

Editorial Foreword

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As businesses expand beyond their country's borders, more and more companies are requiring their employees to have a global mindset to better understand the international environment. Given the importance of global education, cross-border curriculum design and faculty, staff, and student exchanges have been widely recognized as critical indicators and strategies towards internationalization in business schools worldwide.

This second issue of *Asia Pacific and Globalization Review* focuses on the teaching practice, program development and international activities of business schools in China and Japan. The issue begins with Kazuhito Isomura and Pei-Yuh Huang's article, "Exploring the Future Direction of Japan's MBA Education". By reviewing history, building a framework of analysis, and examining the current situation of MBA programs in Japan, the authors conclude that Japan's business schools are strengthening their relationships with core stakeholders: the business sector and students. The article examines Japan's MBA education in four folds: first, business schools have to meet the needs of business people; second, one of the most urgent challenges is to develop teaching staff; third, business schools must develop practical educational methods and teaching materials for both practitioners and academic professors to contribute to; finally, it is important to develop case materials for business schools. The results suggest that Japan's MBA education has developed under a different model, compared with those in other countries, in that the business context of in-house human-resource development is a dominant factor in Japan.

The second article aims at exploring how to cultivate and improve international MBA programs through the integration of global and local teaching-learning approaches in Guangdong University of Foreign Studies, China. Yuqing Du and Randall Chang propose International MBA programs should include a focus on the compatibilities between Western teaching approaches and Eastern thinking. In this way, tensions and contradictions between "foreign" and "local" thoughts and practices will be minimized, which will result in fewer instances of inappropriate cross-border marketing. In this article, GLIA (Global and Local Integrated Teaching Approaches), refers to the combination of Western theories with Chinese wisdom in MBA teaching. Based on many years of teaching experience, the authors have adopted a "3 x 1/3 approach," as follows: (1) 1/3 learning by the individual; (2) 1/3 learning by teaching; and (3) 1/3 learning by the group. Learning takes place both on campus and at businesses, through practices, partnership models, and multinational learning opportunities.

In this issue, we also include a case study written by Eric Zengxiang Wang and George Ye. The purpose of the case study is to analyze the success factors and potential challenges of the international business degree program at the International School of Jiangxi University of Finance and Economics, China. The success factors include: operating with resource advantages, cost-effective staffing, mobilizing students with versatile incentives and venues, and internationalizing the delivery of curricula. A number of loose links were identified during the program's operation, including: unfavorable geographical location, less motivated students, lack of interactions between students and instructors, challenges associated with course delivery, and student performance assessment; and curriculum restrictions on professional aspiration.