

# **ARE BUSINESS PROGRAMS WITH AN INTERNATIONALIZATION MISSION DIFFERENT?**

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## **ABSTRACT**

Internationalization of business programs is required for institutions accredited by the Association to Advance Collegiate Schools of Business (AACSB). In 2009 AACSB indicated that members were expected to show that their curriculum contained a global perspective. Over time virtually all programs have increased internationalization in their curriculum and have increased the availability and participation rates in student and faculty international experiences such as exchange programs. Nevertheless various surveys have indicated that no one process of globalization has emerged. Some schools offer specific international courses to selected majors, some require an international course for all business students and some offer minors or majors in international business, or various combinations of the above. In addition, some schools have infused more international material into traditionally non-internationally focused courses. An institution's perception of its resources, its competitive advantage and faculty interest in internationalization impact the choice schools make in deciding how to add international content to their curricula but no prevailing method has emerged.

In 2011 AACSB published a report titled, "Globalization of Management Education," that updates the state of internationalization at accredited business programs. The report indicated that while internationalization had increased at most schools, business curricula lacked sufficient international material, and the content provided was not necessarily what students needed to succeed in today's partially globalized economy. The tendency has been to marginalize globalization, or teach broad general principles that fail to account for the many differences in operating, cultural, legal and economic conditions in various regions. Functional area courses in particular seem to lack sufficiently specific international content that ensure students have the knowledge necessary to succeed in the complex global business world they will face. The report also indicated that many schools had not strategically pursued globalization opportunities, but rather had added international experiences such as internships on an ad-hoc basis rather than as part of a strategy to further assurance of learning of the necessary knowledge and skills.

Many institutions have now incorporated globalization or internationalization language into their mission statement. Given that AACSB expects schools to assess and demonstrate how they are accomplishing their mission, these programs may have pursued both curriculum internationalization and the provision of international experiences in a more intentional and strategic manner. Subsequent to the 2011 AACSB report we conducted a survey of AACSB schools to examine their recent internationalization efforts. This study profiles some of the primary differences between programs that have included internationalization or globalization in their mission statement versus those that have not done so. One would expect both a greater degree of internationalization efforts at the former group and more strategic use of exchange programs, international internships and study abroad programs to support existing coursework and develop the skillset students need.

## **REFERENCES**

- [1] Globalization of Management Education: (2011), “Changing International Structures, Adaptive Strategies, and the Impact on Institutions.” Report of the AACSB International Globalization of Management Education Task Force AACSB International, Tampa, Florida, Emerald Group Publishing Limited.