Creating Industry Competitive Advantage... Through International Education

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TRUTH #1

We all know how to do this
Truth #1: We all know how to do this

We equip students.

Thus, we equip business.
Perform constant environmental scanning of the global business environment and correctly anticipate major changes in that environment.
Institute programs and curricula for capable students to develop the skills needed today and tomorrow.
Provide business with candidates who are skilled, motivated, and equipped intellectually, psychologically, and emotionally for the rigors of modern globalized business.
And that would conclude this talk.
Unfortunately . . . there is Truth #2

And Truth #2 bedevils us . . .
We face OBSTACLES

Many things conspire against us to prevent much of this from happening.
Truth #2: Many things conspire against us

- Bureaucracy in both academia and business
- Difficulty in anticipating change
- Fierce competition, a characteristic of globalized markets and globalized production . . . and globalized education.
- Inertia
Today . . . Let’s talk about Truths 1 & 2

The Situation

The Challenge and Opportunity
  - Paradox of the Strategic Inflection Point

The Response
This is the Universe with which we are concerned . . .
THE SITUATION

Academia  Business
American Business Education considered the best in the world
American Business Education

- Relatively well-funded and well-respected
- Insular to a certain extent
- Some bias against “practitioners”
THE SITUATION – THE OLD MODEL

The University’s attitude toward education of business students:

We’re the experts
Develop the curriculum
Train Students
You can take what we offer
THE SITUATION

Academia

Business
American Business considered the best in the world
AMERICAN BUSINESS CULTURE

- Dynamic
- Efficient
- Values quick results
- Responsive to individual initiative
- Some resistance to pointy-headedness
- Organically grown and culturally synchronous
THE SITUATION – THE OLD MODEL

The attitude toward business schools and their graduates:

We’re the experts
We do business
What in God’s name do they learn?
We’ll teach what they need to know
THE SITUATION

Academia

Business
THE SITUATION

Academia  Business
Why this barrier?

Very smart people who know best

Consider these perspectives . . .
\[20 = (v) \sin(35) + \frac{1}{2}(9.8)(159^2)\]

\[V^2 = (\sin(35))(159^2)\]
THE SITUATION – THE NEW MODEL

A sophisticated consulting model

Academia

What does Business need?
How can we find out?
How can we provide it?

Business

What do we need?
How can we communicate that need?
How can we best utilize it?
These are not new questions . . .

These are not new desires . . .

It’s common sense . . .

So what’s different now?
“Recession is a stepping stone for making a big leap toward the next growth opportunity.”

Rod Lanthorne, Kyocera
We are faced with an ultimatum for change, a once-per-decade opportunity . . .

The chance to shape our institutions for at least the next decade

We are facing . . .
A Strategic Inflection Point . . .
What happens to a business when a major change takes place in its competitive environment . . .

It hits the corporation in such a way that those of us in senior management are among the last ones to notice. A Strategic Inflection Point causes you to make a fundamental change in business strategy.

ANDY GROVE, INTEL
STRATEGIC INFLECTION POINT

The Inflection Curve

"An inflection point occurs where the old strategic picture dissolves and gives way to the new."
- We must act decisively, wisely, creatively... or begin a long decline

- But paradoxically, this is good news

- ...and here is the paradox.
The Strategic Inflection Point offers us freedom of action
Panic can induce a *desperate* receptivity to new ideas within senior management ... of both business and academia.
That Freedom of Action is what allows us:

- To explore new partnerships
- To entertain once *verboten* strategic alliances
- To push forward meaningful strategic initiatives
- To achieve *real* synergy
- To gain competitive advantage in a mean world
The PARADOX of the Strategic Inflection Point offers us opportunity.

It’s time to act.

But what to do?
How do we create competitive advantage for ourselves and for American industry . . .

. . . simultaneously?
First, let’s look at the nexus between education and business . . .

We in education are part of the American business supply chain.
THE SITUATION

A mutually beneficial cycle of learning . . . or should be
CORE SKILLS

Academia Core Skills

Marketing
Accounting
Finance
Strategic Planning
Operations
Human Resources
Information Technology

Business Core Skills
PERIPHERAL SKILLS

Academia Core Skills

- Cultural Competency
- Group Work Experience
- Foreign Country Experience
- Presentation Skills
- Language Proficiency
- International Collaboration

Business Core Skills
FROM THEORY TO PRACTICE

- Temple University’s programmatic and curricular response:
  - To Business Pressures
  - To Globalization Pressures
  - To Recessionary Pressures
  - To Student Pressures
IGMS AND CIBER – DELIVERY SYSTEM

The Institute of Global Management Studies

- Oversees academic programming in IB at the Fox School

Center for International Business Education and Research

- To increase and promote the nation's capacity for international understanding and economic enterprise
FOCUS ON THE IB CURRICULUM

- Undergrad IB major is the fastest growing major in the business school (F03-314; F08-619)

- IB major requires 14 credits of language or the equivalent proficiency as determined by evaluation

- IB internships opportunities at Temple Rome; ITAM, Mexico City
IB CURRICULUM

- IB 3101 Fundamentals of International Business
- Certificate of Specialization in Asian Business & Society
- Certificate of Specialization in Spanish and Latin American Studies for Business
STUDY ABROAD (UG)

- **2002** – 29 business students studied abroad

- **2007** – 107 business undergrads had an international experience: (54 at Temple Rome, 12 TUJ, 12 other countries including the UAE, Brazil, Israel and India. 23 graduate students traveled to Chile and Argentina for IB 5501 IB Theory & Practice
NASBITE

- Restructured the Core IB Course
- Directed toward preparation for the CGBP
- Adoption of Jim Foley’s text
- Fusion with Macro perspectives
Become a Test Center

Become Accredited Program

Accredited Trainers
Fox students team up with their counterparts at Dubai Women’s College – Global Strategic Management course.

Teams use virtual technology to communicate.

Dubai Students travel to Philadelphia each May.
INTERNATIONAL PARTNERSHIPS

- American Business School, Paris; ENPC School of International Management, Paris; FRANCE
- Welingkar Institute of Management, INDIA
- Ben Gurion University, ISRAEL
- Dubai Women's College, UAE
- Pontifica Universidad Javeriana de Cali, COLOMBIA
- University of Rome “La Sapienza”, ITALY
LA SAPIENZA CERTIFICATE PROGRAM

- IGMS delivers IB Certificate Program to University of Rome, La Sapienza, grad students
- Courses on international entrepreneurship and international business
- Corporate site visits, City Hall tour, Italian Consulate, Phillies game
MBA students traveled during Spring Break to Beijing and Shanghai 2006; Buenos Aires 2007; Vietnam 2008

Students visited corporations, both factories and boardrooms
CONFERRING COMPETITIVE ADVANTAGE

We make students better than they were before

Arm them with the tools that Industry actually needs in an increasingly competitive world

Here’s a crucial component . . .
ENTERPRISE MANAGEMENT CONSULTING

- MBA students form teams to consult with companies

- Collaborate with partner universities in Israel, France and India

  - Provided professional quality market and industry information for 101 firms
  - Resulted in 84 job offers for students
  - Helped 19 firms secure investments worth $30.5M
U.S. News & World Report - Fox School

Undergraduate IB Program 10th in the nation
IB Graduate Programs 15th in the Nation
INTERNATIONAL BUSINESS RANKINGS


The Princeton Review – Temple University ranking as the most diverse student population in the United States
There is no manual . . .
  . . . only an attitude and initiative

Only imagination and entrepreneurial spirit

Targets of opportunity

. . . and the time is ripe

EXAMPLE:
  
  Alliance between Fox School and Temple University Press
IN SUM... 
A TIME OF CRISIS ... A TIME OF OPPORTUNITY

1) Identify business needs

2) Align the University with Business

3) Develop programs and curriculum to train students in the peripheral skills to confer competitive advantage
IN SUM . . .
A TIME OF CRISIS ... A TIME OF OPPORTUNITY

1) Seek out synergistic partnerships

2) Leverage the Paradox of the Strategic Inflection Point to get everything you ever wanted
TRUTH #1

We all know how to do this