

This We Believe About Business Education in a Global Environment

BY THE POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION

The impact of global issues on nearly all aspects of life continues to expand and intensify. Global issues are a major concern of governments and of business and industry, as well as a challenge to business educators who are preparing students to thrive and compete successfully in a global economy. Global refers to the interconnectedness of activities at home and abroad. Global business education should emphasize economic systems, business practices, political and legal structures, and multicultural contexts of the world and their interdependence.

Economic systems determine how resources are managed to satisfy human wants and needs. The system reflects globalization through differences in balance of trade and other trade issues, monetary structures, job outsourcing and insourcing, global relocation of workers, and other factors.

Business practices pertain to the way the functional areas of business are organized and managed. Practices in the areas of management, marketing, technology, accounting, and finance are more complex in a global environment.

Political and legal structures impact the manner in which business is conducted. In a global environment, the lack of uniformity in these structures affects standards of living as well as standards for business ethics, occupational health and safety, environmental protection, and access to education and career opportunities.

Multicultural contexts encompass values, attitudes, and beliefs; social and business customs, behaviors, and practices; sensitivity to diversity; language; and written, oral, and nonverbal communication. Multicultural perspectives are critical for success in the global business environment.

Success in a global business environment requires knowledge and understanding of global components: economic systems, business practices, political and legal structures, and multicultural contexts. These four components are content areas for educational experiences that include a global perspective. **We believe that** a solid foundation for success in the global business world mandates a curriculum in which knowledge of the functional areas of business is integrated with knowledge and understanding of these global components.

Curriculum

Business educators can provide global business education experiences in a number of ways, including,

- integrating global business content into existing courses
- offering a global business course or courses
- offering a major in global business
- developing a global business degree program

These learning opportunities can prepare students to become successful participants in a global community. The

National Standards For Business Education (NBEA, 2001) listed the following objectives for the study of global business:

- raising awareness of the interrelatedness of various countries' political policies and economic practices
- learning to improve international business relations through appropriate communication strategies
- understanding the global business environment—that is, the interconnectedness of cultural, political, legal, economic, and ethical systems
- exploring basic concepts underlying international finance, management, marketing, and trade relations
- identifying forms of business ownership and international business opportunities

In addition, the NBEA publication includes nine achievement standards that outline content appropriate for global business education.

We believe that these objectives are a framework for creating business curricula that focus on preparing students for a global environment. Early implementation and continuous reinforcement of global business concepts and practices are needed throughout business curricula.

Instructional Strategies

We believe that business educators must implement effective instructional strategies to enable students to under-

stand and apply global business concepts. Effective instructional strategies could include case studies, cooperative and individual research projects, guest speakers, role play, debates, simulations, surveys, and critical-thinking exercises for teaching global business concepts. Appropriate instructional strategies can enable students to understand the interdependence of economic systems, business practices, political and legal structures, and multicultural contexts of the world. In addition, **we believe that** global business education must be enhanced by student participation in relevant activities beyond the classroom.

Further, **we believe that** business educators have business content knowledge and methodological expertise that make them uniquely qualified to design curricula and to teach in the area of global business.

Responsibilities

We believe that effective global business education requires commitment from

- **administrators** to support global business education, providing resources for business educators to maintain current curricula and for students to experience appropriate learning activities.
- **business educators** to engage in professional development, to interact with the business community, to travel internationally, and/or to engage in other experiences that will enhance their leadership for developing global business curricula and their teaching of global business content.
- **business teacher educators** to conduct research and to design preservice and inservice curricula that provides content, teaching methodology, and research methods to prepare business educators for their roles in global business education.
- **students** to participate in multicultural study, events, organizations, and study abroad.
- **businesses** to partner with business educators in curriculum development, classroom activities, intern-



2003–2004 Policies Commission for Business and Economic Education (PCBEE) members pictured above (front row, seated, left to right): Lillian Greathouse, past chair; Marcia Anderson, chair; Lisa Olson, secretary; (second row, seated, left to right) Bridget O'Connor; Mary Nemesh; Sheryl Piening; Anna Nemesh; Nancy Penner; Dianna Carpenter; (back row, standing, left to right) Mary Ellen Adams; Larry Pagel, chair-elect; Anne Rowe; Robert Mitchell; Betty Brown, executive director; Victoria Mullenex; Judith Lambrecht.

ships/externships, and advisory committees.

We believe that business education in a global environment is essential for all students. Effective business education in a global environment is a shared responsibility requiring a strong commitment from administrators, business educators, business teacher educators, students, and the business community.

National Business Education Association (2001). *National Standards For Business Education: What America's Students Should Know And Be Able To Do In Business*. Reston, VA.

Web-Based Business Education Methods Course Available

A Web-based business education methods course, developed by business teacher educators and sponsored by NBEA, is being offered at the University of Maine at Machias, the University of South Carolina, the University of South Florida, and Fort Hays State University. The Web-based course provides a flexible alternative for learning and responds to the need for business teachers across the nation.

Developed by practitioners and experts in business education, this tailor-made course provides comprehensive methods instruction and teaching strategies specifically for the business teacher. This course helps business teachers meet certification or licensure requirements or pursue advanced study. For more information, contact NBEA at (703) 860-8300.