

Study Abroad in U.S. Business Management Education

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About the Center for Capacity Building in Study Abroad

The center is supported by NAFSA: Association of International Educators. It is designed to work with colleges, universities, and study abroad providers to identify and address challenges in planning, financing, implementing, and evaluating international programs for postsecondary students.

About NAFSA

NAFSA is an association of individuals worldwide advancing international education and exchange and global workforce development. NAFSA serves international educators and their institutions and organizations by establishing principles of good practice, providing training and professional development opportunities, providing networking opportunities, and advocating for international education.

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Background

Study abroad is growing rapidly in U.S. higher education, roughly 8–10 percent annually over the last decade according to Institute of International Education's (IIE) *Open Doors*, an annual survey on the subject. While its growth is gaining more media attention, the general public and many educators do not fully understand what study abroad is. In part, this stems from a history in which study abroad was largely an activity pursued by humanities students, particularly those studying languages, art history, archeology, and related other fields. Even within higher education, many faculty and administrators are not aware that such a field exists or the fundamental changes that are emerging prompted in part by the evolution of communications, population mobility, and global economic and business structures. These changes have made study abroad an important component of preparation for a host of different disciplines, including business and management, health care, engineering, communications, and other specialized areas in social sciences and the humanities.

Casting a bright light on disciplines in which the “new” study abroad plays an integral role may help students, families, legislators, and others understand its significance as part of today's academic curriculum. The information provided here can be distributed and shared within higher education to inform leadership about these important changes to perceptions and to facilitate a dialogue paramount to our learning and development.

Growth in study abroad activities in business and management, law, and medicine serve as bellwethers of larger educational and social change. Demonstrating the role that study abroad is playing in students' preparation in these disciplines will promote understanding of the implications of emerging global social and economic changes on education. It will help parents and students, higher education leaders, public officials, and other constituents understand concretely how study abroad is enhancing the curriculum and what tangible assets students realize through study abroad participation.

Over the past few years, the Center for Capacity Building in Study Abroad has invited professionals from business and management, law, medicine, and the sciences to begin the dialogue at key conferences such as the [Association of International Education Administrators](#) (AIEA), NAFSA, the [Association of Public and Land-grant Universities](#) (A·P·L·U)/Commission on International Programs (CIP), and others. These interactions have helped shape an agenda related to the accompanying interviews with leaders from business schools throughout the United States (see the [Appendix](#)), their impressions and perspectives about internationalization efforts, and study abroad in business and management education and how study abroad enhances or not the curricular agenda especially in preparation of our students as global leaders.

The following includes literature in the discipline of business and management as well as discussions among key business associations regarding study abroad. After a careful analysis of both the literature and practical applications, interview questions were created and interviews conducted with a cross-section of U.S. business school faculty and administrators who have developed unique approaches.

The Emerging Significance of Study Abroad in Business and Management Education

Business schools are expected to lead trends in international research and practice, given their close ties to corporations and other organizations in the communities in which they exist. Moreover, the U.S. organization that provides accreditation standards for U.S. management education, [Association to Advance Collegiate Schools of Business](#) (AACSB) International, and its peer European accrediting organization, the [European Foundation for Management Development](#) (EFMD), have collaborated to create the [Global Foundation for Management Education](#) (GFME) with a focus on increasing internationalization of management curriculum and practice. At the forefront of this agenda is the urging of business school leaders to continue educational trends of quality and relevance, but with more internationalized curriculum and collaborations with partners around the world that better prepare students for an increasingly global and interdependent future.

In 2008, GFME published a report, [The Global Management Education Landscape: Shaping the Future Needs of Business Schools](#), which identified five global challenges in management education:

1. growth
2. balancing global aspirations with local needs
3. quality assurance
4. sustaining scholarship
5. alignment with the future needs of organizations.

To address those challenges the report outlined five recommendations for business schools including:

1. Advocate for *quality assurance* globally and locally.
2. Invest in *mechanisms* to engage business and government leaders.
3. Facilitate and encourage *investments* in doctoral degree education and other infrastructure development.
4. Create an *international clearinghouse* for data and information related to business schools and management education structures, trends, and practices.
5. Facilitate *multilateral collaboration* among business schools.

Much of the business and management literature to date examines the business strategies and activities of corporations and business schools, including *operational*, *curricular*, and *discipline-specific* work. Historically, the structure of a business school is hierarchical in nature and led by a business school dean who often is an academic faculty member from a discipline such as finance, marketing, organizational behavior, or other specialization from the field of business and management. The structure and portfolio of academic programs vary among business schools, with some providing comprehensive offerings from undergraduate to graduate to PhD

programs (e.g. University of Minnesota’s Carlson School of Management), while others focus primarily on graduate education (e.g. Harvard Business School). Internationalization and its strategic and tactical activities also vary. They range from electives offered students as options to international courses or experiences overseas which are required for degree. More and more critical to these efforts are strategic factors that consist of increasing attention by business school leadership, dedication of more financial and human resources, and the development of a more comprehensive portfolio of programs around the world. Figure 1 illustrates how an MBA internationalization framework is depicted incorporating common elements such as people, processes, and programs similar to university-wide internationalization frameworks.

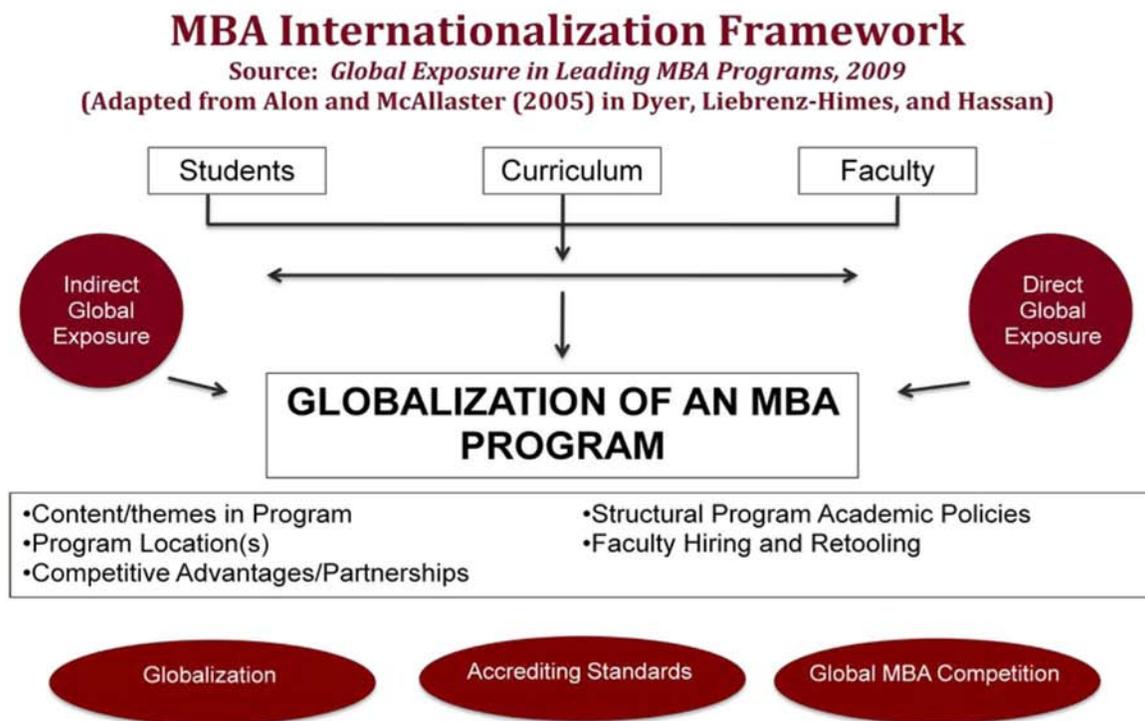


Figure 1. MBA Internationalization Framework.

Key characteristics of global MBA programs are categorized as *experiential*, *programmatic*, and *structural* in their dimensions (Dyer, Liebrezn-Himes, and Hassan 2009, 180). Experiential activities often are defined as action learning opportunities with project-based activities. Examples include business students working on a specific consulting project for a corporation. In a global context, these projects would be incorporated into an overseas assignment and might include students from the United States and other countries working together.

Global programs are participatory activities abroad, such as study abroad programs (full year, semester, short-term (two to six weeks)), and often include international partner schools and/or domestic and international corporations. Major structural factors include students, faculty, and curriculum as well as indirect and direct exposure. Particular attention is paid to environmental factors such as accreditation standards, competition with other business schools, and economic opportunities and challenges (Dyer, Liebrez-Himes, and Hassan 2009, 180–182).

In 2009, the MBA Roundtable (www.mbaroundtable.org), a U.S.-based association of global business schools, conducted a member survey focusing on cultivating a global mindset in MBA programs. Responses from 55 member schools indicated that 70 percent had some type of formal requirement as a part of their curricular structure. Curricular models mainly consisted of classroom-based, internationalized courses, and short-term offerings due to the inflexibility of the curriculum; a number of required core courses; and internships and securing job offerings well before graduation. These pressures on MBA students are perceived as real barriers that exist as part of the structure of the curriculum.

Figure 2 indicates the design elements of these short-term, global offerings.

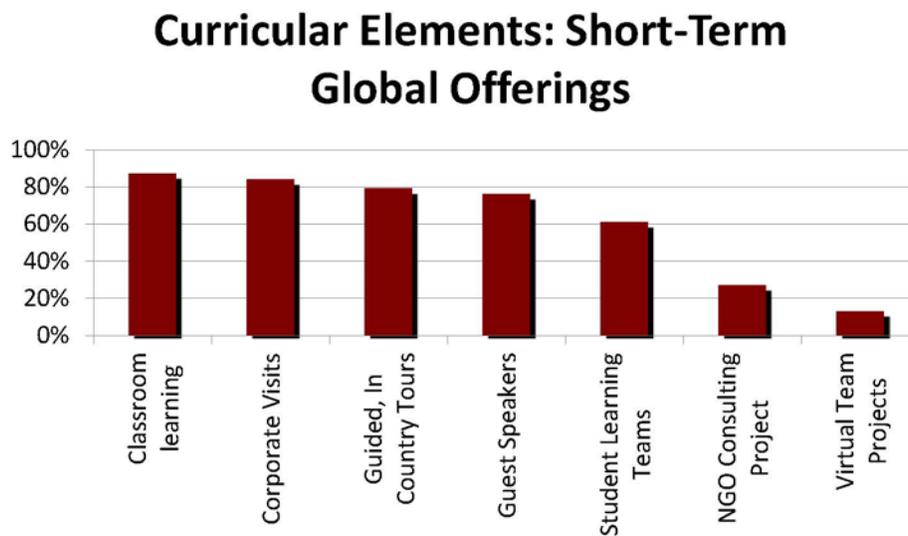


Figure 2. MBA Roundtable 2009 Survey Results: Trends and Curricular Approaches.

Specific examples of the variety of structured models and programs and partnerships in and among U.S. business schools are:

- *Consulting Model:* University of California, Berkeley, Haas MBA students work in teams in a consulting capacity with organizations around the world.
- *Multicultural Team Consulting Model:* University of Minnesota's Carlson School of Management MBA students and faculty work with international MBA partner school students and faculty on live business cases and challenges for corporations.
- *Student-Driven Model:* Northwestern University, Kellogg MBA students are engaged in the planning and execution of a ten-week course on a particular country and area of focus.
- *Multi-School Collaboration Model:* 13 U.S. Center for International Business and Educational Research (CIBER) host schools and their foreign partners bring students together for a seven-week virtual team project.
- *Exchange Model:* University of South Carolina's Moore School, in cooperation with the Chinese University of Hong Kong, offers an International Business and Chinese Enterprise degree program involving alternating years of study at the two institutions and internships in both countries.

These and other examples of global curricular strategies and collaborations are featured in [*Globalization of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions*](#), a 2011 report from AACSB International's task force that provides survey data and highlights of nine top business schools (AACSB International 2011):

- China Europe International Business School (CEIBS)
- Duke University, The Fuqua School of Business
- ESSEC Business School Paris-Singapore
- Fundacao Getulio Vargas-Sao Paulo, Escola de Administracao de Empresas de Sao Paulo (FGV-EAESP)
- Hong Kong University of Science and Technology (HKUST) School of Business and Management
- Stanford University, Graduate School of Business
- The University of Chicago, Booth School of Business
- University of Minnesota, Carlson School of Management
- University of South Carolina, Moore School of Business.

The report identifies collaborations that Asian, European, and U.S. business schools are engaged in with partners around the world, the structure of these agreements, and degrees of specialization in the field. According to an AACSB representative, little comprehensive data are available to understand what U.S. and overseas business schools are doing and why they are

doing it. Notably, AACSB's membership originated solely with U.S. business schools and expanded to include non-U.S. business schools. Now AACSB International recommends business school leaders consider several key questions related to globalization/internationalization, especially in the context of accreditation reviews. Ideas include:

- **Mission and strategy.** To what extent do business schools include globalization or internationalization in their mission and vision statements that guide curricular decisions?
- **Intellectual contributions.** Are business school faculty contributing to the body of knowledge associated with globalization and topics that managers face in an increasingly global economy?
- **Participants.** Do business schools develop criteria with particular emphasis on diversity and global competence in their recruitment and retention strategies? And do participants support the overall globalization strategy of the school?
- **Curriculum Content and Skills.** Have business school leaders consistently developed and adapted curriculum in alignment with the skills needed by leaders in today's global economy?
- **Assurance of Learning.** Do business schools know when learning objectives have been met in the context of broader global knowledge and skills? And how have these assessments contributed to the broader society?

AACSB International suggests to its member business schools that they consider the above recommendations and respond to key questions in a separate section of their next-published accreditation report. Moreover, the report reveals the number of business and management schools that are issuing degrees around the world and indicates that only about 5 percent of the estimated 12,600 institutions issue degrees with AACSB accreditation. About 9 percent are accredited by regional and international bodies, including AACSB, such as European Foundation for Management Development (EFMD), European Quality Improvement System (EQUIS) and EFME Programme Accreditation System (EPAS), Association of MBAs (AMBA), Central and East European Management Development Association (CEEMAN), Foundation for International Business Administration (FIBAA), Accreditation Council for Business Schools (ACBSP), International Assembly for Collegiate Business Education (IACBE), European Council for Business Education (ECBE), and Association of Management Development Institutions in South Asia (AMDISA), and the South Asian Quality Assurance System (SAQS) (AACSB International 2011, 11).

The report is free to members, and available for purchase by nonmembers. For more information, visit <http://www.aacsb.edu/resources/globalization/publications.asp>.

In addition to European, U.S., and other accreditation organizations and associations, many business schools are joining together and developing networks and resources in support of

increasing global initiatives. The Centers for International Business Education and Research (CIBERs) were created by U.S. Congress in 1988 to increase and promote capacity in international understanding and competitiveness. There are 33 CIBERs at business schools across the United States, including a broad, global network of partnerships and initiatives. Research related to international business, study abroad, languages, and other related topics also are emerging in the context of these initiatives.

One particular roundtable activity in 2001 led by Michigan State University's CIBER explored best practices in international education in U.S. business schools, many of which have become the norm today. However, an ongoing debate, not unrelated to AACSB International's 2011 task force report, is whether the development of a set of standards or a classification system for study abroad programs is a good idea or not. Concerns from business school leaders remain that, while there are benefits to accreditation and standardization, such approaches also may inhibit or thwart creativity and innovation; customizing our curriculum can be important for certain student populations and for the engagement of different stakeholders. The field continues to struggle with ways to identify educational objectives for programs, yet leaders agree that objectives and outcomes need to be discussed with colleagues from myriad institutions and disciplines. Further exploration of assessment tools is needed to accommodate various program goals (e.g. intercultural, global competence). Meanwhile, corporations need for more skilled global managers is growing. In EFMD's publication, *Global Focus*, Andrew Rutsch (2009) develops an outline of methods used by corporations to identify, develop, and cultivate leaders for a global context. And classic articles such as Bartlett and Ghoshal (2003) are still relevant in debates about whether there is such a thing as a universal, global manager.

What's Next?

Globalization, internationalization, and/or international education at business schools is on the rise, and the significance of such trends will continue to be driven by the increasingly global nature of business and the expectations of its leaders for more globally competent graduates. Additionally, the competitive landscape of business schools around the world is shifting and more focused attention is now on quality and assessment, especially by business accreditation organizations. Though the level of importance that each business school places on globalization/internationalization/study abroad in the curricula varies widely, leaders cannot ignore the depth and breadth of these global collaborations nor can they discount this learning, which is integral to their strategic missions and visions for the future. Discussions and debate will continue to fluctuate between branding of specific business school approaches and national accreditation and agreed-upon quality assurance standards. These debates are not unlike traditional tensions that exist between business schools and the universities in which they exist, or similarly a subsidiary and its corporate headquarters. While there are trends in program structure toward shorter, more experiential opportunities at business schools, no consistent method for classifying program types and learning outcomes exists at this time.

The following excerpts are derived from four candid conversations conducted in 2010 with U.S. business school leaders who represent unique perspectives and highlight specific approaches to internationalization and study abroad efforts. The purpose of these conversations was to begin a dialogue about how internationalization is defined by these leaders and how it manifests itself in the leadership and implementation of initiatives at these institutions. The goal was not to create homogeneity, although some approaches may exist, but to capture the candor and essence of each institution's strategic and/or tactical approaches to this ever-important phenomenon. These conversations demonstrate the complexities implicit in internationalization strategies in business and management education and the similarities and differences that exist in the context of the broader dialogue about study abroad in higher education.

For more information on business and management education, please see the following associations and organizations (not all-inclusive):

- AACSB International (www.aacsb.edu)
- Academy of International Business (<http://aib.msu.edu>)
- Academy of Management (<http://www.aomonline.org>)
- Association for International Education Administrators (<http://www.aiea.org>)
- BISNET (a consortium of select U.S. business schools)(<http://www.bisnetuniversities.org>)
- Centers for International Business Education and Research (CIBERs) (<http://ciberweb.msu.edu>)
- European Foundation for Management Development (EFMD) (<http://www.efmd.org>)
- Global Foundation for Management Education (GFME) (<http://www.gfme.org>)
- Graduate Management Admissions Council (GMAC)(<http://www.gmac.com>)
- The MBA Roundtable (<http://www.mbaroundtable.org>)

For information about the Carlson Global Institute, go to <http://www.csom.umn.edu/cgi/about.html>.

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Appendix

Key Considerations Regarding Approach to Business Education Project

In advance of discussions with key leaders at U.S. business schools, the following types of schools were determined to be represented.

- U.S. Land Grant
- Business Week Top 30
- Purposive sampling of business schools who are advanced in education abroad
- A combination of the above

Our initial plan was to discuss the following key areas such as (1) identify what is being offered, where, and why; (2) determine the effectiveness of these offerings (impact); and (3) decide what the future holds in this area (next generation curricula). We made a deliberate decision to limit the discussion to graduate management education, and by program (full-time, part-time, and executive MBA), to be consistent with other professional school programs such as law and medical graduate programs. U.S. business schools also have an array of options for undergraduate business students solely and/or in collaboration with university-wide study abroad programs. Some business faculty and administrators highlight these undergraduate program innovations as they add to the array of innovative examples at these institutions, indicating a more comprehensive and general approach to trends.

Purpose of the Project

- To demonstrate to higher education decisionmakers the growth in study abroad in professional schools, and more specifically U.S. business schools.
- To reference some of the vast information already being gathered by key organizations, such as the MBA Roundtable and the Centers for International Business and Education (CIBERs), as well as the Association to Advance Collegiate Schools of Business (AACSB International), the accrediting organization of business schools.
- To illustrate impetus, motivation, and rationale for growth of study abroad from points of view of decisionmakers who are administrators and/or faculty.
- To discover leadership strategies and issues that emerge during implementation of international programs/study abroad.
- To describe study abroad academic and experiential content, structure of programs, roles within curriculum, costs and sources of funding in the context of specific U.S. business school cases.

Interview Questions

The following interview questions served as a guide for our discussions with U.S. business school faculty and administrators. Some answered these questions fully, while others emphasized

key strategic aspects during our discussions. The edited content from each of the interviews highlights the most salient points that emerged from the discussions. Additional information can be found on the U.S. business schools' Web sites as information and funding may have changed since the time of the interviews.

Q1. Please take about 5–10 minutes and tell us about how you and your institution define internationalization. Who is involved? What are the activities (research, teaching, study abroad, other)?

A familiar definition that is used in the field of international education is the following:

“...the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment” (Ellingboe 1998, 198–228).

What do you think about the definition of internationalization I provided? Do you agree or disagree? What ideas resonate for you?

Q2. Do you have a specific mission, vision, and/or goals in place at your school for internationalization? If so, are they integrated into your school's strategic mission and objectives? Tell me about them and why it is important. What and who does it involve? (e.g. key administrators, faculty, staff)

Q3. Tell me about the number of your business students who are studying abroad. What kind of trends are you seeing at your school?

Q4. Could you provide **three examples of the types and details of experiences** available to your students? For example, **structure** (short-term, summer, semester?) **academic** (is it a course, is it for credit?), **experiential components** (multicultural teams, internships? live cases?).

Q5. What are your goals with regard to outcomes of these experiences for students? For faculty (if appropriate)?

Possible additional question: Do you use any particular assessment or evaluation tools for any type of measurement?

Q6. How are students funded to participate in these programs? Is this of particular concern? And if so, how are you tackling these concerns?

Getting the Dialogue Started with Four U.S. Business Schools

University of Chicago Booth School of Business

A conversation with Stacey Kole, deputy dean for the full-time MBA program, and Jessica Oldford, associate director of international programs, summer 2010

Key Highlights

- **Defining globalization versus internationalization**
- **International content within the disciplines of the business school curriculum**
- **Studying overseas—linked to U.S. job market trends in student decisionmaking**
- **Organizational system of U.S. business schools must align with overseas partner systems**
- **Staffing for international programs**

Internationalization Defined

We actually don't even use the word internationalization. We might talk about globalization.

Stacey Kole

From an institutional perspective, University of Chicago Booth School of Business does not co-brand its MBA program with any other school as other U.S. business schools have chosen to do. According to Kole, some schools define globalization or internationalization as finding partners overseas but at Booth School of Business, leaders...“explicitly reject that model. We are in our minds, pure Chicago. And so we have one campus in London, one campus in Singapore, and then two campuses in Chicago from which we deliver our own MBA programs. So globalization is making sure that, at a strategic level, our students are ready to lead organizations and individuals anywhere in the world and wherever their careers take them. That's to us what it means to be a global leader.”

Kole continues by explaining that business school faculty need to make sure that they're incorporating into their teaching content what is applicable in today's economy. Booth does not identify a particular series of courses focused on international or international business as some institutions have chosen to do. The school attempted such a focus but did not succeed. So the focus is now on discipline-based knowledge, including subjects such as fundamentals of economics, psychology, statistics, and sociology, and then the language of business, such as accounting. The approach is to have an international dimension consistently across the curriculum.

According to Kole, “These disciplines are fundamentally the same around the world. World demand curves slope down, no matter where you sell products. If you lower the price, people buy more. The psychology of a sale is similar; people respond to incentives. So we found that when we taught classes that were international versions of the disciplines, there was overlap that was underdelivering for students. So faculty members individually decide how much international content versus U.S. content they use, and that’s how the pedagogy pervades our courses here.”

Organizational Structure

Kole is one of three deputy deans with primary responsibility for the full-time MBA program. Decisions regarding overseas executive MBA programs, development of new areas for faculty, or residences abroad are made collectively by the deputy deans and the dean of the business school. Historically, students in the full-time MBA program at Booth School of Business are the most likely student population to study at institutions abroad, mainly due to feasibility within the curriculum. Some short-term programs have also been developed in which part-time MBA students are participating. Consequently, international programs report into Kole’s program portfolio and leadership.

International programs are led by a director and are a part of the academic MBA program portfolio. Jessica Oldford, associate director of international programs at Booth School of Business, manages exchange programs for the short-term MBA and also works with incoming exchange students. Structurally, Oldford’s position reports to the director of academic services who in turn reports to the dean of students, and all are under the leadership of the deputy dean (Stacey Kole) for the full-time program. Also, there is a deputy dean for evening and weekend MBA programs. Previously, there were two people in the international programs office, but the school restructured the office and positioned it under academic services at Booth School of Business.

In the past, Booth School of Business had a much larger office but did not find it as efficient as it could be. The current director is responsible for the selection of U.S. students going abroad and incoming international students as well as the development and implementation of exchange programs. The director also spearheads a separate MBA program called the international MBA, which graduates between 5 and 10 students a year.

I think the school has aspirations to be recognized as the top business school around the world and so there is a marketing objective to be seen as a global player. We recognize that business is done throughout the world. We want our students to have an impact in all different corners of the world.

Stacey Kole

Booth School of Business has been deliberate about its recruitment of international students. Kole explains that historically, these students have wanted to stay in the United States but in recent years, due to significant growth and income opportunities in students' home countries, she has seen more international students with intentions of going back to contribute to the development of their home societies after graduation. This phenomenon, having more alumni geographically dispersed, pushes the institution to be more of a global institution. For example, the University of Chicago has a strategic global initiative and opened a China Center in summer 2010. It is likely an India Center also will be considered along with other locations around the world. At the time of this interview, Booth School of Business did not have any degree-granting programs outside of its Singapore and London campuses.

Out of 570 full-time MBA students per year, 70 to 100 students per year participate in exchanges. Kole explains that 20 percent of applicants might say that they're interested in studying overseas, and in any given year approximately 10 percent of students actually go. She reasons that once they get to Booth School of Business, they realize the value of the academic experience on campus and are not able to justify going overseas and missing out on these opportunities. At the same time, they do have teams of students who participate in project-based classes for the quarter such as a recent group who went to Milan to work with a bank on a strategy for entering a particular segment of a market. Such projects are run by specific faculty as part of a course, irrespective of the school's overseas campus locations. Up to 40 students per year participate in such projects that have been located on every continent around the world.

Kole explains that the number of Booth School of Business students who study abroad follow job market trends. . . "so when the job market is really good and it's easy to get jobs, students are more inclined to go overseas. When the job market is tougher they are much more resistant to leaving, and they stay closer to home to make sure that they can lock in the best job opportunities." This supports the range of 70 to 100 students in recent years versus past years of demand.

Exchanges and Short-Term Programs

Chicago Booth School of Business has 33 overseas partner schools where its students study for a semester as well as welcome students from abroad. According to Kole, the experience has not been favorable to Booth School of Business students as they report experiencing an inferior academic program abroad, although they do benefit from being immersed in a different culture. Accordingly, only a small number of students participate, aiming to acquire the ability to live in another country despite losing certain curricular opportunities available at Booth.

Booth School of Business is on a quarter system, so choosing partners that are in sync with organizational systems is critical but also challenging at times. Both part-time and full-time students participate. Part-time students arrange for leave from work to participate in exchanges

or in a series of two- and three-week programs. Oldford explains that Booth School of Business has two types of study abroad programs, short term and semester exchange.

Short-term study abroad programs are four credits in length and are designed for students in the evening and weekend MBA programs; these students are working and have other commitments so are unable to travel for an entire quarter. Booth School of Business students directly enroll in programs offered by overseas partner schools in China, Brazil, Germany, France, and Austria. For example, Booth's partner in China, Peking University and its Guanghua School of Management, offers a "doing business in..." type of program designed for non-Chinese international business students such as German, Mexican, and U.S. students. Program content consists of a combination of academic coursework, corporate site visits, language (such as Mandarin 101), and culture. Last summer, they sent approximately 27 students on these programs.

Approximately 70 to 80 full-time MBA students participate in the International Business Exchange Program (IBEP), which is a full-term program. Additionally, there is an "international management lab" that is not delivered by the international programs office but directly by specific faculty. For example, a faculty member recently took a group of students to Milan to work on a project for Barclays. Experiences vary by faculty member and are typically a full-term, experiential learning opportunity with highly competitive enrollment.

MBA Programs for Executives

The Booth School of Business overseas campuses have support desk and career services, but faculty are not in residence. MBA programs for executives are for people with 13 to 15 years of experience, and faculty fly in to teach on location. The school's London and Singapore campuses recruit from all over the world, not just professionals from those two countries; likewise, the Chicago-based program for executives enrolls students from throughout the world, including South America, Hong Kong, and other parts of North America.

Kole explains that, from a strategic standpoint, Singapore was chosen as a location for one of the campuses as a hedge between India and China. "If you locate in China, you're a Chinese program, if you locate in India, you are an Indian program. We think the growth is going to be more diffused in the region, and we're not sure who in 20 years is going to be the leader between India and China, so Singapore is a hedge...." Kole continues by explaining that the London program started in Barcelona. At the time, students wanted a beautiful place to get away and reflect and study. Five years ago students had really radically changed what they wanted for a program. They wanted to interact with the local alumni and to interact with key corporations; Barcelona was no longer an optimal location. So Booth School of Business moved its program to London, a significant business hub; it now makes up the school's third-largest alumni population. "And it's been a fantastic location for us from a media perspective, from interacting with alumni, from interacting with companies, it's been great," says Kole.

Funding

A third of the students from Booth School of Business are fully sponsored by their companies, while a third fully pay for study abroad experiences themselves and another third negotiate a hybrid arrangement. No more than 20 percent of students in full-time programs are sponsored. Booth School of Business offers scholarships to students, but they are not focused specifically for studying overseas. Students use scholarship funding at their own discretion.

Students pay tuition as if they are taking courses at Booth School of Business in the United States. Airfare and personal expenses are paid by students directly. If necessary, many students secure additional financial aid in order to pay for studying abroad for a full-term, although at times the cost of living is less than in Chicago. Costs for students who participate in short-term programs are similar to full-term participation because they pay tuition at Booth School of Business for one course with airfare, housing, and other expenses part of the students' responsibilities. Program fees range from \$500 to \$2000 to cover program management and certain features such as housing, meals, and transportation; fees vary according to program design and the arrangements made with each partner school and are paid in local currency directly to partner schools.

For more information about study abroad programs at Booth School of Business, go to www.chicagobooth.edu/.

Duke University, Fuqua School of Business

A conversation with Bertrand Guillotin, director, and Candice Aldrich, program assistant, international programs, fall 2010

Key Highlights

- **Various business models for short-term experiences for MBA students**
- **One-year programs as part of global expansion**
- **Decentralized programs and student leadership**

Internationalization Defined

I think internationalization goes into our vision, which is to redefine the boundaries of the business school. So it's everything from globalization of programs and research...it is a multifaceted approach to everything...all sides of the school are being internationally exposed or incorporating internationalism into them.

Candice Aldrich

Organizational Structure

The international programs office consists of Bertrand Guillotin, director, and Candice Aldrich, program assistant. More than nine years ago, the office became independent from the student services office and began under the leadership of Guillotin. The office primarily designs, administers, and manages international programs for the core MBA program—the daytime MBA—which comprises approximately two cohorts of 450 students per year and is the flagship MBA program. Students have three to five years of work experience and are an average age of 28 years old. Fuqua School of Business has four other degree programs—three executive MBA programs and a pre-work-experience, one-year master of management studies program. These degree programs offer limited international modules by design, or international options are implicit within the existing curricular program design including international residencies, for example, that are a part of the executive programs.

Fuqua School of Business has a mission and vision for international programs that captures the importance of being connected within the global community. Guillotin and Aldrich suggest that the school has not yet completed an institutional shift from being international-minded to being truly international. School leaders see this as a shift in process and not a fundamental change. Guillotin and Aldrich explain that both the Duke University president and the Fuqua School of Business dean are working together on global expansion efforts. As with most large institutions in the United States, the central international programs office focuses primarily on undergraduate students while graduate and professional education is decentralized and handled by the colleges, or in this particular case, the Fuqua School of Business.

Students and Programs History

Fuqua School of Business has experienced an increase of 20 to 30 percent in the number of daytime MBA students studying abroad. Study abroad is defined solely as semester or summer exchanges with partner schools and study tours or short-term programs. This year [2010], Fuqua is welcoming approximately 75 students from 40 partner schools and sending approximately 120 Fuqua students abroad. In academic year 2009–10, approximately 220 U.S. students participated in ten short-term study tours called GATEs (Global Academic Travel Experiences), which include approximately 20–25 students per group.

Fuqua School of Business divides its 12-week semesters in halves, each consisting of six-weeks of intensive coursework. Faculty lead six weeks of classroom content on campus with additional team-based work for the international component spanning a combined total of nine weeks. Faculty serve as global consulting coaches and advise students throughout the project.

Students participate in global consulting practicums that span three terms within a four-term academic year. Each country of focus has three to four projects with different companies, and 20–25 students are divided among them to serve as consultants on site. All participate in the six-week class component in spring, and then students travel to the country to present the project during the two-week spring break in early to mid March. Six credits are awarded for participation in the global consulting practicum, with three credits for the course content on campus and another three credits for team-based work and consulting, spanning the entire nine weeks in the United States and in country.

The longest running global consulting practicums are those that are comprised of a social entrepreneurship base and close work with nonprofit organizations located in developing or transition-type economies. Students have worked in India, Nicaragua, and Belize, to name a few.

New Programs

Fuqua School of Business is launching three new programs:

1. A new global consulting practicum focused on international business (similar to the description above for a total of six credits).
2. A new industry-focused study tour and experiential course to Western Europe to look at the energy and environment industries. Timing is similar to the global consulting practicum with six weeks in the United States and time abroad to learn about doing business in that part of the world (six credits).
3. A global business project to a new country (three credits) sponsored by thirteen U.S. Centers for International Business Education and Research (CIBERs) supported by grant funding by the U.S. Department of Education.

In addition to exchanges for semesters and study tours, Fuqua also has a global independent-study course that takes place outside of the United States and is initiated by students and

supervised by faculty. Such independent study courses are growing with many of the trends focused on consulting projects emerging from students and their own contacts. Thus far, most students are going to Europe or Asia (Southeast and East Asia in particular) including China, Thailand, Singapore, and Japan.

Goals and Outcomes

According to Aldrich, Fuqua's goals focus on "internationalizing the program and giving students the tools and the opportunities to craft their internationalization experiences based on their own interests... We like to say we're training international leaders of consequence at Fuqua...increasing their global reach, as well as their global awareness."

Guillotin and Aldrich explain that "...for us we can't have very specific goals or requirements because it's against the culture, the culture is very student centric. We provide the opportunities, we try to forecast when students want to go and what they will actually seize in terms of opportunities, and we basically deliver. We have a very strong culture in terms of decentralization and student leadership. So that's why we're only two people in the department and not fifteen."

Of the 900 students who are in the daytime MBA program, approximately 40–45 percent currently go abroad. Aldrich explains that it depends on how one counts student participation because most Fuqua students want more than one international opportunity. For example, many will go on a global consulting practicum or a GATE, or both, in the first year, and then sometimes they will do an internship abroad in the summer months and a semester abroad in the second year. It is clear that the two-year curricular program is flexible for Fuqua student participation, which is not necessarily the case at other U.S. business schools.

International Students

Aldrich explains that the office supports direct-enrolled international students from abroad by helping them locate internships. Student visas (F1) allow them to work another twelve months in the United States, which provides a real-world international experience for these students. Visiting exchange students from partner business schools have more difficulty due to visa restrictions, but Fuqua counts them as part of their alumni of the business school, which gives them access to some but not all career services offered by the school. Students also have access to Fuqua's alumni database, so they are able to increase their professional network when they come to Fuqua on exchange. Students then become alumni of two leading universities in the world and are encouraged to participate in student clubs and other activities.

Evaluation

Surveys are conducted after participation in all programs. Fuqua also measures learning outcomes that were identified in 2007 by a consortium of nine U.S. CIBER schools. Different

types of questions help capture students' international experiences and knowledge from information such as GDP of the country they studied in, to how they handle situations with others where English is not their first language. Additionally, the office tracks courses studied overseas and checks whether the experience has changed their plans for work over the next five years in the United States or abroad. In these initial stages of collecting data, student response rates have been low so Fuqua is changing some of its processes to increase its response rates.

Aldrich also mentions participating in a peace and justice strategy that incorporates questions on the survey related to broader global citizenship. The office is awarding \$2000 for research projects during exchange programs as a way to increase awareness and participation on the topic.

Funding

Students are eligible for financial aid for all international programs. Exchanges are similar to other schools where money for tuition is not exchanged with overseas partner schools, and students cover travel expenses and a nominal administration fee of \$325. The global consulting practicum programs or short-term study tours run about \$3500 to \$4500, which includes flight, hotel, and most meals. The GATE programs and other study tours range from \$4000 to \$5000 and depend upon variable costs related to travel to one or more cities, meals, etc.

One interesting point that Aldrich makes is that *unlike* what other business schools have identified as part of their funding, Fuqua pays for faculty member expenses because it is part of a regular course. Since faculty design and lead their own study tours, expenses tend to be high including flights and four-star hotels. The international program office then markets the course or program. The school, therefore, covers these costs as part of its overall expenses, sometimes close to \$15,000 for a given program. Last year was the first year that a program had more demand than capacity. Guillotin and Aldrich explain that they see these trends continuing to rise; motivation to participate has to do with having a cultural experience, although few if any have language experience or express any interest in acquiring language ability. Aldrich admits that he would like to see students go for longer periods such as six months at a time, which is difficult under current curricular arrangements. Although it encourages participation once or multiple times abroad, the true immersion experience is limited due to six-week terms at Fuqua.

Global Expansion

Guillotin and Aldrich explain that the current one-year pre-work-experience master of management studies programs do not have international components, but new global expansion efforts show that they will be offered in five locations, essentially giving Fuqua five satellite campuses. These offerings will be provided in different regions tailored to different demands for each region. These efforts are being led by the Fuqua School of Business joining with different types of overseas partners. In China, for example, Fuqua is partnering with the government, whereas the partnership in Russia involves both government and a university. In the United Kingdom, Fuqua is partnering with a university, whereas it is partnering with government and

business leaders in India and Dubai. Professionals in these regions will commit to a one-year Fuqua program tailored to meet their needs. Fuqua's three executive programs will be utilizing the same resources—offices, professors, and infrastructure. Aldrich explains that he understands “when they (the students) come out of MBA-type programs, the professional programs indigenous to those regions and countries, they are not yet ready for employment. So companies are sending professionals back for this one-year experience to increase skills.”

Conclusion

The internationalization of Fuqua School of Business is made up of a number of international programs abroad led by faculty and partner schools abroad, prompted and initiated by students and their interests. Other expansion efforts are underway by the school in areas where they can offer custom degrees in certain regions and countries of the world. Many tenure-track faculty are not willing to participate. Faculty determine where and when they will go. Interest and motivation are determined by the opportunities abroad and even relocation for six to nine months abroad while pursuing research interests. Aldrich explains that there is a small group of faculty who are passionate about international studies or studying internationally who lead these opportunities. Unfortunately, there is not a lot of incentive for tenured or tenure-track faculty to participate. Their primary incentive or focus is research. If colleagues and advisers believe the international responsibility will take away from research focus, then faculty, especially young faculty, feel they cannot participate.

Student motivation is one of the strongest drivers for our programs. Students also are citing these international opportunities as critical elements of their choices of choosing a certain campus.

Candice Aldrich

For more information about study abroad programs at Fuqua School of Business, go to www.fuqua.duke.edu/.

UCLA Center for International Business Education and Research (CIBER)

A conversation with Dr. Robert S. Spich, director of programs, UCLA Center for International Business Education and Research (CIBER) and Anderson School of Management, summer 2010

Key Highlights

- **Internal and external internationalization strategies**
- **The integration of the role of a U.S. Center for International Business Education and Research (CIBER) funded by the U.S. Department of Education**
- **Should U.S. business school structures seek sustainability apart from universities?**

Since I've been doing this for 30 years...in the beginning we had to struggle with getting the international message out there, and now it's like the message is running ahead of us.

Robert Spich

Internationalization Defined—Internal and External

Director Spich sees the process of internationalization similarly across organizations, corporate and higher education, especially as it relates to trends and as the driver for work and study abroad. He describes organizational internationalization as a two-way process—internal and external.

Internal internationalization is in three forms.

1. According to Spich, Anderson School of Management's faculty are quite international. The dynamics of the change of faculty talent over the years has been from an all white faculty to a minimum of bi-cultural to tri-cultural faculty being the norm rather than the exception. The majority of faculty also have been trained in the United States. UCLA's business school is entirely focused on research.
2. An increasing number of international students, 30–35 percent, make up the student population and contribute to the internationalization of the school. The Anderson School of Management has a number of “cultural affinity groups” such as the Latin American Business Association (LABA), South Asia Business Association (SABA), the Greater China Business Association (CABA), and the Japanese Business Association (JABA), to name a few. These are professional organizations that engage in a number of activities.

One primary activity example is to organize trips to the region on which the group focuses, such as an annual spring trip to Japan by JABA. Because the international students tend to come from “well connected” and relatively speaking “elite” backgrounds, they are able to organize trips to companies and to organizations to which U.S. faculty or staff might not have ready access. These groups also organize conferences

with previous finance ministers, heads of banks or other prominent people from overseas business communities. CIBER also cosponsors or funds ways to increase internationalization by coordinating with other Title VI organizations, such as the liberal arts groups across campus. Additionally, the international business associations put on an annual popular event—the international food fair consisting of a mixture of foods and music and culture. Each group “champions” its own national culture so the multiculturalism emerges from the nature of the student body itself.

3. Internationalization also occurs partly through curriculum development with CIBER playing an important role in it, such as financial support for the development of case writing to help faculty who want to internationalize their courses and related activities. According to Spich, one of the missions of the CIBER initiative is to internationalize business management education “under the belief that if people have a better idea of how the world works, they’ll work better in that world.”

External internationalization consists of how schools internationalize people through the external experience. Of particular note is that the Anderson School of Management does not have an undergraduate student population—it is entirely graduate business students. The Anderson School has more than 30 overseas business partners with whom it offers standard exchange programs, all of which begin in the MBA program. The Anderson School is a member of Partnership in International Management (PIM), an exclusive network of business schools around the world. (For more information about PIM, go to <http://pimnetwork.org>.) Spich explains that at one point, the Anderson School had one of the largest exchanges in the country among MBA schools. They sent about a third of the class abroad and welcomed a third as international students to the United States. By bringing in international students from abroad, they have a chance to mix with U.S. students, which Spich acknowledges is another internationalizing element within the school itself.

U.S. Business School Structure and the University

Historically, business schools began with the MBA and not with an undergraduate student population as other disciplines have. (Note: See *Globalization of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions*, a 2011 Report by the Association to Advance Collegiate Schools of Business, www.aacsb.edu/resources/globalization/publications.asp.) According to Spich, early business education was practically oriented based on economics faculty who would drive the development of business curriculum. Eventually as interest in other areas grew, leaders recognized that economics alone did not offer training in marketing, operations, and other areas. As interest in business education grew, a decision was made to institutionalize business school education within university settings. Over the years, business schools have become more integrated into the universities where they reside.

Spich suggests that U.S. business schools are at an interesting point and “maybe it’s time for us to disinvite ourselves from the university in part—that the problems we have out there can be addressed through our business research, but we need to tie our universities a little more closely to real-world problems and what’s going on out there. That whole issue of the relationship of institutions to the business community to universities is an important linkage that’s always in transition.”

Spich explains that he has personal experience with these circumstances because his CIBER activities across campus business schools have not always been viewed in a positive light by the liberal arts, for example. Stories circulated suggesting greedy capitalism, mindless functionalism, and practicality. “But business schools, I think, are playing an increasing role,” says Spich. “And what I am seeing, for example, in our school is a decision by our faculty and our dean for our school to work toward becoming self-sustaining within the university, which means we’re going to break away from the larger institution. We’re going to try to become a self-sustaining university, which means we have to try and become competitive and very market conscious. And that’s going to lead to some very interesting changes in culture and behavioral structures and in some disciplines and norms that we have now in our business schools.”

Spich explains that initially very little was done internationally in these programs. One of the mandates from the U.S. Department of Education that funds the UCLA CIBER program is to facilitate internationalization of U.S. business education in order to be more competitive internationally. In so doing, a number of efforts related to internationalization of curriculum and people have occurred. The UCLA CIBER has been supporting the regular MBA programs through course development, faculty research, and student groups and their various activities. The CIBER does not organize study abroad programs, which is out of the MBA program.

In the last two grant cycles, the UCLA CIBER has focused on a number of goals. The UCLA CIBER is focusing its most recent grant cycle on working across campus and disciplines to define key thematic areas of benefit to all (professional schools, language departments, and others). Spich explains that its CIBER has four clients—faculty, students at many different levels, the UCLA campus in general, and the community (defined as the business, NGO, and educational communities). CIBER addresses these various interests and needs through a whole series of standard, educational projects—research, conferences, customized seminars, and forums. UCLA CIBER initiatives support the business school dean’s motto of globalization by (1) becoming more of a global school, and (2) developing intellectual leadership. Spich explains how the school went through a deliberate, strategic planning process several years ago, and a key outcome emerging from that process was global leadership.

Following the process was the development of a written strategic plan. Spich explains that “being global” is a part of the school’s mission. It is explicit and being institutionalized. In fact, the dean named Chris Erickson as the senior associate dean for international initiatives and is working with an international global board. Money is being raised to support the UCLA CIBER

as a part of the school's global process. And Spich highlights that the Anderson School is "moving in the direction of being a globally focused school made up of the kinds of people we want to produce, the kinds of people that leave the school and graduate...we want them to have that global mindset for which thought leadership is a part. There is definitely an emphasis on the leadership question."

The Anderson School of Management's focus is on research leadership exercised via publication and other forms of public influence. It also is expected that Anderson School faculty are working closely with leading companies in dealing with new ways for doing things in the business world.

MBA Programs

The Anderson School of Management offers three levels of the MBA, (1) full-time MBA for 25- to 29-year-old students, (2) Fully Employed MBA (FEMBA) for 30- to 38-year-old students who are active managers with 6-8 years of work experience and study part time, and (3) Executive MBA (EMBA) for older executive students that have 15-20 years of experience (FEMBA and EMBA offered through the Office of Professional MBA (OPMBA)).

Spich indicates that the school has seen fewer students identifying themselves as international fellows participating in specific tracks such as a Japanese track, a French track, or a Russian track. He attributes this to a more sophisticated student body coming to the Anderson and other business schools having already been abroad and preferring not to narrow one's self to a particular country or track of study. Spich thinks that people are "internationalizing themselves" and that the culture of America is internationalizing daily and in many different ways depending upon where you live, who you are, and what access you have. So the question for a UCLA CIBER is, "What's the added value experience?"

The Anderson School of Management offers an advanced international management (AIM) certificate. Spich explains, "We allow students to differentiate their MBA from others by earning a certificate on top of their standardized degree. And to do that, we have set a series of things you have to do. You have to take a certain number of international courses that are internationally oriented, and one must do something abroad. You either study abroad or you have an internship abroad, or even if you have a national internship, the content must be around international issues and problems." This certificate applies to all of the MBA programs, including the Executive MBA.

Spich explains that the next step is to take the input measures and then focus on the output, to develop how one measures the global competencies of students, and to answer the questions regarding what competencies business school faculty should be teaching to. Spich is teaming up with other CIBER directors across the United States to explore this question of global competence and the cognitive, effective, and behavioral aspects of the global-mindset preparation. He recognizes that this is nothing new, especially with a number of global leadership institutes emerging at institutions, but indicates that it aligns well with the purpose

and mission of CIBER and U.S. Department of Education grant-funding initiatives. He also explains the disconnect between what he is hearing from Chief Executive Officers (CEOs) with regard to the importance of global competence and leadership and the lack of acknowledgment by recruiters about its importance, in addition to the technical skills of accounting, marketing, and operations.

A key example of what the Anderson School is implementing is a program called the GAP Program that takes the entire FEMBA class, approximately 268 students, abroad to work with private companies on real problems they are facing. High-potential startup companies and young high-technology companies are identified and work closely with students for six months to develop business plans and international marketing plans. All FEMBA students are required to travel abroad and do research in the field. Spich claims that this is what makes their FEMBA program one of the top programs in the nation and likely the largest growing sector of the MBA market. The unique advantage of such a program for older students who are working and married with family and responsibilities is to provide such experiences that are intellectually engaging and support the interesting positions they already have while fulfilling the MBA degree requirements and gaining new life experiences.

Language and Culture Learning

Another key initiative of the UCLA CIBER is increasing language learning and competency. A prime example is a lunchtime language program begun by CIBER, and then formalized by the MBA program, where people come together in Spanish, Chinese, or other languages in beginning and advanced levels and receive credit for the development of the skill and its integration in the discipline. Moreover, Spich acknowledges that more and more companies are recognizing that “if I’m a Chinese company, am I going to hire an American who speaks Chinese or am I going to hire a Chinese person who’s from China but might have spent some time in the United States? And this is always their question. More likely they hire the American who speaks Chinese just as the Americans hire Chinese rather than an American who speaks Chinese. There’s this mixed feeling in the business community that I think the educational world should really work directly with and or confront directly.”

Funding and Project Models

The UCLA CIBER grant is funded in four-year cycles by the U.S. Department of Education and averages approximately \$350,000 per year with matching funding by the Anderson School and UCLA. The model includes a senior faculty member who leads the CIBER, such as Batwin Chaudrey of India with expertise in microfinance, and a senior faculty director as the executive director of CIBER, namely Robert Spich in this example. In the early years of the UCLA CIBER, Chaudrey and Spich worked together on the development of courses and activities that supported student field projects in microfinance. Since business schools do not require a thesis

like other schools, a field study or final project often is determined as the final capstone of the program, indicating a test of applying all of the MBA knowledge acquired.

As a result of these and other activities, the Anderson School has a dedicated office called Advanced Management Research (AMR), which all MBA students engage in before graduation. Spich explains that the AMR is designed for the MBA group; the GAP program is designed for the FEMBA group; and the Senior Management Research area (SMR) is designed for the EMBA group. All must do an experiential project but they are customized for each student population, recognizing the uniqueness of each demographic and its experience.

Director Spich uses examples to explain such project models. “In the AMR, for regular MBA students, what we did is we started supporting students doing microfinance projects. And what that means is that they would find a microfinance organization like Accion or others, we would get them as clients, and then the students would do a project for them. So a project might be a bank in Brazil called Unibanco, one of the big banks in Brazil, who got into microfinance. And we had a team visit Brazil and go to the northeast of Brazil to look at problems of how they are collecting data in the field, especially client data and what’s the process. So we sent MBA students abroad, essentially I call it Peace Corps with laptops, and they address business and management problems of what I call pro-social organizations. We started with four or five a year, and now we get anywhere from nine to a dozen of these international projects. And of course it can increase if we had more money, but we have a limit on what we do. So we have a very clear procedure for how we recruit people into the program, and this example explains where MBA students, who are already international, are able to add value. Moreover, the UCLA CIBER is supporting case writing that’s coming out of these international experiences. So what we’re going to do is put increasing amounts of money into taking these field studies that we do and developing more cases out of them because there’s some fascinating data that emerges from these international challenges.”

For the future, these types of experiences can be tied more deliberately to key initiatives, such as President Obama’s national export initiative, a new policy by the administration. Spich explains the fact that the national export initiative is going to go nowhere unless local people do something, and he suggests “CIBER schools choose key export initiatives, tie them to real projects for local companies who are not exporting internationally yet, and assign teams of students to work with them to get them started. Our companies don’t know how to do it, they’re afraid to do it, and they don’t have all the skills to do it. Students are there, they’ve got the energy and the time, and they just love to hang their hat on a real experience. I think this is a natural and if universities were smart they would just apply themselves to these kinds of projects. And once this happens, the public will vote again for public education. This is an example of where I’ve seen our CIBERs serve as a very interesting catalyst.”

Another key theme is sustainability and UCLA is working with USC on something called services industrialization. The assumption is that the service industries are going to go through

the same process that manufacturing went through over 100 years. According to Spich, we're going to see processes of standardization and centralization. Similar bureaucratic processes that we saw happen in physical industry will happen in the services industry. CIBER is working with a faculty member on a project called Business Information International (BIT) where 23 partners around the world are collecting data to support an ongoing study related to how information systems are impacting business decisionmaking. Other themes of the UCLA CIBER include helping U.S. labor adjust to globalization and supporting high school student learning in projects such as Global Green Business Week.

CIBER is a useful institutional device to move forward and achieve certain key initiatives. The CIBER mechanism helps to identify key champions for such initiatives while advancing the philosophy and leadership that already accepts the importance of global leadership and internationalization. CIBER also assists in its institutionalization via activities internally within the program, incorporating a line item into annual budgets, and making it more and more a part of the dean and the board's mission and goals. "And it is increasingly a part of our culture...an evolving phenomena," states Spich.

So What's Next?

Technology is a whole other area that provides phenomenal opportunities.

Robert Spich

For example, a professor who has been writing medical marketing for years for Johnson and Johnson had a client in Ghana, a hospital and operating room, who needed assistance. A team of students on an AMR project went to Ghana, analyzed the operational aspects of their procedures, and made a final presentation by videoconference that was interactive and supported further discussion. "We recognize that technology increasingly is going to be a part of our managing these external relationships." Spich also emphasizes that Anderson is moving toward more courses online with the hope that we will continue to have face-to-face components that help deepen and solidify relationships.

"There is something about the social aspect of learning that I think is very important. We can't abandon that. We can't say 'oh, we don't need to meet anymore, it's all online.' If that were true, we all would have just bought the books and done it. But there's something about the discipline of it, of having to go through a program of mixing with others. We need to understand what it is that we do well and do it better, stop doing certain things that we don't need to do anymore, and maybe begin outsourcing certain kinds of activities and think very seriously about this," says Spich.

Spich also suggests that we may see students able to get an MBA jointly at six institutions, such as UCLA joins with Minnesota or Georgetown, Harvard, INSEAD, Bocconi, and the University of Warsaw. "And what may happen is a student can take any number of courses at any of those

six universities, and we then become the managers of the program in terms of the credibility and the content.”

As Spich explains, “We fundamentally compete and cooperate at the same time. We compete for the best students, we try and draw them and attract them and hold them. And we try to think of the best companies to recruit for our students and all of that. But fundamentally all of us have regional, local stories to tell that only we can tell.”

For more information about study abroad programs at Anderson School of Business and the UCLA CIBER, go to www.anderson.ucla.edu/ciber.xml

Kennesaw State University and the Coles College of Business

A conversation with Rodney G. Alsup, D.B.A., CPA, CITP, director of international programs, the Institute for Business and Public Administration in Bucharest (ASEBUSS), summer 2010

Key Highlights

- **ASEBUSS: a unique joint international residency model**
- **Sustaining internationalization: individual and/or institutional leadership**

General Background

In the mid 1990's, Kennesaw State University had a total of about 14,000 students with only a few faculty-led programs overseas. Today, Kennesaw has increased to 23,000 students and has more of a campus strategy related to partnerships with overseas schools, similar to other U.S. schools' beginnings abroad. The Coles College of Business at Kennesaw State University has a unique program they jointly developed with the Institute for Business and Public Administration in Bucharest (ASEBUSS).

The Institute for Business and Public Administration in Bucharest (ASEBUSS)

ASEBUSS is a private, not-for-profit organization that was spun off of the Academy of Economic Studies in Bucharest in 1996. After the overthrow of the government in 1990 until about 1996, Romania had no free-market textbooks, cases, and other educational materials available. The initial focus of the program was to develop a curriculum and complementary activities, and then in 1996, a separate, stand-alone Executive MBA program was established. The program consists of ten faculty members and a staff of six, with an intake each September of about 65 students, 99 percent of whom are Romanian citizens. The cost of the program in Romania is approximately 22,500 Euros, and the Coles College of Business EMBA program is approximately \$49,000. Both are priced at a premium in each market.

When the joint international program started with Kennesaw, the ASEBUSS students participation was strictly voluntary, with only 10 or 15 students participating. Soon after, it became a requirement of the Romanian and U.S. programs, with almost 100 percent of students in both participating. This joint international program, with two residency periods and a six to seven-month virtual component, is an additional part of coursework for graduation.

Learning objectives of the program include:

- Gain knowledge of common business practices in alternative economies.
- Develop “decision-based” analysis and presentation skills in an international business management setting.
- Experience learning in a “virtual” and collaborative work environment.
- Establish an international personal peer network.
- Apply state-of-the-art collaboration application technologies as a user.

From years of evaluations of the program, students communicate that the process that they go through is most important in preparing them to be more successful in future interactions internationally. To illustrate the large scale of the program, there were 16 international teams (about 120 students total) last year (2009) with 8 Kennesaw faculty members and 8 Romanian faculty assigned, one for each team. Faculty members serve as advisers, consultants, and referees to help student teams achieve success. Degrees of faculty involvement vary and have pushed KSU and ASEBUSS to create faculty job descriptions and rubrics to assist in defining responsibilities. Unfortunately, compliance and accountability remains a challenge since few incentives exist for faculty. U.S. faculty get paid overload (approximately \$2500), while Romanian faculty are able to inload their teaching in the program. Costs to the students are tuition plus airfare arranged by students individually.

Internationalization Defined

I am not sure we started with a faculty consensus of what we meant by internationalization, however, in the end I know we lived it or created it as the program evolved.

Rodney Alsup

Instrumental in creating the KSU/ASEBUSS joint international program, Alsup emphasizes that internationalization should focus on student learning—the KSU/ASEBUSS program illustrates the type of opportunity students should have to learn experientially.

The program began in a tactical way and grew every year to become part of the institution. Alsup explains that Kennesaw and ASEBUSS are managing succession planning of the Joint International program to go beyond the involvement of a particular faculty member, demonstrating how an institution can become internationalized. Alsup argues that when you have strong leadership in faculty members that keep programs such as the KSU/ASEBUSS program moving forward, then you are able to achieve internationalization...

Alsup, one of the lead developers of the KSU/ASEBUSS partnership, explains how one can read about culture and globalization, but until experiencing it first hand, individuals are unable to understand the role of culture and its impact on collaboration and decisionmaking. To address this, Alsup created a situation where students from two different countries and two different executive MBA programs work on a joint international team, consisting of half Romanian and half U.S. students.

The joint program requires that U.S. students go to Romania in September for about a week to define the scope of the project and get to know team members. Then U.S. students work virtually for six to seven months with their Romanian counterparts who later come to the U.S. where they

complete project deliverables. Then they make project presentations together. Cultural dynamics play out across teams virtually, and students have found the process very difficult but the end result rewarding. Despite communicating lessons learned by previous groups, most executives admit they have to go through the uncomfortable difficulties themselves before they are able to understand fully the value of the impact of the program and the learning.

According to Alsup, internationalization at Kennesaw State University, although supported by leadership via public statements, is predominantly the responsibility of individual faculty developing and leading such international experiential programs. Whereas for the Romanian institution with which Kennesaw partners, leaders are more deliberate about making sure that partnerships continue with institutions and are not solely dependent on individual faculty. Their mission is to create international global leaders who can function anywhere in the world and with any organization, although the preference is for schools outside of Eastern Europe in order to expand more globally.

Organizational Structure

Coles College of Business consists of approximately 5,000 undergraduate students and another 1,500 graduate students, all of whom are in MBA and Master of Accounting programs. Approximately 200 to 400 students per year are admitted, and it takes an average of about four years for part-time business students to complete the degree. The attrition rate is about 56 percent. About 100 graduate students a year participate in an international experience and depend solely on faculty-led courses. These courses are typically one week overseas embedded within a semester-long course in the United States.

Alsup explains that Kennesaw now has a campus study abroad group, consisting of staff of about 16 administrators and faculty. He explains that the group mainly publicizes international programs on campus but historically has not worked closely with the Coles College of Business because the college has ongoing efforts operating independently. Most recently, however, the Coles College of Business and the International Study Programs group worked together on the Year of Romania in 2010–11, which hopefully will jump start more work collaboratively for the future.

Language and Culture Learning

The program brings Romanian faculty to the United States on a class weekend prior to the U.S. students going to Bucharest and gives a thorough orientation to the country and the culture—economics, politics, and norms of understanding about how their peers and business colleagues operate. Such a discussion usually creates enough interest that the U.S. students pursue additional research and get better prepared for Romania. U.S. faculty also travel to Romania in advance of the Romanian students coming to the United States.

Alsup also conducted some research about both groups of students and learned that on average about 75 percent of the Romanian students had traveled internationally outside of Romania on a regular basis, while less than 15 percent of the Kennesaw students traveled extensively, and less than 40 percent had traveled outside the United States on any business at least once during the previous two or three years. “As a result, the U.S. students needed much more orientation to international travel than the Romanian students did,” says Alsup. “We found that the U.S. students, once we completed the orientation, seemed to become a little more open and willing to accept differences.” Alsup indicates that the orientations continue to change and improve as they learn what works and what doesn’t.

Of the 16 teams a year, Alsup says that 2 of the 16 will stay connected for two to three years following the program. The program also tries to rely on alumni of the program to serve as corporate visit leads and remain a part of the program design.

Leadership for Internationalization and the Future

Alsup comes back to the fundamentals, “It’s leadership. If you go back to the early eighties and AACSB’s accreditation standards, they were very prescriptive and MBA programs and business programs could check off that they had an international course that met the requirements. Today, it is more than a course, it is more than an experience, but I just don’t see the leadership... the leadership at most of the business schools is about several years behind in understanding the role of technology, for instance.” Alsup guesses that a large percentage of U.S. business school deans do not have an understanding of technology, that is, how technology can enhance learning and how technology can be leveraged for an MBA program or differentiate an MBA. He also believes the same is true of international—most deans think a visit to Turkey for a week constitutes a sufficient experience.

Alsup continues, “There’s not only student learning that needs to occur but faculty learning and leader learning when it relates to internationalization or technology or...I think we assume faculty know how to do certain things or that leaders know how to identify specific goals that will encourage internationalization or technology adoption. There is little to no interaction with the corporate community and the KSU/ASEBUSS joint program other than corporate visits. Alsup explains that if U.S. business school deans do not make internationalization a priority then it will not get done, and until a common understanding of what we mean by internationalization is reached, Alsup believes that schools, students, faculty, and other leaders will suffer from a fragmentation of programs and a kind of randomness of how internationalization’s being applied in the campus realm.

Relating back to the KSU/ASEBUSS program, Alsup explains, “Our primary strategy in Romania is to have an equal partner, so that becomes the driving force for everything that we do. But our execution is tactical. So it means that we probably have some gaps between the strategy and the tactics, in that, we began at the bottom on the tactical side and built it up. And it is

probably not as closely aligned to the strategy as it should be. Because only if we change partners would you actually see if it was tied to the strategy. The second point is that there is no revenue sharing between the two programs and everything that we do is cost neutral. We incur expenses on behalf of one another. Once a year we get together and settle up. And there's a funds transfer for the net difference. This was not intended to be a moneymaker but a tool for student learning. And I think that's a big difference...And so I think that if we focus on learning and try to make it revenue/cost neutral, I think that might change the dynamic of how these programs will evolve. Now I have no proof of that, but we have seen a lot of international programs fail because they didn't generate the revenues that were needed. But no one asked about whether they were generating the desired learning outcomes. So I think that some of the business schools get a little too hung up on the revenue business model if you will, and that probably needs to be rethought."

For more information about study abroad programs at Kennesaw State University and Coles School of Business, go to <http://coles.kennesaw.edu/index.htm>.