



U.S. Government Renews IBC's Grant through 2014

The International Business Center (IBC) celebrates the award of another four-year grant from the U.S. Department of Education to expand its programming. In existence for 20 years, the IBC develops, operates, and supports programs designed to build international competence and expertise in business students, faculty, and practitioners. It is one of 33 Centers for International Business, Education and Research (CIBERs) and was the first to be awarded in Pennsylvania.

"During the 2010–14 grant period, the IBC will focus on three themes that are both important to increasing U.S. competitiveness in global markets and where we and the University can make distinctive contributions," says Josephine Olson, director. "These themes are emerging markets, understanding engineering and technology, and global corporate social responsibility."

The Joseph M. Katz Graduate School of Business has had a long-term commitment to studying and exploring emerging markets in Eastern Europe and Brazil; it is now beginning to develop programs in Asia, particularly in India and China.

"Our second theme, understanding engineering and technology, is important if U.S. business is to be globally competitive," says Olson. "Few American business leaders these

days have engineering backgrounds. The IBC has long sponsored international programs in conjunction with the Swanson School of Engineering, and in the 2010–14 period new programs will expose more business students and practitioners to engineering and technology issues."

She adds that these programs simultaneously introduce engineering students to general business issues as well as to international methodologies and concerns.

The IBC's third theme is global corporate social responsibility, which examines all forms of value creation and trade that are done in global markets, while understanding the concerns of a wide range of stakeholders who affect and are affected by what firms do in the global economy. The expectation is that managers in companies that operate internationally must develop strategies to link their business concerns to the pressing social concerns of the nations and citizens who are affected by their operations.

"We are very pleased to have had this grant renewed," says Olson. "The IBC is very active both within the University of Pittsburgh and the wider community and region. We are confident that through our programs and sponsorships we are contributing to making increasing numbers of young people better global citizens and better future leaders." ■

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FDIB 2010 Eastern Europe a Resounding Success

In May of 2010, the IBC led a group of 12 business faculty from 11 colleges and universities in eight states on the Faculty Development to International Business (FDIB) trip titled European Economies in Transition. Participants travelled to Prague, Zagreb, and Istanbul where they visited businesses and talked with government officials and academics to gain a firsthand understanding of the economic challenges and opportunities of these three very different cities.

"I work in emerging markets," says Mary Long, on the faculty in the Department of Spanish and Portuguese at the University of Colorado. "I had been on an FDIB to China previously and found interesting connections with Latin America. I wanted to get a sense of some other emerging markets." Long teaches language courses that focus on business practices and issues in the Spanish-speaking world. "Our future workforce needs to know how to compete and interact in multilateral settings—business transactions today can involve many players in different countries."

Long notes that many of the people that she spoke to in Eastern Europe were focused on Germany, rather than the United States, as the principal trading partner and economic engine. "There are places in the world that don't think about the U.S." She also found Prague's focus on tourism interesting with respect to the burgeoning ecotourism business in Latin America.

"It was a well-balanced trip that people in any area of expertise could learn something from. It is an incredible experience that's really pertinent to anybody in an

international business educational setting."

Robert Underwood, professor of marketing at Furman University, South Carolina, was drawn to the program in part because of his somewhat limited experience abroad—vacation travel to Scotland, England, and Canada.

"It was a great balance of learning with touring around and meeting with people," says Underwood, who teaches an international marketing class. He valued faculty-leader Bob Donnorummo's lectures as a way of learning more about the historical, economic, and political background of the countries the group visited.

"The whole trip exceeded my expectations; it was extraordinarily well done. I made great friendships with my fellow academics." ■



IBC Sends Professors to Africa . . .

"It was a mind-expanding experience," says Sherae Daniel, on the faculty at the Katz School in the management information systems group, of her IBC-funded experience on FDIB Africa in 2010. "It absolutely changed the way I think about my research and my teaching."

Daniel's research interests focus on open-source software (OSS). This free software is continually evolving through a worldwide network of code-writers to meet the changing needs of users. The visit to Africa gave Daniel some concrete examples of ways in which underprivileged people could use OSS to meet their business needs. "For example, a lot of business models in Africa are working to make money by reaching out to more people, rather than by charging higher prices."

Daniel believes that too much of the business curriculum in America focuses on American models and examples. "I think that's short-sighted. As part of my classes going forward I will think about assignments and examples from elsewhere in the world—that is, the implications of OSS and different business models in different cultures that face different challenges."

She adds that when a student in her class recently made a disparaging comment about tribes—people not being capable of writing code—her experience in Africa made her quick to correct the student. "I would have been less assertive in responding if I hadn't just seen people in tribes there just as bright and just as able to write code as this student was.

"A trip like this changes your whole view of the world." ■



...and China

William Hefley, clinical associate professor of decision, operations, and information technology at the Katz Graduate School of Business, has had substantial experience traveling and living in Latin America and Asia, but he had not had much experience in China.

"I wanted to see a number of different organizations from private firms to state-owned companies, and in a variety of industries," he says. "Not only did I get to see things I don't see in Pittsburgh, the trip gave me a network of contacts around the country among other B-school faculty."

As an example of this networking, Hefley was able to leverage the experiences of a fellow academic on the trip as he prepared a new course for undergraduates in Brazil. He was also able to use his experience in China immediately upon his return to the United States.

"The first night back I showed pictures of a Wal-Mart store in China to my MBA class in strategic uses of information technology." The photos were of rolling

suitcases that were on sale in January, not a big travel month in America, but which is the Chinese New Year, a time in which many workers travel to their home villages. "I told my students that Wal-Mart uses the same IT methods to understand customer satisfaction and manage inventories in both countries—it's just that customers want different products at different times." ■



Bill Hefley at Baosteel in Shanghai

Plus3 Programs for Freshmen Feature Short-Term Study Abroad

Sixty-nine freshmen business and engineering students participated in the Plus3 Programs supported by the IBC, the College of Business Administration, the Swanson School of Engineering, and the Study Abroad Office in the spring of 2010. The programs combine language and cultural lessons along with a two-week research trip to Chile, Vietnam, Germany, or China.

Global management and marketing major Alexa Verink was one of the 21 students who visited Chile. "I knew it would be helpful for my degree to see how companies work in a different country," she says. "The trip turned out to be even more than I hoped for."

The students are divided into groups and assigned to work on two projects over the summer that are presented as posters at the beginning of the fall semester. Verink's group is examining the environmental and social aspect of health and wellness in Chile as well as reporting on the Santiago Stock Exchange. She talked with Chileans about their eating and exercise habits. With a Spanish minor, "I'm super interested in Spanish!" she says. "I'm planning a semester abroad next year—a program in Argentina."

Adam Leggieri, in the College of Business Administration, had wanted to visit China because business there is booming. "I thought it would be cool to get to know the culture," he says, "especially if later on I can do business there." He particularly liked the cultural aspects of the trip, visiting the Great Wall and trying to order food in a restaurant. "I would definitely recommend this to other students—it's just a great experience."

Marketing major Rachel Colangelo liked the Plus3 Program in Germany because, though she wanted to study abroad, as a novice traveler she was unsure about her ability to be so far from home. The two-week trip was perfect for her. "It was the best experience I've ever had! It was eye-opening. I now want to pursue international business more."

Colangelo and her group of 22 fellow freshmen enjoyed meeting with the 23 German students involved in the program. In addition to visiting companies in different industries, they went out every night together. She also liked gaining exposure to the field of engineering. "I got to see how engineering ties into business in global companies." Her visit was so successful and she is so intrigued by exploring different cultures that she is planning on studying in Italy in the spring and perhaps France at a later date.

"Everybody should study abroad!" she says enthusiastically. ■



IBC Supports MBA/MIB Students in Internships Abroad

Since 1994, the Katz Graduate School of Business has offered a Master of Business Administration/Master of International Business dual degree program. This challenging program requires 25.5 credits in international business courses as well as proficiency in a second language.

“The distinguishing features of the MBA/MIB program are the language requirement and the two- to three-month internship conducted overseas in the student’s designated foreign language in the summer months between the first and second years of full-time study,” says Patricia Hermenault, director of special international programs and dual degree programs. “The objective of the internship is

twofold: to gain valuable business experience, as well as to experience firsthand the language, culture, and business environment of a foreign country.”

As the summer internship abroad is a required and key component of the dual-degree program, the IBC was pleased to offer scholarships to defray the travel expenses for Melissa Carp’s summer internship in Italy. Another MBA/MIB student, Jason Yu, was fortunate to find a well-paid internship in China and did not require IBC funding. Upon their return, these students will present their experiences to a committee including IBC director Josephine Olson and IBC associate director Jacqueline Saslawski. ■

Innovative Undergraduate Internship Program in São Paulo, Beijing and Prague

The IBC is one of the sponsors of the College of Business Administration’s International Internship Program, a unique six-credit, 16-week program for undergraduates. The program was developed by CBA’s Career and Leadership Development Center (CLDC), the Center for Executive Education (CEE), the Study Abroad Office of the University of Pittsburgh, the IBC, and the faculty leaders. The program gives students an intensive 60-hour language and cultural training, both in Pittsburgh and in the target city, before students embark on a 10-week unpaid internship. The IBC funded the U.S.-based language instruction segment of the program.

Seven students headed to São Paulo, Brazil. They spent the first two weeks of the summer session in Pittsburgh with half-day classes in Portuguese and half-day in a class called Doing Business in Brazil. They then traveled to Brazil to work at Mackenzie Presbyterian University and to continue their studies and visit businesses such as the Vespa stock exchange, the third largest in the world, before beginning their internships. The program wrapped up in September back in Pittsburgh.

“All of these students had been abroad before,” says Bill Hefley, faculty at the Katz School and advisor for the São Paulo program. “Two had been on Semester at Sea, two had had a full semester study-abroad experience, and one had spent time in northeast Brazil on a research project. So the challenges of exchanging money and communicating with parents were not first-time events for them.”

Hefley adds that the CEE, through its Brazilian advisory board, assisted the students in finding jobs that were good fits with their backgrounds and interests, working at companies like Dow Chemicals and Abbott Labs, a global health care and medical research company. “One student, who is

studying supply chain, is working at Dow and interacting with employees in the U.S., Mexico, and India, as well as Brazil.”

Seven CBA students had internships in Prague under the faculty leadership of Dan Dennehy. These internships were identified through CEE’s advisory board in Prague. Professor Robert Atkin supervised four students with internships in Beijing.

J.P. Matychak, director of CLDC, notes that this kind of intensive immersion experience is an outstanding way to differentiate students from their peers. “It shows prospective employers that they can handle adversity and adjust to work cultures in foreign countries as well as enhancing their functional knowledge and skills within the context of global economics.” ■



International Internship Program São Paulo São Paulo futebol (soccer) game. From left: Michael Mooney, Andrew Gamertsfelder, Laura Watts, Maria Thereza Gentil, Drew Myers, Bill Hefley, Andrew Legro

Pitt MBA Participates in Global Business Project in China

In the spring of 2010, Caleb Drake, a first-year MBA student at the Katz School, participated in the Global Business Project (GBP), a unique, graduate-level course offered to MBAs and other graduate students at 16 U.S. universities plus some foreign universities. Working with a team of five other students spread among five locations, including China, he used virtual team management tools to develop an Internet sales strategy for the Hanes Company in China.

“As we become more global I think there’s more online work performed by virtual teams, whether they are working from home or are out of the office,” says Drake. “It’s a valuable skill to have.”

The GBP is sponsored by 16 CIBERs, including the IBC. Unlike other international consulting project courses, the GBP asks students to apply both cross-cultural awareness and foreign language skills to produce strategic advice for companies that is focused, compelling, and actionable. The course offers students the opportunity to increase their global business and language competency through guided hands-on business experience in global markets, while also introducing them to the challenges of virtual teaming. Teams are constructed through a competitive application process, with members drawn from any of the member schools. The primary goal of the course is to provide graduate students at participating institutions the opportunity to increase their ability to conduct business in cultures other than in the United States (both in country and virtually), in languages other than English, by working in virtual and colocated teams on projects for multinationals or local companies in markets critical to U.S. competitiveness.

The teams were guided by project-specific faculty and a company representative, and in addition to working on the sales strategy, Drake studied Chinese. “A billion people around the world speak Mandarin; I think it is an important language to learn.” Drake’s Chinese language skills ended up being good enough to allow him to haggle for purchases in the marketplace.

At the conclusion of the semester, the team visited China for two and a half weeks, where they toured companies, explored a variety of business models, and made their presentation to Hanes. “I think we were able to give Hanes a valuable product,” he says. ■

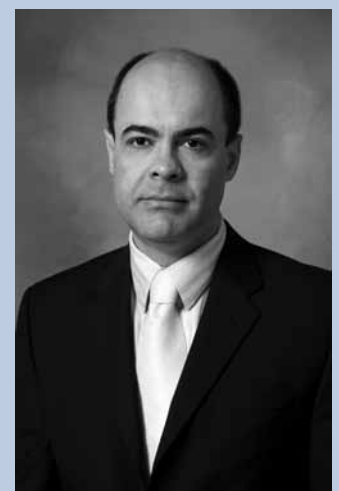


Caleb Drake

PhD Grants

The IBC supports international business research and dissertation-related travel for doctoral students. In 2006, the IBC provided support to Marcus Braga-Alves, now assistant professor of finance at Marquette University. He reports that two of the papers he worked on while at the Katz School will be published shortly. “Corporate Governance, Valuation, and Performance: Evidence from a Voluntary Market Reform in Brazil,” coauthored with the late Kuldeep Shastri of the Katz School will appear in *Financial Management*, and “Payout Policy in Brazil: Dividends versus Interest on Equity,” coauthored with Shastri and with Thomas Boulton, now at the Farmer School of Business, Miami University, will be presented at the 10th Brazilian Finance Meeting in a section for papers that will receive special consideration for the South American special issue of the *Journal of Corporate Finance*.

“About my experience at Pitt,” says Braga-Alves, “I will always remember hours and hours of valuable discussions with fellow PhD students. Tom Boulton, for example, became one of my best friends. We are coauthors in many papers. I will also remember the great experience of working with Kuldeep Shastri, my advisor and cochair of my dissertation committee. He was a great mentor and a good friend to me.” ■



Marcus Braga-Alves

Helping Pitt Faculty Design Short-Term Study Abroad Programs

Not all students can take the time away from jobs or families for a long stay abroad. That's why short-term study abroad programs (STSAs) can be so beneficial. The IBC sent three Pitt faculty members to a two-day CIBER Short-Term Student Abroad Conference in early June to expand their skills in designing these programs.

Bill Hefley, faculty at the Katz School, had considerable experience designing executive education programs abroad, but until this conference had not designed STSAs for younger learners. "I came back with a better understanding of what is commonly done, what the issues are. I learned, for example, the 'unpacking' technique that Michigan State University uses to help students translate what they did into skills and competencies on their résumés."

Janice Vance, director of undergraduate education, in the Department of Communication Science and Disorders in the School of Health and Rehabilitation Sciences, started a STSA five years ago in Ireland to offer a cross-cultural experience to students pursuing careers in the related healthcare professions of physical therapy, occupational therapy, and clinical dietetics and nutrition. Students visit 10 different sites in Dublin and Belfast, exposing them to two different health care systems. Thus far, 84 students have participated in these trips.

"I started off completely naively when designing my program and there is so much to learn!" she says, adding that the STSA workshop was extremely helpful. "I found that I didn't need to reinvent the wheel. I particularly liked the cultural competency workshops and found these talks extremely useful."

Vanessa Sterling, coordinator of Pitt MAP (Multi-region Academic Program), spent two years developing a semester-long program that launched in January 2010, taking 14 students to stay for five weeks each in Argentina, South Africa, and China. The program was called "Changing Identities in the Globalized World. In 2011, the program will be called Global Health, and 30 students are expected to participate.

"It was very good to hear what other people are doing. There was a lot of discussion about sound program design, and I had the opportunity to benchmark the design of our program. I think Pitt does pretty well." In particular, Sterling liked the pre- and post-trip preparation and assessment tools that help students understand the impact of the experience on their lives.

"Students understand that studying abroad is a life-changing experience, but they can't always articulate how they are changed," she says. "This unpacking process is very beneficial for them." ■

Enhancing the Internationalization of Minority-Serving Institutions

One of the CIBER objectives is to equip faculty in colleges and universities that have historically served Hispanic and African American students with the pedagogical tools, knowledge, and experiences to incorporate international content in their business courses. The IBC cosponsors several roundtables and conferences addressing these issues. In April 2010, the IBC cosponsored the University of Texas-Austin CIBER's CIBER-HSI International Business Roundtable aimed at understanding the internationalization needs of Hispanic-Serving Institutions (HSIs). At the

workshop, participants explored the avenues available for the CIBERs in supporting HSI internationalization. In May 2010, the IBC invited its new partner institution, Central State University in Ohio, to a conference on globalizing Historically Black Colleges and Universities. The conference provided an opportunity to learn more about the importance of international and interdisciplinary business education for faculty and students on the MSI campus. The IBC will partner with Central State University during the 2010-14 grant period. ■

Myles Gartland, Fulbright Scholar in Gdansk, Poland

In 2008, Myles Gartland, associate professor at the Helzberg School of Management at Rockhurst University, Missouri, participated in the IBC's FDIB trip to Eastern Europe. This trip so inspired Gartland that he applied for and received a Fulbright to teach in Poland during the 2009–10 academic year.

Gartland, his wife, and their four children, ages 15, 13, 12, and 7, spent the 2009–10 academic year in Gdansk and had life-changing experiences. They traveled to nine countries—one day having the experience of having breakfast in Denmark, lunch in Sweden, and dinner in Poland.

Gartland taught a wide range of classes to undergraduates, graduate students, part-time students, and executive education students. “These were kids from three different continents and multiple countries,” he says. Gartland and his wife blogged extensively about their experiences (<http://mylesgartland.blogspot.com/>), and one of Gartland's observations about the students in Poland was that they were young enough to have little or no firsthand knowledge of Communism.

“Frankly, they know little about Communism. I actually know more (given the fact I was a Cold War child and history nerd). Furthermore, they do not care about Communism. That is something in their history books or stories that grandma tells. Today's young student is about jobs, careers,

capitalism, and money. ... About half [the students near graduation] wish to stay in Poland and about half want to move to other parts of the EU or Asia. Interestingly, I have not met any student that desires to move to the U.S.

“That said, all of these students are very proficient in English. They realize English is the international language of business and globalization—and they chose to take their degree in the English language (there is a parallel Polish language track)—because they want to work in English. They also have a desire to learn Spanish (it is the second most common language requested here).

“I will miss the people and the place. It has been a great adventure.” ■



MBA Student Finds International Business Association Club with Help from IBC

In early 2010, Ivana (“Ivy”) Blazevic, a first-year MBA student at the Katz School, founded the International Business Association (IBA). Designed for graduate students as well as the wider community at the University, the IBA is dedicated to helping students learn more about international business and operations, as well as to assist foreign students with issues such as visas.

“We arranged for site visits to companies with an international presence,” says Blazevic, “as well as bringing speakers to campus. The IBA attracted 30 active members in the first semester of its existence.”

Blazevic, who will serve as president of the IBA again in the 2010–11 academic year, has plans to enhance the IBA’s activities. She is working on bringing in a panel of recruiters from companies that offer their recruits significant global opportunities. The IBA will also work in alliance with the

Consulting Club to send a team to a week-long international case competition in Montreal. ■



IBA Executive Board: (left to right): Travis Kelley, Executive Vice President; Ivana Blazevic, President; Kawa Shwaish, International Relations

Supporting Global Knowledge in Schools K–12

The IBC supports several different internationalization initiatives for local K–12 schools. In February 2010, the IBC hosted and cosponsored Academic WorldQuest with the World Affairs Council of Pittsburgh, a competition on international knowledge for high school students. Fifty-seven high schools from the region competed on their knowledge of international events, culture, history, and business. The winning team from Taylor Allderdice High School went on to compete against 38 other teams at the national competition in Washington, D.C., where they placed fifth.

In May 2010, the IBC, in conjunction with Bayer Corporation, the Cultural Communications Alliance, and Pitt’s Global Studies Center presented a half-day program to students and teachers from nine local high schools on the topic of sustainability. Author Andrew Winston, a globally recognized expert on how business can profit from environmental thinking, made a presentation to the students, after which they formed teams to research and

make a presentation on a selected country with emphasis on conserving energy.

In November 2009, the IBC, in conjunction with the Center for Latin American Studies, the European Union Center of Excellence/European Studies Center, the Center for Russian and East European Studies, the Asian Studies Center, the Global Studies Center at the University Center for International Studies, the Pitt Model United Nations Club, the Global Solutions Education Fund Pittsburgh and the United Nations Association of Pittsburgh, offered the annual Model United Nations Simulation. This daylong simulation, in its 13th year, gives area high school students the opportunity to assume the role of diplomats as they participate in mock sessions of several committees of the United Nations and other international organizations. The Pitt Model UN program also includes workshops conducted at local high schools upon teachers’ requests to help their students prepare to participate in the simulation. ■



Academic WorldQuest 2010 – bird’s eye view



Academic WorldQuest 2010 First Place—Members of the Taylor Allderdice team (from left): David Clemens-Sewall, Eva Petzinger, Shane Fischbach, Ariel Rascoe, and coach Mina Levenson

From Local to Global—Improving Understanding of Global Environmental Issues in the Classroom

In April and May 2010, 19 local middle and high school teachers in the disciplines of science/technology, social studies, foreign language/language arts, and health gave up four evenings to participate in a Professional Development Workshop: An International Interdisciplinary Approach to Global Environmental Issues. The workshop was cosponsored by the IBC in conjunction with Pitt's Global Studies Center, the Asian Studies Center, the European Union Center of Excellence/European Studies Center, the Center for Latin American Studies, the Center for Russian and East European Studies, and the Pennsylvania Regional Center for Science Teachers (PRCST) at the University of Pittsburgh's School of Education.

The workshop provided teachers with a view of environmental issues that affect daily life—the “environmental imperative.” World area experts facilitated this exploration of global issues from a local to global perspective. Workshops included an in-depth look at content areas from various points of views and disciplines accompanied by related hands-on activities. Each evening focused on a different environmental topic such as water, food/obesity, energy, and air quality. The workshops began with presentations by experts in the field, followed by hands-on activities that reinforced the concepts and demonstrated means for teaching these topics in the classroom. Teachers who attended all four workshops were approved for 25 continuing education credits under Pennsylvania's Act 48. ■

Local High School Team Places Third in National EURO Challenge Competition

Having won in the regional round cosponsored by the IBC, student teams from North Allegheny Intermediate High School and Baldwin High School competed against 25 other teams in New York this spring in the EURO Challenge. This competition encourages high school students to learn about the European Union and the euro. Student teams are asked to make presentations answering specific questions about the European economy as a whole as well as the single currency, the euro. The program is created and run by the Delegation of the European Union, Washington, D.C., with assistance from the Federal Reserve Bank of New York and support from The Moody's Foundation, Credit Suisse, and Deloitte & Touche.

Open to freshman and sophomore high school students, the EURO Challenge is a “high-end” event—“Students are required to wear business attire, and they have a chance to go to New York City where they have a formal reception and meet EU officials,” says Stephen Lund, of the European Union Center of Excellence/European Studies Center.

The students researched their countries for several months to prepare a 15-minute presentation that addressed general Euro-zone issues as well as a particular problem of their country and how they would address it.

“I'm always surprised at how creative they are—and that's part of the fun,” says Lund, adding that while some teams give a straight lecture, others experiment with a talk show format or act in the role of economic advisors to the country's president. Jacqueline Saslawski, IBC associate director, was one of the three judges of the competition.

The North Allegheny team placed third in the national competition, having placed second the prior year. They addressed the country of Slovakia and the topic of high unemployment. Other Pittsburgh schools that participated in the regional round were Moon Area High School, Quaker Valley High School, Trinity High School, and West Allegheny High School. ■

Faculty Research and Support

Olga Pak, senior lecturer at the Bang College of Business at the Kazakhstan Institute of Management, Economics, and Strategic Research, was a visiting scholar in the Junior Faculty Development Program (JFDP) at the Katz School in early 2010. The IBC, in conjunction with the Center for Russian and East European Studies, provided support to Pak during her stay in Pittsburgh. As part of her fellowship requirements she made a presentation on “The Global Financial Crisis and Its Impact on Bank and Debt Restructuring in Kazakhstan.”

“The major purpose of the Junior Faculty Development Program is to enhance the teaching skills, not the research skills,” says Pak. “During my stay at Pitt I attended five different finance courses at the graduate level in order to get ideas on assignments and projects and to get acquainted with new teaching methodologies and materials. I ended up the program with two new courses and two revised courses. I have been working for the Kazakhstan Institute of Management, Economics, and Strategic Research (KIMEP) for the last seven years. This is a largest private university in Kazakhstan that uses an American-based curriculum and grading system. The language of teaching and communication is English. One of the results of my participation in the JFDP program was the introduction of the Global Portfolio Simulation program in my derivative class during the Summer 1 semester upon my return to Kazakhstan. Students really enjoyed the class with this program. I also was informed recently that four other JFDP alumni and I won the grant from the American Council for our project, “Delivery of Teaching Excellence Workshops” in different cities of Kazakhstan. I believe that this grant will help us to share our experience with other faculties and contribute to the teaching quality in Kazakhstani universities.”

In 2009–10, the IBC provided support to Milivoj Marković, a Fulbright visiting scholar from Croatia who is currently teaching entrepreneurship and marketing courses at the University of Zagreb. While at Pitt Marković audited several PhD courses each semester and conducted a literature review for his research.

“My research revolves around consumer satisfaction after a service failure in a group setting,” Marković writes. “Most of the current research focuses on actions that help to recover consumer satisfaction after a service failure in a single-consumer setting. I plan to expand this field by researching what happens when service failures occur in group consumption of services (e.g., in team-building activities, field trips, etc.)”

Marković appreciated the variety of approaches to teaching that each professor at Pitt employed. “This variety allowed me to choose among various new approaches,



Olga Pak, visiting scholar

especially in teaching case studies, that will certainly improve my capabilities. Furthermore, the PhD seminars gave me a very deep understanding of many areas that will increase the quality of my discussions with students and help them understand the subject matter far better than before.”

The IBC also provided support to Ravi Madhavan, Katz School, and Akie Iriyama, State University of New York at Buffalo, for their paper recently published in the *Journal of International Business Studies* and titled, “Understanding Global Flows of Venture Capital: Human Networks as the ‘Carrier Wave’ of Globalization.” Madhavan says: “Industry participants and observers view venture capital as fundamentally a local business. However, recent data show an increasing share of U.S. venture capital investments flowing overseas. In our paper we suggest that cross-border venture capital flows are associated with the formation of ‘transitional



Milivoj Marković, visiting scholar

technical communities,' groups of immigrants active in both home- and host-country technical networks. Our results highlight the role of human networks as a mechanism of industry globalization."

Madhavan also acknowledges the support of the IBC's Global Academic Partnership (GAP) funding in his ongoing research program into the globalization of competition in business and economics. His current research is on "sudden globalization syndrome—the steel industry experience." He has been exploring the nontraditional model of industry globalization, one in which industries and firms undergo rapid globalization, thus speeding up or even upsetting the orderly sequence of internationalization stages. He gratefully acknowledges the IBC's GAP funding as playing an important role in sustaining his research program: "This University of Pittsburgh program is designed to strengthen interdisciplinary research and curriculum development on global themes and to strengthen existing

and create new scholarly ties with academic institutions in other countries."

In 2004, he notes, GAP funds supported the bringing together of a group of scholars from around the world to discuss the then-nascent globalization trend in steel. The discussions served to explore the drivers, processes, and consequences of globalization for the steel industry. More recently, in May 2010, a second GAP award supported a follow-up workshop taking stock of what have now been several years of globalization experience. Among other goals,

this workshop aimed to strengthen the global partnership of scholars and industry participants interested in global issues related to the steel industry. By supporting research partnerships that facilitate joint research in sites across the world, the IBC's GAP program has served as a unique and critical resource sustaining global business scholarship at the University of Pittsburgh. ■

"Our results highlight the role of human networks as a mechanism of industry globalization."

Ravi Madhavan

Business French Workshop Leads to Popular New Class

In February 2010, the IBC sent Brett Wells, language coordinator in the Department of French and Italian Languages and Literatures, to a two-day workshop sponsored by the University of Memphis CIBER on curriculum design for business French classes. The workshop examined the relationship between foreign language and international business, discussed how to develop a business language curriculum, and the resources available to the foreign language educator interested in this field.

"The workshop was super; it gave me so many resources, both texts and on the Web. It also covered course design relevant to two French-speaking regions: France itself and Quebec," says Wells.

In the summers of 2010 and 2009, Wells led the six-week program for undergraduates in Nantes, France, where he has offered a short business French class. There he teaches students how to write a CV and cover letter in French, complete income tax returns, and deal with other practical details of living in France. Using this experience, the CIBER workshop, and MBA Essentials, Wells will offer

a new semester-long Business French class in the fall.

"This Business French class will equip undergraduates with the language, social, and cultural skills to do better business in these regions," Wells says. The course, to be offered for the first time in the fall of 2010, has already enrolled 28 students—a high enrollment in an advanced language course. One technique that Brett learned was the method of integrating real-life problems into the curriculum.

"I give the students a situation—for example, that they are managers in a French company that has to reduce its workforce. They have to evaluate the workers' profiles, their working situations, and the power of the union. The problem, which has to be discussed in French, explores French culture and business practices from many viewpoints."

One element that Wells took away from the workshop was that, while English is often considered to be the international language of business, "the best language to do business in is the language of the customer." ■

MBA Student Participates in Business in Brazil Program

In 2010, the IBC funded Paul Perowicz, who earned his MBA in 2010, for the four-week long Business in Brazil summer program offered by the CIBER at the University of Florida that takes place in Rio de Janeiro and São Paulo. The program combines course work on Brazilian business practices, site visits to companies, training in Brazilian Portuguese, and immersion in Brazilian culture.

“We learned about the economic evolution of Brazil—the politics and economics of a country emerging from a military dictatorship to a quasi-socialist state and now to increased private enterprise,” said Perowicz. He noted that Brazil is a global leader in agriculture and energy.

While in Brazil Perowicz studied Portuguese for four hours every morning and enjoyed practicing his language skills on his home-stay host, who spoke very little English. The cultural immersion was very important to him. “I recognized that there were differences from the United States, but actually I saw more similarities than differences.”

Perowicz also enjoyed interacting with the other MBA students. “It was definitely one of the most valuable experiences I’ve had since I’ve been at the Katz School. It allowed me to apply some classroom knowledge in macroeconomics as well as to get on-the-ground experience in Brazil.” ■



Business in Brazil: Paul Perowicz

Pitt Ambassadors Engage International Students in MLP2 Program

IBC assistant program coordinator Dan Jamieson recruited nearly 30 fellow Pitt students to act as ambassadors to the 15 Brazilian and one Czech student participating in the Management and Leadership Program (MLP2) held at the Center for Executive Education in June. This program brings international students to Pittsburgh for two weeks to participate in classes, a case competition, and social events.

“The continued internationalization of undergraduate and graduate students is one of the IBC CIBER initiatives,” says Jacqueline Saslawski, the IBC’s associate director. “Pitt students gained insight on different perspectives in

education from the international students and increased their understanding of other cultures through one-on-one exposure, both in the classroom and outside it. Pitt ambassadors attended classes, joined in the company visits, and contributed to the global case study competition, which was presented to a panel of PPG company executives.”

Jamieson adds that he ensured that the Pitt students engaged with the international students outside the classroom as well. “They went to restaurants together, played pick-up soccer, and went shopping. It is an easier way for them to get to know foreign students on a deeper level and to broaden their worldviews.” ■



MLP2 program: Management and Leadership Program participants, Pitt student ambassadors and Center for Executive Education and International Business Center Staff

Faculty Grants

The IBC provides funding for international research seed grants and course development. In the 2009–10 academic year the IBC supported the following faculty: Frits Pijl (associate professor of business administration and research scientist) for “Inter-Firm Relations at Nissan”; Ravi Madhavan (associate professor of business administration) for case studies involving Pittsburgh enterprises;

Prakash Mirchandani (professor of business administration) for a research project case study of ACUSIS, a Pittsburgh-based provider of medical transcription; and Vanitha Swaminathan (associate professor of business administration and Robert W. Murphy Faculty Fellow in Marketing) for research on cultural differences in corporate social responsibility. ■

Lectures and Presentations

September 28, 2009: Attorney Steven J. Adelkoff of K&L Gates gave a presentation on Shariah-compliant investments as part of International Week 2009. “Islamic Law: Shariah-Compliant Investment Vehicles” was cosponsored by the Global Studies Center, the Consortium for Educational Resources on Islamic Studies, and the Center for International Legal Education.

October 30–November 1, 2009: “Brazil Today: Ethnicity, Economy, and Environment” is part of an ongoing series of weekend courses on BRIC countries in collaboration with Carnegie Mellon University. This course served as an introduction to Brazil in three areas: its diverse groups of people, the growth and development of the Brazilian economy, and the environmental opportunities and challenges in modern Brazil. Cosponsors included the Global Studies Center, Center for Latin American Studies, International Business Center, and Carnegie Mellon University.

November 3, 2009: Hugh Campbell, director of the Centre for the Study of Agriculture, Food, and Environment at the University of Otago in New Zealand gave a lecture titled “Agriculture, Free Trade, and Organics in New Zealand: A Model for Global Sustainability?” This event was cosponsored by the Global Studies Center, the David Berg Center for Ethics & Leadership, the Society for International Business, and the International Business Association at the University of Pittsburgh in addition to the Pennsylvania Association for Sustainable Agriculture (PASA).

November 19, 2009: As part of the Asia Over Lunch lecture series, John C. Camillus, professor at the Joseph M. Katz Graduate School of Business, gave a talk on

“Humanity, Innovation, and Business Strategy: Lessons from the Indian Experience”. This event was cosponsored by the Asian Studies Center.

February 26, 2010: “The Effect of the Global Economic Crisis on Central and Eastern Europe,” presented by Jurica Pavić, PhD in Business and economics; Jurica Šimurina, PhD in economics, and Josip Tica, PhD in economics of the Faculty of Economics and Business at the University of Zagreb. This lecture was cosponsored by the Center for Russian and East European Studies at the University Center for International Studies.

March 3, 2010: Visiting scholar Olga Pak of the Kazakhstan Institute of Management, Economics, and Strategic Research, spoke on the topic of “The Global Financial Crisis and Its Impact on Bank and Debt Restructuring in Kazakhstan.” This lecture was cosponsored by the Center for Russian and East European Studies at the University Center for International Studies.

March 19–21, 2010: “Russia Today: Energy, Economics, Public Policy in Transition” continued the weekend intensive BRIC courses focusing on Russia’s political, economic, and institutional transformation as a result of the collapse of communism. Lectures included topics such as “Business Environment in Russia,” “Russia’s International Trade: Trends and Policies,” and “Russia and Central Asia: A Focus on Energy.” This course was cosponsored by Carnegie Mellon University and the University of Pittsburgh’s Center for Russian and East European Studies, Global Studies Center, and the International Business Center. ■

Language Acquisition Support

Since its inception, the IBC has supported language instruction for MBA students, faculty, and staff, offering a variety of levels of languages such as Chinese, French, German, Italian, Japanese, Portuguese, and Spanish. Based on demand, the IBC offered beginning Spanish and beginning Chinese in the fall of 2009. In the spring of 2010, the IBC offered beginning Spanish 1. In the summer of 2010, the IBC offered Spanish 2. In addition, one PhD student received Chinese tutoring, two faculty each received Chinese tutoring, one Katz staff member received Spanish tutoring, and one staff member took a Portuguese course.

Emily Stiehl, a PhD student in organizational behavior, decided to study Chinese for a few reasons. “First, I really enjoy studying languages—I minored in French in college—and Chinese fascinates me because of the tones involved in speaking the language and the characters involved in reading and writing. There is a subtle beauty to the language and the characters. Second, there is a growing demand for cross-cultural research and research with an international focus in my field. Business is changing in China, and with these changes come new questions about what motivates employees and why they behave the way they do at work.”

Stiehl notes that she would like to collect data from employees in China some day and, while she could rely on interpreters, it is helpful for her to understand some of the subtle differences between Chinese and English.

“My experience with the instructors has been fantastic!” Stiehl says. “I have had two different instructors who have focused on different skills. My first instructor focused on building vocabulary and improving my speaking skills through small conversations. My second instructor builds on that vocabulary and introduces new characters through an analysis of the structure of sentences in articles about Chinese history and modern life. I have also learned about traditional Chinese kites and tea, in addition to Chinese geography.”

Stiehl adds that: “The instructors are both VERY patient, and put up with my silly questions and poor pronunciation, and the classes provide a nice break from my dissertation work.” ■



Emily Stiehl

IBC Staff News

The IBC welcomes Bridget Ridge, IBC Financial Administrator:

“As of September 15, 2010, I have joined the IBC as the new financial administrator. In addition to my duties with the IBC, I will serve as the University Center for International Studies (UCIS) payroll/financial administrator. For the past eight years, I have served as the financial administrator for the University of Pittsburgh’s European Union Center of Excellence/ European Studies Center and the Study Abroad Office.

In spring 2011, I will graduate with a BA in public service/nonprofit management from the University of Pittsburgh.

“I enjoy traveling both domestically and abroad and have traveled to Quebec, Ireland, and Northern Ireland, and am currently working on obtaining dual Irish citizenship. In the future I would like to travel to Brazil and other destinations.”

We thank Michelle Jarvis for being part of the IBC team from 2006–10. We wish her all the best, for her new position at the University of Pittsburgh’s School of Health and Rehabilitation Sciences. ■



Bridget Ridge

Meet Dan Jamieson, IBC Assistant Program Coordinator:

“I am a senior in the College of Business Administration here at Pitt, studying for my BS in business administration and dual majoring in global management and marketing. In the summer of 2009 I had the good fortune of being CBA’s first international intern sent to São Paulo, Brazil, for 10 weeks. Shortly after arriving back in the United States, I was off again to study abroad in Seville, Spain, for the fall 2009 semester. Those two experiences have had a profound influence on who I am and how I view the world, and they

motivate me in my studies and my involvement in the CBA club The Society for International Business (SIB). I have held an officer’s position in SIB since my freshman year, and I am very excited to take the helm as president this academic year. After graduating in May, I plan to enter the workforce with the goal of returning to get an MBA within a couple of years. My ideal industry is consulting.” ■



Daniel Jamieson

Thanks to the 2009/2010 IBC Faculty Advisory Committee

The IBC would like to thank John Delaney, dean of the College of Business Administration and the Joseph M. Katz Graduate School of Business, for appointing the following faculty to our Faculty Advisory Committee: Jennifer Shang, chair; James Craft; Ray Jones; Ravindranath Madhavan; Audrey Murrell; Anne Nemer; Frits Pil; Catherine Poyner Lamberton; and R. Venkatesh.

We thank the IBC Faculty Advisory Committee for providing valuable ideas, input, and feedback on the IBC's 2010–14 CIBER re-application grant proposal, as well as on IBC activities and initiatives. ■

Address Update

Please help ensure that this newsletter reaches the right person! Send address changes to:
International Business Center
Joseph M. Katz Graduate School of Business
University of Pittsburgh
382 Mervis Hall
Pittsburgh, PA 15260

Would you like to receive this newsletter electronically?

dhernandez@katz.pitt.edu

About the IBC

Founded in 1989 as a joint venture of the Katz Graduate School of Business and the University Center for International Studies, the International Business Center (IBC) is a unique resource that develops, operates, and supports programs designed to build international competence and expertise in business students, faculty, and practitioners, and that helps businesses enhance their international competitiveness. The IBC is one of 33 Centers for International Business Education and Research (CIBERs) administered by the U.S. Department of Education under Title VI, Part B of the Higher Education Act of 1965. The CIBER network links the manpower and technological needs of the United States business community with the international education, language training, and research capacities of universities across the country. The 33 centers serve as regional and national resources to business people, students, and teachers at all levels.

The goal of the International Business Center is to provide tangible benefits in the area of international business to the Western Pennsylvania community—businesses, schools, colleges, and universities—as well as to the faculty of the University and its students. Over the years, the International Business Center has used its grant funds to support faculty and doctoral research, undergraduate study abroad scholarships, faculty and staff foreign language instruction, conferences on international business, programming for regional businesses, and programs for faculty and students at regional colleges and universities.

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