

Crossborder Management Education Alliances:  
Case Study of the Sasin Graduate Institute of Business Administration in Bangkok, Thailand

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## **Dedication**

Dedicated to the loving memory of my father and mother, Marion, Sr. and Elzena, whose commitment to educating others was a driving force in my own educational pursuits.

Thank you for always believing in me.

Dedicated in loving memory of my brother, Marion, Jr., whose hearty laughter and engaging demeanor generated a sense of pride among his many, many students.

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## **Abstract**

The Sasin Graduate Institute of Business Administration at Chulalongkorn University in Bangkok has celebrated a twenty-five year partnership with the graduate schools of business at Northwestern University (Kellogg) and the University of Pennsylvania (The Wharton School) in the United States. The research question for this study is: “What factors have contributed to the success and sustainability of the crossborder management education alliance at the Sasin Graduate Institute of Business Administration?” The objective of this study is to understand and describe the intercultural working relationships between U.S. and Thai faculty and staff who work within the alliance. By incorporating the U.S. perspective as well as the Thai perspective, this research demonstrates how the national cultures of Thailand and the U.S. influence organizational effectiveness within the crossborder education alliances among these universities.

Methods for data collection have involved major triangulation, including participant observation, in-depth semi-structured interviews, and document analysis. Several months of fieldwork were undertaken in Bangkok interviewing key Thai faculty and staff as well as the U.S. visiting faculty and staff.

There are three major implications of this study. First, the case demonstrates that organizations rooted in quite different cultures can collaborate effectively and successfully create a long-term sustainable relationship. A key factor related to this success is the cross-culturally sensitive leadership demonstrated by all parties and their abilities to negotiate significant cultural differences. Second, given the escalating costs of

higher education associated with the Baumol Disease, alliances among universities can provide a cost-effective approach to providing high-quality and innovative education.

Third, the alliance described in this study is an example of the effective internationalization of higher education in a multicultural transnational context.

## Abstract – Thai Version

บทคัดย่อ

สถาบันบัณฑิตบริหารธุรกิจศศินทร์แห่งจุฬาลงกรณ์มหาวิทยาลัยได้เฉลิมฉลองครบรอบ 25 ปี

ของความร่วมมือกับโรงเรียนบริหารธุรกิจแห่งมหาวิทยาลัยนอร์ทเวสเทิร์น (The Kellogg School of Management, Northwestern University)

และโรงเรียนบริหารธุรกิจแห่งมหาวิทยาลัยเพนซิลเวเนีย (The Wharton School, University of Pennsylvania) ในประเทศสหรัฐอเมริกา ดังนั้น

คำถามวิจัยคือ "อะไรคือปัจจัยที่นำไปสู่ความสำเร็จและความยั่งยืนของพันธมิตรระหว่างประเทศทางการจัดการศึกษา

ด้านบริหารธุรกิจของสถาบันบัณฑิตบริหารธุรกิจศศินทร์แห่งจุฬาลงกรณ์มหาวิทยาลัย?" วัตถุประสงค์

ของการวิจัยชิ้นนี้ คือการทำความเข้าใจ

และอธิบายความสัมพันธ์ข้ามวัฒนธรรมของอาจารย์และ

เจ้าหน้าที่ของไทยและสหรัฐอเมริกาที่ทำงานในโครงการความร่วมมือดังกล่าวผ่านทางมุมมองทั้ง

ของไทยและสหรัฐอเมริกา

งานวิจัยชิ้นนี้แสดงให้เห็นว่าวัฒนธรรมแห่งชาติของทั้งประเทศไทยและ

ประเทศสหรัฐอเมริกามีผลต่อประสิทธิภาพองค์กรของมหาวิทยาลัยที่ร่วมอยู่ในกลุ่มพันธมิตรดังกล่าว

การศึกษาชิ้นนี้ใช้การเทียบเคียงข้อมูลจากหลายแหล่งข้อมูล (Data triangulation) ซึ่งรวมถึง



การเก็บข้อมูลผ่านการสังเกตอย่างมีส่วนร่วม (Participant observation)

การสัมภาษณ์กึ่งโครงสร้างเชิงลึก

(In-depth semi-structured interviews) และการวิเคราะห์เอกสาร

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## **Chapter One: Introduction to the Study**

My personal journey to this research study as well as to the PhD program is based upon both my professional and personal history. During the early years of my IBM career, my IBM co-workers often talked about “this guy Hofstede” who had generated this intriguing information that the rest of the world was talking about. I did not realize at the time, of course, that many years later that work would be a critical part of my work and career direction today. During my business career, I worked in sales and marketing for IBM Company. I sold small computer systems mainly to local governments, hospitals, and educational institutions. During the late 1980s and early 1990s IBM began to shift its marketing strategy from selling directly to the end-user customers to selling through business partners, and my role was to develop and maintain these strategic alliances with the business partners.

From IBM, I began working with 3M Company. My role was again to develop and maintain a complex network of strategic alliances between 3M Company and 3M’s vendors. Some vendors had physical locations, and some were beginning to establish only an online presence. From this experience I was able to develop a deeper understanding of strategic alliances and networks of organizations that worked together to leverage their financial strength, their expertise and their geographic location, when relevant. Throughout my business career, I always wanted to know more about the research that supported why certain strategic decisions were made.

As for my family background, I come from a family of educators-- my great-grandmother, grandmother and parents were educators as well as several aunts, uncles, cousins, and nieces who are educators from K-12 to the college level or who are

university administrators. Conversations about school desegregation, historically black colleges and universities, and the importance of education to the community were routinely a part of our family dinner conversations.

I was always encouraged and expected to move outside of my culture comfort zone, and the fact that I am an African American focusing on Asian cultures fulfills that expectation. Yet, I have discovered that numerous African Americans scholars have focused on Asian cultures, including former U.S. ambassador to Syria and Malta, Hugh H. Smythe (Ph.D., Northwestern University, 1945), who went to Chulalongkorn University in Thailand in the early 1960s on a Fulbright grant (Fikes, 2002) . Ironically all of these factors have come together in a somewhat serendipitous manner that makes sense for me to conduct a research study on the Sasin Graduate Institute of Business Administration. Lastly, I fully identify with noted interdisciplinary scholar James March when he stated in an interview, “I try to be a good teacher and I try to be a good researcher but if you ask me why I am either, my rationalizations would be invented. It is simply what I am” (Augier, 2004, p. 173).

### ***Overview***

In today’s era of globalization, a greater exchange of information and resources among countries is taking place, an exchange ignited by advances in knowledge and technology as nations become increasingly interdependent. In response to the competitive demands of globalization, higher education and research institutions are facing new responsibilities to produce a more highly skilled, technically astute workforce that is equipped to tackle international challenges (Breton & Lambert, 2003; Enders & Fulton,

2002a; Enders & Fulton, 2002b; Marginson, 2000; Scott, 1998; Seddoh, 2002; Teichler, Enders, & Fulton, 2002; van Damme, 2002).

Both developed and developing countries are seeking ways to strengthen their competitive positions in the global economy by developing the human capital within their countries through employing different internationalization strategies within education (Becker, 1960; Schultz, 1961). One internationalization strategy pertinent to this study is the use of strategic partnerships between universities. Such partnerships leverage academic and research resources and generate increased synergies between the universities. As these partnerships flourish, more research is required to better understand the factors that contribute to the effectiveness of these inter-university relationships.

The Sasin Graduate Institute of Business Administration (Sasin) is a good case for examining the importance of strategic partnerships among international universities as a means for educational development and economic growth. Sasin is located within Chulalongkorn University in Bangkok, Thailand, and is considered a premier school of business in Thailand (AACSB International, 2010a; AACSB International, 2010b).

The Sasin Graduate Institute of Business Administration was established in 1982 through collaboration among the Kellogg School of Management at Northwestern University and The Wharton School (Wharton) at the University of Pennsylvania. Khun Bancha Lamsam, then Bank President of the Thai Farmers Bank (now the Kasikorn Bank), along with former Chulalongkorn University President Toemsakdi Krishnamra proposed the idea of a graduate business institute to the Chulalongkorn board of directors. The business institute would be taught entirely in English. Khun Bancha and former President Toemsakdi understood the need to develop strong, globally-competitive

business skills within Thailand. The Thai government also wanted to develop the Eastern Seaboard of Thailand in order to attract foreign investment (Baker & Pasuk, 2005), and highly trained business managers were required to support this development.

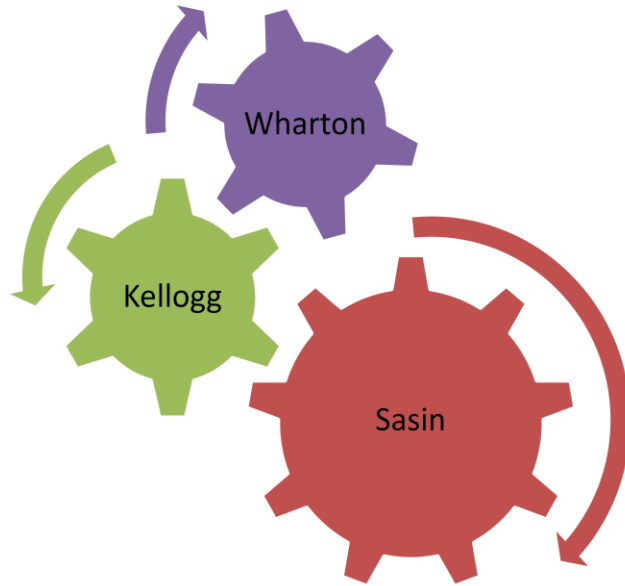
Sasin has celebrated its twenty-five year relationship with the Kellogg and Wharton business schools (Global Sasin, 2006). Professors from Kellogg and Wharton teach courses at Sasin, and graduate students from these two U.S. universities are also able to study abroad at Sasin. Although located within Chulalongkorn University, Sasin is a stand-alone, financially self-sustaining, independent institute within the university. The important aspect of Sasin is that by keeping Thai students within their home country, Thailand can minimize the effects of brain drain rather than if graduates were to leave Thailand and establish their careers in other countries (Fry, 1984).

The strategic alliance, also referred to as a crossborder education alliance, among these graduate schools of business provides a basis for gaining a greater understanding of the organizational leadership and cultural factors that contribute to the effectiveness of crossborder education alliance. This study views the inter-institutional interaction among the universities involved through the lens of transformational leadership. Beerkens (2004) draws attention to the need for such a study as he states that “while several systematic studies of inter-organizational arrangements in the business sector have been published, studies on such arrangements in higher education are still rare” (Beerkens, 2004).

Figure 1 represents the Sasin, Kellogg, and Wharton alliance relationships that will be discussed in this study.

FIGURE 1: SASIN CROSSBORDER MANAGEMENT EDUCATION RELATIONSHIPS

## Sasin Crossborder Management Education Relationships



### *Purpose of the Study*

The purpose of this study is to explore the relationships among universities working in partnerships to educate international business managers. These relationships have changed significantly and rapidly over the past decades, creating a widening knowledge gap in understanding how to successfully manage such relationships in the future. Several distinct disciplines or areas of knowledge are essential to gaining an in-depth understanding of these university relationships. These disciplines include an understanding of leadership in higher education, culture, and strategic alliances or consortia. Although distinctly different, these bodies of knowledge are not mutually exclusive and frequently overlap.



### ***The Research Questions***

In seeking increased understanding of these educational partnerships, the research questions are as follows:

Overarching Question: What factors have contributed to the success and sustainability of the crossborder management education alliance in the Sasin Graduate Institute of Business in Thailand?

Supporting questions include:

- 1) To what extent is there a Sasin organizational culture? What are its distinctive features?
- 2) How does the Thai national culture affect the organizational culture as it pertains to organizational factors and leadership?
- 3) How do alliance members (faculty and staff) describe how they navigate intercultural relationships, communications, and decision making within the alliance?
- 4) What are the future implications of the crossborder education alliance?

***Defining success and sustainability.*** Each of the three graduate business schools in this study would be considered successful in their own right. Established in 1881, The Wharton School is the world's first collegiate school of business (Wharton Inside, 2010). Wharton is often ranked internationally as one of the top three business schools in the world. Kellogg competes with Wharton for the top ranking and has oftentimes surpassed Wharton's top ranking as a business school.

TABLE 1: GRADUATE BUSINESS SCHOOL RANKINGS

Business Week, Graduate Business School Rankings								
School (U.S.)	2004	2002	2000	1998	1996	1994	1992	1990
Pennsylvania (Wharton)	3	5	1	1	1	1	4	2
Northwestern (Kellogg)	1	1	2	2	3	2	1	1

(Business Week, 2006)

Sasin is also ranked as a top quality business school in Asia. The definition of success for this study does not solely focus on the quality rankings of these schools, but primarily focuses on the success of the cultural fit among the institutions within the crossborder education alliance. This study will demonstrate how all three business schools share similar quality standards, educational missions, and leadership goals that allow them to create an ideal cultural fit. The three schools have been able to establish a harmonious culture that works well for all alliance members involved. This harmonious cultural fit defines success in this study.

The definition for sustainability in this study is Sasin's ability to maintain high quality by having sufficient financial support throughout the years. Sustainability refers to Sasin's success in establishing as a self-financed, independent entity that has survived throughout strong and weak economic times. Sasin has been able to generate the supporting revenue to maintain the quality of the teaching and the courses offered. The graduate school have been able sustain this quality for over twenty-five years without lowering its standards, and this defines the sustainability aspect of this study.

### ***Background of the Study***

This study begins with a broad overview of the literature on globalization and internationalization in higher education. The study then examines the definitions, functions, and variations of alliances and provides background information on crossborder education alliances as well as the effectiveness of consortia, or strategic alliances in higher education. The study also examines management education trends in higher educational institutions and the importance of understanding the impacts of and internationalization. Next, I examine organizational leadership literature which creates a basis upon which to build an understanding of leadership within organizations, specifically higher educational institutions. Lastly, the study examines the critical importance of understanding the role that culture plays in understanding crossborder education alliance in higher education. This study particularly focuses on Asian and Western cultures and the noteworthy aspects of working relationships between these distinctly different cultures.

### ***Significance of the Study***

This study is significant as the number of consortia as well as the type of inter-institutional arrangements have increased significantly and will continue to multiply in the future. The results of this study would be applicable to any higher education institution considering a crossborder alliance. While this study focuses on management education specifically in business, the study may also be applicable to management education for non-profit management (i.e., NGOs) or the management of intergovernmental organizations as well. Although this study has a focus on business education within higher education the findings would also be applicable to other disciplines such as engineering, medicine, or the field of education itself.

Although this study focuses on the intercultural relationship between the U.S. and Thailand, the findings may also be applicable to any two or more countries that may be considering a crossborder alliance. Lastly, the present study is significant because it not only describes *what* strategic plans and tactical activities need to occur to create an effective crossborder education alliance, but more importantly, *how* the organizations based in different cultures manage cultural differences to carry out critical plans and activities that rely upon intercultural relationships in order to work.

### ***Theoretical Framework***

The theoretical framework for this study primarily employs the six phases of the Jane Knight circular internationalization process and also includes three elements from van der Wende, (de Wit, 2002, pp. 136-137). The six Knight phases include awareness, commitment, planning, operationalized, review, and reinforcement. Key to Knight's internationalization cycle is that an institution moves through the cycle at its own pace. The three elements of the van der Wende model include analysis of context, implementation, and long-term effects. Although Knight's original research focused on Canadian universities, her later research included Asia as well. Key to Knight's model is that the nation employing the internationalization strategy may develop at its own pace (Knight, 2008).

Jane Knight defines internationalization as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2003, p. 2). Knight expanded the definition from the original 1994 version which stated the "process of integrating an international or intercultural dimension into the teaching, research and service functions of the institution" (Knight, 1994, p. 2). The purpose of the updated definition is to include the increased focus from the national and sector level as well as the increase in number and variety of delivery options of education providers for post-secondary education.

Knight outlines four categories of rationales driving internationalization, as updated by de Wit (de Wit, 2002). The rationales include: 1) social/cultural, 2) political, 3) economic, and 4) academic (Knight, 2004b). Additionally, Knight's definition focuses on the national, sector, and institutional levels. Knight calls for additional in-depth

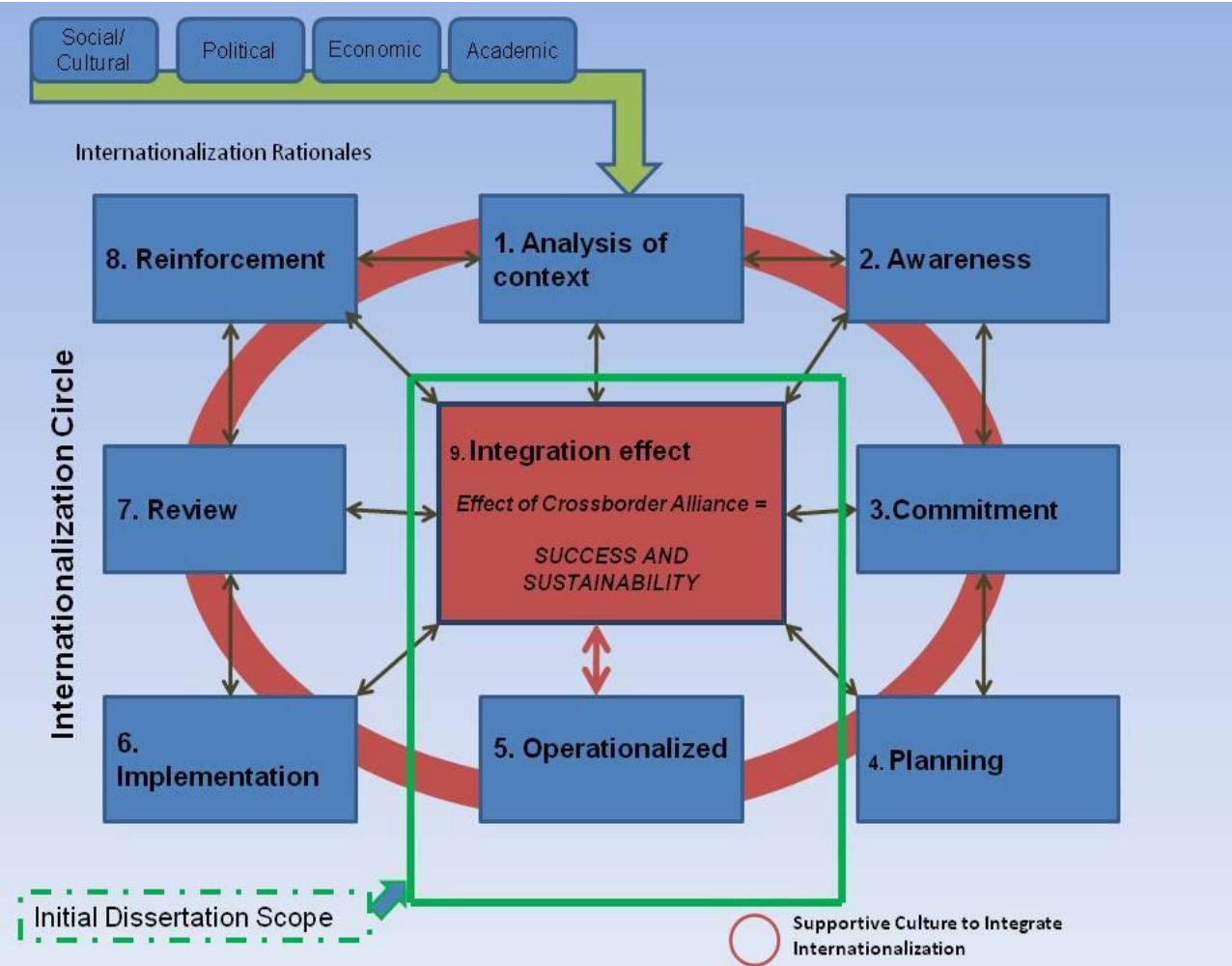
research in several areas. This study is designed to attempt respond to Knight's additional questions that focus on the intercultural:

[#1] "How does internationalization deal with the intersection of international and intercultural? Is internationalization a vehicle for increased understanding and appreciation of cultural diversity and fusion, or is it an agent of cultural homogenization? How do the curriculum, teaching/learning process, research, extracurricular activities, and academic mobility contribute to intercultural understanding and cultural hybridization/homogenization?"

[#2] "The complexity involved in working in the field of internationalization requires an additional set of knowledge, attitudes, skills, and understandings about the international/intercultural/global dimension of higher education. How are these competencies developed and recognized for those academics, administrators, and policy makers working in the field of internationalization of higher education?" (Knight, 2004b, p. 29).

Figure 2 portrays the Jane Knight model of internationalization (Knight, 1993) along with the four categories of rationales: 1) social/cultural, 2) political, 3) economic and 4) academic (Knight, 2004b). Figure 2 also includes the Hans de Wit modifications (de Wit, 2002, p. 136) which include the three elements of context analysis, the implementation phase, and the overall institutional effect of internationalization from Marijk van de Wende (van der Wende, 1998):

FIGURE 2: THE INTERNATIONALIZATION PROCESS



Modified from (de Wit, 2002, p. 136; Knight, 1994; van der Wende, 1998)

**Background on Thailand.** Thailand is located in Southeast Asia, and borders the Southeast Asian countries of Myanmar, Cambodia, Laos, and Malaysia. Figure 3 shows Thailand in relation to the other Southeast Asian countries.

FIGURE 3: MAP OF THAILAND



Source: (Map Design Unit of the World Bank, 2003)

Thailand is one of ten nations that comprise the Association of Southeast Asian Nations (ASEAN), and is a founding member of ASEAN. Thailand's population is fourth among the ASEAN nations following Indonesia, the Philippines, and Vietnam. The GDP stands at \$550 billion, second only to Indonesia, yet, the GDP/capita ranks fourth



following Brunei, Singapore, and Malaysia. Thailand also ranks fourth in the Human Happiness Index, above Brunei, Singapore, and Malaysia. Thailand has the lowest unemployment rate and the second lowest percentage of its population below the poverty line compared to the other ASEAN nations. Thailand is also a member of the Asian Pacific Economic Cooperation (APEC), the World Trade Organization, (WTO), and is a member of the WTO (Fry, 2008).

**Geography.** Thailand's land mass is 510,890 square kilometers, approximately the size of France or the state of Wyoming (CIA, 2008; Cooper, 2007). Thailand is divided geographically into four regions. Bangkok is located in Central Thailand which shares a similar hot, rainy climate to that of Manila, Philippines and the Honduras in Central America. Northeast Thailand is quite poor, and continues to have rice-fields. Northern Thailand, where Chiang Mai is located, is a cooler, mountainous region. Southern Thailand has an extended coastline and a strong fishing industry. Thailand is one of the world's largest exporters of rice, and rice-growing is an essential part of the Thai culture and economy. The following map of Thailand, Figure 4, shows where the country is located in Southeast Asia.

FIGURE 4: MAP OF SOUTHEAST ASIA



Source: The World Factbook, [www. CIA.gov](http://www.CIA.gov)

Thailand's form of government is that of a constitutional monarchy. Thailand has never been colonized. The chief of state, King Bhumibol (pronounced Phumiphon) has been on the throne since the age of nine in 1946. To say that the Thai people love, adore, and deeply respect their king is an understatement. The king is considered quite modern as he is active in development and sustainability programs. He has an appreciation of music and plays the saxophone as well as the clarinet. The Thai king stays separate from the day-to-day activities of running the government, yet Thais value and appreciate the

king's opinion. At the Thai cinema, the 'king's national anthem' is played, and moviegoers must stand at attention in honor of the king's anthem. The king's image is contained on every Thai banknote and every Thai coin and numerous stamps (Cooper, 2007, p. 40). Pictures and images of the king are posted throughout the country within numerous buildings. Picture 1 shows a display of pictures posted at the Bangkok Airport featuring the king.

PICTURE 1: PICTURES OF KING BHUMIPOL DISPLAYED AT BANGKOK AIRPORT



Thailand has experienced several changes in Prime Ministers just in the past three years. During the time of my field work, the sitting Prime Minister was ousted from his position as a result of political protests (CIA, 2008). The head of the Thai government is Prime Minister Abhisit Vejjajiva, who has only been in power since 17 December, 2008. A son of two physicians, Prime Minister Abhisit was born in the United Kingdom. Just as many elite Thais are educated abroad, Prime Minister Abhisit also completed his secondary and college education in the United Kingdom.

*Educational system of Thailand.* Higher education institutions in Thailand have changed dramatically in response to demands for increased quality and student participation. After the passage of the National Education Act B.E. 2542 (1999) and the related Amendments in B.E. 2545 (2002) in July 2003, the Office of the National Education Commission (ONEC) merged with the Ministry of University Affairs to create the newly established Ministry of Education (MOE). The National Education Act is central to all educational reforms in Thailand. To ensure increased quality in higher education, the MOE established a quality assurance system for both internal and external quality assurance. An Office for National Education Standards and Quality Assessment (ONESQA) was established as a public organization to develop criteria and methods of external evaluation, and evaluating educational achievements to assess the quality of institutions at least once every five years (Office for National Education Standards and Quality Assessment (ONESQA), 2003).

The newly formed Commission on Higher Education (CHE) has the authority to manage and promote higher education on the basis of academic freedom and excellence, namely:

1. Formulate policy recommendations, development plans, standards, and coordinate international cooperation in higher education
2. Mobilize resources
3. Coordinate and promote the development of human resources and capacity of all students
4. Recommend the establishment, dissolution, amalgamation, upgrading, and elimination of higher education institutions and community colleges

5. Monitor, inspect, and evaluate outcomes of higher education management
6. Compile data and information on higher education
7. Act as the Secretariat to the Commission on Higher Education Board  
(Commission on Higher Education CHE, 2006).

The transition rate of students from upper secondary education to higher education (excluding new entrants in open universities) rose from 75.9 percent in 1999 to 80.8 percent in 2003. Student enrolment in higher education institutions, including those in open universities, raised from 1,643,447 in 1999 to 1,928,608 students in 2003 (Office of Education Council (OEC), 2004).

The total number of graduates in higher education increased from 471,002 in 2003 to 473,452 in 2005. The average years of educational attainment remains relatively low, but the number of years is gradually increasing. In the 15-39 year age group, the average years increased from 9.3 to 10.1 years. In the 40-59 age group, the average years went from 6.3 to 6.9 years. Thailand's population in this age group totals approximately 45 million people, 70.5 percent of the total population. Thailand's percentage of total level of educational attainment in higher education increased from 13.3 percent of the population in 2005 to 13.9 percent in 2006 (Varaporn, 2006).

As Thailand becomes more industrialized, Thailand projects that a greater percentage of the population will require a higher level of educational attainment. The proportion of the projected labor force in tertiary education is expected to nearly double from 12.9 percent in 2005 to 23.0 percent in 2025. As for those who participated in the labor force in the years 2005 and 2006, the highest percentage of participants was from those who completed an academic higher education (Varaporn, 2006). As Thailand

becomes more competitive internationally, an increased focus on the level of education attained as well as percentage of the population with a higher level of education becomes essential for the growth of human capital in the country.

Throughout the changes and advancements in the Thai educational system, the thread of the holistic development Thai students into a “good person” is common throughout (Somwung & Siridej, 2002).

*Changes in university governance and management.* Another way the educational system in Thailand has evolved involves the changes in university governance and management. The Thai government is delegating more functions to University councils such as designing new curricula, setting up their own systems for teaching staff and employees, setting up autonomous units, and managing university assets overall. This newly-created autonomy is designed to enhance the university’s productivity and responsiveness to national and local needs, to provide more performance-related rewards, to eliminate the system of lifelong employment, and to reduce the financial burden on state, and to support public higher education. Universities now place a greater emphasis on a free flow of communication among administrators, staff and students, as well as other stakeholders such as related agencies, parents, business and local communities, at large.

The Thai government and public universities plans to transition of all universities to autonomous universities. As of 2006, there were nine public universities (not including the two Buddhist universities). In 2007, nine additional public universities become autonomous, including Chulalongkorn University. The remaining universities will become autonomous in subsequent years (Varaporn, 2006).

*Sasin historical perspective.* In the 1970's multinational corporations expanded their operations to Thailand due to the relatively stable political environment, its central location in Southeast Asia, and Thailand's active seeking of foreign direct investment (Fry, 2002; Varaporn & Fry, 1980). Thailand was quickly transitioning from an agricultural to a manufacturing-based economy. Chulalongkorn University realized that the Thai private business sector increasingly had to work with foreign countries and that the English language was the primary means of communication. Therefore, a great need emerged for high-level business education and the resulting business administrators who were fluent in English. Sasin provided an in-country solution for keeping Thais who sought high-level business education from leaving Thailand (Fry, 1984).

Chulalongkorn University decided to establish an MBA program with English as the medium of instruction to meet the needs of the Thai private business sector. The Sasin Graduate Institute of Business was established in direct response to the Fifth National Economic and Social Development Plan in which the government wanted to develop the Eastern Seaboard in order to attract foreign investment (Baker & Pasuk, 2005; Paitoon, 2004).

The Sasin Graduate Institute of Business Administration was established on May 28, 1982 with a Statement of Understanding signed by Dean Jacobs of Kellogg, Dean Carroll of The Wharton School and Kasem Suwanagul, President (referred to as Rector), Chulalongkorn University. Picture 2 shows the frequently published photo of the initial signing (Golosinski & Honack, (2008).



PICTURE 2: SIGNING OF STATEMENT OF UNDERSTANDING



Bangkok: May 28, 1982

Donald P. Jacobs, Dean  
J.L.Kellogg Graduate School of Management  
Northwestern University

Donald C. Carroll, Dean  
The Wharton School  
University of Pennsylvania  
Philadelphia

Kasem Suwanagul Rector  
Chulalongkorn University

*Pictured from left:* Toemsakdi Krishnamra, Sasin Director; Kasem Suwanagul, President (Rector), Chulalongkorn; Suthi Ekahitanonda, Sasin Deputy Director; Robert Duncan, Kellogg Professor of Organization Behavior; and Donald P. Jacobs, Kellogg Dean.

The goal of the graduate institute was to strengthen much-needed business skills in Thailand (Varaporn & Fry, 1980). Chulalongkorn University President Charas anticipated that the linkage with the Kellogg and Wharton Schools would “symbolize the type of linkage the University [would continue as it] more fully internationalize[s] its academic programs across the board” (Charas, 1989). Dean Jacobs of Kellogg provided supportive comments in stating that Sasin had the potential to become “the best MBA program in the Pacific [due to] superb management, [high quality staff, and community involvement]” Wharton’s Dean Gerrity anticipated a strong positive working relationship with Sasin by expanding the curriculum to include courses focusing on the economics of Thailand and other Southeast Asian countries (Gerrity, 1989).



Sasin's university partners, Kellogg and Wharton, have repeatedly ranked in the top five in Business Week MBA school rankings; with Kellogg taking the number one position on five occasions, and Wharton on four occasions over a ten-year period (Business Week, 2006). Sasin has also been ranked as the number one program in social sciences in Thailand (Sirikul, 2006).

Sasin became a founding member of the Association of Asia-Pacific Business Schools (AAPBS), an accreditation board that operates along the same lines as the Association to Advance Collegiate Schools of Business (AACSB) in North America and the European Foundation for Management (efmd) in Europe. Sasin continues its collaboration with Wharton and Kellogg, and has signed Memorandums of Understanding (MOUs) with the Schulich School of Business, York University, Canada and the Brisbane Graduate School of Business, and Queensland. Director Toemsakdi Krishnamra was unanimously elected to the position of Vice-President of the Association of Asia-Pacific Business Schools (AAPBS), and has served as President of AAPBS (Sasin, 2009b).

As Table 2 shows, the teaching variation at Sasin is synonymous with traditional graduate management programs. Sasin maintains nineteen full-time faculty, and 56 professors are considered regular presenters in the Sasin Program (Sasin, 2011). Yet, 193 professors have taught at Sasin over the years from numerous universities and from numerous countries, including two professors from the University of Minnesota. (Appendix F).

TABLE 2: TEACHING VARIATION AT SASIN

<b>Discipline</b>	<b>Number of Professors</b>
Accounting	2
Decision Sciences	2
Economics	3
Finance	12
Law	1
Management & Strategy	8
Management Communication	3
Management & Organizations	10
Management Information Systems	2
Marketing	8
Operations Management	2
Clinical Professors	3
<b>TOTAL</b>	<b>56</b>

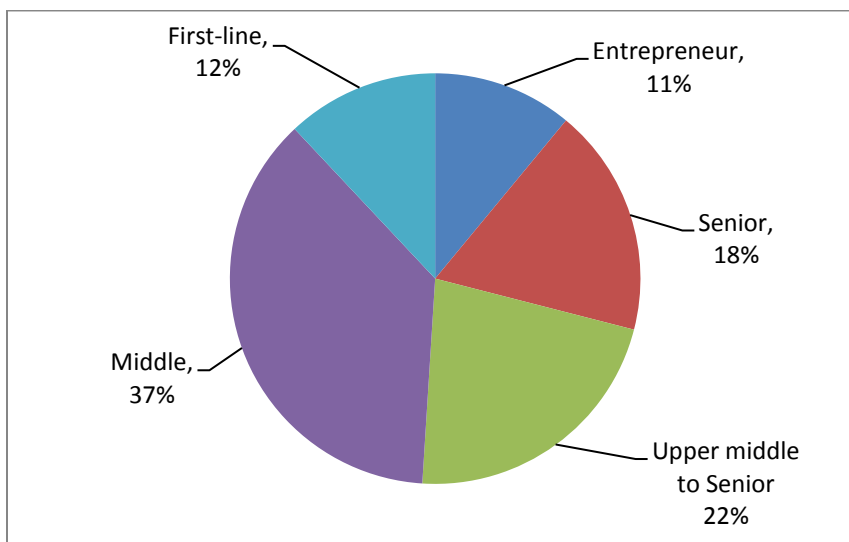
(Sasin, 2011)

Sasin has produced business, technical, and political leaders who are essential to Thailand's economic development. The Sasin Graduate Institute of Business has enjoyed over a twenty-five year history within Chulalongkorn University (Sasin, 2007b). Sasin produces graduates trained in current management theories and practices, skills that are essential for strategic administrative positions critical to Thailand's economic growth and development (Sasin, 2009d; Toemsakdi, 2007).

Some of those necessary areas for Thailand's long-term competitiveness include banking, manufacturing and production, finance and securities, and trading. Many of the

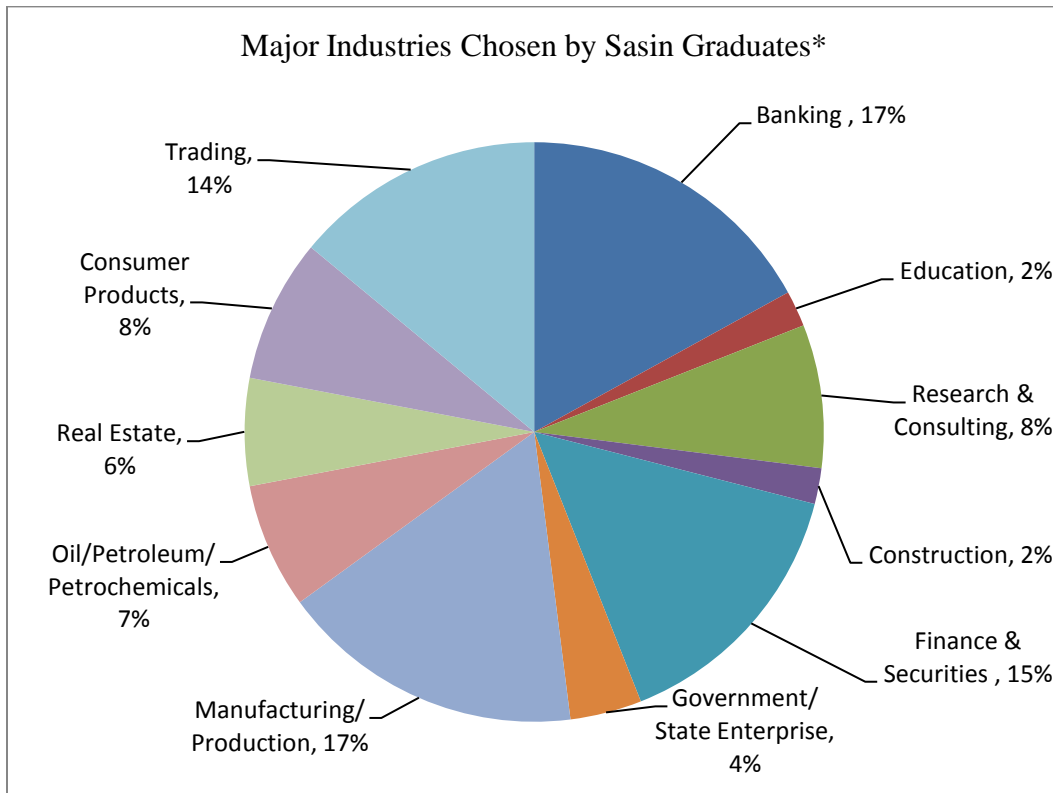
entering Sasin Executive MBA (EMBA) participants originate from various management positions. Over thirty percent come from middle management and over twenty percent from upper level to senior management. Eleven percent of the EMBA participants are entrepreneurs, twelve percent are first-line managers and eighteen percent come from senior management positions (Sasin, 2009c). Figure 5 represents the management levels of entering Executive MBA Participants. Sasin graduates enter a number of fields that are essential for Thailand's economic growth. Figure 6 represents the fields that Sasin graduates enter upon graduation.

FIGURE 5: MANAGEMENT LEVEL OF EXECUTIVE MBA PARTICIPANTS



Source: (Sasin, 2009c)

FIGURE 6: MAJOR INDUSTRIES CHOSEN BY SASIN GRADUATES



\* Graduating classes of 1985 – 2006

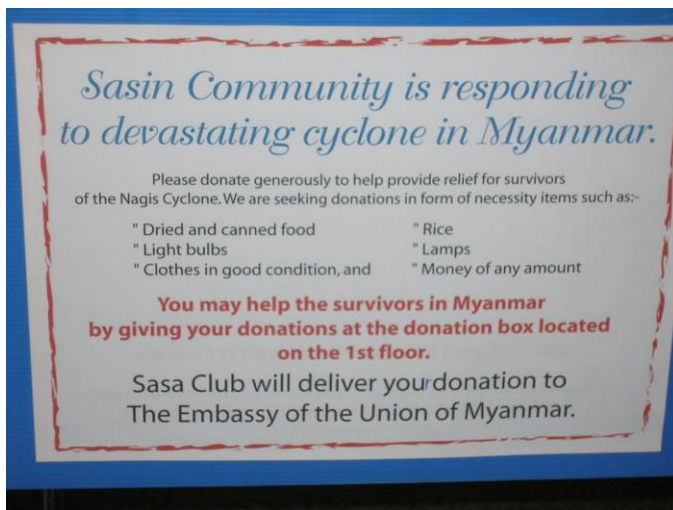
Source: (Sasin, 2009d)

**Sasin overview.** The Sasin Graduate Institute of Business Administration is the first and only business school in Thailand to have attained AACSB accreditation (AACSB International, 2010; Sasin, 2010). Sasin is the first graduate management program in Thailand taught entirely in English (Sasin, 2007a). Sasin states that its vision is “to be at the forefront of graduate management study in the Asia Pacific region and among leading international institutions of management education” (Sasin, 2008). The Sasin mission is “to provide graduate management study and opportunities for lifelong learning of the highest order of excellence, emphasizing knowledge creation and the practice of management, with an Asian perspective” (Sasin, 2008).

It is important to note that maintaining “an Asian perspective” through preserving Thai culture is an essential aspect of the Sasin mission. Sasin offers six different programs which include (1)The MBA program, (2)Ph.D. Programs in Finance and Marketing, (3)the Executive MBA Program, (4)the Human Resource Management Program, (5)the executive Education and Senior Executive Program, and (6)the Management Communication Certificate Program. Objectives such as teamwork and leadership and awareness of cultural diversity are also essential elements that describe the character of Sasin.

Sasin is committed to social responsibility, and exhibits this commitment through its community efforts. After the devastating cyclone in Myanmar in 2008, Sasin personnel and students gathered supplies to be sent to those suffering in Myanmar as a result of the natural disaster. Picture 3 shows the recruitment effort for donations for the Myanmar Relief effort. Picture 4 shows the food and water supplies donated by Sasin employees and students for Myanmar relief efforts after the Myanmar cyclone that occurred in May 2008 (Observation, June 2008).

PICTURE 3: RECRUITING FOR SUPPLIES FOR MYANMAR RELIEF



PICTURE 4: FOOD AND WATER SUPPLIES IN LOBBY OF SASIN FOR MYANMAR RELIEF



*Management education and the significance of Sasin.* In 1910, King Vajiravudh, (Rama VI), who received his formal education in England, established a Civil Service College that emphasized training in education, agriculture, medicine, law, commerce and foreign relations, and public administration. Thailand was ahead of its time in Southeast Asia through these offerings. Chulalongkorn University was established in 1916 initially to train civil servants for specific government departments. The government, rather than industry, employed over 60% of university graduates until the 1960s. Thailand's governmental change in 1932 from an absolute to a constitutional monarchy was instituted by Western-educated Thais. During the early 1900's, King Chulalongkorn appointed international advisors to evaluate Thailand's legal, administrative, financial and educational systems within the country on an ongoing basis (Baker & Pasuk, 2005).

Thailand has historically been a primarily agricultural country and was considered "the rice bowl of Asia." Yet, between 1965 and 1984, agriculture decreased from 35% to 20% of GDP as Thailand became more industrialized. By 2002, agriculture constituted

only 13% of Thailand's GDP (Fry 2002). Because of this change in economic structure, the number of knowledge workers such as engineers, business managers, and computer analysts needed to increase to meet the needs of industry (Fry, 2002).

Thailand is skillful at adapting models from other countries to fit their own needs, as the Thai are considered exceptional "cultural borrowers." Although Thailand was never colonized, the country adapted Western practices to fit Thai culture. For example, while Thai universities incorporated models of Western universities into the Thai university system, Thailand continued to infuse Thai cultural values throughout its educational system, including higher education (Baker & Pasuk, 2005; Fry, 2005).

During the 1950s and 1960s, the reform and expansion of Thailand's educational system were prompted internally by Thai politicians and educators, and externally by surveys conducted by UNESCO, the World Bank, and U.S. AID Agencies. The Thai education system was strongly influenced by the 1960 Karachi plan, renamed the Asian Model for Educational Development in 1966 (Watson, 1989). Western university models were created to curb the high numbers of students studying abroad and to provide more university places at home (Fry, 2002). Strong influences came from Europe and the U.S. on the development of the higher education system, including administrative structure. More open universities were established and more access given to those seeking education (Watson, 1989).

In an effort to make Thai white collar employees, particularly those in banking, more competitive, the Thai Farmers Bank published "*Thai Education in the Age of Globalization*" to generate awareness of the lack of skills in using technologies, problem solving, and creative thinking. The report refers to the importance of developing "global

citizens that necessitates a new form of education enabling them [Thai students] to live and work with peoples of different races and cultures” (Thai Farmers Bank, 1996). In addition to recommendations regarding the overall reform of learning, the commission’s report emphasized the importance of incorporating international competitiveness into the Thai educational system (Thai Farmers Bank, 1996, p. 8). Next, the commission published and widely distributed a book, “The Dream of a Nation”, which stated that the numerous societal problems plaguing Thailand were rooted in the failure of Thai education. The Commission’s next book, *The Proposal for Education Reform in Thailand*, explicitly outlined that education reform was essential for Thailand to succeed in a competitive world, and that Thai society had to transform into a learning society (Thai Farmers Bank, 1996).

In 1996, the Thai Farmers Bank (TFB) sponsored a commission on Thai education to develop a research report in response to increasing globalization. Additionally, the report addressed enhancing international competitiveness through “research activities...focusing on its neighboring countries as well as the international community...enrichment of post-graduate study programs in higher education institutions through networking arrangements with other educational institutions, business sectors, and foreign academic institutions so as to accelerate the production of new researchers and academics in various shortage areas.” Lastly, the report recommended increased cooperation with the private sector, the decentralization and downsizing of educational administration, and the establishment of a national system of quality assurance for the education sector (Thai Farmers Bank, 1996, pp. 8-9).



Three years later, the National Education Act of 1999 in Thailand made dramatic changes to the Thai educational system and to the educational administration structure (Office of the National Education Commission (ONEC), 1999). The dramatic reforms were made, in part, to recover from the devastating effects of the 1997 Asian financial crisis (Baker & Pasuk, 2005; Fry, 2002). The reforms reorganized the organizational structure by decentralizing authority to local administration organizations, by incorporating different sources or providers of education and by establishing more partnerships with communities, private organizations, enterprises, and other social institutions, for example (Office of Education Council (OEC), 2004).

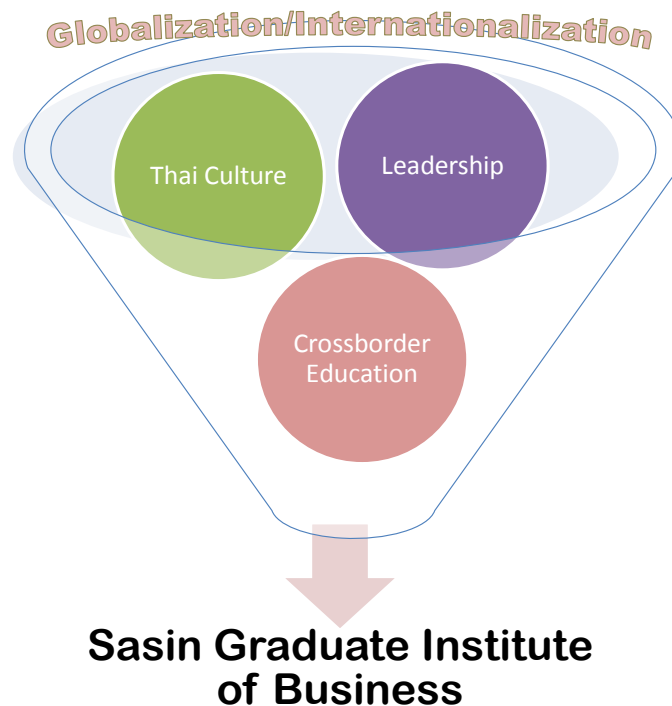
Many years before the recommendation to establish partnerships, Sasin had already established partnerships with two universities in the U.S. This study examines the factors that have contributed to the effectiveness of this alliance. The Sasin Graduate Institute of Business follows the “King of Siam Option” in its implementation of internationalization efforts (Fry, 1984). Through the “King of Siam Option,” Thailand imports talent, university professors in this case, to teach within the country, as an option to sending students abroad to study.

## Chapter Two: Literature Review

### *Introduction*

As mentioned earlier, the intent of this study is to explore the inner workings of a crossborder education alliance by examining the organizational leadership, the organizational culture and Thai national culture aspects of the alliance, and the intercultural perspectives on the overall relationship. Each of these factors is affected by the dynamics of internationalization and globalization. The model below, Figure 7, reflects the literature review that follows.

FIGURE 7: CONCEPTUAL MAP OF LITERATURE REVIEW



### ***International Education and Internationalization***

Universities have placed greater importance on the value of international education by incorporating international aspects of education into university long-range strategic plans. Yet the definition for international education has varied over the years and has varied from researcher to researcher. The U.S. strongly encouraged international education after World War II to promote international relationships (Mestenhauser & Ellingboe, 1998). Internationalization strategies are considered as one method to create more globally competent graduates (Altbach, 1997; Burn, 1980; de Wit, 2002; Ellingboe, 1998; Groennings & Wiley, 1990; Hanvey, 1976; Harari, 1972, 1981, 1989; Klasek, Garavalia, & Kellerman, 1992; Mestenhauser, 2011; Mestenhauser & Ellingboe, 1998; Paige, 1993b; Paige & Mestenhauser, 1999; van Damme, 2002; van der Wende, 2003).

Mestenhauser (1998) emphasizes the complexity of international education in stating that:

It [international education] does not fit neatly into the categories and units into which our educational system is currently organized. Since the field is international, it covers the entire universe; because it is education, it addresses all levels of instruction (formal and informal) in addition to several disciplines that inform the educational process...several levels of knowledge, which include an introductory, intermediate, and advanced level (Ellingboe, 1998, pp. 70-71; Mestenhauser, 2006).

Harari's (1972) definition describes international education as three strands: (a) international content of the curricula, (b) international movement of scholars and students concerned with training and research, and (c) arrangements engaging U.S. education

abroad in technical assistance and educational programs (Harari, 1972). Arum and Van de Water build upon Harari's definition in stating that: "international education refers to the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation" (Arum & Van de Water, 1992, p. 202).

One internationalization strategy is the use of strategic partnerships among universities. Such partnerships leverage academic and research resources and generate increased synergies between the universities. For example, within the ASEAN region, the Association of Universities (AUN) partnership is designed to "strengthen the existing network of leading universities and institutions of higher learning in the ASEAN region." The long-term mission of the partnership is to eventually establish an ASEAN University based on this network, although the more immediate goal is to "hasten the development of a regional identity and solidarity, and promote human resources development", i.e. human capital (ASEAN, 2009).

Ellingboe (1996) and Knight (2004) describe a process-orientation to internationalization, and both emphasize integration in their definitions. Knight includes the intercultural dimension and expands internationalization beyond the institutional level to the national, sector, and international levels: "the process of integrating an international, intercultural, or global dimension into the purpose, function or delivery of post-secondary education (Ellingboe, 1996; Knight, 2008)

Brenda Ellingboe presented a conceptual model of internationalization. Her framework constructs the following six major dimensions of an internationalized campus:

- 1) the integration of international students and scholars into the university life, 2)

internationalized curriculum, 3) faculty participation in international activities, 4) internationalized co-curricular units/infrastructure for international education, 5) leadership supportive of international education, and 6) the availability of study-abroad programs (Ellingboe, 1996). Ellingboe's research is comprehensive, and, although her research focused on U.S. universities in the Midwest, educational leaders in Thailand have referred to her model to shape the internationalization process in Thailand's higher education (Portip, 2004). Harari provides another perspective listing five categories of internationalization, each with increasing degrees of internationalization, although his definition focuses more on international activities than strategic internationalization.

In his review of internationalization of the University of Minnesota, Paige (2003) draws upon the Ellingboe (1998) model of Internationalization to review the university's Internationalization at Home (IaH) processes. Paige states that IaH is being implemented at the University through international students and scholars, the curriculum, and through faculty development (Paige, 2003). Yet, the IaH is fragmented, and occurs throughout the university in a disjointed manner. Both Paige (2003) and Ellingboe (1998) speak to the need for "strong, visionary leadership at different levels in the academy" (Paige, 2003, p. 60).

Internationalization is a dynamic process. Paige states that internationalization is "always a work in progress, not an end state; and that it is a holistic process" (Paige, 2003, p. 61). Paige speaks to the notion that higher education leadership must integrate the internationalization process throughout the university system. The process does not end at some point; the process continues to occur on an ongoing basis. Whereas the Paige

study has a domestic focus and refers to IaH, the same continuous process applies to the structure, development of maintenance of a crossborder education alliance.

Just as internationalization is a dynamic process, it is also viewed from a systems perspective. Mestenhauser (2002) defines this systems perspective as

The internationalization of education is a program of change aiming to make international education a super-ordinate field of knowledge, inquiry and application, which is interdisciplinary, multi-dimensional and multi-cultural, and to institutionalize in this field throughout the structure and functions of the entire institution, including its governance and outreach (Mestenhauser 2002, p.170).

Two other researchers that have contributed to the study of organizational change in higher education are Simsek and Seashore (1994). They describe and define organizations based upon systems theory. They discuss the paradigm shifts in university environment and identify a dynamic organizational change model for necessary for higher education institution. Simsek and Seashore (1994) also use the University of Minnesota as a unit of analysis. They use qualitative research methods to identify the dynamic change processes necessary in higher education. Simsek and Seashore (1994) dispel ongoing changing “myths” about the organization (Simsek & Louis, 1994).

### ***Globalization and Internationalization***

Globalization is defined as “the flow of technology, economy, knowledge, people, values, [and] ideas . . . across borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture and priorities” (Knight, 1997, p. 6). Teichler (2004) makes a distinction between globalization and internationalization in that the latter focuses on the relationships between countries while globalization is not confined to a country’s borders (Teichler, 2004).

Scott (1998) suggests globalization and internationalization are “radically different, dialectically opposed, processes” (Scott, 1998, p. 108). Others contend the two concepts are different but clearly linked (de Wit, 2002; Green, 2002; Knight, 1997). Knight (1997) states, “internationalization and globalization are seen as different but dynamically linked concepts. Globalization can be thought of as the catalyst while internationalization is a proactive response” (Knight, 1997, p. 6).

Paige and Mestenhauser (1999) focus on the cognitive aspects of internationalization, which they view as an ongoing and active process described as “a complex, multidimensional learning process that includes the integrative, intercultural, interdisciplinary, comparative, transfer of knowledge-technology, contextual, and global dimensions of knowledge construction” (Paige & Mestenhauser, 1999, p. 504).

Knight (2004) states: “Internationalization is changing the world of higher education, and globalization is changing the world of internationalization” (Knight, 2004b, p. 5). De Wit (2004) notes, “the emergence of new academic networks and alliances is directly related to the growing importance of the internationalization of higher

education and the impact of globalization on higher education”(de Wit, Jaramillo, Gacel-Avila, & Knight, 2005, p. 29).

Van der Wende proposed a broader definition by stating that internationalization refers to “any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labour markets” (van der Wende, 1997, p. 18).

As mentioned earlier, Knight outlines four categories of rationales driving internationalization, as updated by de Wit (de Wit, 2002). The rationales include: 1) social/cultural, 2) political, 3) economic, and 4) academic (de Wit, 2002; Knight, 2004b).

Denman (2002) states that “Internationalisation is commonly viewed as the relationship-building process between two nations or more which are bound by a common purpose” and due to the relation-building nature among international entities with common goals, “then the combined teamwork, mutual respect, and potential for growth, enrichment, and progress may boost---even accelerate---globalization processes.” Therefore, Denman considers internationalization as both an outcome of and a conduit for globalization (Denman, 2002a).

Denman (2002) suggests globalization and internationalization can both be “applied as process and outcomes” Denman argues cultural variations of the terms results in differential perceptions of globalization and internationalization. The “actions, reactions, and responses to globalization and internationalization are dictated by the cultural make-up, values, and virtues of a given, involved society” (Denman, 2002a, pp. 1-2).



Altbach (2004) argues the need for “a conceptual understanding of globalization and internationalization to make sense of the varied and complex ways they are affecting higher education in the United States and worldwide” (Altbach, 2004).

Several writers consider internationalization as higher education’s response to globalization forces by addressing the expanding international dimension of higher education (Altbach & Ulrich, 2001; Burn, 1980; de Wit, 2002; Denman, 2002a; Knight, 1997; Levin, 2001; Scott, 1998, 2000; Teather, 2004).

Marginson states that there is an emphasis in higher education on increased efficiency, self-sufficiency, and accountability, but little research has been done about the global forces that contribute to this emphasis. Global cultural, economic, and educational forces are affecting higher educational institutions. These forces sometimes conflict with movements to preserve local cultural identities. Marginson defines globalization as the shrinkage of distance and time-delay in communications and travel, leading to increasingly extensive and intense global relation (Harari, 1972, 1989; Marginson & Rhoades, 2002).

### ***Crossborder Education Defined***

There are numerous types of inter-institutional arrangements exist between higher educational institutions. Swerdlow (1981) suggests that the possibilities are infinite for the type of arrangements (Swerdlow, 1981). In his survey of over 600 higher educational institutions, Denman placed the institutions in three categories: international consortia, international alliances, or international agencies. Denman considered international consortia as primarily predominately consisting institutional partnerships that emphasized the academic exchange of students and staff. International alliances were represented by multilateral development organizations, university associations, member-based higher educational associations or unions, councils and coalitions. Lastly international agencies could be made up of inter-governmental organizations, business-type exchange operators and consultants, think tanks or world universities. The self-reporting survey resulted in the following breakout:

International Consortia – 38%  
International Alliances – 28%,  
International Agencies – 34%

Although Denman’s simplified groupings allow organizations to identify with a particular designation or category, the groupings do not account for the numerous variations of inter-institutional relationships that cannot be easily defined or categorized (Denman, 2002b).

The definition for this study is as follows: “Crossborder education refers to the movement of people, knowledge, programs, providers, curriculum, etc. across national or regional jurisdictional borders. Crossborder education is a subset of internationalization

and can be part of development cooperation projects, academic exchange programs, and commercial initiatives” (Knight, 2008, p.46).

*Education alliances in general.* During the early years of the formation of education alliances, referred to as consortia in this historical study, three prolific researchers contributed to the knowledge of consortia. Lewis D. Patterson, Franklin Patterson, and Fritz Grupe are considered “synonymous with the research and commentary on early collaborative efforts in American higher education” (Smith, Opp, Armstrong, Stewart, & Isaacson, 2000, p. 77).

During the 1970s, Lewis Patterson formed a national network of academic consortia, initially named the Council for Inter-Institutional Leadership, and known today as the Association of Consortium Leadership (ACL) (Dotolo & Strandness, 1999). The original Council for Inter-Institutional Leadership published the first directory of Consortia in 1967. ACL has over eighty member consortia; those that had representatives serving as officers or on their board as of 1996 when their 30th anniversary edition of the Consortium Directory was published. The 1991 Consortium Directory produced by the Council for Inter-institutional Leadership listed over 120 examples of consortia arrangements covering over forty-one states and involving 1,000 institutions of higher learning under sixty-two categories (Love & Barnett, 1991).

Franklin Patterson outlines principles that should be agreed upon before an institution enters into an agreement: The principles include:

1. Quality improvement of the education available to students
2. Institutions should preserve their identities
3. Duplication of programs should be minimized
4. Costs should be controlled

5. Centralized financial assistance should be available to member institutions
6. Planning development and coordination for new programs should be available to members
7. Governance of the consortia (alliances) should have authority equal to that of the leadership (Patterson, 1974, pp. 108-109).

Fritz Grupe published extensively about consortia (alliances) between 1969 and 1975. He outlines six areas of difficulty that might be experienced by consortia (alliances) early in development. Those areas include:

1. There is a difference between cooperation in theory versus in practice
2. Institutional autonomy is always a concern
3. Expectations need to be realistic
4. The identity of the consortia (alliances) itself may be difficult to establish
5. Member institutions may have too high expectations from the consortia (alliances) central office
6. The existence of the consortia (alliances) does not guarantee funding for the consortia (alliances)

Grupe provides ten features of higher quality consortium operations that state:

1. they are creative
2. they are programmatic
3. they are expert
4. they are academic
5. they are high risk
6. they are important to institutions
7. they are impactful
8. they are open-ended
9. they are accessible by faculty and students
10. And they reinforce and strengthen existing programs (Grupe, 1974, 1975).

During the 1980's, Donn Neal was a primary contributor to research on consortia (alliances). He suggested that "imaginative cooperative relationships" could give university leadership flexibility, resources and efficiency. Neal went on to suggest that

the establishment of consortia (alliances) could help to offset declining resources and contribute to increases in university revenues through sharing of resources among other alliance (consortium) members, educational institutions, government agencies or businesses (Neal, 1984, 1988).

While these studies are applicable providing a basic understanding of the operation of consortia (alliances) in general, they do not provide an international and intercultural perspective which is an essential part of this study. Knight (2008) provides the following definition for crossborder education which fits the Sasin study:

*“Crossborder education refers to the movement of people, knowledge, programs, providers, curriculum, etc. across national or regional jurisdictional borders. Crossborder education is a subset of internationalization and can be part of development cooperation projects, academic exchange programs, and commercial initiatives”* (Knight, 2008).

### *Alliance Effectiveness*

Alliance effectiveness is crucial to the objective of understanding and describing the international alliance between the U.S. and Thai staff and students. Bradley (1971) defines consortia (alliances) effectiveness through his 5 E's: (a) expansion of student and faculty opportunities, (b) promotion of greater managerial efficiency, (c) promotion of experimentation and change, (d) promotion of exchange through interpersonal contacts among members, and (e) promotion of entrepreneurship, defined as the need for an outside agent to represent the institution for such purposes as grant writing (Bradley, 1971).

Franklin Patterson's (1974) case study of fifty-five active consortia (alliances), including private and public two and four year colleges and universities, suggests effectiveness of the could be negatively affected by institutional tradition of autonomy; number of member institutions, geographic proximity, and the limited role that member institutional presidents may play on consortium boards

Basic assumptions supporting the benefits of cooperation (enriched academic programs and economic gains) show limited effectiveness. Main factors that help sustain cooperative arrangements include a manageable number of member institutions and clarity in establishing goals. The effectiveness be limited if there is a lack of commitment and cooperation on the part of member institutions regardless of organizational factors.

Schmidt's (2000) review of consortia (alliances) literature indicates nine categories for success. He observes the early literature tends to be descriptive and focuses on the potential for consortium success (Schmidt, 2000). Schmidt reviewed the literature on higher education consortia (alliances) and the collaborative processes and conducted a

survey of 175 member institutions to determine the internal and external stresses or opportunities that drove higher education organizations to form consortia (alliances). Additionally, Schmidt identified patterns of behaviors of the member institutions that contributed to the longevity of alliances. He then utilized a structural equation modeling process to test his proposed theoretical model. Schmidt (2000) concluded with the following list of factors for success and failure for alliances (Schmidt, 2000):

Success factors include the following:

- System openness/participation of faculty and administration on decision-making
- Meeting needs/expectations of member institutions
- Commitment of institutions and faculty
- Provision for rewards/incentives;
- Appropriate structures, geographic dispersion, and operational variables
- Obtaining and sharing of resources and information
- Leadership and trust

Failure factors include the following:

- Inability to resolve conflict dealing with institutional authority and responsibility issues
- Inability to provide appropriate leadership and commitment among consortia (alliances) members
- Unclear goals/objectives/and/or inability to reach consensus
- Insufficient funding
- Geographic dispersion
- Institutionalization and Lack of community support

### *Crossborder Alliances*

In beginning to look at the intercultural perspective of crossborder alliances, this study begins with a business example. Douma's (2000) article conducted a case study of two companies to define and evaluate the nature of "fit" between two companies in an international alliance. Douma's research focused on Unilever, a consumer products company and one of the largest companies in the world, based in London; and the much smaller ToniLat, a Swiss dairy food products company. Douma states that in order to have an ideal strategic fit to ensure alliance success, that alliance must have an ideal fit among partners in four areas: Cultural, organizational, operational, and human. By "fit" Douma does not mean equality, but rather successful cooperation between or among alliance partners. Douma suggests that the fit is a dynamic, ever-changing condition, rather than a static condition. The relationship may likely change over time and should if it is dynamic in nature.

The Douma model varies from the present study since it is based upon alliances between businesses rather than between universities. Additionally, the model focuses on two European organizations rather than a Western and an Asian organization. Douma's reference to the importance of a cultural fit can be effectively applied to the analysis of crossborder education alliance. An ideal strategic fit between higher education institutions in the areas of cultural, organization, operations, and human (relationships) is also critical for an effective working relationship. Further, the institutions do not have to be equal in size or structure as is the case among Sasin and its alliance partners.

Jane Knight (2004) conducted an extensive and comprehensive survey regarding internationalization on behalf of the International Associations of Universities. The



survey was distributed to 3861 higher education institutions listed (HEIs) listed in the International Association of Universities (IAU) World Higher Education Database. A total of 536 completed and returned the questionnaire, representing a response rate of 14.7%. For the National University Associations, 102 received the questionnaire, and 18 were returned. The analysis focused on how the different organizations valued the importance of internationalization based upon the following:

1. Importance and rationales
2. Benefits and risks
3. Institutional policy/strategy
4. Foreign language learning
5. National level policy, programs and actors
6. Growth areas and geographic priorities
7. Regulatory mechanisms
8. Cross cutting analysis and themes, and
9. Summary of key finding and issues to be addressed

Overall, the IAU survey included the following findings:

1. Mobility of students and teachers is the most important reason for making internationalization a priority and the fastest growing aspect of internationalization.
2. Brain drain and the loss of cultural identity are seen as the greatest risks of internationalization.

3. Student, faculty, and staff development; academic standards and quality assurance; and international research collaboration are the three most important benefits of internationalization.
4. Lack of financial support at the institutional level is the greatest obstacle for internationalization.
5. Distance education and the use of information and communication technologies are key areas for new developments.
6. Faculty is the driving force behind internationalization, more active than administrators and students.
7. Two-thirds of member institutions appear to have an internationalization policy and strategy in place, but only about half of these institutions have budgets and a monitoring framework to support implementation.
8. Rationales based on academic considerations for internationalization are more common than rationales based on political or economic considerations.
9. Intraregional cooperation is the first priority for Africa, Asia, and Europe. Europe is the primary partner for interregional collaboration.
10. Issues requiring attention include development cooperation, quality assurance and accreditation, funding, and research cooperation (Knight, 2004a).

At the national level, the top three rationales included:

1. Competitiveness – 28%
2. Strategic Alliances – 20%
3. Human resource capacity – 15%

For the purposes of this study, I contrast the following findings of the Asia Pacific region with those of North America:

TABLE 3: RATIONALES FOR INTERNATIONALIZATION

	ASIA		NORTH AMERICA	
Top three rationales as stated by higher educational institutions at the institution level ranks include:	1) Increase student and faculty international knowledge and capacity production 2) Strengthen research and knowledge capacity and production 3) Create international profile and reputation 4) Broaden and diversity source of faculty and students	21% 20% 18% 18%	1) Increase student and faculty international knowledge and capacity production 2) Strengthen research and knowledge capacity and production 3) Broaden and diversity source of faculty and students	35% 14% 17%
Top three most important benefits:	1) More internationally oriented students and staff 2) Improved academic quality 3) Strengthen research and knowledge production	20% 17% 15%	1) More internationally oriented students and staff 2) Improved academic quality 3) Foster 'national and international citizenship'	25% 18% 15%
Top three most important risks:	1) Commodification and commercialization –26% 2) Increase in foreign degree mills 3) Jeopardize quality	26% 21% 18%	1) Commodification and commercialization 2) Increase in foreign degree mills 3) Eliticism	24% 22% 18%

Knight stated that due to the large number of European respondents, the results are skewed at the aggregate level to the European perspective; therefore the regional analysis may be more relevant to this study. The number of replies as a percentage of total responses pertinent to this study included Europe at 52%, North America at 14% and Asia Pacific at 18%. Still, based upon these highlighted results, there is an indication that there may be some similarities between the objectives of an institutions based in Asia and institutions based in North America.

Additionally, Knight considers strategic alliances both a driving rationale as well as an instrument of internationalization. A crossborder alliance may be viewed as an instrument of internationalization because establishing an alliance simply for the sake of having an alliance may be counter-productive for the institution.

It is also important to note that the rationales for crossborder alliances for the sake of “furthering cultural awareness and understanding” was often ranked low as a rationale; however the rationale to “broaden and diversity source of faculty and students,” was ranked high, as one of the top three rationales. These two rationales are related, and perhaps if worded differently, could have produced a result that would have been more closely ranked.

### ***Crossborder Education***

In the last two decades greater emphasis has been placed on the international mobility of students and scholars. A complex world of cross-border education is emerging (Knight, 2005).

Just as alliances in general have success factors and failure factors, so do international crossborder alliances as stated by de Wit (2004).

***Alliances.*** In his study of international consortia, (hereafter referred to as alliances), Denman investigated over 600 international university organizations worldwide with a primary focus on international consortia (alliances). The goal of Denman's study was to gain a deeper understanding of how globalization and internationalization, which he calls "spheres of influence", contribute to the international cooperation among universities. The results of his study ranked the following challenges as the highest priority: 'maintaining partnerships and linkages (23%); 'fostering active participation of members' (13%); 'dealing with language and cultural barriers regarding communication' (13%); 'standardising programs and procedures' (13%); and 'recognizing the reality of lack of funds and high costs' (13%). Secondary challenges include: 'conflicting priorities' (33%), and 'improving academic standards and compliance' (12%).

The present study is designed to help understand two of the highest ranked challenges, that of 'maintaining partnerships and linkages' and 'dealing with language and cultural barriers regarding communication.

Denman states that "international consortia (alliances), then, in their pure, ideological form, require equilibrium and validation of stakeholderhip, a sharing of

strategic and tactical responsibilities, and perhaps most importantly, joint outcome accountability.”

Denman defines International consortia (alliances) as “voluntary, participatory organisations of at least three higher educational institutions with a primary mission of disseminating and advancing knowledge on an international level” (Denman, 2002b).

*Example of alliances.* Tomita and Fry developed an innovative international cooperative learning project involving universities from Japan, Thailand, the Lao PDR, Cambodia, and Vietnam (Tomita, Fry, & Seksin, 2000). Students of twenty different cultures were involved in this intensive intercultural project. The project was designed with financial support from the Sasakawa Peace Foundation. The project, designed in 1992, involved intense transformative learning and was intended to take overseas study in a new direction.

The six-year program included collaborative efforts among six key universities in the United States (Oregon), Japan, Thailand, Cambodia, the Lao PDR, and Vietnam. The specific education institutions included Aichi Mizuho College, Chiang Mai University, National University of Laos, Nihon Fukushi University, Aichi Prefectural College of Nursing and Health, Royal Phnom Penh University, Vietnam National University – Hanoi, and the University of Oregon. The project was primarily supported by the Sasakawa Peace Foundation of Japan.

As only one of many sites, Thailand offered a mixture of influences that mirrored globalization throughout the world. Thailand has influences from other countries, including Europe, the U.S., Japan, and China. The key to the success of such programs is

the in-depth and distinctive experiences that transform the lives and mindsets of students, referred to as “software of the mind” (Hofstede, Hofstede, & Minkov, 2010).

Students should picture themselves working with the actors rather than guiding them. Student participants benefited greatly from the experimental education project, and they came away with a better understanding of themselves and of problems facing today’s world. Yet, the program is no longer active, because of a lack of sustainable funding. The consortium depended upon funding from non-profit organization. Unfortunately, when the funding was no longer available, the program was unable to survive.

### ***Two Related Studies***

Two studies were referenced in support of this study. The first study relates to the processes of establishing an alliance (Beerkens, 2004), and the second study refers to the working relationships within the alliance (Somersall, 2007).

***Alliance processes.*** Beerkens' (2004) dissertation focuses on the global opportunities and institutional embeddedness of higher education consortia (alliances) (Beerkens, 2004). He posed two questions in his research:

1. How can we conceptualize processes of globalization and regionalization?;  
and
2. How can processes of globalization and regionalization explain the increase and change of international inter-organizational arrangements in higher education?

Beerkens' very ambitious dissertation is comparative as he conducted four case studies of consortia (alliances) based in Europe and Southeast Asia. Beerkens reviewed the Alma network, the Coimbra Group, and the European Consortium of Innovative Universities, all based in Europe, and the ASEAN University network based in Southeast Asia.

In his theoretical framework, Beerkens (2004) takes a business perspective as he utilizes two approaches based on firm behavior: strategic management and economic sociology (Beerkens, 2004). In his strategic management approach Beerkens relied on the resource-based view (RBV). Wernerfelt's 1984 which state that "a firm's resources (e.g. assets, capabilities, competencies, processes) are considered the source of both competitive advantage and sustained competitive advantage" (Wernerfelt, 1984). In his economic sociology approach, Beerkens relied on the notion of embeddedness (Polanyi,



1944; Swedberg, 1991) which states that the economy is “not autonomous, but subordinated to politics, religion and social relations.”

For his methodology, Beerkens collected data for his interviews using documents, interviews and questionnaires. The documents were used to describe consortia (alliances) activities over time. The semi-structured interviews were directed to one or two people in each alliance who held a position central to the consortia (alliances), but independent of the university. The questionnaires were designed to “uncover perceptions on the consortium and its activities from the viewpoint of a wide variety of university employees involved in the consortium activities.”

For his study, Beerkens compared five factors among the consortia (alliances): performance, complementarity, compatibility, performance-complementarity-compatibility, and coping mechanisms. In his analysis, Beerkens compared the consortia (alliances) on eight dimensions: (1) size, (2) membership, (3) interests, (4) temporal scope, (5) scope of cooperative activities, (6) integration of activities, (7) equity, and (8) intensity.

The Beerkens study assumed that “the nature of internationalization activities in higher education has changed and that the emergence and increase of international higher education consortia (alliances) was related to the processes of globalization and regionalization.” Beerkens’ study concluded that “pressures for efficiency and effectiveness will create a demand for more complementarity, which in turn will be handled through the employment of strategic coping mechanisms. Also, pressures for conformity and resistance will create a demand for greater compatibility for which

institutional coping mechanisms will be employed. The employment of such coping mechanisms will then improve the end result of the collaborative activities (p. 231).

Although Beerkens' extensive study examines numerous factors pertaining to consortia (alliances), Beerkens admits to one flaw as the "lack of attention that is paid to the relations between partners." Beerkens (p. 231) recognizes that the "relationships among the individuals of member universities play an important role (in the employment of complex coping mechanisms) and thereby have an impact on the achievement of consortium objectives. Beerkens specifically points out the importance of "interpersonal relationships, communication, organization, and commitment within the consortium." Beerkens (p. 231) recommends that relational issues be included in his model of collaboration and coping mechanisms for consortia (alliances). He stresses that the importance of "good communication should be apparent throughout the process of cooperation, from the decision making on broad objectives to the implementation of concrete activities." (Beerkens, 2004, p. 231).

Beerkens' admitted flaw in his study contributes to the importance of the need for this study of Sasin. The present study attempts to specifically address how the intercultural relationship among Sasin, Kellogg, and Wharton contributes to the effectiveness within the consortia (alliances). Additionally, this study analyzes how strategic decisions are made as well as tactical decisions governing activities on the local level within Sasin itself. The present study views this analysis through the lens of transformational leadership as the study identifies the leadership as that which has intended to transform the Sasin Graduate Institute of Business into a central hub for management education in Southeast Asia, and, eventually, Asia overall. As mentioned

previously, the present study provides an intercultural perspective of how a crossborder education perspective operates. The intercultural perspective has not been explicitly addressed in prior research studies; therefore, it is the intention of the present study to clearly examine the inner workings of a crossborder alliance from an intercultural perspective.

*Alliance triumphs and challenges.* In the unpublished dissertation, *Forging a transnational higher education alliance: Triumphs and challenges* Somersall (2007) documented the establishment and development of a transnational articulation agreement established in 2003 between Montgomery College, a community college in the mid-Atlantic region of the United States and Macau Millennium College, a four-year institution in China. Since the original 2003 signing of the memorandum of understanding, there had not been any significant accounting of the nature of how the relationship has continued to develop. The transnational alliance was designed to generate faculty and student exchanges in exchanges between student and faculty in within several disciplines, including English and hospitality management.

This qualitative case study had a three-fold purpose: The first purpose was to document the development of the relationship. The second purpose was to document the effectiveness of the transnational alliance. And, third, to determine if any changes needed to be made in the memorandum of understanding before proceeding with the implementation of the agreement. The findings of the study revealed mixed reviews about the effectiveness from the vantage points of the administrators and the faculty who have already taught in Macau. (Somersall, 2007, p. 3).

Both the Sasin study and the Somersall study focus on an interinstitutional relationship between a university in the United States and a university in Asia. The Somersall study differs from the Sasin study in that it focuses on a university in Macau rather than in Thailand. Additionally, the Somersall study explicitly states that it is taken from the vantage points of the Montgomery College administrators and faculty. The Sasin study is intended to incorporate the perspectives of both Thai and U.S. participants in the alliance. Additionally, both studies focus on leadership, but the Somersall study focuses on servant leadership rather than transformational leadership as in the Sasin study.

### ***Internationalization of Education in Thailand***

Thailand's internationalization efforts date back to the early 1900s during the reign of King Rama V when other countries began to wield increasingly greater influence on Thailand. After visiting Europe and British colonies in Asia, King Rama V encouraged greater interaction with other countries within different facets of the country's infrastructure including transportation, the financial and banking system, and the educational system (Paitoon, 2004). Kings and other Thai elites would send their children abroad to study. Internationalization in Thailand has been a practice for over a century (Fry, 1984).

Over the years, numerous projects have been launched with cooperation from renowned international organizations, agencies, and units such as International Association for the Evaluation of Educational Achievement (IEA), International Bureau of Education (IBE), International Community Education Association (ICEA), UNESCO, United Nations Development Programme (UNDP), USAID, Association of Southeast Asian Nations (ASEAN), UNICEF, the World Bank, International Institute for Educational Planning (IIEP), Canadian International Development Agency (CIDA), Asia-Pacific Economic Cooperation (APEC), the British Council, and the Asian Institute of Technology (AIT). These agencies contributed to the economic and academic development of Thailand (Office of Education Council (OEC), 2004).

After World War II, the United States provided educational assistance in the form of U.S. experts to provide educational support and scholarships for government officials to continue their education abroad (Paitoon, 2004). Thammasat University, NIDA,

Prasarnmitr, Mahidol and Khon Kaen Universities benefited from this educational assistance from the U.S. (Sasin, 2007b).

The Thai educational system continues to promote the importance of international education. Dr. Somwung Pitiyanuwat, former head of the Office for National Education Standards and Quality Assessment in Thailand, has suggested numerous recommendations for strengthening Thai educational standards. One of the more highly recommended strategies for consideration is “making an international component an integral part of teaching and learning” (Karsten, Kubow, Matrai, & Somwung, 1998; Somwung, 1996).

Additionally, Thailand has had a long history of sending students overseas through government scholarships and sponsorships. An April 2005 survey by the Civil Service Commission revealed there were 3,499 Thai students for training or for studying in other countries on government scholarships. While extensive research is available for students from other countries studying in Thailand, and Thai students studying abroad, information is limited on the number of faculty members teaching in Thailand from other countries (Varaporn, 2005).

## *Understanding National Cultures*

The culture of Thailand plays a major role in the success of Sasin. Hofstede and Hofstede (2010) state that culture is depicted in symbols, heroes, rituals, practices and values, with values being at the core of a group's culture, and practices as a reflection of how group members demonstrate their culture (Hofstede, et al., 2010).

Hofstede outlines the following value dimensions which determine national culture:

In the work relationship, a high power distance would refer to managers with a high degree of authority versus a low power distance which refers to managers that are more accessibility to supervisors from employees.

Individualism refers to a greater focus on personal freedom and having challenging work versus collectivism which focuses on having training and skills on the job.

A long-term long term orientation is an orientation towards future rewards as opposed to a short term orientation which is more focused the past and the present.

The nature of uncertainty avoidance means that - ability to tolerate ambiguity.

The masculine versus the feminine value dimension means having more distinct differences emotionally between men and women versus sharing traits such as modesty and tenderness. This dimension of the Hofstede model has been met with considerable controversy, due to the fact that it is difficult to consider an entire body of people with similar gender characteristics.

Several studies built upon the original Hofstede study, furthering his research, including (Hoppe 1990), (Shane 1995), (de Mooij 2001), (Mouritzen 2002), and (van

Nimwegan 2002). Several other researchers built upon the original Hofstede study. The Fons Trompenaars study distributed a seventy-nine questionnaire to employees and managers in different organizations from various countries. Trompenaars distinguished universalism versus particularism, individualism versus collectivism, affectivity versus neutrality, specificity versus diffuseness, achievement versus ascription, time orientation, and relation to nature (Trompenaars, 1998).

Robert House developed another pertinent study relevant to this study, called the Global Leadership and Organizational Behavior Effectiveness Project (GLOBE). The Global Leadership and Organizational Behavior Effectiveness (GLOBE) study is the result of a ten-year research study comprised of a team of 160 scholars. These scholars examined societal culture, organizational culture and the attributes of effective leadership across within 62 countries. The researchers in this study surveyed 17,000 middle managers in the banking, food processing and telecommunications industries. The GLOBE study focused on power distance, uncertainty avoidance, social collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation (House, 2004).

The researchers themselves were a multicultural team, who were already quite knowledgeable about the cultures studied. These researchers also defined the constructs to be examined and developed the survey instruments utilized. The GLOBE Study is essential to the Sasin case study in that the GLOBE Study examines how culture influences leadership and organizational processes. The Sasin study examines the extent to which culture moderates relationships among the graduate institute's organizational



processes, structure and effectiveness within the crossborder alliance. The GLOBE Study focuses on the following questions which are essential to this Sasin study:

- Do certain leader behaviors, attributes and organizational practices exist universally across cultures or only in some cultures?
- Do certain societal and organizational attributes influence the acceptance of leader behavior, and if so, how?
- How do attributes of societal cultures affect the overall welfare as well as the international competitiveness of the societies studied?

The GLOBE Study contains eight core culture dimensions. Six of the culture dimensions are derived from the original work by Hofstede (1980). The dimensions include the following:

Uncertainty Avoidance describes to what degree people stay away from uncertain, ambiguous situations. Individuals within high uncertainty avoidance cultures depend more so upon established rules, social norms and rituals to determine their behaviors.

Power Distance describes to what extent individuals keep their distance from members of the higher levels of society or the organization.

Collectivism I, or Institutional Collectivism, compensates members for collection action and fair distribution of resources within the institution. Collectivism II, or In-Group Collectivism, rewards members who demonstrate strong loyalty to their families and organizations. In Gender Egalitarianism, there is less of a definition between gender roles and more focus on gender equality. The assertiveness dimension stresses the extent to which society members assert themselves or face issues and relationships more aggressively. Societies with more of a Future Orientation focus on achieving long term

goals and delaying gratification. The Performance Orientation organization or society places rewards on high achievement and performance excellence. The Humane Orientation is the extent to which individuals reflect and are rewarded for more of a generosity and caring for others within the society.

Because this study is designed to determine how the people of Thailand and the U.S. will work together, I have created the following chart to demonstrate just how spread out and how different the two countries are on the Value Dimensions.

More of the discussion regarding the working relationship within the Sasin crossborder education alliance will be in regards to the working relationships within the organizations involved. The organizational culture of the crossborder alliance relies upon six different cross-organizational dimensions (Hofstede, et al., 2010):

TABLE 4: DIMENSIONS OF CULTURE

	Score		Rank	
	Thailand	United States	Thailand	United States
Power Distance	64	40	34 - 36	57 - 59
Individualism - Collectivism	20	91	56 - 61	1
Masculine – Feminine	34	62	64	19
Uncertainty Avoidance	64	46	44	62
Long-Term – Short Term Orientation	56	29	9	31
Indulgence – Restraint	45	68	45 - 46	15 - 17

(Hofstede, et al., 2010)

The process orientation means that there is more of a concern with means rather than concern with goals. The employee orientation refers to a greater concern for people versus the job orientation, which refers to a concern for completing the job. Having a parochial versus a professional identity means that one's identity is derived from the organization rather than derived from their type of job. An open system is more open to newcomers versus a closed system which is rather than closed and secretive. Having loose control means that the organization is less cost-conscious versus tight control which refers to being more cost conscious. Normative is correctly following internal organizational procedures rather versus pragmatic, which is market-driven.

These organizational factors dimensions along with the value dimensions will be essential to evaluating the working relationships between the Thai and the U.S. employees.

### *Thai National Culture*

According to Cooper, one may have numerous mixed emotions when first encountering Thailand. One's initial impression may be that of confusion. Street vendors line the sidewalks and sell their wares that may include anything from Thailand t-shirts to key chains as souvenirs. Vendors may be selling "original Thai silk", purses with traditional Thai designs, or food vendors may sell luscious treats on the street. Tuk-tuks, popular three-wheeled motorized vehicles, roam the streets, and motorcycles invade the sidewalks. An individual arriving in Thailand in the Bangkok airport, the Suvarnabhumi Airport, immediately encounters exhibitions of Thai culture. Picture 5 shows the statues in the Bangkok Airport that are replicas of statues in the Temple of the Emerald Buddha (Wat Phra Kaeo) (Roeder, 1999).

PICTURE 5: STATUES AT BANGKOK AIRPORT



One may then become absorbed by the “peaceful monks, passive faces on the crowded buses,...fantastic serenity of the temples...the smiling good-natured people” (Cooper, 2007, p. 6). Cooper suggests that to fully appreciate Thailand one must become a child again to learn the new unknown world of Thailand. Cooper suggests that visitors “must make essential behavioral adjustments to learn to reinterpret their view of Thailand in a different way.” Getting accustomed to Thai culture can result in a “feeling of euphoria in the morning and depression in the afternoon.” Cooper states that “The Thais are basically nice people (I think) and they (almost) certainly won’t mind you smiling, giggling and laughing when euphoria strikes, but cry and you cry alone.”

Cooper suggests that non-Thais typically react and respond to Thai culture in four ways: escape, confrontation, encapsulation and integration. One method is by escaping from the Thai world into their own cultural world to which they are accustomed. Another method is directly confronting the aspects of Thai culture that do not make sense to them. A third method would be encapsulating oneself exclusively into expat clubs and grouping or socializing primarily with other non-Thais. The fourth and preferred response to Thai culture is that of integration. Cooper suggests that the visitor “removes social barriers that cut him off from Thais. [Yet], this is usually a slow process.” Cooper suggests that “when the barriers are down, one’s own culture can be enjoyed every bit as much as the new host culture.”

**Religion.** With nearly ninety percent of its population practicing Buddhism, Thailand is primarily a Buddhist country, yet 10% of the population is Muslim, and Christianity is at 0.7% (Fry, 2008). The Wat, a Thai Buddhist Temple, can be found extensively throughout Thailand (Cooper, 2007; Fry, Nam

& Tatpicha 2011; Klausner, 1981). Monks are highly respected by Thais who consider monks to be the “most sacred of living beings.” Thai Buddhists tend to closely follow the five commandments:

1. Do not take life
2. Do not steal
3. Do not commit adultery
4. Do not tell untruths
5. Refrain from intoxicants

*Sacred symbols and images.* The everyday Thai living environment is filled with sacred images and symbols. The Buddha image is highly sacred to Thai Buddhists, and this image is cared for with great respect. “The Buddha image is an object of veneration, not of decoration” (Cooper, 2007, p. 38). The Bo tree or Bodhi tree, is a type of Banyan tree, also considered sacred, and is often found wrapped in a saffron cloth. The Bo tree (Banyan) is considered sacred because it is the type of tree under which the Buddha sat when he attained enlightenment.

Just as rice is essential to the Thai economy, rice is also more significant than other plants and animals, as rice is considered the giver of life for individual Thais as well as the nation as a whole. Thailand is a country that has an abundance of natural resources. One often quoted phrase from a Thai folk song describes this plenty: “This country, free and fine. There are fish in the rivers. There is rice in the fields.” In other words, one does not often go hungry in Thailand.

Eating is a common pastime in Thailand, and Thais place significance around the importance of meal times. “A friend to eat with is easily found. A friend to die with is hard to find” (Thai proverb).

***Thai People: Diversity in unity.*** The diverse areas of Thailand also reflect the diversity within the Thai culture. Each of the four areas of Thailand, the North, the South, the Northeast, and Central Thailand has its own distinguishing characteristics. Many Thais in the North are influenced by China and can understand and speak a southern Chinese dialect. Cooper purports that the integration of Thai and Chinese cultures is due to high tolerance from both sides. The same may be said of Thailand’s relationships with other bordering nations. Thais in the Northeast, close to the Lao PDR, have a Lao influence and are referred to as Thai-Isaan. Many Thais in the four southernmost provinces of Thailand are Muslim like in neighboring Malaysia. The metropolitan central Thailand reflects more of an urban and international, cosmopolitan culture. Because of the many accepted cultural differences within the Thai culture, Thais by nature tend to be very accepting of cultures other than their own.

The Thai family is considered the “first world.” Cooper states that however physically distant a Thai is from family, “mentally and morally they remain within the family for life, and after it” (Cooper, 2007, p. 56). Rules of respect are established within the family in that children highly respect their parents and younger children highly respect and obey their elder (phii) siblings. Family is where Thais first learn to appreciate the importance of respect and humility.

***Understanding Thai social structure.*** According to Cooper (2007), a Thai is likely to initially assess an individual based upon:

1. Family
2. Social connections
3. Superficial appearance
4. Age
5. Occupation
6. Wage and (intra-organization) ranking, and
7. Education

Focus on the family and social connections are the primary in this assessment.

Thai society has a complex stratification system. A Thai's language and behavior pattern is based upon whether the interacting individual is superior, inferior, or equal. How success is measured depends upon one's position (Cooper, 2007).

***Punctuality and time.*** Thais are extremely punctual in certain instances such as ceremonial occasions like marriages or meetings with dignitaries. On other occasions, time is not of primary importance. With activities such as working or playing, the Thai commitment to time tends to be more flexible (Cooper, 2004).

***Values and behavioral patterns.*** In "*Psychology of the Thai People values and behavioral patterns,*" Suntaree compares Thai society with Western (U.S.) society and value systems. Suntaree outlines seven different interpretations of Thai social systems and behavior. Two of those interpretations are described below:

One interpretation is the individualism interpretation which stresses self-sufficiency as a core characteristic. Here, Suntaree refers to the individualism-collectivism dimension of national culture. Suntaree summarizes Hofstede's interpretation that states that in Western, individualist societies, the individual is emotionally detached from the organization, calculates involvement within the



organization, and develops friendships based upon specific needs. In Asian, collectivist societies, the individual is emotionally dependent upon the organization, and there is a moral commitment to the organization. Additionally, friendships are predetermined by stable social relationships.

Another interpretation is the ‘affiliative society’ interpretation in which people are highly dependent upon and supportive of each other. In this interpretation, Suntaree refers to Weerayudh (1973) who states that in the affiliative society there is more of a small group loyalty rather than an organizational loyalty in the achieving society. Additionally, the affiliative society focuses more on a “good heart” and peace of mind rather than on “good work” and efficiency as in the achieving society. Thais do as much as possible to avoid conflict by maintaining what is called, *jai yen*, keeping a cool heart (Cooper, 2007). Also, members of an affiliative society are socialized with more of social dependency and an affiliative, family oriented personality and focus. Within the achieving society there is more of a focus on having an achieving personality and a social competency.

Suntaree identifies nine value clusters that reflect the national culture of Thailand.

1. The first orientation relates to the Thai sense of self. This orientation incorporates the values of “face-saving”, “criticism-avoidance”, and considerate ‘*Kreng jai*.’ This orientation refers to Thais having strong independence, pride and dignity. Although Thais can be primarily cool-hearted, reflecting “*jai yen*,” they may react strongly if someone close to them is insulted. The “face-saving” value refers to saving the ego, or sense of self, as much as possible by avoiding any direct confrontation. The value of “criticism avoidance” refers to the fact that Thais would not criticize in public, but would discuss feedback that might be construed as negative in a very private setting.

Lastly, the “Kreng jai” value refers an attitude displayed towards one higher in the rank, social status or age scale. It is the attitude of diffidence, deference and consideration merged with respect” (Klausner, 1981, p. 199).

2. The grateful relationship orientation is a highly valued characteristic trait in Thai society, and Thais are socialized to value this grateful quality in a person.
3. The smooth interpersonal relationship orientation includes the following qualities:
  - a. Caring and considerate
  - b. Kind and helpful
  - c. Responsive to situations and opportunities
  - d. Self-controlled, tolerant-restrained
  - e. Polite and humble
  - f. Calm and cautious
  - g. Contented
  - h. Social relation

Weerayudh Wichiarajote (1973) states that the smooth interpersonal relationship orientation is rooted in his definition of Thai society as an affiliative society. The affiliative, rice culture of the Thai people is derived from a time in which Thais were more agricultural. The Thai families worked together in the rice fields and worked in close communities to cultivate rice, thereby also cultivating strong family bonds and community connections.

4. The Flexibility and adjustment orientation refers to the fact that Thais are socialized to be responsive to situations and opportunities. This is key to the “social smoothing” aspect of Thai culture.

5. The Religio-psychical orientation means that Thais have a religious and spiritual life that is very important to them.
6. In terms of the Education and competence orientation, more education means more pay and higher prestige in Thai society.
7. The Interdependence orientation suggests that Thais are interdependent and mutually helpful and have a strong spirit of brotherhood in supporting each other.
8. The Fun-pleasure orientation means that Thais place importance on themselves whether at work or at leisure.
9. The Achievement-task orientation suggests that Thais are consistently ambitious and hardworking (Suntaree, 1990; Weerayudh, 1973).

*Thai culture and higher education.* This study follows the triangle model for viewing Thai culture in that Thai values and perspectives are combined with Western values/perspectives to create an amalgam of Thai and Western values/perspectives (Varaporn, Pornlert, & Fry, 1996). It is important that Thai institutions focus on academic learning, while still maintaining their appreciation of their own culture. “A major challenge to Thai institutions of higher education is to encourage an appreciation of indigenous culture while at the same time giving students the capacity to critically assess and selectively choose external values from the West, Japan, and elsewhere” (Varaporn, et al., 1996, p. 61).

Once Thais leave the academic realm, they may often return to their families, and their school friends are considered an important connection as well. “Thais remain highly loyal to old friends and classmates and will do much for them in later employment or occupational contexts” (Varaporn, et al., 1996, p. 63).

The elite in Thai society are the ones who usually pursue higher education, and higher education further confirms their social status. Higher education is the powerful socialization mechanism for assuming elite roles after leaving the university. Proper socialization is a key element for success in Thai culture and society. The Thai university setting actively cultivates values and behaviors that are critical to success in Thailand's corporate and bureaucratic world" (Varaporn, et al., 1996, p. 65). Varaporn, et al. (1996) suggests that the values and behaviors are prominent in the Thai university include respect superiors, knowledge of etiquette for interacting with royalty and the elite knowledge of a foreign language and customs, and the ability to work well in groups (Varaporn, et al., 1996).

The Thai culture focuses on the creation of harmony in education (Sippanondha & Textor, 1990). This harmony is rooted in the adaptiveness of Thai culture through openness, freedom, tolerance and selective borrowing. These factors helped to protect Thailand from European colonialism. One fundamental guideline in the working philosophy of education in Thailand is that technology use in Thailand has to have minimum impact to the natural environment. This includes not only the environment of natural resources, but also the cultural environment.

Another fundamental philosophy is that technology is emphasized for sufficiency, not luxury or greed, as stated by the Gandian notion: "eat sufficiently, live sufficiently." There is also a need to reduce the existing gap of inequity between the elite and less privileged Thais. Sippanondha also suggests that Thais must respond to the needs of both the rural and urban Thai cultures, which will help to lessen the gap of inequity. While Sippanondha promotes development, this development should be gradual, yet deliberate.

Lastly, there is a need to develop leaders who are both experts in their fields, yet still are concerned about making decisions that are both moral and ethical (Sippanondha & Textor, 1990).

## ***Intercultural Development***

Understanding the importance of intercultural development is essential for having a deeper understanding of the factors that make the alliance work effectively and efficiently. Bennett and Bennett (2004) state that “as one’s experience of cultural difference becomes more sophisticated, one’s competence in intercultural relations increases” (Bennett & Bennett, 2004, p. 152).

Bennett describes three levels of intercultural relations. The Cultural Level indicates subjective culture, or a cultural worldview, and refers to the actions and values portrayed by groups of people within one culture (Berger & Luckmann, 1966). The Intercultural Level includes cross-cultural interactions such as intercultural aptitude and ability to adapt, as well as intercultural knowledge, attitude, and skill. Finally, the Intercultural Experience Level involves one’s own meta-level experience. This study focuses on both the Intercultural Level and the Intercultural Experience Level of the alliance participants.

This study focuses on the Intercultural level and the Intercultural Experience level of the alliance participants.

Bennett also describes the six stages in his model of intercultural sensitivity.

Bennett’s IDI – Intercultural Development Inventory provides a quantitative measure of intercultural worldview

- Denial: Does not recognize cultural differences
- Defense: Recognizes some differences, but sees them as negative
- Minimization: Unaware of projection of own cultural values; sees own values as superior

- Acceptance: Shifts perspectives to understand that the same "ordinary" behavior can have different meanings in different cultures
- Adaptation: Can evaluate other's behavior from their frame of reference and can adapt behavior to fit the norms of a different culture
- Integration: Can shift frame of reference and also deal with resulting identity issues

The assumption of the model is that as one's experience of cultural difference becomes more complex and sophisticated, one's competence in intercultural relations increases (Nam & Fry, 2010; Nam, 2011). Each stage indicates a certain cognitive construction that is expressed in certain kind of attitudes and behavior related to cultural difference. The DMIS was based on concepts from cognitive psychology and constructivism. By recognizing the underlying cognitive orientation toward cultural difference, predictions about behavior and attitudes can be made and education can be tailored to facilitate development into the next stage. The intention of this research design is to show how cultural competence (intercultural sensitivity) of participants also influences the effectiveness of this crossborder alliance (Bennett, 1993).

### ***Organizational Leadership***

The theme of leadership is closely aligned with this study of university alliances. Interest in the field has been growing on the connection between executive leadership and leadership's effects on the overall organization (Conger & Kanungo, 1987). This is particularly relevant to this study, since the nature of the leadership within the university alliances affects several organizations.

The market is inundated with books on leadership, many of which are popular trade books. Numerous authors purport the “best” leadership skills-building books, how-to manuals, and theoretical guidelines. The study of leadership is a popular topic in the United States as individuals and organizations strive to compete for the number one position in their fields. Both practitioners and researchers alike focus on establishing a clear definition of leadership. For the purpose of this study, a relevant, clearly defined concept of leadership is essential for providing a well-rounded perspective on the effectiveness of a crossborder management education alliance.

Northouse (2004) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal.” Most particularly, leadership involves the factors of influence, groups and goals. Influence is considered the “sine qua non” or end result, of leadership (Northouse, 2006, p. 3). The group involved in leadership may be a small department, a large company, or, in this case, the university. Lastly, individuals within the groups must work toward achieving a similar mission or goal.

Northouse (2004) provides a framework for a deeper understanding of leadership. He outlines nine differing, but sometimes overlapping, approaches to leadership. These



approaches include the (1) trait approach, (2) style approach, (3) situational approach, (4) contingency theory, (5) path-goal theory, (6) leader-member exchange theory, (7) team leadership, (8) the psychodynamic approach and (9) transformational leadership. While the next section of this study outlines the differences among leadership approaches, transformational leadership is the most closely aligned to the purpose of this study.

#### (1) Trait Approach

Northouse (2004) distinguishes between the trait and the process definitions of leadership in research in that the trait approach assumes that leadership qualities are innate to the individual who is the leader, whereas, the process definition outlines leadership as an ongoing, ever-changing course of action. Early “great man” theories referred to the individual qualities possessed by social, political, and military leaders as the underlying reasons they became leaders. Stodgill (1948) generated 163 studies that identified the leader as different from the average group member in such qualities as intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability. Stodgill (1974) identified additional traits in a second round of 163 studies that included an additional inventory of leadership traits, yet he also stated that these traits must be relevant to situations in which the leader is functioning.

One of the major strengths of the trait approach is that it provides a benchmark that can be used to evaluate current and future leaders. On the other hand, the trait approach has produced such a lengthy list of traits that it is difficult to identify a definitive core list of traits that can serve as a reliable reference in varying situations.

#### (2) Style approach

The style approach emphasizes the behavior of the leader. Ohio State University gave the Leader Behavior Development Questionnaire (LBDQ) to individuals in educational, military and industrial settings and from these identified two basic behaviors: initiating structures and consideration. Initiating structures referred to assigning tasks and providing an overall structure to the work environment. Consideration referred to the relationship built between leaders and followers. This 150 item questionnaire Hemphill & Coons (1957) was later shortened by Stodgill (1974), and the shortened version is more widely utilized in the field (Hemphill & Coons, 1957; Stodgill, 1974). The well-known Managerial Grid<sup>®</sup> sponsored by the University of Michigan placed the leader's concern for production on the horizontal axis and the concern for people on the vertical axis to plot various resulting leadership styles (Blake & Mouton, 1981). Both the questionnaires and the grid formats created clusters of behaviors that would be labeled to identify a leader's particular style.

The style approach gave greater validity and credibility to leadership research due to the support of Ohio State University and the University of Michigan. Yet, the style approach does not demonstrate how leaders' styles are associated with performance outcomes (Bryman, 1992; Bryman, 1999; Yukl, 1989). Additionally, the style approach does not take into account that no universal style of leadership is effective in almost every situation.

### (3) Situational approach

The situational approach has been utilized extensively in management style theory. This approach states that leadership is composed of a directive dimension which would evaluate competence and commitment of employees, and a supportive dimension

which notes that leaders change to meet the needs of subordinates. In other words, as the commitment and competence level of subordinates' changes, leaders must change their behavior to be compatible with the situation. Directive behaviors are more applicable in situations that may require structure such as structuring team goals or defining individual roles, while supportive behaviors are more applicable when followers require social or emotional support.

The situational approach is a very practical approach that has been used extensively in training programs of over 400 of the Fortune 500 companies (Hersey & Blanchard, 1982). This approach is prescriptive in that it details what a manager should do in certain situations. The situational approach allows for flexibility of leaders to tailor their approach to meet the varying needs of subordinates. Yet, the situational approach is limited by the lack of a strong body of research. Additionally, the commitment and competence levels of subordinates are not clearly defined, and it is unclear as to how the leaders' style could be matched with the appropriate subordinate development level (Northouse 2004).

#### (4) Contingency theory

Contingency theory states that certain styles will be effective in certain situations. This leadership approach tries to match leaders to appropriate situations style (Fiedler, 1967; Fiedler & Garcia, 1987). Here, leadership styles may be task motivated and more concerned with reaching a goal or the leadership style may be relationship motivated and concerned with close interpersonal relations.

Contingency theory is supported by a great deal of empirical research, and this research provides data on a leader's style that is useful to organizations in developing

leadership profiles. This theory does not require effectiveness in all situations, yet it is predictive and provides ample information on effectiveness contingent upon the context. Yet, contingency theory does not fully explain why certain styles are more effective than other styles in specific situations. Fiedler refers to this as a “black box” problem (Fiedler, 1993). Additionally, this approach has not been proven effective in extreme situations in which leaders have little control or when there is a mismatch between leaders and subordinates (Northouse, 2006).

#### (5) Path-goal theory

Path-goal theory is concerned with the way leaders motivate subordinates to accomplish designated goals. The leader must adapt to the development level of subordinates. The assumptions of this theory are derived from expectancy theory which suggests that subordinates are motivated if they believe that they are capable of performing their work. The resulting impact is contingent upon the characteristics of subordinates and the characteristics of the subordinates’ tasks at hand (Northouse, 2006).

In path-goal theory, the leader may reflect four different styles of leadership. First, directive leadership behavior is similar to the “telling style” in situational leadership and the “initiating structure” in the style approach. Directive behavior outlines clear standards and establishes clear regulations for subordinates to follow. Secondly, supportive leadership refers to being friendly and approachable as a leader. Participative leadership behavior invites subordinates to share in decision making. Lastly, the leader’s behavior may be achievement-oriented in that the leader sets high standards of excellence and seeks continuous improvement.

Path-goal is advantageous because it provides four distinctive leader behaviors: directive, supportive, participative and achievement-oriented. Path-goal theory is limited by the fact that numerous aspects of leadership are incorporated into the theory, making it somewhat confusing. Also, the empirical research studies to test validity have been limited (House & Mitchell, 1974). Additionally, the relationship between leadership behavior and worker motivation is not clearly explained, and an over-abundance of responsibility is placed upon the leader rather than subordinates for providing direction.

#### (6) Leader-member exchange theory

The leader-member exchange theory (LMX) focuses on the vertical linkages formed between leaders and followers. Group members may be part of the “in-group” that receives more information and influence or members may be part of the “out-group” who do not benefit as fully from the leader-member relationship as those in the “in-group” (Dansereau, Graen, & Haga, 1975; Graen & Cashman, 1975).

This theory states that, if the leader and members have a higher quality relationship, the overall organization benefits and individual members benefit from less turnover, more positive performance evaluations, higher frequency of promotions, greater organizational commitment, more desirable work assignments, better job attitudes, more attention and support from the leader, greater participation, and faster career progress over twenty-five years (Graen & Uhl-Bien, 1995; Liden, Wayne, & Stilwell, 1993).

LMX is a strong descriptive theory in that the average individual can identify with the concept of “in-group” and “out-group” behaviors, advantages and disadvantages. LMX theory focuses on the importance of communication in leadership. Lastly, LMX theory has been validated by association to tangible outcomes in practical situations. On

the other hand, LMX clearly identifies the “in-group” and “out-group” as unequal, with no stated recourse for those in the “out-group” (Northouse, 2006). Additionally, the origin of the high quality relationship between leader and member is not clearly explained, and it has not been clearly measured.

#### (7) Team leadership

Team leadership focuses on the practical problems of ongoing work teams in making them more effective. Team leadership theory and research has been a rapidly expanding area due to frequent organizational restructuring, global economic competition, increasing diversity within the workforce and ever-expanding technology. Numerous models have been developed to integrate the understanding of teams, leadership and team effectiveness.

In the Hackman and Walton (1986) team leadership model, leaders monitor performance conditions such as goals, performance processes such as strategies, and outcome states such as performance or satisfaction. The leader next makes decisions based upon internal leadership functions relating to the task to be completed or the relationship among team members. The leader then focuses on external decisions that involve an assessment of the environmental conditions that may affect the team’s effectiveness (Hackman & Walton, 1986).

The team leadership model provides important answers to real-life team performance situations. The model allows for leaders to design guidelines that enhance team effectiveness by sharing the responsibility of team development and change across the team members. Still, the team approach is limited by the fact that questions remain

regarding whether and how relationships change over time. Lastly, the team approach has not been as extensively tested as the style approach, for example.

#### (8) Psychodynamic approach

Northouse's description of the psychodynamic approach assumes that deep-rooted personality traits explain leader and follower behavior. By understanding these personality characteristics, leaders and subordinates can better understand how to work together more effectively. Jung (1964) developed categorized profiles based upon an individual's psychological inventory called the Jungian Type Survey (Wheelwright, 1964). The Myers-Briggs Type Indicator (MBTI) is the more popular personality-typing instrument that is geared toward improved understanding among individuals.

#### (9) Ethical Leadership

Northouse (2004) defines the principles of an ethical leader as a leader who serves others, respects others, builds community, manifests honesty, and shows justice. The work of Block (1993), Covey (1990), De Pree (1989) Gilligan (1982), Greenleaf (1977) Kouzes and Posner (1995) and Senge (1990) contribute to the notion that the cornerstone of a learning organization is serving others within the organization. Greenleaf (1970) coined the phrase "Servant Leadership," and he argued that a leader emerges as a leader by first becoming a servant and meeting the needs of followers by taking care of and nurturing the followers (Greenleaf, 1970, 1977).

#### (9) Transformational Leadership

Transformational leadership refers to a process that changes and transforms individuals, whole organizations or even entire cultures. In this process, an individual connects with others to raise the level of motivation and morality in both the leader and

the follower. Northouse does not include Drucker, Covey, and Senge in this category of transformational leadership although the writings of these authors have contributed to the transformation of both individuals and organizations over the years (Northouse, 2006).

In his influential work, *Leadership*, political sociologist James MacGregor Burns links the roles of leaders and followers. Burns (2004) defines transformational leadership as a process in which the motivation and the morality levels of both the leader and the follower are raised to a higher level (Burns, 2005). Bass (1985) further elaborated upon Burns' definition and the transformation process in his "model of transformational and transactional leadership." Bass also considered the additive effect of transformational leadership by taking into account seven different factors that comprise the "full range of leadership model" (Bass, 1985).

The transformational leadership model is the model most applicable for the study of the Sasin Graduate Institute of Business. Transformational leadership combines the four "I's" to bring about performance results that exceed expectations: (1) idealized influence and charisma, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration.

Higher educational institutions in general and business schools specifically need to continue to transform themselves to stay competitive and to attract the best students. This transformational process fits with the model for the effectiveness of a crossborder education alliance in that there needs to be an ongoing continuous improvement process that keeps the consortia, or alliance, competitive. By doing so, business schools may attract the best students and may keep academic programs current and relevant to the needs of industry.



### ***Graduate Management Education***

The international accreditation organization for graduate management education, the Association to Advance Collegiate Schools of Business (AACSB), conducts annual surveys on the state of graduate management education. A recent AACSB (2010) reveals that admission to graduate management schools is becoming increasingly competitive. In the 2006-07 school year, forty-two percent of applicants entered a graduate management program, while in the 2008-09 school year, only thirty-six percent of the applicants entered a program (AACSB, 2010). There is an increasing competitiveness on a global basis for admission to graduate business school, and test scores for the Graduate Management Admission Test®, a required test for many graduate business schools, are also becoming increasingly more competitive (GMAC, 2006, 2007).

As entrance to business school becomes more competitive, business schools will need to work to remain on the cutting edge in their global offerings to students. In the sixth global survey of business school internationalization sponsored by the Academy of International Business (AIB), Kwok and Arpan (2002) surveyed 1139 institutions across the “United States, Canada, Latin America, Western Europe, Japan and several other key countries in the global economy” (Kwok & Arpan, 2002, p. 572) The goal of the survey was to gather input on various aspects of internationalization within business schools: (1) objectives of internationalization, (2) organization of the business school, and (3) internationalization of the curriculum, (4) internationalization of the faculty (5) foreign institutional relationships and internships, and (6) satisfaction with internationalization. More than half of the respondents (fifty-three percent) indicated that their business school or university was a member of a consortium for the conduct of any international

education activity. Sixty-three percent respondent institutions were somewhat to very satisfied with their foreign affiliations and institutional arrangements, while twenty percent were somewhat to not at all satisfied (Kwok & Arpan, 2002).

The survey concluded overall that across all above-mentioned dimensions, important strides continue to be made in the internationalization of business schools throughout the world. More international faculty members have been integrated into the business schools, and international content had been infused into more courses.

While a large number of business schools were surveyed, the overall results reflect a Western perspective. The survey specifically lists the numbers from the U.S. and Europe, with the “rest of the world” clumped together in one category, giving the results a western slant rather than a balanced international perspective.

TABLE 5: ACADEMY OF INTERNATIONAL BUSINESS SURVEY RESULTS

	<b>Numbers Surveyed</b>	<b>Numbers Responded</b>
U.S	614 (53.9%)	102 (67.5%)
Europe	339 (29.7%)	29 (19.2%)
Rest of the World	186 (16.4%)	20 (13.3%)
<i>Total # of Schools</i>	1139 (100%)	151 (100%)

(Kwok & Arpan, 2002)

In a study of the major drivers for the future of management education, Friga, Bettis, & Sullivan (2003) stated that business schools will need to consider the impact of globalization in developing their growth strategies due to the anticipated shifts in the demand and supply of management education (Friga, Bettis, & Sullivan, 2003).

Ayoubi and Al-Habaibeh (2006) present another comparative analysis of international institutional partnerships. In their analysis of four leading universities in the United Kingdom, the importance of the student dimension versus the staff dimension is determined by the primary objective of the partnership (Ayoubi & Al-Habaibeh, 2006). According to Hulstrand (2006) global educational partnerships are a necessary strategy for providing superior international education (Hulstrand, 2006).

In their review of management education strategies, Howe and Martin (1998) specifically question the internationalization strategies of Western business schools that enter Southeast Asia: “Is there a sound educational and moral, as distinct from purely financial, rationale for the internationalisation strategy of many Western business schools in South-east Asia?...[and] what are the problems that such schools are likely to face in pursuing an international strategy in South-east Asia and beyond?” (Howe & Martin, 1998, p. 448)

Their study characterizes a “truly transnational business school” (Howe & Martin, 1998, p. 451) as having a strategy based upon the development of a learning organization, a wide range of international collaborations, and a recruitment policy to employ the best people regardless of nationality (Bartlett & Ghoshal, 1998; Pedler, Burgoyne, & Boydell, 1991) The Howe-Martin study is only partly applicable to this study in that a business school from the West – Scotland – has an established relationship with an MBA program in Asia – Hong Kong. Sasin has demonstrated itself as a learning organization, yet the impetus for the Sasin program originated at Sasin, unlike the MBA program that the Howe study examines.

## ***Organizational Culture***

Ouchi and Wilkins suggested three types of organizational culture which included bureaucracies, clans, and markets. Organizational Culture itself is derived from concepts within anthropology and sociology (Ouchi & Wilkins, 1985).

Tierney (2008) defines organizational culture as “grounded in the shared assumptions of individuals participating in the organization” (Tierney, 1988, p. 25).

Bolman and Deal (2003) uses four frames in which to view and understand organizational culture. (Bolman & Deal, 2003).

Ed Schein defines the culture of a group as “A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, 2004, p. 17). This organizational culture can be analyzed on three levels. The first level refers to the artifacts in which products of the group are visible, and include things that are observable including stories about the organization, published values, and observable rituals. The second, deeper level refers to the espoused beliefs and values of the group that may include the group’s strategies, goals and philosophies. The third and deepest level refers to the underlying assumptions that refer to the beliefs, perceptions, thoughts and feelings that are often taken for granted (Schein, 2004, p. 26). In bringing two cultures together in the work environment, careful consideration has to be given by management in order to make the partnership successful.

### *Post-Internationalism*

Regarding the organizational leadership and the organizational culture that must exist post-internationalism, Harkins (2006) suggests that tertiary education must involve different groups within society. Depending upon their mode of knowledge creation, these the tertiary system may or may not support knowledge based continuous innovation societies or CIS. According to Harkins' seven Modes of knowledge production, Sasin would fall between Modes II and III in which knowledge is produced for enterprise applications, but is produced by individuals, initially for use by the originating persons. According to Harkins, with Mode III knowledge production "learning has the goal of enhancing personal capital, or the value-producing effects of personal capabilities" (Harkins & Kubik, 2006, p. 100). I place Sasin between Modes II and III because of the significance of relationship building within Thai culture which contributes to enhancing personal capital, and because of how results produced by the strong leadership at Sasin has permeated other entities within Chulalongkorn University as well as other universities in Asia.

Additionally, I would categorize Chulalongkorn University as having elements of a visionary and strategic campus, although Sasin is a reflection of some elements of leapfrogging. The leapfrog campus benefits by "collaborating with an outside agency such as a large industry or a visionary government ministry. Sasin has succeeded and has sustained its existence by such collaboration. Harkins states that for shifts in knowledge production to occur, "faculty and students must agree to develop and apply their personal capital along individualistic pathways" (Harkins & Kubik, 2006, p. 102).

## **Chapter Three: Methodology**

### ***Overview of Phases of Qualitative Research***

The purpose of the study is to understand and describe the phenomenon of intercultural working relationships between U.S. and Thai personnel in a crossborder education alliance. This study follows the five phases of the process of qualitative research as outlined by Denzin and Lincoln (Denzin & Lincoln, 2008).

Phase One: The researcher – The socially situated researcher provides qualitative perspectives.

Phase Two: Interpretive paradigms – The selected paradigm for this study is that of social constructivism.

Phase Three: Research strategies – The selected strategy for this study is a case study with an ethnographic influence.

Phase Four: The methods of collection and analysis for this study include interviewing, observing, and examining artifacts, documents and records.

Phase Five: Since qualitative interpretations are “endlessly creative and interpretive” (Denzin & Lincoln, 2008, p. 34), this phase of the qualitative research study is my attempt to make sense of my findings through the creation of hypotheses pertaining to cross border alliances.

### ***Phase One: The Socially Situated Researcher***

As this was considered an emergent study as opposed to a prespecified study, I attempted to describe, understand, develop, and examine the meaning of the relationships between the U.S./Thai crossborder education alliances to determine how they are related. In prespecified studies, the questions of interest, arguments supporting the inquiry and specific procedures of inquiry are determined at the beginning of the investigation. In emergent studies, the questions of interest, arguments supporting the inquiry, and specific procedures of inquiry are worked out as the study proceeds. Emergent designs are used because researchers lack prior knowledge of the phenomenon, the methodological tools are inappropriate or lacking, or there is an inadequate situational control to conduct a prespecified study. The emergent design may develop into a more prespecified design as sufficient understanding of the important issues is developed after months of emergent fieldwork and study of prior fieldwork (Creswell, 1998).

The purpose of this study is to explore and describe the relationships among three universities working in a crossborder management education alliance to educate international business managers, but these relationships have changed significantly and rapidly over the past decades, creating a widening knowledge gap in understanding how to successfully manage such relationships. While numerous studies exist on the internationalization process, to the best of my knowledge, only two reports have focused on the cultural fit of higher educational institutions that participate in crossborder alliances. Additionally, only one of those two studies incorporated the voice and input from a higher educational institution that is not based in the West. This research study of

Sasin is an attempt to incorporate perspectives from individuals from both the U.S.-based and Thailand-based institutions.

The strategy of inquiry best suited for this research study is qualitative research which is inductive, descriptive, and interpretive. Additionally, through qualitative research, I generated hypotheses regarding crossborder education alliances. Qualitative research is used to “understand the meaning people have constructed about their world and experiences” (Merriam, 2002, p. 4). The research was conducted in the natural setting, on site at the Sasin Graduate Institute of Business at Chulalongkorn University in Bangkok, Thailand. By doing so, I collected more detailed information and gained deeper understanding of the participants.

This study is an instrumental case study in that it provides insights into the issue of navigating cultural dimensions. This case examined the ordinary activities of the operations within the Sasin Graduate Institute of Business as it relates to the working relationships within the crossborder education alliance. The intention of this case is to advance our understanding of crossborder alliances or other types of crossborder education alliances, in general (Stake, 1995).

My data collection methods included participant observation, in-depth semi-structured interviews, and document analysis. As a participant observer, I acted as a professional stranger (Agar, 1996) and maintained a role of “something like dual citizenship” (Schwandt, 2007, p. 220). My goal was to not disturb the normal activities of the participants but to be a participant/observer. The analysis is inductive in that it begins with the data from the specific case study.



### ***Phase Two: The Interpretive Paradigm of Social Constructivism***

The knowledge claim, or paradigm, that this research employs is social constructionism. “Rather than starting with a theory (as in postpositivism), inquirers generate or inductively develop a theory or pattern of meaning” (Creswell, 2003, p. 9). This research employs a social constructionism perspective in that knowledge is not passive but an active process. We do not discover knowledge, but construct knowledge based on our experiences and that knowledge is shaped by new experiences. Additionally, our interpretations are shaped by shared understandings, practices, and languages. Hacking (1999) argues that social constructionism explains how human beings interpret or construct reality in specific linguistic, social, and historical contexts. This view states that all knowledge claims and their evaluation take place within a conceptual framework through which the world is described and explained (Hacking, 1999).

Social constructionism is a strand of constructivism that focuses on a social process and interaction and seeks to understand the actor’s definition of the situation. Constructivism, in its purest form, states that reality results from a process of construction resulting from the interaction between one’s mind and one’s environment (Piaget, 1952). There are several assumptions in social constructivism:

1. Human beings construct their own meanings as they interpret the world around them. Qualitative researchers discover those meanings through open-ended questions.

2. Humans make sense of the world based on their own history and social perspectives. Qualitative researchers then shape the information gathered based on their own experiences and backgrounds.
3. Humans generate meaning from social interaction within a human community. Qualitative researchers then apply inductive reasoning to generate meaning from the research (Crotty, 1998; Patton, 2002).

This strand of constructivism, social constructionism, defines how social actors recognize, produce, and reproduce social actions, and how they come to share and understanding of specific life circumstances (Berger & Luckmann, 1966; Lincoln & Guba, 1985). Social constructionism depends on “collective generation and transmission of meaning” (Crotty, 1998). Based on this description, the underlying meaning of intercultural relationships within the Sasin crossborder education alliance is based on input from the informants for this study.

### ***Phase Three: Case Study Research Design with Ethnographic Influence***

An ethnographic case study is the most appropriate research strategy for this research. The ethnographic aspect of this research design is based on Creswell's (1998) definition in which the researcher studies an intact cultural group in a natural setting over a period of time. Since my time in Thailand lasted only for a few months, rather than for one year as in a true ethnography, my research has an ethnographic influence. During the months in Thailand, I collected observation data in the field setting (Creswell, 1998). The ethnographic aspect of this case study, then, refers to the fact that this study describes and interprets cultural behavior in the natural setting of the school in Thailand.

This research refers to the human, lived experience in the real, everyday world as it is lived, felt, undergone, made sense of, and accomplished by human beings within the study. In this ethnography, I describe the lived experiences of my interviewees who all had some relationship with the school in Thailand. I also include my own experiences as a part of recounting or representing the experience of others. Van Manen (1988) refers to these self-reported experiences as a confessional and impressionist tale (van Manen, 1990).

The ethnographic case study is well suited for my experiences on a personal level as well. As an American Studies undergraduate with an emphasis in Journalism, I studied interviewing styles and how to derive the quintessence of a situation for the purpose of reporting. I learned about the importance of accurate and ethical news reporting, and incorporated these lessons into my writing. Although I never worked as a journalist, similar interviewing techniques were incorporated into both my IBM and 3M sales and marketing positions after my undergraduate degree.

As a result of my IBM sales and marketing training, I learned how to incorporate the “voice of the customer” into the customer proposals that I generated for customers who wanted to purchase computer systems. My goal was to develop as much of an intimate understanding of the customers’ business as possible, which included their business development strategy, budgetary constraints, the decision makers and the decision making process, and even the personal career goals of the stakeholders. In particular, I learned how to develop an understanding of my interviewees’ values and priorities by scanning their offices and noting important artifacts that were displayed in their personal spaces. My mission was to ensure that if the customer purchased an IBM system, that computer system would be the ideal solution for the customer and that the system would be well integrated into the customers’ businesses. Although I was more removed from the end-user customer during my 3M years, catch phrases such as “customer intimacy” reflected the typical protocol for getting to know each customer.

Skills such as interviewing and developing an in-depth understanding of the informant are essential for ethnographic research. While this is not a customer relationship situation, this research study fills a research void left by numerous researchers in the internationalization process: capturing voice of a non-Western university and incorporating that voice into the overall research process in the theory development.

*History of ethnography.* This research study utilizes a case study approach with an ethnographic influence. An ethnography is a research study in which the researcher lives within the community or society being observed. However, there have been numerous variations on the definition of ethnography over the years. Frake (1964) defines ethnography as follows:

“A description of a culture, an ethnography, is produced from an ethnographic record of the events of a society within a given period of time... To describe a culture... is not to recount the events of a society but to specify what one must know to make those events maximally probable. The problem is not to state what someone did but to specify the conditions under which it is culturally appropriate to anticipate that he, or persons occupying his role, will render an equivalent performance. This conception of a cultural description implies that an ethnography should be a theory of cultural behavior in a particular society” (Frake, 1964).

Fetterman (1998) refers to ethnography as “the art and science of describing a group or culture” (Fetterman, 1998). Another perspective is offered by Atkinson who refers to ethnography as a way of understanding, or actively knowing, making sense of everyday life through lived experiences (Atkinson, 1990).

Between 1917 and 1942, the University of Chicago institutionalized ethnographic research as it produced numerous ethnographers under the tutelage of Robert E. Park and Ernest Burgess (Deegan, 2007). These researchers developed and heightened the awareness of and interest in ethnographic research. The descriptive narratives that were created necessitated “an openness to people, data, places and theory [which] was intrinsic

to the ethnographic process, so a strict set of criteria cannot and should not be applied” (Deegan, 2007, p. 11). Park and Burgess greatly influenced and shaped the skills of their mentee ethnographers resulting in what Deegan (2007) refer to as a “theoretical tapestry” of Chicago ethnographies (Deegan, 2007, p. 13). Rather than focus on “great man” theories that were predominant at the time, the Chicago ethnographers depicted the perspectives of the everyday life of the average individual. Additionally, the research was written in conversational language rather than complex theoretical language (Deegan, 2007). The research in this study also follows the conventions of more conversational language and the everyday lives of average individuals in a crossborder alliance.

One protégé of Park and Burgess, George Mead, described the social nature of the self in his book, *Mind, Self, and Society* (1934). This current ethnographic case study of the Sasin Graduate Institute of Business is supported by Mead’s work which states that:

- The social nature of the self, thought and community is a product of human meaning and interaction.
- Through interaction with other each person, each person becomes human.
- Institutional patterns are learned in communities dependent on shared language and symbols.
- The scientific model of observation, data collection and interpretation is fundamentally a human project.
- [Researchers] learn to take the role of others because this is how all humans learn to become part of society. (As quoted by Deegan, 2007).

**Case study.** Yin (2003) presents an established technical definition of the case study: “an empirical inquiry that investigates a contemporary phenomenon within its real-

life context, especially when the boundaries between the phenomenon and context are not clearly evident” (Yin, 2003, p. 13). In a case study research design, the researcher explores a program, event, activity, process, or one or more individuals (Stake, 1995; Yin, 2003). The current case study follows this definition in that it explores the graduate management program at Sasin.

Another aspect of a case study is that it includes a variety of data collection procedures and is bounded by a specific period of time (Stake, 1995). Yin (2003) also states that case study research is most applicable for asking how or why questions, when the study is in a real-life context, when boundaries between the phenomenon and the context are not clear, and when it is preferable to use multiple sources of evidence (Yin, 2003). The current study meets each of these parameters.

Stake (1995) also contends that case study research is designed to generate knowledge of a particular situation (Stake, 1995), so the goal of a case study is to seek a deeper understanding of essential issues to the case. Stake and Yin both acknowledge that a case study design can be useful for theoretical elaboration to link a case to a theory (Stake, 1995; Yin, 2003). This study of the Sasin program is considered an instrumental case study in that I examine one particular case to gain additional insights into the working relationships within a crossborder education alliance (Stake, 1994).

This study is also used to develop a theoretical understanding of intercultural relationships within a crossborder education alliance. The findings of this particular case has helped produce general knowledge about intercultural relationships within crossborder education alliances specifically, and possibly other types of organizations in general. Finally, case study methods are appropriate for research focused on

contemporary, real-life phenomena in which the context is important (Yin, 2003). Since understanding the nature of intercultural working relationships within a crossborder education alliance is a real-life, complex phenomenon, the case study method is an appropriate fit for this study.

During my fieldwork, I gathered data on the following areas to build my case (modified from Stake, 1994):

1. The nature of the case – the issues surrounding internationalization and crossborder alliances
2. Its historical background – the basis for the founding of the Sasin Graduate Institute of Business and the establishment of the crossborder alliance
3. The physical setting – the importance of the Sasin location
4. Other contexts, including economic, political, legal, and aesthetic –begins with a broad view of Thailand, narrowing it down to the Ministry of Education, Chulalongkorn University, and lastly, focuses on the Sasin program
5. Other cases through which this case is recognized – no other directly related cases have been recognized.
6. Informants through whom the case can be known – derived from interviews with selected staff and faculty from each of the three institutions.

**Bias.** It is important for the researcher to acknowledge possible biases. First, on a personal level, I may tend to be more empathetic towards the U.S. professors since we share a common language and national culture. In addition, the professors in Thailand would essentially be considered the “other” since they are minorities in the majority Thai culture. Additionally, I consider myself the “other” as an African-American minority in



the U.S. On a professional level, I may have a tendency to be more empathetic towards the U.S. professors who teach graduate business education since I hold an MBA and have a lengthy work history in a corporate environment.

I also may have an affinity with the Thai people and Thai culture since I have worked in Thailand. I have an appreciation for the manner in which they have mandated that a cultural perspective as well as a moral perspective be incorporated into all levels and facets of Thai education. Although the implementation of this mandate may vary from location to location, educators in this system, including those at Sasin, have a responsibility to acknowledge and incorporate some perspective of Thai morality and Thai culture into their curriculum.

*Case study boundaries.* This case study only focuses on the Sasin Graduate Institute of Business. No other department was considered for analysis within this study. Chulalongkorn University as a whole was not be considered as a unit of analysis, but only as it related to the internationalization strategy within the Sasin Graduate Institute of Business.

This study focuses primarily on faculty and staff, so students were only considered to a limited degree, where there was a need to establish context and to provide specific examples. Finally, this study only focuses on the Bangkok location of Sasin. While there is a new location at Phuket, this study only examined the long-established Bangkok location which houses the primary operations of the Sasin Graduate Institute of Business.

*Case study protocol.* My case study protocol followed research processes as recommended by Yin (2003) and Creswell (2003).

Yin recommends the case-study protocol as means of increasing the reliability of case study research. My case study protocol includes the following elements as outlined by Yin (2003): I established an overall introduction to the case study, which included the theoretical framework for the case study. My data collection procedures included the site visited, and the contact persons at the site. I then created an outline the case study report and developed case study questions that described the operation of the alliance. Lastly, research findings part of a carefully designed research project that would include the following sections:

- Overview of the case study project, including project objectives and case study issues
- Field procedures , such as presentation of credentials and access to case study “sites”
- Specific case study questions
- Guide for the report, which would include the outline, format for the data, and bibliographical information (Yin, 2003, p. 69).

I gathered information through fieldwork which included gaining access, building rapport, observing participants, and interviewing. I then asked open-ended questions and took field notes on the observations. Next, I generated broad patterns, generalizations or themes based on the interviews and observations. I then conducted the analyses and interpretations of the data and generated a fieldwork report. Finally, I created generalizations of theories to past experiences and literature (Creswell, 2003).

I had worked for and met with several Thai educational leaders and these relationships were essential for my gaining entry to Sasin. The leaders included the head

of the Office for National Standards and Quality Assessment, Dr. Somwung Pitiyanuwat, as well as the former Minister of Education, Dr. Wichit Srisa-an. My advisor, Dr. Fry, sent a letter of introduction on my behalf to Professor Toemsakdi, Director of the Sasin Graduate Institute of Business, as this is considered the appropriate Thai way of meeting high-level officials (Klausner, 1997; Varaporn, et al., 1996). Before going to Thailand, I scheduled my first phone interview with Professor Don Jacobs, the former Dean of Kellogg who signed the original documentation for the crossborder alliance in 1982. The Kellogg Dean was wholeheartedly in support of my research.

For my research, I referred to records regarding the origination and history of Sasin, as well as documents and photos that reflect the ongoing activities at Sasin. Since the new semester began on June seventeenth, I arrived several days early to meet the staff and faculty. I conducted a total of twenty-three interviews with individuals from different positions within each alliance institution. Each interview lasted for about an hour. I also interviewed three professors from other participating institutions and one cross-cultural consultant. Interviews were conducted primarily in the faculty offices or in the Sasa International House restaurant, located next door to the Sasin Graduate Institute of Business. The interviewees selected location which they found more comfortable and at ease.

#### ***Phase Four: The Data Collection Process***

During the data collection phase of the research study, I kept observational notes and a journal to keep track of my own impressions and reflections (Bogdan & Biklen, 1992). The observation protocol in my data collection process included the approaches defined by Creswell (Creswell, 2003). I gathered data through document examination, conducted observations at Sasin as a participant/observer, and conducted semi-structured, open-ended interviews. My data collection included Thai newspaper accounts, Sasin internally generated journals and magazines, newsletters and photographs. Since symbolism is also important in Thai culture, I examined of possessions and ritual objects to elicit views during the interviews (Creswell, 2003). I took pictures of numerous objects during my data collection.

My data collection process began before I went to Thailand with extensive reviews of the Sasin website, and Thailand periodicals such as The Nation newspaper, Thailand's primary national newspaper. Next, I sought permission from the leadership at Sasin to conduct my research. A letter of request was sent by my advisor, Dr. Fry, to the Director of Sasin, Professor Toemsakdi Krishnamra requesting permission to conduct my research at Sasin. Professor Toemsakdi then referred me to Deputy Director, Professor Suthi Ekahitanonda, who primarily helped facilitate my meetings with faculty and staff members. Professor Suthi also authorized my presence at Sasin as an observer to conduct my research.

During the nearly four months of research, I maintained a study space in the library at Sasin. I was able to live on the Chulalongkorn University campus in graduate school housing, one-half block from the Sasin building. Permission for my housing was

requested by Professor Suthi. Again, according to Thai tradition, Professor Suthi sent of letter of request to the housing staff requesting permission for my stay in the graduate student housing. These experiences gave me abundant opportunities to interact on a daily basis with students, professors, and staff from among whom I would select my interviewees.

I selected both visiting professors and Thai professors who work at Sasin year round. I also selected staff members from Sasin, Kellogg, and Wharton with the longest teaching time with Sasin and professors who had had fewer years working at Sasin. My interviewees included a cross-section of alliance participants including four Sasin staff members, four Sasin faculty, three Kellogg staff, three Kellogg faculty members, one Wharton staff member, three Wharton faculty, and four other faculty and consultants.

My sampling strategy followed the purposeful type of sampling, rather than random, highlighting what is normal or average in the operation of a crossborder alliance (Kuzel, 1992; Morse, 1989; Patton, 2002). Thus, I selected professors who had lengthy teaching records at Sasin as well as those with fewer years of teaching at Sasin. Wolcott (2008) states that the data collection process has traditionally included participant observation, interviewing, and archival research (Wolcott, 2008). Wolcott provides a new set of labels for these activities to include experiencing, inquiring, and examining. His more action-oriented terminology is more aligned to my actual process of collecting data as I experienced, inquired, and examined everyday lives of individuals in the Sasin alliance (Wolcott, 2008).

A total of twenty-three individuals were interviewed for this study. The individuals included a cross section of alliance leadership, faculty, and staff. Three

individuals elected not to be identified, so I assigned pseudonyms to these individuals and have indicated which individuals have pseudonyms. The individuals selected for this study reflect the typical members of a crossborder alliance.

I took field notes from my observations to record my daily thoughts, impressions, working hypotheses, and issues to pursue. My field notes included my fieldwork journal, transcripts of conversations and interviews, photographs, audiotapes, and artifacts. Member checking helped me validate the findings and to ensure validity, confirm ability, and clarify my understanding of the interviewee.

Because this study is concerned mainly with description, a description of each participant is included to characterize the nature of the participants. The number of participants selected was most feasible for a four-month field study. My intention in this study was to provide “a rich and thick description” of life within a crossborder alliance (van Manen, 1990, p. 152). My goal was to provide additional depth to the lived experiences as van Manen explains: “Rich descriptions that explore the meaning of structures beyond what is immediately experiences, gain a dimension of depth” (van Manen, 1990, p. 152).

I utilized a digital tape recorder with a microphone attached to the garment of the interviewees so they experienced hands-free, unobstructed conversation. Better placement of the recorder helped interviewees relax and feel more natural with the flow of the conversation. The digital tape recorder was important in my data collection process because I utilized speech recognition software to transcribe the recordings more easily.

Table 6 shows the individuals interviewed and their positions at each alliance institution.

TABLE 6: INTERVIEW PARTICIPANTS

	<b>Sasin</b>	<b>Kellogg</b>	<b>Wharton</b>	<b>Other</b>
Leadership	Professor Suthi Ekahitanonda	Dean Don Jacobs	Jeffrey Sheehan	
	Deputy Director Kittiratt	Dean Dipak Jain		
	Ajarn Ken Pas			
Faculty	Professor Ian Fenwick (Dual Roles)	Professor Sudhakar Deshmukh	Professor Andrew Postlewaite	Professor Mark Forman
	Professor Klaharn Suttikul (pseudonym)	Professor Allan Drebin	Professor Richard Kihlstrom	Professor Paul Tiffany
	Professor Adith Cheosakul	Professor Craig Winslow (pseudonym)	Professor Michael Useem	Professor Evan Douglas
	Professor Siriyupa Roongrerngsuke			
Admini- stration and Staff	Department Head Amornrat Pradchaphet (pseudonym)	Michele Rogers		
	Professor Ian Fenwick (Dual Roles)			
Consultants				Rick Riboopong

Because many of my informants had returned from Thailand to resume their positions in Chicago and in Philadelphia, I returned to the U.S. in early August 2008 to conduct several additional interviews with individuals at Kellogg and Wharton who were not in Bangkok at the time that I was there. I then returned to Thailand in mid-August to complete my interviews with the remaining Sasin faculty and staff.

*Review of research questions.* This section review the research questions and supporting questions that directed this project. The following question is my overarching question:

What factors have contributed to the success and sustainability of the crossborder management education alliance in the Sasin Graduate Institute of Business in Thailand?

The following are the supporting questions:

- 1) To what extent is there a Sasin organizational culture? What are its distinctive features?
- 2) How does the Thai national culture affect the organizational culture as it pertains to organizational factors and leadership?
- 3) How do alliance members (faculty and staff) describe how they navigate intercultural relationships, communications, and decision making within the alliance?
- 4) What are the future implications of the crossborder education alliance?

The following questions served as my interview protocol:

- 1) How did you come to teach here at Sasin? (Introductory question to build rapport)
- 2) What have been the advantages of the alliance?
- 3) What keeps you coming back to teach here year after year?
- 4) What are some of the challenges of the alliance?
- 5) How has Thai culture contributed to the alliance?
- 6) What has the U.S. culture brought to the alliance?
- 7) How are decisions made within the alliance?
- 8) How are conflicts resolved within the alliance?



9) What do you see for the future of the Sasin alliance?

Because the interviews followed a conversational format, additional probing questions were asked to elicit additional descriptive detail. Table 7 gives several examples of follow-up probing questions.

TABLE 7: INTERVIEW QUESTIONS AND FOLLOW-UP CLARIFYING QUESTIONS

**1) How did you come to teach here at Sasin? (Introductory question to build rapport)**

*Clarifying Questions:*

- a) What motivated you to come to teach at Sasin in the beginning?
- b) What kind of things did you contribute to make it more at home? What kind of struggles did you have from the beginning?

**2) What have been the advantages of the alliance?**

*Clarifying Questions:*

- a) Can you give me examples of some of the advantages?
- b) When you said this is like your home, because you've been here from the beginning and it is like you built your own home here, how did that happen? How did you make it more of your home?

**3) What keeps you coming back to teach here year after year?**

*Clarifying Questions:*

- a) Can you think about someone new coming into this environment, maybe someone who did not fit into this faculty environment; in terms of understanding Thai culture?
- b) When you think about a faculty member, a visiting faculty that has come here and said this place did not work for them, what are some of the things that contributed to their saying that?
- c) What are some of the other countries where you have taught? How has your experience here in Thailand been different?

**4) What are some of the challenges of the alliance?**

*Clarifying Questions:*

- a) Can you give me some examples of challenges?
- b) How have you been able to overcome these challenges?
- c) In Thailand you *wai* (you close your hands, bow your head). In the West, in the U.S. it's a firm handshake. Do you have any experiences that might have been a challenge for you, or where some of your counterparts may have experienced some discomfort?

**5) How has Thai culture contributed to the alliance?**

*Clarifying Questions:*

- a) Where do you think the respect for the faculty originates?
- b) When you think about coming to teach in Thailand; what makes Thailand different for you?
- c) Within Thai offices, even at the post offices, there is a picture of the organizational structure, but I haven't seen that here. Why is that?
- d) Can you give me an example of how they [Thai students] are pleasant to teach?

**6) What has the U.S. culture brought to the alliance?**

*Clarifying Questions:*

- a) Are there particular aspects or processes from your work in the U.S. that you have incorporated into your teaching [or administration] here in Thailand?
- b) What inspires you to incorporate those [aspects or processes] into your work?
- c) So is it different from a regular business environment?

**7) How are decisions made within the alliance?**

*Clarifying Questions:*

- a) Can you tell me about the decision making process?
- b) Do the faculty members make the decisions themselves, and then notify you about them?
- c) What about when you are notified about final decisions?
- d) Can you give me an example of instances in which you were involved in the decision making process?

**8) How are conflicts resolved within the alliance?**

*Clarifying Questions:*

- a) How would you describe your relationship with the administrators?

- b) How would they express it if they would disagree with something?
- c) When you're talking about some of the styles, the style of working relationships and it sounds as though what you're saying is that your demeanor has to adjust. Is that correct?
- d) Can you talk about maybe some of the challenges that you've had to overcome?
- e) It sounds as though you're saying they respond to you very quickly. Is that correct?

**9) What do you see for the future of the Sasin alliance?**

*Clarifying Questions:*

- a) You mentioned publications. Can you talk about the push for more publications in the future?
- b) What does the future look like for you here?
- c) What about the future for Sasin?

### ***Phase Five: Data Analysis***

Data analysis involved making sense of text and image data (Creswell, 2003). My data analysis included multiple steps. To develop the content for this study, I generated themes based on the data collected from the semi-structured interviews and document analysis. The documents examined included Sasin annual reports, brochures, and journals published by the institute. I also reviewed the Sasin website and employment records which listed the length of employment for each employee after being given access by the director.

My semi-structured interviews began with the same set of nine questions for each interviewee. I recorded each interview, and I initially utilized Dragon Naturally Speaking speech recognition software to transcribe the interviews. The software had limited effectiveness because the speech patterns of the different individuals varied, naturally, and the software was unable to recognize each varying speech pattern without significant additional time investment. Thus, I chose to have the interviews transcribed by a professional transcriptionist.

I then read through the transcripts in order to generate certain codes, enabling a segmentation of data into specific categories. Fetterman (1998) explains that semi-structured interviews can be used for comparison so that a context of common group beliefs and themes is established within the cultural group that is being examined. I categorized these themes into separate categories that allowed for the development of a theory about my findings.

I typed up my field notes and entered my interview data and field notes into the QSR nVivo8 software. I utilized QSR nVivo8 software to develop a coding process for

my data analysis and organize the gathered data into “chunks” (Rossman & Rallis, 1998, p. 171). Finally, I prepared this narrative report of my findings. I found that the QSR nVivo8 software provided a significant reduction in time for coding; however, it also required a significant time investment to learn the program.

*Strategy for validating findings.* Because my interviews were semi-structured, I asked similar questions of each of my informants. In this way, I lessened the likelihood of misinterpretation. This process, referred to as triangulation, helped me to clarify meaning and to verify the repeatability of an observation or interpretation (Denzin, 2009; Denzin & Lincoln, 2008; Stake, 1994). The results of my findings are described in the next chapter.

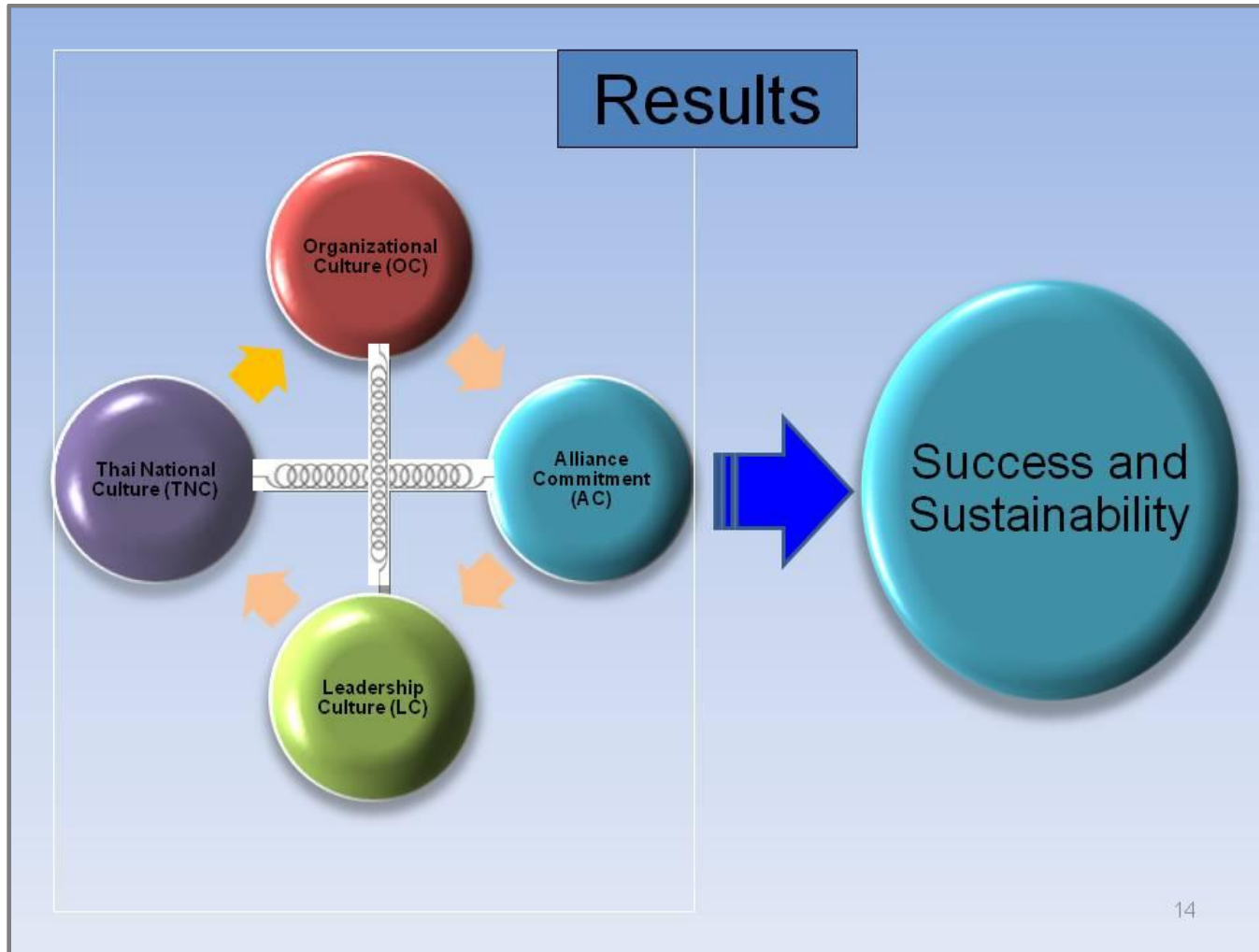
## Chapter Four: Research Findings

### *Overview*

The purpose of this chapter is to describe the findings of the data analysis of this study. As stated earlier, the purpose of this one particular case study is to gain additional insight into the working relationships within a crossborder education alliance (Creswell, 1998; Stake, 1994; Yin, 2003). Through the data collected, the results of the data analysis section show four main contributors to the success and sustainability of the Sasin crossborder management education alliances. These success contributors coincide with Schmidt's success factors and also address the contributors that could lead to failure (Schmidt, 2000). In this model, success is derived from four main contributors that include (1) Alliance leadership, (2) Thai national culture, (3) Organizational culture, (4) Alliance commitment.

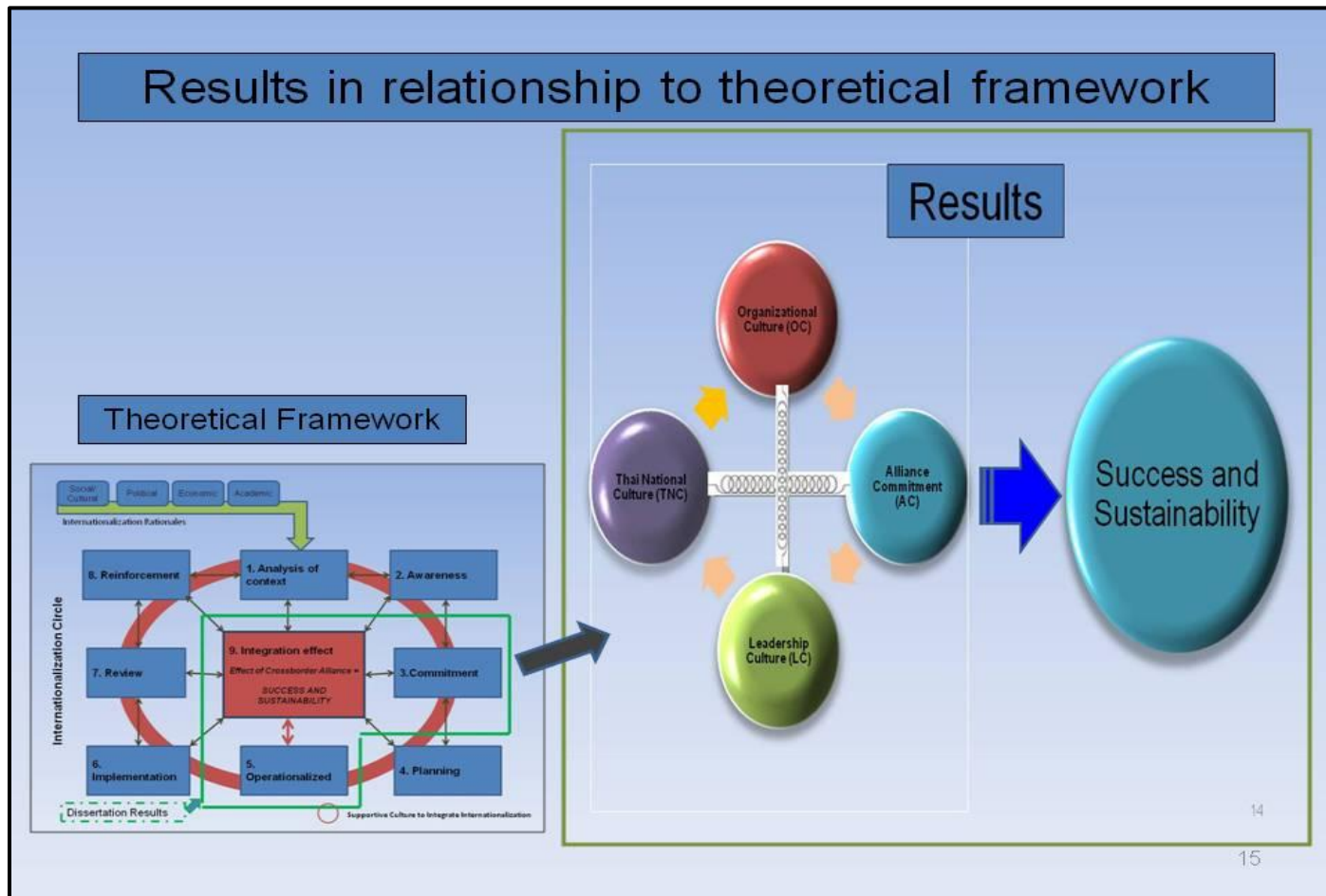
Figure 8 reflects the research study results. These results can be visualized as a Tetrahedral Model of Linkages (Sippanondha & Fry, 1981). Figure 9 shows the data analysis results as they relate to the dissertation scope.

FIGURE 8: DATA ANALYSIS RESULTS



Modified from Tetrahedral model of linkages, Sippanondha & Fry (1981)

FIGURE 9: RESULTS AS RELATED TO THEORETICAL FRAMEWORK



Sources: (de Wit, 2002, p. 136; Knight, 1994; Sippanondha & Fry, 1981; van der Wende, 1998)



*Findings.* The results of this study show that four main contributors have produced the success and sustainability for the Sasin alliance. The four contributors include 1) Leadership culture, 2) Thai national culture, 3) Organizational culture, and 4) Alliance commitment. The concept of leadership is rooted in the foundation of Thai national culture which, in turn, creates the organizational culture that drives the alliance commitment. The success and sustainability of the alliance emerges from this leadership concept. Within each of the four main contributors to success, nine factors were identified in the literature and my findings. I selected these nine different factors to coincide with the number nine as a traditional good luck number in Thai culture (Cooper, 2004). These factors follow the Thai tradition of using nine to demonstrate important results.

The first contributor, leadership culture, outlines the significance of leadership and how it relates to the following nine factors (Bass & Avolio, 1994; Northouse, 2006):

- 1) Idealized influence and charisma
- 2) Inspirational motivation
- 3) Intellectual stimulation
- 4) Individualized consideration
- 5) Subordinate perception and expectation
- 6) Performance beyond expectation
- 7) Strong Personal Relationships
- 8) Common Leadership Styles
- 9) Banyan-Apple Tree – Concern for family

The second contributor, Thai national culture, is outlined with the following nine value clusters (Suntaree, 1990; Weerayudh, 1973):

- 1) Thai love of the Royal Family
- 2) Flexible, Relationship-Smoothing
- 3) Hierarchical
- 4) Religious Symbols and Artifacts
- 5) Interdependence
- 6) Fun and Pleasure
- 7) Achievement Task
- 8) Grateful Relationship
- 9) Education and Competence

In particular, the third contributor of success in this study, organizational culture, relates to leadership to form a strong organizational structure and strong organizational values. In terms of structure, four aspects are evident:

- A stand-alone, solid financial base
- A long-term commitment to the structure of the alliance
- A long-term commitment to the Thai staff and cross-border staff
- An ongoing commitment to student recruitment and development

The organizational values related to this third contributor, organizational culture, consist of the following nine factors:

- 1) Consistency
- 2) Collegiality – Professors
- 3) Camaraderie – Alliance Members

- 4) Concern - Leadership
- 5) Collectivism
- 6) Conflict Management
- 7) Caring
- 8) Cooperation
- 9) Collaborative

These qualities are consistently exhibited by alliance members including faculty, staff, and students.

Another key finding relates to the strength of alliance commitment, contributor number four, and is exhibited by the following alliance participants.

- 1) Sasin Leadership
- 2) Sasin Students
- 3) Sasin Faculty and Staff
- 4) Kellogg Administration
- 5) Kellogg Faculty
- 6) Wharton Administration
- 7) Wharton Faculty
- 8) Thai Business
- 9) Chulalongkorn University

*Amended dissertation scope.* While the initial scope of research shown in Figure 10 does not encompass commitment as a part of the findings, the amended scope of research shown in Figure 11 reflects includes commitment as a significant aspect of the study findings.

FIGURE 10: INITIAL DISSERTATION SCOPE

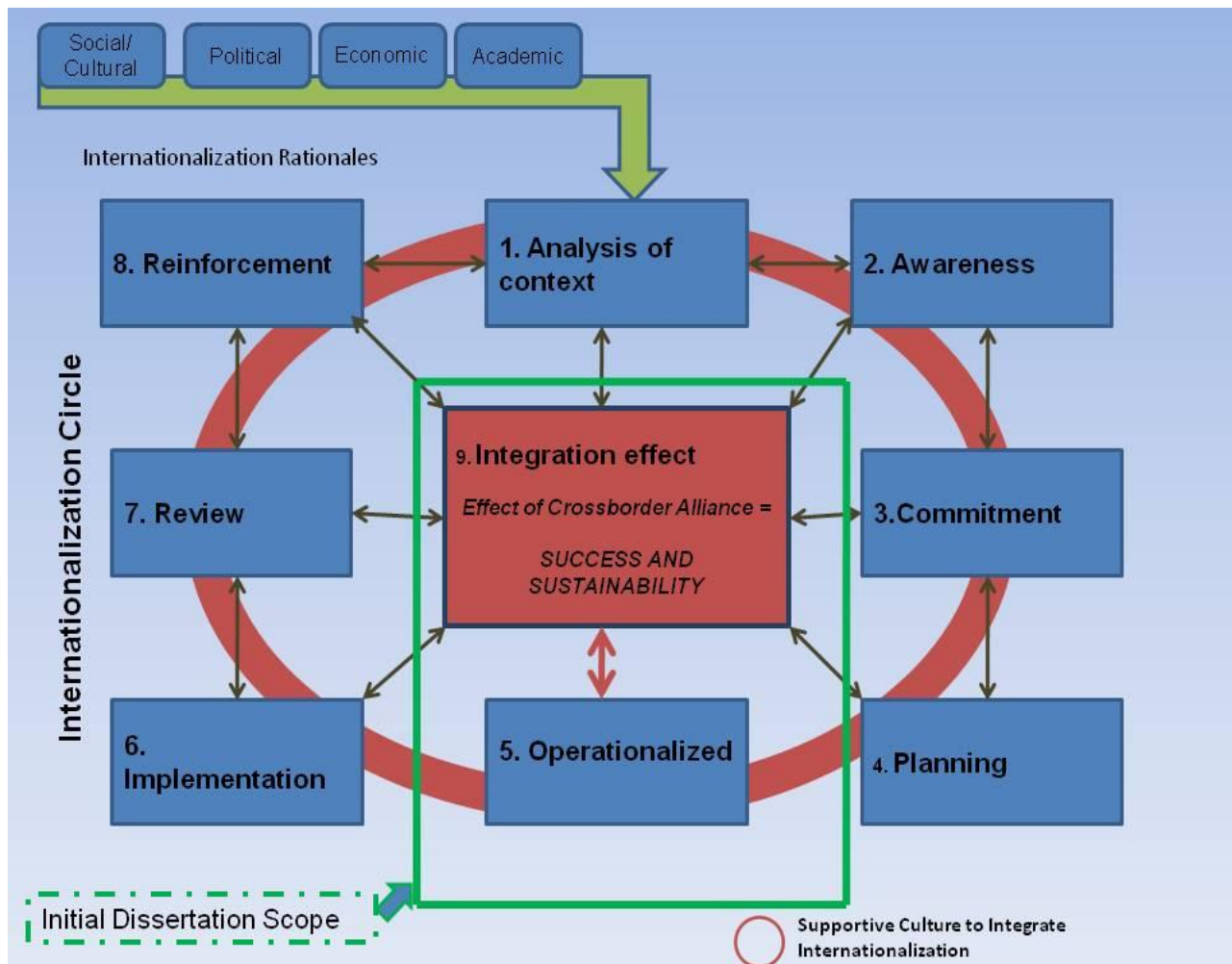
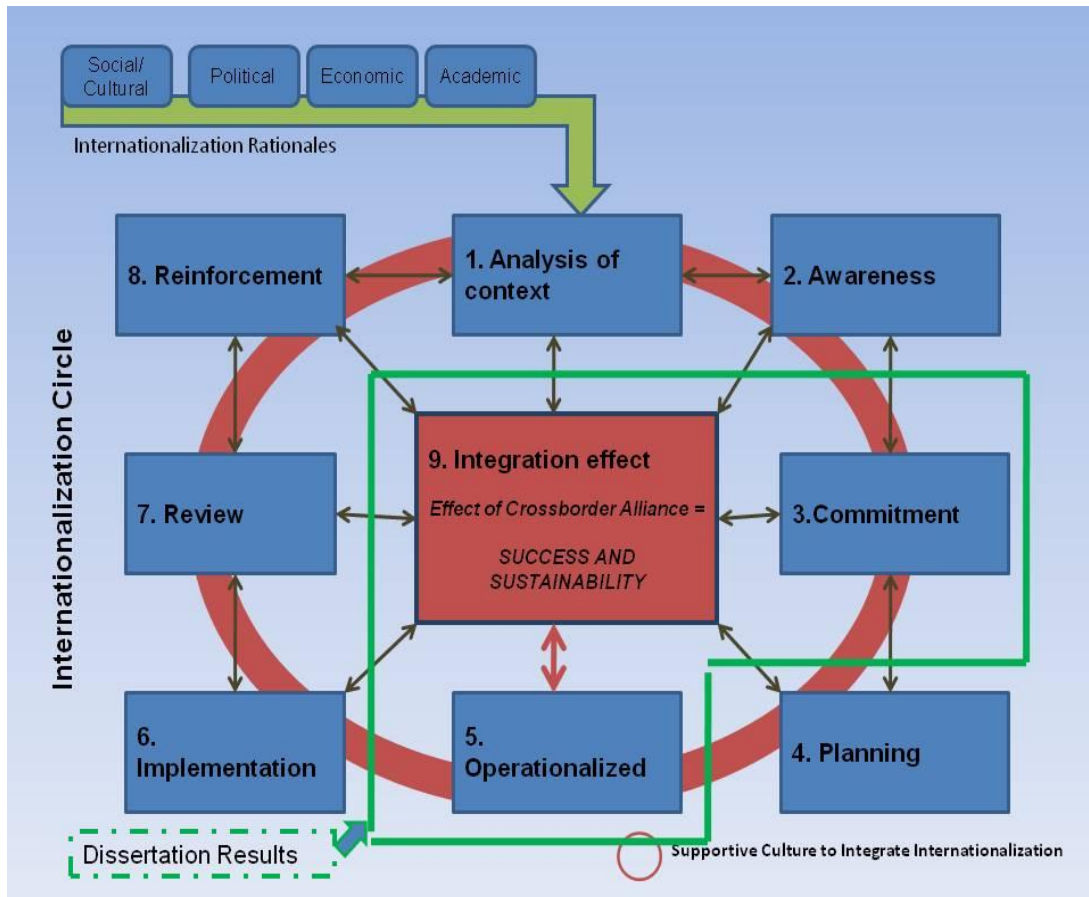


FIGURE 11: AMENDED DISSERTATION SCOPE



Sources: (de Wit, 2002, p. 136; Knight, 1994; van der Wende, 1998)

## *Significance of Leadership Culture*

**Overview.** The success and sustainability of Sasin are a result of four major contributors: (1) Leadership culture, (2) Thai national culture, (3) Organizational culture, and (4) Alliance commitment. These four contributors create the nature of how the alliances are actively maintained. This first section refers to how contributor number one, the significance of leadership, contributes to the success and sustainability of the alliance. Figure 12 reflects the nine factors demonstrated in the significance of the leadership that is discussed in this section:

FIGURE 12: SIGNIFICANCE OF LEADERSHIP CULTURE



The significance of leadership is essential to the success and sustainability of any internationalization strategy (de Wit & Knight, 1997; Ellingboe, 1998; Knight & de Wit,

1997; Mestenhauser & Ellingboe, 1998; Paige & Mestenhauser, 1999). Sasin leaders exhibit qualities of the four “I’s” of transformational leadership:

- (1) idealized influence and charisma,
- (2) inspirational motivation,
- (3) intellectual stimulation, and
- (4) individualized consideration.

Additionally, this section addresses the results of transformational leadership which include (5) performance beyond expectation (Bass, 1985; Bass & Avolio, 1994; Northouse, 2006). Several additional themes arose in this section, and they include (6) strong personal relationships, (7) common leadership styles, and (8) continuity of the Deans and professors. This section also describes what I define as (9) “Banyan-Apple Tree” Leadership.

***Idealized influence and charisma.*** The Sasin key leadership involves a group of people headed by the Founder and Director, Professor Toemsakdi Krishnamra. The leadership team also includes the Deputy Directors who have made strong contributions to Sasin leadership: Associate Professor Suthi Ekahitanonda – Acting Deputy Director for Academic Resources, Kittiratt Na-Ranong – Deputy Director for Academic Affairs, and Deputy Director for Administrative Affairs, Thiti Vejpas. As mentioned earlier, Khun Bancha Lamsam along with Professor Toemsakdi Krishnamra proposed the idea to Chulalongkorn Administration of a graduate school of business taught entirely in English. Khun Bancha was the son of Choti Lamsam, the founder of the Kasikorn Bank, formerly Thai Farmers Bank. Khun Bancha was a chemistry graduate from Chulalongkorn University who obtained a master’s degree from the University of Michigan in Ann

Arbor during World War II (The Nation, 2006). Educated in the U.S., Khun Banchara is often credited for having the original idea of a graduated business school taught in English by professors from the U.S.

Khun Banchara worked closely with Professor Toemsakdi in establishing Sasin. Professor Toemsakdi had been affiliated with an accounting firm and had demonstrated his leadership skills before his arrival at Sasin. He served as President of Chulalongkorn University during a time (1973) of civil unrest in Thailand (Fry, 2002). Some of that unrest originated on college campuses, yet Toemsakdi took the reins and led Chulalongkorn through the next several years. Through this experience, Toemsakdi demonstrated his ability to smooth over a tense, acrimonious situation. When he took over CULI, the Chulalongkorn University Language Institute, he had many more opportunities to prove his leadership abilities.

When Sasin began, Toemsakdi brought with him a group of people who had worked at his side through the years. Don Jacobs describes Toemsakdi's team as being "open, they were really warm, they loved the job they were doing, they thought it was wonderful, and that group continues to this day. They're still there for the most part, very few have left" (Interview, May 22, 2008). Toemsakdi and his leadership team had to build the school, manage the marketing, and sell the story.

Because of his charisma, individuals and organizations quickly supported his mission. Toemsakdi, along with Professor Suthi, was considered a superman. Toemsakdi is a man to be respected and honored. He has been positively committed and positively engaged throughout the history of Sasin. He takes on the accountability of the smallest detail of the graduate institute.



Professor Toemsakdi is a dedicated visionary who worked patiently for decades to achieve the mission of Sasin. He has achieved at blending differing cultures into one productive whole. Toemsakdi gave Sasin structure, and he mobilized supportive faculty, staff, and administrators to create a successful, sustainable organization. He has supplied faculty development training, funds, and oversight for the organization. He inspires passion in everyone who has come in touch with his organization as faculty or staff. Professor Drebin stated that Toemsakdi is “definitely a leader [who] had academic moves. Toemsakdi was committed to having good academic program” (Interview, September 11, 2008). Drebin continued to say that although he is a “pretty tough grader in accounting” (Interview, September 11, 2008), the students that were selected to attend Sasin were competitive and performed well.

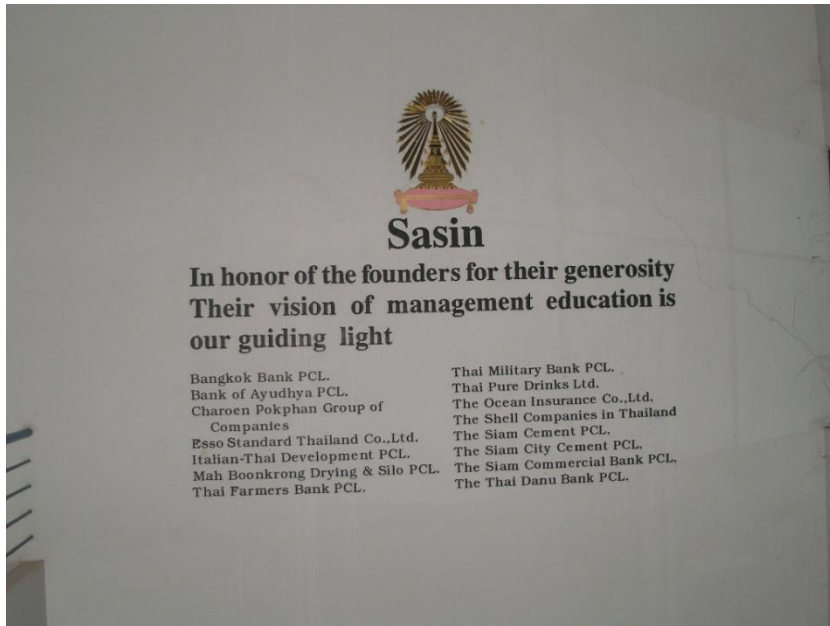
Dean Jacobs refers to Professor Toemsakdi as “a recognized leader of his group. People are trusting of his leadership when he moves forward. He is an impressive and extraordinary leader” (Interview, May 22, 2008). Today, Professor Toemsakdi is Asia’s longest serving head of a higher education institute. He is one of the world’s longest serving chief executive of a higher education institute, although Toemsakdi states that there is one university founder in Brazil who has held the top management position in that university since 1976 (Limsamarnphun, 2011).

***Inspirational motivation.*** According to Deputy Director Suthi, “Professor Toemsakdi started everything” (Interview, September 1, 2008). In 1981, Khun Bancha Lamsam and Professor Toemsakdi presented the idea to the Chulalongkorn University Council meeting, and the Council agreed. Professor Useem stated that Professor Toemsakdi “convey[s] that sense of passion about going somewhere, [about something

that is] going to happen this way. My sense is he's got a lot of ideas...he has a strategy and he is totally consistent...He is energizing, he is inspiring" (Interview, September 1, 2008). Professor Forman agrees and says, "The leadership today has primarily been a sole entity as the director Toemsakdi who started the whole thing. He's had a couple of folks to help him, but he's definitely the figurehead" (Interview, September 1, 2008).

Toemsakdi and his leadership team developed partnerships with local Thai corporations who funded the graduate business institute. Some of these corporations gave contributions of two million baht or more. In appreciation for their generosity, Toemsakdi has represented these companies on a wall within the Sasin Graduate Institute of Business Administration. The supportive companies include Bangkok Bank PCL, Bank of Ayudhya PCL, Chareon Pokphan Group of Companies, Esso Standard Thailand Co., Ltd., Italian-Thai Development PCL, Mah Boonkrong Drying & Silo PCL, Thai Farmers Bank, PCL, Thai Military Bank PCL., Thai Pure Drinks LTD, The Ocean Insurance Co., LTD., The Shell Companies in Thailand, The Siam Cement PCL., The Siam City Cement PCL., The Siam Commercial Bank PCL., The Thai Danu Bank PCL. Each of these companies has continued to have a strong relationship with Sasin by hiring Sasin graduates, and by sending up and coming management employees to the Sasin Institute. Picture 6 shows these companies clearly posted on the wall at Sasin on the first floor. The companies' names are listed under the emblem of Sasin, along with the statement, "In honor of the founders for their generosity, their vision of management education is our guiding light."

PICTURE 6: COMPANIES REPRESENTED AT SASIN



Khun Bancha Lamsam was also a farsighted, visionary leader. He knew that middle-level managers were needed in Thailand, and he knew these managers needed to speak English in order to effectively communicate in business. Unfortunately companies could not afford to send middle managers from the West. Khun Bancha knew that he had to develop good management talent from within Thailand. Working with Chulalongkorn, he developed the supply before the demand came. He earned strong support from larger firms and established a network among Thai businesses. Additionally, he developed personal relationships that would help take care of graduates.

Khun Bancha's energy and perseverance served to garner the support and commitment of the Chulalongkorn University Council regarding the importance of establishing Sasin. He knew that it was important to integrate a Western business philosophy into teaching Thai business and so adopted and adapted Western business

processes to meet students' educational needs. Bancha Lamsam established a "brain train" rather than contributing to a "brain drain" (Fry, 1984; Knight, 2009).

Professor Don Jacobs served as Dean of Kellogg from 1975 to 2001. A man from a humble background, Jacobs considered himself an "improbable dean" (Golosinski & Honack, 2008). Despite the improbability of his position, Jacobs did succeed in "transform[ing] the school into an elite and unique management institution" (Golosinski & Honack, 2008).

Don Jacobs commented on how Sasin began:

First there was a real need in Thailand for such a school. Khun Bancha Lamsam was a wonderful person; he was a real man ahead of his time. He was sending people to the states for MBAs and he realized that if he wanted to send people to the good places, the good places would only receive so many Thais. There was an excess demand and there are a lot of people who did not want to leave Thailand for their education. For those reason[s], they decided to have a school in Bangkok. (Interview, May 22, 2008)

Professor Dipak Jain, the current Dean of Kellogg, is originally from India and already had some familiarity with Thai culture before coming to Sasin. Dean Jain received his bachelor's degree from Darrang College, a small school in Tezpur, India, a city of 30,000 where people who knew little of America and Europe (Golosinski & Honack, 2008). Jain went on to obtain his Ph.D. in marketing at University of Texas at Austin. Jain is always humbled by the opportunity to be dean of Kellogg. "It is as if someone handed me a wonderful, thriving plant with the highest level of responsibility to

care for it. Now we must strengthen the roots and grow the branches wider” (Golosinski & Honack, 2008).

State-side, Dean Carroll and Dean Gerrity of The Wharton School were the early facilitators of the alliance agreement with Sasin. Dean Carroll signed the original documentation, and Dean Gerrity gave his support for additional resources when needed.

Professor Suthi, Deputy Director, was sent to the U.S. to begin the original investigation for Sasin. At the time, Suthi’s wife worked for an airline, and he maintained flight benefits due to his wife’s employment. Therefore, Suthi was able to travel back and forth from the United States and investigate university at no cost.

Suthi’s leadership style is similar to that of a gentle uncle, a person to whom one would go to talk over an issue, a problem or difficulty. He has a soothing, supportive tone of voice and makes you feel that he will resolve any issues brought to him. When speaking about the origin of the Sasin name or about Sasin’s history, Suthi smiles proudly, as though speaking about his own children, his family. One can feel his sense of pride. He is incredibly engaging, welcoming, and supportive, and he makes people want to be a part of his venture. It is clear to see why his demeanor is inviting to incoming professors.

Khun Paron, an MIT graduate, was considered another superman at Sasin. He gave products in kind to build the school in exchange for classes for middle managers. Throughout their time working together, Paron and Toemsakdi developed a trusted and true friendship.

As the new leadership prepares to take over the reins of Sasin, they come with varied interests. Kittiratt Na-Rong, Deputy Director for Academic Affairs, was in the

second graduating class of students who attended Sasin. Kittiratt was there at the groundbreaking of the school. Seemingly the heir apparent, Kittiratt Na-Rong previously headed the Stock Exchange of Thailand while simultaneously coaching the National Thai Football (Soccer) Team. Additionally, Kittiratt is a strong supporter of classical music in Thailand, and when he finds time, he plays the flute. For Kittiratt to lead Sasin in Thailand would be analogous in the United States to the head of the New York Stock Exchange or the CEO of IBM making a career change to academia. Yet, Kittiratt is committed to producing global leaders, and to having Thailand become more economically competitive on a global basis. By returning to Sasin, Kittiratt is returning to his academic Thai “family” (Cooper, 2007; Weerayudh, 1973).

Compared to Toemsakdi who delegates and seeks outside counsel, Kittiratt is more of a hands-on leader. He tends to bring his own ideas to the table and makes sure that ideas are successfully implemented. For example, during the renovation of the Sasa International House, Kittiratt often checked on the work progress of the renovations to ensure the project was being completed in a timely manner while also checking on the well-being of the workers doing the work.

In reference to the up-and-coming leadership, Professor Forman states that Kittiratt Na-Rong “is a REALLY impressive guy. One of the most impressive guys I’ve ever met” (Interview, July 18, 2008). He goes on to say that Sasin is “a school that’s positioned itself really well to attracting quality faculty and has done a pretty good job of maximizing their potential, and I think if you watch in the next ten years it will continue to grow at least along the path of improvement that it has” (Interview, July 18, 2008).

Kittiratt is a remarkable leader who has proven his leadership skills prior to arriving at Sasin. Professor Forman remarks, He is basically in charge of the biggest sports team in the country. He was President of the Stock Exchange for five years. He's a self-made millionaire from an asset-management company. He is now going to be running the top business school. I just don't know anyone like this who is running four different hats, or has worn four different hats, all of whom have been incredibly successful" (Interview, July 18, 2008).

*Intellectual stimulation.* The Associate Dean for International Relations at The Wharton School, Jeffery Sheehan, attributes Sasin's success to its founder and director: Number one, number two, number three, eight, nine, ten to ninety-nine is Toemsakdi. Without Toemsakdi, there would never be a Sasin; there would never have been a Sasin. If they're going to clone him, it would be wise because he must be getting pretty elderly at this point. He's been energetic since birth; I would say Toemsakdi is Sasin. I would also attribute the success to the fact that there is a tremendous demand worldwide for business education. A lot of people are interested in business education, and Sasin was one of the first Asian business schools. (Interview, September 16, 2008)

Toemsakdi and Khun Bancha Lamsam had the foresight to anticipate such a demand.

Professor Siriyupa, who independently runs the Human Resources Development program, also has intellectual insight into the business world and has earned a great deal of trust from Director Toemsakdi as a result. Professor Siriyupa obtains her visiting professors from the Society of Human Resource Managers, rather than from Kellogg or Wharton. Siriyupa states that

...for this program, I have a lot of autonomy. [Toemsakdi] always says he's an accountant. He always says he has no expertise in human resources, but he's being very modest I would say. I think I was trusted at a certain level so I can initiate the idea, I can develop the curriculum, I would compare and contrast our curriculum to what they would offer in other major universities in the U.S. because every year when I go and attend a conference we would bring in consultants from our consulting firm to be guest speakers...so then we know what's going on in the world. (Interview, September 4, 2008)

***Individualized consideration.*** The Director's Party is a significant event for connecting faculty, current students and alumni. One of the things Sasin did when it was first established was to host receptions for the professors. The receptions were held at the then-famous Erawan Hotel. After a time, the students were asked to join the reception for professors. Since it was sometimes difficult to go to Erawan, the Director opened his house to the students and took the opportunity to host the party. He often hosted all of the students at his house. Later his house became too small, because the number of students grew every year. The party was then moved to the International House, but by then it was called Director's party. Even though it was not at the Director's house anymore, the name stuck. Sasin now holds six to eight parties per year.

A Director's party was planned with the intent of introducing the students to a formal western dinner party. All visiting professors were in attendance along with several Sasin permanent faculty members. The tables were set Western style with two forks to the left of the place setting and a knife and spoon to the right. Students were expected to



eat with knives and forks rather than with the traditional Thai knife and spoon. The dinner was served by the same wait staff that worked in the Sasin International House.

Each alumnus in attendance was introduced individually, along with their graduation year and their current job position. These introductions allowed for greater networking among current students and alumni. At table number one, the more prominent graduates were seated with the Director. Each graduate stood and wai'd to the other dinner attendees.

Professor Toemsakdi began his dinner presentation with his normal wit and humor. "If I talk too long, please raise your hand" (Toemsakdi, Director's Party, July 17, 2008). He then gave a heartfelt rendition of the history and founding of Sasin:

The first class was twenty-five years ago; this was a big event for me, and a few of us present. This is the type of program no one thought was possible to have – a unit not supported by the government, no money from the government, no full time faculty at all. They persuaded Kellogg and Wharton to enter into this entrepreneurial adventure. Twenty-five years ago Allan Drebin started teaching the first lessons at Sasin. Why Allan Drebin started was a secret (Toemsakdi, Director's Party, July 17, 2008).

Professor Toemsakdi then went on to describe the extent of Drebin's participation in a way that inspired such passion; it would make anyone want to teach at Sasin. It also made the current teachers proud to be part of such a special organization. Toemsakdi explained how his special friendship with Drebin was fortuitous, not only for Sasin but for Thailand as a country:

Allan Drebin was a dear friend. He took no money; he put his money into shares of a Thai company in which his students invested. His students invested in Siam Cement; ten years later the investments rose tenfold in value. Allan Drebin introduced TGIF (thank God it's free). That meant that on Fridays students did not have to pay for what they ate or drank. The students felt free to talk to him in a manner that they liked. Visiting professors are attached to students; they are attached to Thailand (Toemsakdi, Director's Party, July 17, 2008).

He continued, describing the importance of sustaining successful relationships with professors: "Now the secret to endearing professors to our school is to treat them well" (Toemsakdi, Director's Party, July 17, 2008).

Toemsakdi then announced the future direction for Sasin. Always forward thinking, his long-term vision for Sasin involved developing a global think tank. Toemsakdi stated that this year is a special year because it's the 25<sup>th</sup> year; also this year Sasin has made a commitment to open our new Seminar Center in Phang Na. The deadline is July 2010. With the support of local business and alumni Sasin purchased 30 acres of land, two kilometers north of Phuket. Sasin will establish The Sasin Institute of Global Affairs to provide global outlook to attendees. This new venture is intended to provide discussions on politics, business, and economics on a global basis (Toemsakdi, Director's Party, July 17, 2008). With that Toemsakdi hopes to mount more programs with even a global outlook from this outpost. We bought the land at four million baht per [acre] and last year it was valued at eight million baht. Toemsakdi then interjected his dry wit and humor. "Hmm, we should go into real estate. Well, anyway, we're stuck in education now" (Toemsakdi, Director's Party, July 17, 2008). He continued to explain

how that Sasin leadership made an innovative arrangement to establish The Sasin Institute of Global Affairs. They sent out an invitation to five to six international hotels, and persuaded the Imperial Hotel, to invest in building build the seminar complex.

Through this charismatic presentation, Toemsakdi motivated faculty, staff, students and alumni. He instilled the future vision for Sasin and has inspired others to follow his vision. He has intellectually stimulated his supporters in a caring and unique way.

Toemsakdi exhibits transformational leadership behavior by being a strong role model for the faculty and staff at Sasin, for the visiting faculty, and for the Thai business community at large. Toemsakdi is the type of leader who gives consideration to the smallest details. One Friday I watched the director at lunchtime walking around with a piece of plastic that would normally be used at the bottom of a shower. He was walking around, dancing around with this piece of plastic. He wore what he described as the new jacket of the senior executive program (SEP). The jacket, a symbol of the SEP, was similar in design to the “Members Only” jacket style, beige in color with the emblem of the SEP program on the left side. The jacket had no collar to speak of and was short at the waist. There are numerous clothing articles that symbolize Sasin and specific departments within the institute (Hofstede, et al., 2010).

I watched as he hopped around a little bit with this plastic piece. He walked by the lunch table where I was sitting with some of the other professors and remarked that he had discovered a gap between the end of a door and the floor when the construction workers renovated this area. He excitedly said, “I found this piece that will fit right at the bottom. It will close that gap” (Observation, July 9, 2008) He put it on the table and said,

“See that will fit perfectly. That’s innovation – a solution brought on by innovation” (Observation, July 9, 2008). He was very happy that he had discovered this piece of plastic. Rather than finding construction materials to solve a minor defect, the director himself found a solution. He was proud of the fact that he was able to solve even this minute problem at Sasin. Toemsakdi’s actions reflected his focus on consideration of not only the students at Sasin, but also the physical structure of the buildings, the details.

*Performance beyond expectation.* The crossborder alliance among Sasin, Kellogg, and Wharton performed beyond expectation. Dean Jain outlines three primary advantages of the alliance that benefit both Kellogg and Sasin: the visibility for Kellogg, the success of the alumni, and the contributions to faculty development. Jain states that visibility Sasin also means visibility for Kellogg since this is a Kellogg partnership program. The spreading of the reputation via word of mouth by alumni has generated more credibility than advertising would create. The success of the alumni contributes Sasin’s good reputation. The faculty and administration work closely together to create a “good curriculum, good faculty, and good administrative support. Lastly, faculty development is essential in that Sasin faculty members would come to Kellogg to learn about teaching a certain class from the MBA program as well as the executive MBA program (Interview, May 22, 2008). Overall no one anticipated that Sasin would have become as successful and globally recognized a business school as it has become.

At the Director’s party, Toemsakdi described how Sasin defied the odds by becoming a successful business school. Sasin began with no support from Chulalongkorn University, but the institute was still able to pay visiting professors a competitive salary. It was still able to conduct a full load of classes per module. It was still able to attract

high quality students who were interested in continuing to build their network in the Thai business community. And Thai businesses continued to support Sasin by sending their managers to the Senior Executive Program, by participating in case competitions, by holding currently relevant seminars, and by continuing to hire Sasin alumni.

*Common leadership styles.* The leadership at Kellogg and the leadership at Sasin reflect common styles. This common leadership style contributes to the cultural fit between the organizations (Douma, Bilderbeek, Idenburg, & Looise, 2000). The two longest serving deans, Dr. Toemsakdi and Dr. Jacobs share common histories.

Professor Toemsakdi has had a lifelong commitment to Chulalongkorn University and to Sasin. Professor Toemsakdi speaks proudly and lovingly about his commitment to these institutions. At Chulalongkorn, he went from pre-university student to student, to lecturer, professor, Department Head, and then President of the University. Professor Toemsakdi had requested retirement from civil service in 1978, but when the notion of Sasin arose in 1982, he worked with then-Chulalongkorn President Dr. Kasem Suwanagul and Khun Bancha Lamsam to form the graduate school (Toemsakdi, 2006).

Professor Donald Jacobs has also had a lifelong commitment to Northwestern University and to Kellogg. Professor Jacobs joined the Kellogg in 1957 and became Dean in 1975. During what is referred to as “The Jacobs Era, 1975 – 2001,” Kellogg was transformed into an internationally known “elite and unique management institution” (Golosinski & Honack, 2008).

The leadership styles at both Kellogg and Sasin are very similar in that both institutions involve their families in the graduate school events related to the alliance.

For example, for many of the activities that Professor Toemsakdi attends, his wife also attends. She even knows many of the Sasin students by name, because she is at the activities so frequently. The director's wife also accompanies him on his annual trip to Kellogg for the Senior Executive Program. Sasin takes on the likeness of an extended family in its acceptance of the professors' families. Many of the families of visiting professors have memories of spending their Christmases or their summers at Sasin through the years. The participants in the alliance are similar to that of an extended family because of the extensive family involvement by the alliance members.

In addition to the family style orientation, there is a similarity of the iconic nature of the historic leadership. Both Dean Jacobs and Professor Toemsakdi are icons associated with the original growth and development of Kellogg and Sasin, and both were key drivers in obtaining funding for their business schools. Professor Toemsakdi's efforts in garnering support from the Thai business community were essential for the founding of the school. Professor Drebin remarks about the similarities between Dean Jacobs and Professor Toemsakdi:

[Toemsakdi] has been there for over twenty-five years. I think continuity is important if you want to have some sense that they are concerned. I think that financially. The program has been supported by companies in Thailand. I think that is where Professor Toemsakdi has a lot of contacts and the business community is probably able to attract financial resources.

Of course that is true even at Kellogg. If Kellogg didn't have financial resources I don't think that we would be talking about the number one school either. Again Don Jacobs is very successful in getting financial support and that

feeds on itself. If you are a corporation you are saying, 'Well I have got a million dollars and I want to give to the number one business school versus the number thirty-seven business school'. You want to have your name on it; success means success (Interview, September 11, 2008).

Jacobs takes on a fatherly image when it comes to Kellogg, as described in the recently published *Wide Awake in the Windy City: Celebrating a Century of Excellence at Northwestern University's Kellogg School of Management, 1908-2008*. Golosinski gives an account of the first one hundred years of Kellogg's history. Detailed within the work is a dinner celebrating Dean Jacob's achievements, in which Lawrence Lavengood, Emeritus Professor of Business History stated:

Don Jacobs is not only the remarkable head of the Kellogg family, but probably the senior dean in the world. While there's a staggering array of publicly observed effects associated with his deanship, there is also a less conspicuous side of Don Jacobs. Early in his tenure, Don took to speaking of the school's faculty and staff as family. He called us other things too, but his favorite reference was to family. He wanted to think of us as bound together, not only in a common enterprise, but in a kind of kinship that presumes mutual care. He created a community that regards itself and everyone in it with true affection. (Golosinski & Honack, 2008, p. 226)

At the Kellogg School, Dean Jacobs is an icon to the extent that students take classes and have lunch at the Donald Jacobs Center. Dean Dipak Jain has continued this tradition and treats Kellogg students, faculty, and staff as though they are part of a large extended family. Dean Jain will often greet students with a big hug. The Director at Sasin

also treats his faculty, staff, and students, as well as visiting faculty, as though they're part of his extended family.

Kellogg and Sasin have common philosophies. Dean Jacobs states that, "Kellogg is known as a teamwork school. We believe that management as a team is what makes sense in the world that we live in. Our program is here in Evanston but that carries over to Sasin. They would work in groups like you would here at Kellogg (Interview, May 22, 2008).

Teamwork is also essential for students. Kellogg receives about 6,000 applicants every year, and only 600 are accepted. Dean Jacobs makes it clear that teamwork is emphasized during the interviews. As an institute, they want people who care about others and who work well with others. When Sasin first opened, admissions people from Kellogg went over to help with the admissions process so now teamwork is weighed heavily at Sasin as well. Dean Jacobs states that Kellogg goes the extra step in admitting candidates. Kellogg interviews about 600 of their applicants. Jacobs states that while intelligence is essential, it is also important that they admit people who want to work with other people and who care about other people. That spirit of teamwork in turn carries over to Sasin.

*Continuity of Deans.* The relationships between Sasin and Kellogg and between Sasin and Wharton have been continuous over the past twenty-five, twenty-six years. The leadership at Sasin has remained the same throughout that time with Toemsakdi as the only director over the past twenty-five years. Kellogg has had the same leaders for the past twenty years, with Dean Jain serving as dean starting in 2001. These Deans have not



only become stronger collaborative partners, they are also like friends, and they are like family. As a result, Sasin mirrors a great deal of how the Kellogg organization is run.

From an organizational standpoint, the relationship that Sasin has with Kellogg has grown and developed over the years. Sasin utilizes many of the processes that Kellogg has established, including the conducting of programs, the administrative procedures, and the admissions procedures. Sasin has also adopted much of Kellogg's organizational infrastructure. Drebin stated that "leadership [at Sasin] has always been very strong and...that's the glue that held everything together. I think that if we had a change in leadership often, it would not have worked and especially, it wasn't quite as nourishing" (Interview, July 18, 2008). Forman observes, "they have built a nice alliance with Dean Jain and former Dean Jacobs, who are both very enthusiastic about the program, and play more of a consultant role, although Dean Jain does teach in the program. But [Kellogg] play[s] a big consulting role about 'here's how I would do it if I were you'. They listen a lot to Dean Jain, and take his advice" (Interview, July 18, 2008).

With The Wharton School, Sasin has a very different relationship that focuses more on the individual instructors at Wharton as opposed to their organizational methods. Deans at Wharton change every five or six years. Over the past twenty-five years, they have had five or six deans while Kellogg has had only two. Yet, because Sasin's relationship with Wharton revolves around the professors, the continuity of their relationship has not been negatively affected. Professor Suthi discussed how the varying deans at Wharton minimally affected the alliance: "Wharton is a different structure. The school runs under a committee, kind of a type of corporation. The Dean does not have as much freehand in the decision making, and the Deans have terms of duty because they

have been changing three or four times in the past twenty years” (Interview, September 1, 2008). The initial agreement, the memorandum of understanding was signed by Dean Carroll, Dean Jacobs’ close friend. The Wharton deans changed over time and with Dean Gerrity, Wharton established a stronger relationship with INSEAD in Europe.

Although the relationship with the Deans at Wharton has changed over the years, the relationship with Jeffrey Sheehan, Associate Dean for International Relations at Wharton, has remained constant. While Kellogg is involved with the day-to-day operations at Sasin, Wharton’s involvement from a staff and administrative standpoint has been more of an as-needed basis. Sheehan describes Wharton’s involvement when he stated “we pictured our [Wharton’s] relationship in building business education as in Johnny Appleseed; planting seeds. We plant the seeds for good management education around the country and we don’t hover over the growth of that apple tree. We let it grow on its own independently and so we see ourselves as a Johnny Appleseed of planting management education around the world” (Interview, September 16, 2008).

*Continuity of Professors.* The continuity of the professors is reflected in the number of years that the visiting professors have come to Sasin over the years. Director Toemsakdi has proudly stated that many of the visiting professors have taught at Sasin six times or more (Toemsakdi, 2007). Appendix F shows all of the professors who have come to Sasin since the founding of the school until 2008. In examining the total list of visiting professors, Sasin clearly has a high rate of return with visiting professors.

Professor Deshmukh jokingly commented on the continuity of his teaching at Sasin, “I always joke that I’ve been teaching at Kellogg for thirty-eight years, I’ve been married to the same woman for thirty-nine years, and I teach at Sasin for thirty years,

twenty-five years, so I'm a loyal servant to all institutions. It's very consistent with my way of thinking" (Interview, September 9, 2008).

Professor Evan Douglas commented on the impressive continuity of service and support personnel at Sasin:

Everyone has been here forever. Some have been here the whole eleven years [that I have been coming.] The people are career employees here. The people over at Sasa House, every year they come back. You really don't get fired from here. It would appear that there's not a real strong performance management culture. I think it's not the same performance and appraisal system that we have at home, which is, you perform better or you work elsewhere... (Interview, September 9, 2008).

Many of the same support staff has also worked at Sasin since the beginning. According to Professor Suthi, when the original Erawan Hotel laid off all of its employees, "We brought them here to Sasin. They work at Sasa House. The managers of the Sasa dining room and at the Sasa canteen both were originally with the Erawan Hotel" (Interview, September 1, 2008).

***Banyan-Apple Tree Leadership.*** The term Banyan-Apple Tree Leadership symbolizes a fusion of leadership styles. A type of Banyan tree, the Bo or Bodhi tree is considered sacred in Thai culture and is often found wrapped in a saffron cloth. The Bo tree is so highly revered because it is the type of tree under which the Buddha sat when he attained enlightenment. With this in mind, the Banyan tree represents the smooth interpersonal relationships, the atmosphere of mutual gratitude, and the conflict avoidance that are in the forefront of Thai culture. On the other hand, the Apple tree

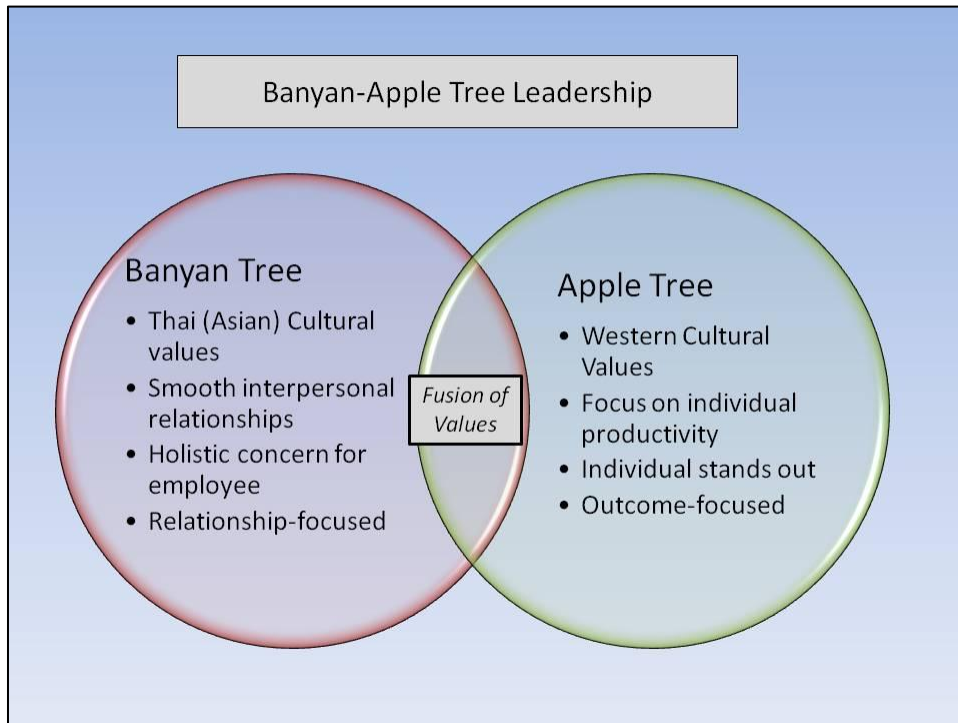
represents the Western concept of transformational leadership. Jeffrey Sheehan of Wharton, a business school that produces leaders, referred to the Apple tree in his reference to planting seeds of management education around the world. Transformational leadership inspires, motivates, influences, and intellectually motivates followers so that the overall performance reaches beyond what is actually expected. I have defined the combination of these two leadership concepts as Banyan-Apple Tree Leadership. This fusion has greatly contributed to the success and sustainability of the Sasin alliance.

Banyan-Apple Tree Leadership weaves and intertwines Thai cultural values that include concern for family, smooth interpersonal relationships, and grateful relationship into the exhibition and implementation of the qualities of transformational leadership. In Banyan-Apple Tree leadership, the leader not only cares about the performance of the individual employee, but also shows concern about the health and well-being of that employee's family. The leader understands that if an employee's family is well taken care of, that employee will be more productive and more content. The leader promotes an atmosphere of mutual gratitude among employees and between employees and managers. Lastly, the leader encourages an atmosphere of smooth interpersonal relationships within the work environment in order to avoid conflicts, and the delicate "linguistic dance" is upheld among coworkers. In this case study, the leadership at Sasin goes beyond transformational leadership and has evolved into what I have termed Banyan-Apple Tree Leadership (Figure 13).

Utilizing my observations and interviews, this section focuses on how leadership affects the following areas: student selection and development, faculty selection and

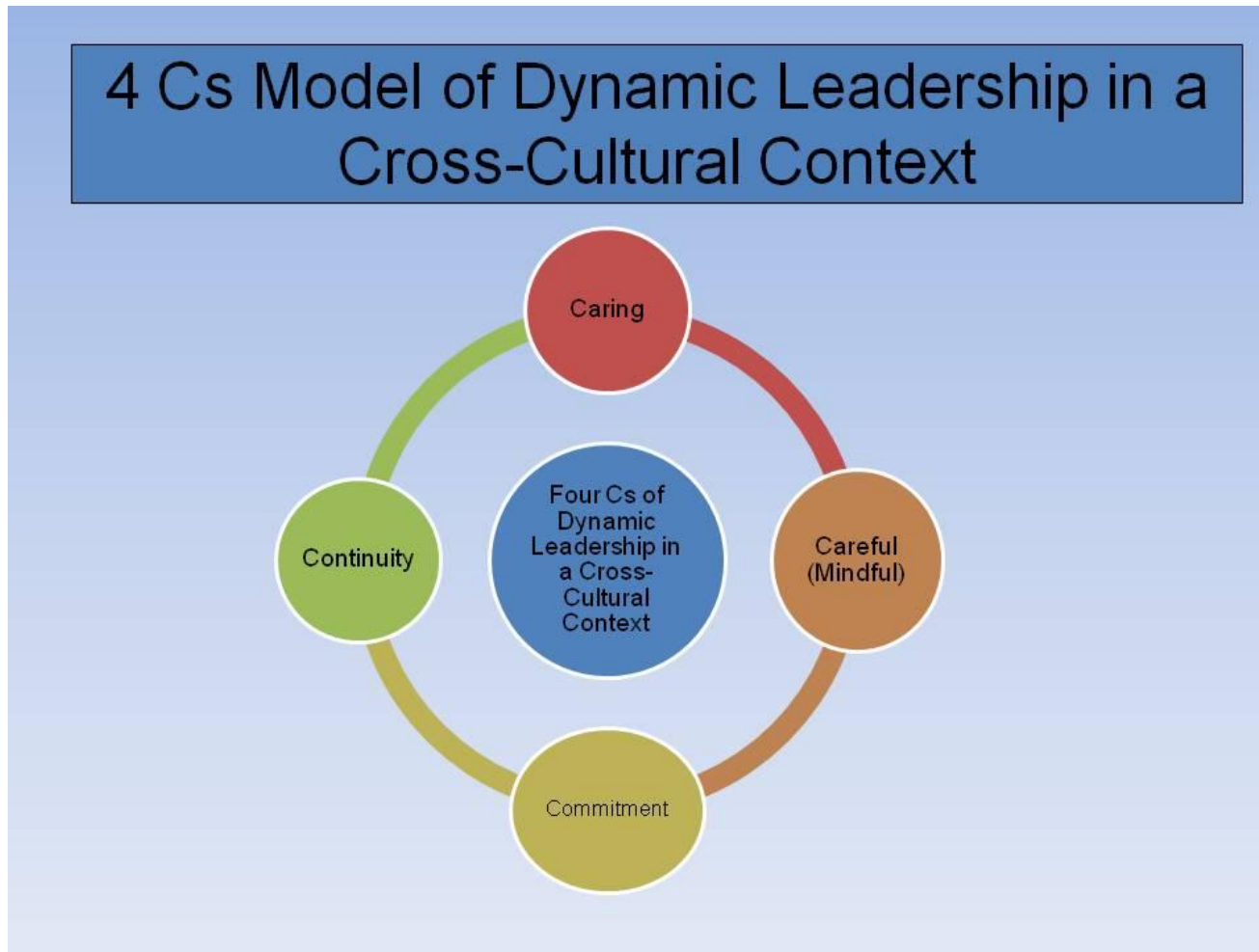
development, and the continuity of members of the leadership as well as members of the faculty and staff.

FIGURE 13: BANYAN-APPLE TREE LEADERSHIP MODEL



***Four Cs Model of Dynamic Leadership in a Cross Cultural Context.*** This section describes what I have defined as the Four (4) Cs of Dynamic Leadership in a Cross Cultural Context. The Sasin alliance members go beyond the traditional definition of leadership by exhibiting the four qualities of caring, careful (mindful), commitment, and continuity. Figure 14 reflects the Four (4) Cs of Dynamic Leadership in a Cross Cultural Context.

FIGURE 14: FOUR CS MODEL OF DYNAMIC LEADERSHIP IN A CROSS-CULTURAL CONTEXT



The Four Cs Model of Dynamic Leadership in a Cross-Cultural Context describes and defines the skills, mindset and demeanor that are essential for a successful and sustainable cross-cultural relationship. The Four Cs include caring, careful (mindfulness), commitment, and continuity. The concept of dynamic leadership in a cross cultural context is essential for this study because each interaction, contact, interface and/or communication within the crossborder alliance has an intercultural or cross cultural aspect. The importance of the intercultural aspect is plays a significant role in the success and sustainability of the alliance. The Four Cs model is derived from the intercultural literature, the leadership literature, and the Thai culture. In this case study, the cross-cultural relationship refers to the crossborder educational alliance that exists among Sasin, Kellogg, and Wharton. The four elements are demonstrated repeatedly by all of the alliance members involved.

The concept of Caring is derived from the Milton Bennett Adaptation stage of the DMIS Model. The adaptation stage is an ethnorelative stage in that individuals accept their cultural differences as “inevitable and enjoyable” and individuals are able to communicate effectively through effective intercultural communication skills (Bennett, 1993, p. 53). It is essential that the leaders in the different cultures care about each other’s culture as well as caring about the individuals within that culture.

Dean Jacobs and Dean Jain demonstrate caring and respect for Director Toemsakdi by personally picking him up at the Chicago airport upon his arrival rather than sending a taxi or driver. These leaders demonstrate caring for each other as their entire families will often socialize. The mindset of caring reaches beyond a working relationship and associating within the encountering culture and extends to the personal

lives of the individuals. The leadership in the Sasin alliance repeatedly demonstrates a strong element of caring within their relationships as they build strong personal bonds in their working relationships.

The second element refers to the element of carefulness or mindfulness when relating to individuals of another culture. By being careful or mindful of cultural differences, leaders demonstrate respect for each other's culture. The concept of being careful or mindful can also be considered as demonstrating empathy. In the DMIS model, the adaptation stage includes an empathy in which, "one attempts to understand another by imagining how one would feel in another's position" (Bennett, 1993, p. 53). Bennett describes this empathy as "a shift in frame of reference...and implies respect for [cultural] difference ...and a readiness to give up temporarily one's own worldview to imaginatively participate in the other's" (Bennett, 1993, p. 53).

Leaders select faculty members who demonstrate a demeanor of being careful of another culture. The leaders understand that such mindfulness demonstrates respect for the other culture. Examples outlined in this study include Professor Craig Winslow's (pseudonym) teaching style in his Thai classes. Winslow incorporates an international and a Thai worldview when he teaches Thai students. Sasin's remodeling of the Sasa international house to be better suited for visiting professors from the West demonstrates how the Thai alliance leaders adapted the living environment to better appeal to faculty members from the West.

Michele Rogers stated how she is mindful of Thai culture in dining situations. Rogers also stated how she is mindful of the indirect communication style of Thai people and is therefore certain that she clearly understands the message being delivered. By



remaining mindful of other cultures, the leaders demonstrate respect and appreciation and therefore make the other leaders and individuals feel welcome and valued.

The third element of the Four Cs Model of Dynamic Leadership in a Cross-Cultural Context is commitment. There must be a strong level of commitment on all sides of a working relationship so that when difficulties and differences arise during relationship development, leaders will remain committed to their mission of creating a successful, sustainable partnership. By showing commitment time and time again, trust is gained and relationships inevitably grow stronger. In addition, the leaders will learn from each other through their commitment to the alliance and will better integrate their understanding into the program (Avolio, Zhu, Koh, & Bhatia, 2004; Bass, 1998; Bass & Riggio, 2006).

The Sasin alliance members demonstrate that they are strongly committed to continue overcoming cross-cultural barriers. Dean Jain and Professor Deshmukh, for example, have stated that they understand it takes more than one or two encounters with another culture to develop a strong, successful, and sustainable alliance. Jeffery Sheehan also stated that he does “whatever is needed” when he goes to Sasin; he understands that sometimes his responsibilities may change, but he is committed to remain involved in the process of maintaining the alliance. Professor Drebin’s assistance in returning the lintel demonstrates his commitment to the alliance as well as to the Thai people. Alliance members are committed to working through the process of understanding one another so that they can remain focused on their mission of producing global business leaders.

Continuity is the final element of the Four Cs. The previous three elements – Caring, Careful (mindful) and Commitment - have to continue over time. Leaders and

other individuals who operate in a cross-cultural context must comprehend that understanding another culture and operating successfully with another culture is not a one-time experience. In the case of the Sasin alliance, continuity is reflected in the long-term relationship between the leadership of Sasin and Kellogg. The fact that the deans and the director have remained in their positions for an extended period of time supports the importance of continuity in this cross-cultural partnership. The fact that Jeffrey Sheehan has had continuous involvement with Sasin since his first hour on the job at Wharton reflects the importance of both continuity and commitment in the success and sustainability of the Sasin crossborder alliance in management education.

Both the concepts of Continuity and Commitment are also demonstrated by Faculty members when they return to teach at Sasin again and again. The administration and staff demonstrate their continuity and commitment by remaining employees of each institution over long periods of time. The continuity of these relationships is a significant contributor to the Four Cs model of dynamic leadership in a cross-cultural context.

## ***The Role of Thai National Culture***

**Overview.** Contributor number two refers to the Thai national culture. This section refers to how the interactions between the Thai and U.S. national cultures significantly contributed to the success and sustainability of the Sasin alliance. Thai national culture is a key contributor to the success and sustainability of the alliance (Varaporn, et al., 1996). Figure 15 reflects the nine aspects of the role of Thai National Culture based upon my findings that will be discussed in this section:

FIGURE 15: ROLE OF THAI NATIONAL CULTURE



Sources: Cooper (2007), Fry (1996), Hofstede, et al., (2010), Suntaree (1990), Weerayudh (1973)

As mentioned earlier, Suntaree (1990) and Weerayudh (1973) identify nine value clusters that reflect the national culture of Thailand. The following themes arose from my

findings and from the literature relating to the role of national culture as contributor number one to the success and sustainability of the Sasin crossborder alliance:

1. To state that the Thais adore the Royal Family is an understatement. High respect for The Royal Family is an integral part of everyday Thai life, and the Thais show great love appreciation, and respect for The Royal Family throughout their daily lives.
2. Thais are intensely interdependent and have a strong spirit of brotherhood.
3. Thais have a great deal of respect for authority, and they maintain organizational structures that are hierarchical in nature.
4. The Thais are very flexible in nature, and the smoothing aspect of their Smooth

Interpersonal Relationships Orientation includes the following qualities:

- a. Caring and considerate
  - b. Kind and helpful
  - c. Responsive to situations and opportunities
  - d. Self-controlled, tolerant-restrained
  - e. Polite and humble
  - f. Calm and cautious
  - g. Contented
  - h. Social relation
5. Thais have a strong religious and spiritual life that is very important to them.
  6. The Thai people value education and competence, and many incorporate the idea that more education means more pay and higher prestige in Thai society.
  7. Thais place importance on enjoying themselves whether at work or at leisure.
  8. Many Thais are achievement-oriented, consistently ambitious. and hardworking.

(Suntaree, 1990; Weerayudh, 1973)

9. Being grateful and demonstrating that gratitude for what one is given is a highly valued characteristic trait in Thai society.

Wichiarajote Weerayudh (1973) goes further to explain that the smooth interpersonal relationship orientation comes from Thailand's being an "Affiliative Society" as opposed to the "Achieving Society" of the U.S. The Thai affiliative society is considered traditional and agrarian and has a value system that appreciates respectfulness and generosity. The power system within such a society is hierarchical with an emphasis on one-way communication. Small group loyalty and affective human relationships are stressed, and being affiliated with one's group while having peace of mind weighs heavy in importance.

On the other hand, the achieving society is considered modern and industrial with a value system that appreciates self-assertion & self-advancement. The power system here is egalitarian with an emphasis on two-way communication. Organizational loyalty is primary and cognitive material affective relationships are more common. Interests lie strongly in efficiency and achieving within one's group.

*Thai love of the Royal Family.* Thais, as a people, are extremely loyal to the Royal Family. To understand the Thai national culture, one needs to understand their loyalty to the Royal Family. They seem to see themselves as one Thai family with the Royal King as head of that family (Weerayudh, 1973). The Crown Princess, H.R.H. Maha Chakri Sirindhorn, the second daughter of the King, spent one week at Sasin studying for the Micro MBA in Social Entrepreneurship. This course was specifically designed for the Princess and her entourage. Nearly the entire Sasin faculty, including the visiting faculty, participated in teaching this program. Both Dean Jacobs and Dean Jain of Kellogg

participated in the special training session for the Princess, and they awarded her degree. The Princess was welcomed outside of the Royal Hall, where the walls were elegantly draped in purple and gold. Purple and gold are widely recognized as the Princess' colors thus the symbolic draping identified to the public that the Princess was in the building.

Around 9:30 on the morning of her arrival, I observed students hurriedly flitting by the library, where I happened to be sitting. They wore their dark suits with white blouses – Western attire that a student would wear to a business meeting or an interview. More and more students started passing me by in a very excited manner. They were all speaking in Thai, but I could tell by their tones and their actions that they were thrilled and that their hearts were beating with anticipation. By the time we stood in our lineup for the Princess' entrance to Sasin, my heart was also fluttering with excitement. The young lady next to me was almost hyperventilating! The gentleman who stood to my left worked for Professor Toemsakdi in international affairs, and he was also candidly excited about the Princess' impending arrival.

The lineup occurred at 12:30 on the first day of her visit. About seventy five to one hundred students plus staff stood on the first floor of the Royal room, wearing suits, in order to greet our guest. Most people wore black suits, both men and women, with white shirts. The women who wore black or navy suits had on Chulalongkorn University jackets with the University emblem (a crown with a peak on it) on the left breast pocket.

When the Princess finally arrived, several people dressed in military-looking attire preceded her, and then she walked in with a wonderful smile. She nodded as she walked past and smiled at the students. I curtsied as the Princess passed. Some of the students did the same. Her route took her straight to the elevator and upstairs where she

was to be greeted by the faculty. Although I did not venture up to welcome her again, I understand that she was introduced to each faculty member one by one. By the time her initial entrance was over, it was already 12:50.

The Princess' welcoming celebration occurred inside the canteen, located inside the Royal Hall. The canteen was decorated with flower arrangements that were about eight feet tall – delicately placed orchids and other flowers in various hues of lavender and purple. Another native Thai plant that I had seen hanging from some of the trees hung down from the bottom of the elaborate flower arrangements. The flowers were in a vase shaped somewhat like an eight-foot tall ice cream cone. Candles, shaped like candelabras, protruded from the top of the flowers.

Inside the canteen, the efficient Sasin wait staff had an elaborate spread of delicately handmade hors d'oeuvres in little miniature cups, carefully positioned on trays. Colorful strips of duck that were beautifully shaped with a taste combination of sweet, sour, bitter, and spicy were placed in tall cocktail glasses. Two tables were set up, one inside and one outside, containing a rice dish that was custom-made for each individual, according to one's taste.

I observed the Princess talking to a number of students and taking pictures with them. The students were giddy with excitement because of her presence. They stood at a distance and watched her in awe, and then they slowly moved closer as her warm smile seemed to invite them over. The Princess started to become more relaxed with everyone. She seemed very flattered and humbled by the attention from the students, and she was very gracious. She demonstrated a genuine interest in the personal lives of the students as she spoke with them.

Professor Toemsakdi was visibly elated by the Princess' visit. He walked proudly around the reception. Throughout the entire summer, I had never seen him smile and grin as much as he did during that evening. It was amazing to watch Professor Toemsakdi as he guided the Princess around and introduced her to many of the students, seemingly surveying the interactions between them. Professor Toemsakdi called upon Sam, a prior graduate student, to meet with the Princess, and he asked him to perform a break dance, using only his shoulders, not on the floor. Sam did some break dance moves for the Princess along with another dance as well. He explained that Professor Toemsakdi always called on him to perform this particular dance in front of people during special occasions because he really enjoyed watching the move. I found this to be an interesting "semi-internationalization" of Thai culture in that American break-dancing was performed for the Princess rather than a cultural Thai dance performance.

That demonstration warmed the Princess up so she decided to sing a *karaoke* song. She really seemed to enjoy just singing and enjoying herself and having fun like a regular person. Again, the students were in amazement that she was doing things that a regular human being would do. They were so happy to see her; they were flitting around like butterflies.

While the Princess walked around and talked to a number of students, the one student who took the most time with her was from Singapore. Although he wasn't overly aggressive, he was very direct and talked to the Princess at length. He also made sure he had a picture taken with her. He was quite adamant about getting a copy of that picture from the photographer.



There were many photo sessions with the Princess. In one, she stood in front and the students gathered all around her. In another, she sat on a chair, which, of course, was positioned on a platform so that she always remains above everybody else. The faculty members sat on the floor, surrounding her, dressed in their Chulalongkorn uniform jackets with the Chula emblem located on the left breast pocket. The men wore the yellow Chula ties. Professor Toemsakdi was seated just to the right of the Princess, and Professor Kittiratt was seated to the right of Professor Toemsakdi. Although no one has declared that Professor Kittiratt will be the next director, he has taken a role at the forefront of administration, has been introduced widely by Professor Toemsakdi, and is typically seated at Professor Toemsakdi's right hand.

A second event in honor of the Princess was the Awarding Ceremony which took place one week after her arrival when she was awarded the Micro MBA in social entrepreneurship. At the ceremony, Dean Jacobs of Kellogg officially awarded the degree to her. The big room was decorated in purple with a sign on the stage that read: "Our beloved Princess. We admire and adore our beloved Princess." Three tables were covered with refined hors d'oeuvres and finger food. Waiters walked around serving drinks. No soda or alcoholic drinks were offered, only traditional Thai juice beverages and water. Chairs lined the side of the room, and in the middle of the room, chairs covered with a white cloth tied in the back were arranged for guests of honor. Dean Jacobs and Dean Jain were seated in the center of the room. Toemsakdi sat with his wife on the sidelines.

When the Princess entered the room, the women curtsied and the men bowed. She was dressed in a suit made of Thai silk with a short-sleeved jacket and pleated skirt. The suit appeared to be intended for comfort, perhaps for sitting in class all day. The Princess

took her seat on the single chair that was on stage. Two people from her entourage walked behind her on their knees to get to their chairs on the other side of the stage.

The Deans gave the Princess her degree, and she gave several gifts in return. Following the appropriate Thai protocol, Dean Jacobs approached the Princess where she was seated, presented her with her degree, and then walked backwards to his chair. As he got closer to his seat, he turned around to sit down. After the Princess received her degree, she presented a gift to each one of the faculty members at Sasin. The two people behind her advanced on their knees and handed the items to her from below as she sat in her chair. Each faculty member received a book with wonderful pictures in it and descriptions of the Princess' developmental activities for sustaining the economy, along with another wrapped gift. She also presented a special gift to each one of the Deans from Kellogg and to Professor Toemsakdi.

The mistress of ceremonies was Professor Krittika, a marketing professor who was also well-known in Thailand as a television spokeswoman. She introduced the Princess' entourage and awarded all eight of them with a Micro MBA in social entrepreneurship degree as they participated in the program with the Princess, providing her with an excellent support structure for future endeavors and initiatives. Every time Professor Krittika referred to the Princess, she used her name in its entirety: "Princess Maha Chakri Sirindhorn."

After the ceremony concluded, I observed that the Princess spent a great deal of time talking openly with students. She smiled and laughed and went around with many of them. Several students came up to me and asked, "Aren't you excited? Aren't you thrilled? Isn't this wonderful?" Of course I responded with the same enthusiasm: "This is

surreal. I can't believe she's actually talking to us." The students crowded around her like people in the U.S. would crowd around a rock star. I suppose she is a rock star to them – their role model, their idol in many ways because of her commitment to developing the country. Many students in the MBA and the Executive MBA programs are highly interested in developing the kingdom of Thailand into a strong global competitive force. These students are particularly supportive of the Princess and admire her a great deal because of her mission to advance the country.

The Princess took several photo sessions that evening. The first session included the Princess and the two deans, and then the Princess with the entire faculty from Sasin. Her entourage took numerous pictures of her with many of the students, although the students were given strict instructions not to take pictures of the Princess using their own cameras. By that time, most of the students had become quite comfortable with the Princess' presence so they took pictures with their camera phones and iPhones. They were careful, though, not to use the flash. As I was told by one student, using the flash would be inappropriate and impolite.

I did not attempt to get in on any of the major pictures, but I was probably included in some of the minor pictures with the whole group. I did not really want to be close to the Princess because I was unsure of the protocol of dealing with royalty, and I did not want to make the mistake of playing something incorrectly. I stayed to the sidelines and concentrated on observing.

I did speak with the Princess' assistant who was in charge of carrying not only her own purse, but the Princess' purse as well. I asked her how she enjoyed the class. She told me that she enjoyed the leadership section the most. I then asked her how long she

had worked for the Princess. She held up three fingers, then snapped her fingers, closed her fist, and put her fist in the other hand, proudly stated, “I’ve been with the Princess for thirty years!” (Personal communication, July 19, 2008) This is a portrayal of the fact that Thais are quite proud of a long service record with one employer.

The evening continued with a band that consisted of a group of musical instruments played by Sasin’s staff. The band had been put together by Kittiratt and had played together for the past year. In typical Thai style, the entire family was involved, including Kittiratt’s wife, his son, and his son’s girlfriend.

*Fun and pleasure.* The quality of fun and pleasure was described previously in the description of the Princess’ awarding ceremony.

*Affiliative nature.* Thais have very strong family connections and they will oftentimes return home after living abroad for a number of years. This strong commitment to family and interdependence date back to Thailand’s being more of an agrarian culture. This early manner of earning a living depended upon growing and harvesting rice to survive. Families and neighbors were extremely interdependent, and Thailand was then considered more of an affiliative, “wet rice” culture (Weerayudh, 1973). In Thai culture, it is expected that students will return home to their families after studying abroad for an extended period of time. Professor Winslow discusses this strong family connection:

Many [Thai students] had grown up in the U.S. and have been away from home a long time, and so they are not interested in going away from home a long time. For Americans you may end up in Moscow, Nairobi, or Kuwait. Thai students have already lived a long way from home if they were grown up in the U.S.

Imagine the likely assignment of a Thai student being sent overseas, the selection would probably narrow. They may end up in Hong Kong, Singapore, Vietnam, or Southern China (Interview, July 10, 2008).

Professor Adith's career decision was strongly influenced by his parents. He had wanted to pursue a career as a businessman, but his family highly recommended that he pursue his Ph.D.; therefore, he obtained a Ph.D. Professor Adith's initial interest in Sasin further portrays how his strong family ties brought him to where he is today. Professor Adith stated that while he was deciding upon where to focus his career when he completed his Ph.D., he realized that his parents were starting to get old, and since he was an only child, his parents wanted him to return to Thailand. His father was on the steering committee of the Chulalongkorn University with Khun Bancha Lamsam who started Sasin, and his cousin attended the SEP (Senior Executive Program) at Sasin and liked it a great deal. Adith's cousin thought that Adith's parents wanted him to return to Thailand to work, so without anyone's knowledge, he spoke to Professor Toemsakdi on Adith's behalf. Thus began the process for the professor to teach at Sasin.

Deputy Director Kittiratt also demonstrates how the Thai family is heavily integrated into career decisions that Thais make. Ajarn Kittiratt's brother studied law in Boston, and Kittiratt also considered studying in the United States. However, "without a scholarship it would have been impossible to tell my dad that I wanted to study in the States," (Interview, August 28, 2008) so he went to work for Thai Farmers Bank, now called Kasikorn Bank. Kittiratt eventually decided to leave the bank because the salary was too low. He stated, "I wanted to be able to give some [money] to my parents too, even though it was a small amount of like 500 baht a month or 1,000 a month, but

something I can show to my parents how much I appreciate their kindness. I left the bank and I joined the securities company” (Interview, August 28, 2008). In Thailand, career decisions are based around how the entire family will be affected, rather than only the individual.

*Hierarchical structure and hierarchical relationships.* Hierarchy is an important element in Thai National Culture. Dean Dipak Jain portrays the differences between the formal, hierarchical Thai culture and the less formal U.S. culture regarding the typical way of addressing leaders (Hofstede, et al., 2010). Jain states, “This [Thai] society is very hierarchical. I came here in 1989 as an assistant professor. The director [Toemsakdi] used to call me Dipak. I’m the same person, but now the professor calls me Dean Jain” (Interview, August 27, 2008). Toemsakdi and Jain have known each other for over twenty years and have developed a close, familial-type relationship. Dean Jain explains that “...this is a culture that respects a position, so from Dipak to Professor Jain to Dean Jain...the relationship started as a father and a son, but today he addresses me as Dean Jain. In a communication he writes to me, ‘It’s not Dipak, it’s Dean Jain’” (Interview, August 27, 2008). Jain continues to explain that “Toemsakdi’s wife also calls me Dean Jain.” (Interview, August 27, 2008) Here we can see the family involvement with the work relationship as Toemsakdi also has an established relationship with Jain outside of their place of employment. Their rapport is converse to what would be expected in U.S. culture in which individuals would refer to one another by their first names the more familiar they became and the longer the relationship had been established.

On the other hand, when I initially met Dean Jain, I was quite taken aback when he introduced himself to me and asked me to call him Dipak. “That’s what I want people

to call me. That's what I tell people to call me, but that's not how the Thais think. They call me Dean Jain." (Interview, August 27, 2008). Although Jain wants people to refer to him as Dipak, he abides by the Thai culture when relating with Thais and is accepting of their reference to him as Dean Jain.

The hierarchical structure of Thai culture is also reflected in the decision-making process. For example, if there is a conflict among faculty members – say, a faculty member from one university versus one from another university – Dean Jain explains that the problem is resolved by individuals who are on the same level. Yet, Dean Jain continues to explain that the director may get involved, and the director may ask for my assistance in resolving the conflict. In that case, the director would let me handle that because of the cultural understanding, because the problem may have developed because of a cultural misunderstanding (Interview, August 27, 2008).

Dean Jain states that two factors are necessary in Thai culture for the arbitrator to resolve such a conflict. First, the individual has to have an understanding of how both U.S. and Thai cultures work; and second, the individual has to be someone who is in authority. Dean Jain explains, "...it has to be someone in authority because it's hierarchical. It won't be another professor from Kellogg; it would be either me or Dean Jacobs. Authority works in this culture" (Interview, May 22, 2008).

Another example of the prevalent hierarchical structure is noted by one department director. Although the director has worked at Sasin over twenty years, he states, "I cannot say I know Professor Suthi and Professor Toemsakdi well. I am kind of quite distant from him...from Professor Toemsakdi" (Interview, June 27, 2008). The director goes on to describe his own position on the matter by saying, "I don't like a boss.

I like to stay away from the boss.” Toemsakdi was director of Chulalongkorn when I was a student, so...even when I work here, I don’t get very close to him because I don’t like being close to any bosses...Ajarn Suthi...I can talk to him, like, more relaxing because he is very nice” (Interview, June 27, 2008).

*Flexible, relationship-smoothing.* It is in the nature of Thai culture to absorb features of other cultures. Marketing Professor Krittinee refers to this as the Thais’ having a ‘semi-international’ culture. By this Professor Krittinee means that many Thais who attend Sasin most likely have been educated abroad. These students come to Sasin demonstrating behaviors and interests that they have absorbed from their cultural experiences abroad. Additionally, Thai culture is innately a Protean-like culture in that Thais can be very adept in absorbing a new culture, welcoming to an incoming culture, and accepting to very different cultures. This “shape-changing” Thai behavior tends to make visitors feel warmly accepted when travelling to Thailand (Lifton, 1999). On a broader scale, the internationalization process itself the ongoing and active process to which Thais can readily adapt (Paige & Mestenhauser, 1999).

Professor Adith states that it is in the nature of Thais to prefer imported products and people from other countries. He considers this a contributing factor to the sustainability of the Sasin cross-border alliance. “Thai people prefer things made in Italy, maybe France, maybe the United States, because it is an imported product. That is the nature of Thai people. The students here want to take a course with foreign professors so that is one of the advantages, and it is advantage of having us here it still attracts some of the students” (Interview, September 3, 2008). Professor Adith attributes much of the



success of the program to the fact that Thai students are enthralled by international professors because they find other cultures appealing.

Nearly every Thai individual I interviewed stated that they were not typical Thai individuals. A typical Thai tends to absorb Western behaviors if the opportunity for studying or living in the West arises. For example, if a Thai student studies in the U.S., and that student returns to Thailand to establish a career, the behaviors of these individuals may often conflict with Thai behavior. Professor Siriyupa describes the process that she endured when she studied in the U.S.

Although Professor Siriyupa went through challenges while adapting to U.S. culture, she stated that her intercultural experiences in the U.S. enabled her to become a more effective professional in Thailand (Interview, September 4, 2008).

Professor Ian Fenwick strives to maintain culturally diverse educational experiences for Sasin students. The diverse teachers that are brought in to teach increases the exposure for Sasin students to an internationally diverse faculty:

I always think that management programs should have a diverse range of faculty. You don't want everyone to teach in the same way because it gets boring. We have one guy that comes in with a French accent, and he teaches in a very formal French way. We have another guy that comes in with an Australian accent who teaches in a very informal, Australian way. We have from schools that that are heavily quantitative that are teaching in a very quantitative way. Then we have other people that are not quantitative at all. All of these different [teaching] styles make it very interesting (Interview, July 14, 2008).

***General responses of visiting Professors to Thai culture.*** In general, many visitors to Thailand are always impressed with the friendliness of the Thai people (Cooper, 2007). Visiting faculty and staff have had positive experiences when dealing with Thai people, even outside of the Sasin environment. Professor Deshmukh explains: “Once you go there, you realize they are very friendly people. They smile instantly. The food is great. The temples are amazing...that’s a part of the culture” (Interview, September 9, 2008). Professor Winslow (pseudonym) also explains his interest in teaching at Sasin:

I like working in overseas programs, I like to travel, and I have a strong interest in Asia. My wife is from Japan. She used to travel to Thailand and so when they asked me if I was interested, personally I was very, very interested, so their needs, as I seen, aligned with my interest. This is a core accounting class that I teach - the same class here that I would teach at Kellogg. My specialty is international accounting so it’s not hard for me to come to Thailand or to go to India and adapt my materials for the local environment (Interview, July 10, 2008).

***Conflict resolution/conflict avoidance/consensus.*** Research shows that Thais make numerous and active attempts to avoid conflict (Hofstede & Hofstede, 2005; Hofstede, et al., 2010; Suntaree, 1990). U.S. educated Professor Siriyupa has adjusted her Thai mannerisms and she states that she does not encounter day-to-day conflicts with “typical Thai” behavior (Lifton, 1999). She says, “I’m not a Thai Thai. If someone cuts in the line, I hate that. You know, privilege. You know, you have a string to pull, you have reference power, but that doesn’t mean I like it. I mean, jumping in line, people in Thailand do it all the time” (Interview, September 4, 2008). In the classroom, Professor

Siriyupa also faces a challenge with the quiet, reserved behaviors of Thai students. She talks about her experience with one class upon returning from the U.S.:

In my first class when I got back to Thailand I expected my students to finish all of their views and to do their jobs and to participate. They thought I was too westernized, too theoretical. They come to class late. I was the new professor, and I was very young. I didn't have much work experience, but I had some experience in the U.S. but they did not count that as my work experience. They feel as though it's not the world of reality. They don't perceive it that way. I think our students are not as responsible as the American students – they like to negotiate so they can do less work. (Interview, September 4, 2008).

When visiting professors go to Thailand to teach, they also take on some of the conflict-avoidance behaviors that are so prevalent within the society. According to Jeffrey Sheehan,

there's no way to have conflict in Thai culture because they don't have conflict – they just laugh at it, which is really annoying until you decide to act the way they do and then your life is much easier. Whenever I go to Thailand, I always work as fast and hard as I can to become Thai so I can solve having conflicts. It's a great philosophy, it's a Buddhist philosophy. You deal with conflict by deflecting it. You don't deal with it; you let it go away. It makes for a much more harmonious society (Interview, September 16, 2008).

Although conflict avoidance is characteristic of Thai culture, there are instances where cultural norms do raise conflict. The following is an example. Lunch is another example. From a U.S. business perspective, being flexible about lunchtime is of minimal

concern. While Thais are primarily flexible and tend to avoid conflict (Hofstede & Hofstede, 2005; Hofstede, et al., 2010; House, Hanges, Javidan, Dorfman, & Gupta, 2004), a major conflict actually arose when Professor Forman did not allow students a full hour for lunchtime due to an exam running overtime. Students were not happy at all about this schedule shift. Professor Forman explained the situation as follows:

I was giving a midterm in one of my classes. I was done at 1:00 and the next class would start immediately...and not all of them, but a proportion of them, a significant proportion, maybe a quarter or a third, couldn't figure out why I couldn't move the exam...how were they going to eat lunch? And then I finally said to them, 'I don't care if you eat lunch. That is not my problem, and if you can't figure out how to eat lunch during an exam or during the two minutes that you are walking in between or whatnot, then you shouldn't be in business school. The problems are harder than figuring out how to eat lunch. I mean this conversation would never take place at Kellogg. You should be embarrassed that you're behaving like this, and quite frankly, you've gone down in my eyes in terms of quality.' That's a pretty big statement from me... (Interview, July 18, 2008).

This inflexibility and creation of a conflict suggests that when it comes to certain Thai traditions, such as timely meal consumption, Thais may be somewhat resistant.

According to Professor Forman, "some of the Thai behaviors don't mesh with productivity in the Western world." (Interview, July 18, 2008).

While the traditional Thai may have been insulted by this interaction, the Sasin students presented more of their semi-international nature. Forman's response would not

necessarily be considered an acceptable response in the traditional Thai environment, but in a business school that prepares students to become global leaders, an occasional jarring response may be a more appropriate solution to the typical avoidance of conflict.

Consensus is an important issue in Thai culture. There is a strong effort to gain agreement when Thais are working together. For example, in a classroom setting, when students are working together they want to make sure that they all agree on the same thing. Many Thais will agree rather than cause disharmony. Yet in order to inspire new ideas there needs to be conflict so professors have to instigate debate in the classroom. When I sat in on Professor Craig Winslow's class, Winslow actually had to do cold calling in order to get his students to talk more, and he had to do a lot of pulling and encouraging because it was very difficult to get them to express themselves, let alone flesh out a particular conflict. Because he is very good at communicating with his students, Winslow has an effective teaching style that encourages them to participate in class.

*Smoothing relationships.* Thais attempt to avoid conflict by assuring as much as possible that relationships operate smoothly (Hofstede & Hofstede, 2005; Hofstede, et al., 2010; House, et al., 2004; Suntaree, 1990). The U.S.-Thai relationship within the alliance has remained strong due to a mutual understanding among alliance members. Dean Jain describes this ongoing process "For any relationship to be sustainable, you have to keep understanding their value system. Both sides have to have the cultural acceptability and both sides have to accept each other" (Interview, August 27, 2008). The understanding that develops cannot stop at a fixed point. Dean Jain continues to say, "It's an ongoing relationship. Over time, every relationship has to get cemented...it becomes stronger over

time. That means you have more appreciation for each other. The moment it goes in the other direction, you will start moving away from it.”

From the very beginning, Dean Jacobs came to Sasin every year over Christmas. He spent a week talking to Sasin’s director, going over the entire curriculum and making necessary decisions for the following year. They implemented faculty salary decisions and decided who would teach what course. Similarly, when Dean Jain became the associate dean, he would come to Sasin for four weeks around the same time as Jacobs to teach his class. Dean Jain often participated in planning with Jacobs and Toemsakdi during their meeting. And now with the internet, the two schools can have almost constant interaction. Dean Jain describes the relationship between the two schools as “very, very positive” (Interview, August 27, 2008).

Even through the 1997 Asian financial crisis, often referred to as the “Tom Yum Kung crisis,” Sasin and Kellogg did not allow the financial crisis to damage their relationship. The alliance members did not see the situation as a crisis, but rather, as Dean Jain states, “It was a learning experience. It did not affect the quality, but you know you have to be prepared” (Interview, August 27, 2008).

The indirect manner of speaking in another way in which Thais practice relationship smoothing. Sometimes Thais will use an indirect manner of speaking in order to get their point across while still avoiding conflict. Michele Rogers gives an example:

The first year I was [in Thailand] I guess one of the things I did wrong was I took a ride on a tuk-tuk one night, and I didn’t know that was not something that they felt was appropriate or safe for me to do, and so I told them about it the next day.

And from that point on, there was a driver [available, and I was told], ‘The driver will be here after you’re done to take you wherever you need to go.’ So no one ever said, ‘No’; no one ever said, ‘Don’t’ (Interview, September 10, 2008).

Michele Rogers gave another example in which she was invited to a Thai dinner, and she discovered that in Thai culture, dinner guests begin their meal after the visitor begins their meal. This is unlike in Western culture in which dinner guests begin to eat after the last person is served whether or not. By allowing guests to dine first, Thais reflect an appreciation and show welcome and respect for visitors and guests who may be individuals from other cultures.

Regarding Thai students and the interviewing process for admission to Sasin, Michele Rogers stated that Thai students are very straightforward about their weaknesses:

I just know that when I’m interviewing students, they were very forthcoming about their own weaknesses. The candidates are very forthcoming and not at all like American students who would try and change a weakness into a positive.

They would just very directly discuss whatever their weakness was, and that was unusual for me. I had to get used to that.” (Interview, September 10, 2008)

The “wai” is the Thai greeting that consists of pressing one’s palms together and bending or bowing forward slightly. The wai is also used for showing gratitude or for being apologetic (Cooper, 2007). When asked whether he wai’s or shakes hands, Professor Deshmukh states, “It depends. If it’s in a business context, you can do either one. You definitely don’t kiss on the cheek. That’s not a part of the culture” (Interview, September 9, 2008).

***Religious symbols and artifacts.*** Symbolism is an important part of any national culture (Hofstede & Hofstede, 2005; Hofstede, et al., 2010; Morgan, 1997). Symbolism abounds in Thailand (Suntaree, 1990). Nearly every room in every building in Thailand has a symbol of Buddha as well as a picture of King Bhumipol. Hanging along major streets in Bangkok are large posters and billboards - even buildings have been erected of King Bhumipol. Buddhist temples and spirit houses can be spotted throughout Bangkok as well as rural Thailand. An image of the mythical bird called the Garuda may be seen on many office buildings. The Garuda is a symbol of the monarchy and the Thai government.

When I entered the Sasin Library, I observed two golden busts, one of King Rama VII and one of Queen Rambhai Barni, after whom Sasin's Prajadhipok-Rambhai Barni Library is named. Alongside the busts were two golden spheres with peaks on top, also representing the royal Thai family. Even the name Sasin is filled with symbolism. Picture 7 shows the sculptures of the king and queen displayed at the library's entrance.

PICTURE 7: SCULPTURE OF KING AND QUEEN AT LIBRARY ENTRANCE





As told by Professor Suthi, the name “Sasin” was actually given by King Bhumipol. Essentially, it was a kind of nickname for the King. During the first early years, Sasin was referred to as GIBA – Graduate Institute of Business Administration. On one occasion, Deputy Director Suthi stated the King was invited to Chulalongkorn University to receive an honorary degree. As the King was leaving, he noticed a reception for honorary degree-holders occurring in the Royal Hall next to the canteen. The King entered the reception without advance warning to the organizers and inquired as to why he was not invited. Naturally, the guests and reception organizers gladly welcomed the King with great humiliation. Professor Suthi stated that as the King visited with the reception guests, he questioned the name “GIBA” for the graduate institute. In Thai, the word “Ba” means “crazy” or “mad”. Throughout the evening the King would tease and joke about the name, asking, “Who’s mad?” (Suthi Interview, June 27, 2008: Global Sasin, 2006 #767}

At the end of the evening, the King stated that he would give GIBA a new name. Weeks later he sent a proclamation suggesting the name “Sasin”. Sasin is a Sanskrit word that combines the words “sasa”, meaning “rabbit”, and “inca”, meaning “our king” – essentially meaning “King of the Rabbit”. The King was born in the year of the rabbit. That is why the rabbit is the official symbol of the school (Interview, June 27, 2008). The rabbit symbol is displayed prominently in numerous places throughout the Sasin buildings, on the Sasin literature, and on the Sasin website.

Symbolism is important to how a nation’s people identify themselves (Hofstede & Hofstede, 2005; Hofstede, et al., 2010; Morgan, 1997). This same attention to symbolism is integrated into how Thais view themselves. Professor Adith stated that he does not

consider himself an average person because “I was born on Palm Sunday and people born on Palm Sunday are different. I was also born in the year of the rooster, maybe it is true what they say...” (Interview, June 27, 2008). Professor Suthi’s office contains numerous symbols of his lifelong commitment to education. One cherished photo of one of the classes that he taught over at the Faculty of Commerce was taken twenty years earlier. Another depicts Chulalongkorn, the son of the King whose life was grossly distorted in the movie, “The King and I.” The university is named after King Chulalongkorn. Another important picture shows the Supreme Patriarch of the Buddhist monks. Professor Suthi says that monk gave Sasin the school motto: “We really should train ourselves to a lifelong education” (Interview, June 27, 2008). This motto is posted above the entryway to the Admissions office.

Symbolism is an important reflection of the consistency and the sustainability of an organization’s culture (Hofstede & Hofstede, 2005; Hofstede, et al., 2010; Morgan, 1997). Symbolism is important to the success and sustainability to Sasin. Buddhist emblems serve as reminders of the Buddhist principles of forgiveness, kindness, and tolerance of others. Symbols of royalty, including the name Sasin, remind students and alliance members to elevate the importance of Sasin to the Thai business community and to Thailand as a whole. Picture 8 and Picture 9 show Buddhist religious objects that were placed in the lobby of Sasin during the Buddhist candle festival, which is sometimes referred to as “Buddhist Lent” (Observation, July 2008). Representations of lifelong education, such as the school motto, serve as reminders of the commitment to the importance of education and knowledge. The permeation of these symbols throughout

Sasin helps keep students, faculty, staff and visiting faculty focused on the overall goal of quality education at Sasin.

PICTURE 8: BUDDHIST HOLIDAY CELEBRATION



Picture 9: Candle wax for Buddhist Lent holiday



***Interdependent, collective nature.*** Thai students are quite cooperative and collective in nature (Hofstede & Hofstede, 2005; Hofstede, et al., 2010; Suntaree, 1990). Professor Drebin. Professor Drebin was one of the original visiting professors from Kellogg to teach at Sasin. Drebin taught for thirteen years as a visiting Professor of Accounting at Sasin in the early years of the alliance. Drebin gives his perspective on the collective nature of Thai students:

[Also, here in the U.S. when] we have study groups ...let's say there are four students studying for some subject. All four of them are trying to get something out of the group without necessarily putting much into the group. If somebody else gets an A and they get only a B, then that is terrible, so they want to get a grade higher than their friends. In Thailand, it is the opposite there. If there is one student that is very good in accounting, that student will help all of the other students. They would give tutorials or do other things to try and help these other students learn their subject because they are their friends... You still have to succeed and they are still interested in success, and they want good grades. They study hard, but they help each other. That is the difference.

(Interview, September 11, 2008)

The network that Sasin graduates establish is critical to the graduates' career growth. Professor Deshmukh states, "The network is very important. Most people who graduate from Sasin, they tend to stay in Thailand or Southeast Asia. They're all very connected. They help each other out" (Interview, September 9, 2008).

***Achievement task.*** The U.S.-educated Sasin faculty hail from some of the top graduate schools in the U.S., including NYU (Professor Adith), USC (Professor

Siriyupa), Northwestern (Professor Krittinee), and MIT (Professor Pavitra), to name only a few. These individuals obtained their PhDs in a non-native language, setting a high standard for future faculty and an ambition for students to emulate.

Not only is the faculty well-educated, it is also determined to work as a united front when addressing a problem or pursuing a goal. When asked what motivates her to do her job well, one department head stated that she is inspired “when people need help and that help contributes to working for the school” (Interview, June 27, 2008). She continued to say that the teamwork within all of the departments encourages her as well.

*Thai definition of success.* Sasin works hard to incorporate success, as defined in the global context, versus success, as defined in the U.S. context. The definition of success in the U.S. context does not typically include an element of consideration for the well-being of others. Yet, the Sasin definition as well as the Thai definition of success includes an element of caring for the welfare of others (Sippanondha & Textor, 1990). The Thai definition of success contributes to the Thai orientation of flexibility and adjustment. Thais want to ensure that all parties involved in a situation benefit from the results of that situation. In order to do so, the Thais will make adjustments to the circumstances, and they will allow themselves to be flexible in particular situations so that all involved may benefit. Dean Jain explains,

In the U.S., aligning with another U.S. school is a form of a university alliance, a form of inter-university alliance. A U.S. school aligning with a school in Bangkok or a school in Hong Kong is a different type of alliance. For example, Kellogg has a program with the Kennedy school. Students can come to Kellogg for a year, they can go to the Kennedy school for a year, then they can come back to

Kellogg, and they get two degrees – one in Public Administration from Kennedy and one MBA from Kellogg. We know what's in store for our students at the Kennedy school, but when you create an alliance with Sasin, it has to be beyond the U.S. (Interview, August 27, 2008).

The flexibility within the Thai culture is reflected in how adjustments are made to the curriculum and in how Sasin leadership embraces the suggestions from the Kellogg leadership. Michele Rogers addresses how she sees this flexibility demonstrated outside of Sasin in the general Thai community.

We went to a restaurant once with one of the faculty and he looked at the menu and he said, 'This isn't working for me, what I'd like is blah-blah-blah.' And they said, 'Okay', and they made that for him instead. ...there wasn't a moment's hesitation. I think even in the nice restaurants [in the U.S.] the conversation is like, 'we'll have to talk to the chef', etc...That's why, you know, Thailand comes across as such a gracious country. (Interview, September 10, 2008)

There are numerous levels of complexity relating to the Thai semi-international culture. Students may absorb some of the external symbols and artifacts of Western culture, but they still continue to maintain their Thai cultural behaviors. Professor Deshmukh describes his perspective on the different cultures: "I'm talking about what used to be Thai culture, what used to be Indian culture and now it's all Hollywood culture. Everybody wears jeans and t-shirts and sneakers. American culture tends to take over everybody else for good or for bad. I think things like respect for elders, respect for quality – those are common elements between the two [Indian and Thai cultures.]" Deshmukh stated that even in situations in which a professor could be saying something

completely wrong, the Thai students would not question the statement. On the other hand, the American students consistently ask questions, and that is why much of the leadership in innovation is in the United States.

Professor Deshmukh also sees similarities in cultural changes between Thailand and his native India:

Sometimes you feel even sad that some of these people become too westernized, and they lose their own identity and their own culture, but that's inevitable I think. I think American culture has this affect on everybody in the world. We all go to McDonald's and drink Coca-Cola and listen to rock music and watch a Hollywood movie. To them, that's fascinating. It's an interesting experience, traveling out of the U.S. is very important. And this is one shortcoming that Americans have – that they really don't know the rest of the world. I think Americans can learn a lot. They have a lot to contribute to the rest of the world, to programs like this, but why are we having problems politically? Because we don't know how the rest of the world looks and thinks. From that I think we can learn from looking at different cultures. (Interview, September 9, 2008)

***Grateful relationship.*** Thais tend to be congenial people (Suntaree, 1990).

According to Professor Deshmukh, “[Thais] are very polite, very gentle people, very hard working. It's an experience.” They tend to give very personalized gifts as a way of expressing their appreciation and gratitude. Professor Deshmukh states,

The gifts are...culturally different from the U.S. There is a distinct gap between the professor and the students. They do a welcoming party – it's very polite and very congenial and friendly, but...same as in Indian culture, the professor is like

the guru. They call it "*khruu*" because "*khruu*" is the word in Sanskrit. They want to receive the wisdom, like you're receiving the wisdom from the guru, or the guru. So it's not like in the U.S. where they would call you by the first name and slap you on the back and they need to go out drinking. That doesn't happen. It's a different perspective. (Interview, September 9, 2008)

Although the students have a deep respect for the professors, they do not shy away from them. Quite the contrary, they are wonderfully welcoming. Professor Kihlstrom speaks about how he enjoys the embracing nature of the Thai culture.

Because of that [embracing, welcoming nature], I think the students were very pleasant to teach. Everyone here takes very good care of us and that made it easy for the program here to attract faculty who are loyal. I feel a certain loyalty to the place, and I think that the loyalty the other people feel that have been coming for a long time – and there are quite a few of them – is related to that too. (Interview, July 17, 2008)

Michele Rogers also commented on the ease of working with Thai people:

“Actually, you know, they're the most gracious people I've ever encountered as a nation” (Interview, September 10, 2008). Rogers mentioned that when she first began travelling to Thailand, she never encountered any other Black people. Rogers was impressed by the fact that the Thai people did not treat her any differently and did not treat her as though she were strange or different. In essence, the Thai people are gracious and respectful people who have an intense understanding of what it means to give and receive. Without judging, they accept the people they meet with open arms and strive to make their guests comfortable and happy.



Another example demonstrated by Sasin personnel of Thai gratefulness and respect for visiting professors from the U.S. is the annual Fourth of July celebration that Sasin hosts. Since the U.S. professors are typically in Thailand during this holiday, Sasin recognizes the holiday through an organized program to which all Sasin employees and students are invited. Picture 10, Picture 11, and Picture 12 shows the Annual Fourth of July celebration hosted by Sasin for the U.S. professors.

PICTURE 10: U.S. AND THAI FLAGS AT SASIN FOURTH OF JULY CELEBRATION



PICTURE 11: FOURTH OF JULY CAKE



PICTURE 12: FOURTH OF JULY LUNCHEON CELEBRATION



*Education and competence.* The significance of education and competence is demonstrated throughout this study by the fact that this research refers to Thais who attend a highly regarded, internationally-ranked educational institution.

## *Elements of Organizational Culture*

*Overview.* This section refers to contributor number three, the elements of organizational culture, at Sasin and its contribution to the success and sustainability of the Sasin cross-border alliance. Schein defines culture as: “A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, 2004, p. 17).

The structure and origin of Sasin have added to its unique organizational culture. Through observations, interviews, and picture and website analysis, organizational culture is considered in the areas of teamwork, faculty and staff development, faculty environment, teaching environment and teaching styles, the nature of the English speaking program itself, student selection and student development events, and decision-making processes. Some of the elements of organizational culture described include: stated and unstated values; overt and implicit expectations for member behavior; customs and rituals; stories and myths about the history of the group; shop talk—typical language used in and about the group; climate—the feelings evoked by the way members interact with each other, with outsiders, and with their environment, including the physical space they occupy; metaphors and symbols—may be unconscious but can be found embodied in other cultural elements (Morgan, 1997, p. 141).

Sasin’s efforts to internationalize are reflected in the adaptations made within the organizational structure (Knight, 2004a; Mestenhauser & Ellingboe, 1998; Paige, 2003). Through the data collected, the following themes arose, relating to the facets of

organizational culture as it contributes to the success and sustainability of the Sasin cross-border alliance:

- 1) Consistency
- 2) Collegiality – Professors
- 3) Camaraderie – Alliance Members
- 4) Concern - Leadership
- 5) Collectivism
- 6) Conflict Management
- 7) Caring
- 8) Co-operation
- 9) Collaborative

Figure 16 reflects these nine facets of organizational culture that will be discussed in this section:

FIGURE 16: ELEMENTS OF ORGANIZATIONAL CULTURE



Sources: Mestenhauser & Ellingboe (1998), Knight (2004), Paige (2003), Schein (2004)

As a stand-alone, self-financed organization, Sasin operates as an autonomous structure, allowing for greater flexibility in decision-making regarding faculty, staff, and student issues. The Sasin support staff members are extremely diligent and protective about maintaining a comfortable, convenient, and at-home environment to accommodate visiting professors. The teaching schedule is also designed so that visiting professors can balance their schedules in the U.S. with their schedules at Sasin. Professors are primarily hired by referral so teaching positions are not advertised. A strong faculty camaraderie is often formed at Sasin and later remains in the U.S. In addition, since these visiting faculty

members are expert teachers they are typically very admired and respected by their students.

Thailand is an extremely hierarchical society. One must be quite careful and respectful when approaching or communicating with someone who is considered on a higher level such as someone who is older. Family involvement and commitment is strong in Thailand and includes a primary focus on respect for the elderly. Thus, there is a fatherly, paternalistic approach exhibited by the Sasin leadership, accepted by the Thai employees, and readily adapted to by visiting faculty. This paternal leadership strikes a delicate balance between power and benevolence. The Thai people have a great love for their culture while also embracing other cultures, so they are very flexible and are typically to adopt and adapt to new cultures (Cooper, 2007; Suntaree, 1990).

Another factor that influences the organizational structure of the Thai program is Buddhism. Thailand is ninety-six percent Buddhist, and symbols of Buddhism exist in nearly every room of every building. Each faculty member has some Buddhist representation in his/her office. The three tenets of Buddhism include tolerance, forgiveness, and kindness to another. I frequently observed these behaviors in interactions among Thais as well as between Thais and *farang* (foreigners). The cross-border alliance members do not consider themselves simply as business colleagues, but also as friends, and continually exhibit the three tenets of Buddhism within their relationship. Friendship is a critical component of their long-term relationship.

The concept of family is also integrated throughout the alliance. Strong collaboration and cooperative efforts in getting tasks done are a result of this concept. In general, Thais reflect the collective nature that allows for efficient problem solving and

contributes to an extensive structure of intricate networking. Visiting faculty at Sasin frequently commented that Thais were very embracing people who made them feel like family, particularly because they were adaptable and flexible when trying to create a comfortable place for their visitors.

***Composition and structure.*** The Sasin organizational composition and structure is a self-sustaining, self-financed organization that exists independently from Chulalongkorn University. Sasin's innovative means of establishing and raising capital to start the institute has allowed the institute to be somewhat independent from Chulalongkorn University. By doing so, Sasin could establish additional networks and alliances with other universities and organizations as the institute grows and develops (de Wit, et al., 2005). The origin of Sasin was explained to me many times by faculty members, directors, and staff.

According to Professor Suthi, just before 1980, there was a big economic boom in Thailand because of the discovery of gas in the country's Eastern Seaboard. As a result, the idea of Sasin was first brought up by Khun Bancha Lamsam. The initial challenges involved simply becoming established. Sasin did not have any financial contributions from the university or from independent contributors, so they just started little by little. Khun Bancha was the mentor who originally challenged the university, but knew that he could not handle the project alone, so he invited his colleagues to become committee members. One colleague had been the Deputy Prime Minister and the Head of the Bank of Thailand, and another committee member from Chulalongkorn. Another committee member was from Kasikorn Bank and had graduated from the University of Michigan. In

addition, Chulalongkorn initially transferred two of its committee members over to the Sasin organizing committee.

After the committee was formed, the University President, Professor Toemsakdi, and two other committee members were added to the team. To raise funds for Sasin, this organizing committee invited businessmen from private enterprises and asked each of them for support, specifically for two million baht – one million per year for two years. Many of them gave their support because they had the foresight that this project would be a success.

Each of these initial contributor's names are posted on the protruding wall of the second floor, as an expression of gratitude. The first thing students and faculty see when they get off the elevator on the second floor are the eight names of the initial contributors. Another prominent group of names posted on the wall are also original contributors who gave 45 or 50 million baht. After the finances were in place, the committee submitted the project to the University Council, and it was approved in 1982. Unfortunately, the first Thai financial crisis occurred shortly thereafter, and some of the investors had to decline.

As Professor Suthi recounted this story, his assistant, Mon, quietly brought in a cup of tea and a glass of water with no ice, and placed the beverages on his desk. Professor Suthi continued to give more details about how the businessmen became engaged in establishing Sasin.

The organizing committee took the businessmen to the Erawan Hotel for a meal when they asked them for their initial contributions. As a result, they learned about the service staff at the hotel. When the hotel dissolved, many of those people were hired on at Sasin, and many of them still work there today. Suthi stated that when they built the Sasa



International House, they told the former Erawan Hotel workers that if they were willing to take lower salaries, they could come and work for Sasin as chefs, cooks, or drivers. Because the Sasin leadership showed its commitment to the support staff from the very beginning, the staff now portrays an unusual loyalty and continuity of employment. Suthi also remarked that many people are surprised when they eat at the Sasa International House because the meals and the service come from a first class hotel.

Jeffrey Sheehan, Associate Dean for International Relations at The Wharton School, told another story about the origin of Sasin and how Wharton became involved. Even though Sheehan was not initially involved in the Sasin agreement, he helped to sustain the alliance with Wharton through the successful addition of professors who volunteered to go to Bangkok and teach. Sheehan recounts that his first day work of working at The Wharton School 25 years ago, was on September 15, 1983. Professor Suthi waited to meet with Sheehan for about an hour to discuss the agreement between Wharton and Sasin.

When Sheehan and Professor Suthi met, Professor Suthi stated that on September 15, 1982, Wharton Dean Don Carroll had signed an agreement with Sasin to start the school. Professor Suthi had brought the original sheep skin document containing ceiling wax and signatures, but there was no specifically outlined plan, and Sheehan had no prior knowledge of the agreement. At that point, Sheehan and Professor Suthi had their first meeting to figure out what type of plan to put in place, and now more than two decades later, there continues to be a strong working relationship between Wharton and Sasin (Interview, September 16, 2008)

*Faculty environment.* The physical environment within Sasin is run by the Sasin leadership like a tight ship with strong commitment to and concern about the way in which support services are delivered. On my very first day, when I had lunch in the student canteen, I came into the cafeteria with Professor Krittinee. I was not sure how to go about ordering lunch because I noticed that there was a set procedure. So I ordered my lunch, I sat down at the table that had the tablecloth on it, and one of the cafeteria staff brought my lunch over to me. All of the professors were a little curious about why I was there, but they asked very polite questions about my time in Thailand and asked if it was my first time there. One individual targeted me specifically and “interrogated” me with incredibly targeted questions. He asked me several questions about why I was there, what was the purpose of my research, and he also said, “Well, if Sasin tells you this information, what has made them so successful, then you could just go and talk about that and then other people would learn our secrets at Sasin” (Personal communication, June 18, 2008).

That inquisitive person was Ajarn Thiti who is responsible for the maintenance of the buildings and the administrative staff including the secretaries and cleaning and grounds crews. He is also responsible for the people who maintain the Sasa International House. Initially, I could not understand why Thiti was asking me all of these questions. I had not met him in the faculty meeting earlier that day during which I explained my purpose for coming to Sasin. It was understandable that he did not know who I was or why I was there, but I was still extremely confused as to why the head of building maintenance was asking these questions. It did not seem logical to me. The more I saw how Thiti operated, the more I saw how Sasin operated, and I quickly gained clarity

about his questioning. Thiti is a graduate of the Sasin MBA School, and he has a graduate degree in industrial engineering. In other words, he has a graduate degree in making sure that operations flow correctly. At Sasin, he is responsible for ensuring that everything runs efficiently, even down to the temperature of the water in the Sasa International House. For example, one morning, Professor Kihlstrom did not have hot enough water or strong enough water pressure, so when Thiti found out about it he fixed it that same morning.

Although this may seem like a small matter, but it is very important to people outside of the United States, or people outside of Sasin, and it a big part of what makes Sasin operate smoothly— making sure the rooms and the bathrooms are cleaned efficiently, making sure the food is done correctly, and making sure that the presentation of the food looks like something from a number one hotel, particularly for the banquets. Thiti's expertise is one of the biggest contributors to the return of professors, because the place runs efficiently, like a well-oiled machine. When he asked me all of those questions, he wanted to make sure that I would not disrupt his well-oiled machine. By understanding what my role was, he was able to understand how I fit into the whole picture. Because my role was solely to observe, there were no specific guidelines that Thiti could apply to my position. I could see that I created some confusion and concern for him because he did not have a way to specifically identify my purpose. I must have been rather intimidated by his questions at first because I perceived it as an interrogation rather than as a way for him to provide me with additional support. I grew to understand that he was simply fulfilling his role at Sasin.

Some professors even take personal responsibility for managing the facility. According to Professor Adith, “This is like my second house, you know, I do care for everything. I live on the eighth floor...I spend time here so I see all the faculty members more than the rest. [I consider] students as our customers” (Interview, September 3, 2008).

Professor Siriyupa provides more details about the supportive organizational culture that keeps visiting professors returning again and again. Professor Siriyupa discussed this consistency of returning professors:

The professors that come here to Thailand, they have international experience. Most of them travel extensively. They’ve been to China, they’ve been to Beirut, some of them have gone to India, so Thailand is just another country for them and they enjoy our Thai culture because Thais are fun-loving people. Thais are very friendly. Thais are very good hosts and they love the food.

I think these are some of the factors that attract professors to come here. They attract international visitors to come here again and again. They know that they will be so very welcome. Here people treat the professors with respect. That get to stay at the Sasa house, we have [an efficient staff] to take care of them there. The visitors feel like they are a king. They love this kind of experience. They’re being treated like somebody. They enjoy this nice culture. They enjoy the facility and everything. I think we have very modern facilities here. We have very modern technologies here so they don’t feel as though they’re in a very remote, underdeveloped area. They enjoy it. (Interview, September 4, 2008)

Professor Evan Douglas further explained that it has been a better year because of Kittiratt and Thiti. He pointed out the care demonstrated by Sasin staff and the cooperation from Sasin leadership to provide the best accommodations possible for visiting professors. They made sure that Sasa International House felt like “home sweet home.” He even appreciated the Westernized-style spa baths that were installed to make living comfortable for visiting professors because it shows that the Sasin staff understand the importance of professors returning again. He noted that, “If they don’t, it’s risky for them to sign someone to replace you, and also they can’t plug and play at the last minute. That would put them in terrible turmoil with someone who may or may not be, who may not understand Thai culture” (Interview, July 11, 2008).

***Faculty recruitment and retention.*** Faculty recruitment at Sasin reflects the collaborative efforts of visiting faculty members and the Sasin leadership. Faculty engagement has been essential to the success of the alliance (Paige, 2003). The manner in which faculty is recruited at Sasin follows Thai cultural tradition of having strong connections – primarily by word of mouth. Faculty members typically have some connection to Kellogg or Wharton. They may have studied there, or a faculty member who teaches there may recommend someone for a visiting position.

Sasin hires faculty who have excellent teaching records, but their personal characteristics are also important. Professor Suthi states that the type of visiting faculty selected would also typically have a sense of adventure or a risk-taking nature. Thailand itself appeals to this sense of adventure for visiting professors and they can travel to other parts of Asia through their participation in the Sasin program. This, in turn, enhances

their teaching abilities by giving them an increased international perspective. According to Don Jacobs:

They [visiting professors] would stop and travel on the way there to other Asian countries and stop back by other Asian countries; therefore, we dramatically increased the depth of knowledge about the Pacific in our School of Management at Kellogg.

That was a great value to us and at the same time we developed an absolutely first class program because our senior people were going there. We continued to do that, we continued to care about things that Kellogg cared about. We are a great research school and that's why we pay people. That's why we hire people, but on the other hand, we really believe in teaching. We, in effect, have great teachers, great academics, great researchers, and I think that tradition has kept going and has continued.

Professor Deshmukh commented on the fact that coming to Sasin enables him to have additional travel plans, including the ability to return to his home country:

Yes, I'm able to go home to India. I'm able to go and visit Vietnam, some of my counterparts are able to go visit Vietnam. One time we went to visit Angkor Wat in Cambodia. It's great to go and see that part of the world when normally one would not because from here it's too far to go. So Singapore is close by, Hong Kong is only a two hour flight. There are a lot of things you can see and do."

(Interview, September 9, 2008).

***Faculty development.*** The leadership at Sasin looks for strong teaching records and strong international backgrounds when hiring faculty, so the faculty is hired based on

reputation. One faculty member was hired through advertising, and that faculty member was only employed for one year. According to Deputy Director Suthi, “We ask Dean Jacobs to find people who are really good teachers” (Interview, September 1, 2008). Suthi defines “good” as, “those who have a very high evaluation. Kellogg has an open evaluation system. We ask them to have experience. We would like to have at least Associate Professors, and we are willing to compensate by the pro rata basis of the average professor’s salary” (Interview, September 1, 2008).

When faculty members are hired to teach, the leadership at Sasin tends not to hire anyone that is not tenured. According to Dean Jain, “We don’t let untenured faculty members come here and teach. If they are untenured, they’re supposed to do research and six weeks is a long time to be off from their normal work. [That is] the one thing that Jacobs stated as a really clear rule” (Interview, August 27, 2008). Still certain exceptions have been made in the past, particularly when special family relationships are concerned. Jain stated:

When I came to teach here I was untenured, but because I got married – my wife was in India, and I told Dean Jacobs. She could fly here from India and we could meet here. We would spend our honeymoon right upstairs. This is how it started. Dean Jacobs was nice to allow me, and Sasin was very nice to accept me. That’s why even since I’ve become the Dean at Kellogg, I don’t teach at Kellogg, but I never say no to Sasin. They were nice to me when I was Mr. Nobody. I shall not forget that. That is a relationship. (Interview, August 27, 2008)

Dean Jain states that visiting faculty members serve as ambassadors of Kellogg’s reputation. Jain seeks people who are not only good teachers, but who appreciate other

cultures, so there is a deliberate cross-cultural aspect. The differentiator for Jain is people who are both capable and flexible (Interview, August 27, 2008).

Professor Winslow particularly commented on the faculty's reputation for cross-cultural awareness:

The visiting faculty who teach at Sasin are all self-starters in that respect. Now in the early days of the program, I understand that there was more of an attempt to give Kellogg faculty more international experience and international exposure. I've heard Don Jacobs, he thought these programs were a great opportunity to give faculty a broader perspective on things, but that doesn't seem to be major motive now" (Interview, July 10, 2008).

Professor Craig Winslow is a good example of the type of faculty member that the Sasin leadership likes to hire. Not only is his wife Japanese, portraying his openness to other cultures, but Winslow has also won outstanding teaching awards at Kellogg for his teaching of accounting and acts as the Director of the Global Initiatives in Management (GIM) Program, an experiential program for MBA students, as well as the intensive global business leadership course designed entirely by students. Kellogg organizes classes for up to thirty students who visit different countries and regions. The students do a research proposal where they study business in a different country while simultaneously developing the research proposal. They travel for three weeks as a class and then divide into small groups of three to five students who do their research in whatever region they are in. As the Director, Winslow handles the administrative aspects - less interfacing and more organizing travel, although Kellogg has an established framework in which the students organize the travel themselves, Winslow simply oversees the rules and



procedures and governs the program. His hard work is a good example of the type of professor that Sasin looks for during the interviewing process.

Winslow states that teaching at Sasin helps his overall teaching since he believes that it helps him become a more effective teacher in that he continually teaches the material in different countries and cultures. He also gathers good examples that he uses in classes both inside and outside of Thailand (Interview, July 10, 2008).

Because of the reputations and strong teaching the faculty members deliver, students respect their professors. Dean Jain comments on how the students continue to embrace the visiting faculty when they come to teach at Sasin:

There is a very important quality here among the students. When you come the second year, the students take a very proactive approach at approaching you. They'll say now that you're back here let's go and have dinner together. It's just in the DNA. You go and you talk at dinner about their companies. Or these students might say, 'You taught us so now can you come and speak to the executives at our company?' These are building better linkages so, the deeper you get to know them and they get to know you, it's good for the institution.

(Interview, August 27, 2008)

As faculty members continue to come to teach at Sasin, there is increased knowledge creation and knowledge dissemination about the MBA programs. Jain comments that the more he and other faculty members teach at Sasin, the more the knowledge creation and knowledge dissemination because Kellogg faculty members talk about their expertise, share their insights, and then get more insights from this [Thai business] environment. The program also helps develop Thai professors who try to focus

on a more interactive style of teaching. Many of the Thai professors had studied in the US and had gained experience teaching in the U.S. style. Professor Siriyupa commented on how her teaching experience in the U.S. contributed to her teaching expertise at Sasin:

Once I was able to adapt to the style of teaching and learning over there in the U.S. I'd say, I think I like it. I'd say the majority of the professors in the U.S. encourage students to argue about the ideas, encourage the students to challenge. You don't challenge the person; you challenge the idea (Interview, September 4, 2008).

Another key aspect of hiring strong faculty is that the Sasin professors are committed to the success of their students. Professor Adith stated that he enjoys helping those who may be weak in a particular subject area. He spends a great deal of time lecturing and teaching basic concepts so that everyone grasps the concept rather than only a few students. He is willing to help students after hours and feels rewarded when he can help students understand deeper concepts (Interview, September 3, 2008).

When faculty members have international experience, they can help the students understand international business. For example, Professor Craig Winslow makes sure that students have an international learning experience in his classes. Winslow stated that when he came to Thailand he picked four or five companies that were interesting and well known; he just started listing examples from those companies as in-class examples. "The students like having an international professor. They are internationally pretty savvy" (Interview, July 10, 2008). Winslow uses an American textbook, but a third of his examples in class are from Thailand, a third from the U.S. and a third are non-local, non-American examples from Europe, China, etc. By doing so, in whatever country he is

teaching, Winslow is always using international examples in his teaching, thereby attempting in his own manner to internationalize his curriculum (Mestenhauser, 1998; Mestenhauser & Ellingboe, 1998 ; Paige, 2003).

The international nature of the program at Sasin helps internationalize the U.S. school, Kellogg, as well. For Sasin, the advantage of entering into this alliance was that it enabled them to attract faculty to teach there. However, according to Don Jacobs, it also helped Kellogg become more globalized: “Essentially it opens the Asian part of the world. It was the beginning of Kellogg’s globalization process” (Interview, May 22, 2008). Jacobs also notes that as a result of the visiting professors being able to travel through Asia, “We dramatically increased the depth of knowledge about the Pacific in our school of management at Kellogg. That was a great value to us, and at the same time we developed an absolutely first-class program because our senior people were going there” (Interview, May 22, 2008).

The faculty members at Sasin tend to have a sense of adventure; they tend to be risk takers. Professor Forman, for example, likes to do scuba diving. Kittiratt also considers himself a risk taker, particularly in regards to the business world. Professor Kihlstrom discusses the appeal to his sense of adventure when he comes to teach at Sasin, “I was always open to this type of stuff, to travel. I think that was true of all three of us. It was an opportunity that sounded interesting. I think that is what motivates faculty in general to do these things” (Interview, July 18, 2008).

Another successful aspect of the program as it relates to visiting faculty is that the structure of the course modules allow for flexibility for visiting professors to come to Sasin. According to Dean Jacobs, the program was modeled around a model that Kellogg

had for their executive Master's program. Instead of ten-week quarters, they had five-week modules so that the course was only a five-week course. The faculty members would stay for five weeks. In addition to teaching, they could be entertained by the students and students' families, and they could meet people. Additionally, the geographical location of Sasin in Thailand allowed for flexibility for visiting professors to travel throughout Asia.

***Faculty and staff development.*** Faculty members who teach in the abroad programs have a higher possibility of increasing their levels of cultural competence. Teach abroad or study abroad programs may be one key to the development of students' cross-cultural skills, directly affecting their cultural competence as well as their global understanding (Kitsantas, 2004). Professors who teach at Sasin have to demonstrate an ability to operate in unfamiliar and ambiguous environments with both humility and confidence. They cannot be afraid to ask questions and they seem to have an increased notion about culture and cultural rules. To a certain extent, these professors seem to be able to prepare their students to better appreciate the changing global workforce, particularly in regards to cultural dynamics.

The visiting faculty can also help local Sasin professors develop as professors. A department head at Sasin remarked that she had more opportunity for career development at Sasin than she would at the main Chulalongkorn University.

I get a lot of opportunities to learn new things. They never say you cannot go there, you cannot attend this seminar. If I ask, I can go. Usually the librarians here attend seminars, have training courses, mostly for free because we are under the

central library and they always get seminars or updates to our skills all the time” (Interview, June 27, 2008).

The department head commented that outside of Sasin, other departments at Chulalongkorn University may have a limited budget for staff training or library services, but at Sasin, there is considerable collaboration and shared resources, and the training budget for Sasin tends to be more generous. Chulalongkorn has over thirty libraries including a central library. Each library is separate with its own budget, but all of the libraries work in cooperation with each other. Chulalongkorn central library maintains the library catalog, the library software, and the databases to which faculty subscribe. The entire Chulalongkorn community is able to utilize these library resources.

The department head reflects on the collective and collaborative nature of the organizational culture at Sasin: “Here there is no competition among different department heads; there is no, ‘I have to push you down’, no. They always help. I suppose next month my colleague over at executive training had training for three weeks. If she (another department head) wants me, I go,” (Interview, June 27, 2008). The chain of command at Sasin is very short, and Director Toemsakdi, Deputy Suthi, and the heads of the departments, and the faculty understand the need for assistance and flexibility as it relates to their place in the chain of command.

*Faculty camaraderie.* There seems to be strong bonds among each of the members of the separate groups at Sasin, but not much cross-group relationships. The visiting professors have created a strong camaraderie among themselves. Most of the visiting professors eat breakfast and lunch together and have been friends for a number of years. Through observation, it became clear that the young, female professors who have

been educated in the U.S. are the main Thai professors who sit together at lunch with the visiting professors. The other people who come to lunch at noon are the communications instructors who all sit at the first table. Generally, however, the professors who were educated in Thailand do not come to lunch on a regular basis, and the professors who have been at Sasin for an extended period of time do not seem to congregate at lunch. Perhaps because they have other administrative responsibilities, they do not take time for lunch, but this meal seems to be such an important part of Thai culture that it is strange if any Thai person misses it. Thus, the logical conclusion might be that there are some cultural or hierarchical considerations. The long-term Sasin professors only eat lunch if they have another appointment or meeting. In that case, it would be considered a working lunch. Out of the two professors who had been at Sasin the longest, Professor Siriyupa ate lunch there only when she was meeting with other people.

Professor Adith, another long-term Thai professor, was never seen at the lunch table, and when asked why he elected not to eat at the table during lunch with the other professors, Adith stated that when he does eat lunch in the canteen, he prefers to eat lunch with the regular staff and students rather to set himself apart by eating with the other professors. In this respect, Professor Adith demonstrated that he is somewhat resistant to the hierarchical system which places faculty members on a higher level than other Sasin employees.

***Teaching schedules and location.*** Don Jacobs was instrumental in developing the teaching schedule at Sasin so that the visiting professors would be accommodated. Jacobs stated that the program was designed so that faculty members would go to Thailand for five weeks to teach, and to be entertained by the students and their families, and could

meet with other people (Interview, May 22, 2008). As needs change, Sasin administration responds to the dynamic changes to accommodate visiting faculty (Simsek & Louis, 1994).

The geographical location of Sasin was also instrumental in the origination of the Sasin alliance. According to Jacobs, “It was a great opportunity for Kellogg to have faculty out in the Pacific... We had no real experts out in the Pacific. We had not really thought about the Pacific. I mean not in an intellectual sense” (Interview, May 22, 2008).

*Teaching environment.* Numerous visiting professors remarked that Thai students are extremely respectful. Several professors remarked on how the students treat the professor with great respect; sort of as a “wise man or woman.” As I waited for Craig Winslow’s class to begin, I noticed that there were five students already seated and studying.

The room environment shaped like a movie theater with eight rows recessed lighting in the middle of the room. The equipment in the room included two microphones in the front of the room, microphones between every two students, a silver microphone AV unit, two times the size of a remote control with on/off switch with a button that states, “Request speaking,” a video camera monitoring the class, connected computers, and an overhead projector. In front of each seat was a name card and holder for students to place a four by twelve-inch name card. As I waited, the building cleaning helper came in and straightened the erasers to make sure that they were aligned properly and placed the markers in their holders. One student went to the instructor’s computer and loaded his oral presentation that he would be presenting in the class. The students were quiet and waited patiently for the instructor.

*Teaching style.* Classes that relate to Thai culture such as marketing are taught by Thais. Thais teach classes related to social science, like marketing and organizational behavior, while the visiting professors teach the more technical, numbers-oriented classes, such as accounting (Observation, July 2008).

I observed Professor Craig Winslow's accounting class in which he taught about derivative securities – futures, forwards, options. It was easy to see why Professor Winslow (pseudonym) had previously been awarded the Kellogg Chairs' Core Teaching Award. As class began, the students milled around just like in any U.S. graduate school. Professor Winslow discussed a local company, Siam Cement, during his class in order to make his examples relevant to Thais. He consistently used current, real-life examples of accounting in the news. By incorporating these occurrences into his lecture, he included students with experience in that particular area. Winslow also showed pictures of executives involved in specific news stories, thereby personalizing the media headlines.

Winslow was always very engaging and smiled a great deal during his lectures. He cold-called on students because they did not readily volunteer to speak, but he avoided making them uncomfortable. Before presenting a difficult question, Winslow would first give an example of the complex problem, always using a company that the Thai students would know. He would then explain why the issue was important to understand. After requesting an answer to the problem, he stated, "We'll discuss that in a minute" (Observation, July 8, 2008), successfully leaving the students waiting in anticipation about the answer to the problem like someone waits for the conclusion to a mystery novel. Next, Winslow explained how to work through the particular problem, always returning to specific examples of how this problem had been solved or should



have been solved. Often the students looked through their books and searched for an answer to the current accounting issue.

When Winslow addressed his class, he always used encouraging words, particularly when students were answering questions. He operated more as a coach or a facilitator for learning by using phrases such as, “That’s fine,” “Good try,” “Do you want to try this?” “So does everybody see that?” or “That’s a very nice disclosure” (Observation, July 8, 2008). Although Winslow was obviously quite knowledgeable about his subject matter, he made many modest comments such as “That confused me too” (Observation, July 8, 2008). He also continuously encouraged teamwork among his students: “Try to put this together with your colleagues,” “Do you want to try it?” “Can you do the first part?” and “How are you guys doing?” (Observation, July 8, 2008). If a student responded incorrectly, Winslow would continue to search for a different response by asking the class, “Did anybody do it a different way?” (Observation, July 8, 2008). Rather than keeping the pressure on one student, he would choose to call on someone else, giving everyone an opportunity to answer.

Winslow frequently chuckled throughout his lectures. Even when a student answered wrongly, he did not criticize but instead encouraged the student to attempt to answer. “It may be hard to determine that...but we’ll talk about that during the next class” (Observation, July 8, 2008). During one class, Winslow showed a skit on video that explained a particularly complex problem. Before starting the video, he joked, “I have to turn off the lights for this, but don’t go to sleep” (Observation, July 8, 2008). His sense of humor presented the students with a relaxed, welcoming atmosphere in which to learn – the type of atmosphere that is highly respected at Sasin.

*Consistency and continuity.* The continuity of personnel, including the administrative staff, is an essential aspect of the organizational culture. Khun Aree, the head librarian, is an example of a committed employee who has been with Sasin from the beginning. Many of the individuals who participate in the Sasin alliance remain in the same jobs for years. They build on relationships that are established while they hold their positions. The job titles may change, the responsibilities may change through expansion, yet they maintain constant interaction with the same people. By doing so, alliance members have a better understanding of the nuances that make relationships work. They can better accomplish what needs to be done and create a win-win situation for everyone involved. There is compromise; there is consensus. Michele Rogers states that although her position has changed over the years from student affairs to being in charge of experiential learning, she continues to be committed to fulfilling her responsibilities with Sasin by visiting Bangkok every year to interview potential Sasin students (Interview, September 10, 2008).

Because of the long-term relationship, the individuals and the organizations care about each other. They care about protecting the nature of the relationship and value the time that has been invested in building the relationship. They see their connection as a long-term investment. The key message here is that continuity of staff and maintaining the same job function over time allows for expertise in that job function but also creates expertise in the process of accomplishing the tasks that enrich the alliance.

The depth of relationships also contributes to building sustainable relationships with people who can accomplish desired goals. For example, Kellogg had the same dean, Dean Jacobs, for twenty-five years. Director Toemsakdi has been at Sasin for twenty-five

years. These leaders have worked well together for over two decades, achieving many purposes. Additionally, many of the same U.S. professors have gone to teach at Sasin for over two decades. By establishing long-term relationships with students and with Thai faculty and support staff, visiting professors and administrators have developed a deeper understanding of Thai culture and are therefore more effective within their professions.

Working together collaboratively, the Sasin leadership team and the support staff ensure that professors feel at home. They have had the same van driver for about fifteen years and the same housekeeping staff and cafeteria workers for ten to twelve years. There is no disruption of service or support. Such continuity contributes greatly to the success and sustainability of the Sasin alliance. The professors know the people with whom they are interacting. They feel as if they are going home when they return to Sasin and are therefore more enticed to return time and time again. Professor Toemsakdi refers to this as creating a “sense of ‘belonging’ to Sasin (Toemsakdi, 2007).

Thais tend to have a strong service-orientation and always think ahead to solve anticipated issues. For example, Michele Rogers said, “Because everybody was well taken care of, it was easy. Someone was there at the airport to pick me up at some ungodly hour at night” (Interview, September 10, 2008). Michele also noted that the Thai support staff predicted needs of visiting faculty and staff in advance. If they understand that someone likes a particular Thai food or item, that person would receive it upon arriving. “I love sticky rice and mango,” (Interview, September 10, 2008) Michele confided, and she would have sticky rice and mango in her refrigerator every time she visited. Even outside of Sasin, Michele experienced a welcoming response from the Thai people in general, “It’s just the sense always that the people know who you are. I went [to

a hotel] once for something, I can't remember what it was, and I went home. And I came back the next year, and the doorman said, 'Oh, Mrs. Rogers, so nice to see you again,' which was kind of scary" (Interview, September 10, 2008).

***Student selection.*** In selecting students, Sasin closely follows the Kellogg model. In her role as Director of Admission for Kellogg, Michele Rogers was asked to go to Sasin to help with the interview process, a job that was traditionally done by someone in the admissions office. Kellogg would send two people every year who would interview twelve or fourteen people a day over a two-week period. One person does one week; another person does the other week. Then the person who has the second week sits with the Director and helps finalize the incoming class. Michele described the personal attributes and other elements that Sasin staff look for when selecting students, "Oh, they have to be different. They probably put more emphasis on those who work with others and more on the, not legacy, but background of family" (Interview, September 10, 2008).

***Curriculum meeting.*** At the end of each module, there is a curriculum meeting attended by the director, the professors, and the support staff. This meeting plays an essential role in the decision-making process. The curriculum meeting reflects the pinnacle of collegiality among Sasin and visiting professors, the camaraderie among the alliance members and the caring of Sasin leadership and staff for the Sasin students. The nature and structure of the curriculum meeting also reflects the collective nature of Thai culture.

I had anticipated a casual affair, but it absolutely was not. The meeting was held in the very large board room with cushioned, upholstered walls, wood trim, recessed lighting, and carved engravings embedded in the wood. The thickly-padded chairs have

wheels and an airline-looking emblem on the backs of them. Around the table were microphones, like those at the United Nations. Behind the director hung elegant blue curtains (Observation, July 10, 2008). Upon entering the meeting room, a framed portrait of Khun Bancha Lamsam, one of the founders of Sasin is displayed (Picture 13). Picture 14 shows the room where the curriculum meeting occurs. Picture 15 shows the details of the upholstered walls of the meeting room.

PICTURE 13: KHUN BANCHA LAMSAM



PICTURE 14: EXECUTIVE MEETING ROOM FOR CURRICULUM MEETING



PICTURE 15: UPHOLSTERED WALLS OF MEETING ROOM



PICTURE 16: WALL WITH SASIN EMBLEM ENGRAVING



All of the male professors were in suits and ties with blue or black jackets and neckties, neatly tied. Only one professor had his jacket removed; one professor wore a light colored jacket; and one professor did not have time to change between the end of class and the beginning of the meeting and was not wearing a suit at all. That professor

did change into more suitable attire immediately after the meeting, prior to the dinner that followed. The women wore two-piece dress suits – suits with jackets and matching shirts. The Head of Communications wore a silk suit.

The administrative staff members were running around panicking about last minute details. The meeting attendees were seated around an oval, room-sized board room table. Throughout the meeting, I was reminded of a corporate board meeting. When one of the staff members excused herself during the meeting, she folded her hands together, bowed her head and gently curtsied towards the front of the room where the Director sat. At one point, I picked up my finger sandwiches with my fingers, but then I noticed that others were eating with small spoons and cutting their sandwiches. The MIT Professor ate with her fingers also.

In front of the Director's seat was a spray of flowers. At 5:15, the Director walked in, directly followed by the Director of Student Affairs. The server then walked in with pastries and tea. At 5:16, Thiti walked in, followed by the Director of Academic Affairs. At 5:17, the Director walked in. He apologized for not being on time. He told a joke about time and immediately announced, "Let's get moving" (Observation, July 10, 2008).

Director Toemsakdi sat front and center. On his right sat Deputy Director of Academic Affairs, Ajarn Kittiratt, his heir apparent. To his left sat Deputy Director of Administrative Affairs, Ajarn Thiti. Both of these individuals are needed in order to remain balanced. Deputy Director Ajarn Kittiratt focuses on academic issues; Deputy Director Thiti maintains the physical plant (including the microphones in the room, the computers, basically the functioning of any equipment).

From my observance of the curriculum meeting, I developed a greater understanding of why Deputy Director Thiti needed to ask me such poignant questions regarding the purpose of my role at Sasin. In Thai culture, Deputy Director Thiti's position is of utmost importance to running Sasin's physical infrastructure smoothly.

Director Toemsakdi first turned to Professor Winslow who commented that Sasin had much better students this year. Toemsakdi asked, "Is this because of class size?" (Observation, July 10, 2008). Winslow explained that he did more vigorous cold calling, and the students were pleasantly participative. He was very happy with the class and said that many of the students would compete with any big school in the world. Toemsakdi then asked a very targeted question, "What percentage would not be competitive?" (Observation, July 10, 2008). Winslow responded, "Some of the more quiet ones that would give the right answers. Some students were struggling, but that was okay?" (Observation, July 10, 2008). Winslow also mentioned a minor point in that the microphones weren't working and that made it difficult for women who have especially soft voices. Sometimes it was very difficult to hear. He stated that he was very happy with the students and that they are outstanding. Kihlstrom agreed that, "In the US, too, sometimes the really good students will sit there quietly. EMBA's getting ideas more quickly than the MBA's" (Observation, July 10, 2008). Toemsakdi responded with, "They need the knowledge and the form" (Observation, July 10, 2008).

Kihlstrom stated: "Many different types of MBA students asked lots of questions to learn more slowly; there is a broader group of students asking questions" Toemsakdi responded: "What are they asking? Are they asking voluntarily?" Marketing professor, Dr. Pavitra Jinadra stated "The Ph.D. students hand in late homework. They have the



ability to do the work but are postponing it” (Observation, July 10, 2008). Toemsakdi commended the MIT professor Dr. Pavitra Jinadra for her determination. Visiting University of Pittsburgh Professor Nandu stated the importance of incorporating more Thai material into the EMBA program. At one point, Toemsakdi asked a question and his microphone screeched. Two staff members immediately leaped up with an intense sense of urgency to find an audio-visual person to adjust it.

Another professor spoke on behalf of Professor Ian Fenwick for updating the status of the school’s accreditation: “They have passed a pre-accreditation committee” (Observation, July 10, 2008). Toemsakdi stated that there would be a visitation from the MBA Accreditation in September 2009 and again in April 2010. Professor Kihlstrom went on to explain that the final decision would be up to the Director. There would not be a committee decision. The Director would seek input from some of the other senior professors and would either take their advice or not. The professors have to go along with the program. They agree or disagree, but the Director has the final say. If someone doesn’t agree, it could cause problems for him/her in the long run. It wouldn’t cause problems for the Director because that’s just how it’s done at Sasin.

At one point, Toemsakdi began to speak about the actual structure of Sasin and apologized to the professors for the construction annoyances at the visitor’s house. Kihlstrom stated that “the electricity was out today” (Observation, July 10, 2008). Toemsakdi responded, “Yes, but only for two hours, and I can’t account for the water pressure.” (Observation, July 10, 2008). Toemsakdi gave an update on the Sasin renovations and stated that, “The rebuilding of the ten rooms is going to be about \$10

million and it costs as much as the original construction – seems shocking” (Observation, July 10, 2008).

Finally, some of the professors told of their experiences teaching at universities in other countries. When something didn’t work well it was bothersome because the faculty member was away from home and may be feeling homesick. Difficulties always had a greater negative impact to those who were teaching abroad. The professors continued to express their thanks because Thais seem to understand this aspect of living abroad and want to do as much as possible to make the visiting professor feel at home. They want to make sure that things flow smoothly. Professor Peggy DeProphetis stated that it was always good to be back at Sasin because “it’s comfortable” (Observation, July 10, 2008).

Thai culture exemplifies a harmonious environment. Everything is in its place so everyone can work harmoniously within the surroundings. Everything in the Thai culture deals with balance (Cooper, 2007; Varaporn, et al., 1996).

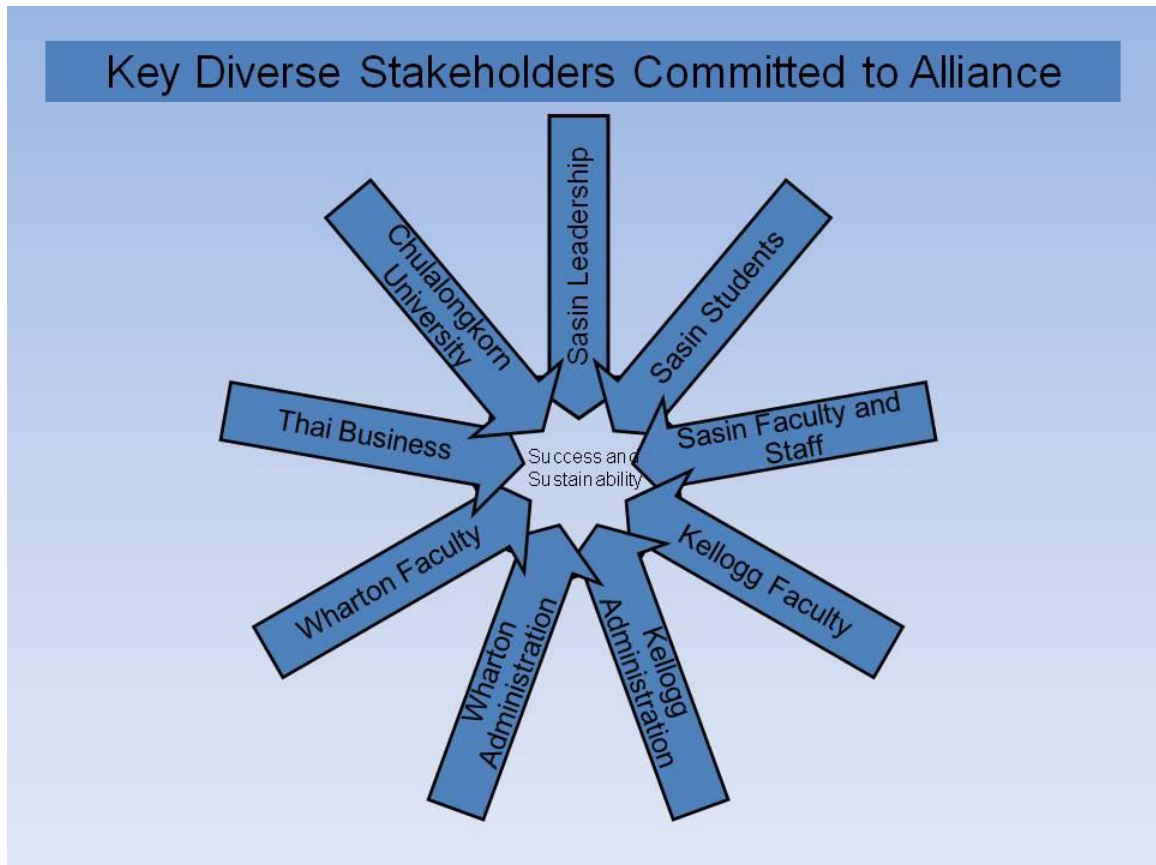
***Key diverse stakeholders’ commitment to the alliance.*** Contributor number four refers to the strength of the commitment from the key diverse stakeholders within the alliance. Although the strength of the alliance commitment has been demonstrated in earlier examples in the areas of Thai national culture, leadership, organizational culture, the nature of commitment is a common thread that runs throughout this study. Thai educational leadership fully embraces the fact that the success of internationalization involves more individuals and institutions than those who work in the educational field (Paige, 2003).

This section focuses on the strength of this binding commitment as exhibited by the following alliance members:

- 1) Sasin Leadership
- 2) Sasin Students
- 3) Sasin Faculty and Staff
- 4) Kellogg Faculty
- 5) Kellogg Administration
- 6) Wharton Faculty
- 7) Wharton Administration
- 8) Thai Business
- 9) Chulalongkorn University

Figure 17 reflects these nine aspects of alliance commitment and will be discussed further in this section.

FIGURE 17: KEY DIVERSE STAKEHOLDERS WHO ARE COMMITTED TO THE ALLIANCE



*Leadership commitment.* The strength of the leadership commitment is clearly exhibited by the strong personal relationships among the deans. When the dean from Sasin arrives in Chicago, he is greeted by Dean Jacobs and Dean Jain from Kellogg. They help him with his bags and take him out to dinner, thus reciprocating the warmth that they receive in Thailand. They have a trusting relationship and treat each other like family. Dean Jain states, “The personal relationship is very important, the personal relationship among the leaders” (Interview, August 27, 2008). Professor Adith also acknowledges the significance of their relationship: “We have such a good relationship

with Kellogg right now because of the transition between Dean Jacob and Dean Jain and the collaboration among the schools” (Interview, September 3, 2008).

The deans from Kellogg as well as the Wharton international leadership, Jeffrey Sheehan, have been committed to sustaining the alliance throughout the years. Professor Kihlstrom from Wharton attributes the success and sustainability of the Sasin program to “Number one, Toemsakdi; number two, Don Jacobs; number three, Dipak Jain” (Interview, September 16, 2008). Professor Kihlstrom noted that Dipak Jain was the fourth person to go to Sasin. He commented on how hard Jain would work while there and how he continuously portrayed tremendous energy.

When he would come here, he would work all day teaching here, doing research, and then he’d get on the phone all night and talk to people back at Kellogg all night. I don’t know when he slept. He just has huge amounts of energy. He has developed very close ties with Toemsakdi, and I think his views are very close to Don’s about the importance of the relationship with Sasin (Interview, September 16, 2008).

When Ajarn Kittiratt decided to return to Sasin, he was also committed to coming to work at Sasin, despite the fact that he had no idea what type of position he would hold or the salary he would receive. According to Ajarn Kittiratt, his commitment to the institute overshadowed administrative issues such as the job description and salary. (Interview, August 28, 2008).

***Thai business commitment.*** Thai businesses are strongly committed to ensuring that the business institute succeeds. Thus, Thai businesses have been committed to hiring Sasin graduates from the beginning. This is a reflection of the fact that Thai educational

leadership understands that education is not only the responsibility of educators, but also the business, including both nonprofit and government communities at large (Watana, 2003).

To celebrate its 10<sup>th</sup> anniversary, Sasin published an alumni directory in 1992. Over 900 alumni were listed in the directory, which included individual pictures of each graduate. The alumni directory listed each graduate by graduating class, their current company, current position, and the graduate's contact information at the time. The directory clearly demonstrated how companies supported Sasin through the hiring of Sasin graduates. Table 7 shows the number of graduates that were working for the supporting companies at the point in time of the directory's publishing. Table 8 lists the companies that hired the largest number of Sasin graduates as listed in the 10<sup>th</sup> anniversary issue.

TABLE 8: COMPANIES HIRED SASIN GRADUATES 1982 - 1992

<b>Company Name</b>	<b>Number of Sasin Graduates</b>
<b>Thai Farmers Bank</b>	26
<b>Siam Commercial Bank</b>	25
<b>Bangkok Bank Ltd</b>	18
<b>Bank of Thailand</b>	15
<b>Citibank</b>	15
<b>Shell Company Thailand</b>	12
<b>Siam Cement Co</b>	10
<b>Colgate Palmolive</b>	8
<b>Thai Airways</b>	5
<b>Wall Street Finance &amp; Securities</b>	5
<b>Phatra Tanak 17 Col70</b>	5
<b>Standard Chartered Bank</b>	4
<b>Gaysorn Holding Co</b>	3
<b>Thai Oil Co</b>	3
<b>Bangkok Chemical</b>	2
<b>Chase Manhattan Bank</b>	2
<b>Chulalongkorn University</b>	2
<b>Price Waterhouse Management</b>	2
<b>Royal Thai Army</b>	2
<b>Thai Ceramic Co</b>	2
<b>Johnson &amp; Johnson Thailand</b>	2

<b>Thai Oil Company</b>	2
<b>Bangkok First Investment and Trust</b>	1
<b>Bangkok Petroleum</b>	1
<b>L'Oreal</b>	1
<b>Pepsi-Cola Thailand</b>	1
<b>Metropolitan Electricity Authority</b>	1

(Sasin, 1992)

*Kellogg and Wharton faculty commitment.* One of the distinguishing characteristics of Sasin is the continuing faculty commitment. A significant number of professors have returned again and again as visiting faculty to teach at Sasin. Director and Professor Toemsakdi states that, “We have been very fortunate in that we have established a high degree of loyalty among our visiting professors....We have many visiting professors who have taught at Sasin six times or more” (Toemsakdi, 2007). Table 9 and Table 10 reflect the frequency of Kellogg and Wharton professors who have taught at Sasin. From these tables, it is clear that over half of them have returned more than once to teach at Sasin. Appendix F is the full list of professors who have at Sasin through 2008. This list demonstrates overwhelmingly how professors make repeated trips to teach at Sasin.



TABLE 9: KELLOGG PROFESSORS WHO HAVE TAUGHT AT SASIN

<b>Kellogg Professors</b>		<b>Years Taught at Sasin</b>
<b>1</b>	Richard Cherry	1996
<b>2</b>	Alice Tybout	1983
<b>3</b>	Allen Drebin	1983,1985-1988,1990,1994-1995
<b>4</b>	Ann McGill	1991
<b>5</b>	Artur Raviv	1983-1991
<b>6</b>	Benjamin Mittman	1986
<b>7</b>	Bob Maher	2004
<b>8</b>	Danise Rousseau	1984
<b>9</b>	David Hartvigsen	1987
<b>10</b>	Deborah Lucas	1995-1996,1998
<b>11</b>	Dennis Rook	1989-1990
<b>12</b>	Dipak Jain	1989-2008
<b>13</b>	Edwin Mills	1988
<b>14</b>	Eitan Zemel	1983, 1985, 1991
<b>15</b>	Haskel Benishay	1984
<b>16</b>	Hervey Juris	1984-1989
<b>17</b>	Jack Butts	1998-1999
<b>18</b>	John Roberson	1991
<b>19</b>	John Sherry	1992
<b>20</b>	Joseph Moag	1983-1990,1992
<b>21</b>	Karl Schmedders	2005-2007
<b>22</b>	Kurt Christensen	1984,1986-1987,1989,1990,1994
<b>23</b>	Lamont Douglas	1986-1991
<b>24</b>	Larry Jones	1992
<b>25</b>	Leon Kendall	1990
<b>26</b>	Levy Sidney	1983
<b>27</b>	Margaret Neale	1989-1990,1992-1994
<b>28</b>	Mark Finn	2003-2008
<b>29</b>	Matthew Tuite	1988,1993-1996,1998
<b>30</b>	Max Bazerman	1985-1986
<b>31</b>	Peter De Marzo	1992, 1996
<b>32</b>	Phillip Braun	1993-1994,1996-1997,1999-2006
<b>33</b>	Ravi Jagannathan	1985
<b>34</b>	Robert McDonald	1986-1988
<b>35</b>	Robert Weber	1993-1999
<b>36</b>	Stuart Greenbaum	1989
<b>37</b>	Stuart Meyer	1987-1996
<b>38</b>	Sudhakar Deshmukh	1983-2007
<b>39</b>	Thomas McNichols	1984 and 1988
<b>40</b>	Tony Paoni	1997

Source: (Sasin List of Instructors, 2008)

TABLE 10: WHARTON PROFESSORS WHO HAVE TAUGHT AT SASIN

Wharton Professors	Years taught at Sasin
1 Alvin Carley	1984, 1993-2002
2 Andrew Postlewaite	1983-1993,1995-1998,2000
3 David Solomon	1985-1986
4 Edward Lusk	1984
5 Eric Van Merkensteijn	1988,1990-1991
6 Gerard Adams	1985-2001
7 Irwin Fiend	1986
8 Jehoshua Eliasberg	1985
9 Peggy De Prophetis	1989,1991-1992,1993-2008
10 Richard Kihlstrom	1983-1986, 1988-1989,1991-2008
11 Richard Marston	1983-1995
12 Rob Rafael	1987
13 Robert Inman	1990
14 Robert Weber	1983-1992
15 Scott Armstrong	1984
16 Scott Ward	1987-1988,1999-2005
17 Shiv Gupta	1985-1987
18 Walter James	1983

Source: (Sasin List of Instructors, 2008)

*Sasin staff commitment.* Sasin employees are highly committed to their jobs.

Many have been at Sasin for ten to twenty years. One administrator who worked at Sasin discussed the profound difference in finances when compared to previous employment.

“My salary was 1,985 baht at that time. Before I left [my other job], my salary was 3,400 baht. I worked there for four years; before I left my salary was 3,500 baht or something.

When I started here it doubled to about 7,000 baht, so I thought, why not?” (Interview, June 27, 2008). This particular administrator had been with Sasin since the first years of the business institute.

Many of the Sasin staff members were recruited from the original Erawan Hotel.

The staff is dedicated to organizing the minute details of the visiting faculty member’s

stay. According to Ian Fenwick, one staff member's sole responsibility is to manage the work permits for the visiting staff member. When the faculty member arrives, the staff person accompanies the faculty member to all of the necessary offices to ensure that all paperwork is completed in its entirety. Another dedicated staff group handles the logistics of transportation for the professors. Visiting faculty have a designated van driver to take them to evening events or other appointments they may have during the day. The restaurant workers in the Sasa International House are typically the same workers who accommodate the professors on a daily basis. The wait staff becomes familiar with the faculty members dining preferences, and they do their best to accommodate these preferences (Observation).

Director Toemsakdi and the overall leadership at Sasin do everything they can to make sure that working at Sasin is financially appealing to prospective faculty. The school can afford to pay their faculty so well because many Sasin students hold middle management positions in their corporations, and the corporations pay their tuition. According to Professor Drebin, the ability to create strong networking alliances was "attractive to the elite of Thailand. There are a lot of families that are quite wealthy. It is a relatively poor country, but there are still a lot of wealthy families. Many were educated in England and United States. They could afford the tuition" (Interview, September 11, 2008). The loyalty and support from the local business community shows that Toemsakdi's hard work of creating alliances within the business community has paid off. In addition to this income, Sasin has a very loyal, active, and financially supportive alumni base.

*Sasin students' commitment.* The commitments of professors and students to each other sometimes apply even to their financial assets. For example, Professor Drebin has trusted his students to manage his earnings from one summer of teaching at Sasin so that over a ten-year period, the value of those earnings grew tenfold. Professor Drebin also established a Friday institution at the Sasin canteen called TGIF – Thank Goodness It's Free – providing free lunches on Fridays for students at the canteen. These two examples portray ways the faculty members endear themselves to students and the students endear themselves to faculty members. As another example, students frequently invite faculty members to lunch or even to dinner with the students' families.

In spite of the hierarchy, the relationship between students and faculty is that of a strong, supportive camaraderie and respect. Ajarn Ken Pas has been at Sasin since the beginning. Upon entering Professor Pas's office, I was overwhelmed with the mementoes given to him from students from all over the world. I was talking to Ajarn Pas, he received a hand-delivered invitation from the president of the student body and one of his board members which included a photograph design and imprinted instructions to the graduation party. The blue envelope was lightly scented with a floral aroma. Ken Pas stated that the students tended to give highly personalized gifts to show their gratitude to their instructors. This personalized gift-giving from students reflect the appreciation and gratitude that students show towards professors and towards other students. This characteristic of many of the students and faculty members at Sasin has contributed to the sustainability of Sasin.

Annual student development events during student orientation week have also contributed to the sustainability of Sasin. Every year for orientation, the first- and second-

year students organize a week-long charitable event as a way of encouraging relationship-building. The administrative staff works closely with the students to arrange accommodations and invites people to take part in the activities. Primarily, the students organize the event themselves. The student committee selects a representative who works in philanthropy. The official school year begins in June. A date is set in April for this teambuilding event so the students already have a close bonding experience before they arrive at Sasin for their formal classes. This close bonding experience contributes to the Sasin students' commitment to each other.

Unlike the U.S. where student classes are identified by their graduation year, university students at Sasin are identified by their incoming year. Therefore, the most recent event in April 2008 was organized by the first-year students, along with a few members of the class of 2007, the second-year students. The charitable activity was situated in the Northern region of Thailand. Since one of the students served as World Vision Deputy Director, this project focused on the World Vision Foundation.

The orientation consists of three facets: teambuilding, academia, and charity, all of which are essential aspects of being a Sasin student. The student event began with lectures on academics. After lunch, the students participate in specific volunteer activities. They break into four different groups – the MBA, EMBA, HRM, and Ph.D., and interact within their separate group meetings. One key event during the weekend activities is the welcome speech from the Dean of Kellogg. A video camera is set up at the volunteer location, and Dean Jain gives a live welcoming speech from Evanston, Illinois to the incoming students who, this year, were at Chiang Mai, Northern Thailand. They also receive a formal welcome from the Director. The students then officially

introduce themselves and finally they receive a formal Sasin welcome pin from the Director. The pin is considered one of the many symbols that brands an individual as a Sasin student (Hofstede & Hofstede, 2005; Hofstede, et al., 2010; Morgan, 1997).

The bonding at this event can become quite intense. In one photo, Director Toemsakdi reflects his fatherly concern for the students. He stands in a circle with the students. His arms are folded across his body as are the students' arms next to him. Each student on either side of the director is holding his hand. It seems that they have been singing a song, and they portray a picture of strong unity and bonding. The trip always succeeds in initiating students into the Sasin family, thus increasing a sense of commitment within the student body.

*Understanding culture as an ongoing commitment.* When visiting professors go to Thailand to teach, it is important that they are open to understanding Thai culture as an ongoing process. By committing to continually increasing their awareness of the surrounding culture, professors validate the importance and value of Thai relationships. According to Dean Jain:

A faculty member has to love and enjoy coming here. You cannot just come and teach and go away. You have to make life here comfortable for the person to come here and these people have to feel comfortable with that person also....It has to be a good cultural fit, and it has to be mutual benefits. (Interview, August 27, 2008)

Professor Winslow, for example, took it upon himself to learn about Thai culture and about operating in the Sasin environment. Winslow's nature and experiences ensured that he would fit in well with the Thai culture, which has proven to be true. When asked

about formal training to prepare for teaching at Sasin, Winslow stated,

I don't think I got too much. When I arrived, I came from India my first year, and I had been invited to teach, but I had a pretty core idea of what I wanted to do in the first place. I arrived at the Sasa House, and there wasn't too much guidance about what to do in the classroom. I just took over once I got here. Little things like setting my internet up, they helped me with that. (Interview, July 10, 2008)

Winslow is still committed to the continuing process of understanding the nature and pace of Thai culture.

Professor Adith explains that although Thais are very open and friendly, it is important for a visiting professor to make a commitment to continually strive to understand Thai culture. According to Professor Adith, "The Thai can accumulate friends very well, but those who are working here for the first time, it depends whether or not they are smart enough to learn from the colleagues...They find the books to read about, how to shop, things like that" (Interview, September 3, 2008). In spite of each professor's personal efforts, however, there is a definite need for more formal training to introduce visiting professors to Thai culture (Paige, 1993a, 1993b). Without formal training, there is no consistency among new professors' knowledge and adjustment to the culture.

*Commitment to overcome challenges in the alliance.* Over the years, numerous factors have challenged the alliance, yet the leadership team has remained committed to maintaining not only the strength of the alliance but also the quality of education and Sasin has made it through nearly unscathed. Nevertheless, Dean Jain states that the leadership at Sasin is continuously challenged. The goal of the alliance members is to continue to overcome the challenges posed to them, and the alliance members are

committed to doing so. The first challenge is that the leadership has to maintain the quality of the school, as well as enhance the quality of the program by continuously establishing new initiatives. The goal is to get these future global executives into different types of work environments that are more internationally oriented.

The second challenge has been the fluctuating economic forces such as the 1997 Asian financial crisis, after the economic turmoil. Nevertheless, the core value of the alliance has been based upon personal connections which go beyond the structure of the alliance. The alliance members survived the 1997 financial crisis by being flexible and making adjustments to the program. Dean Jain credits the personal relationships between the team members and attention to quality for their survival. “I said, whatever you do, you do. Let’s not make the quality suffer” (Interview, August 27, 2008). The team proposed cutting down on visiting faculty from Kellogg and replacing them with local faculty, but when the quality of the education was considered, they decided the cost was worth the benefits. “We said don’t worry about the cost. We know it’s there. Let’s focus on the quality of the program. You have to stand behind your partner” (Interview, August 27, 2008).

In addition to the economic challenges, Dean Jain discussed the additional challenge of competition in the region. “When we started, we were the only foreign school here. Now there are lots of U.S. institutions that have partnerships in this region. This is not a very large country. How do you continue to attract the best students to come here?” (Interview, August 27, 2008).



According to Jain, competition exists on two levels: the regional competition, such as other Bangkok schools with partner schools in the U.S. or the U.K., and the international competition, such as schools from Singapore or Hong Kong.

Jain continues: “There’s a saying in Thailand – you never jump in the same river twice” (Interview, August 27, 2008). Essentially, Thailand is not the same now as it was in 1982 and therefore you cannot expect to use the same proposal or to get the same results. Instead, Sasin needs to continually adjust to the present day – to new currency, to the evolving economic paradigm.”

In addition, Sasin needs to consider any demographic changes. Increasingly, Thai students are going to the U.S. for their education. “I have lots of students who have studied in the U.S. who have come to this MBA program. That changes the dynamics in the class” (Interview, August 27, 2008). Jain estimates about 60% of the current students have studied abroad compared to 10% during the school’s earlier years. Nearly half of the students already understand the system of the U.S. As diversity grows within Sasin, the two groups have become more difficult to manage as one entity. When implementing programs, each group’s needs must be considered and teaching needs to address both types of students.

While the alliance commitment was considered to be a necessary step towards internationalization, the extent of the significance of commitment was unanticipated. The strength of the alliance commitment has been exhibited and integrated throughout the alliance on many levels. The importance of commitment is an interconnecting common thread that runs throughout this analysis. For example, Professor Suthi’s office is filled with symbols of his lifelong commitment to education at Chulalongkorn and his three-

decade commitment to Sasin. Like most of the professors, these numerous symbols reflect his commitment to and engagement in Sasin (Hofstede & Hofstede, 2005; Hofstede, et al., 2010; Morgan, 1997).

Another key component of Sasin's success is the king's commitment to the program. By essentially naming Sasin after himself, King Bhumipol has ensured a commitment from the Royal Family. When Princess Sridihorn obtained a Micro-MBA in Social Responsibility, the royal family's commitment to the school was further solidified. Sasin's close connection with the royal family has strengthened and confirmed "the 'hidden' curriculum of elite" which contributes to the continued success of Sasin graduates. (Varaporn, et al., 1996).

***Integrated histories.*** Sasin's history is integrated with Kellogg's and with Wharton's so that no matter what the future may bring for each of these institutions, their histories are intertwined. The story of Sasin's founding is described in the history of the Kellogg School. Dean Jacobs described their initial meeting,

Toemsakdi walked in the next morning and there was Khun Bancha-this very handsome, elderly Thai gentleman-[who had been] in bed covered with about two inches of snow that had some in through a window that was stuck open." The persistence of the Thai men won Jacobs over, and a handshake that day began a formal partnership (Golosinski, 2008).

Sasin's history is also intertwined with The Wharton School. In the description of its collaboration with Sasin is featured on Wharton's website the description of the history of the business school's leadership. Wharton states that in 1982, "Wharton collaborates with Thailand's Chulalongkorn University and the Kellogg School of

Management to create the Sasin Graduate Institute of Business Administration, a new model for international graduate management education” (Wharton, 2007). The timeline and acknowledgement of Sasin is also posted on the walls of Huntsman Hall, Wharton’s newest and largest building (Wharton, 2008).

***Chulalongkorn’s commitment.*** Chulalongkorn University has also played a key role in Sasin’s initial success when the university gave Sasin a small plot of land to build their institute. During the construction process, Sasin borrowed space from the university to utilize for classrooms. Before the shopping hub, Mah Boon Krong (MBK), was built, the land was even considered a suburb of the university. Initially these prime areas of Chulalongkorn had been occupied by the engineering and other schools, but the university showed their strong commitment by providing the land and giving the original authorization for Sasin to come into existence. Although Sasin is now primarily self-sustaining financially, Chulalongkorn University continues to provide the supportive university infrastructure within which Sasin operates.

***Return of the missing lintel.*** One of the most unique aspects of commitment came from the return of a treasured historic sculpture to Thailand, in part through the efforts of one of Sasin’s professors. This gesture strengthened the bond not only between the U.S. and the Kingdom of Thailand, but also strengthened the commitment between Kellogg and Sasin, and Northwestern and Chulalongkorn Universities. In 1972 Prince Subhadradis Diskul, a noted Thai art historian and archeologist (Charoenwongsa & Subhadradis, 1978; Subhadradis, 1972) discovered “Reclining Vishnu Lintel” – the beloved sculpture – on display in the Chicago Art Institute. The “Reclining Vishnu” is a 1,200-year-old sandstone carving, designated a Thai national treasure in 1937. Sometime

during the 1960s, the lintel was stolen from the Hindu Temple of Phnom Rung in Buriram, located near the Cambodian border and then mysteriously found its way to the Chicago Art Institute where it had been on display since 1967 (Kahn, 1998; Keyes, 1991; Reynolds, 1998).

Prince Subhadradis was the direct grandson of King Mongkut (King Rama IV), the son of Prince Damrong, King Chulalongkorn's brother, and the uncle of the current Thai monarch. Prince Subhadradis, along with numerous Thai officials, attempted to negotiate with the Institute for the return of the lintel. An ongoing debate between the Art Institute and Thailand ensued, lasting for over fifteen years including Thai protest groups that would often demonstrate for the lintel's return (Art Institute of Chicago, 1988; Wilkerson, 1988).

In 1988, Prince Subhadradis along with the Thai Vishnu Lintel Committee gathered over 5,000 signatures in Chicago and Los Angeles demanding the return of the lintel. Prince Subhadradis and the committee then began more aggressive negotiations with the Chicago Art Institute. During this same time, Professor Allan Drebin, an accounting professor from Kellogg, was part of the visiting faculty at Sasin. According to Professor Drebin, James Ellsworth (a personal friend of his) was the Chairman of the Art Institute. Ellsworth and his wife, Marylyn, collected pieces of artwork similar to the lintel sculpture. Ellsworth purchased the sculpture from an art dealer in New York, without knowing its origin. Thailand claimed that it was stolen from their country and wanted it to be given back. Others said that it was purchased from a legitimate dealer and therefore was legally and rightfully owned.

Professor Drebin explained how important the lintel was to Thailand, “This is something from the 1200s – that is quite a span of years. It would be as though somebody from a another county had gone to Mount Rushmore and chiseled the nose off of George Washington and put it in a museum ... it is representative of that country” (Interview, September 11, 2008).

Drebin described his commitment to regaining the lintel for Thailand. Initially, he was supportive of the Art Institute’s position, yet over time and with more encounters with his Thai students, Drebin developed a greater understanding and appreciation for the cultural value of the missing lintel. He had defended the Art Institute as he asserted that the organization would never deal in stolen art, yet after his students convinced him of its importance, he worked with the Art Institute to return the lintel to Thailand (Winograd, 2001). The Thais were extremely grateful to Professor Drebin and Prince Subhadradis. Prince Subhadris was later named “person of the year” in Thailand by a major Thai magazine. (Bacus & Shoocongdej, 2004; Subhadris, 1989).

Professor Drebin’s early intervention with the return of the lintel created an even stronger bond between Kellogg and Sasin solidifying the alliance in the eyes of Thailand. Drebin’s involvement also shaped the perception of Kellogg in the eyes of the Thai people. In particular, Thais developed a greater respect for the members of the institution that played an important role in returning a sacred part of their history to their homeland. Because of this invaluable action, Sasin developed an incredibly grateful relationship with Kellogg as well. Because of Thais’ strong belief in symbolism, as essential in Thai culture, (Hofstede & Hofstede, 2005; Hofstede, et al., 2010; Morgan, 1997; Suntaree, 1990) and because the lintel symbolizes a critical piece of Thai history ((Hofstede &

Hofstede, 2005; Hofstede, et al., 2010; Kahn, 1998; Morgan, 1997), the return of the lintel demonstrated that Kellogg's appreciation for the relationship with Sasin went beyond the benefits received from the alliance. It also demonstrated to the Thais that Kellogg had a true concern for the preservation of their culture. By going beyond the structure and form of the strategic alliance, the commitment between the two institutions was further cemented.

The process of the reinforcement of the commitment between the two institutions can be further explained and supported by the process of signaling as first defined by Michael Spence, a Nobel Laureate in Economics. He initially defined signaling as the process by which messages are confirmed through the behavior of the actors (Spence, 1973, 1974). Spence's original research applies to job market signaling in which potential employees provide signals to potential employers indicating the employees' interests and capabilities in performing specific jobs. The employee, in turn, completes the jobs which then signal to the employer, over time, the level of wages that would be paid to the employee. This creates a communication feedback loop that further solidifies the relationship between employer and employee (Spence, 1973, 1974).

This same process is reflected in the solidifying of the relationships within the Sasin alliance. The return of the missing lintel was a major indicator of the importance of the relationship between Kellogg and Sasin as well as between the Thai people and the U.S. The continued commitment of professors who return year after year to Sasin to teach also signals the importance of the relationship. Another indicator of this relationship is the Sasin support staff who have remained employed at Sasin for many years, signaling to the visiting faculty the importance of their commitment to Sasin. This process creates a

continuous feedback loop that has been essential to maintain the success and sustainability of the Sasin crossborder alliance in management education. With so many levels and facets of commitment among stakeholders, the contribution to both the success and sustainability of Sasin has been far greater than anticipated.

## **Chapter Five: Summary and Conclusions**

### *Summary*

The factors that contribute to the success and sustainability of the Sasin crossborder alliance are rooted in the nature of Thai culture. The four main contributors include the significance of leadership, the role of Thai national culture, the facets of organizational culture, and depth of commitment from alliance members. Within each of these four contributors, nine themes arose as exhibited in Table 11:



TABLE 11: SUMMARY OF RESEARCH FINDINGS

<b>Leadership Culture (LC)</b>	<b>Thai national culture (TNC)</b>	<b>Organizational culture (OC)</b>	<b>Alliance Commitment (AC)</b>
1) Idealized Influence and Charisma	1) Love of the Royal Family	1) Consistency	1) Sasin Leadership
2) Inspirational Motivation	2) Affiliative Society	2) Collegiality - Professors	2) Sasin Students
3) Intellectual Stimulation	3) Flexible, Smoothing Relationship	3) Camaraderie – Alliance Members	3) Sasin Faculty and Staff
4) Individualized Consideration	4) Hierarchical	4) Concern - Leadership	4) Kellogg Administration
5) Performance Beyond Expectations	5) Religious Symbols and Artifacts	5) Collectivism	5) Kellogg Faculty
6) Common Leadership Styles	6) Interdependent	6) Conflict Management	6) Wharton Administration
7) Strong Personal Relationships	7) Fun and Pleasure	7) Caring	7) Wharton Faculty
8) Subordinate Perception and Expectation	8) Grateful Relationship	8) Co-operation	8) Thai Business
9) Banyan-Apple Tree – Concern for Family	9) Education and Competence	9) Collaborative	9) Chulalongkorn University

The results of this study have shown that the Leadership Culture (LC) emerges from the Thai national culture (NC) which contributes to the organizational culture (OC) and drives the alliance commitment (AC) from which emerges success and sustainability (SS).

The nature of the success of the alliance resides in the fact that the primary alliance members, Kellogg, Wharton and Sasin are an ideal cultural fit. All three business schools share similar quality standards, educational missions, and leadership goals that

allow them to create an ideal cultural fit. The schools have been able to establish a harmonious culture that works well for all alliance members involved. This harmonious cultural fit defines success in this study.

The forward-thinking organizational culture creates an environment in which visiting faculty do not have to worry about small details that are related or unrelated to their teaching. Visiting faculty members are treated extremely well. If visiting faculty members are able to bring their families along, the Sasin support staff will accommodate the family members as though they are welcoming visiting relatives attending a family reunion. The visiting faculty members find the nature of the Thai people appealing. Thais tend to be warm, polite and friendly within the Sasin environment, as well as in the general Thai public. Visiting professors value the gratefulness and respect demonstrated by the Thai students, faculty, and staff.

There are staff personnel whose job is solely dedicated to supporting visiting faculty. There are designated personnel to assist with obtaining work visas. There are secretaries solely dedicated to support the visiting faculty. The drivers, the cooks at the Sasa International House, and the cleaning people have all worked at Sasin for many years. Therefore, when visiting faculty members return to teach at Sasin, they see familiar faces. There is a familiar, regular routine. This gives more of a feeling of ease to the faculty member. While these may seem like minute details, they are essential factors for helping the visiting faculty members feel at home. Since the faculty member is typically already far away from home and from family, any means to ease the transition into the visiting country is greatly appreciated. Thus making the environment more of a location to which the faculty member would likely return.

The welcoming culture of the leadership treats visiting faculty as though they are members of the Sasin extended family. The leadership teams at Kellogg and Sasin, as well as members from Wharton, consider themselves as not only business colleagues, but also as very good friends. This is not solely a business arrangement; the individuals involved are personally committed to the success and sustainability as well. Through the regularly scheduled curriculum meetings, faculty members are invited to contribute to the decision-making processes of Sasin. Because of the flexible nature of the Thai people, the Thai leadership is able to quickly incorporate suggested changes, if desired. Staff members, primarily from Kellogg and occasionally from Wharton, participate in the interviewing process for incoming Sasin graduate business students.

The Sasin leadership inspires followers at Sasin as well as visiting professors such that they know, feel, and believe that they are a part of an entity that is greater than the structure of the alliance. Alliance members understand that they are contributing to the development of human capital for the Kingdom of Thailand. Through events such as the director's party, alumni, faculty, and staff are able to create a strong bond of commitment to each other and to Sasin.

The visiting faculty members tend to shed some of their Western traditional behaviors and become more "Thai-like." They accomplish this by becoming more conflict-avoiders, by practicing the more genteel nature of the Thai people. The visiting faculty members are respectful of the Thai hierarchical structure, and they do not attempt to force the more informal, casual, Western behaviors on the Thai people. Milton Bennett (1993) describes this process as adaptation. Bennett states that "one might temporarily behave or value in a way appropriate to a different culture." In Bennett's Developmental

Model of Intercultural Sensitivity, the adaptation stage follows the acceptance stage in which one has developed respect for another culture's differences in behaviors and values. Visiting faculty members are able to adapt to the Thai culture in such a way that their adaptation "does not threaten the integrity or existence of [their] own culture (Bennett, 1993).

Although Thai culture is a significant contributor to the success and sustainability of the alliance, this does not preclude that other universities cannot learn from the Sasin experience. According to Jeffrey Sheehan, "I think that it [Sasin] was a classic case of two very well established business schools cooperating to help a university in another country to establish a business school. That business school has flowered and grown and now is an important part of the global school network. I'd say it's a case study on how to do it right" (Interview, September 16, 2008).

The partnering country can assure that the faculty member has sufficient accommodations and few distractions so that the visiting faculty member can focus on the main objective – to teach. Thais are socialized to think be very accommodating to visitors, so this accommodating behavior comes very naturally for Thai culture. By eliminating distractions that may cause time delays or create frustrations for the visiting faculty members, the partnering institution can create an environment that is easy for the faculty member in which to work.

Visiting faculty members also have to understand, that although they are bringing desired knowledge to the partnering country, teaching and learning also occur outside of the teaching environment. Faculty has to be cognizant and respectful of the relationships that are established with the staff, faculty and leadership of the partnering country. It is

preferred that the visiting faculty members have some understanding and appreciation of the culture of the partnering country. Patience is required for all parties involved as this intercultural understanding and appreciation does not occur all at one time, but rather, it is a gradual process that takes time to develop and grow.

Professor Drebin's key role in having the lintel returned to Thailand may initially seem unrelated to the sustainability of the crossborder alliance. Yet, his actions played a significant role in clinching the early mindshare of the alliance members. First, the lintel is an important piece of Thai history and culture. Second, Thais have a great appreciation and devotion to their history and culture. Third, through Drebin's return of the lintel, Kellogg and Northwestern demonstrated that the alliance with Sasin went beyond Sasin but extended to the greater Thai culture. Other universities that create alliances can learn several lessons from this. First, for an alliance to be sustainable, the alliance has to go beyond simple the business reasons for the alliance. The alliance has to penetrate the core values of the partnering culture. The university may want to look at additional resources that are available to solve a problem or an issue that the other university may be encountering.

By bringing additional resources to the table, the U.S. University demonstrated that the partnership with the Thai University went beyond profitability. The partnership delved into the foundational core values of the Thai culture, just as a banyan tree would penetrate the ground from which it grows. Actions such as these may challenge the U.S. University to seek and to leverage resources that outside of the particular college that is partnering with the international university. Yet, it will be necessary for partnering

universities to look beyond the resources within the partnering college to establish a stronger relationship depending upon the issue or problem that would need to be solved.

Yet, the visiting professors do not completely shed their Western behaviors. The professors help to incorporate more of the structure and processes needed for a growing business school. Sasin has now obtained AACSB accreditation. The fact that Sasin has employed professors who are internationally known for their teaching and research has possibly significantly contributed to this accreditation. The professors have also brought a valuable international business perspective based upon their teaching and research in their home or other countries.

The return of the missing lintel to Thailand created an even stronger bond between Kellogg and Sasin as well as with Thailand as well. Thais developed a greater respect for the members of the institution that played an important role in returning a sacred part of their history to their homeland. The return of the lintel demonstrated to the Thais that a Western university can have a true concern for the preservation of Thai culture. This going beyond the structure and form of the strategic alliance helps to cement the bond between the two institutions, and more importantly helps to cement the bond between two different cultures.

Because of the set of circumstances from which Sasin has emerged, Sasin can be considered an “outlier.” Gladwell (2008) and traditional statistics define outliers as instances or observations which occur outside of the normal boundaries, i.e., typically more than three standard deviations from the mean. Gladwell asks what makes high achievers different, and he explains that phenomenal success is attributed to the coming

together of a certain set of circumstances at the right time and place. Gladwell explains that success occurs when effort meets opportunity. This has been the case for Sasin.

A number of instances came together for Sasin to achieve its high level of success. For example, Khun Bancha and Professor Toemsakdi proposed the idea to Chulalongkorn just at the time when the economy of Thailand would support such a business endeavor. Chulalongkorn gave Sasin a plot of land which was originally on the outskirts of the university property, but the university grew out and soon incorporated the area in which Sasin resides. The central commercial district of Bangkok also developed us such a way that it is in close proximity to Sasin as well. When the leadership of Sasin visited Kellogg, the Dean of Kellogg at the time, Dean Jacobs was friends with the Dean of Wharton, Dean Carroll. Thanks to a phone call from Dean Jacobs to Dean Carroll, both institutions were included in the Sasin alliance. Sasin's success is due to the Thai culture, leadership culture, organizational culture and commitment. Yet, these factors have come together in such a way that Sasin would be considered an outlier because of the unique manner in which all of these factors have come together to contribute to Sasin's success and sustainability (Gladwell, 2008).

***Policy implications for the future.*** The Sasin study has numerous policy implications in several areas that are relevant to today's environment and pertain to several areas including financial aspects.

***Financial.*** From a financial perspective, the study of cross-border management education alliances is particularly important today due to the continuous rising cost of education. The Sasin model could be a cost-saving model because this model leverages resources from several different institutions. Baumol's cost disease refers to the rising

cost of education despite the decreasing costs in other high productivity areas (Baumol, Bowen, & Fund, 1966). Baumol used the analogy of a symphony to education by noting that “a half hour horn quintet calls for the expenditure of 2.5 man hours, and any attempt to increase productivity here is likely to be viewed with concern by critics and audiences alike” (Baumol, Bowen, & Fund, 1966, p. 416).

A key part of the cost-disease theory is the claim that cost control is very likely to lead to quality deterioration in industries plagued by cost disease. For example, if a college or university increases the number of students in its average class or raises the number of classes each instructor teaches, then productivity measured as students taught per faculty-year would grow. However, bigger classes are not likely to lead to better education, and more time teaching might also come at the expense of research or public service (Baumol, et al., 1966). Therefore, academic institutions have to create innovative means to save costs, while still continuing to increase the quality of the education that is offered.

The Sasin alliance takes an innovative approach in lessening the impact of Baumol’s cost disease. The most major aspect of Sasin’s approach is that Sasin is a self-financed entity with limited reliance on funding from Chulalongkorn University. Sasin sustains itself through its partnerships with Thai businesses and with student tuition. Many of these companies, in turn, hire Sasin graduates which results in a self-sustaining feedback loop for the graduate institute.

Additionally, Sasin also lessens the impact of Baumol’s cost disease in hiring professors. As the central partnering institution, Sasin can hire professors for a short period of time rather than having to pay the professors for an entire year. Because of their



teaching load, the visiting professors are technically still considered full-time employees, but Sasin does not have the additional cost burden of providing a full year's salary and employee health benefits for the visiting professors. Employee benefits would be an additional expense for faculty members that are hired full-time. Therefore, Sasin benefits from having the talent and expertise of these professors without having the costs of hiring full-time professors.

Secondly, Kellogg and Wharton benefit by having professors who can continue to develop their teaching and research skills while away from their home universities. Many of the professors can incorporate an international perspective into their teaching and are then able to bring those experiences back, thus benefitting their home universities. The visiting professors are also able to participate in joint research projects with Sasin professors, and this broadens the U.S. universities' international exposure in peer refereed journals. In addition, if there are joint projects with local Thai businesses with which the visiting professors may partner, they are allowed to do so with strong positive support from Sasin, particularly due to Sasin's strong relationships with the Thai business community. The visiting professors can continue to develop professionally on an international level with no cost to their home universities.

Therefore, cross-border alliances such as the Sasin alliance can be mutually beneficial to all alliance members because each participating university gains additional knowledge and expertise without having to bear the cost burden of the effort in its entirety.

The cost disease is also related to the need to leverage technological resources as well. As universities create plans for technological development, the campus may think

beyond its university as well as national borders when considering technological growth and development. The development of joint technology projects can assist partnering universities by sharing the costs of the technology project under development, rather than by one single university bearing the costs of technological development alone.

***Intercultural training.*** The second implication is in intercultural training. There is a major gap, or lack thereof, in providing cultural training for the visiting professors and for the students who engage with the professors. Far more needs to be done to create intercultural training for visiting faculty who may not have the innate skills to cross cultures.

The professors who go to Sasin are hand-picked because of their academic teaching record, but there is no specific training that is given to the professors. It is just assumed that since the professor may have travelled abroad, or that if the professor is rather easy-going, or perhaps has a multicultural background that the faculty member is prepared for teaching abroad. Additionally, since many of the students may have lived abroad, it is assumed that these students will naturally adapt to the teaching styles of the visiting professors. It would seem that as Sasin continues to develop alliances there needs to be a concerted effort to incorporate intercultural training into a visiting professor's orientation to Thailand and to Sasin as well as the students' orientation to international professors (Paige, 1993b; Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003).

***Internationalization.*** Dean Jain's recommendations on the future of Sasin and Kellogg's relationship provide numerous additional implications for internationalization in general (Interview, August 27, 2008). First, there is a drive to build new initiatives within Sasin to build a new executive education facility in Phuket where they will be

offering joint programs between Kellogg and Sasin. This joint alliance has created another entity, a “think tank” designed to tackle global policy issues. Other universities should also create facilities that fill unanticipated future gaps in knowledge.

Second, with Sasin’s rapidly changing curriculum changes, students are better able to obtain the most up-to-date education based upon the latest real-time knowledge available. The implication here is that universities and other institutions that focus on education will need to continually adjust their offerings to meet the constantly changing needs of students and the employers who hire them.

Third, there is an increased mobility of professors among the universities involved in the alliance. More Sasin professors as well as students are going primarily between Sasin and Kellogg. Other universities will need to consider how to continue to develop their faculty and students by providing opportunities for them to easily move between university settings on an international basis.

Fourth, over the next five to ten years, Sasin and Kellogg are doing more co-branding of programs so that students can get much broader exposure to the various educational programs available. Other academic institutions would also need to consider how to vary its offering to the student body for increased results in their internationalization efforts.

Lastly, Sasin plans to bring new courses to the curriculum that pertain specifically to Southeast Asia. Courses that are important for Thailand are needed over time to meet the growing demand for local knowledge in the curriculum so that the local Thai community can better establish its place in the global economy. Jain stated that Sasin has a critical mass of local faculty who are creating bodies of knowledge. For

example, recently, a local faculty member wrote a case that has now become a Kellogg case. The partnership is moving, not just with teaching, but also with research collaboration such as in joint case writing. This collaboration shows how the business schools believe that the relationship will continue to improve.

Jain states,

We have some good exciting programs on research collaboration, on faculty development, executive education programs, new ways of partnering; not only with Kellogg and Sasin, but if we have a third partner where Sasin can become a good resource, that can happen. For example, if we do something in China and then the Chinese executives would like to come and spend the weekend in Thailand, this can happen. This is the future, why should there only be a partnership at two levels? There can be three levels. China is emerging; Dean Jacobs has put Toemsakdi on the advisory board of the Beijing Business School. Tomorrow we will do a joint program with Phuket, Kellogg, Sasin and the China school (Interview, August 27, 2008).

The policy implication here points to the need for continued growth in an innovative manner.

***Thailand challenges and future development.*** Dean Jain's comments are strongly supported by Engardio's *Chindia: How China and India are Revolutionizing Global Business* (Engardio, 2007). China and India (i.e., Chindia) are becoming strong global forces in the global economy and are expected to "exert powerful influence in virtually every dimension of global business...[and] will likely be the biggest forces reshaping the world economy" (Engardio, 2007, p. 13). According to the Association of Southeast

Asian Nations (ASEAN), Thailand's strategic location in the center of China's growth is coming from its strength in manufacturing, and India's growth is derived from its strong technology services industry.

Thailand, along with Sasin, is aligning itself with these burgeoning powers. Thailand's geographic location in Southeast Asia makes the nation prepared to take advantage of this high growth region of the world since Thailand is geographically close in proximity to both China and India. Thailand's geographic location in the middle of "Chindia" enables the country to leverage both the manufacturing expertise of China and the services expertise of India. Engardio anticipates that the balance of power will shift to Asia because of the ongoing economic growth of China and India (Engardio, 2007).

Dean Jain states, "Why should there only be a partnership at two levels? There can be three levels," and his comments are supported with the added dimension that both Kellogg and Wharton now have joint agreements with the newly established Indian School of Business. Just like the Sasin agreement, faculty from both Kellogg and Wharton teach at the Indian School of Business. Yet, with the placement of Director Toemsakdi as President of the Asian Pacific Business Schools, Sasin continues to maintain strong relationships in the region that will continue to position the graduate business institute for growth. These more complex relationships lead to additional policy implications.

These policy implications that are specific to Thailand education overall fall into several areas (Varaporn, 2006). Varaporn (2006) states that there needs to be strong quality assurance mechanisms including a new ranking system for improving the quality of Thai education. The Higher Education Commission published the first-ever rankings

of the top 49 Thai universities out of the total 138 public and private universities in Thailand. Sasin was ranked first in social science based upon the categories of the teaching and research performed at these universities. The criteria in the teaching category included the numbers of students and lecturers, the qualifications of lecturers, university budgets, the number of international lecturers and alumni international awards. In the research category, the criteria focused on the amount of research funds, the number of researchers, the number of research textbooks published in foreign languages and the number of doctorate students and doctorate graduates. Chulalongkorn was one of only three universities who were recognized in the top group for their excellence in teaching and research (Sirikul, 2006). Professor Toemsakdi Krishnamra has attributed Sasin's high ranking and success to its international collaboration with Kellogg and Wharton (Thai Press Reports, 2006).

Sasin's ranking demonstrates the high quality of the education and research within the graduate business institute. The fact that in 2006 the first-ever ranking system was published demonstrates that stronger quality assurance mechanisms are increasingly becoming more integrated and essential to the Thailand educational system, particularly in higher education.

While global standards are essential, institutions must also make their education topics relevant and applicable to the local environment. Thailand has to ensure that there is equal opportunity to higher education institutions so that economically disadvantaged families can access higher education. On average 60% of Sasin students are self-supported and 40% are company or organization sponsored (Sasin, 2007, pp.8). An extensive number of scholarships are awarded based upon merit rather than upon

financial need. Sasin may want to consider engaging economically disadvantaged students so that students from a broader spectrum are included in the Sasin's continuing success and contributions to the economic growth in Thailand.

With the increasing competitiveness among higher education institutions and the increasing demand for higher education, there needs to be increased efficiency in managing academic institutions so that their output continues to be relevant and that the organizations continue to be viable. Networking continues to be an increasingly important role particularly because of the need to share resources including academic staff, facilities, and other cooperative efforts (Varaporn, 2006). Sasin has demonstrated that it is meeting these educational challenges and that it is leading many institutions with its cutting-edge approach to the future development of education.

**Conclusion.** After more than twenty five years of partnership with the graduate schools of business at Northwestern University (Kellogg) and the University of Pennsylvania (The Wharton School) in the United States, the Sasin Graduate Institute of Business Administration at Chulalongkorn University in Bangkok has continued to grow and succeed. This research study is intended to identify the factors that have contributed to the success and sustainability of the crossborder management education alliances with Sasin. This study is intended to help future researchers and educators better understand the intercultural working relationships between U.S. and international faculty and staff who work within alliance relationships. Future studies may focus on cross-cultural alliances between organizations in other countries as well.

The results of this study have shown that four primary contributors to the success and sustainability of the Sasin alliance: 1) alliance leadership, 2) Thai national culture,

3) organizational culture, and 4) alliance commitment. Within each of these four contributors, nine themes arose (Table 11).

FIGURE 18: RESEARCH STUDY RESULTS



There are three major implications of this study. First, by incorporating both the U.S. perspective as well as the Thai perspective, this case demonstrates how organizations rooted in quite different cultures can collaborate effectively and successfully to create a long-term sustainable relationship.

Another key factor related to this success is the cross-culturally sensitive leadership demonstrated by all parties and their abilities to negotiate significant cultural differences.

Two key leadership models arose from this study: Banyan-Apple Tree Leadership (Figure 19) and the Four Cs Model of Dynamic Leadership in a Cross-Cultural Context (



Figure 20) . Both models reflect the importance of intercultural understanding and appreciation from the leadership within the organization which then allows for intercultural understanding to permeate throughout the organization.

FIGURE 19: BANYAN-APPLE TREE LEADERSHIP MODEL

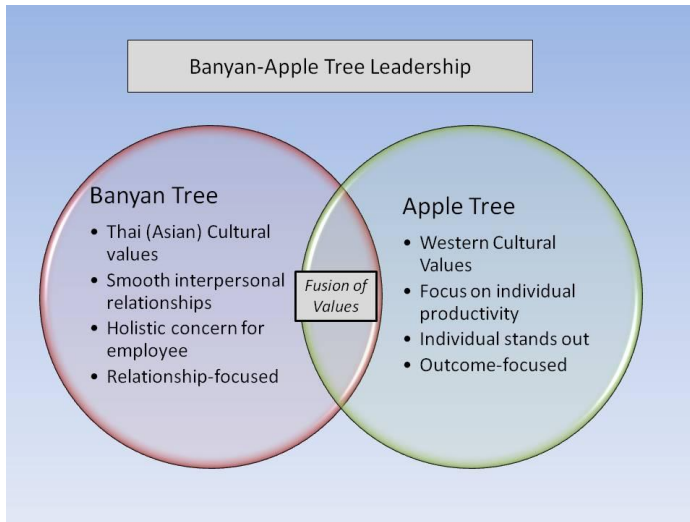
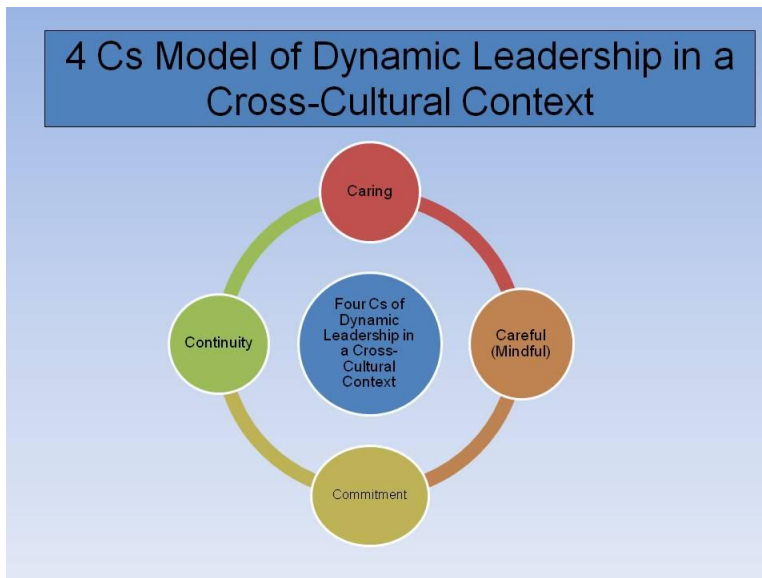


Figure 20: Four Cs Model of Dynamic Leadership in a Cross-Cultural Context



Second, this case also demonstrates how educational alliances can provide a cost-effective approach to providing high-quality and innovative education, particularly given

the escalating costs of higher education associated with Baumol Disease. Sasin is a self-financed institution that has taken an entrepreneurial approach to sustaining the graduate business institute financially. Future research may examine the cost savings which universities or other organizations may benefit. These cost benefits may occur from leveraging the resources and the expertise among alliance partners.

Third, this effective internationalization results from alliance partners that are culturally compatible and are amenable to mutual adaptability. The alliance described in this study is an example of the effective internationalization of higher education from a systems perspective within a multicultural, transnational context.

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## APPENDICES

*Appendix A: Consent Form*

CONSENT FORM

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A Case Study of a Transnational Education Alliance: The Sasin  
Graduate Business Institute in Thailand

You are invited to be in a research study of transnational education alliances. You were selected as a possible participant because you have actively participated in teaching or in administration of the education alliance between Sasin, Kellogg and Wharton. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Deborah J. Pembleton in the Comparative and International Development Education Program at the University of Minnesota.

**Background Information:**

The purpose of this study is to develop an understanding of the factors that have contributed to the success and sustainability of the transnational education alliance.

**Procedures:**

If you agree to be in this study, we would ask you to do the following things:

Participate in a one-hour interview based upon your teaching or administrative experiences at Sasin

**Risks and Benefits of being in the Study:**

There are no foreseeable risks in this study, although the interview questions will provide an opportunity to provide your honest feedback on the program. If you feel this would make you uncomfortable in any way, please feel free to decline from participation at any point in this study.

The benefits to participation will include an opportunity to share your feedback and perspective on the Sasin transnational alliance.

**Compensation:**

You will not receive payment for your participation, other than a small token of appreciation.

**Confidentiality:**

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records. Tape

recordings will be only used for research purposes and will be erased upon publishing of research findings.

**Voluntary Nature of the Study:**

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or with Chulalongkorn University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

**Contacts and Questions:**

The researcher conducting this study is: Deborah J. Pembleton. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact the student researcher’s advisor at the University of Minnesota at Minneapolis, Minnesota, Professor Arthur Harkins, 612-624-5244, **harki001@umn.edu**.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact the Research Subjects’ Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

*You will be given a copy of this information to keep for your records.*

**Statement of Consent:**

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Investigator: \_\_\_\_\_ Date: \_\_\_\_\_

I agree to be identified in this study, and my remarks may be quoted in the dissertation research of Deborah J. Pembleton. \_\_\_\_\_ YES \_\_\_\_\_ NO

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Investigator: \_\_\_\_\_ Date: \_\_\_\_\_

### ***Appendix B: Interview Questions***

The following questions served as my interview protocol:

- 1) How did you come to teach here at Sasin? (Introductory question to build rapport)
- 2) What have been the advantages of the alliance?
- 3) What keeps you coming back to teach here year after year?
- 4) What are some of the challenges of the alliance?
- 5) How has Thai culture contributed to the alliance?
- 6) What has the U.S. culture brought to the alliance?
- 7) How are decisions made within the alliance?
- 8) How are conflicts resolved within the alliance?
- 9) What do you see for the future of the Sasin alliance?



## *Appendix C: Letter of Recruitment*

### Letter of Recruitment

Hello, my name is Deborah, and I am a graduate student at the University of Minnesota located in the United States. I am studying international education, and I am particularly interested in exploring relationships between universities that are located in different countries. I have been particularly impressed with the lengthy relationship that Sasin has developed over the years with Kellogg and Wharton. I am now at the data collection stage of my research, and I am interested in understanding the factors that have contributed to sustaining the transnational education alliance.

The objective of this study is to understand and describe the phenomenon of intercultural working relationships between US and Thai personnel in a Transnational Education Alliance (TEA). This study will explore the relationship among the three universities working in a TEA to educate international business managers. In general, these international university relationships have changed significantly and rapidly over the past decades, creating a widening knowledge gap in understanding how to successfully manage organizational alliances in the future.

The Sasin Institute is a good case in point for examining the importance of strategic partnerships among international universities as The Sasin Graduate Business Institute has enjoyed a nearly 25-year history within Chulalongkorn University. The proposed research study will examine the successful partnership among Sasin, the Kellogg School of Management at Northwestern University and the Wharton School at the University of Pennsylvania.

The research study will consider the organizational and cultural factors that have contributed to the sustainability of the partnership.

I would appreciate your participation in my research. By participating in the research you will have the opportunity to share your perspectives and experiences from working in the Sasin alliance.

If you were to agree to participate in this research I would not share anything you do without your permission. Also, anything that you share you and I will discuss so that

you could tell me if you approve. Ultimately, if you agree to participate I would share the drafts of the findings with you and ask for your input.

Please keep in mind that there is no pressure for you to participate. If you do decide to participate, you may change your mind at anytime and withdraw from the study. After reviewing the letter of explanation, you may make your decision whether to participate. There is no problem if you choose not to participate. It is up to you and remember that if at anytime you wanted to change your mind about participating that is your own personal choice and I will rightfully honor your choice.

*Appendix D: Glossary of Thai-English Words*

Ajarn – Teacher, Term of respect

Farang – a foreigner visiting Thailand

Jai rohn – means a hot heart, showing anger, displeasure, and impatience (If you lose your temper, you lose respect). This is not good.

Jai yen – literally means a cool heart. Refers to the calmness of people. Similar to the “English reserve, a studied non-involvement, a conscious avoidance of the unpleasant or potentially unpleasant.

Krenjai – consideration and respect, typically for someone of higher status

Khun – a polite way of saying you, similar to Mr. or Ms.

Phii - elder

Phuu yai –superior, elder, authority-power figure

Wai – shows respect. Hands folded, slightly bow head. An expression of inequality, unlike the handshake which is an expression of equality. (Cooper, 2007)

### ***Appendix E: Glossary of Acronyms***

AACSB – Association to Advance Collegiate Schools of Business

ASEAN - The Association of Southeast Asian Nations or ASEAN

APEC – Asia Pacific Economic Cooperation

APEC Asia Pacific Economic Cooperation

AIT - Asian Institute of Technology

IEA – International Association for the Evaluation of Educational Achievement

ASEAN - Association of Southeast Asian Nations

AUCC - Association of Universities and Colleges of Canada

AUN – ASEAN University Network-

CIDA - Canadian International Development Agency

IEA - Evaluation of Educational Achievement

GATS - The General Agreement on Trade in Services

GMAC – Graduate Management Admissions Council

IAU – International Association of Universities

IMF – International Monetary Fund

IBE - International Bureau of Education

ICEA - International Community Education Association

IIEP - International Institute for Educational Planning

MBA – Master of Business Administration

OEC - Office of Education Council

UNDP - United Nations Development Programme

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNICEF – United Nations Children’s Fund

USAID – United States Agency for International Development

*Appendix F: Professors who have taught at Sasin 1982 - 2008*

	<b>Instructor Name</b>	<b>University or Organization</b>	<b>Total number of years taught at Sasin 1982 - 2008</b>
1	Abrams, Douglas	National U of Singapore	1
2	Adams, Gerard F.	U of Pennsylvania	17
3	Ahituv, Niv	Tel Aviv U	1
4	Armstrong, Scott	U of Pennsylvania	2
5	Asavasopon, Penchandra	NIS Consulting	9
6	Balachandran, Bala	Northwestern U	2
7	Barsness, Richard	Lehigh U	6
8	Bazerman, Max	Northwestern U	4
9	Beja, Avrsham	Tel Aviv U	2
10	Benishay, Haskel	Northwestern U	2
11	Bentivegna, Gail	SHRM	2
12	Bhandhubanyong, Paritud	Chulalongkorn U	1
13	Bicksler, James	Rutgers State	2
14	Billings-Yun, Melanie	Global Resolutions, Singapore	5
15	Booth, Anne	University of London	2
16	Bramley, Peter	U of London	13
17	Branch, John	U of Michigan	1
18	Braun, Phillip	Northwestern U	12
19	Brittain, Jack	U of Texas	3
20	Brown, Ian	U of London	1
21	Butts, Jack	Northwestern U	2
22	Camillus, John	U of Pittsburgh	2
23	Carley, Alvin	U of Pennsylvania	12
24	Chaiyasuta, Siriporn	Chulalongkorn U	12
25	Chansuthus, Daryl	Chulalongkorn U	6
26	Charoenloet, Voravidh	Chulalongkorn U	2
27	Chavanich, Karen	Chulalongkorn U	8
28	Cheosakul, Adith	Chulalongkorn U	15

29	Cherry, Richard	Northwestern U	2
30	Childers, Terry	U of Minnesota	1
31	Christensen, Kurt	Northwestern U	6
32	Christensen, Kurt	Northwestern U	5
33	Christopher, Early	U of California	3
34	De Marzo, Peter	Northwestern U	2
35	De Marzo, Peter	Northwestern U	0
36	De Prophetis, Peggy	U of Pennsylvania	19
37	Dewberry, Chris	SHRM	3
38	Dilokvidhyarat, Lae	Chulalongkorn U	2
39	Dooley, James	U of Toronto	2
40	Douglas, Evan	U of Sunshine Coast Australia	11
41	Drebin, Alan	Northwestern U	8
42	Drezner, Zvi	California State U	2
43	Eliashberg, Jehoshua	U of Pennsylvania	2
44	Ellis, Susan	U of Wollongong	5
45	Falk, Haim	McMaster U	2
46	Felcher, Marla	DePaul U	2
47	Fenwick, Ian	York U	16
48	Fershtman, Chaim	Tel Aviv U	12
49	Finn, Mark	Northwestern U	6
50	Forman, David	SHRM	4
51	Forrer, Michael	American Chamber of Commerce in Thailand	1
52	Friend, Irwin	U of Pennsylvania	2
53	Fujioka, Takamasa	Chulalongkorn U	1
54	Fuller, Frances	SHRM	2
55	Fuller, Stephen	Ohio U	5
56	Globerson, Shlomo	Tel Aviv U	2
57	Gorman, Lary	California State Polytech U	11
58	Greenbaum, Stuart	Washington U., St. Louis	1
59	Griffith, Terri	U of Arizona	2
60	Gupta, Shiv	U of Pennsylvania	6

61	Gutenberg, Arthur W.	U of Southern California	2
62	Harding, Iona	Harley Resources, Farleigh Dickinson	1
63	Hartvigsen, David	Northwestern U	2
64	Hewitt Team	Hewitt Associates	1
65	Hornik, Jacob	Tel Aviv U	6
66	Inman, Robert P.	U of Pennsylvania	2
67	Isenman, Albert	U of Toronto	6
68	Jagannathan, Ravi	Northwestern U	2
69	Jain, Dipak	Northwestern U	19
70	Jamnarnwej, Panisuan	Chulalongkorn U	6
71	Jindahra, Pavitra	Chulalongkorn U	2
72	Johnson, Eric	Carnegie- Mellon U	1
73	Johnston, David	York U	2
74	Jones, Larry	Northwestern U	1
75	Juris, Hervey	Northwestern U	6
76	Kaley, Avner	U of Utah	4
77	Kanatas, George	U of South Florida	1
78	Karnani, Aneel	U of Michigan	2
79	Kendall, Leon	Northwestern U	1
80	Kihlstrom, Richard	U of Pennsylvania	24
81	Kitsabunnarat, Pattanaporn	Chulalongkorn U	2
82	Kongsompong, Kritika	Chulalongkorn	0
83	Konsompong, Kritika	Chulalongkorn U	5
84	Kovilaikool, Prasit	Chulalongkorn U	6
85	Krabuanrat, Tanasak	Chulalongkorn U	8
86	Lamont, Douglas	Northwestern U	6
87	Lawler, John	U of California	1
88	Leeahtam, Pisit	Chulalongkorn U	5
89	Levich, Richard	NYU, Stern	3
90	Levy, Sidney	Northwestern U	1
91	Liefooghe, Andreas Patrick Daniel	Birkbeck, U of London	4
92	Limpaphayom, Piman	Chulalongkorn U	6



93	Livnat, Joshua	Vanderbilt	3
94	Lohatepanon, Mana	Hay Group	1
95	Lucas, Deborah	Northwestern U	3
96	Lusk, Edward	U of Pennsylvania	1
97	Lytle, Ann	Hong Kong U	1
98	Mackenzie-Davey, Kate	Birkbeck, U of London	4
99	Maesincee, Suvit	Chulalongkorn U	3
100	Maher, Bob	Northwestern U	1
101	Malatesta, Paul	U of Washington	1
102	Mannix, Elizabeth	U of Chicago	1
103	Manupipatpong, Worapot	Chulalongkorn U	1
104	Maoz, Eyal	Hebrew U	2
105	Marston, Richard	U of Pennsylvania	12
106	Maxey, Charles	U of Southern California	1
107	McCutcheon, Barbara	U of Minnesota	1
108	McDonald, Robert	Northwestern U	3
109	McGill, Ann	Northwestern U	1
110	McNichols, Thomas	Northwestern U	2
111	Mead, Richard	Chulalongkorn U	5
112	Meyer, Stuart	Northwestern U	10
113	Mills, Edwin	Northwestern U	1
114	Miranda, Stephen	Society of Human Resource Management (SHRM)	3
115	Mirchandani, Prakash	U of Pittsburgh	1
116	Mitchell, Will	U of Michigan	1
117	Mittman, Benjamin	Northwestern U	1
118	Moag, Joseph	Northwestern U	9
119	Muntarbhorn, Vitit	Chulalongkorn U	1
120	Nagarajan, Nandu	U of Pittsburgh	11
121	Na-Ranong, Kittaratt	Chulalongkorn U	2
122	Nason, Robert	U of Rhode Island	1
123	Neale, Margaret	Northwestern U	5
124	Neumann, Seev	U of California	3
125	Northcraft, Greg	U of Arizona	4

126	Nuttayuthisit, Krittinee	Chulalongkorn	5
127	Oreal, Serge	U of California	11
128	Orgler, Yair	Tel Aviv U	1
129	Paoni, Tony	Northwestern U	1
130	Parniangtong, Sathit	Chulalongkorn U	8
131	Pas, Kenneth	Chulalongkorn U	3
132	Patton, Richard	U of Pittsburgh	1
133	Phornprapha, Sarote	Chulalongkorn U	12
134	Pitts, Robert	Gettysburg U	1
135	Pongpanich, Chaipong	Chulalongkorn U	5
136	Pornpitakpan, Chanthika	Chulalongkorn U	1
137	Postlewaite, Andrew	U of Pennsylvania	16
138	Powpaka, Samart	Chulalongkorn U	7
139	Powtong, Rochell	Chulalongkorn U	3
140	Punyashtiti, Kanich	Chulalongkorn U	8
141	Ramangura, Virabongsa	Chulalongkorn U	8
142	Raviv, Artur	Northwestern U	9
143	Richards, Lance	SHRM	1
144	Rob, Rafael	U of Pennsylvania	1
145	Roberson, John	Northwestern U	1
146	Robert, Tobin	Keio U	1
147	Ronen, Boaz	Tel Aviv U	4
148	Rook, Dennis	Northwestern U	2
149	Roongrengsuke, Siriyupa	Chulalongkorn U	17
150	Rosenblatt, Meir	Technion Israel Institute of Technology	1
151	Rousseau, Danise	Tufts U	1
152	Rubin, Jeffrey	University of London	1
153	Rubinovitch, Michael	Technion Israel Institute of Technology	6
154	Ryan, Peter	U of Ottawa	1
155	Sarajoti, Pattarake	Chulalongkorn U	5
156	Saraniti, Brett	Hawaii Pacific U	9
157	Sathirathai, Surakait	Chulalongkorn U	8

158	Sawers, Peter	U of Dubuque	1
159	Schmedders, Karl	Northwestern U	4
160	Sherry, John	Northwestern U	1
161	SHRM Conference	SHRM	1
162	Shtub, Avraham	Technion Israel Institute of Technology	7
163	Sicatiyanurak, Montri	Sukhothai Thammathirat	1
164	Siengthai, Sunuta	Asian Institute of Technology (AIT)	3
165	Singh, Kulshaan	Hewitt Assoc. (Singapore)	3
166	Socatiyanurak, Worapol	NIDA	1
167	Soloman, David	U of Pennsylvania	2
168	Sprokholt, Eduard	Nyenrode Business Universiteit	8
169	Star, Alvin	U of Illinois	1
170	Stearns, Timothy	Marquette	1
171	Sudhakar, Deshmukh	Northwestern U	25
172	Surapaitoolkorn, Wantanee	Chulalongkorn U	2
173	Suthiwart-narueput, Sethaput	Chulalongkorn U	8
174	Tauman, Yair	Tel Aviv U	2
175	Thakor, Anjan	Indiana U	1
176	Thiti, Vejpas	Chulalongkorn U	1
177	Tiffany, Paul	UC - Berkeley	6
178	Tsal, Yehoshua	Tel Aviv U	1
179	Tuite, Matthew	Northwestern U	6
180	Tybout, Alice	Northwestern U	1
181	Van Merkensteijn, Eric	U of Pennsylvania	3
182	Veyra, John De	Hewitt Assoc.	1
183	Vilcassim, Naufel	U of Southern California	1
184	Vilcassin, Naufel	U of Southern California	4
185	Viriyotai, Prakt	Kasetsart Universit	1
186	Vonk, Thomas	U of South Wales	2
187	Walter, James	U of Pennsylvania	1
188	Ward, Scott	U of Pennsylvania	9

189	Weber, Robert	Northwestern U	17
190	Wibulswasdi, Chaiyawat	KrungThai Bank	2
191	Williams, Richard	SHRM	15
192	Zamutto, Ray	U of Colorado	1
193	Zemel, Eitan	Northwestern U	3
194	Zif, Jehail	New York U., Stern	4
195	Zif, Yael	Tel Aviv U	3

***Appendix G: IRB Notification***

From: irb@umn.edu

To: pemb0022@umn.edu

Date: Mon, Jun 30, 2008 at 1:41 PM

Subject: Approval Correspondence

mailed-byumn.edu: The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

Study Number: 0806E37081

Principal Investigator: Deborah Pembleton

Title(s):

A Case Study of a Transnational Education Alliance: The Sasin Graduate Business Institute in Thailand

This e-mail confirmation is your official University of Minnesota RSPP notification of exemption from full committee review. You will not receive a hard copy or letter.

This secure electronic notification between password protected authentications has been deemed by the University of Minnesota to constitute a legal signature.

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

**SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.**

This exemption is valid for five years from the date of this correspondence and will be filed inactive at that time. You will receive a notification prior to inactivation. If this research will extend beyond five years, you must submit a new application to the IRB before the study's expiration date.

Upon receipt of this email, you may begin your research. If you have questions, please call the IRB office at (612) 626-5654.

You may go to the View Completed section of eResearch Central at <http://eresearch.umn.edu/> to view further details on your study.

The IRB wishes you success with this research.