“Flying High, Landing Soft”: An Innovative Entrepreneurial Curriculum for Chinese SMEs Going Abroad

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Abstract

There is an increased research interest on the recent phenomenon of Chinese small and medium-sized businesses (SMEs) going abroad. The paper enriches the literature by proposing a “Flying High, Landing Soft” curriculum helping Chinese SMEs going abroad. This innovative entrepreneurial curriculum is based on the Soft Landings program originally developed by the National Business Incubation Association. Soft landings is a process helping a company from one country to land softly – without crashing, into the market of another country through a local incubator. The objective of the curriculum is to provide a platform for students at various levels (undergraduate, graduate, and executive education) and business communities to engage in China-U.S.-Brazil entrepreneurship. The E. J. Ourso College of Business at Louisiana State University and the University of São Paulo in Brazil, in collaboration with the partners in China, have developed the action-oriented curriculum that enables U.S. and Brazilian students to help Chinese SMEs explore business opportunities and develop new global ventures. The curriculum is grounded in the theories of strategic entrepreneurship, docility-based distributed cognition, and Chinese entrepreneurship and internationalization. The paper describes how the curriculum helps Chinese SMEs invest in U.S. or Brazil by reducing costs and risks and by cultivating talent to feed growth opportunity.

Keywords: Chinese Entrepreneurship; Strategic Entrepreneurship; Docility; Distributed Cognition; Soft Landings; International Incubators
1. **Introduction**

There is an increased research interest on the recent phenomenon of Chinese small and medium-sized businesses (SMEs) going abroad. Reasons for the phenomenon include that rising domestic transaction costs are above those that prevail outside China (Child & Rodrigues 2005); Chinese SMEs are permitted to access efficient institutions outside of China (Huang 2008); in order to achieve competitiveness in the Chinese market, Chinese SMEs have to go abroad (Biosot & Meyer 2008); competitive advantages of manufacturing clusters (Fornes, Cardoza & Xu 2012); increased entrepreneurial orientation and international experiences (Lan & Wu 2010); and the practice of ‘round tripping’, i.e., shifting assets out of China and coming back in as foreign investors (Huang 2003). There is a call for more comprehensive rethinking of our existing theories (Erdener & Shapiro 2005) to explain this new phenomenon and identify opportunities for those interested in Chinese SMEs going abroad. The paper responds to the call by presenting a “Flying High, Landing Soft” curriculum helping Chinese SMEs going abroad.

The curriculum is based on the Soft Landings International Incubator Designation\(^1\) program originally developed by the National Business Incubation Association. Soft landings is a process to help a company from one country land softly – without crashing – into the market of another country through a designated incubator. The purpose is to help the soft landings companies reduce risks/costs and find business opportunities to succeed in the new market. Since there is a need for the soft landings companies to go global; there is also a need for students to go global, the “Flying High, Landing Soft” curriculum is a merge of these two concepts. The curriculum serves as a platform of cultivating talented people for the soft landings companies by linking university or college students at various levels (undergraduate, graduate, and executive education) with business communities (including incubators and innovation parks) engaged in the

\(^{1}\) [www.nbia.org/member_services/soft_landings](http://www.nbia.org/member_services/soft_landings)
soft landings program. The curriculum enables the soft landings companies to reduce risks and costs, find business opportunities, and identify talented people for its new business venture. Moreover, the participating students are able to network with key decision makers at both the soft landings companies and the supply chain companies; engage in developing revenue generation models for the soft landings companies; earn income or internships; become the employees or partners of the soft landings companies; and create their businesses by leveraging the networked resources developed in the course of participation. This innovative entrepreneurial curriculum, useful to both industry and education fields, achieves a win-win situation for everyone involved.

The “Flying High, Landing Soft” curriculum, consisting of three core elements (resources and networks; five steps process of coaching; cultivating storytellers), is grounded in the theories of input-process-output model of strategic entrepreneurship (Hitt et al. 2011) and docility-based distributed cognition (Secchi 2010). Strategic entrepreneurship, in the view of input-process-output model, has the input of environmental factors, organizational resources, and individual resources; the process of resource orchestration (Sirmon et al. 2011) consisting of structuring, bundling, and leveraging; and the output of creating individual, organizational, and societal benefits. Due to the human limitation of bounded rationality (Simon 1997), people tend to reply on the advices of experienced and trusted acquaintances in serious decision makings. This advice-giving-and-receiving behavior is called docility (Simon 1993a, 1997). Docility-based distributed cognition, in the context of entrepreneurship, is an extendable mechanism of rationality empowering entrepreneurs to receive advices in the decision making processes of new ventures.

As a prelude to examining the paper, Section 2 reviews the theories of input-process-output model of strategic entrepreneurship; docility-based distributed cognition; and Chinese entrepreneurship and internationalization. Section 3 discusses the design principles grounded in
the theories of strategic entrepreneurship and docility-based distributed cognition. Section 4 shows how the “Flying High, Landing Soft” curriculum puts the design principles into action in the context of Chinese entrepreneurship and internationalization. We also discuss some results of our experiential learning in helping Chinese SMEs go abroad to U.S. or Brazil. Finally, Section 5 concludes the paper with a welcoming invitation for research collaborations to advance the theory, practice, and policy of Chinese SMEs going abroad.

2. Theoretical Backgrounds

In this section we briefly review the two theories behind the “Flying High, Landing Soft” curriculum. We then briefly discuss Chinese entrepreneurship and internationalization.

2.1. Input-Process-Output Model of Strategic Entrepreneurship

Grounded in the resource-based view of the firm (Barney 1991), strategic entrepreneurship creates value for individuals, organizations, and society in three dimensions (Hitt et al. 2011): resource inputs, resource orchestration processes, and outputs. The resource inputs consist of environmental factors (such as context specific, dynamism, and uncertainty), organizational resources (such as leadership and culture), and individual resources (such as human capital, social capital, and financial capital). The processes of resource orchestration (Sirmon et al. 2011) consist of structuring the firm’s resource inputs into portfolios, bundling resource portfolios into capabilities, and leveraging the capabilities to create value for shareholders. The outputs consist of creating individual benefits (such as developing a new business or creating value for shareholders), organizational benefits (such as creating innovation and new technology), and societal benefits (such as creating wealth and increasing economic growth).

2.2. Docility-based Distributed Cognition
Docility is “the tendency to depend on suggestions, recommendations, persuasion, and information obtained through social channels as a major basis of choice.” (Simon 1993a, p.156) Furthermore, “because of docility, social evolution often induces altruistic behavior in individuals that has net advantage for average fitness in the society. Altruism includes influencing others to behave altruistically.” (Simon 1993a, p.157) Several forms of altruism produced by docility are identified, including motivation in organizations, organizational identification and corporate social responsibility (Simon 1997). When docile behaviors are promoted within an organization, organizational identification is formed. Corporate social responsibility can be observed when docile behaviors are promoted outside an organization. Both behaviors cultivate an environment where new sources of comparative advantage can be generated (Simon 1993b). Secchi (2010) developed a mechanism of distributed cognition for building a docile organization. This docility-based distributed cognition has three dimensions: developing learning communities with communication standards and docile people who are willing to share resources and networks to help others in advancing the common interests of the communities; developing coaching procedures for advice giving and taking through accessible social channels; and telling success stories with bandwagon effects as the feedbacks to the communities.

2.3. Chinese Entrepreneurship and Internationalization

The review of the literature of Chinese entrepreneurship identifies three useful phenomena for the discussions of the paper. First, strong ties have effects on entrepreneurial intention (Chen & He 2011) and network capabilities have positive impacts on the relationship between entrepreneurial orientation and business performance (Zhang & Zhang 2012). Second, entrepreneurship orientation has significant importance and positive impacts on the degree of internationalization of Chinese enterprises, especially for the SMEs in the manufacturing industry.
(Lan & Wu 2010). Third, universities play a significant and unique role in developing a good environment for strengthening teacher training in entrepreneurship education, developing curricula of entrepreneurship, building international collaborative teams for entrepreneurship research and consultations (Zhang 2011). Such an entrepreneurial environment will help cultivate entrepreneurs in implementing innovative new businesses for economic growth (Alistair 2011).

The three phenomena indicate that universities in China play the important roles of Chinese entrepreneurship and internationalization, including building strong ties with entities for entrepreneurship development, developing network capabilities (e.g., incubators) to cultivate and empower entrepreneurs, strengthening entrepreneurship education for teachers, developing curricula of entrepreneurship for students, and building international collaborative teams for entrepreneurship research and consultations.

3. **Design Principles Grounded in the Theories of Strategic Entrepreneurship and Docility**

There is a direct linkage between the three dimensions of input-process-output model of strategic entrepreneurship and docility-based distributed cognition. In the first dimension, resource inputs correspond to docility-based learning communities. In the second dimension, resource orchestration processes correspond to accessible social channels and coaching. In the third dimension, outputs correspond to storytelling and storytellers. In this section we discuss the design principles based on the linkage of the three dimensions as shown in Table 1. We also use experiences at Louisiana State University (LSU) as illustrative examples.
partnerships for creating innovation and new technology;  
- Societal benefits of creating wealth and increasing economic growth.

- Proven track records of successful services for foreign firms.
- Bundling resource portfolios into capabilities of developing robust business plans for Chinese SMEs interested in going abroad;
- Leveraging the capabilities to build soft landings businesses of Chinese SMEs through the local incubators.

Resource Inputs

Docility-based learning communities with communication standards and docile people who are willing to share resources and networks to help others in advancing the common interests of the communities. The resources include:

- Individual resources: Docile people and their human capital, social capital, and financial capital;
- Organizational resources: Cultivation of docile culture and entrepreneurial leadership;
- Environmental factors: Developing training curricula adapting to changes in context specifics, dynamism, and uncertainty.

Table 1. The Design Principles for Chinese SMEs Going Abroad

3.1. Resource Inputs: Docility-based Learning Communities

The E. J. Ourso College of Business at LSU and The University of São Paulo (USP) in Brazil, in collaboration with the partners in China (such as Central University of Finance and Economics in Beijing), have developed resource inputs with an action-oriented program helping Chinese SMEs going abroad to U.S. or Brazil through the collaboration of the following entities:

(1) The Emerging Markets Initiative: The Initiative has developed courses and resources available for doing business with emerging markets.

(2) The Flores MBA Program: The Program, ranked 31st in 2011 by Forbes, provides the linkages to business communities, including the development of soft landings curricula for Fulltime, Part-Time, and Executive MBA (EMBA) students. The Program also organizes business trips to emerging markets as a response to the growing demand for MBA students to also pursue their own entrepreneurial opportunities domestically and abroad (Datar et al. 2010)
(3) *The Stephenson Entrepreneurship Institute (SEI):* The outstanding success of the entrepreneurship program allowed LSU to be ranked 3rd as America’s most entrepreneurial campus by the Princeton Review and Forbes in 2004. SEI organizes seminars and provides business plan development advice.

(4) *The Louisiana Business Technology Center (LBTC):* The LBTC, designated the 2005 National Business Incubator of the Year and the Soft Landings International Incubator in 2011, provides incubating facilities that assure the successful implementation of business plans developed by the soft landings participants. The LSU business incubator also provides space and services to companies from emerging markets or joint ventures with U.S. firms to give them a starting place in which to develop their businesses in U.S.

(5) *The International Programs at LSU:* The Programs leverage the network resources of LSU international students from emerging markets. The Programs also provide the linkages to the international business programs in the world.

(6) *The University of São Paulo in Brazil:* Through LSU’s partnership with this institution, USP will develop Brazilian business networks for the soft landings participants, furnish facilities for scheduled activities in Brazil, and provide courses in the Portuguese language for business.

The six entities form docility-based learning communities with communication standards and procedures for information sharing. The communities have docile individuals who are willing to share their resources and networks in their services for the communities. For example, LBTC has a strong advisory board consisting of university vice chancellors for research/economic development and finance; five deans; the secretary of the Louisiana Department of Economic Development; the president of Baton Rouge area chamber of commerce; and many successful professionals (Colbert et al. 2010). A major responsibility of
board members is to provide advices and resources (e.g., human capital, social capital, or financial capital) to empower the clients of LBTC to succeed. The docile individuals and their behaviors cultivate a culture of docility and entrepreneurial leaders. For examples, the LSU MBA Alumni Association has a fundraiser (Louisiana Looking Up) to support the globalization efforts of the Flores MBA Program; and SEI’s Entrepreneurship Fellows Program helps produce future leaders of entrepreneurship. Both docile culture and entrepreneurial leadership are vital elements of our organizational resources. The individual resources and organizational resources allow us to develop training curricula adapting to changing environmental factors. For examples, the International Programs at LSU help us tap into the diverse groups of international students and visitors when the local communities have the context specific needs of foreign countries; SEI’s LSU 100 – Fastest Growing Tiger Businesses identify rising new business ventures responding to the market dynamics; and SEI’s Entrepreneurship Bootcamp for Veterans help veterans address the uncertainty of life and find business opportunities after they retire from the services.

3.2. Resource Orchestration Processes: Accessible Social Channels and Coaching

Based on the resource inputs, we develop coaching procedures for advice giving and taking through accessible social channels with three processes of resource orchestration. First, we structure the resources and networks of the six entities into various portfolios. The objective is to connect the soft landings company with networks of key decision makers in the new market, a key success factor of soft landings (Mencin & Erikson 2009). For examples, the needs portfolio consists of general needs (e.g., legal and culture issues) Chinese SMEs must have when they do business abroad; the solutions portfolio consists of general solutions (e.g., international laws for foreigners investing in U.S. or Brazil; and branding and marketing strategies in the culture context of U.S. or Brazil) to the needs portfolio; and the supply chains portfolio consists of professional service providers (e.g., international lawyers for foreign investments in U.S. or
Brazil; and design groups specializing in branding and marketing for foreign firms in U.S. or Brazil) who have proven track records of successful services for foreign firms.

Second, we bundle resource portfolios into capabilities of developing robust business plans for Chinese SMEs interested in going abroad. The objective is to provide revenue generation services for the soft landings company, another key success factor of soft landings (Mencin & Erikson 2009). Third, we leverage the capabilities to create value for shareholders by working with our soft landings clients to build their businesses in U.S. or Brazil through the local incubators like LBTC. A key service of the incubators is helping the clients to do talent retention and recruiting, a major driver behind the two key success factors of soft landings (Hansen et al. 2000; McLean & McLean 2001; Beebe et al. 2006).

3.3. Outputs: Storytelling and Storytellers

The soft landings companies from China at the local incubators generate individual benefits, organizational benefits, and societal benefits as the outputs. Individual benefits include the soft landings companies and the employees they hire (such as student interns, student workers, and full time workers). Organizational benefits include creating partnership opportunities for clients at the incubators to produce new innovation and new technology. Societal benefits include creating wealth and increasing economic growth for the local communities. We tell the stories and feature the storytellers via website news, monthly newsletters, social medias, and annual top-performer awards to gain bandwagon effects.

3.4. Expanded Resource Inputs: Feedbacks to the Communities

In his study of distributed cognition, Secchi (2010) reported that pro-social behaviors, such as philanthropy and social responsibility, are the byproducts of docility; and the more people are docile, the stronger the intensity of the byproducts. Our experiences confirm these. The success stories and storytellers, derived from the resource inputs of docility-based
communities, are added as feedbacks to the communities so that the resource inputs are enlarged and expanded. The arrows in Table 1 show this feedback loop in accordance with continuous learning and improving performance principles.

4. The “Flying High, Landing Soft” Curriculum: Putting Design into Action

In this section, we discuss how the design principles are put into action in the context of Chinese entrepreneurship and internationalization via the “Flying High, Landing Soft” curriculum. Specifically we discuss how the curriculum helps Chinese SMEs go abroad to U.S. and Brazil.

4.1. Design in the Context of Chinese Entrepreneurship and Internationalization

Since universities in China play the important roles of Chinese entrepreneurship and internationalization, we work with Chinese universities having strong entrepreneurship orientation to develop international collaborations, including building strong ties for entrepreneurship development, developing network capabilities to cultivate and empower entrepreneurs, strengthening entrepreneurship education for teachers, and developing curricula of entrepreneurship for students. As a result, there are four major resources and networks useful for us to develop the platform of helping Chinese SMEs going abroad: China-U.S.-Brazil business education and entrepreneurship; local incubators for soft landings; Chinese SMEs interested in soft landings their businesses at the local incubators; and sustainable supply chains education and entrepreneurship related to the industries of the Chinese SMEs.

LSU started the China Initiative in 2006 and expanded later into the Emerging Markets Initiative. Over the years we have developed rich resources of China-U.S.-Brazil business education and entrepreneurship, including a knowledge repository of courses and cases on China-U.S.-Brazil business opportunities. For example, the course Sourcing in China seeks to understand how sourcing in China works and doesn’t work, including the general characteristics
behind the success and failure cases of sourcing in China and what firms can learn from them to succeed in executing their sourcing strategies. The students will explore opportunities of helping U.S. companies to choose strategic partners and suppliers in China. Another course *Entrepreneurship in China* seeks to understand how Chinese entrepreneurs survive and thrive, including the general characteristics behind the success cases of China’s entrepreneurs and what foreign firms can learn from them to survive and thrive in China. The students will explore opportunities of helping U.S. companies to venture into China. We have also developed extensive social networks of China-U.S.-Brazil business education and entrepreneurship, including key decision makers of China-U.S.-Brazil businesses, success storytellers and their networks. The networks are developed from various sources, including LSU international alumni networks, Chinese faculty, LSU students from China, members of globalization committee in the Dean’s Advisory Board, Louisiana Business & Technology Center, Baton Rouge Area Chamber, Social Entrepreneurship in New Orleans, Louisiana Cultural Economy and World Cultural Economic Forum, Port of New Orleans, World Trade Center in New Orleans, and U.S. Commerce Department in New Orleans.

Local incubators for soft landings are those having the capacity of helping foreign companies to develop their new local markets through their incubators. Consider, as an example, LBTC, a local incubator at LSU and a Soft landings International Incubator designated by the National Business Incubation Association. In operation since 1988, LBTC was selected as the 2005 National Business Incubator of the Year by the National Business Incubation Association. In 2006, LBTC won the Excalibur Award from the Association of University Research Parks due to its leadership in housing numerous technology companies displaced by hurricanes during the post-Katrina and Rita period. More significantly, LBTC’s mobile classroom program received the 2009 Excellence in Rural Economic Development award by the U.S. Economic Development
Administration. LBTC’s capacity of helping soft landings companies to develop their new local markets consists of three pillars: Business Services, including facilities, management and technical assistance, and access to capital; Business Development Consulting, including business counseling and networking, providing the networking opportunities to gain resources, and providing a key link between LSU and business communities for joint venture exploration and program development in China, U.S., and Brazil; and Talent Development, including talent cultivation and recruiting, providing a fertile ground (e.g., via the Student Incubator established in 2009) to cultivate talents for soft landings companies through regional, national, and international resources and networks.

In their book on how China’s cost innovation is changing global competition, Zeng and Williamson (2007) identify the evolution of foreign multinationals’ doing business with China in the following four stages: Made in China, Market in China, Innovation in China, and Global Brands from China. Industries on the frontier of this evolution include textile and apparel, shoes, toys, consumer electronics, home appliances, and personal computers. With the recent endorsement of China's 12th Five-Year Plan (2011-2015), we see a clearer plan for this transformation, especially in the areas of Market-in-China and Innovation-in-China (KPMG 2011). The transformation of China’s economy means that there will be more Chinese SMEs in need of soft landings to the U.S. market. We have developed various ways to be in touch with those Chinese SMEs through the networks of our partners and alumni in China.

The research in sustainable supply chain has emerged as a growing area of scholarship in entrepreneurship over the recent years (SEES 2010). According to the Weber’s dictionary, the word “sustainable” is “of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged.” Thus, a sustainable supply chain is one in which demands are met equitably and the supplies used in the process are not harmed to continue
satisfying the needs of future generations. Our resources of sustainable supply chains, useful for Chinese SMEs going abroad, include a knowledge repository of courses and networks of success storytellers on sustainability education and entrepreneurial opportunities. Consider the following three examples:

- Used-clothing entrepreneurs in Africa: In her award-winning book on the travels of a T-shirt in the global economy, Rivoli (2009) identified entrepreneurs in Tanzania selling used clothes, collected abroad, through their social networks.
- Sushi-chefs entrepreneurs all over the world: In his study of modern explosion of the Sushi economy, Issenberg (2008) explained how creative sushi chefs become entrepreneurs by adapting sushi dishes to local flavors and cuisine.
- Eco-friendly social entrepreneurs: Focusing on the sustainable supply chain of flip-flops, a young social entrepreneur Kyle Berner started his biodegradable flip-flip business Feelgoodz in April 2009 in New Orleans, Louisiana with the triple bottom-line model of People, Planet, and Profit. The success of the business is evidenced by the frequent media interviews such as Wall Street Journal (Flandez 2009) and Opportunity Green (Su 2010).

4.2. The “Flying High, Landing Soft” Curriculum

Combining the resource inputs in Table 1 and the four major resources and networks described above, we have the resource inputs of the “Landing Soft” curriculum for Chinese SMEs going abroad shown in Table 2. This expanded resource inputs enable us to customize the processes of resource orchestration into five practical steps of soft landings.

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<th>Outputs</th>
<th>Processes of Resource Orchestration</th>
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<td>Cultivating storytellers via networking, team building.</td>
<td>Developing coaching procedures for advice giving and taking through accessible social channels with five steps of soft landings:</td>
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<td></td>
<td>• Step 1: Develop social networking opportunities for LSU students to learn the needs of Chinese decision makers interested in doing business in U.S. or Brazil: Invite interested decision makers, such as</td>
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and coaching; and empowering storytellers to tell their stories of benefits.

leaders in LSU MBA Alumni Association and Louisiana Looking Up, to speak in related classes; invite success storytellers as speakers to inspire the students about their journeys and connect the students to their networks; and hold seminars and workshops on Doing Business with China for students, faculty, and Louisiana business communities.

- **Step 2:** Develop a social media platform, like Twitter-Facebook-Blog-Skype, for LSU students to discuss with Chinese or Brazilian students at the partnering universities and explore solutions to the needs identified in the first step. In addition, international resources such as Chinese students at LSU and their networked resources are leveraged to help interested students to explore solutions to the needs.

- **Step 3:** Develop student mobility for students to visit and network with the decision makers in the China-U.S.-Brazil supply chains related to the solutions explored in the second step. The objective is to allow students to network with those decision makers and fine-tune their drafted solutions with real-life data and facts.

- **Step 4:** Assist students to develop robust business plans. The experiences and networks gained in developing the business plans add significant value to future business plans for soft landings.

- **Step 5:** Work with our soft landings clients and student ambassadors to build their businesses in U.S. or Brazil through the local incubators. Through the incubators, the new companies are able to recruit human capital talent relatively easy.

**Resource Inputs**

Docility-based learning communities with communication standards and docile people who are willing to share resources and networks to help Chinese SMEs interested in soft landings their businesses in U.S. or Brazil in advancing the common interests of the communities. The resources include:

- **Individual resources:** Docile people and their human capital, social capital, and financial capital associated with the local incubators in U.S. or Brazil for soft landings;

- **Organizational resources:** Cultivation of docile culture and entrepreneurial leadership in China-U.S.-Brazil business education and entrepreneurship;

- **Environmental factors:** Developing training curricula adapting to changes in context specifics, dynamism, and uncertainty. An exemplar curriculum is Sustainable supply chains: Education and entrepreneurship.

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<th>Table 2. The “Landing Soft” Curriculum for Chinese SMEs Going Abroad</th>
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<td>The first step is to develop social networking opportunities for LSU students to learn the needs of Chinese decision makers interested in doing business in U.S. or Brazil. In order to conduct a needs assessment, the instruction design process should include both an organizational analysis, person analysis and task analysis (Lawson, 2009; Noe, 2012). Here are three examples. First, a growing natural medicine company in Beijing has R&amp;D, manufacturing facilities, and a hospital in natural medicine. The company is growing into the vertical market in natural medicine in China through mergers/acquisitions and purchasing lands for growing the crops of natural</td>
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medicine. Seeing the demand of natural medicine among the increased population of retired baby boomers in U.S., a senior executive of the company visited LSU for six months in 2010 to develop collaborative projects with the team of faculty and students at LSU. Second, a leading jean manufacturer in China has deep knowledge and networks in the textile industry in China. By leveraging the networked resources, the company has developed a new fashion brand ready to go global. The owner visited LSU for three months in Spring 2011 with the objectives of exploring the market opportunities for the new brand, looking for U.S. brands with rich history to adapt for China markets, and exporting good U.S. brands in household living to the rising markets in China. Third, a large solar energy manufacturer in China uses raw material shipped from a U.S.-based company specializing in transforming sands into high quality silicon. The company is interested in the U.S. market by first finding solar panel installers and distributers in U.S. Once they understand the market demands in U.S., they plan to invest in solar panel manufacturing in U.S. Most importantly is that the owner’s children are studying at LSU. They are expected to participate in the process of the U.S. venture and eventually become the executives of the company’s U.S. office. By seeing the demands of the market and environment, and conducting the needs of organizations, people and tasks involved, the needs assessment stage sets the ground for ensuring the readiness for training.

The second step of soft landings is to develop a social media platform, like Twitter-Facebook-Blog-Skype, for LSU students to discuss with Chinese or Brazilian students at the partnering universities and explore solutions to the needs identified in the first step. In addition, international resources such as Chinese students at LSU and their networked resources are leveraged to help interested students to explore solutions to the needs. Cooperative learning addresses the real-world issues of interdependence, conflict, and change (Lawson 2009). The development of a social media platform facilitates the creation of a learning environment and the
conditions to ensure the transfer of training (Noe, 2012). In addition, group learning serves as an introduction to project teams and self-direct work groups found in many businesses. For example, consider the natural medicine company in Beijing described above. The interested U.S. students need to first know the company in terms of history, management, market shares, etc. The visit of the senior executive at LSU was helpful in providing needed information. However, the serious U.S. students still needed to use all means available, such as Twitter-Facebook-Blog-Skype and people networks in China and LSU, to fully understand the company. The next step was to explore how the natural medicine products of the company can fit in the U.S. markets, i.e., drug, medical foods, and over-the-counters health supplements. The medical foods market was decided as a good choice for the company to invest in U.S.

The third step of soft landings is to develop student mobility for students to visit and network with the decision makers in the China-U.S.-Brazil supply chains related to the solutions explored in the second step. The objective is to allow students to network with those decision makers and fine-tune their drafted solutions with real-life data and facts. To make the trips to China fruitful, three types of preparations are needed by participants. Consider, for example, the LSU MBA study trip to China. First is the pre-trip seminar, focusing on the language, social and cultural aspects. Prior to the trip, the students have several reading assignments focused on Chinese Business and Economics, as well as a written report that summarizes the learning and starts to identify opportunities. Second is the Doing Business in China group study journal. All students are involved in documenting their study trip experience in a group effort to include narrative and photos. Each group is assigned with one of the following five topics (Paine 2010): Dealing with Government, Managing Business Conduct, Developing the Workforce, Competing for Customers and Markets, and Coping with Complexity. The group members are responsible for answering the sub-questions associated with each topic for each company visited. In addition
to the assigned topic, each group will be responsible each day to summarize the specific learning that occurred during the day (including site visits, events, seminars or business meetings). Third is the group presentation, summarizing what they have learned during the trip and what they plan to do next. In addition, pictures from the trip are used to help prepare a Shutterfly.com documentary. This book is used for promotional purposes targeting both potential MBA prospects as well as potential International Study Trip sponsors. The book focuses on the learning that has occurred during the trip, primarily regarding global business practices but also reflective of history, culture, geography, politics, law, government, and language.

The fourth step of soft landings is to assist students to develop robust business plans. Consider, for examples, the leading jean manufacturer in China and the large solar energy manufacturer in China described above. Three graduate students and two faculty members were involved in developing the business plan for the jean company’s new brand to market in U.S. The business plan focused on the strategy of using social media to market its products. Two students and one faculty member were involved in developing the business plan for the solar energy company’s market in U.S. The experiences and networks gained in the two business plans add significant value to other China-U.S. business plans. The fifth step of soft landings is to work with our soft landings clients and student ambassadors to build their businesses in U.S. or Brazil through the local incubators. For example, the solar energy company in China established its U.S. business in March 2010 and incubated at LSU incubator in January 2011. Through the incubator, the new company was able to recruit human capital talent relatively easy.

The “Landing Soft” curriculum, empowered by the resource inputs and enabled by the processes of resource orchestration, has cultivated storytellers through networking, team building, and coaching in every step of soft landings. Here we show an example in each step with a catchy name, such as “The Classes-On-Demand Man”, to refer to a specific story that is
important in the promotion of the “story”. First, in a class analyzing the needs of Chinese SMEs doing business in U.S., a motivated student, The Classes-On-Demand Man\textsuperscript{2}, was afforded the opportunity to work with several students and business people from China. This real life experience gave him understanding and market expectation in China. Seeing the increased number of China-U.S.-Brazil entrepreneurship, he founded Class-On-Demand at the LSU incubator providing online cross-cultural business-etiquette training services. Second, in exploring solutions for a Chinese SME to do business in U.S. or Brazil, an inspired student, The China Lady\textsuperscript{3}, realized the importance of relationship building and the key role Mandarin plays in the process. She decided to take various Mandarin courses at LSU, attended a study abroad program in China, enrolled in Peking University, and maximized the utility of social media like Twitter-Facebook-Blog-Skype to engage in idea discussions with her friends in China. Due to her impressive proposal, this student was hired as an intern in China. Third, in networking with China-U.S.-Brazil supplier chain decision makers, a gifted student with multi-language skills, The Language Man\textsuperscript{4}, was able to find high-paid work in China selling environmental-control products to the global supply chains of multinationals. He also leveraged his supply chain networks to explore a side-business of his. Fourth, the winning of national champion of New Orleans Saints, with the slogan of Who-Dat, in February 2010 inspired a highly-connected student. With the partnership with his artist relative and the help of sourcing in China, this student, The Who-Dat-Pig Man\textsuperscript{5}, quickly turned a class business plan into a real business. Fifth, inspired by the SLC, three graduate students, The Green Team\textsuperscript{6}, founded a green environmental renovation company at the LSU student incubator. The cultivation of storytellers and

\textsuperscript{2} www.classesondemand.org
\textsuperscript{3} www.bus.lsu.edu/students/news/stories/2007.11.27_Hicks_China.asp?dept=64
\textsuperscript{4} www.classesondemand.org/videos/CCC_Unsecure/abb8b724867c4be6ac9791d5384fc952
\textsuperscript{5} www.facebook.com/whodatpig
\textsuperscript{6} www.hitlights.com
empowering them to tell stories are very effective in terms of expanding the resource inputs for future soft landings projects.

In the process of implementing the “Landing Soft” curriculum, we also developed the “Flying High” curriculum to prepare interested Chinese SMEs going abroad. This is based on the needs of the Chinese SMEs we met with. Table 3 shows such a curriculum of five steps. The first step focuses on why going abroad, led by the Chinese partners including universities with student incubators, incubators, innovation parks, and invited guests including storytellers cultivated from the “Landing Soft” curriculum. Topics include business investment incentives and legal issues of going abroad, success stories, key success factors, access to public and private resources, networking with industry leaders, and collaborative learning teams and projects. The second step focuses on preparing for business trips abroad, led by the business trip planning team and invited guests including success storytellers cultivated from the “Landing Soft” curriculum. Topics include the supply chain sites to be visited, key decision makers of the supply chains, and collaborative learning teams and projects. The third step focuses on business trips abroad, led by the trip organizer and with the goal of meeting the key decision makers of the supply chains to discuss business opportunities. The fourth step focuses on post-trip brainstorming and discussions, led by the trip organizer and with the objectives of sharing experiences, answering questions, and discussing issues. The fifth step focuses on getting ready for going abroad, led by the soft landings team and with the goal of understanding how the “Landing Soft” curriculum works.

### Outputs
- Cultivating storytellers via networking, team building, and coaching; and empowering storytellers to tell their stories are very effective in terms of expanding the resource inputs for future soft landings projects.

### Processes of Resource Orchestration
- Developing coaching procedures for advice giving and taking through accessible social channels with five steps of preparing Chinese SMEs to go abroad for soft landings:
  - Step 5: Getting Ready for Going Abroad
  - Step 4: Post-trip Brainstorming and Discussions
  - Step 3: Business Trips Abroad
Stories of benefits.

- Step 2: Preparing for Business Trips Abroad
- Step 1: Why Going Abroad

Resource Inputs

Docility-based learning communities with communication standards and docile people who are willing to share resources and networks to help Chinese SMEs interested in soft landings their businesses in U.S. or Brazil in advancing the common interests of the communities. The resources include:

- Individual resources: Docile people and their human capital, social capital, and financial capital associated with the local incubators in U.S. or Brazil for soft landings;
- Organizational resources: Cultivation of docile culture and entrepreneurial leadership in China-U.S.-Brazil business education and entrepreneurship;
- Environmental factors: Developing training curricula adapting to changes in context specifics, dynamism, and uncertainty. An exemplar curriculum is Sustainable supply chains: Education and entrepreneurship.

Table 3. The “Flying High” Curriculum for Chinese SMEs Going Abroad

4.3. The Experiential Learning Results

The international entrepreneurship curriculum, initiated in Spring 2007, was developed out of the necessity of being self-sufficient due to the effects of the recession on higher education. We have been graced with docile people helping in various roles in moving the curriculum forward and keeping the activities sustainable. The resource inputs of the six entities shown in Table 1 were in place in Fall 2009. In collaboration with partners in China, we received a grant to fund the first phase of this action-oriented curriculum (Chen, Watson & Azevedo 2011). The idea of extending the curriculum to emerging markets was later presented in an international conference (Chen et al. 2010). Roughly one hundred students (both undergraduate and graduate) per year participate in the curriculum by taking courses and roughly fifty students per year take Study Abroad Trips to China, Brazil, or India. Several teachers of different roles participate in the processes annually. The feedbacks to the resource inputs have increased as the curriculum progresses over the years. More than five Chinese SMEs have seriously engaged in the processes of resource orchestration. Their industries range from healthcare, clean technology, to fashion design. The two most successful cases (one incubated at LBTC for two years and then
moved up the LSU Innovation Park; the another one incubated at the Student Incubator in one year and then moved up to LBTC) find their marketing channels in U.S. by partnering with the clients at LBTC. The most rewarding result of the curriculum is the experiential learning opportunities for participating students. We discussed in detail below the experiential learning experiences of our China-U.S.-Brazil curricular activities.

Experiential learning activities are part of the “Flying High, Landing Soft” curriculum in its inception, enhanced by the idea that students must have role models to inspire them. Specifically, the five steps in the processes of resource orchestration are grounded in experiential learning as “experiential learning not only enhances the understanding of concepts but is also the gateway to skill development. Whenever you want participants to develop skills (for example, writing business memos, creating spreadsheets, operating a machine, interviewing job candidates), it’s imperative to go beyond showing them how to do it. They must do it themselves, not just once but often, at first with your guidance and then on their own” (Silberman 2006, p. 123). In that sense, the curriculum helps students develop their learning curve, while at first they learn how to identify needs of decision makers interested in doing business abroad, then they include social learning, developing means for exploring partnerships and solutions for the needs identified, experiencing visits and networking with successful cases (learning by watching), then developing robust business plans and working in local incubators (integrating coaching/mentoring learning with experiential learning). It also considers that the use of small groups, such the case in incubators, is a very effective learning technique and the cornerstone of cooperative learning; being able to maintain a high level of interest and enthusiasm throughout the learning process (by drawing on creative muse) (Silberman, 2006).

As China became the number one trade partner of Brazil in April 2009, there are increased issues in China-Brazil business relationships (Brooks 2011). Our China-Brazil strategy
is to leverage our China-U.S. and U.S.-Brazil resources and networks in business and entrepreneurship for our China partners. LSU’s Brazil Initiative, with the University of Sao Paulo as the partner, formally started in 2009. With the established China-U.S. resources and networks, our U.S.-Brazil business and entrepreneurship program has been developed rapidly with several reasons. First, we know who to call to get the right resources for actions. For example, with the help from U.S. Commerce Department in New Orleans, we were able to access rich resources of Doing Business in Brazil at Export.gov/Brazil. Second, Louisiana historically has deep relationships with Central and South America. We were able to build resources and networks of U.S.-Brazil experts in the oil/gas industry, the agriculture industry, and the clean energy industry. With respect to LSU’s strategic plan, our U.S.-Brazil projects include: Discovery: developing research clusters in accounting, soft landings curriculum, and sustainable supply chains; Learning: MBA/PhD study abroad trips between LSU and USP; Diversity and Inclusion: submitted a grant proposal in the area of diversity in sustainable supply chains; and Engagement: hosted an International Business Forum for local communities.

Our Brazil partner University of Sao Paulo also has a top-ranked incubator (Nichols, 2011), called the Center for Innovation, Entrepreneurship, and Technology (CIETEC). CIETEC is the largest incubator based in Latin America. CIETEC was established in 1998, as a partnership with Sao Paulo State Government, SEBRAE (the Brazilian Support Service for Micro and Small Enterprises), the University of São Paulo (USP), the Nuclear and Energy Research Institute (IPEN) and the Institute for Technological Research (IPT). CIETEC now offers four types of incubation: technology-based incubator of resident companies, technology incubator of software, pre-incubation or project hotel, and technology-based incubator of non-resident companies. In order to maximize specializations and cooperation, CIETEC arranges its clients into several clusters, including biotechnology, environment, medical and health, electronics, and information.
technology. CIETEC also offers soft landings services for foreign companies interested in doing business in Brazil. For example, Take de Wind is a Portugal-based information technology company which soft landed in CIETEC.

The caliber of players, the six collaborative entities stated earlier, speaks volumes about the potential of the “Flying High, Landing Soft” curriculum of U.S.-Brazil entrepreneurship. In addition to adding significant value to the development of the curriculum, each player also helps in expanding the curriculum to its partners. For example, USP appears as the top-ranked Latin-American institution in both the Higher Education Evaluation & Accreditation Council of Taiwan (HEEAC 2009) and the Webometrics Ranking of World Universities (Webometrics 2009); and numbers 78 and 38, respectively, in the world, by such organizations. In Brazil, several actions, linking to the curriculum, are in place by USP. Beyond the formal and active agreement between LSU and USP, connections with research foundations focusing on multiple industries (e.g., FIPECAFI, FIA, and FIPE); the Center for Innovation, Entrepreneurship, and Technology (CIETEC, a top-ranked Brazilian incubator); and the Research Center for Integrated Logistics, Controllership, and Business (LOGICON) have been started. Five major Brazilian industries (oil & gas, mining, agribusiness, retail and banking) are well developed, offering great potential for comprehension of dynamics of the Brazilian economy and legal system with relevant impacts on business. The socioeconomic and cultural elements present in Brazil are a major topic of the soft landings curriculum, and may be the difference to a perfect international business experience. Additionally, two major upcoming international sports events will take place in Brazil (2014 FIFA World Cup and 2016 Olympic Games), offering many business opportunities and academic-oriented discussions of knowledge, skills and attitude related to international business for the soft landings curriculum.
Comparing with China, Brazil has a shorter era of transformation. Brazil’s transformation started in 1985 on all fronts: political, social, economic, and diplomatic (Fishlow 2011). The transformation brought forth a stable economy with growth fueled by the rising new middle class (FGV 2010). The transformation of Brazil’s economy means increased opportunities for U.S.-Brazil and China-Brazil education and entrepreneurship. In particular, there will be more U.S. or China companies in need of soft landings to the Brazilian market (and it is correct to say this movement is already noticeable). There are various ways to be in touch with those companies and here are some examples. First, through the networks of International Franchise Forum, a component of Stephenson Entrepreneurship Institute, we have received the soft landings requests of several U.S.-based franchise companies interested in the increased consumer markets in Brazil. Second, through the networks of our partners in China and Brazil, we have received the soft landings requests of several Chinese companies interested in the Brazilian markets, e.g., clean energy and agriculture. Third, through our alumni networks, we have received the soft landings requests of U.S.-to-Brazil and China-to-Brazil companies. For example, an Executive MBA alumnus, who is an orthopedic surgeon, is interested in the market opportunities of health care in Brazil. Another example, a student from China is interested in soft landings his growing family business in Brazil.

Education and entrepreneurship of sustainable supply chains is particularly important in Brazil. We have developed courses useful for both U.S. and Chinese SMEs interested in soft landings in Brazil. Consider, for example, the new course Emerging Markets and Supply Chain Opportunities. The rise of emerging markets, such as China, India, and Brazil, produces various entrepreneurial opportunities in sustainable supply chains. The course seeks to understand the general characteristics behind the success cases of sustainable supply chains: retail global supply chain opportunities, topics include defining the retail supply chain, dynamics of consumer
behavior, paths and value to the customer, collaboration with emerging markets partners, achieving financial success, corporate social responsibility and sustainability, and entrepreneurial opportunities and cases; product life cycle and global supply chain, topics include understanding the product life cycle and business practices, process innovation, emergence of destructive new technologies, product innovation, process of standardization, evolution of global supply chain, and entrepreneurial opportunities and cases; supplier clusters and emerging markets, topics include supplier clusters in global supply chain, manufacturing clusters in China, software clusters in India, industrial clusters in Brazil, business clusters in emerging markets, and entrepreneurial opportunities and cases; information technology and global supply chain, topics include the value of global Radio-frequency identification (RFID), the Internet and global supply chain, e-procurement in emerging economies, supply chain knowledge management, supply chain cyber security, and entrepreneurial opportunities and cases; life-saving supply chain and disaster management, topics include logistics and humanitarian aid, preparedness, coordination, information and knowledge management, building successful partnership, entrepreneurial opportunities and cases; greening the global supply chain, topics include environmental supply chain innovation, environment, health, performance in strategic sourcing, renewable energy in emerging markets, greening the suppliers, reverse logistics for recycling, and entrepreneurial opportunities and cases. The course enables the students to develop social networks by exploring entrepreneurial opportunities for local communities and industries such as the agri-food industry, the textile and apparel industry, the construction industry, the healthcare industry, the chemical industry, and the oil and gas industry. In addition, successful eco-friendly social entrepreneurs are invited as the guest speakers to inspire and coach students for new ventures.

Since similar steps have been used to cultivate talents of China-U.S. entrepreneurship with success, we leverage these invaluable experiences to enrich the five steps of processes of
resource orchestration for cultivating U.S.-Brazil entrepreneurs in sustainable supply chains. Consider, for examples, the needs of U.S. or Chinese franchises interested in doing business in Brazil. There are at least three general needs. First is to help them establish the company headquarters in Brazil through trustful Brazilian partners in legal, site selection, human resources, sustainable supply chain, and marketing. Second is to help them develop the franchise strategy to grow the business, including standard operating procedures for franchised units and franchisee selection. Third is to help them develop R&D for product development in the sustainable supply chain. In the course of exploring solutions for the natural medicine company in Beijing described above, other market opportunities were identified. For example, some U.S. entrepreneurs had patented natural medicine products, but they didn’t have the manufacturing capacities to make the products. Those entrepreneurs were interested in asking the Beijing company to manufacture their products for the U.S., China, and Brazil markets. Another example is that a senior care franchise in U.S. was interested in the growing senior care market in China. The franchise company was interested in partnering with the Beijing company to venture into the China market. Since there is an increasing population of seniors in Brazil, especially in large cities like Sao Paulo and Rio, what we have experienced by bringing the natural medicine company from China to U.S. can be extended to Brazil with participation of students and resources in U.S., China, and Brazil.

For the student mobility in networking with the decision makers in the U.S.-Brazil supply chains, we have developed a “standard template” approach to the MBA study trips to ensure a couple of things: the programs are consistent across countries such as China, Brazil, and India; the study trips are consistent across years; soliciting faculty to help manage the trips on a rotating basis, and trip preparation and management can be easily managed; maintaining quality and academic integrity of trips so to be equal or greater than what we observed in benchmarking.
studying abroad programs; building a “repository” of resources for faculty and students on a website (e.g., recommended readings, video info from Economist, 60 minutes, etc.); and ensuring sustainability of the study trips and growth in student interest (implies exciting, affordable trips). Consider, for example, the natural medicine company in Beijing described above. During the senior executive’s six months visit at LSU, we were able to meet with the key decision makers of the U.S. supply chain in the natural medicine industry. The meetings were arranged by our networked partners in U.S. Some participative students found the meetings very valuable to them. In return for our meeting arrangements in U.S., the Chinese senior executive arranged for our students and faculty to visit, in the summer of 2010, the key supply chain companies in the Chinese natural medicine industry. The visits include the herbal medicine city in China, well known for producing top natural medicine crops; a top science park, where leading natural medicine R&D projects are developed; the company’s manufacturing facilities in Beijing, where we found that some sophisticated machineries were made in U.S.; the company’s natural medicine hospital in Beijing, where we saw lengthy processes for treating chronic diseases using Chinese acupuncture; a U.S. company manufacturing capsules in China for the world market; a large pharmaceutical logistics distribution company, where we saw highly automated processes handling the inventory and distribution of the products; and a large natural medicine museum, where we saw how the Chinese herbal medicine supply chains were developed and modernized. The experiences and professional networks gained in this in-depth sustainable supply chain study trip enabled us to make a fruitful Brazil trip in April 2011 on the study of other sustainable supply chains.

The LSU MBA Alumni Association has the Louisiana Looking Up fundraiser to support student travel. It is important for the students to promote the companies that sponsor their trips. For the LSU MBA program, Business Plan Development is a required course for all Executive
MBA students. A way to promote the sponsoring companies is to have the EMBA students to develop international *business plans* benefiting the sponsoring companies and the Chinese SMEs interested in soft landings at the CIETEC incubator at University of Sao Paulo (USP). In addition to soft landings at LSU incubator, we now are helping the Chinese solar energy company to soft land into the Brazil market through our resources and networks of *local incubators* in Brazil. Other initiatives have been built to address alternative resources of energy in Brazil by CIETEC, and all partners could create win-win relationships.

Cross-cultural talent development and management is a major need for U.S. decision makers when they do business in Brazil (O’Keefe and O’Keefe 2004). Kuchinke et al. (2010) studied the meaning of work and performance-focused work attitudes among 315 mid-level managers in diverse industries in U.S. and Brazil. They found patterns of similarities and differences for the research and application of performance theory and improvement in U.S.-Brazil cross-cultural settings. In his study on cross-national and intra-national diversity, Tung (2008) found that countries with high population diversity, like U.S. and Brazil, tend to have intra-national variation that may be larger than cross-national variation. Kuchinke et al. (2010) studied deeper the issues of diversity and found that in Brazil community engagement has strong correlations with career fulfillment and organizational commitment. These findings are noteworthy and relevant to the “Flying High, Landing Soft” curriculum of cultivating talents of U.S.-Brazil entrepreneurship. Based on the experiences gained from cultivating the storytellers, we are proposing projects for students to look into the practical implications of the research findings and make recommendations for U.S. and Chinese decision makers interested in doing business in Brazil.

5. Conclusion
According to Kwan et al. (2008), two major challenges for Chinese businesses investing in U.S. are: building human resource capacity and navigating overseas political environments. Learning from Japanese experiences, they suggest that Chinese businesses understand the U.S. market, build key relationship within governments/communities, and build positive social capital for their companies. Brazilian, Chinese and U.S. territorial dimensions are very similar. We can also confirm that one of the major challenges Brazil should address is in terms of education and build human resource capacity. Occupying close to half of the land mass of South America and roughly equal in size to the continental U.S., Brazil has undergone dramatic economic change and development over the past 20 years and moved from “one of the most closed economies in the world” to one characterized by trade liberalization, economic and political reform, and a free market system (Central Intelligence Agency, 2011).

A “Flying High, Landing Soft” curriculum was developed to help the Chinese SMEs to invest in U.S. and Brazil. The curriculum enables the Chinese companies to understand the U.S. market and build key relationships governments/communities through local incubators in U.S. We also leverage the networked resources and expand the curriculum to China-Brazil business education and entrepreneurship. By using the curriculum, the costs and risks of investing in U.S. or Brazil are significantly reduced. In order to successfully conduct business in the global economy, students must acquire international knowledge (including language, business and cultural etiquette) and must have the opportunity for hands-on experience in the local markets. In a similar manner, business communities need to acquire international knowledge and skills with respect to doing business in the local markets in order to prepare them to strategically expand businesses in the global economy. The curriculum is designed to take advantage of resources from the participating entities with the impact of enriching our students’ educational experience.
and enabling business communities to engage in global business opportunities. The “Flying High, Landing Soft” curriculum is a win-win program for everyone involved.

Like anything else, there are limitations in developing this student-centered approach. First, the resources and networks may not be appropriate or sufficient for participating companies and students to advance their interests. We address this issue by focuses and expansion. For example, LSU is well known for its sports, such as football and basketball. Just for sports alone, LSU has tremendous resources and networks. By focusing on sports and expanding the domestic resources and networks globally, we are better positioned to serve sports entrepreneurs interested in expanding their businesses globally. Second, the five steps of soft landings may not be appropriate or sufficient for participating companies and students to engage in their developments. We address this issue by being flexible in addressing the individual needs of companies or students. For some, focusing on the last step may be enough. For others, expanding five steps with more steps may be necessary. Specifically, we like to provide prospective companies or students a context for success in a customized environment of development. Third, there is no guarantee that going through the “Flying High, Landing Soft” curriculum will lead to success in all cases. To increase the success rate, we focus on cultivating storytellers who have the characteristics of being passionate, hungry, and determined. That is, we are looking for the “Ph.D.” students. The storytellers discussed above, such as The Classes-On-Demand Man and The China Lady, all exhibit the “Ph.D.” characteristics.

In conclusion, we have developed a curriculum that links China-US-Brazil entrepreneurs, investors, students and institutions to collaborate in order to help individuals to exploit market opportunities as well as use the process to educate students. This form of entrepreneurship curriculum is a contribution to our understanding about entrepreneurship, especially international entrepreneurship of SMEs. Future research in need of collaborative explorations includes what
are the problems the two programs faced; how to evaluate and measure the success of such programs; what are the differences between our proposed program with others reported in the literature? We welcome interested partners to participate in advancing our understanding and applications of the “Flying High, Landing Soft” curriculum.

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