

Internationalizing the business curriculum: a south korean

Business



Innovation Academic Program for International Business Study Robin Self and Donald R. Self, in their article, have presented a case study that focuses on internationalizing business curriculum. The purpose is to use an approach that will be viable for various business schools with their limited finance.

There are mainly two areas that need to be emphasized upon - the need to have knowledge about cultural variations in different countries along with economic environments in domestic and global arena, and the need to develop problem solving skills.

The need of international study of business grows from the perspective of businesses that are about to initiate activities in a foreign location, and as such are about to encounter prospects and difficulties different from their home country. Such foreign contexts give rise to international business schools that provide awareness about business world related to multiple contexts (Meyer, 2012, p. 1). International business studies will help people to develop business in foreign locations by learning the effects of external factors (Khan et al., 2014, p. 144). The current case study will facilitate schools with limited funds that deprive them from holding an entire semester abroad. In this case, 10-15 students are taken to South Korea for 8 days. The article has explored the logistics, pre-trip preparation, trip activities, and post-trip activities of this international business course.

Included in logistics are various elements like funding, passport and visa, selection of country, health risks etc. The first step is to ensure that the trip is adequately financed from different available grants. Then, the selection of country should be based on two factors like institution's contacts with the host country to facilitate local arrangements, and connection between the

institution and the host country that will enable cultural incorporation within the curriculum. Next, there should be a person responsible for making transport arrangement while students who have not made previous foreign trips need to apply for visa. Moreover, health risks should also be considered and it is important to study about the same in the host country so as to vaccinate the students at least 3 months prior to the trip. Necessary forms should be duly filled up and students who want to carry cell phones should find out the call rates in the host country. Regarding pre-trip activities students should be made aware of the host country's culture, business etiquette, language and economy. For instance, in South Korea people expect to give and receive gifts, shake hands when making introductions, and so on. Students need to be aware of such niceties to ensure warm welcome in the host country. Since, the trip is about business study therefore students should also some knowledge about the economic condition of the host country. As third step, trip activities should be properly planned so that students can gain maximum benefit from the trip in the limited time. They should be able to visit sites that have both business and cultural interests so as to garner a holistic knowledge about the host country. As post-trip activities students need to learn to incorporate the business and cultural elements they have learnt from the trip into their coursework (Self & Self, 2009).

Conclusion

This case study will prepare business schools to focus on short educational trips that will educate students about a foreign country's business and culture. Based on this case, a business educational trip should be planned

keeping in view the host country's economy and culture. Such innovative academic programs are necessary keeping in view the increasing globalization that requires business people to incorporate global approach within their organizations.

References

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