



NASBITE

Certified Global Business Professional

**IEPS International Education Forum Feb 08
Washington DC**



The Project Began 8 years Ago

- **Nasbite Boston 2000 conference – first began the process of determining how to create a credential**
- **Met with Professional Examination Service to identify the required steps and funding**
- **Held first planning meeting Jan 2001 in NYC with reps from Nasbite, USDOC, and SIDO**



Federal Partners

- US Dept of Education VIB & CIBERS
- US Dept of Commerce (U.S. Commercial Service and the Trade Promotion Coordinating Committee)
- US Small Business Administration
- US Dept of Agriculture
- USAID
- SIDO



Credential Development

Phase 1 / Oct 2000 – Sep 2002

– Feasibility Studies

- Focus Groups (LA, Atlanta, DC)

Goal: meet with partners to determine support and identify issues



Credential Development

Phase 2 / July 02 – Sep 03

– Practice Analysis Study

- Identify and validate the major areas of responsibilities and activities performed by international trade practitioners and the associated knowledge base (domains)
- Formed the International Practice Analysis Task Force (lead subject matter experts to identify the domains, tasks, and knowledge)



Task Force Outcome: NASBITE Practice Delineation

<u>Domains</u>	<u>Common Threads</u>
Global Business Mgmt	Documentation
Global Marketing	Legal and Regulatory Compliance
Supply Chain Mgmt	Intercultural Awareness
Trade Finance	Technology
	Resources

Tasks and knowledge statements identified for each above



National Survey

Summer 2003

- Surveyed 1500 experts in international trade from small to large companies – over 250 respondents
 - 1) National District Export Council Members
 - 2) Members of FCIB
 - 3) Clients of SBDCs, ITCs, Nasbite BOG contacts, and volunteers from NASBITE listserv



Survey Item Example

- Task: Develop and select market strategy to maximize sales and profitability.
- Knowledge of: 1) alternative entry- and exit-strategies (e.g., licensing, agency/distributor, international joint venture)



Four Goals to the Survey

1) Task Frequency

- How frequently did you perform each task during the last year?
 - Never
 - Rarely
 - Occasionally – weekly or monthly
 - Frequently – daily or almost daily
 - Routinely – several times a day



Goal 2) Task Criticality

- How critical is each task to achieving the international trade objectives of the client or organization?
 - Not critical
 - Minimally critical
 - Moderately critical
 - Highly critical



Goal 3) Knowledge Usage

- Which level best represents your use of this knowledge in your practice?
 - Do not use the knowledge
 - Recognize / recall the knowledge
 - Apply / interpret / integrate the knowledge



Goal 4) Knowledge Acquisition

- At what point should the knowledge be acquired by practitioners in international trade ?
 - Never
 - Primarily prior to completing two years
 - Primarily during the third, fourth, and fifth years
 - Primarily after six or more years



Example of How A Knowledge Statement was Removed

- 50% or more respondents said they never used the knowledge, or acquired it either ‘never’ or ‘after 6 years’
- 50% or less said they did not acquire the knowledge in the first two years of work in international trade



Phase Three: Exam Development

- **National Exam Development Task Force (50 individuals from public and private sector)**
- **Created test questions by email**
- **Committees then met to review questions**
- **Final exams were constructed in early 2005**



Outcome

- National Exam to vet skills in international trade for students and practitioners
- Body of knowledge (practice delineation) against which curricula may be benchmarked
- 350 individuals have been certified
- Enhance academic and non-credit training



Reflections for This Conference

- The project was a collaboration between business and academia
- What insights may be taken from the experience of developing the credential as regards to business needs



1) What Are the Needs? Themes We Heard from Business

- Doing more with less
- International dept staff wear many hats, especially for smaller companies
- Increasing role of globalization in small to midsized firms
- “We rely on our international staff to understand the opportunities and risks, but we don’t really know if they know it!”
- “Some staff are not highly paid, but a mistake would be costly”



Which Means

- Clearly international business training is just as relevant as in the past
- But the training needs to be broadened and touch more students & companies
- Business is seeking, if not relying on, the assistance of academia



Difference from the Past?

- Fundamentals (framework) is likely quite similar
- But the role of resources has changed dramatically due to technology and public sector response to globalization
 - How research is conducted; monumental improvement in data availability, reliability, and comparability
 - Companies must access government resources



Difference from the Past?

- Pace of change; training must be current
- Emphasis on compliance; post 9/11 it is a consuming issue esp. for mid sized firms
- Entrepreneurship training is much more important; need to acknowledge that more of our students will touch globalization
- Role of emerging markets / FTAs; these new markets represent new opportunities and will touch companies sooner rather than later



Who Are Our Constituents

- Our NASBITE feasibility study confirmed it is a wide audience:
 - 2 and 4 years
 - Small, mid, and large sized companies
 - The in-experienced and experienced
 - Huge need for those employees that have multiple responsibilities
 - Students with English as second language



Collaboration Models / Insights

- Title VI/FH is a hallmark response from government that facilitates partnerships
- Small Business Development Center (SBDC) are increasingly bringing business and academia together
- District Export Councils: greater % of academia than perhaps thought
- NAFSA increasing emphasis on global competencies



Collaboration Tips from NASBITE Experience

- Use a neutral facilitator to guide the process and define the roles
- Let business speak to business
- The best collaboration is local then global
- Develop and nurture faculty bridges; break down institutional walls with your outreach programs



Two Final Thoughts / Questions

- Are hard skills in globalization increasing in importance joining the importance of soft skills?
- At times it may seem business wants the collaboration more than academia – which is why the Title VIB/FH programs are so critical to develop and nurture collaboration



Thanks

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