

## MBA Programs: Looking for the Next China

IN A RECENT *Business Week* article, Parker Snowe, head of international programs at Penn's Wharton School of Business notes, "We want to go see what's going on in Africa, so that when it becomes [a] mature market, we will be ready." Pause for a moment and take that in. *Business* schools are looking at places like Africa and sending students there to explore the potential for new emerging markets. With the rise of Asia already occurring, business schools want their students to look even further afield so that they can effectively deal with a world economy that becomes more integrated every year.

This is a sea change in the way business schools view the world. Not long ago, most business school students in the United States were unlikely to have any international experience during their undergraduate or M.B.A. course work. Now, not only are they interested in going abroad to mature

markets in places like London and Tokyo, they are also examining places with growing international economies. And, business schools are seeing the value in training students to understand not just the markets, but the cultures and languages that can help them explore effectively what new international markets may have to offer.

Our cover story in this issue, "Educating for Global Business" by Janet Hulstrand, examines these new trends in M.B.A. programs, both here and abroad, that could have significant impact on the way international business is conducted in an increasingly globalized world.

### Also in this Issue

The latest installment in *IE's* award winning series of articles on international education in regions in conflict is "Identity Crisis" by David Tobenkin. The article considers the struggle

for national identity, language and cultural, and regional autonomy in the Basque Country.

Dana Wilkie's feature "Canada's Innovative Internationalization" looks at Canada's strategies for taking postsecondary education to a higher level of internationalization on a wide scale.

Finally, included with this issue of *IE*, you'll find an extensive supplement on the ins and outs of the Bologna Process in Europe. The implications for international education from this process are far reaching, but as yet, many educators and administrators are still trying to get a handle on this complex and ongoing change. *IE's* supplement will help frame the critical issues being addressed across Europe and assist international educators in starting the needed conversations on their own campuses to help make the coming changes as smooth as possible on both sides of the Atlantic. **IE**

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