of what your guiding principles are as a company?

**Hilary:** It's on the website.

**P. Paulsell:** Do you think most companies have that kind of management values---core values kind of statement? And it's a public statement?

**Hilary:** Yes. And I think you'd want to get that out. The annual report.

**P. Paulsell:** So I'm thinking that's probably one way of approaching---of thinking about---not just approaching a company because they happen to be a Michigan company and happen to be in the neighborhood, but trying to figure out the types of hooks that are going to help to at least get the discussion started to make the connections...

**Hilary:** ...we give a lot of tours to people who want to come out to the corporate office and meet individuals. We even set up if they want to talk to executives from different areas they're interested in...just call and ask.

**C. Grosse:** It's really interesting, I didn't know companies did that... Pepsi had factory tours. Even if you don't know who to call, whoever you talk to will say, oh yes, you should talk to so-and-so, she's in charge of the tours. So again, it's just taking the

initiative to call the company you're interested in. Also, I was thinking, how do you find companies who have such a great interest in education, like your company does?

**Hilary:** There's a society called the American Society of Training and Development (ASTD) and anybody who is a member of that, I think, is somewhat serious about development. They have a website and you can get a list of employers. I would--- tours are fine---but take it that next step and say, "can we sit down with some of your executives and talk?" We work with a lot of high schools---it seems like every year we have high school teachers come in and we get a group of executives, and we have them tour different departments---we take them all over the business. I tell them they need to know how education and business come together and how we can make that happen. We do that all the time; it's pretty common. I think a lot of other companies have that set up. I think it's just asking.

**M. Risner:** I think if you just take that initiative to set up a meeting to see, how can we collaborate and have projects, and even if that particular firm doesn't have the resources or the ability to do that, then they can give you other options. You just kind of have to break the ice. I haven't had anyone be totally rude...

**Hilary:** Think about how people like to share knowledge. It's a great ego thing. You get a vice president of sourcing that can talk about international, they love it, it's their passion, they're going to do it---they love that. I think it's just asking and I think you have to go through training and development...

### **Exercise: Applying Stakeholder Analysis**

Imagine that you would like to connect your class or program with the company represented by Hilary and Courtney. Using the information presented in the transcript and your own ideas and goals for connecting with the business community, fill out the table below. Then explore an idea you generated by answering the questions that follow the stakeholder analysis steps outlined by Robert Wiseman. If you cannot answer every question, you may wish to note how you could obtain the necessary information.

Before you begin, it might be worthwhile to scan the contributions of Hilary and Courtney to the discussion and try to put into words more explicitly a few of the core company values that could possibly underlie some of their statements. At one point there is mention that the company's core values are listed on their website. While we cannot



divulge the company name in this instance, you would probably find it very helpful to go to the websites of any number of companies in which you might be interested and check to see whether core values statements are included there.

**CORE VALUES**  
**(as reflected in the statements of Hilary and Courtney)**

1.

2.

3.

4.

5.

6.

7.

8.

## LIST OF NEEDS AND IDEAS

<p><b>What were some of the company's needs, as discussed by Hilary and Courtney? Make a list below.</b></p>	<p><b>Now list a few ideas regarding what your course or program could do to meet some of the company's needs.</b></p>

### Three Stakeholder Analysis Steps

(Please refer to Robert Wiseman's paper for detailed information about each stakeholder analysis step, as well as additional questions to consider.)

## 1. Set Your Goals.

a. What do you want to accomplish by connecting to this company? What are your goals and objectives?

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b. Who might be positively and negatively affected by your success, should you accomplish what you would like to do?

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2. Determine Your Strategy.

a. How do you plan to accomplish your goals? What process do you foresee?

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3. Recognizing Support and Categorizing Stakeholders by Power and Stake

a. Which stakeholders could influence and benefit from the (un)successful fulfillment of your objectives?

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b. Which stakeholders are most crucial in making your goals happen?

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c. Who is the decisive decision-maker at this company?

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d. For the stakeholders you identified, what are their interests? What are their goals and objectives? What power do they possess?

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e. Categorize the stakeholders you have identified into:

i. *controllers* (those who have some direct authority and control over funding, institutional control, things of that nature)

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ii. *influencers* (those who influence success through indirect political means, but whose cooperation is necessary)

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### **Questions / Ideas for Further Exploration**

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## **V: ANNOTATED BIBLIOGRAPHIES**

## **BIBLIOGRAPHY I:**

### **STAKEHOLDER MANAGEMENT**

Following is an extensive bibliography on stakeholder management, compiled by Dr. Robert Wiseman. The first section highlights the articles deemed of particular relevance to educators who are interested in further understanding stakeholder analysis by reading about examples of implementation and research. The second section provides numerous additional resources.

#### *Recommended Reading:*

Karlsen, J. T. 2002. Project stakeholder management. *Engineering Management Journal*, 14: 19

#### → Abstract (taken from article):

*Today almost every project takes place in a context where stakeholders play a major role in the accomplishment of the tasks. Often the project is sensitive to actions and decisions taken by the stakeholder. Project stakeholders can include clients, end users, contractors, consultants, labor unions, line organization, public authorities, financial institutions, insurance companies, controlling organizations, media, third parties, and competitors. A survey was conducted among project managers in Norway to collect their views on stakeholder management. First, research results indicate that clients and end users are the most important project stakeholders. Second, collected data show clients, end users, contractors/suppliers, line organization, and public authorities are equal when it comes to causing problems and uncertainty for the project. Third, the findings indicate that more efforts should be made to provide new insights into project stakeholder management. Furthermore, the article describes a formal and systematic project stakeholder management process. This process includes six steps: initial planning, identification, analysis, communication, action, and follow-up. The results from this article can be of use for a project manager in several ways. First of all, we argue that more attention should be paid to the stakeholders. Second, in managing the stakeholders the project manager can follow the process presented here. Third, the survey results can give the project manager an idea of which stakeholders to focus on in order to understand them better.*

Mayers, C. M. and Schnorr, D. L. 2003. Getting it together: Effective strategies for University/School. *Education*, 124: 108

→Abstract (taken from article):

*The authors suggest and operationalize effective strategies for the facilitation of effective School/University partnerships by presenting the strategic design and implementation of a 4 million dollar federal GEAR UP grant. The objective of the GEAR UP grant is to increase the number of students from five participating middle schools who ultimately attend and successfully matriculate through the university level. Middle school students were selected from within the grant receiving University's catchment area. Participating schools were selected across variables of number of students receiving free or reduced lunch, number of English as a Second Language (ESL) students, and rank upon the Academic Performance Index (API). Rationale and first year outcome of the utilization of a service learning model for comprehensive program delivery is examined. The authors make recommendations for the optimization of service to Latino and African American students and their families, facilitation of 100 percent buy in from all partnership stakeholders, marriage of curriculum enhancement to the objectives of the partnership, and the embodiment of democratic dispositions conducive to the access of stakeholder expertise.*

Roberts, N. C. and King, P. J. 1989. The Stakeholder Audit Goes Public. *Organizational Dynamics*, 17: 63

→Abstract (taken from article):

*The stakeholder audit, which managers use to describe organizational missions and to develop organizational strategies, has traditionally been used in the private sector. It is, however, also an efficient tool for the public sector. The stakeholder audit is a challenge, but it can help executives diagnose a situation, balance competing interests, and eventually take the actions necessary to accomplish change. The auditing process involves answering seven basic questions including: identifying stakeholders; determining the power of each coalition and stakeholder group; and identifying how stakeholders have acted in the past.*

Simpson, P. and Lyddon, T. 1995. Different roles, different views: Exploring the range of stakeholder. *Industrial and Commercial Training*, 27: 26

→ Abstract (taken from article):

*Explores issues arising from an evaluation of a qualification based management development programme run in partnership between Bristol Business School and Chep UK Ltd. Finds the outcomes of the research were important in three ways. First, in providing a greater understanding of stakeholder perceptions of the programme, facilitating modification and improvement. Second, in highlighting the differences between the three major groups of stakeholders within Chep: participants, line managers and board members. Finally, in demonstrating the importance of locating management development initiatives within a clearly developed strategy for organizational change and development. The research was completed in 1993 prior to a major change in the senior management of Chep across Europe and the publication of a strategic plan up to 1998.*

*Further Sources of Interest:*

Atkins, M. and Lowe, J. 1994. Stakeholders and the strategy formation process in small and medium. *International Small Business Journal*, 12: 12

Atkinson, A. A. & Waterhouse, J. H. and Wells, R. B. 1997. A Stakeholder Approach to Strategic Performance Measurement. *Sloan Management Review*, 38: 25

Blair, J. D. and Whitehead, C. J. 1988. Too Many On The Seesaw: Stakeholder Diagnosis And Management. *Hospital & Health Services Administration*, 33: 153

Bryson, J. M. and Roering, W. D. 1987. Applying Private-Sector Strategic Planning in the Public Sector. *American Planning Association. Journal of the American Planning*, 53: 9



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- Mahon, J. F. and Waddock, S. A. 1992. Strategic Issues Management: An Integration of Issue Life Cycle. *Business and Society*, 31: 19
- Mendelow, A. L. 1983. Setting Corporate Goals and Measuring Organizational Effectiveness - A. *Long Range Planning*, 16: 70
- Perrott, B. E. 1996. Managing strategic issues in the public service. *Long Range Planning*, 29: 337
- Pouloudi, A. and A, W. E. 1997. Stakeholder identification in inter-organizational systems: Gaining. *European Journal of Information Systems*, 6: 1
- Rizzo, A.-M. 1987. Stakeholders In Public Service Education An Alternative Approach. *American Review of Public Administration*, 17: 87
- Ruffat, J. 1983. Strategic Management of Public and Non-Market Corporations. *Long Range Planning*, 16: 74

Savage, G. T. & Blair, J. D. & Benson, M. J. and Hale, B. 1992. Urban-Rural Hospital Affiliations: Assessing Control, Fit, and Stakeholder. *Health Care Management Review*, 17: 35

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Simerly, R. L. and Tomkiewicz, J. M. 1997. Human resource management and economic performance: A strategic management. *International Journal of Management*, 14: 282

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Slone, R. R. and LaCava, J. 1993. Responding to the new B-school challenges: An in-process observation. *Journal of Organizational Change Management*, 6: 64

Steadman, M. E. & Green, R. F. and Zimmerer, T. W. 1994. The relationship between culture, stakeholder interests, and management. *International Journal of Management*, 11: 707

Varey, R. J. and White, J. 2000. The corporate communication system of managing. *Corporate Communications*, 5: 5

Weiner, E. and Brown, A. 1986. Stakeholder Analysis for Effective Issues Management. *Planning Review*, 14: 27

## **BIBLIOGRAPHY II:**

### **UNDERSTANDING THE BUSINESS COMMUNITY**

In order to forge meaningful connections with the business community, with the intention of developing consequential learning opportunities for foreign language students, understanding the needs, perspectives, and goals of the business community is crucial. For example, educators are aware that businesses working at the global level require employees with the skills developed through foreign language learning and studying overseas; however, educators might not know which skills are deemed the most relevant and useful in the business context.

The following eight articles provide insight into the perspectives, concerns, and language of the business community. Knowledge gained from these articles can help educators determine what their foreign language students and the business community can offer each other and then more effectively develop connections with the business community. Written by experienced business people, scholars, and instructors, these articles comprise a variety of writing styles, lengths, and views. An abstract is provided for each article.

Bersticker, Albert C. Competing Successfully in a Global Economy. *Thunderbird*

*International Business Review* 40.5 (1998): 441.

→ Abstract (taken from article):

*This commentary discusses the need for an internationalist approach in today's competitive global markets. Albett C. Bersticker, Chairman and CEO of Ferro*

*Corporation, a US multinational in operation since 1919, draws upon his experience at the helm of a successful and growing manufacturing operation and gives several important lessons for strategic and competitive management of an international corporation. Bersticker elucidates the challenges facing today's global business manager, and puts the overall mission of any company doing business overseas into an appropriate context. Being aware of both the risks and benefits of competing in an ever-changing world is the key to success in the global economy according to the author.*

Bush, Victoria Davies, and Thomas Ingram. Adapting to Diverse Customers: A Training Matrix for International Marketers. *Industrial Marketing Management* 25.5 (1996): 373.

→ Abstract (taken from article):

*Despite the importance and revenue potential of global markets, many companies still fail to train marketers to interact with diverse customers. Too often, international marketers are caught off guard in how to approach and respond to customers of different cultures. This lack of sensitivity can put companies at a competitive disadvantage. The purpose of this paper is to develop a conceptual framework and matrix that incorporate the role of intercultural communication in developing international buyer-seller relationships. The framework focuses on the predispositions and abilities that marketers bring to an intercultural selling encounter and the consequences of these abilities in developing buyer-seller relationships. Implications for developing intercultural adaptive training programs are discussed.*

Gancel, Charles & Chilina Hills. Managing the Pitfalls and Challenges of Intercultural Communication. *Communication World* 15.1 (1997-98): 24.

→ Abstract:

*This article posits that the need for intercultural understanding is now more crucial than ever, due to internationalization and economic crises. Speaking directly to the international merger context, the authors explain contentions that can arise, outlines three "fundamental conditions" involved in integrating cultures, and provides ideas for managers who "want to promote international spirit within their troops."*

Harvey, Michael G., and David A. Griffith. Developing Effective Intercultural

Relationships: The Importance of Communication Strategies. *Thunderbird*

*International Business Review* 44.4 (2002): 445-76.

→ Abstract (taken from article):

*As global competition intensifies, it is becoming necessary for organizations to establish strong intercultural relationships with a culturally diverse set of employees, interorganizational partners as well as customers. In order to manage these relationships effectively, organizations need a means to understand and improve global intercultural communications. The complexity of intercultural communications requires management to understand the nature of domains of global relationships and the level of complexity when attempting to communicate with multiple partners having unique national and organizational cultures. In this article, a decision process for developing effective intercultural communication strategies is developed, illustrating the steps necessary for managing a myriad of intercultural relationships.*

Oblander, Patrick, and Steven E. Daniels. Intercultural Communication and the U.S.-

Japan Lumber Trade: An Exploratory Study. *Forest Products Journal* 47.3

(1997): 38.

Abstract (taken from article):

→ *This paper asks whether aspects of intercultural communication create difficulties in lumber trade between the United States and Japan. Aside from the commonly heard complaints about this trade flow (escalating tariffs, subsidies to industry, and differing product specifications), problems in communication may also restrict the level of trade between the two countries. The authors cite readings that inventory the common communication problems in intercultural business situations. This literature review led to semi-structured interviews asking American (n = 17) and Japanese (n = 14) lumber traders to comment on these problems in their own experience. The specific interview questions were pretested/refined through a written survey. The interview responses were analyzed to assess how, if at all, intercultural communication hindered U.S.-Japan lumber trade. Most of the problems reported fall into four major categories: 1) the role of personal relationships; 2) culturally different time frames; 3) culturally based preferences that have led to different product standards; and 4) the flow of information. The long distribution channels characteristic of the trade may hinder the flow of information and thus prevent better communication, but these channels appear to be shortening. Furthermore,*

*the Japanese importers and American exporters in this study have learned to adapt to each other's style to varying degrees.*

Reimus, Byron. Oil and Wasser. *Harvard Business Review* May (2004): 33.

→ Abstract (taken from case study):

*It was supposed to be an amicable "merger of equals," an example of European togetherness, a synergistic deal that would create the world's second-largest consumer foods company out of two former competitors. But the marriage of entrepreneurial powerhouse Royal Biscuit and the conservative, family-owned Edeling GmbH is beginning to look overly ambitious. Integration planning is way behind schedule. Investors seem wary. But for Royal Biscuit HR head Michael Brighton, the most immediate problem is that he can't get his German counterpart, Dieter Wallach, to collaborate on a workable leadership development plan for the merged company's executives. And stockholders have been promised details of the new organizational structure, including a precise timetable, in less than a month. The CEO of the British company--and of the postmerger Royal Edeling--is furious. It's partly a culture clash, but the problems may run deeper than that. (Note: This case study includes four commentaries.)*

Spinks, Nelda, and Barron Wells. Intercultural Communication: A Key Element in

Global Strategies. *Career Development International* 2.6 (1997): 287.

→ Abstract:

*The focus of this article is explaining the difference between intercultural communication and international communication, cultural differences that affect intercultural communication, and oral and written language differences. The authors also offer business people suggestions for improving global communication.*

Varner, Iris I. The Theoretical Foundation for Intercultural Business Communication: A

Conceptual Model. *The Journal of Business Communication* 37.1 (2000): 39.

→ Abstract (taken from article):

*This article develops a theoretical framework for intercultural business communication which sets it apart from intercultural communication and international business. In the past, discussions on the theory of intercultural business communication have mostly focused on intercultural communication*

*using business as examples rather than including business as a distinct variable. The model presented here discusses the intercultural, business, and communication strategies that are part of intercultural business communication. It is argued that for intercultural business communication to take place, it is not sufficient for all three variables to be present. The three variables interact and create a synergy that reflects the dynamic character of intercultural business communication. In this process, intercultural business communication becomes a unique construct that is different from intercultural medical or intercultural religious communication. The article examines how past articles in the field fit into this model.*



## **VI: APPENDICES**

## **APPENDIX A**

### **UNIVERSITY OF MARYLAND**

### **DEPARTMENT OF SPANISH AND PORTUGUESE**

### **SPAN 391: SERVICE-LEARNING**

#### **General Objectives of Service-Learning at the University of Maryland**

Service learning is designed to afford students the opportunity to have a service experience in an agency or site that serves the local communities. In general terms, such an experience is designed to assist students to:

- learn a variety of skills from the particular experience
- develop the link between their personal and interpersonal development and their academic and cognitive development
- become acquainted with social problem solving (social action research)
- apply academic knowledge in real-world contexts
- reflect on the experience

#### **Specific Objectives of Spanish 391**

This two-credit course includes both service and academic objectives involving Spanish students at the 300-level and above and the local Latino communities. Objectives include:

- Learning about the issues facing the surrounding Latino communities
- Making connections between academic work in Spanish and service experiences
- Developing appropriate linguistic skills
- Developing strategies to help students move into the advanced and superior levels of linguistic and cultural proficiency
- Developing creative ways in which the university can assist the community and vice versa

#### **Course materials**

Course packet and on-line materials

#### **Course structure and requirements**

The course will have scheduled class meetings as well as a specific number of hours at the service site. Class sessions will be held for a minimum of 20 hours. Dates for classroom sessions are noted on the syllabus. Attendance at the first three class sessions is obligatory. You are required to do a minimum of 33 hours of service during the

semester. Failure to complete 33 hours will result in an automatic *F*. Please note that on site work will begin in week four and end in week fourteen.

During class we will learn about topics related to the Latinos communities and the service learning placements, discuss the service learning experience and share observations and reflections about progress toward the service and academic goals. A variety of materials and approaches will be employed including case studies, interviews, lectures, and out-of-class electronic discussions in WebCT.

**Grades** will be based on the following:

Participation in class and in on-line discussions	10%
Participation at the service learning site and service-coordinator evaluation	10%
Service-learning portfolio	30%
Service-learning final project	25%
Service-learning reflection journals and self-evaluations	15%
Individual class presentation	10%

### **Service-Learning Portfolio**

The service-learning portfolio will consist of two parts. It will be handed in at the end of the semester.

#### *Part I: Obligatory activities*

The language observations journal, the critical essay, and the selection of work

Language observation journal: A personal “practical dictionary” in which students will list specific linguistic challenges such as the vocabulary issues they encounter, the dialectal differences they note, etc. These observations will be discussed in class.

Critical Essay: A critical essay (including bibliography) about an issue discussed in class (community needs, values, evaluation of services, gender/generational differences, etc.).

Selection of work from the service site: Each student will select at least five examples of work performed at the service site. Examples might include letters translated, the script of telephone calls made, or a taped interview with a client.

#### Part II: Choice of two of the following

Community package: Development of a package in Spanish (written, oral, graphic) dealing with a specific issue in the community designed to orient other Spanish students to that issue.

Cultural analysis: An analysis of a situation or a case study highlighting the cross-cultural aspects of a particular situation

***Webography: An annotated review of at least 10 sites relevant to the student's placement***

Other activities to be suggested by the instructor, student, service coordinator or a combination of sources.

**Service-learning final project:** The project will be a group effort and will vary according to the needs of the placement site. Examples of projects could include: translations, videos, newsletters, or electronic resource sites. The project must be a joint effort and meet the needs of the service site. All final projects will be presented during the last class session.

**Service-learning reflection journals and evaluation instruments:** Students will keep weekly journals in which they reflect upon the service-learning experience. Some entries will be guided by the teacher; others will be guided by the service coordinator or by peers. Other reflections will be open-ended. Students will also be asked to complete a variety of self-evaluation instruments. The instructor will collect half the journals each week.

**Individual presentations:** Students will make one formal individual presentation about the service-learning experience in class.

### **Spanish 391: Service-Learning/Syllabus**

**Week 1:** 2 hours

Introduction to class and syllabus

Orientation to service-learning in general: Theory and practice

Orientation to service-learning in Spanish:

Intercultural communication, issues of gender, ethnicity, class, language varieties, translation / interpretation problems, special vocabulary needs

Introduction to placement sites

Reader:

Albert, G. (1994) *Service-Learning Reader: Reflections and Perspectives on Service*.

Bellah, R.N, et. al. (1996) *Habits of the Heart: Individualism and Commitment in American Life*.

Mussen, P. (1983). "Introduction" In *The Nature of Prosocial Development: Interdisciplinary Theories and Strategies*.

**Week 2: 2 hours**

Introduction to US Latino communities

Orientation to immigrant neighborhoods adjacent to campus

Reader:

Delgado, Richard, ed. (1998) *The Latino/a Condition. A Critical Reader*.

\*Suzanne Oboler, "Hispanics? That's What They Call Us" (3-5)

\*Hart-González, Lucinda, "Pan-Hispanic and subcommunity in Washington, D.C." in Lucía Elías-Olivares et al. 1985 (73-78)

\*Kevin R. Johnson, "Tensions and Differences within the Latino Community" (488-490) and "The Intersection of Immigration Status, Ethnicity, Gender and Class" (376-380)

\*Leslie G. Espinoza, "Latino/a Identity and Multi-Identity: Community and Culture" (17-23)

Daniel Mato. "Problems in the Making of Representations of all-encompassing US Latina/o "Latin" American Transnational Identities."

**Week 3: 2 hours**

Langley Park tour

More information on placement sites

Reader:

William J. Hanna. *Langley Park: A Preliminary Needs Assessment*.

**Week 4: Begin on site work**

No class session

At service-learning placement

**Week 5: 2 hours**

Class discussion

At service-learning placement

Reader:

Anzálúa, Gloria, "How to Tame a Wild Tongue": "Overcoming the Tradition of Silence", "Oye cómo ladra: el lenguaje de la frontera", "Linguistic Terrorism" "Vistas, corridos y comidas: My Native Tongue", "si le preguntas a mi mamá, "qué eres?" (53-64).

**Week 6:**

No class session

At service-learning placement

**Week 7:**

No class session

At service-learning placement

**Week 8: 3 hours**

Class discussion and individual presentations

At service-learning placement

Reader:

Miguel A. Méndez, "Lawyers, Linguists, Story-Tellers, and Limited English-Speaking Witness" (596-601)

Elías-Olivares, et al, eds.(1985) *Spanish and Language use and Public Life in the United States*.

Valdés, Guadalupe, "Social interaction and code-switching patterns: a case study of Spanish/English alternation" (209-229) in Amastae, Jon and Lucía Elías-Olivares, *Spanish in the United States. Sociolinguistic Aspects*:

**Week 9:**

No class session

At service-learning placement

**Week 10:**

No class session

At service-learning placement

**Week 11: 3 hours**

Class discussion and individual presentations

At service-learning placement

Reader:

Aparicio, Frances R. "Diversification and Pan-Latinity: Projections for the teaching of Spanish to bilinguals" in Roca, Ana and John M. Lipski, ed.1993 (183-198).

Daly Heyck, Denis Lynn.(1994) *Barrios and Borderlands. Cultures of Latinos and Latinas in the United States*..

Jenny Rivera, "Domestic Violence against Latinas by Latino Males" (501-507).

Giménez, Martha E. "US Ethnic Politics: Implications for Latin American." *Latin American Perspectives* 19 (4)7-17.

Roca, Ana and John M. Lipski. (1993) *Spanish in the United States. Linguistic Contact and Diversity*.

**Week 12:**

No class session

At service-learning placement

**Week 13:**

No class session

At service-learning placement

**Week 14: 3 hours**

Class discussion and individual presentations

Final week at service-learning site

Reader:

Romero, Mary et al, eds (1997) *Challenging Fronteras. Structuring Latina and Latino Lives in the US.*

**Week 15:** 3 hours

Wrap-up. Presentation of service projects

Note: Books and articles on specific topics (ie. key terminology) on Spanish for special purposes (Law, Education, Business, Health) will be made available as needed. For instance, a student may need guidance and support in a clinic; we will assess the situation and provide the best material for each case. For example:

Chase, Robert O. and Clarisa B. Medina. *An Introduction to Spanish for Health Care Workers. Communication and Culture.* New Haven/London: Yale University Press, 1998.

## **APPENDIX B**

### **EASTERN MICHIGAN UNIVERSITY BUSINESS CONNECTION OUTREACH ACTIVITIES**

**An Annotated Listing by Geoffrey M. Voght**

**(June, 2003)**

Note: This list includes some major programs, organizations, centers and activities at EMU that in one way or another provide the opportunity for EMU foreign language students seeking careers in business to come into contact with the international business community. However, this listing is far from exhaustive. There are many other outreach activities that in fact may also afford such benefits. The comments regarding the outreach efforts listed below are designed to help explain why the items are included here and to complement the recommendations for creating successful outreach activities found in my formal remarks at the MSU Roundtable.

#### **ADVISORY BOARDS**

At the Dean's level, EMU's College of Business (COB) has an advisory board consisting of distinguished business leaders, many of whom operate in the international arena. In addition, the COB maintains separate advisory boards of business people for every department and each program of study. These boards meet regularly to assure that the



competencies of students meet the requirements of the job market. Representative of student clubs, including the International Business Association, are invited to attend board meetings and sometimes to make presentations.

## **STUDENT ORGANIZATIONS**

EMU's College of Business boasts 16 different student organizations which promote the interests of students majoring in all operational areas. Each department and each program of study has a student club to organize co-curricular activities and events, which often put students into contact with business people. The International Business Association is one example. When the Language and International Trade Program was implemented in the late 1970s, a student organization was also created. This organization was originally called the Language and International Trade Club, then became the International Business Student Organization, now is known as the International Business Association (IBO).

Purposes: This is an organization for international business students, many of whom have to study business languages as part of their required program of studies. Among the IBO's main purposes are to encourage an awareness of the global business community and to provide opportunities for interaction between students of similar interests and the external business community. Specifically, one main goal is "to provide members with the opportunity to network with professionals and to develop internship and career possibilities in international business."

Structure and officers: There are two faculty advisors for this student organization, one a professor in the department of foreign languages and the other a professor in the College of Business. Officers comprising the Executive Board include a president, and vice presidents for internal relations, external relations and special events, marketing, information technology, and for accounting and finance.

Activities: The Executive Committee meets weekly, with general IBO meetings taking place twice a month in the form of brown bag lunches. The group holds two major events each year:

- 1) The Annual Dinner to Success, held in December, features a series (usually 6) guest speakers from business (sometimes alumni of EMU) and includes the presentations of awards (members recognition and tokens of appreciation).
- 2) Going Global: Conference on International Business and Careers, an annual event held in the spring that includes numerous business people speaking in panels on topics such as “International Marketing and Management,” “Language and Cross-Cultural Education,” and “Economics and International World Trade.”

Funding: The IBO receives money from the EMU General Fund earmarked to support student organizations. Additional resources are acquired through modest membership fees, registrations for the two major annual events, and fundraising activities (solicitations from local businesses, book/bake sales).

## **CAREER SERVICES CENTER ACTIVITIES**

EMU's Career Services Center (CSC) is part of the Division of University Marketing and Student Affairs. This office assists students in the process of seeking employment, whether full- or part-time, temporary (summer jobs and internships), or permanent career positions. Among other services, the CSC helps students write resumes and identify potential employers in their field of specialization, maintains the Candidate Referral Service (CRS) that matches student qualifications with incoming job openings from more than 2,000 employers, and organizes a wide range of events to bring students into contact with potential employers.

To maximize opportunities for student-employer contact, the CSC manages a system for ongoing, on-campus recruitment. Each year between October and April, approximately 200 employers come to EMU to interview upcoming graduates. They look for a wide variety of majors to fill entry-level career positions.

EMU's Office of Career Services also produces several very productive job fairs throughout the academic year, including the annual Federal Government Careers Fair, and the Michigan Collegiate Job Fair. The latter is a statewide event held twice each year, cosponsored by EMU and Wayne State University and supported by all of Michigan's 4-year colleges and universities. Career Services also sponsors the annual College of Business Career Day.

### **ANNUAL COLLEGE OF BUSINESS CAREER DAY**

Ensuring student placement following graduation is an important way the College of Business (COB) engages the business world. Helping students make the transition from college student to working professional is challenging, and the earlier we start, the better. To help, the COB and EMU's Career Services Center team up each September for Career Day. Held in the COB's Owen Building, this event reaches out to bring in speakers from business and industry as well as EMU to discuss career opportunities, job-hunting strategies, internships and more. Students get useful tips on preparing effective job packages and interviewing.

### **INTERNATIONAL COOPERATIVE EDUCATION EXCHANGE**

The International Cooperative Education Exchange (ICEE) program was implemented in 1979 to provide international internships in foreign countries to the most highly qualified students in our Language and International Trade (LIT) program. The LIT program, which includes degrees on both the undergraduate and graduate levels, combines the study of foreign languages, cultures and area studies with coursework in international business, and a mandatory semester-long internship in business administration. Since the mid-1980s the ICEE program has also included students majoring in our other interdisciplinary language, culture and business program, called Language and World Business (LWB).

In ICEE's first 21 years (1979 and 2000), we placed more than 650 students in internships, an average of over 30 students per year. About 60% of these assignments in international business administration were occupied by foreign students from our foreign partner schools who worked in the USA, and about 40% were undertaken by American students working in over 20 different foreign countries. No other program we created more directly tests the business language training we provide in the real world than this one.

### **EMU CONFERENCE ON LANGUAGES FOR BUSINESS**

The annual EMU Conference on Languages and Cultures for World Business and the Professions was created and organized by EMU for 16 years (1982-1997) and is now being continued by CIBER program schools and rotated around the country. The conference focuses primarily on helping college professors learn how to teach foreign languages and cultures for business and on how to internationalize the business curriculum. However, we always included at least one general session, lasting about 2 hours, of international business people who were asked to speak on the importance of a knowledge of languages and cultures in the modern business world. This session was always open to the public so that students and others who were not registered for the conference itself could listen to the formal remarks of international business leaders and could participate in the question and answer period afterwards.

## **EMU-MASCO PARTNERSHIP**

In the fall of 1997, Masco Corporation engaged in a strategic partnership with Eastern Michigan University's College of Business for the express purpose of helping ensure the succession of competent business leaders. EMU provides Masco employees with an onsite, carefully tailored graduate education program leading to the Master of Business Administration (MBA) degree. Masco Corporation, a Fortune 500 company based in Taylor, Michigan, and its family of companies employ more than 57,000 people worldwide, with revenues of more than \$9 billion a year.

High-potential employees are selected from the family of Masco companies to learn in this AACSB-accredited program. In addition to matching the stringent Masco criteria, students must meet the same admission standards as EMU's traditional MBA students. More than 100 Masco employees have successfully completed EMU's MBA through this program. The contact between EMU professors, Masco students and other managers greatly enriches their understanding of real-world problems, concerns and needs, and this enhanced understanding finds its way into the on-campus curriculum. Furthermore, the associations and friendships created through the Masco program lead to a wealth of opportunities for other types of collaboration, such as student internships, guest lecturers in COB classes, speakers for COB events, and fundraising.

## **OFFICE OF BUSINESS PARTNERS PROGRAMS**

EMU's College of Business occupies the Owen Building on Michigan Avenue in downtown Ypsilanti. The Owen Building's third floor has become the center for COB engagement with area businesses, where various initiatives are now housed. Among the projects, programs and centers housed in this one location are: the Center for Entrepreneurship, the Small Business Development Center, the Southern Michigan U.S. Export Assistance Center, the Community Outreach Partnership Program, the COB Service-Learning Office, and the Washtenaw County-Ypsilanti SmartZone Center.

**Center for Entrepreneurship:** EMU believes that the entrepreneurial spirit, risk taking and ingenuity are the catalysts for innovation, progress and profits in the free enterprise system. The Center for Entrepreneurship at EMU strives to create, encourage and sustain this entrepreneurial spirit through its various activities. The Center was established to educate, encourage and support students in understanding how to successfully start and operate new business ventures and to advance their enterprises. It also assists emerging growth companies in the southeastern Michigan region with mentoring, seminars, business plan reviews, and structured networking between entrepreneurs and capital providers. Among its many initiatives, two stand out:

- ◇ Michigan Collegiate Entrepreneur's Conference: For the past 7 years, the Center for Entrepreneurship has organized and hosted the annual, statewide Michigan Collegiate Entrepreneur's Conference, in which many other universities also participate. Recent

events have brought together about 200 entrepreneurs, teachers and students from various universities in the state seeking to learn from and meet successful, experienced businesspeople. Two awards from the Michigan Economic Development Corporation will be used to support the continuation of this and other events sponsored by the Center for Entrepreneurship.

- ◇ Entrepreneurial Hall of Fame: EMU's Center for Entrepreneurship created the Entrepreneurial Hall of Fame to recognize local leaders who have devoted much of their lives to promoting entrepreneurship. The awards ceremony provides another annual opportunity for students and faculty to interact with this select group of highly successful people from the business community.

**Michigan Small Business and Technology Development Center:** The Michigan Small Business & Technology Development Center regional office, affiliated with the Eastern Michigan University College of Business, is one of 12 offices statewide, providing services and support to the Michigan small business community in the areas of counsel, training, research, and advocacy. Serving Wayne, Oakland and Monroe counties, satellite offices are located at six locations throughout the three county region. The primary resource for services is at the SBTDC Region Center located in the New Center One Building in Detroit. The Regional Headquarters handles administration for the region and is located in the Eastern Michigan University College of Business building in Ypsilanti.



**Southern Michigan U.S. Export Assistance Center:** This office is part of the Commercial Service of the U. S. Department of Commerce, in collaboration with EMU's College of Business and the Michigan Small Business Development Center Network. Its sole function is the promotion of U.S. exports of manufactured goods, agricultural products, and services.

**Community Outreach Partnership Program:** In 2001 Eastern Michigan University's Institute for the Study of Children, Families and Communities was awarded a Community Outreach Partnership Center (COPC) by the Department of Housing and Urban Development (HUD). HUD's COPC Program was created in 1994 and is primarily concerned with human resources development in distressed low- and moderate-income neighborhoods. Seventy-seven grants have been awarded to institutions of higher education. The program requires each grantee to use a multidisciplinary approach and other resources to partner with community-based organizations, local governments, and the private sector.

The EMU grant, a combined effort by EMU, the City of Ypsilanti and several community partners, will have a three-year financial impact of \$2.3 million. The principal function of this center is to link community organizations, the municipal government and units of the University in the ongoing tasks of identifying and addressing the social, cultural and economic needs of the city and its residents. The COPC will focus on three cooperative areas between the community and the University. Those areas are community building

and civic engagement, education and youth leadership, and economic development and employment.

EMU's College of Business is engaged in two of the seven projects funded by the HUD grant: Building for Retail Excellence (BRE) and the Youth Entrepreneurship Day Camp. Both of these efforts provide opportunities for international business and foreign language students to interact with local and regional business leaders.

**Service Learning:** Academic Service-Learning is a teaching methodology that utilizes community services as a means of helping students gain a deeper understanding of course objectives, acquire new knowledge, and engage in civic activity. At EMU the Office of Academic Service-Learning Portal was created to support the growth of academic service-learning throughout the state and nation. Through this Internet portal students can gain access to the Academic Service Learning Community around the world, participate in threaded discussions, E-mail colleagues around the world, and participate in workshops and courses. The EMU Office of Academic Service-Learning is located in 232 Rackham Building, and the College of Business Coordinator of Service-Learning occupies office space on the third floor of the COB's Owen Building.

**Washtenaw County, Ypsilanti SmartZone Center:** Governor John Engler signed into law Act 248 of 2000 creating the Michigan SmartZone program. This legislation allows the Michigan Economic Development Corporation to designate SmartZones throughout the state. The zones are intended to stimulate the growth of technology-based businesses

and jobs by aiding in the creation of recognized clusters of new and emerging businesses, those primarily focused on commercializing ideas, patents, and other opportunities surrounding university or private research institute R&D efforts. The zone envisions the entire community functioning as a virtual business incubator taking advantage of the region's rate of business formation, which is fourth in the nation. The zone will initially include 66 blocks in downtown Ann Arbor and 10 blocks in Ypsilanti, but may be expanded to take advantage of unique opportunities elsewhere in the area. EMU's College of Business houses the office for this program.

### **ALUMNI RELATIONS**

University-wide initiatives of EMU's Office for Alumni Relations provide additional opportunities for business language students to network with the business community. Major yearly events coordinated by the Office include Homecoming and the Annual Alumni Awards Dinner. The Office for Alumni Relations publishes *Connection*, *The Eastern Edge*, and *Campus Clipboard*, maintains a web site to support alumni communication, and sponsors three service opportunities for alumni: Alumni Legislative Connection, Alumni Career Connection, and the Alumni Admissions Network. The Office hosts thousands of alumni and friends annually at events both on campus and off. A comprehensive outreach programs is also handled by the Office, that involves alumni in Michigan as well as alumni who live out-of-state.

Although these events and activities are largely aimed at fund raising through developing ongoing relationships with successful alumni, many of these EMU graduates are now successful business people and some are involved in international business. Many events and activities of Alumni Relations allow foreign language and business students to meet and interact with EMU alumni who are highly successful in the private and public sectors.

### **NORTH AMERICAN REGIONAL ACADEMIC MOBILITY PROGRAM**

The North American Regional Academic Mobility Program (RAMP) is an innovative approach to serving higher education, government and industry in Canada, Mexico and the United States by providing channels for academic exchange and professional training that benefit all three countries. It is an informal consortium of Canadian, Mexican and U.S. universities whose aim is to foster academic and professional mobility in engineering, business and environmental studies. To be eligible for the program, students must be attending one of the participating universities — 47 are currently involved, of which 18 are Canadian, 16 are Mexican, and 13 are U.S. institutions. Program activities are coordinated by the Institute for International Education (IIE).

RAMP was implemented in 1992 under a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), with cost-sharing by IIE and the participating universities. This and other study abroad programs not only provide international business students with exposure to foreign languages and cultures, but also

afford opportunities for interaction with foreign business students, professors and practitioners.

### **WORLD COLLEGE**

EMU's World College was created in 1987 to promote the internationalization of all departments, programs and courses at the institution. The International Cooperative Education Exchange Program and Academic Programs Abroad are housed in this international office, which also organizes a number of globally focused events. For example, the World College coordinates EMU's participation in International Week, sponsors the International Lecture Series of brown bag lunch presentations, encourages faculty to internationalize by providing fellowships, and funds a summer workshop on how to globalize courses and programs. These and other similar activities sometimes provide opportunities for students to interact with the outside business community.