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A Hybrid Course Designed to Increase Managerial Export Motivation and Export Engagement

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Abstract - The paper reviews and explains a new course format at West Virginia University. The content of this course focuses on initiating exporting by companies located in the home state of the university. The attendees include university students and representatives of companies that are interested in starting to export. The content of the course and the participation by company representatives created the need for an atypical delivery of Friday evenings and all day Saturday meeting at two to four week intervals between class sessions. Practical exporting experience is shared by experts from the Department of Commerce, the Export Council, and representative of companies that are successful exporters. As noted in the paper the dynamics of the course delivery as well as the practical nature of the content leads to substantial student learning while promoting the economic benefits of exporting to the companies in particular and the state economy in general.

Keywords - critical thinking, exporting, hybrid course design, international outlook, marketing education

Relevance to Marketing Educators, Researchers and/or Practitioners - Teaching both students and practitioners about the challenges of exporting provides rich context for developing critical reasoning in students while enhancing the economic well-being of the companies and the state economy.

Introduction

There is an ongoing call for university educators across disciplines to rethink all aspects of college education. In the business area, the complexities and challenges of the 21st century, the interdisciplinary nature of business problems, and the evolving learning styles of current students are fueling these appeals for different delivery methods. Additionally, professors continue to strive to create critical problem solving skills in their students. All of these are present in the continuing business topic of internationalization and the need to increase United States business's participation in the global economy.

For decades, various pundits have touted the benefits of United States' exports. They cite increasing employment, balanced trade, and expanding economic wealth as likely occurring if the United States increases the number of companies that export. In an effort to achieve these outcomes, the Federal government has initiated several export stimulus efforts that include small and medium enterprises (SMEs) (Bailey, 1975). As an example, the U.S. Department of Commerce, the Small Business Administration, and the EX-IM Bank have all introduced programs and plans to increase the involvement of SMEs in exporting through providing low cost resources and introducing risk reducing strategies (Export.Gov, 2012). Despite the extensiveness of governmental efforts or the depth of research understanding, the number of small or medium size companies exporting continues to lag expectations (Staff, 2010).

The course described in this article developed out of a desire to address simultaneously the emerging need for experiential learning opportunities for current business students and the need to help foster exporting activities in the business sector. We offer this course as an example of one approach that can meet the multiple challenges facing business curriculum designers in the presentation of internationalization and exporting business content. While the initial impetus for this course was to increase export participation of the companies located in the home state, it seems likely that the course could be appropriate at many universities and colleges. An additional benefit of the course is that it provides an experiential learning environment for MBA, EMBA, and undergraduate students in a for profit context. Unlike many service learning courses in the marketing curriculum (McIntyre et al., 2005), this experience specifically excludes charitable or philanthropic organizations. In an approach that is similar to the Global Marketing Programs (Kaufman et al., 2011), students are coupled with for-profit organizations. Learning outcomes focus on assessments of export capabilities as well as the development of knowledge about specific export skills such as logistics, export controls, and licensing. Students gain insights by investigating these areas in the context of their partner company. Additionally, in this course they receive an introduction to the network of resources available to new exporters in the United States. Throughout the course, there is abiding interest in maintaining objectivity and critical evaluation on the suitability of the business partner as an appropriate candidate for exporting activities.

Motivation to Export

Courses or programs on exporting typically rely upon identifying the elements of a positive environment necessary for exporting. Research into these elements has branched into investigations of external macro-economic barriers to exporting and studies about internal

obstacles firms encounter when contemplating exporting (Cavusgil and Yeoh, 1994). The researched external factors include trade barriers such as tariffs and fiscal policy issues such as exchange rates. In the internal environment of the firm, the research encompasses two broad categories. These categorizations of internal success factors for exporting are, the availability of adequate resources such as capital, production, and human resources and, the drive behind the export initiative such as managerial commitment or the motivation of management to export (Freeman and Cavusgil, 2007).

A related view but from a different angle argues that it is hindrances to exporting that have stifled companies' efforts at internationalization. For small and medium enterprises (SMEs) these obstacles have included informational barriers and functional barriers such as a limited human, production, and/or financial resources (Bailey, 1975). In this stream of research, the typical assumption is that exporting success comes from unencumbering the firm from distractions. Unencumbered companies will begin to engage in exporting activities even without compelling motivation. Export growth will emerge organically without the need to consider firms' willingness to exploit resource, capabilities, and opportunities. Overcoming or alleviating obstacles is a suggested strategy for increasing export intentions and success (Morgan and Katsikeas, 1997).

Even if possible, removing all structural barriers does not seem sufficient to induce all organizations to export. As of 2011, evidence indicates only 1% of United States' manufacturers export though many possess the resource capabilities to export (Kumar, 2011). This condition, the fact that many unencumbered and capable companies do not export, leads some researchers to suggest that managerial resources such as time, knowledge, and skills should be included in any the assessment of organizational readiness to export (Jaffe and Pasternak, 1994). These authors also suggest that positive managerial attitudes towards exporting also play a role in initiation and success in exporting (Morgan and Katsikeas, 1997). However, others note that the link towards positive attitudes towards exporting and actual export behavior is tenuous at best (Eshghi, 1992). This inconsistency between attitude and behavior could be, as pointed out by Tan et al. (Tan et al., 2007), the result of the circular conceptualization of the phased or staged internationalization models, which posit that successful exporting needs motivated management and success in exporting motivates management. Another explanation may be the assumption that motivation to export is based on needs theory.

Needs theories of motivation (Maslow, 1970, Herzberg, 1968, McClelland, 1976) typically assume a set of innate or intrinsic needs. These needs are arranged in a hierarchy. As a level of needs are met or satisfied then needs at the next level become salient. Implicit in these theories is the belief that the drive or motivation to satisfy unmet needs is an inherent and non-cognitive imperative that provides the impetus behind the behavior to achieve the unmet need. The lack of interest in exporting may indicate that the motivation to export does not rely upon inherent unmet needs but is rather an outcome of more cognitive processes.

We suggest that a fundamental theory of conscious decision-making and motivation may provide actionable activities to improve companies' motivation to export. Framed within Expectancy Theory (Vroom, 1964), the motivation to act on the export goal would be a function of expectancy, instrumentality, and valence. Expectancy theory suggests management's exporting behavior occurs when the manager believes that their firm's efforts will have a direct positive effect on exporting outcomes (expectancy), agree that positive export outcomes will enhance organizational goals (instrumentality), and that managers place

a high value on the rewards associated with achieving organizational goals (valence). In Expectancy Theory, the absence of any of the three components will lead to a lack of motivational force to export.

We suggest some of the inconsistencies reported in the literature with regard to the connection between managerial motivation and export performance may have resulted from a lack of directly addressing one or more of the components of motivation. Any effort to increase the motivation to export should include activities directed at all three components. This course's design is an attempt to address all three elements of motivation. Activities are aimed at improving attitudes or beliefs about manager's expectancy, instrumentality, and valence around exporting while providing students with a rich experiential learning environment.

In response to the need to increase exporting, the need to more fully engage students in experiential learning about the global marketplace, and in an effort to develop new curriculum methods, a group of professors and professionals associated with the University's College of Business and Economics developed an export-marketing course. With the help of the trade representatives of the U.S. Department of Commerce and the State's Development Office, the instructors of this course actively recruit small and medium sized businesses that have the potential and capability to export. These companies provide an opportunity for select students to develop a comprehensive export plan for their assigned company. Guiding and providing input on these export plans are the professors of marketing and finance as well as numerous guest lecturers from industry. The guest speakers, including successful exporters, are also an integral part of the effort at developing a motivation to export in the participating companies.

According to Expectancy Theory, improving the motivation of managers entails a three-fold effort. Managers need a strong belief that their firm can export. They must believe that their firm possesses the capabilities and resources to export. Further, these managers must believe that sales and profits from exporting are a direct result of their firm's efforts and activities. Finally, the managers need to value the contribution that exporting makes to the firm's outcomes. In the section below, we outline how the activities of the course are designed around enhancing expectancy, instrumentality, and valence of managers while providing a rich experiential learning environment for the students.

A Hybrid Approach to Increasing Export Motivation

The development and delivery of this course involves a number of approaches that are somewhat counter-intuitive to a typical business school model. We begin the discussion with some details about the background and development of the logistics of course delivery. Following this discussion are the details about the management of the three elements of motivations. Next, we discuss the student learning outcomes and conclude with a section on plans.

Developing any export marketing class faces a myriad of often-conflicting needs. Further burdening the subject of internationalization, especially of small and medium sized enterprises, is various forms of uncertainty. There is uncertainty about the home discipline for the course with suggestions ranging from entrepreneurship, finance, international business to marketing. Often students have little experience with the subject matter. They typically receive cursory coverage of the content in their core courses. The ultimate target

audience, the managers and owners of U.S. based SMEs, see exporting as a high-risk endeavor. They often believe a firm must possess considerable resources in order to succeed. College administrators often raise questions such as, “Who is going to take this course?” “Why would any company want to participate?” and “Who is going to teach the course?”

As an example of these issues, at our university there were questions about the mix of students in the class since it was determined the course could not follow the traditional M-W-F or T-H schedule of 50 minute or 75 minute classes. There was a structural hurdle and challenge in getting the non-student company representatives registered for the class so they could access the university’s technology. Some in the college raised questions about why there were no required textbooks and no exams. Some administrators expressed resource concerns about using two faculty members and a non-faculty member from the business community to teach a relatively small section of only fifteen to twenty-five students.

Perseverance and some serendipity were needed to make this course a reality. The leader of the Export Council working with the two faculty members took the Dean of the College to visit the state legislature. During one of the sessions, they mentioned to the legislators present about the course. These legislators became very excited about what was being proposed. They congratulated the Dean on his foresight and they asked when the course would be ready to go. The Dean at that point approved moving forward with the course and the University followed.

Developing the Hybrid Course

Addressing these and many other legitimate concerns drove the necessity of developing a hybrid delivery design. Development of the course design focused on answering the following three questions. The answers provided direction during the development of the course.

How can the export participation rate be increased for small and medium sized companies in the state?

How can we provide more opportunities for experiential learning experiences for the students that will enhance career prospects in the job market after graduation?

Would a format where you feature successful exporters and resource providers be more meaningful than a strictly lecture type course model?

As part of the answer to the second question, an early decision was to have both students and company representatives attend all class sessions. Having both students and company representatives in the classroom provides pragmatic experience to the students and provides immediate deliverable results to the companies. Consequently, company representatives and students sit side by side in the classroom. Additionally, the company representatives agree to be available to the student teams outside of the class sessions throughout the course. However, achieving this structure meant adjusting class meeting sessions to meet the busy schedules of active business-people. As a signal of commitment, the companies are charged a fee of two hundred dollars to participate. These particulars led to the following, delivery of the course content is over five weekends with Friday evening and all day Saturday sessions.

While having weekend sessions eased the scheduling conflicts for the businesses and the guest speakers, the students and the instructors had to agree to a non-traditional class schedule. This scheduling arrangement meant the incorporation of a two or four week intervals between classes. The combination of weekend class sessions with multiple week gaps also had to be coordinated with other University events, especially sporting events such as football. As a result, scheduling the course only in the spring semester became the best alternative.

The non-traditional class schedule meant some adjustment to the typical role of the professors. Professors became facilitators rather than instructors. The successful exporters or the resource providers generally imparted information and content. This approach was by design and follows the pedagogical approach called model based instruction (Kenny et al., 2006). This instructional approach advocates that meta-cognition and problem solving begins with a demonstration of the successful application of the concept. Following this is the instruction on the details of the concept. The conclusion is the coaching of the students through the application of the concept. Successful exporters provide the role models and the expert speakers provide the background. In this model, the professors facilitate the additional discussion as students work through the specific applications. Often the professor must provide the initial questions to begin the discussion and occasionally offer comments to foster the appropriate atmosphere of inquiry.

This approach typically stimulates some lively discussions. These discussions often continue through breaks, at lunch, and often immediately after the class session ends. That day's presenters typically remain for the whole session to answer any additional questions. It became evident that keeping student involvement at such a high level would be a challenge with two to four week breaks between class sessions. This challenge is met by borrowing a distance-learning technique. Involvement of the students comes through a required online discussion forum. Students are required to answer a series of discussion questions and provide significant relevant response to other student's posts. The posting of each series of discussion questions coincides with each of the two to four week breaks between class sessions. Faculty actively participated in the threaded discussion of each group. Company representatives do not have access to these chat rooms, which allows for more frank discussion of the issues.

An additional significant concern is the size of student enrollment. Every semester solving this issue is a delicate proposition. Students participate in teams of three to five members with each team assigned to one company interested in exporting. Students often register for the course prior to having firm commitments from the businesses. Typically, four to five companies participate per semester resulting in class sizes of 15 to 25 students though larger classes have been accommodated. Each class combines EMBA students with MBA and undergraduate honors students.

Content delivery is a combination of discussion, lecture, presentations by successful exporters and resource providers. Between twenty and twenty-five industry experts deliver presentations on a variety of export topics. Examples include market research using U. S. Department of Commerce databases, Embassy commercial officers, and GOLD Key services; EX-IM Bank loan programs, and small business administration (SBA) loan programs; international tradeshows, state trade missions sponsored by the State's Development Office, and general international travel information; logistics, shipping, tariffs, and INCO terms; culture, language, and contracts. The student deliverable for this course is

an export-marketing plan targeting a minimum of two countries. The plan includes a full set of projected five-year financials. Students are told to have a business plan sophisticated enough to gain either venture capital or a business loan. Student teams play the role of an external consultant providing advice and recommendations to the company.

Developing the list of topics and presenters is an ongoing process. Originally, the topics selected for the class were determined by talking with those active in exporting. We asked what information would you have liked or needed when you got into the exporting business. The next step was selecting who should deliver the presentation for each topic. Working with the motivation framework outlined below, it was decided that those successful at exporting should be presenting to this audience. Presenters agreed to help the companies at no charge if after the conclusion of the course further assistance was needed. Most presenters were members of the Export Council and thus committed to helping exporters in the state.

Finding speakers to cover all the topics of interest was a challenge in the beginning. For instance, when the course was first offered there were no banks in the state that could provide speakers because they had no one who understood international banking. We had to go to Washington DC, Maryland, Virginia and Ohio for speakers who could assist with export financing, letters of credit etc. The attorneys were specialists in the international arena that were part of a consortium of attorneys around the world. How to address culture was a challenge. You have the textbooks but that does not tell you how it really happens. Therefore, speakers were brought in from businesses that experienced cultures from around the world and were asked to talk about their experiences and the do's and don'ts of international business.

As the course developed so did our insights into the topics that would help both the students and the companies. A travel agent was brought in because of so many questions related to travel. Uncertainty about travel documentation, airline arrangement, and hotel accommodations abounded. Often the company representatives presumed certain conditions might exist which bore little resemblance to the actual conditions in the targeted exporting venue. We have been fortunate that all speakers participating have done so without charging any fee for their time and travel. Each speaker has been asked to help the company but also to help the students understand the conditions necessary for a successful export plan.

While encouraging the students to develop realistic export business plans, tempering this learning outcome is the goal that students develop critical evaluation skills. Students are encouraged to evaluate critically the company's capabilities and business objectives as they relate to exporting. Realistic appraisals of these elements could lead to a conclusion that the company is not ready to export at this time. This particular report outcome is an option for the students. Suggestions for options to improve the opportunity are required but ultimately the student evaluation could conclude that a 'no-go' option is best.

Many of these elements of the course design served dual purposes. For example, one goal was to increase student business acumen through interactions with business people. This student learning was coupled with a desire to increase the exposure of students to international and global issues. A large percentage of these students were first generation students and thus not exposed at home to a more cosmopolitan outlook. They often come with little or no work experience so they not only lack international cultural exposure but also general business culture exposure. As outlined in Table One, the course design attempts to satisfy student needs in these areas as well as the additional areas mentioned in the table.

Table 1. Student Needs Met

<i>DESIRED STUDENT OUTCOME</i>	<i>COURSE DESIGN OR CONTENT</i>
Socialization of First Generation Students into Business Culture	Semester long engagement with business organization.
Expose First Generations Students to International Cultures	Allow exchange student participation; create opportunities to interact with over a dozen international travelers, conduct international dinners.
Provide Experiential Learning to improve career search prospects	Create networking opportunities at the end of each session; actively promote the use of networking sites. Each participant receives of Export Certificate from the U.S. Department of Commerce and the Export Council.
Increase research skills through practice and exposure to international nuances	Final research project goes through a three iterations of submit, review by instructors, and revise based on feedback. Each project must target 2 countries to provide exposure to different cultures.
Improve interpersonal communication skills	Target both written and oral skills. Each session includes an extensive online discussion component designed to increase international knowledge and written skills. Each session involve question and answer session and the course ends with 1 to 1 ½-hour presentation by each group.
Increase students comfort and familiarity with communicating with business people	Full participation by the business organizations as well as site visits increase student's socialization into appropriate business communications and decorum.
Improve presentation skills	1 to 1 ½ hour presentation
Improve student confidence	Creating a complete business plan that is fundable by venture capital or government loan guarantees increases student belief in their abilities

Improving export activities of the participating companies in conjunction with student involvement is the second overarching purpose of the course. With only one percent of all US companies reporting active exporting activities (Commerce, 2010), there is almost an unlimited opportunity for growth. A key component to achieving this growth is improving management's motivation and commitment to export. Beyond the student learning outcomes, this course's design also uses the students to help motivate the managers by increasing their expectancy that their firm can successfully export and that exporting leads to positive outcomes for the firm (instrumentality). Students promote the value of these outcomes (valence) to the firm and the manager. We detail each of these in the sections that follow.

Expectancy

Expectancy in the Vroom's Theory of Motivation is characterized as the person's estimate of the probability that their efforts will lead to the performance outcome. For our context, this definition translates into a belief that the organization or firm through their efforts and resources can become successful exporters. Often for small and medium size businesses, their estimates of the probability of success are often low or non-existent. Decision-makers base their probability estimates on incomplete or inaccurate assessments of the firm's capabilities or the resources needed for successful exporting. Adjusting managerial decision-making based on incomplete or inaccurate information is one of the first steps in influencing the export motivation of the businesses.

First, as noted above, managers need time, knowledge, and skills to assess their firm's exporting resources and capabilities. Engagement of students provides the much needed time to do this research and assessment. Managers also need an introduction to external support resources available to new exporters. The professors and guest speakers become these informational sources.

Some of the activities required of the students are about learning outcomes but some also target expectancy. The goals are to provide information to the manager, provide constructive and unbiased assessments of the capabilities of the firm, and introduce both the student and the business to the abundance of resources and support available.

Accomplishing these goals starts with the first weekend session. Each company gives an overview of their product or service, their company goals, and why they are interested in exporting. The all day Saturday session introduces students to expert presenters from the U.S. Department of Commerce, the Small Business Administration, the Department of Agriculture, District Export Councils, and various State government agencies. These speakers not only introduce the audience of business people and students to the wealth of resources but also provide examples of the risk reducing strategies that other new exporters have used. Lowering risk perceptions helps raise the expectation that the firm can compete on a global basis.

These first weekend activities and presentations are followed by site visits by the student teams. Students are assigned the task of developing a report that in part assesses the capabilities and resources of the company. This unbiased view also helps increase the expectancy of the organization. This interim report details items such as:

1. The mission statement for the company (you develop one if none exists)
2. History of the company
3. What business the company is in/what need the product satisfies
4. What experience the company has in exporting (% of total business)
5. The product(s) the company wishes to export
6. The domestic customers (who they are, the needs the company fulfills, and the customer's decision-making processes)
7. The competition (who are they-your teams' assessment and the company's assessment of their capabilities, determine the competitive advantage the company possesses over the competition), Share of domestic market compared to competitors

- in the domestic market and where applicable, share of international market compared to competitors)
8. Management team (Existing Export Experience)
 9. Existing production capabilities of the product they wish to export
 10. Existing marketing strategies (product, price, promotion, distribution)
 11. Existing financial capabilities and strategies
 12. Availability and characteristics of existing human capital resources (employees and availability of any special and relevant expertise)
 13. How the environmental variables influence the company's business (political, economic, technological, legal, etc.)

The answers for many of these questions are not always explicitly known by the organization. Finding the time to review operations and capabilities is a luxury not available to many small and medium size firms. The students can assess and provide perspective to the manager. A typical insight comes from the information generated by answering question nine. Often companies discover their excess capacity or their capacity constraints during this review process. Even without making an effort at exporting, this valuable knowledge has helped the performance of many of the company participants.

However, the firms are not just given an inventory of positive and negative assets. The second report of the students requires some constructive suggestions for improvements. The value-added of having student teams that have developed expertise in business becomes evident during this portion of the class. The student teams are expected to develop action plans that address shortcomings in the areas of management's export experience, production capabilities, financial resources, marketing plans, and human resources. Some details for mitigating shortcomings of the firm's current capabilities will come from student knowledge and some will come from the expert presenters in the second session. Regardless of the source, the goal is to lower uncertainty and increase the manager's expectancy. Student teams will have multiple meetings with the faculty to help guide the process and interact with the company representative when necessary.

Instrumentality

Next, managers need success stories from existing exporters to reinforce the attainability of the export sales and profits. As part of the course design, speakers with direct experience in exporting became integral to that effort. Having speakers that successfully implemented an exporting strategy provided a point of identification. Careful selection of the speakers also allowed us to cover the identification of needs as well as covering specific topics such as language, culture, travel documents and arrangements.

This 'war' story approach is woven into the second session of the course. Experts in travel and culture are intertwined with presenters providing first-hand accounts of initial exporting activities. Occasionally, these presentations and discussions are coupled with a networking event designed to simulate opportunities that might be encountered in a different culture. Events such as a Chinese banquet or a SKYPE presentation from an exporter in another country have been used to expose all class participants to alternative environments.

The content of these presentations are targeted to both the students and the companies as a way of indicating that ultimately exporting is a business value proposition. That being a

supplier to a customer might encounter different cultures, languages, and regulations but that providing service and value seems to be a universal. As the managers of the participating companies grasp the concept that business propositions are universal, then their belief increases that they can achieve export success. Most firms have a strong commitment to their value proposition. Recognizing and embracing that this value proposition is applicable in other countries directly increases instrumentality.

Valence

The final step in enhancing the motivation of the managers is to provide a clear vision of the positive outcomes from exporting. At this stage of the course, it typically has become evident whether the export option is viable. Between the third and fourth class meeting, each team prepares a written report outlining all the financial outcomes of the exporting option. This report addresses the following:

1. A complete financial analysis for each country chosen as an export destination for the company. This analysis should include a breakeven analysis for each country. This analysis should show three projections: optimistic, pessimistic, and most likely to occur with supporting documentation.
2. A complete analysis of the marketing strategy your team is recommending for each country to include any product modifications or requirements, pricing strategies changes, promotional strategies changes, and distribution and logistics strategies changes from the domestic market.
3. Each country will have a complete set of financial statements including a pro-forma income statement, a cash flow projection, and a balance sheet.

These reports are critical to the development of a fundable business plan. However, they play an additional role in providing evidence that the proposed export plan will lead to positive financial outcomes for the company. Addressing the valence estimates of the managers in this manner help solidify the connection between export activities and the overall company objectives. Additionally, these financial statements clarify a topic that many of the expert speakers address during the course. That is that exporting opportunities often match or exceed the opportunities currently present in the domestic market. This information also seems to increase the value of the export outcomes in the minds of the managers.

After ten years of offering this course with approximately 50 participating companies and over 200 students, it appears that several of the goals of the course have been achieved. The governor of the state provided recognition in the form of the Governor's Award for Excellence in Exporting to each of the instructors of the course. This award was recognition that the course does educate students on global issues and improves the export activities of companies. Perhaps even more compelling is the actual export activities of the participating companies. Rather than the cited 1% participation rate for SME in the United States, closer to 50% of the companies taking this course are exporting. The top company is exporting to over 75 countries.

Conclusions

It is difficult to claim conclusively that duplication of the outcomes of this course will occur at other universities in other states. However, the replication of the implementation of the course as designed is possible. One other university, with assistance from the authors, has successfully adopted the course. This encouraging development suggests an opportunity may exist for other universities to adopt this hybrid course.

Expanding the export activities of SME of the United States is a laudable goal. Accomplishing this goal through active engagement of students makes for a compelling case for this course as part of the business curriculum. Flexibility in college support, instructors, and students is essential. However, the rewards as we have attempted to convey are outstanding.

This course provides many of the benefits noted in previous research on experiential learning in the international setting (Toncar and Cudmore, 2000). Students experience personal growth, develop a broader perspective, experience extensive interaction with faculty and business leaders, and create an 'eye stopper' on their resume. These benefits accrue without the costs of international travel. Additionally, students gain exposure to multiple company perspectives and cultures that are not available in single immersion programs. The trade-off is breadth for depth.

We recognize that a multitude of details are missing in this article. The authors are more than willing to share course content and advice with any interested party. We also encourage others to consider this course as an outline. The adaptations and details that may be necessary for adoption at your university need full consideration. We suggest the learning outcomes more than offset the costs of implementation.

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