Internationalization of the MBA Curriculum and its Impact on Building Students' Global Competencies

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Acknowledgements

This endeavor is a very important milestone for me as it reflects how globalization changes the world and how it affects its people. One could describe me as a product of globalization. Being born in Soviet Union, a country that no longer exists, I lived the first 20 years of my life behind the "Iron Curtain." This is in stark contrast with the last 10 years when I lived in a new country, speaking and thinking in a foreign language, and managing international projects. As I traveled to more than 35 countries, I learned to appreciate the uniqueness and similarities of people around the world. In any given day at work, I discuss ideas with colleagues from China, India and Uganda; I learn from the expertise of the faculty who conduct research in Singapore and Thailand, and I help to develop programs that take our students to Rwanda and Peru.

This dissertation is dedicated to my parents Valentina and Eduard, who taught me the value of education, as they describe "the most important gift that no one can take from you" and the value of exploring the world.

To the faculty at the Johns Hopkins Carey Business School who joined a newly created business school and "contributed their DNA" to creation of an innovative Global MBA curriculum, to provide Carey students with a truly transformational experience.

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Abstract

With the expansion of international business activities, business schools' leaders and administrators come to a higher understanding of the needs of employers and explore multiple strategies for MBA curriculum internationalization. The process of globalization has changed the skills, knowledge, and competencies expected of the MBA graduates. Studies suggest that corporate leaders expect MBA graduates to not only have technical expertise, but also to understand the dynamics of the globalized business world, to communicate and manage effectively across cultures, and to create innovative solutions for global business challenges (AACSB International, 2011; Ghemawat, 2008; Pitt, Berthon, & Robson, 1997).

While many business schools define their mission as educating global business leaders who will make a difference in the world, little or no agreement has been achieved in defining the aspects and components of the MBA curriculum that would help to achieve this goal.

Using a combination of quantitative and qualitative research methods, this study provides a macro- and micro level analysis of the curriculum internationalization strategies adopted by leading business schools in the U.S. By employing a benchmarking analysis of the top MBA programs in the U.S., this study examines the current trends and best practices in MBA curriculum internationalization. The study also employs the Johns Hopkins Carey Business School in a more detailed analysis of curriculum internationalization. The new innovative curriculum of the Global MBA program was developed with the insights and recommendations of employers and academic leaders to reflect the needs of the ever-changing globalized business world. By employing a tracer study methodology and a combination of quantitative and qualitative research methods, this study examines the impact of the internationalized curriculum on building students' global competencies.

The data suggest that MBA graduates perceived a significant change in their global competency level before and after the MBA program, and that this change is largely a result of the MBA curriculum and their experiences in the program.

Through the combination of the benchmarking survey, analysis of the curricula documents of the leading MBA programs in the U.S., the survey of the MBA graduates in the selected business school, and a series of interviews, a deeper understanding is developed of the importance of the global competencies for MBA graduates. Subsequently the impact of the internationalized MBA curriculum on building students' global competencies is investigated. Broader implications of the study recommend that business schools consider the employers' needs and expectations, and use a systems approach in developing curriculum internationalization strategies.

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Chapter 1

If business schools do nothing other than to train their students

to think internationally, they will have accomplished an important task.

John Young, CEO (1978 to 1992) of Hewlett-Packard

Globalization of the Business World

The students entering the world of business education today will likely have a very different experience and different outcomes from their education compared to those who received their degrees in previous decades. The process of globalization, with the expansion of new technologies and an increased connectivity among people across the world, has transformed societies and our thinking on how we obtain information, communicate, teach, and learn. The effect of globalization, described by Friedman (2007) as "the world is flat," is such that the framework in which individuals, organizations, and countries operate is no longer defined by administrative or geographical borders.

Strong evidence of the advance of globalization is demonstrated in the expansion of international exports of goods and services. Based on the World Bank's world development indicators, the growth of total world exports as a percentage of global gross domestic product (GDP) has more than doubled, from 12.1 percent in 1960 to 29.3 percent in 2011. According to the World Bank's definition, this includes merchandise, freight, insurance, transport, travel, and other services such as communication, construction, financial, information, business, personal, and government services. It can be noted that the impact of this expansion is not limited to a few selected industries but, rather, is affecting all sectors of the economy, on a global scale.

The position of individual countries in regard to their influence in the world markets is also demonstrating the process of globalization. The U.S., which has been a corporate leader in the past, is shifting its position as seen in the list of *Fortune Global 500* list. While the U.S. still has the largest number of companies represented in this list, this number has continued decreasing since 2005. In her analysis of the profiles of the *Fortune 500* companies, DuBois (2011) pointed out that in 2005, 176 of the world's biggest companies had headquarters in the United States. While this number decreased to 133 in 2011, emerging markets have become stronger. There is growing influence of the global energy industry that brings the companies of the "BRIC" countries – Brazil, Russia, India, and China – higher up in the *Fortune Global 500* list. For example, China moved from 16 companies in the list in 2005 to 61 in 2011, which makes it one of top countries in terms of companies represented in the *Fortune Global 500* (DuBois, 2011).

Effect of Globalization on Business Education

Universities are not isolated from the external environment, thus the internationalization of universities is dependent upon and responsive to broader changes in society. In the U.S., which has 4,000 institutions of higher education, there is an enormous debate, and concern, about the future of education, as emphasized by Halliday (1999). While this debate started several decades ago, it was transformed in the 1990s by a set of changes in context and direction. The new terms evolved to reflect new trends, initiatives and concepts associated with university internationalization – including "world-class" status of universities, "global" campuses, plans for "worldwide distance learning," and so forth. In an analysis of the university of the future, *The Economist*

(1997) explored the possibility of the future university as a "virtual" or "cyber-university", with minimal physical presence, and an expansive network of computer-linked outlets and students.

The changing position of the United States as a leader among nations and the impact it creates on education has been discussed by the Council of International Education Exchange (CIEE, 1988), in regards to educating for global competence. Despite the United States' position of international leadership for almost 50 years, as stated by the CIEE, the U.S. "is ill-prepared for the changes in business, manufacturing, diplomacy, science, and technology that have come with an intensely interdependent world. Effectiveness in such a world requires a citizenry whose knowledge is sufficiently international in scope to cope with global interdependence" (CIEE, 1988, p. 4).

The more the world becomes inter-connected and interdependent, the more new opportunities are offered to students. For business students, these include engagement in international consulting projects, global immersion experience, analysis of case studies with international context, and collaboration with faculty and peer colleagues from partnering universities across campuses and across countries. The dramatic shifts brought by globalization have changed our understanding of the type of education students need to receive to be successful in this globalized world. The students of today need to acquire a reasonable degree of knowledge and skills with respect to the interconnectedness of peoples and societies (Jones & Brown, 2007).

Halliday (1999) emphasizes that the need for universities to internationalize is largely driven by international competition. Global multinational corporations that historically recruited MBA graduates from U.S. business schools have started recruitment practices at the business campuses in Singapore, Hong Kong, India, and Latin America. Webb, Mayer, Piocher, and Allen (1999) in their scholarly work provide more evidence that corporate leaders expect business schools to prepare graduates to be more competent with these ongoing and dynamic global challenges. The recruiters want to see MBA graduates who are equipped with cutting-edge business knowledge, who have entrepreneurial spirit, and who are truly global in orientation.

The growing need to deal with the rising prominence of China and India, new tensions and diversities within the Middle East, and the complexities of Africa and Latin America, shake the established mindsets among international educators in the United States, though the same need creates exciting opportunities as well (Stearns, 2009).

The business environment in which our graduates will be involved is becoming increasingly open, flexible, and multicultural. The ability to interact, communicate, lead, and adapt to the open business environment is considered a key skill to success, both for individuals and organizations. Globalization has created a shift in the way international business is done, and has had an impact on MBA education. The needs of the business world drive changes in both strategy and curriculum, to build a framework in which faculty and students no longer focus simply on regional or local markets but must also consider competition among the organizations around the world. Gabriele Hawawini, the dean of the INSEAD, one of the top business schools, emphasized that the effects of globalization on business education, lack of the clear direction on how to respond to this phenomenon, and the shortage of highly qualified faculty, are the key challenges for business schools (Hawawini, 2005).

There is therefore a need for institutions of higher education to take a more employability-oriented, internationalized approach to the curriculum, fully considering the different global contexts in which students are likely to operate in the future (Leggott & Stapleford, 2007).

Significance of the Problem

While business schools are expected to be on the leading edge of globalization, there is no agreement among business educators whether business schools truly utilize the opportunities created by globalization. Wildavsky (2010) considered business schools to be early adapters to globalization in comparison to schools in other fields, while many business leaders believe business schools are held back by lack of resources, by administrative and financial constraints, and a lack of a strategy for their institution's internationalization, as well (Cant, 2004; Hough, Fandre, & Oswald, 2008; Gitsam, 2011; AACSB International, 2011).

There is increased competition among business schools, both to attract talented faculty who can bring global expertise to the classroom, and for the students who are looking for the education that will give them the skills and knowledge applicable to today's business world (Connolly, 2003; De Meyer, Harker, & Hawawini, 2004; AACSB International 2002; 2011). The schools that have openly embraced globalization are seeing their efforts reflected in business school rankings and increased student applications. Besides increased competition among schools in the U.S., the competition is also coming from schools in other regions, especially in Asia. Similar to the U.S.'s changing position as a leader in the corporate world, its position as the leader in MBA education and the most attractive destination for business students is changing as well. As the emerging economies become stronger and invest more in business education, strong MBA programs evolve in other parts of the world, including Brazil, China, and India.

Business schools around the globe, of which there were 1,300 in 2012 according to the *Graduate Management Admissions Council (GMAC) Report* issued for that year, are reconsidering the way they approach the education of business students. Since business schools are driven by the mission to educate students to become future business leaders, they need to meet the needs of this market. Evidence of globalization in business provides insights into the dramatic impact of globalization on the business profession, and the subsequent impact on demand for global business education (Hawawini, 2005; Connolly, 2003; Leggott & Stapleford, 2007).

D'Angelo (2009) suggests that the key drivers for the internationalization of MBA programs include globalization of business, student interest and demand, the competitive nature of business schools, accreditation standards, and rankings such as *Financial Times Global MBA Ranking.*

The Association to Advance the Collegiate Schools of Business (AACSB) is an international association of business schools that provides accreditations of business programs. Recognizing the increased demand for internationalizing business education, AACSB has been providing support to schools for their internationalization efforts and has also introduced new standards, explicitly focusing and measuring school's efforts in internationalization (AACSB International, 2002, 2003). To reflect its global commitment and to expand international collaboration between business schools, AACSB renamed itself as "AACSB International" in 2000.

Recognizing the significance of the global dynamic that faced business schools, the AACSB Board of Directors launched the *Globalization of Management Education Task Force* in 2011 to study the globalization of management education and to consider what it means to business schools. The Task Force had several key areas identified, with business school curricula being one of them. It was stressed that the curricular efforts should be the primary area of emphasis for business schools that seek to globalize (AACSB International, 2011). The Task Force posed several questions to the business schools: Has the school defined the educational objectives and curricula content appropriate to globalization for each program? Does the curriculum model (insertion, infusion, or interlock) reasonably support the attainment of these objectives? To what extent is the curricula content a part of the school's efforts to develop leadership and management skills?

According to the AACSB report, relatively little is known about the internationalization of business education, and more specifically about internationalization of the business curriculum. There are concerns about the large gaps that remain in our knowledge about the globalization of management education. More specifically, these gaps are related to scale, scope, curriculum, models of collaboration, and the impact of the curriculum. Furthermore, it is suggested that thinking of more globalized content as just another mechanism for globalizing business schools would be a serious mistake: such content is a strategic factor because it is the critical constraint on a business school's ability to address this gap that has developed between the globalization of the business school's reach and the globalization of their offerings (AACSB International, 2011).

Rationale for Conducting the Study

The aim of this study is to contribute to the field of research related to the internationalization of the curriculum at business schools for the purpose of building students' global competencies and preparing them as future business leaders.

Developing students as global business leaders is a common component of the mission and a strategic priority at many business schools. In order to prepare students to be successful in the globalized business world business schools need to offer knowledge, help build skills, and develop the mindset that will make them prepared for the future career. Business leaders often want students who can demonstrate experiential success in translating classroom concepts about globalization or other culture to actual work or community settings (Stearns, 2009).

A major concern of U.S. business schools today is how to "internationalize" their curricula. We now live in a world in which the economies of nations are closely intertwined, and competition for resources and markets is increasingly global in nature. It is crucial for curricula in business schools to explicitly address the global competitive, cultural, and economic factors that shape the environment in which firms operate (Keating, 1991). This is further supported by Thomas (2007) who suggested that the challenge for business schools is to produce students who have the skills, flexibility, and training to compete in the new economy defined by globalization and technological change. Critics of the traditional business school model suggest that the curriculum taught in business schools is only weakly related to what is important for succeeding in business (Pfeffer & Fong, 2002).

While most or all business schools recognize the need to train global business leaders, the curricular approaches to support this mission vary widely. These approaches range from required business core courses in international business and management, short term study abroad; international consulting projects focused on real business problems; selection of the electives with global context; and the engagement of international faculty or key initiatives aimed to encourage faculty to globalize their course curricula. D'Angelo (2009) proposed the key global competencies that need to be incorporated in business education include an understanding of global market perceptions; effective communication across cultures; effective management across cultures; facilitation of global teams, and creative, innovative solutions.

The MBA Roundtable, a nonprofit group of business schools focused on MBA curricular design and innovation, conducts surveys of MBA programs around the globe with the purpose of supporting curricular innovation. According to the *MBA Roundtable Survey* (2009), 70 percent of respondents had a formal requirement for courses with international focus in the MBA curricula.

The *Curricular Innovation Study,* conducted in 2012, examined 254 MBA programs representing 171 schools around the world, and demonstrated the need for continuous improvement of curriculum. While many schools expanded their elective offerings by adding courses such as corporate social responsibility, entrepreneurship, ethics, and leadership, the survey found that nearly 75 percent of programs in the U.S. said they had made little or no change to the core curriculum (Damast, 2012).

Value Premises and Basic Assumptions

First, this study is developed based on the assumption that curriculum internationalization is beneficial for student learning and development. It is further assumed that comprehensive and integrated curriculum internationalization is an important and effective vehicle for building students' global competencies and preparing them to be competitive in the globalized business world

Second, the assumption used in this study is that the MBA students, alumni, and faculty had a thorough knowledge of the curriculum, and of its aspects and components as it relates to globalization and internationalization, in the context of the Johns Hopkins Carey Business School.

Lastly, it is anticipated that the students and alumni would be able to provide meaningful contributions about further internationalization of the MBA curriculum based on their needs and perceived challenges in preparing to serve as global business leaders. It is anticipated that the faculty involved in development and execution of the curriculum would contribute their valuable perspectives as they relate to building global competencies and training global business leaders in a way that will reduce the gap between the training students receive at the school and the expectations of employers.

Statement of Study Purpose

The purpose of this study is to examine the impact of the internationalized MBA curriculum on building students' global competencies, and to explore how business schools can improve internationalization of the MBA curriculum.

The study begins with the development of the concept of curriculum internationalization at a business school in the Mid-Atlantic region using multiple frameworks and an assessment tool to examine in what ways an internationalized MBA curriculum prepares students as global business leaders, and to assist with recommendations toward improvements of curriculum internationalization in MBA programs.

To provide a comparative analysis of the MBA curricula across several business schools, a benchmarking survey of MBA curricula of the top 30 MBA programs in the U.S. was conducted, offering breadth to this study. The study further explores the curriculum internationalization in depth with the Johns Hopkins Carey Business School selected as a case to analyze and illustrate the complexities of the curriculum internationalization, and the impact it creates on the students, faculty, business partners, employers, and on the changing global business community overall.

Related Research Questions

The study seeks to address the following research questions:

1. In what ways do the top business schools internationalize their MBA curricula?
2. To what extent does the MBA curriculum help build students' global competencies?
3. Which aspects of the curriculum are seen by the students as most valuable in building their global competencies?

More details about the design of the study can be found in the methodology chapter (Chapter 3).

Definitions of Key Terms

Contemporary discussion of universities is international in that it is increasingly related to the process termed “globalization,” in the sense of breaking down of barriers between societies and cultures, and “the subordination of all of this into something called the market” (Halliday, 1999, p.102).

The concepts of “globalization” and “internationalization” are strongly linked and these terms are often used interchangeably. Globalization is understood to be the “flow of technology, economy, knowledge, people, ideas…across borders” (Knight, 1999, p.14). Globalization affects each country in a different way due to each nation’s individual history, traditions, culture, and priorities. For the purpose of this study, Knight and de Wit’s (1995) definition of internationalization as “the process of integrating an international/intercultural dimension into teaching, research and service of an institution” is adopted. A perspective offered by Klasek, Garavalia, and Kellerman (1992) is also relevant to this study as it suggests that “when we talk about or refer to internationalization of education, we talk about the essentiality of that dimension in a changing world, and about content as well as skills, awareness and attitudes.”

Since this study is exploring the impact of the curriculum on building students’ global competencies, the definition of global competence proposed by Hunter, White, and Godbey (2006) is adopted: "having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate, and work effectively in diverse environments" (p. 269).

Many scholarly works also link the concepts of global competence, global leadership, and global perspectives. In this study, it is proposed that building global competencies and global perspectives in students are tightly connected. Incorporating global perspectives into the curriculum is seen to evolve the development of active and participative approaches to learning but also changes at the different spatial levels within any institution. Global perspectives involve defining not only a range of learning outcomes but also a range of performance indicators by which institutions can be measured in terms of their commitment to global perspectives (Otter, 2007).

Oxfam (2000) defines people with global perspective as “global citizens, who are aware of the wider world and have a sense of their own role as a world citizen; respect and value diversity; have an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally; and are willing to act to make the world a more equitable and sustainable place”(p.3).

Any discussion of curriculum requires a definition of the term. According to Tyler (1949), curriculum can be defined as: learning objectives, content, methods, and evaluation. For the purpose of this study, a broader definition of curriculum proposed by Smith, McHenna, Marie, Duhs, Creme, and Highes (2011) is adopted, as encompassing everything that makes up the educational experience of a course or program. The authors suggest that curriculum has three main elements: the syllabus (the choice of topics, resources, examples or case studies); the processes (the teaching methods and learning activities); and the participants (the students and tutors of the program).

Methodology and Methods

This research study is developed by utilizing qualitative and quantitative approaches. The quantitative approach offers an opportunity to analyze data and discover certain trends and conclusions that can be supported by this method. A qualitative approach is inductive and naturalistic in its inquiry, thus allowing exploration of the themes, receiving insights from the participants involved in the research study and bringing depth to the investigation of the trends identified by a quantitative approach.

For the purpose of this study, alumni who have completed their MBA program in the past two years were engaged as participants. Important insights on the development and execution of the internationalized curriculum were also received from the school's faculty, leadership, and staff involved in the curriculum internationalization. The business school selected for this study is located in the Mid-Atlantic region, in the Washington DC-Baltimore area. This region is known for its international business community in the nation's capital region, including global institutions such as the World Bank and International Monetary Fund, as well as the headquarters of international companies and the headquarters of federal and state government agencies.

This study serves as an example demonstrating the efforts of the business schools to educate and prepare their students as strong global business leaders who will be competitive in the global market place. The study:

- Articulates the research of the MBA graduates, evaluating the impact of the internationalized curriculum in relationship to a specific business school.
- Provides an opportunity for the researcher, who serves in a leadership role at a business school that sets itself apart from other business schools by its innovative approach in MBA curriculum, to allow to leverage her knowledge of the students and faculty, as well as learning from the students' experience

during their MBA program, for the purpose of creating more opportunities for curriculum internationalization, that will benefit the faculty and students involved in MBA experience.

- Provides an opportunity for academic leaders and faculty at business schools that focus on internationalization to identify barriers and utilize new opportunities for further improvements in MBA curriculum internationalization.

For the purpose of this study, a sequential research design was chosen with a combination of quantitative and qualitative research methods. The quantitative method included a survey of two cohorts of MBA graduates who completed the program within the last two years, and analysis of the responses provided by the respondents. Another component is an analysis of the curriculum internationalization among top full-time MBA programs in the U.S., including the analytical review and data analysis of the curricular components of MBA programs demonstrating the business school's efforts in curriculum internationalization.

The data gathered from the survey was analyzed, the information was synthesized, and specific themes that evolved from the survey were developed into a semi-structured format of open-ended questions for further in-depth, one-on-one interviews. Ten students who provided information-rich cases were engaged in the in-depth interview. The qualitative component included further exploration of the themes that evolved from the survey. This approach provided breadth to the analysis of the curriculum internationalization.

This study provides value from both strategic and tactical perspectives and contributes to the limited literature about internationalization of curriculum in the context of a business school. By employing multiple frameworks and an array of research tools, such as a benchmarking survey, an online survey, and individual interviews, this study also offers valuable perspectives and recommendations for the improvement in MBA curriculum internationalization in order to develop a curriculum that meets the needs of MBA students and employers.

Rationale for Selection of Research Methods

The research process for this dissertation is guided by three theoretical models, constructs and frameworks: internationalization construct, signaling theory, and MBA internationalization framework.

The internationalization construct was developed and expanded by such authors as Altbach (2006); de Wit (2010); Ellingboe (1998); Hudzik (2011); Knight (1994, 1997, 2003, 2004); Mestenhauser (2002, 2007, 2011); and Paige (2005).

The internationalization of universities has been identified by many scholars as one of the major changes that has developed as higher education's response to the globalization process. Several studies by Jane Knight (1994, 1997, 2003, 2004) provide an interesting perspective on how the world of higher education has changed in the past 20 years and how it continues to change. As the world in which higher education exists becomes more globalized, it brings about many changes in higher education. As emphasized by Ellingboe (1998), the success of the internationalization process is dependent upon the continuous engagement of various internal and external stakeholders such as faculty, students, university leadership and administrators, academic and international partners, and employers. Paige (2005) and Mestenhauser (2002, 2007) not only contributed to an explanation of the complex nature of the higher education internationalization but also added such components as transfer of knowledge, interdisciplinary approaches, and global dimensions of the knowledge construction to the topic of curriculum internationalization.

The internationalization of higher education has evolved into a multi-dimensional and complex concept that incorporates an international perspective into higher education through the organization's vision, leadership, and curriculum. Mestenhauser (2011) brought a holistic approach to internationalization of higher education and offered a description of international education as a knowledge system. He argued that international education is a merger of three systems: international (the world as large global systems); education (a complex system that includes learning, teaching, memory, and production of knowledge, and academic disciplines "representing unified and codified fields of knowledge in need of internationalization" (p. 7). The systems approach to internationalization suggested by Mestenhauser facilitates the incorporation of the subject matter and the process of change, and requires that educators see the entire world as the learning field.

The internationalization construct is critical to this study as it helps to analyze and explain relationships between the various constituents, aspects, and forces that drive the internationalization process in higher education.

The second model is a signaling theory developed by Michael Spence, an American economist and winner of the 2001 Nobel Prize in Economics. The signaling model is applied in this study as it relates to the signaling relationships between the globalized markets and employers; employers and students; and students and business schools. Since its conception in 1973, the signaling model has received wide attention among researchers, economists, and scientists. In his original study, the author applied the term of signaling to refer to dynamics in job markets and examined signaling relationships between potential employees and potential employers. The primary emphasis was placed by the creator of the theory on 1) the definition and properties of signaling equilibriums; 2) the interaction of potential signals; and 3) the allocative efficiency of the market. The application of the signaling function in education, as proposed by Spence (1973, 2002), was used by many scholars exploring how potential employers receive information about the quality of potential candidates via signals of the education the candidates received. According to Connelly, Certo, Ireland, and Reutzert (2011), such fields as management sciences, organizational behavior, and economics have contributed toward the further exploration and development of the theory.

The signaling theory is concerned with explaining and reducing information asymmetry between two parties, as Spence (2002) further explored in his subsequent work on information economics. The information that the sender has access to and sends to the receiver may present information about quality (describing characteristics of another party), or information about intent (demonstrating behavior and intents of another party).

In their analysis of the signaling theory, Connelly et al. (2011) and Morris (1987) emphasized several elements of the theory that help to understand the signaling relationships:

- Context in which signals occur;
- Signal observability (the extent to which outsiders are able to notice the signal);
- Signal cost, which is central to signaling theory;
- Unobservable qualities and observable qualities;
- Value of signaling;
- Range of potential signals;
- Signaling should have a strategic effect; this usually involves selection of the signaler in favor of some alternatives;
- Countersignals: some of the latest contributors to the theory emphasized that not only do the receivers desire information about the signaler, but signalers also desire feedback on how their signals have been received and interpreted (Connelly, et al., 2011)

Criticism of the theory has focused largely on its intuitive nature and a certain degree of perceived vagueness. Ehrhart and Ziegert (2005) agreed that signaling theory's broad nature provides use with its application but they argued that it is ill-defined and is lacking depth. Specifically, as they criticized, it "lacks the depth to predict which variables are the most important at particular stages of the attraction process" (p.904).

Taking into consideration the nature of business schools' internationalization process as a response to globalization of the marketplace, the signaling theory is applicable to this research process as it helps explain signaling relationships between key players, including the global marketplace (employers), business schools, and students, where each of the parties demonstrates the need to receive information and thus applies pressure to reduce information asymmetry.

The signaling environment can be described as the globalized business world, which sends a signal to the business schools about the qualities, knowledge, and skills that business graduates are expected to possess in order to be successful. In these two-party relationships, business schools serve as both a signaler and a receiver.

At the same time, signals are sent by the global marketplace (potential employers) to the students who are selecting business schools that will prepare them to be competitive in the global business world. There is also a signaling relationship between the business school and the students, where the business school is a signaler providing information about the quality of its education, delivered through its internationalized curriculum, and its intent to develop the students' global perspective and train them as global business leaders.

In this study, the signaling theory is applied in the context of the globalized business world, in which there are constant tensions in the pairs of two parties. These tensions are related to the aim of one or both parties to reduce information asymmetry:

- Signaling relationship (1): Business school and the students
- Signaling relationship (2): The students and the employers (globalized businesses)
- Signaling relationship (3): Globalized marketplace and business schools

These sets of relationships represent two-party exchanges of communication and the signaling of their qualities. In all three pairs, signaling theory applies to the selection scenarios where the prospective students select the business school that will best prepare them to be competent and competitive in the global marketplace. The business schools internationalize their curriculum, sending the signal to students that they are well positioned to meet this demand, and the global businesses (employers) select future employees among MBA graduates who demonstrate that they can be successful in leading international companies, programs, and teams.

Lastly, the MBA Internationalization Framework proposed in Dyer, Liebrenz-Himes, and Hasshan (2009) is also applied in this study, to help explore the driving forces and pressures to the internationalization of the MBA curricula.

The MBA Internationalization framework serves as an umbrella and a bridge between several important theories, constructs, and models explored in Chapter 2. The three main drivers of the business schools' globalization are described here as the globalization process, accrediting standards, and competition among business schools. The indirect and direct global exposure shows the forces that help business schools revise and internationalize their MBA program curricula. The upper part in figure 2 (below) demonstrates interconnectedness between the curriculum and participants (students and faculty), which builds a linkage to the Curriculum Concept (Smith, McHenna, Marie, Duhs, Creme, & Highes, 2011), analyzed further in Chapter 2. Lastly, the signaling relationships are visible in this framework, demonstrating complexity of the curriculum internationalization.

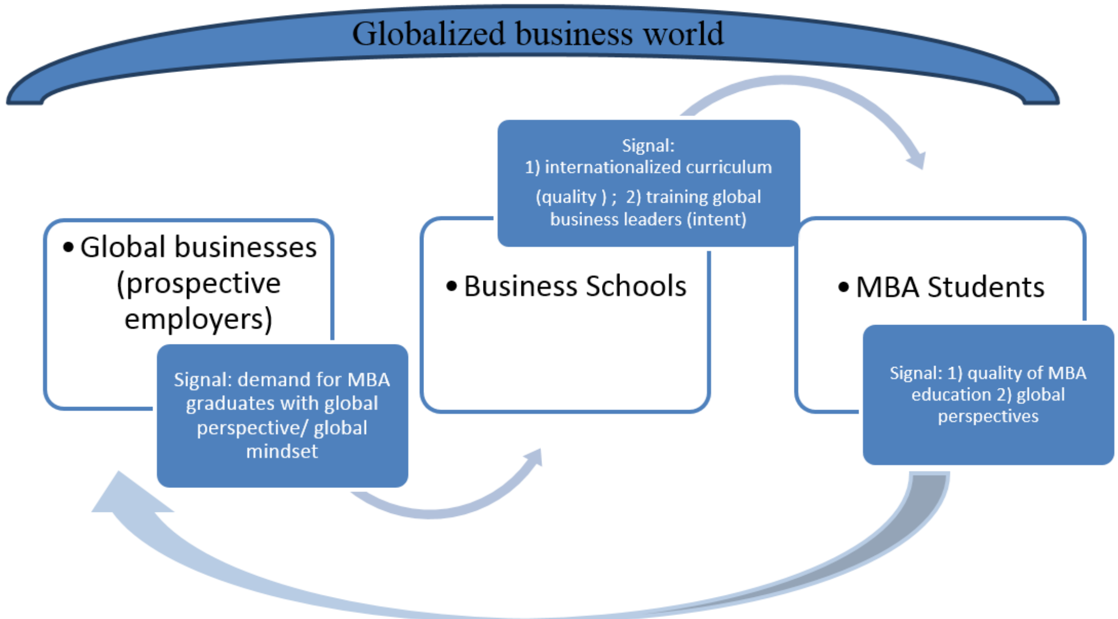

Figure 1. Signaling Theory in Application to Internationalization of Business School Curriculum.

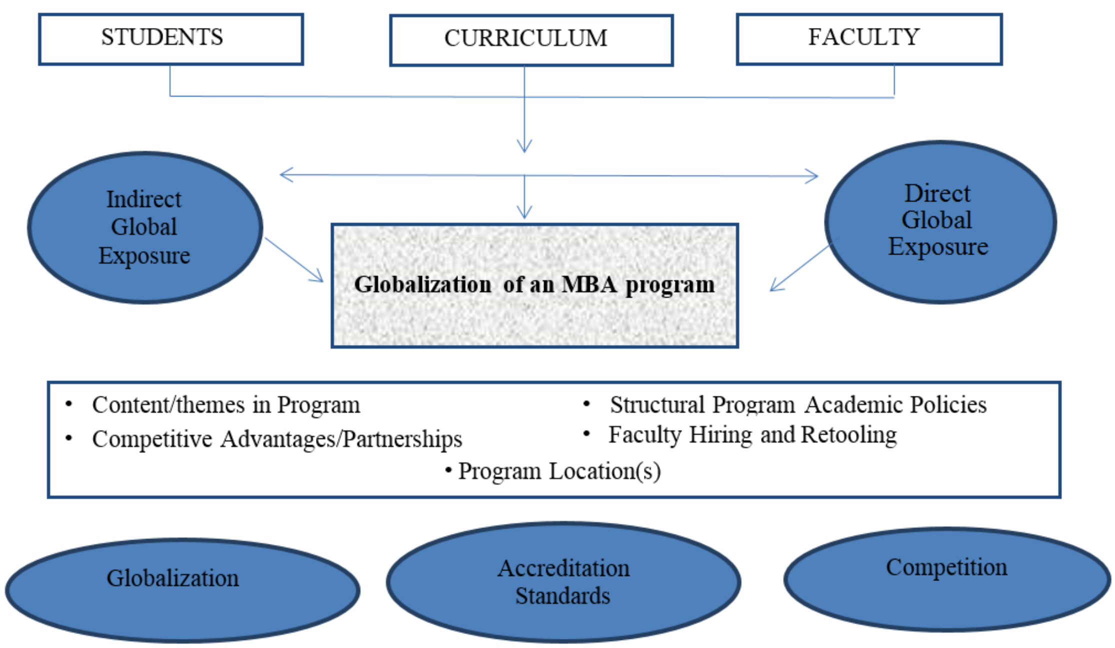

Figure 2. MBA Internationalization Framework, Adapted from Alon and McAllester (2005) in Dyer, Liebrenz-Himes, & Hassan (2009).

All three theoretical and conceptual frameworks discussed here apply to this study in the most direct way, considering the challenges faced by business schools as they have to develop and modify business curriculum that will allow training business leaders with a global mindset.

Potential Study Limitations/Delimitations

The study is limited to exploring the impact of curriculum internationalization in one specific business school. The number of the participants involved in the study represents the two cohorts who completed the new full-time MBA program at the school selected for the study. Since only these two cohorts graduated from the program, the number of participants may be considered a potential limitation. Since the study group consists of the members of the graduates of a specific business school, it is likely to present certain limitations related to generalization of the results beyond the focus of the study.

The author has a leadership role at the school in which the study was conducted which may present a possibility of potential bias.

Contributions to the Field

The intended outcomes of this study include a general framework and process for business school leaders, faculty, and others in the international education field to engage students in the assessment and development of the most efficient ways for curriculum internationalization and desirable outcomes of the curriculum internationalization in business schools. Such recommendations could assist leaders to foster different, organic approaches and apply systems approach to internationalization, to ensure their graduates are competitive and effective in a global marketplace.

Organization of the Paper

Chapter 2 offers the literary review relevant to curricular internationalization strategies and approaches at universities and specifically at business schools, providing an overview of the models of curriculum internationalization, examples of curriculum internationalization initiatives, challenges, and opportunities that accompany the process of curriculum internationalization in the context of a business school. In addition, Chapter 2 provides key theoretical and conceptual frameworks that support the importance of gaining new knowledge in the areas where a knowledge gap is present, specifically in relation to internationalization of curriculum in business schools.

A more thorough explanation of the methodology that served as the basis for this study is offered in Chapter 3. The findings of the study are presented in Chapter 4, with conclusions of the study and recommendations for further research presented in Chapter 5.

Lastly, the appendices include the recruitment letter or email to survey participants, consent form, interview format, and guide for interview questions for the one-on-one interviews.

Chapter 2: Literature Review

Global thinking – truly acting across all borders –

is becoming the act of the day.

Peter Lorange

The literature on university internationalization, curriculum internationalization, and models and strategies of business schools in internationalization of their MBA curriculua is covered in this chapter. The purpose of this literature review is to provide rationale for a study examining the impact of the internationalized MBA curriculum on building students' global competencies. This research is developed in the context of business and management education, with specific consideration to the business school's goals to develop global competencies in their MBA students. Although there has been a significant amount of literature and research conducted which explores the phenomenon of the internationalization of higher education, one of the key aspects of this process has not yet been fully explored. This is the topic of internationalization of the curriculum, where curriculum is seen as a vehicle to deliver the content and provide alignment with the overall goals in internationalization.

This chapter begins with introduction, overview, and analysis of the literature on the phenomenon of internationalization in higher education by key authors in the international education field including Altbach and Knight (2007); de Wit (2010); Ellingboe (1998); Hudzik (2011); Knight (1994, 1997, 2003, 2004); Mestenhauser (2002, 2007, 2011); and Paige (2005). Internationalization of higher education is important for this literature review since it provides a broad framework, in addition to a historical and contextual background on the process of internationalization that provides a path to various models of curriculum internationalization.

Many scholars explored the phenomenon of internationalization of higher education and emphasized that it is a multi-dimensional and complex concept. Ellingboe (1998), Paige (2005), and Mestenhauser (2002, 2007, 2011) offered new perspectives and introduced new dimensions to the concept of internationalization, including engagement of all internal and external stakeholders, including transfer of knowledge, and interdisciplinary approaches, all of which are important and relevant to the purpose of this study.

Much of the literature to-date examines the internationalization of business schools from the perspectives of strategy, partnership, and internationalizing of the student body. There has also been expanded research in the area of curriculum development and curriculum innovation, reflected in the works by Tonkin and Edwards (1981), Groennings, Wiley, the National Council on Foreign Language and International Studies (1990), Ninnes, Hellsten and the Comparative Education Research Centre (2005), Crosling, Edwards, and Schroder (2008), and Edwards and Usher (2008). However, the internationalization of higher education and curriculum provides two distinct bodies of literature from which to understand these subjects. There is limited literature focused on curriculum internationalization, especially in the context of business education. This chapter intends to provide an overview of these bodies of literature as well as additional related empirical and theoretical literature which informs on curriculum internationalization in business schools.

This chapter provides a review of the literature discussing the perspectives of authors and educators on building global competencies that are important for training “global leaders” or “global citizens,” the terms that are often used in international education and in management education. This analysis contributes to the discussion about the ways universities can internationalize program curricula to help students building these global competencies.

For the purpose of this study, the author focuses primarily on internationalization of the curriculum in the context of business and management education, and the role of the curriculum in building students’ global competencies in the MBA program.

Internationalization of Higher Education

Internationalization and globalization. The field of international education has been evolving in the past several decades, with certain developments and moves in this direction in American programs since the 1970s. It increased its global focus when new federal funding for diverse area studies efforts was made available in the 1980s and in the following years. However, it was not until after 2000 that international education expanded to the present full context (Stearns, 2009).

As universities have developed new areas of study with global focus, international concentrations, and expanded course offerings with global context, more attention was brought to the debate about “international” or “global” education. The American Council on Education (ACE) in its 1997 brochure provided its endorsement of the term "international" as best serving "the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education.”

From the ACE's perspective, the term "global" was mostly associated with K-12 programs.

In his book *Educating global citizens in colleges and universities: challenges and opportunities*, Stearns (2009) argued that "global" as a term, captures this aspect of the educational agenda better than the now slightly dated "international." Global education goes beyond involving a study of different cultural traditions and institutional frameworks. It needs to build the analytical skills and an appreciation of the kinds of forces that bear on societies around the world. In this sense, global training requires attention to cultural dissemination, migration patterns, to the role of transnational institutions including not only formal agencies but also private human rights and environmental groups such as international NGOs, and to the technological connections that now knit the various global systems (Stearns, 2009).

The view of international education as a multi-faceted and complicated problem is supported by Brown (2011) who emphasized that developing and delivering an international education that is valuable and effective is a current challenge faced by many universities and educators.

A recent study published by the Association to Advance Collegiate Schools of Business (AACSB International 2011) emphasized that globalization is one of the most significant forces of changes for business. By extension, globalization also becomes one of the most important forces for necessary change in business education, at all levels, but particularly at the professional master levels (Brown, 2011).

There are various interpretations of the concepts of internationalization and globalization in relation to processes in the global markets and in higher education.

Halliday (1999) argued that the contemporary discussion of universities is international in that it is increasingly related to the process termed “globalization,” in the sense of breaking down barriers between societies and cultures. The AACSB International (2011) used the term “globalization” to refer to a process of change within education institutions extending the reach of educational engagement beyond one’s home borders and deepening the richness of understanding about the increasingly global foundation of business.

For the purpose of this paper, both the terms “international” and “global” are used in reference to the concept of international education, when various authors’ views as presented. The author of this paper privileges the term “international education” which is interpreted as a response of universities to globalization processes. The term “global” is used in this paper in relation to global processes and global competencies.

Concept of internationalization of higher education. Several studies by Jane Knight (1994, 1997, 2003, 2004) provide interesting and important insights on how the world of higher education has changed in the past 20 years, and how it continues to change. As the world in which higher education exists becomes more globalized, it brings about many changes in higher education. The internationalization of universities has been identified by many scholars as one of the major changes, which has developed as higher education’s response to the globalization process.

Starting with a definition of internationalization from her earlier work in 1994, Knight further expanded the definition of the campus internationalizations, reflecting the multi-faceted nature of university internationalization. The factors contributing to campus internationalization or those creating barriers to the internationalization process include policy, funding, programs, and regulatory frameworks.

As it has been further built upon by many scholars, the internationalization of higher education has evolved into a multi-dimensional and complex concept that incorporates an international perspective into higher education through the organization's vision, leadership, and curriculum. Mestenhauser (1998) described international education as "an important educational mega goal that should permeate the entire educational system" (p.4). As more interest was attracted not only to the definition of internationalization as a concept, many scholars also started looking into components of the internationalization process and metrics that can help define success of such process. Contributing to this discussion, Ellingboe (1998) emphasized that the success of the internationalization process is dependent upon the ongoing engagement of a multitude of internal and external stakeholders. Paige (2005) and Mestenhauser (2002, 2007) not only contributed to an explanation of the complex nature of higher education internationalization but also added such components as transfer of knowledge, interdisciplinary approaches, and global dimensions of the knowledge construction.

With the developments in the understanding of the internationalization concept, as well as the practical approach in development and execution of internationalization processes, internationalization has "moved from the fringe of institutional interests to the very core" (Brandenburg & De Wit, 2010, p.31).

The most recent development related to the internationalization construct is the introduction of the term "comprehensive internationalization", commonly referred to as "CI". This term was introduced in the report *Comprehensive Internationalization: From*

Concept to Action, produced by The Association of International Educators (NAFSA). Hudzik (2011) saw comprehensive internationalization as an "institutional imperative, not just a desirable possibility" (p.7). In the NAFSA report on comprehensive internationalization, he offered the following definition:

> Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise." (Hudzik, 2011, p.7)

In his recent work *Reflections on the Past, Present, and Future of Internationalizing Higher Education: Discovering Opportunities to Meet the Challenges,* Mestenhauser (2011) further contributed to the development of the internationalization of higher education concept by bringing a systems or holistic thinking to international education. According to Mestenhauser (2011), international education incorporates three systems: the world, education, and individual academic disciplines. The two major elements of systems thinking are differentiation and integration of knowledge, since differentiation helps understand the parts of a system and integration signals the need to establish connections among the parts and the whole. Mestenhauser provided criticism to fragmented approaches to international education and to curriculum internationalization, such as development of "capstone" seminars, where the curricular activities reach only a small number of students, are confined to one academic discipline, and thus may be seriously misleading.

Internationalization has increasingly become the norm for universities around the world, although there are still a variety of interpretations of the term. At the same time, many universities continue to relate internationalization to institutional performance, largely in economic or reputational terms, and pay less attention to the benefits that can result for students. There are still relatively few examples in the literature of successful curriculum internationalization initiatives (Jones & De Wit, 2012).

Curriculum Internationalization

The processes of globalization drive the need for educators to reconsider their approach to curricula and educational arrangements to reflect the demands of the increasingly global context in which companies operate. As universities develop more comprehensive strategies in response to globalization, curriculum internationalization attracts considerable interest from educators, as emphasized and explored in the works of Carnoy and Rhoten (2002); Jones and Brown (2007); Stearns (2009); Leask (2006, 2008, 2009, 2012); and Jones and Killick (2013).

Globalization is a force reorganizing the world's economy, and the main resources for that economy are increasingly knowledge and information. In Carnoy and Rhoten's (2002) view, the current phenomenon of globalization provides a new empirical challenge and a new theoretical frame for education. The author points out that linking economic and social change to changes in how societies transmit knowledge is a relatively new approach to studying education. It can be argued that knowledge is fundamental to globalization; thus globalization should also have a profound impact on the transmission of knowledge (Carnoy & Rhoten, 2002).

Jones and Brown (2007) also emphasized the issue of improving the formal and extended curriculum, and more specifically, internationalizing curriculum. The students that we educate today will live and work in a multicultural world that is characterized by interconnectedness.

Thus, irrespective of their academic and professional skills acquired during education, they will need to obtain knowledge and skills allowing them to work in this interconnected world, across cultures and countries.

Internationalizing or globalizing the curriculum is emphasized by Mestenhauser (2011) as one of the key challenges in international education. He looks at the curriculum as "the heart of the institution," defining "why the students come to colleges and universities to learn…why the universities hire teachers to teach these students…and why institutions produce the talents and skills needed by various professions" (p. 11). According to Mestenhauser, the concept of the curriculum incorporates a number of related concepts such as learning, teaching, memory, and cognitive development, which bring a certain degree of complexity to curriculum. All of these concepts need to be taken into consideration as universities attempt to define their strategy in internationalizing curriculum. Mestenhauser offered certain criticisms to the fragmented approaches often adopted by universities in curriculum internationalization and argued that to internationalize curriculum assumes that "it needs to be "liberated" from its embedded condition in its culture and expanded to the rest of the world" (p. 107).

Curriculum development. As with any discussion of curriculum, it is important to define what is understood by the term "curriculum." The development of behavioral science evolved with acceptance of the idea that a technical solution can be identified for each human problem, giving rise to “rational curriculum planning” or “instructional design.” From the behaviorist paradigm perspective, educators are expected to identify and outline what learners will be able to learn in the learning objectives. Accepting the view of the curriculum from the behaviorist paradigm, Tyler (1949) proposed definition of the curriculum as the combination of four components: learning objectives, content, methods, and evaluation. Tyler further offers distinction between goals of the curriculum and courses, and learning objectives. The curricula and courses can be described in terms of aims, or general statements of educational content, while learning objectives are more specific and concrete statements of what students are expected to learn. As the discussions on the purpose and development of curriculum evolved, the term “learning outcomes” was introduced to the discussion, placing an emphasis on “what a learner can do as a result of learning” (Smith et al. 2011, p.2).

One of the most widely used ways of organizing levels of expertise while developing program curriculum is according to Bloom's Taxonomy of Educational Objectives (Bloom, 1956; Krathwohl, Bloom, & Masia, 1973). This work proposed the model of identifying and developing educational objectives from the perspective of three domains for learning outcomes: cognitive (knowing), affective (feeling), and psychomotor (doing). It is the educator’s task to consider which of the three domains needs to be used for a given measurable student outcome, depending on the original goal to which this measurable outcome is connected. Bloom’s taxonomy has been widely accepted and has been found useful for educators to describe the degree to which they want students to understand and use concepts, to demonstrate particular skills, and to have their values, attitudes, and interests affected.

Drawing upon Bloom, Biggs (1999) developed his theory of constructive alignment and SOLO (Structure of Observed Learning Outcomes) taxonomy. According to Biggs (1999), a well-designed curriculum will offer an alignment between learning outcomes, learning activities, and assessments, and will provide a method to assess exactly the stated learning outcomes. However, while a systematic approach to planning educational experience may offer certain value, it has received a certain amount of criticism because it fails to recognize how much of learning is unplanned.

Hussey and Smith (2002) argued that learning outcomes have become a central component of this approach because they are essential to the commodification of learning. In their view, learning outcomes have been misappropriated and this approach resulted into the development of a system that is more appropriate in modern management techniques, and to survival in a competitive market economy. For educators, focusing solely on the successful performance of skills by learners leads to a very narrow view of the curriculum. Furthermore, they argue that the claimed objectivity of learning outcomes is illusory as they fail to take into consideration the context in terms of the level of difficulty, the discipline, or quality of performance.

Although there is a significant body of literature that was developed about curriculum in a wider context, there are still gaps in literature about curriculum in higher education. Among several curriculum models that were developed in higher education context are those proposed by Ronald Barnett (1994), and Barnett, Parry, and Coate (2001).

Barnett (1994) developed a model of the higher education curriculum as an educational project forming identities. The author offers a critique of the limitation of the concept of “academic competence” (p.56), or disciplinary competences within the academic sphere. In Barnett’s view, the value provided by the learning process is beyond competence. Such issues as “competence,” “capability,” “outcomes,” and “enterprise,” he argues, are as philosophically important as “understanding” and “wisdom” (pp.57-58). Consequently, he challenges educators to reconsider education as “life-world learning,” as a distinctive form of knowledge, through dialogue and argument. The value of “life-world learning” lies in seeking “the common good,” rather than the protection of a subject discipline, or economic and personal survival. Its aim and the basis of its critique is “for better practical understanding,” which in turn calls for a new definition not only of the educator, the student, and the institution, but also of their active involvement in society.

Building upon the notion of life-world learning, Barnett et al. (2001) proposed a model of curriculum based on three domains: knowledge, action, and self, and to examine the balance and relationship between these domains in different disciplines. The authors recognize that for most academics, institutional loyalty is secondary to a disciplinary loyalty, and that a working relationship within the institution is framed through the deep, underlying epistemological structures of the knowledge fields. Consequently, curricula will be shaped in significant degrees by the values and practices of the different knowledge fields.

For the purpose of this paper, a broader definition of curriculum is applied, as proposed by Smith et al. (2011) with the overlapping concepts of Brigg’s SOLO and Barnett’s “life-world learning.” Smith et al. (2011) define curriculum as encompassing everything that makes up the educational experience of a course or a program. From that perspective, the curriculum (as shown in Figure 3) has three main elements: the syllabus, the participants, and the processes.

This three-part concept allows the incorporation of two models described above: Brigg's SOLO and Barnett's "life-world learning" (p.62), to the extent to which they overlap. The syllabus in this model serves as a vehicle to introduce the choice of topics, resources, examples, or case studies. It also outlines the specific learning goals appropriate to the course and the academic discipline, and provides alignment between learning outcomes, learning activities, and assessments following the Brigg's SOLO taxonomy.

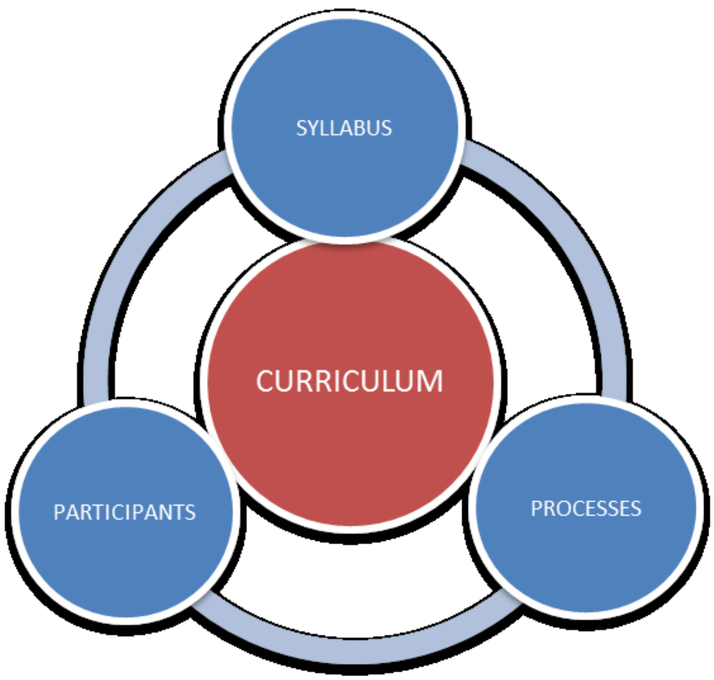

Figure 3. Curriculum Concept. Adapted from Smith, McHenna, Marie, Duhs, Creme, & Highes (2011).

In Smith's concept, the "participants" are the students and instructors of the program. To expand this interpretation, it can be recognized that the learning goes much beyond the learning goals outlined in the syllabus. Applying Barnett's idea of "life-world learning", the participants in this concept will include all key players who contribute to development of the curriculum and impact its execution: students, faculty, leadership, and administration of the university, prospective employers, university partners, and society at large. The idea of "life-world learning" is echoed by Bowden, Hart, King, Trigwell, and Watts (2000) who stated that "the qualities, skills, and understandings a university community agree students should develop include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses" (Bowden, Hart, King & Watts, 2000, p.1). In addition, the university's leadership and administration are among the key players in curriculum development. Stearns (2009) pointed out that curriculum innovations are an administrative as well as a faculty issue, even as primacy properly lies with the faculty.

Lastly, the "processes" here include the teaching methods and learning activities. This description of the processes again can be considered limited as it fails to recognize the importance for universities to react to and address the needs of a fast-changing environment in which they operate. The processes will be described more comprehensively, to reflect that higher education institutions are in constant search for curricular improvements. As we experience economic and societal changes, there are changes that take place in the production and application of academic knowledge. For Lyotard (1984), the main criterion of academic knowledge is no longer "is it true?" but rather "what use is it?" (p. 51). Speaking of change processes in higher education, Halliday (1999) built association with the term "knowledge society," speaking of a connection between the strategic competitiveness of the country and its educational level.

In relation to the curriculum concept, the economic, social, and political changes impact the way the university and specific programs want to build its competitiveness, thus driving the process of innovation in the academic curricula.

Models and approaches in curriculum internationalization. Despite a high level of attention from educators to internationalize curricula, the process of curriculum internationalization often remains fragmented, in most cases left to the decisions of a few individuals, or remaining on the periphery resulting in the introduction of one or a few courses with an international focus or study abroad courses (Leask, 2008; Stearns, 2009). Jones and Killick (2013) argue that although academics may be happy to make certain modifications in their course content and classroom pedagogy, the key question that each faculty is asking himself or herself is “What does it really mean for me and my classroom?”

Stearns, Leask, Jones and Killick, Barrie, Woodruff, and Jones and Caruana are among the authors who contributed to the discussion of the importance of curriculum internationalization.

The early attempts in curriculum internationalization were largely focused on development of one or a few courses incorporating global coursework. In 2009, Stearns noted that “explicit international courses had just started beginning to creep into the higher education curriculum” and suggested that development of the curricular options with global coursework will lead to more specialized features of global education, such as study abroad. He proposes that in regard to internationalization of the curriculum, educators need to focus on more explicit global components, including expansion of internationalized content into general education; recasting foreign language instruction;

moving global content and competency into a wide variety of subject matter areas, extending into an "across the curriculum" approach; and developing interdisciplinary connections through offerings in global affairs. Stearns (2009) further suggests that international components can become "integral parts of impressive range of disciplines, sometimes displacing older, more parochial foci and building unique new connections" (p. 43).

As many universities have embraced the idea of internationalizing their curriculum, their efforts have been largely fragmented and limited to one or a few courses (Leask, 2012). Even in the cases where examples of curriculum internationalization can be found, they tend to be driven by individual faculty within their own discipline rather than top down, demonstrating an institution-wide focus. Leask (2009) argued that in order to ensure that curriculum internationalization is approached as a strategic and university-wide initiative; the university needs to adopt and agree on certain graduate attributes within the university.

The approach by Edwards, Crosling, Petrovic-Lazarevic, and O'Neill (2003) links the subject curricula and the aims of curriculum internationalization. Their typology identifies teaching strategies and methods at various levels of internationalization: infusion; cross-cultural interaction; and immersion.

International Awareness

Infusion is the first typology level of developing 'international awareness' through reflective approaches. That includes infusion of international cases, examples and perspectives in the curriculum.

International Competence

Building cross-cultural interaction. The second level of international competence involves building cross-cultural interaction into the formal and informal experience of university live. This level demonstrates the change in students' perspectives that has occurred, as reflected in adaptation of their projects to reflect other cultural perspectives.

International Expertise

Immersion: The final level is international expertise, which is achieved through foreign language study and exchange programs immerses students in global settings, so they can 'consolidate the international literacy that has developed through the previous two levels' (Edwards et al., 2003, p.191).

Figure 4. Three Levels of Curriculum Internationalization. Adapted from Edwards, Crosling, Petrovic-Lazarevic, & O'Neill (2003).

Although this model (Figure 4) helps to visualize the approach in curriculum internationalization, it has certain limitations. Most of the educators involved in curriculum internationalization agree that infusion is the very first step in this process that involves interest from individual faculty to incorporate their international perspectives and experiences, identifying and offering cases and required readings with international context into their course syllabi. However, there is no agreement regarding what can be considered as the next stage. In the model proposed by Edwards and his co-authors, the second stage is described as international competence; however it is largely linked to cross-cultural interaction. The authors do not consider whether international competence should also be reflected in academic disciplines, and how the content of what is being taught should be reconsidered to reflect the global perspectives. That would include creation of new courses with more international content, development of concentrations and specializations, and lastly, academic or certificate programs with global focus. The last stage, international expertise, is associated with students' immersion in another culture; however there is no reflection on the integration of all various components of the curricula and specific courses and approaches, to build integrated and internationalized curriculum. While this model may be helpful in the framework of building students' cross-cultural competency, it is somewhat limiting in the framework of curriculum internationalization.

Curriculum internationalization presents both an opportunity and a challenge. As universities respond to external forces and focus on preparing graduates for employment in the global economy, many have adopted a strategy of internationalizing the curriculum. Crosling et al. (2008) pointed out that curriculum internationalization process goes beyond responses of the discipline-based teams to the curriculum internationalization objective and is accompanied by organizational change. They also recognize that curriculum internationalization is a multidimensional concept that can be defined and approached in several ways. A pragmatic approach seeks to gain an advantage in a competitive environment through offering a curriculum relevant to a larger number of students worldwide; or developing competencies that allow graduates to operate in an international environment (Crosling et al., 2008; Laughton & Ottewill, 2000; Whalley, 1997). An ideological approach can be adopted by universities where it is important to prepare students with "lifelong learning skills for the largely unknown but increasingly inter-related future world" (Crosling et al., 2008, p.107). The authors' view is that the motivation for curriculum internationalization may encompass both these aims.

Leask (2009) offers a definition of internationalization of curriculum as "the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study" (pp.209-210). She further notes the importance of taking a "holistic" approach to internationalization of the curriculum, pointing out that internationalizing content alone is insufficient:

An internationalized curriculum will therefore need to utilize a wide variety of teaching and learning strategies that have been carefully selected and constructed. It will focus on both "what is taught and learned" (that is, on both content and outcomes) and "how it is taught and learned" (that is, on what both teachers and learners do) (p.210).

Building upon this notion of a holistic approach, Jones and Killick (2013) also emphasized that a holistic result can be achieved through the process of constructive alignment, which underpins good curriculum design, delivery, and assessment.

In their works in 2007- 2013, Jones and Killick introduced the new abbreviation for internationalization of the curriculum: IOC, suggesting that the internationalization of the curriculum as a concept has gained a sufficient recognition among educators. One of the issues the authors highlight in this work is improving the formal and extended curriculum, and more specifically, internationalizing curriculum. Their work helped to further shape the concept of the curriculum internationalization in a sense that thinking about curriculum internationalization from the perspective of an individual course, or study abroad, offers a very limited and restrictive view of the concept. They argue that students are unlikely to thrive educationally if they feel the curriculum marginalizes them. From that perspective, they recommend that universities need to offer a flexible, integrated, and discipline-focused internationalized curriculum, incorporating global perspectives. This would allow for easier curriculum access for international students and for the development of international and intercultural perspectives of all students and staff.

When done well, IOC "can offer creative assessment, learning, and teaching approaches for staff willing to engage seriously with the multicultural dimensions of their classrooms" (Jones & Killick, 2013, pp.167-168), and facilitate the extension of comfort zones in a controlled manner by challenging cultural assumptions and extending knowledge and experience through the responses of fellow students (Jones & Caruana, 2010). Figure 5 illustrates how the Internationalization of the Curriculum (IOC) model could be described, developed, and executed at the university level.

There are two key elements driving the process of curriculum internationalization in this model: a top-down approach demonstrating the university leadership's commitment to internationalization; and strategic development and expansion of this initiative across all levels of the university, to ensure that this initiative does not end at the top. In this model, the university is taking the lead with development of several outcomes that are considered important end-goals for the process of curriculum internationalization. In the example offered by Jones, the top of the pyramid is represented by the global outlook graduate attribute, which is selected as an outcome, for all students in the university. At the bottom are the module learning outcomes that make up each course or program.

Based on their engagement in the curriculum internationalization process and analysis of this case at Leeds Metropolitan University, Jones and Killick (2013) suggested that several elements serve as critical success factors for embedding IOC:

- Aligning IOC with relevant related agendas,
- Enlisting the support of subject specialists who will make helpful allies and effective champions within their department,
- Demonstrating how the work benefits students and becomes embedded into the discipline, and
- Offering a wide range of staff development and course development support to identify and disseminate best practices from within the institution.

Jones and Killick (2013) suggest that both qualitative and quantitative data need to be collected in order to conduct analysis and to evaluate the success of internationalization of curriculum. They argue that it will take at least three years for students following the refocused curriculum to graduate and only then it will be possible to know whether the efforts have helped them to develop a global outlook.

These conclusions are supported by Stearns (2009) who argued that developing students' global interests and global perspectives is not a small task but an ambitious goal for the university.

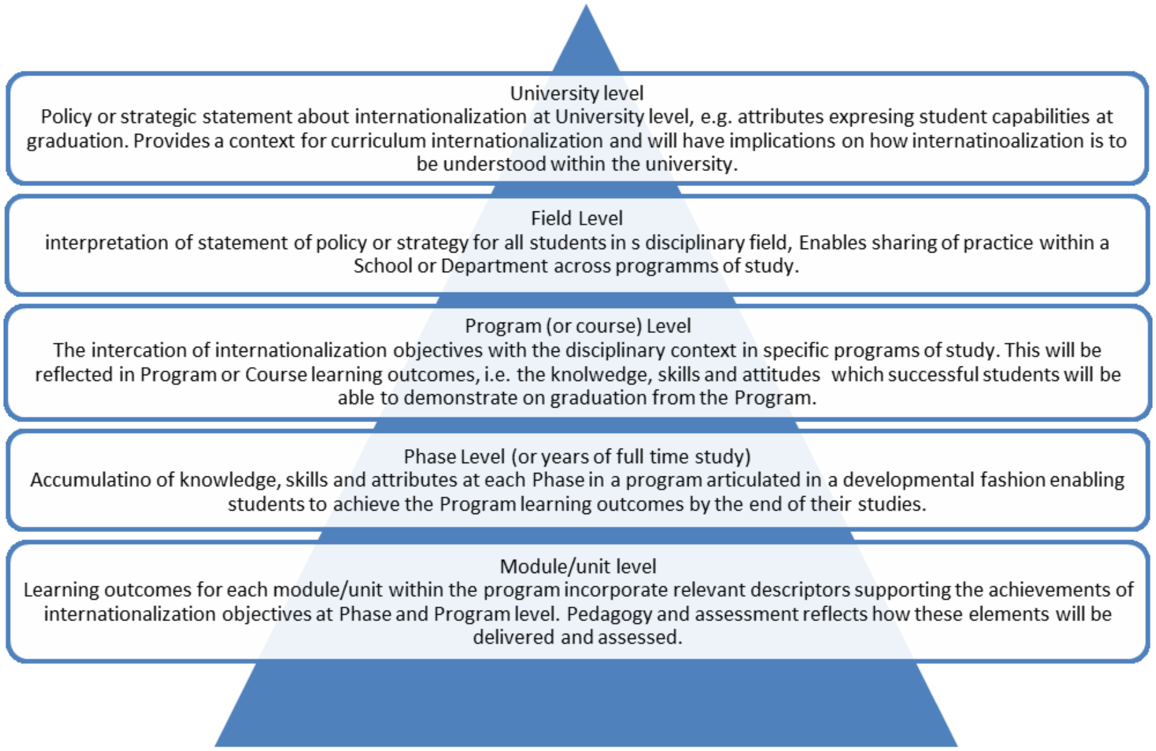

Figure 5. Jones' Curriculum Pyramid, Showing Internationalization of the Curriculum Within the University Framework. Adapted from Jones (2013).

With the right approach, the university can ensure that global interests will become part of lifelong learning, "with skills and habits developed in college a true source of inspiration for years afterward, in ways directly germane to citizenship, effective careers, and quality of life" (p. 54).

Internationalization Strategies in Management Education

Several recent reports by The Association to Advance Collegiate Schools of Business (AACSB International, 2002, 2003, 2008, 2011); American Council of Education (ACE, 1997, 2008), MBA Roundtable (2009); and Graduate Management Admissions Council (GMAC, 1009, 2010, 2012) offer empirical evidence about the gaps in our knowledge on globalization of management education which include scale, scope, curriculum, modes of collaboration, and impact. The most recent *AACSB 2011 Report on Globalization of Management Education* offers a perspective that the goals of business schools seeking to internationalize include 1) achieving a greater competence and confidence of graduates for doing business with global impact; 2) more research insights into the global complexity of the managers, enterprises, and markets studies; and 3) better service of the global management profession.

The AACSB International calls for its member-schools to engage students in a multi-disciplinary approach to managing in the global context; re-evaluate their curricula to ensure that the schools teach students about the global, regional, and national business environments; and examine the skills and capabilities necessary in managing global enterprises.

The business environment is developing in a very dynamic fashion, driven by a set of global forces such as emerging economy growth, power shifts among key players in the global economy, financial crises, changes with international trade balances, sovereign debt defaults, and other forces that impact the future environment of international business. The nature of this fast-changing environment creates unique challenges for business schools as they need to prepare students for this future business environment: to train students who will be competitive in the job market; and who can demonstrate to their future employers that they have the skills, knowledge, acumen, and global mindset to manage and lead enterprises in the fast-changing business environment.

Besides the forces on the macro level reflecting political and economic changes, there are also external market forces, as pointed out by De Onzono and Carmona (2007) that drive business school models. These forces include sources of income, market concentration, the profile of customers, and distribution channels. Responding to these changing forces requires that schools closely examine their portfolio of financial resources, the segments, and activities they currently serve, and the geographical markets and strategic alliances where they feel opportunities exist.

The complexity and uncertainty of these institutional changes raise new questions for teaching business in the globalized world: How should schools develop and teach models that incorporate the political and social dynamics of global, regional, and national institutional change while teaching about the economics of managing the multinational enterprise? How can business schools inspire students to build capacity and passion for continuous learning about a dynamic world and for looking for creative solutions, rather than expecting business schools to provide a simple formula and pre-developed metrics of success?

The need for managers to be more globally competent is not relevant only to the U.S. market. It has become a strong factor in emerging markets, such as China and India, which are strengthening their position in the world economy. The McKinsey Global Institute projected in 2005 that, considering the global aspirations of many Chinese companies, they will need 75,000 leaders over the next 10 to 15 years capable of working effectively in the global environment; however, they are estimated to have only have 3,000 to 5,000 of this type of leader today (Farrell & Grant, 2005).

As business schools strive to better identify and build these capabilities, they also often struggle with the questions of what model of internationalization of business school is most appropriate and will allow them to build these capabilities and be competitive. Several approaches to international business education have evolved, as examined by

Pitt, Berthon, and Robson (1997). Two diametrically opposed methods or approaches to international business education include the approach based on Porter's strategic framework and the approach based on the framework of Ohmae.

Porter's strategy for internationalization derives from the concept of "think local, act global." According to Pitt et al. (1997), Porter's strategic approach advises that a school select the best students from home and augment them with a few from abroad, recruit the best faculty locally and provide international developmental experiences, teach principles of management developed at home, and enhance them through appending examples of international best practice, developing the education method best suited to the home market, supplementing it with international experiences.

In contrast with this approach, Ohmae's strategy derives from the concept of "think global and act local" (Pitt et al., 1997, p.78). It derives from the management education internationalization strategy consequences of this fundamental choice. Omhae's strategic approach would advise that a school create a microcosm of the world by recruiting the best students and faculty possible from around the world, developing a curriculum that is a-national and that employs the best methods for learning no matter where they are sourced, and then add an implementation overlay that provides a local context perspective. Whichever of the above approaches is adopted, globalizing will need strong and visionary leadership. Each framework leads to a fundamentally different approach to how a school will internationalize its students, faculty, curriculum, and method.

Navarro (2008); Podolny (2008); Phan (2011); and Datar, Garvin, and Cullen (2011) examined major challenges that face MBA programs, including MBA curriculum and internationalization, and the value these programs bring to the students. The internationalization of business schools is critical in order to “produce students who have the skills, flexibility, and training to compete in the new economy defined by globalization and technological change” (Datar, Garvin & Gullen, 2011, pp. 451-452). For organizations serving business schools, it will be a catalyst for action that elevates and improves business schools' capabilities. Lorange (2003) further suggested that in order to meet the needs of prospective and current students, as well as future employers, business schools have to develop five capabilities, including staff and organizational capabilities, partnership capability, learning capability, and strategic capability.

Innovative curricular approaches in MBA programs. The internationalization of business schools is critical in order to produce students who have the skills, flexibility, and training to compete in the new economy defined by globalization and technological change (Datar et al., 2011). For organizations serving business schools, it can serve as a catalyst for action that drives improvement of business schools’ capabilities.

There is a certain amount of literature focused on the curriculum internationalization in undergraduate education, but a gap has yet to be filled in the area of internationalization of the curriculum of graduate education, specifically in management education. With approximately 625 institutions offering an MBA program (a flagship program at most business schools), and enrollments in excess of 200,000 MBA candidates annually, the topic of curriculum internationalization in MBA programs is worthy of study.

This section is focused on analysis of various approaches to curriculum internationalization as introduced in research by Ghemawat (2008), Navarro (2008), Datar et al. (2011), who examined major challenges that face MBA programs.

A gap has opened between expected educational outcomes and actual achievements in globalization. In the global survey conducted by Ghemawat (2008), Yeung, and the AACSB (2011), only four percent of academic leaders said that the attention business schools pay to globalizing their educational programs should stay the same, while 96 percent believe that it should increase or increase significantly. Datar et al. (2011) listed “a global perspective” as one of 10 “unmet needs and opportunities” which were revealed in interviews with executives and deans worldwide. While not much specificity was offered in regards to the expectations of business leaders, there was an agreement among them that not enough preparation for international management has occurred in business degree programs (AACSB International, 2011).

Most business schools’ leaders realize that the market demands have changed and the schools have to start re-evaluating individual courses and entire programs, in an attempt to address criticism of MBA programs. There are four key themes in the criticism of MBA programs:

- First, a lack of sufficient integration across the functional business silos has been pointed out. Critics conclude that, as a result, MBA programs often fail to provide a more complete approach to business problem solving and produce an MBA graduate who is a good analyst but perhaps a poor leader who lacks a holistic perspective (Laud & Johnson, 2012).

- Second, business schools have been criticized as direct or indirect contributors to the range of problems of economic, financial, and ethical nature, with companies such as Enron, Lehman Brothers, Philip Morris, and Merrill Lynch. These crises highlight the gap in leadership direction and management education, as business schools fail to build appropriate “soft skills” that are often seen less important than academic knowledge. However, in reality these skills serve as important multifaceted capabilities needed to deal with the complexities in managing organizations, especially within a global context.
- Third, a number of authors (Mintzburg & Gosling, 2002; Pfeffer & Fong, 2002) pointed out that the current MBA curriculum plays a marginal role in contributing to what is required to be successful in business. Laud and Johnson (2012) emphasize that despite various studies on the “soft skills” required for success with managing organizations, business schools have not responded to the need for curricula reform, especially with regard to soft-skill education.
- Lastly, there are concerns about overall value of business education. With the ongoing tuition increases, increased amounts of students’ debt incurred to receive an MBA, accompanied by a large number of examples of financial failures, the value of the MBA continues to be debated.

The debate of the appropriateness and relevancy of the MBA curriculum has continued between the deans and faculty of the business schools, professionals, and business leaders, for several decades. The ongoing nature of this debate, which has not reached any specific conclusion that all business schools would agree upon, may be explained by the multitude of apparent and subtle goal conflicts between stakeholders who provide input and make impact on MBA curriculum. The deans of business schools are focused on ranking criteria; corporations are looking for managers with strong business and analytical skills, and with an understanding on how to operate in the globalized business world; faculty are interested in their academic niches; and the MBA students are aspiring to build competitive advantages and develop rewarding careers.

Most business schools offer MBA programs where the curriculum is designed with primary focus on core management areas including finance, accounting, marketing, strategic management, and organizational development, among others. The set of elective courses that are selected by students typically include a larger spectrum of offerings that include so called “soft skills” characterized in business as interpersonal communications and negotiations (Altbach & Knight, 2007). Considering the recent financial crisis and ethical and financial scandals in the financial services sector, many business schools added ethics courses or shifted them from electives to be a required part of the curriculum. Despite the attempts of the business schools to pay more attention to developing the courses that help students build important soft skills, this is the area in which schools most often are criticized.

Laud and Johnson (2012) conducted research with successful senior executives, exploring the needs for soft skills important for executive advancement. Based on the results of the study, they revealed that there is often structural resistance to soft-skills development within MBA curricula. The authors point out that there has been little cohesive effort on the part of business schools to modify their approach in preparing students for successful practice management. The soft-skills education is not always in the list of priorities while the quantitative orientation is emphasized, or overemphasized in most MBA programs (Laud & Johnson, 2012).

Mintzberg and Gosling (2002) criticized the approaches in management education as being removed of the milieu of business. While business management is a practice incorporating “action, responsiveness, and organizational leadership” (p.64), the curriculum that is offered by business schools is focused on the academic orientation or scientific method. Although it can be considered useful for the study of business, its effectiveness for the teaching of business as a dynamic practice is questionable. Mintzberg and Gosling argue that management practice requires deep skills in leadership, organization behavior, communications, and interpersonal capability.

A growing number of MBA programs are adding opportunities in international management, introducing programs in international business, offering international business specialization, adding individual courses on relevant global management issues, and in a few cases requiring a brief study trip abroad (Stearns, 2009).

As with the process of curriculum internationalization in higher education, the issue of fragmentation has been listed among key challenges for business education. There are certain attempts by business schools to restructure and redesign their curriculum to meet the needs of employers.

The MBA Roundtable, a nonprofit group of business schools, conducted the triennial *Curricular Innovation Study* in 2012. The study examined 254 MBA programs representing 171 schools around the world and focused on MBA curricular design and innovation. According to the results of the study, more business schools were making changes to the core curriculum around 2009-2010 which at least in part can be explained as their response to the global economic crisis. The study reported that in 2012, schools were putting their efforts into their elective offerings and concentrations (reported by 94 percent of schools), making sure that their offerings are both cutting-edge and market-driven. Sixty-three percent of schools indicated that these changes were moderate or greater. Among latest changes the schools listed are the addition of new electives, more specifically in entrepreneurship, leadership, international business, and corporate responsibility.

More than half of the schools surveyed responded that they increased the amount of time and resources put into career development, and into personal skills development. About half of the schools reported an increase in consulting opportunities for students. The data of this study show that there is a trend among business schools to attempt to integrate these skills into the MBA curriculum, in a more holistic manner.

The AACSB report of 2011 proposed three opportunities or methods that can be considered by business schools in the first phase of curriculum internationalization:

- Employing international visitors as lecturers
- Including international immersion trips within degree and executive programs
- Developing exchange partnerships

Each of the three methods above can be adopted at a relatively low marginal cost and can help achieve two important objectives: increasing international awareness for a school and building linkages that provide an entry point for subsequent engagements. It is suggested in the report that the strategy may be differentiated for schools based on the strength and recognition of their brand. Those schools that have a strong local or regional brand, and those that have built some international awareness using the above approaches might plan to move forward to the next phase, to establish more formal institutionally branded program partnerships. These partnerships may be built within the degree program arena, to include: 1) a dual degree with international academic partner; 2) consortium degrees; and 3) customized program partners, most often within executive education.

Business schools with relatively strong brands that are located in desirable education markets can use technology-enabled methods to internationalize the classroom, develop franchise programs, and even establish campuses abroad.

Over the past five years, several major players in business education have demonstrated a various level and range of efforts in revising or completely overhauling their curricula – the trend that is picked by most business schools worldwide. Several business schools such as Cornell University, Marshall School of Business at the University of Southern California in Los Angeles, College of Business at the University of Illinois in Urbana- Champaign, Harvard Business School, Johns Hopkins Carey Business School, and others redesigned or instituted certain changes in the curriculum with the purpose of offering more choices, flexibility, and opportunities to MBA students pursuing interdisciplinary education.

Schools cite several reasons for overhauling their curricula. The most important is that the corporate world has started demanding graduates with a more well-rounded and integrated education. The other key reason is globalization. While an emphasis on globalization has been a trend in management education in the past five to 10 years, schools are finding new ways to emphasize the international elements in their programs. These changes in the MBA curriculum, announced by many U.S. business schools in the recent years, include:

- Launching programs that emphasize global focus, such as Global MBA program (Global MBA Rankings by *Financial Times*);
- Offering concentrations and specializations with global focus, for example, international business;
- Redesigning curriculum to expand course offerings with global /international content such as global strategy, international finance, global supply-chain management, and others **(**Kellogg Wharton, Harvard, Cornell)**.** For example, Wharton Global Modular Courses offer an intensive workshop over three to seven days, as an innovative way to deliver global, experience-based learning;
- Adding new courses, workshops, and coaching sessions to stress analytical thinking and creativity (Haas School of Business at the University of California Berkeley);
- A required international project course, which is sometimes described as "field immersion" experience in the 1st year of an MBA, with the examples of Johns Hopkins Carey Business School, Harvard Business School, and others. Cornell's Johnson School changed the curriculum, to be able to support the international project in which students conduct their research on-site and return to prepare their analyses and present recommendations (Shinn, 2011).

- Building a requirement for an international course as graduation requirement for all business students. University of Minnesota's Carlson School of Management was among the first business schools to introduce such as a requirement. Students have an opportunity to complete this requirement by taking a course with a global focus, on campus, or participate in the international course/immersion program. Several schools have followed this path. An example is the University of Sothern California Marshall School of Business, which also promotes global experiences, requiring graduate students to take overseas trips, including such options as Shanghai, Beijing, Hong Kong, Taipei, Tokyo, Singapore, and Mumbai (Shinn, 2011).

These examples demonstrate that the top schools are in the mode of continuous improvement. Those schools that do not try to improve fall behind while their competitors redesign their curricula with the goal to produce graduates who are fully prepared to succeed in the business world. Some schools aspire to have 100 percent of their students undertake a global experience in their MBA program, as expressed by James Ellis, Dean of the Marshall School of Business at the University of Southern California (Shinn, 2011).

However, Datar et al. (2011), and Damast (2012), argued that despite various announcements of the new offerings and innovative approaches in the MBA curricula, there is lack of significant changes in MBA curriculum. Although it may be perceived that the schools are making radical improvements, they are in fact hesitant about making any substantial changes in the core, or required, curriculum. Nearly 75 percent of programs in the U.S. said they had made little or no change to the core curriculum. Of those that did, the most common change has been the addition of action-based learning projects, such as ones where students work with companies.

The President of the MBA Roundtable, Dr. Sarah Gardial, believes that the schools making the most dramatic and deep changes are those outside the U.S. These schools are modifying their core curricula and experimenting with new electives, specializations, and program lengths. In contracts, U.S. business schools are more pressured by long traditions and history, and are less flexible in doing more radical experiments (Damast, 2012).

Over the years, several approaches of business schools have been developed in internationalizing a degree program curriculum. Ghemawat (2008) contributed to this discussion by introducing the multi-approach model that analyzes benefits and challenges of each of these approaches of internationalizing of degree program curricula, which includes two key approaches.

Insertion is an approach of creating a new required course; and

Infusion involves weaving international content into existing courses.

Each approach, when applied separately, has certain benefits and limitations. However, business schools need to think of these approaches as complements and consider using both not only to compensate the limitations of each, but to improve the structure of the curriculum in a way that makes each approach more effective. This new approach proposes an “interlock” strategy that allows insertion and infusion to serve as complements instead of substitutes, thus providing the most benefits to business schools.

This approach also assumes and requires a stronger commitment to global content as the school need to recognize that both insertion and infusion are necessary to “break down barriers to the globalization of curricular content that have historically proven paralyzing.” (AACSB International, 2011, pp. 219-220).

Although adding international opportunities in the curriculum may be seen as a feasible process, the true curriculum change, as proposed in the Ghemawat’s model (2008), involves large numbers of staff and students, and is a complex, multidimensional process. It confronts the same constraints of those introducing change in any large, complex organization and, therefore, has to be carefully planned, well-resourced, and have the involvement and support of the academic staff (Crosling et al., 2008).

Building Students’ Global Competencies

Business schools define education of global leaders as their key mission. The context in which global leaders operate is full of complexity, novelty, and variety. Therefore, one of the key goals that business schools attempt to address in developing their curriculum is to train global leaders who influence individuals, groups, and systems unlike their own to achieve their employer’s strategic goals and objectives, and make positive impact on local and global communities (Stearns, 2009). This section intends to explore the literature on global perspectives and global competencies that are seen as essential for future business global leaders. The works of the following authors are analyzed in this section: Bennett (1993, 2004); Hammer (1999); Hammer and Bennett (2001, 2002); Lorange (2003); Hough, Fandre, and Oswald (2008); Teagarden (2009); Gitsham (2011); Javidan, Hough, and Bullough (2005); Deardorff (2006); Paige (2005);

Paige, Fry, Stallman, Jon, and Josić, (2009); Fry, Paige, Jon, Dillow, and Nam (2009); and Nam and Fry (2010).

Brown (2011), Hunter (2004), Stearns (2009), and Nam and Fry (2010) suggested that the importance of global education will only increase in the future. One may expect that in the coming years virtually all occupations will be international in scope:

> Students with knowledge about and experience in other cultures and peoples will have a wide-ranging variety of career options available to them: international trade, banking and financial services, law, all levels of government, human services, health services, to name a few (Brown & Jones, 2007, pp. 4-5).

In Stearns' (2009) view, global education means having certain kinds of information and knowing where to get more, and it means having real and ongoing familiarity with essential modes of thinking and analyzing.

Educating students in a way that allows them to be globally competent citizens capable of thriving in the twenty-first century workforce is what is seen by many educators as the value that international education can provide. At the same time, educators have yet to agree on the definition of what exactly comprises the knowledge, skills, attitudes, and experiences that are necessary to become globally competent. Despite the view that has been prevailing in the last few decades that U.S. business drives the global economy, U.S. college graduates largely remain unprepared to join the global workforce. U.S. employers have recognized this shortfall in the U.S. Educational system and have spent millions of dollars on intercultural and language training for their employees to help make those employees – and the companies as a whole – globally competitive (Hunter, 2004). However, as Hunter, White, and Godbey (2006) pointed out, there is currently no agreed-upon definition of what it means to be globally competent or how to obtain such worldwide savvy.

As our society has become increasingly global, what kinds of people are most prepared to be comfortable and successful in such a society? What skills and perspectives must they acquire to enable them to thrive in various cultural settings and deal effectively with people who have radically different values and customs? Is there a special mix of perspectives and skills shared by those people who are most effective in global society? How can it be best identified, measured, evaluated and produced? Several authors and educators have dedicated their research and teaching efforts to answer these questions in the past few decades.

The outcomes of the internationalized programs and internationalized curriculum in general can be separated into two categories: academic and non-academic (Hoff, 2008). The academic outcomes include outcomes that measure abilities such as capacity for critical thinking, analytical thinking, and ability to interpret and analyze complex situations (McKeown, 2009). The analytical thinking and ability to analyze a problem with all its complexity and from multiple viewpoints is one of the key abilities for business managers.

Other academic outcomes include a student's global interdependence and "global literacy" – the term that has been introduced and developed in the works of Kaufmann, Martin, Weaver and Weaver (1992) and Nam and Fry (2010). Global literacy presents a combination of knowledge of cultural norms, terms, and rules that make the participants more aware of the traditions and expectations of the culture in which they live or work, thus making them better prepared to be successful in that environment.

Educators have advocated a variety of curricular approaches and extracurricular experiences that aim to equip students for the challenges of the globalized world. Study abroad has been among the curricular components that has been most widely studied by such authors as Fry; Paige; Jon, Dillow, and Nam (2009); Knight (2004); Mestenhauser (2002, 2011); Paige (2005); and Paige, Fry, Stallman, Josic, and Jon (2010). These authors contributed to building more knowledge on how the experience abroad helps participants gain intercultural competence (Bennett, 2004; Deardorff, 2006; Nam, 2011); demonstrate higher levels of intercultural sensitivity (Hammer, Bennet, & Wiseman, 2003, Paige et al. 2009); improve one's intercultural perspective along with intellectual competencies (Yershova, DeJaeghere, and Mestenhauser, 2000); and develop global citizenship (Horn and Fry, 2012).

A significant amount of literature in the 1990s and 2000s was developed on cultural competence, intercultural competence, intercultural development and intercultural sensitivity, with certain ambiguity brought to these discussions as these terms were often used interchangeably. Hammer, Bennett and Wiseman (2003) offered to bring more clarity with defining these terms and offered a definition of intercultural competence as "the ability to think and act in interculturally appropriate ways" and intercultural sensitivity as "the ability to discriminate and experience relevant cultural differences" (p.442). As these concepts have been evolving, many researchers and educators also attempted to develop appropriate assessment methods of intercultural competence as a student outcome of internationalization in higher education (Nam & Fry, 2010).

Bennett (2004) emphasized an importance of intercultural development that can be described in six different intercultural worldviews: denial, defense, minimization, acceptance, adaptation, and integration. The Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1993, Hammer et al., 2003) provides a framework for explaining how people react to cultural differences and offers conceptualization of intercultural sensitivity as a developmental phenomenon. The Intercultural Development Inventory (IDI) developed by Bennett, one of the most widely used instruments in the intercultural field, provides a quantitative measure of intercultural worldview. This model is built on the assumption that as a person's experience of cultural difference becomes more complex, this person's competence in intercultural relations increases (Nam & Fry, 2010; Nam, 2011).

As the globalization processes force employers and educators to reconsider and redefine the key skills and competencies expected from the graduates, the need for students to become competent global citizens has also become the focus of many studies. Many authors including Ang and Dyne (2004), Gardner (1993), and Sternberg (1988), contributed to the concept of multiple intelligences important to becoming a global citizen: nonacademic intelligence (Gardner, 1993; Sternbert, 1988), interpersonal intelligence (Gardner, 1993), emotional intelligence (Goleman, 1996), and cultural intelligence (Earley & Ang, 2003). In both concepts – emotional intelligence and cultural intelligence – it is recognized that the human actions, gestures, and speech patterns one encounters in their interaction with others in a foreign culture are subject to a wide range of interpretations. Cultural intelligence, or CQ, as explained by Ang and Dyne (2004) describes one's ability to interpret someone's unfamiliar and ambiguous gestures and behaviors in a way that allows this person to function effectively in a diverse cultural setting. One critical element that cultural intelligence and emotional intelligence share is "a propensity to suspend judgment—to think before acting" (Goleman, 1996, p.67). In a world where interactions, negotiations and working relationships evolve across cultural and geographic boundaries, CQ becomes a vitally important aptitude and skill, especially for students who plan to develop their careers as business managers.

Global competency, as an international education initiative, was first introduced in 1988 in a report published by the Council on International Education Exchange (CIEE). The report focused on the concept of global competence and called for fundamental changes in American higher education. It called upon colleges and universities to increase the number of college students who study abroad, especially in countries where English is not the dominant language; to more actively incorporate study abroad in the academic programs; and to place responsibility for implementing the increased internationalization on the higher education institutions.

In the late 1980s, the CIEE's volume *Educational Exchange and Global Competence* offered a definition of global competence. Richard Lambert, who served as the publication's editor and contributing author, was considered to be the key author of the global competency initiative. In his works on the topic of global competence, Lambert (1994) identified a globally competent person as one who demonstrates the following:

- Knowledge: internationally oriented substantive knowledge;
- Empathy: the ability of an individual to put herself or himself into another person's shoes (also known as intercultural competence);
- Approval: demonstrates approval by maintaining a positive attitude or valuation of things abroad;
- Foreign language competency;
- Task performance: an ability to understand the value of something foreign.

Further considerable efforts to define global competence have been made in the first decade of the twenty-first century by Olson and Koeger (2001), Cendant Mobility's multinational study (2002), Hunter (2004), Brunstein (2006), and Hunter, White, and Godbey (2006).

Olson and Koeger (2001) conducted a study at New Jersey City University to assess the relationship between international experiences, intercultural sensitivity, and global competence. Based on their work with the staff and faculty during the study, they defined a globally competent person as "one who has enough substantial knowledge, perceptual understanding, and intercultural communication and skills to interact effectively in our globally interdependent world" (p. 117).

The pressure to find a better definition of global competency has expanded beyond the higher education sector. As the business world has been impacted by globalization processes, more and more companies and business entities have started redefining the types of expertise and competencies they need to see in their employees and managers. The Swiss Consulting Group, a transnational management firm, produced a *Global Competency Report 2002*, where global competency was defined from the perspective of the business sector. This definition included five essential global skills: intercultural facility, effective two-way communication, diverse leadership, systematic best practice sharing, and a truly global design process strategy.

The need for the education of globally competent graduates is further reported by a survey conducted in 2002 by global relocation management firm Cendant Mobility (2002). In this multinational study, 180 human resources managers on six continents were surveyed to analyze the trends in the worldwide workforce. The study clearly posited that global competency is critical to the success of cross-border workers. Although not providing a definition for the term "globally competent," Cendant Mobility's survey concluded that global competency training is critical of an employee's professional development and that the number of business and academic programs with global-awareness focus will likely increase in the near-term (Cendant Mobility, 2002).

The Director of the University Center for International Studies at the University of Pittsburgh, William Brunstein, takes another approach in defining global competence from the intercultural perspective, but with the task-oriented focus. Several aspects of Brunstein's (2006) definition echoed the earlier description of global competence by Lambert (1994). However, while Lambert's definition is focused on acquiring, maintaining, and demonstrating certain skills and abilities, Brunstein's definition is more action–oriented. He suggests that a globally competent person is defined by his or her ability to work effectively in different international settings; an awareness of the major currents of global change and the issues arising from such changes; knowledge of global organizations and business activities; the capacity for effective communication across cultural and linguistic boundaries; and a personal adaptability to diverse cultures. The aspects such as “working effectively,” “global change,” and “adaptability” can be explained by the developments in the world markets characterized by increased globalization, in the late 1990s and early 2000s. As the discussion of global competencies has expanded, more researchers, including Brunstein, moved away from foreign language competencies while emphasizing skills related to working, communicating, and collaborating with other people.

The Association of International Educators (NAFSA) further enhanced the discussion on global competence by listing it in 2004 as one of the NAFSA’s priorities. Although NAFSA suggested that studying abroad provides an opportunity to increase one’s global competency, it did not define the term global competence (NAFSA, 2004).

Hunter (2004) established a definition of the term “global competence” in his thesis work. The researcher asked a panel of experts who were either international educators or human resources managers of multinational or transnational companies to define the term “global competence.” Based on the results of his study, the author proposed the definition of global competence as “having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate, and work effectively outside one’s environment” (p. 121).

In the field of business and management education, articulation of global competencies has both expanded and deepened in the last decade, especially with the pressures from the increased competition among business schools and recognition of the importance of internationalization of business schools by accrediting agencies. AACSB, an international association of business schools that provides accreditation of business programs and provides support to schools for their internationalization efforts, recognized the increased demand for internationalizing business education. To reflect its global commitment and to expand international collaboration between business schools, the AACSB renamed itself as “AACSB International” in 2000 and introduced new standards, explicitly focusing and measuring the schools’ efforts in internationalization (AACSB International, 2002, 2003).

One of the major studies conducted specifically from the perspective of business education is the Global Mindset Inventory. Developed by Thunderbird School of Global Management, through its Global Mindset Project with eight faculty participating in the study, the study focused on development of the psychometric assessment tool that measures and predicts performance in global leadership positions. The authors have incorporated findings from many previous analyzes related to global competencies but moved away from that term, introducing a new term “global mindset.” The researchers build their study on the assumption that the context in which global leaders operate is full of complexity, novelty, variety, and even chaos.

Global leaders encounter a common challenge: how to influence individuals, groups, and systems unlike their own to achieve their employer’s strategic goals and objectives. The single critical success factor in globalizing business lies with an organization’s pool of highly competent global leaders who have the global knowledge of production and service capabilities, of consumer demands for products and services around the world, and who can influence others despite diverse cultural, political, and institutional backgrounds that make them think, analyze, act, and communicate differently than the leader. In other words, global leaders with “global mindsets” are the key to sustainable competitive advantage in the global economy (Hough, Fandre, & Oswald, 2008; Javidan, Dorfman, & de Luque, 2006).

During the study, more than 200 global business executives were interviewed to identify major attributes that build a global mindset. As a result of the study, a set of 35 attributes was identified to build a concept of Global Mindset and develop metrics and scientific instruments to measure an individual’s and a group’s profile of Global Mindset. Global Mindset is described as a set of individual characteristics that help global leaders better influence individuals, groups, and organizations unlike themselves (Hough et al., 2008). Although a different term has been applied in this study, the Global Mindset concept provides a valuable contribution to discussion on the global competencies required for business leaders.

The University of Minnesota’s Carlson School of Management has been among a few business schools that first introduced a requirement of an international experience for all business students, and the University as a whole seeks to raise its undergraduate study abroad rate to 50 percent (Horn & Fry, 2012). There is a certain level of flexibility in how this requirement can be completed for business students. The undergraduate students are able to meet this requirement by completing either a short-term program or semester-length program; the MBA students are also offered a variety of options including an international experience involving travel abroad, or taking a course with global context that does not involve travel. The fact that this requirement is built in the academic programs, demonstrates the school’s commitment to be “a leader in preparing students to face the complex challenges of today's global marketplace," as stated on the Carlson School of Management's website.

The school's Assistant Dean for Global Programs, Anne D'Angelo, offered her perspectives on the key drivers of globalization of management education and on the global competencies required for business students, in her presentation for the Association of International Education Administrators (AIEA), in 2009. The key drivers, she suggests, are globalization of business; student interest and demand; the competitive nature of business schools accreditation standards, and rankings (e.g. *Financial Times'* Global MBA Rankings). Further exploring the need for business schools to build students' global competencies, D'Angelo argues that business students can be considered globally competent if they demonstrate the following competencies:

- Understanding global market perceptions and realities
- Effectively communicating across cultures
- Effectively managing across cultures
- Facilitating global teams
- Creating innovative solutions to global business challenges

This description of global competencies summarizes some of the previous works and explorations of educators and researchers on what it means to be globally competent, specifically work of Hunter, White, and Godbey (2006). Being globally competent, based on the list of competencies proposed above, means possessing an ability to leverage the gained knowledge to interact, communicate, and work effectively and comfortably outside one's environment. The global competencies demonstrate that students attained a broader mindset and gained deeper understanding of cultural norms and expectations of others and one's self. Lastly, being globally competent means that students developed a mental framework for seeking and organizing knowledge.

In conclusion, D'Angelo (2009) emphasized that the business school's commitment is a key to success in the internationalization process. Even though there are variety of options for the school to internationalize curriculum, such as short-term and long-term programs abroad, international immersion, and international consulting projects, it is critically important to focus on curriculum integration and develop a variety of methods, models, and measurements to make an impact on the program level and on the school level, beyond an individual course.

This definition of global competencies as specifically applied in this study, builds further on the previous research by Fry et al. (2009); Javidan, Hough, and Bullough (2005); Javidan, Dorfman, and de Luque (2006); and Nam and Fry (2010), recognizing the rapidly changing intercultural demography of the United States as well as students who pursue education in the country, and growing recognition of the importance of developing global, and intercultural and global competence.

While there has not been significant research on the perceptions of MBA alumni on how the MBA curriculum helped building their global competencies, there were important studies looking at the knowledge and skill development resulting from international programs and initiatives such as experience abroad. Fry et al. (2009) conducted a study exploring which skills and knowledge the alumni of study-abroad participants identify as having been influenced by study abroad and why. Special interest in this study, looking at alumni across a 10-year span, was given to skills including intercultural competence, disciplinary learning, global competencies, cultural intelligence, and intellectual development. Among the findings of the study by Fry et al. (2009) was the conclusion that the students who were exposed to other cultures and studied abroad, were able to develop a different perspective on the world and be more conscious of global issues. That finding and the importance of understanding global market perceptions and realities for business students specifically, allows one to expect that MBA programs need to provide content that help build skills in this area.

Moving from the detailed discussion of global competencies, Paul Richard Brown, Dean of the School of Business and Economics of Lehigh University, proposed a big picture approach. To Brown (2011), a well-developed global perspective is a one-world-view, and is now expected to be part of the students' academic experience. Brown argues that such a worldview is necessary to provide the context from which students can better analyze the social, political, and economic events of history and their own generation. It also provides the context for more informed decision-making in many facets of life, from future career and geographic location choices to celebrating diversity and inclusiveness across vastly dissimilar cultures and peoples.

Conclusion

This chapter offered an analysis of the evolving understanding of global competencies in the context of management education, and definitions of this term proposed by several scholars and educators; overview of the curriculum international process, and analysis of the curriculum international models that have evolved recently in MBA programs.

As the field of international education has expanded and gained recognition among educators and scholars, and especially as the globalization process continues to drive the curricular changes in management education, the importance of defining skills, knowledge, and experiences needed to train globally competent managers, has increased. This chapter provided definitions of global competencies by Lambert (1994), Olson and Koeger (2001), *Global Competency Report* (2002), Hunter (2004), Brunstein (2006), and D'Angelo (2009).

In the area of curriculum development, the curriculum concept proposed by Smith et al. (2011) is adapted in this study. This concept helps to define curriculum as encompassing three main elements that in combination make up the educational experience on a course or a program: the syllabus, the participants, and the processes.

The author further explored the model of internationalization of the curriculum within the university framework. The model, proposed by Jones (2013), emphasizes two key elements driving the process of curriculum internationalization: a top-down approach demonstrating the leadership's commitment to internationalization; and strategic development and expansion of this initiative across all levels of the university.

Considering a specific focus of this study on curriculum internationalization of MBA programs, the author examined major challenges that face MBA programs, with the review of the works of Navarro (2008), Podolny (2008), Phan (2011), and Datar et al. (2011). The model of curriculum internationalization proposed by Ghemawat (2008) and the views presented in the *Globalization of Management Education Report* (AACSB International, 2011) are explored and supported in this chapter with specific examples of curriculum restructuring and internationalization of the leading MBA programs in the U.S.

The scholars are in agreement that curriculum improvements are required in order to incorporate global competencies and learning outcomes in the academic programs. Internationalizing the curriculum is seen by many scholars and educators as an important strategy institutions can use to instill the knowledge and skills students will need in a globalized world. Further study and exploration is needed, however, to build understanding on the strategies and directions for internationalizing the curricula in business education.

Chapter 3: Research Methodology and Methods

In this chapter, the research methodology of the study, and the research methods and research process developed for the study are presented. The overarching goal is to engage key participants involved in the curriculum internationalization process, gain understanding of how the MBA curriculum helps build students' global competencies, and assist with development of recommendations for the more comprehensive business school's curriculum internationalization strategies. An outcome includes a set of recommendations that will aid the business school leadership in long-term program development and program planning as well as strategies for engagement of employers who expect to hire MBA graduates who are globally competent. The purpose of the study and its selected methodology is to examine how the participants – recent MBA graduates – evaluate the impact that the MBA curriculum has made toward building their global competencies, analyze graduates' perceptions of which components and aspects of the curriculum were most effective in building global competencies, and explore the ways in which a business school can improve curriculum internationalization.

The chapter begins with an outline of the methodological approaches for this study, followed by the description and justification of the methods employed. The explanation of the research design and the procedures used for data collection and analysis, and the limitations of the study are provided later in this chapter.

It is important to reiterate the research questions stated in Chapter 1, before beginning to describe the selected methodological approach to this study.

Research Questions

1. In what ways do top business schools in the U.S. internationalize their MBA curricula?
2. To what extent does the MBA curriculum help build students' global competencies?
3. Which aspects of the curriculum are seen by the students as most valuable in building their global competencies?

The outcomes of this research study and broader implications for the field are an enhanced knowledge about the impact of MBA curriculum on students' global competencies and the ways in which the curriculum can make a more profound impact, and to help business students be prepared for the global marketplace. Another important outcome is the analysis of the implications of MBA curriculum internationalization and the development of a set of recommendations for business schools for developing more comprehensive curriculum internationalization strategies and approaches.

Methodological Approach

Mixed methods approach. This research study employs a sequential mixed methods approach, providing the best match with the type of research problem explored in this study. Creswell (2009) emphasized the importance of identifying the most appropriate and effective research approach based on three criteria: the research problem, the personal experience of the researcher, and the target audience who will be the final recipient of the research.

The research problem explored in this study calls for both a quantitative approach and a qualitative approach. Quantitative research approach allows collecting data with an instrument measuring students' perceptions, while qualitative approach allows interpreting data from the ethnographic lenses. For this study the mixed methods research is most useful so that the diverse type of data collected during the study will bring an understanding of a research problem.

The mixed methods approach has evolved a distinct research approach in the social and human sciences. It allows recognition of the value and benefit from both qualitative and quantitative research. This approach has received increased attention in the recent decade, and is used frequently in social and human sciences. According to Tashakkori and Teddlie (2003), this approach brings certain benefits and value to the research as it provides an opportunity to combine quantitative and qualitative data in a single study, to include multiple methods of data, and to conduct multiple forms of analysis. The mixed methods approach brings an additional level of complexity to the research design and expands an understanding from one method to another, "to converge or confirm findings from different data sources" (Creswell, 2009, p.210).

Incorporating both quantitative and qualitative approaches in a mixed method research design (Creswell, 2009), the study examines MBA graduates across a two-year span from the business school at the major research university located in the Mid-Atlantic region. Since the school had only two cohorts who graduated from the full-time MBA program, the whole population for this study comprises these two cohorts. This timespan provided an opportunity to learn, explore, and analyze how the impact of internationalized MBA curriculum is perceived by MBA graduates in near-term perspective.

Quantitative approach. The quantitative instrument in this model is developed from a review of current and historical literature regarding curriculum internationalization of MBA programs, analysis of the best practices, and examples of the MBA curriculum internationalization of the top MBA programs in the U.S., and development of global competencies in business students. The questions are formed in several sub-groups: global competencies and understanding of the importance of the global competencies for the recent MBA graduates; curricula-related questions that help to evaluate how the various curricular components help build these competencies; and demographic questions that help understand whether the perceived change in the level of global competencies before and after the program are associated with certain demographic variables.

Qualitative approach. While a quantitative approach helps to identify the facts and data that can be measured, the qualitative approach is equally important for this study. The debate over the value of quantitative and qualitative approach has been ongoing, with social scientists arguing that one can be objective by "keeping to the facts" (Myrdal, 1969, p. 51). However, those biases in social science cannot be erased by staying with the facts. Without valuations, as emphasized by Myrdal, the research will lack a sense of relevance or significance, and consequently, will have no object.

Quantitative methods are focused on exploring the significance of particular variables, or correlation and inter-connectedness between selected variables, which present only a part of the situation. In contrast, a qualitative approach is seeking to gain a more in-depth understanding of the situation as a whole. In this study, participants contribute their individual perspectives and insights based upon their own experiences, perceptions, beliefs, behaviors, and values about global perspectives and curriculum internationalization. The value of the qualitative research is that it allows the data to emerge from the semi-structured interviews or open-ended inquiry where the participants are not restricted by the framework typically offered in the survey or other quantitative instruments. It has often been a criticism of quantitative approach that the questions developed for such instruments may already have unintentional presumptions, assumptions, and bias built in, thus directing the participants' responses in a certain way. In the inquiry process in the qualitative approach, the researcher has an opportunity to understand perspectives and experiences of participants in a more open, unbiased and meaningful way, and interpret them based on the context of the study.

The insights provided by the participants allow the researcher to build a further understanding about the "what," the facts received from the quantitative research, and focus on the "why" and "how" thus bringing the interpretation or elaboration on the data, themes, and trends discovered in the quantitative research. As highlighted by Potter and Wetherell (1987), individual accounts of experience are built based on their experiences and "are not simply representations of the world; they are part of the world they describe" (Potter & Wetherell, 1987, p. 78). This approach also allows to respect "the uniqueness of a relationship, a program, or an event and does not impede upon its natural setting" (Patton, 1980, pp. 40-41). Thus, the qualitative approach in this study opens a dialogue between the researcher and the participants, the conversation that is creative and versatile in a way that it welcomes the MBA graduates' thoughts and innovative ideas for the improved strategies in curriculum internationalization.

Tracer study. This study is concerned with identifying the insights and perceptions of the MBA graduates about the MBA curriculum that they experienced during their MBA program. While during their MBA experience their focus was mostly on academic requirements and their experience as students, their work experience during one or two years after graduation gave them the opportunity to reflect on their MBA experience and a new way of thinking about the value of their MBA training. Was their MBA program directly contributing to preparing them in the best way for the "post-MBA" experience? Has the MBA curriculum incorporated the important content and methods that MBA graduates truly need as future managers? Have the MBA graduates experienced the gap between what is being taught in the school and what their employers expect to see in new hires? High value is placed on these insights that are provided by participants based on their experience post-MBA graduation. Tracer study methodology is selected as a valuable approach for this research since it helps in "shedding some light on the process in which a group of individuals has taken part" (Hornby & Symon, 1994, p. 171). The focus of the tracer study is not the connections between people but the context within which these connections take process in relation to a given process, as emphasized by Hornby and Symon (1994) and Chau and Witcher (2005).

While tracer studies have been used in longitudinal research of the management control systems during the 1960s at Imperial College, University of London, by Joan Woodward (1970); in geography (Mossman, Holly, & Schnoor, 1991); neuropsychology (Walsh, 1978); and information technology (Symon & Clegg, 1991), Dr. Pang Eng Fong

(Pang & Leong, 1976; Pang & Seah, 1976), the Singaporean economist of education, is considered the pioneer of trace studies applied in the field of education. This approach includes follow-up with individuals who participated in the same educational program or training experience, with the purpose of learning from these participants about their career and job experiences. In relation to the value of tracer studies in education, Fry (2008) argued that very few universities do systematic and rigorous studies of their graduates, although learning about what happens to graduates of a program is “perhaps one of the best indicators of quality” (p.218).

The most comprehensive review of tracer studies is given by Hornby and Symon (1994), who suggested that this method is useful for “identifying and describing organizational processes across time and stakeholder group … for prompting the discussion of the process with organizational members; and identifying further important sources of information” (p.167). These authors also introduced the term “tags” that is now used in the tracer studies, to focus interview data in order to make them more manageable for transcription and analysis.

Following the progress of an organizational phenomenon is what defines quintessentially a longitudinal tracer study. It is the direction of an observed path of organizational activity rather than theory that primarily influences the selection of interviews, and which sets the boundaries for the extent of field observations. The interview questions are centered on the perceptions of the respondents in terms of the jobs they have to perform rather than prior theory.

Case study. For the purpose of this study, the Johns Hopkins Carey Business School was chosen to examine the curriculum internationalization model in the MBA program and analyze the impact of the internationalized curriculum on building students' global competencies, based on the perceptions of the MBA graduates. Because of serving in a leadership role and overseeing the international initiatives and programs at the business school, the author is familiar with the development of the new, innovative Global MBA program, and the challenges and opportunities faced by the Johns Hopkins Carey Business School as the newest school among nine divisions of the Johns Hopkins University, a major research university in the U.S. There is a strong need to attract top students and bring diversity into the MBA program, and also a need to attract top faculty for both the research and practice tracks. Both these needs are directly connected to the business curriculum which has to meet the needs of both the prospective students and prospective employers. According to Denscombe (1998), "case studies focus on one instance (or a few instances) of a particular phenomenon with a view to providing an in-depth account of events, relationships, experiences, or processes occurring in that particular instance" (p. 32). Becker (1934) described the culture case study as an approach of crucial importance in the methodology. By focusing on such features as "promulgated beliefs, moral ideas, maxims of conduct, modes of action, and so on" (Hinkle, 1961, p.160), the culture case study guarantees that whatever degree of generality the type may have, it will not be in violation of the connections among the items in the historical context (Barnes, Becker, & Becker, 1941). Robert Stake (1978) expanded on the idea of usefulness of the case study approach, as he believed that case studies are "down-to-earth and attention-holding but that they are not a suitable basis for generalization" (p.5). He claimed that in the future the case study will often be the preferred method of research because the case study is epistemologically in harmony with the reader's experience, thus providing a researcher a natural basis for generalization (Stake, 1978).

The case study approach is most appropriate for the purpose of this study as it allows gaining a deep understanding of the curriculum internationalization using an example of one business school that has made itself known as an innovator in business education. It also serves as a concrete example for other business schools throughout the United States and the world. The challenge for the author is to be conscientious of the role as a researcher in this process rather than a leader and an administrator at the business school. Fetterman (2010) supports this dual role by arguing that the closer the researcher can depict the story and help the reader understand points of view, “the better the story and the better the science” (p. 2). Yin (2014) also suggests that the case study approach is most appropriate because it is employed when “how” and “why” questions are being asked about a contemporary set of events over which the investigator has little or no control” (Yin, 2014. p. 9). This approach, unlike that of quantitative analysis that may answer initial exploratory “what” questions, allows for multiple answers intrinsic to personal perspective or experience.

Research Design

The sequential mixed methods design is employed in this study, with the survey conducted in the first phase and the individual interviews in the second phase. The research design for this study is illustrated in Figure 6, adapted from Creswell (2009).

Research participants for the quantitative design. The study is focused on an analysis of the impact of the MBA curriculum in building students’ global competencies.

Two MBA cohorts, comprised of 147 graduates total who have completed the MBA program at the same business school in the Mid-Atlantic region, were invited to participate in the study. Considering the significant variance in how the curricula are designed in various schools, focusing on one school provides the opportunity to obtain more valid data since the students have undergone the same curriculum. All participants who were invited to participate met the following criteria: they completed an MBA program at one business school in the Mid-Atlantic region and responded to the survey within one or two years of graduation. These two cohorts are the only cohorts who graduated from the innovative, full-time MBA program at this business school. The fact that the study is conducted using a tracer methodology is important because students have already had a chance to apply their knowledge in a real business world. They also had a chance to reflect and evaluate to what extent the skills and knowledge received in their MBA program are relevant and applicable, based on their work experience, post-graduation.

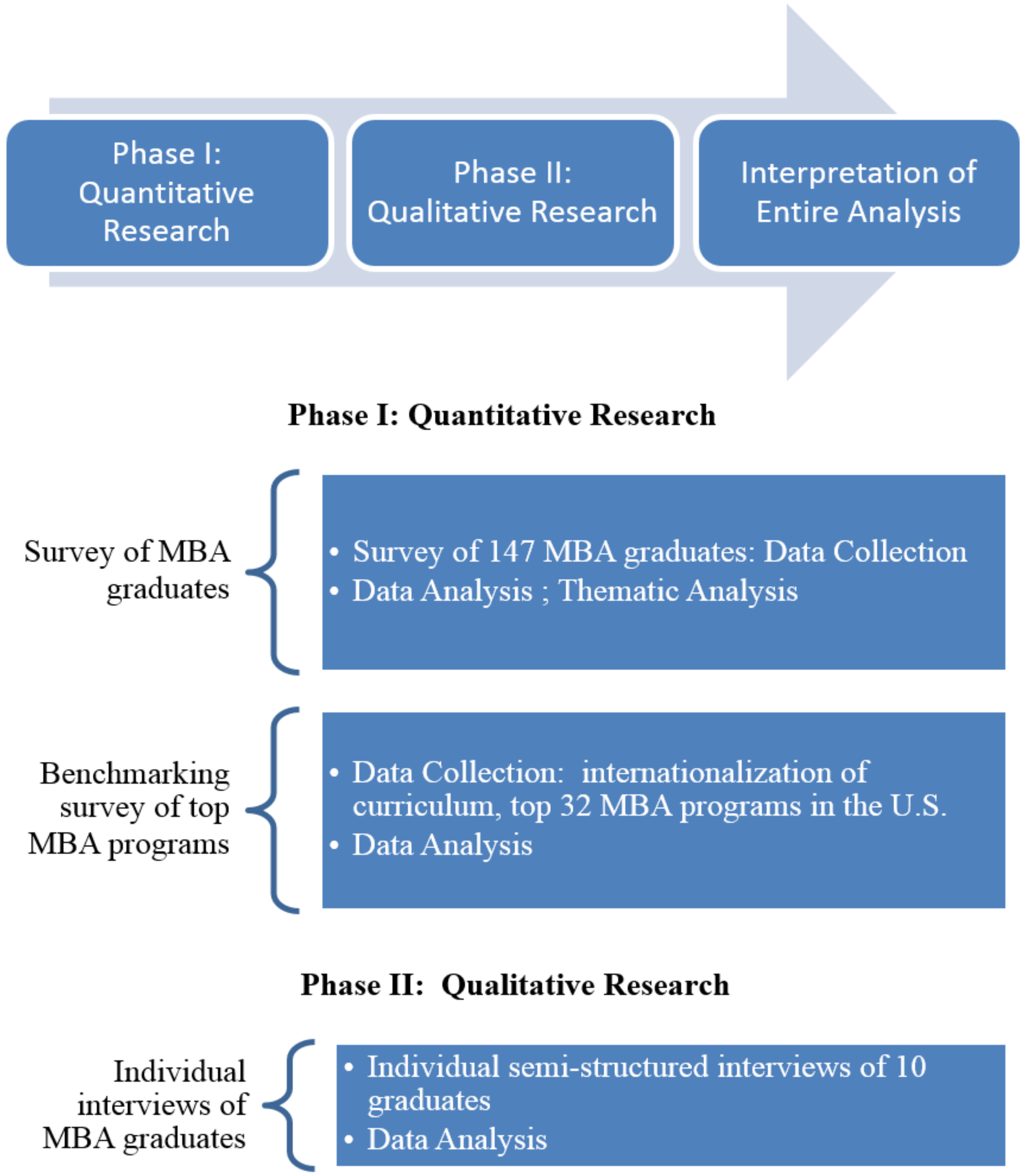

Figure 6. Research Study Design: Sequential Explanatory Design

The Context of the Carey Business School at Johns Hopkins University

The Johns Hopkins Carey Business School is one of the nine academic divisions of the Johns Hopkins University (JHU), America's first research university, established in 1867. Being a part of this world-recognized university places the Carey Business

School in a position where the school, formally established as a business school in 2007, is striving to achieve the level of excellence in academic teaching and research that is aligned with the overall mission of the Johns Hopkins University.

The Johns Hopkins University was incorporated in 1867 under the terms of a $7 million bequest from Johns Hopkins, a Quaker merchant of Baltimore, who directed that the funds be used for the establishment of a university and a hospital. Johns Hopkins University opened its doors in 1876, founded for the purpose of expanding knowledge and putting that knowledge to work for the good of humanity. With this belief, President Gilman and the first board of trustees brought together for the first time in American history the key elements of a research university: a creative faculty given the freedom and support to pursue research; fellowships to attract the brightest students; education emphasizing original work in laboratory and seminar; and scholarly publication by faculty. The creation of this model and its subsequent replication at other schools led to the American research university system that is known today.

The Carey Business School offers undergraduate and graduate programs including the Master of Business Administration (MBA), the Master of Science (MS) in six areas of concentration, and several dual degree programs with other schools within Johns Hopkins University. As a school of the leading research university, the Carey Business School is dedicated to excellence in research, teaching, and learning.

The first business courses were offered by Johns Hopkins University to part time students as early as in 1916, fostering the growth of the new field of business administration and the concept of "working smarter" to enhance efficiency and profits (Johns Hopkins Carey Business School, Hopkins Legacy). The Master of Science in

Management Science program became the first graduate level business degree at Hopkins in 1961, focusing on the new findings in quantitative analysis and general systems theory. Over time, the program has expanded rapidly. Major changes in the late 1990s included the creation of a Master of Business Administration degree and the collaboration with other Hopkins schools to offer Master's/MBA programs in Medical Services Management, Biotechnology, Nursing, and Public Health.

The Carey Business School became the newest school of the university, with a 50 million dollar gift from businessman William Polk Carey dedicated to establishing a new business school dedicated to producing innovative leaders with broad, interdisciplinary knowledge. The school opened its doors in 2007, guided by a simple yet essential mission: teaching business with humanity in mind.

The focus on educating students from across the world and building global perspectives for students was established in the beginning, with the formation of the school, and with the development and launch of the Global MBA program, a flagship program of the school. Before the program was launched in 2009, the school's leadership conducted a comprehensive feasibility study analysis and competitor analysis, reaching out to current and prospective employers to understand what skills, knowledge and attitudes employers seek and expect from the MBA graduates. The interviews were also conducted with the deans and senior administrators of other business schools, in order to gain understanding on what other business school leaders consider to be gaps and inefficiencies in the MBA curriculum. One of the key questions addressed to this group of participants in the pre-launch analysis was, "If you were to design a new MBA curriculum, what would be the components of such a curriculum?" It is well known that once the degree program curriculum is developed and approved by the appropriate curriculum committee and regional accrediting agencies, the process of revising and bringing innovative components into the approved curriculum becomes much more difficult and bureaucratic resulting in the establishment of the standard curriculum that is lacking flexibility for allowing effective curricular modifications. As a new school, the Carey Business School was in an advantageous position of designing the curriculum for the new Global MBA program from the point of building upon the knowledge incurred during the process of offering the business degree programs at Johns Hopkins University since 1916, while incorporating the recommendations received from the employers and business school deans, to produce a more flexible curriculum meeting the needs of both students and employers.

The mission of the Johns Hopkins Carey Business School is "creating and sharing knowledge that shapes business practices while educating business leaders who will grow economies and enhance their communities. The school measures its success by the way a Carey graduate stands out, as an innovative business leader and an exemplary citizen" (Carey Business School's website). The full statement of the mission includes details on accomplishing the mission through flexibility, responsibility, versatility, collaboration, relevance, and support. The themes highlighted in the mission, including innovation and innovative approaches in teaching and learning, educating business leaders and helping students to become exemplary citizens, have driven revisions of the program curricula.

Focusing on the assurance of learning goals, the school has established integrative learning goals that identify the capacity to apply knowledge the student have learned. The signature two-year, full-time Global MBA program includes a highly integrative international experience that defines the program. A central and highly distinctive element of the Carey Business School's Global MBA program, the Innovation for Humanity Project, is an international learning experience that develops agile and creative business leaders who gain first-hand knowledge in building sustainable businesses in developing markets. This project, which occurs in the first year between the fall and spring semesters, requires each full-time MBA student to travel to one of the emerging countries to work on a real problem presented by a project partner in that country. Students are immersed in an overseas culture with its attendant business challenges and opportunities that demand new understandings and new approaches, while encouraging a truly global perspective. Working with local entrepreneurs and community stakeholders, they tackle an indigenous business problem, and they are challenged to think innovatively and act collaboratively. They learn to question pre-existing assumptions and methods, and upon returning back to the U.S. they report on a transformational experience as well as transformational result for the business in which they were involved. During the first three years of The Global MBA program, the school sent more than 250 MBA students abroad to such countries as India, Peru, Ecuador, Rwanda, and Kenya for the Innovation for Humanity project, completing in total approximately 52 projects. The students not only learn to understand the real world pressures they will face but also experience cultures new to most of them.

Research Methods Employed

Benchmarking survey analysis. The mixed method research utilized in this study provides both quantitative and qualitative data, received from one business school selected as a case study. To build a broader understanding of the current trends and best practices in curriculum internationalization of MBA programs, a benchmarking survey was conducted. As described by the Technology Services Industry Association (TSIA), a benchmarking survey is a useful method that enables one to separate fact from fiction. The benchmarking survey is a popular method used by educators and program administrators to conduct research on their sector and provide the staff, faculty, or other audiences for whom this information will be most useful, with reliable data and information for decision-making. The benchmarking approach commonly focuses on such topics as 1) trends in the profession or a sector; 2) benchmarking of programs, staffing, budget and activity; and 3) related outcomes.

For the purpose of this study, a benchmarking survey was conducted which featured the collection and evaluation of data related to the top MBA programs in U.S. business schools. The top MBA programs holding the positions from one to 30, were selected based on the most recent rating (*U.S. News & World Report, 2014*). The schools in this group are often considered to be the industry leaders. In addition, the Carey Business School is working on the AACSB accreditation process. The group of the top business schools analyzed in this study may be considered a group of peers or aspirational peers that the school can be compared against – to understand the best practices, innovative approaches, or gaps that still need to be explored, in regard to MBA curriculum internationalization.

Survey. A survey was selected as one of the key research methods for this study with the goal of producing statistics; that is "quantitative or numerical descriptions about some aspects of the study population" (Fowler, 2002, p.1). The survey provides an opportunity for the researcher to ask questions as the main way of collecting information and the participant's answers are used as the data that will be analyzed. As emphasized by Fink (2009); Fowler (2002, 2009); and Nesbary (2000), the procedures used to conduct a survey will have a major effect on the likelihood that the data collected will provide an accurate description of what was intended to be explored in the study. The survey method brings together three methodologies: sampling, designing questions, and data collection.

For the purpose of this study, the participants were identified from a complete list of individuals in the population to be studied – all students who completed the Global MBA program at the business school selected for this study. That sample included two cohorts: MBA graduates of 2012 and 2013. Thus, this sample frame is comprehensive.

Since the sample represents the whole population, it also helps to address the issue of sampling errors. If the sample size was representative of only a fraction of the population, it will challenge the ability of a researcher to generalize from a sample to a population (Fowler, 2002). Providing a sample size that accurately represents the whole population also is more beneficial compared to a sample frame that excludes some people whom the researcher wants to describe, since the sample estimates "will be biased to the extent that those omitted differ from those included" (Fowler, 2002, p. 37). Lastly, the benefit of the criterion sampling is that it is very strong in quality assurance since all cases met the criteria set for the sample – in this study, all participants who graduated from the Global MBA program.

The questions in the survey process are used as measures; thus standardized questions were developed, following the trend in the survey method that evolved in the

20^{th} century (Fowler, 2002, 2009). One of the major advances in question design, as described by Fowler (2002) and Nesbary (2000) was an improved strategy for evaluation questions. It is more and more common that researchers test questions by conducting a pilot survey prior to conducting an actual survey. The pilot survey helps researchers to find out if the questions are well understood and if the answers are meaningful, thus providing an opportunity to address the questions or judge validity and reliability. A pilot survey was conducted for this study, as reflected in the section below describing the survey execution.

The standardized questions that were designed for this survey were developed in three main sections: 1) Global competencies: this section was focused on the questions that help to understand what global competencies are seen as most important by the recent MBA graduates; 2) Change in the students' global competency levels before and after the program; 3) Impact of the MBA curriculum on building global competencies: this section addressed the questions aiming to explore what specific elements and components of the MBA curriculum, as well as approaches in teaching, made the significant impact on building students' global competencies. In addition, the survey included open-ended questions that asked for participants' insights and recommendations for the improvement of the MBA curriculum internationalization.

The questions were designed using the Likert scale, which typically consists of three or more ordinal (ranked) categories placed along a continuum (Busch, 1993). Developed by the University of Michigan psychologist Rensis Likert (1932), Likert scales have become a popular approach and have been widely used in behavioral sciences to assess subjects' attitudes toward social issues. Teachers and researchers use Likert-type scales when conducting surveys of opinions, beliefs, and attitudes in needs analyses, teacher/student evaluation, and beliefs about language learning (DeVellis, 1991). The data collection process is described in more detail in the section below.

In-depth interviews. Another key method used for this study is in-depth interviews. This method provides an opportunity for triangulation, which makes it possible to elaborate and corroborate the findings from the quantitative surveys. Thus, this method also helped to enhance the validity of data.

Qualitative research is fundamentally interpretive since the researcher makes an interpretation of the data (Creswell, 2009). That means “analyzing data for themes or categories, making an interpretation or drawing conclusion about its meaning…stating the lessons learned and offering further questions to be asked” (Wolcott, 1994, p.35). Patton (1987) emphasized the value of in-depth interviewing as an art and science at the same time, because it requires skills, sensitivity, concentration, insight, mental acuity, and discipline.

An important task for an interviewer is to avoid influencing the answers that respondents provide, and at the same time “to maximize the accuracy with which questions are answered” (Fowler, 2002, p.6). In the in-person interview, there are also strategies for probing that the interviewer can utilize, when incomplete answers are obtained, and for handling the interpersonal aspects of the interview in non-biasing ways (Hyman, Feldman, & Stember, 1954).

For the purpose of this study, a general interview guide, used to conduct semi-structured interviews, was selected as the most appropriate approach. This approach allowed participants to respond openly to the basic interview framework that was developed as relevant to the research questions. For the additional insight or further elaboration on the questions where further exploration was needed, the researcher was able to do additional probing on the given topic while assuring consistency of the interview topics for each participant.

Document data analysis. Another technique employed for the data collection in this study is extracting data from documents, which is highlighted by Merriam (1998) as one of the valuable sources for data collection. The term “documents” is used here to refer to various types of documents that are relevant to this study, including strategic plans and competition analysis conducted prior to launching of the Global MBA program; program curriculum and course syllabi; program learning goals; assurance of learning (AOL) documents developed by the school; and the author’s notes and working documents related to the process of MBA curriculum development.

For the benchmarking survey, the documents outlining the program curricula of the top MBA programs were also used. In certain cases, these documents, such as program curricula, are available on the business schools’ websites or other public resources. In other cases, the researcher collected such documents via participation in professional conferences, workshops, and through the individual contacts with university administrators holding positions at U.S. universities.

Participant observation. The importance of fieldwork, or participant observation is emphasized by several authors, including Patton (1987), Feldman (2003), Merriam (2009), and Yin (2014). In a qualitative approach the researcher and the participant form a relationship in which a shared identity is evolving as the study progresses.

Patton (1987) emphasized that the observations of the researcher are relevant and valuable. In this study, the researcher brings a thorough understanding of the concept of MBA curriculum internationalization and its evolution at a new business school as well as knowledge of how the well-established business schools internationalize their curricula. The observations of the researcher have been inductive because even though the researcher worked closely with the MBA students during their academic experience, she has not influenced their understanding on what global perspectives they considered important while they proceeded to their engagement in the job market.

Research Process

Timeline and participant selection. The survey of MBA graduates and individual interview data was collected in March and April 2014 in Baltimore, Maryland by phone, video calls, and in-person meetings. Before contacting any of the participants, permission to conduct the research was requested from and granted by the University of Minnesota's Institutional Review Board (IRB Approval #1402E48285).

MBA graduates were selected from the two cohorts of students who have completed the Global MBA program at the Johns Hopkins Carey Business School. There were a total of 147 students in the two cohorts. The first cohort graduated in May 2012 and the second cohort graduated in May 2013. The sample was taken using the following criteria: 1) completion of the Global MBA program in a selected business school; 2) graduation in 2012 or 2013;

3) awareness and knowledge of the program curriculum offered in the Global MBA program; and 4) ability to bring a unique perspective on the MBA curriculum internationalization based on the above.

Pilot survey. Prior to conducting the actual survey, a pilot survey was implemented. The two purposes of the pilot survey included 1) to evaluate whether the questions were easy to understand and 2) to assess whether the responses provided to the survey provided meaningful information. In addition, the pilot survey helped to evaluate the time needed to respond to the survey, which is important information that was provided to the participants of the actual survey. Lastly, the pilot survey helped to evaluate the validity and reliability of the survey.

The pilot survey was organized with 12 participants who had a thorough knowledge of the MBA program and its components; thus they had a good understanding about the nature of the topic that the study aims to address. Fowler (2002) emphasized that one outcome of a good pilot, or pretest, is finding out how much time it takes to complete a survey instrument. The criteria for the survey length, as recommended by Fowler (2002) should include cost, effect on response rate, and the limits of respondent ability and willingness to answer questions.

The participants of the pilot survey were asked to answer all survey questions, while the time for them to answer the questions was measured. They further were asked to complete a separate questionnaire or provide their comments in person, about the amount of time it took them to answer the questions; whether the questions were easy to understand; whether they felt that the questions were relevant and not confusing; and lastly, to provide their suggestions if some aspects of the survey could be improved.

Survey implementation. After the pilot survey was completed, a survey was conducted with a population of 147 MBA graduates. The participants were invited to participate in the internet survey, which was the most appropriate type of survey considering the range of geographical locations where the MBA graduates are located.

The survey was open for three weeks, from March 20 until April 12, 2014. Two reminders were sent to all participants to encourage their participation. It was assumed that the participants would be willing to participate in the survey because it was focused on their experience during the MBA program. The first two cohorts who completed MBA program at the selected business school were very active in providing feedback and contributing their insights on program improvement.

To help increase the participation and response rate, the respondents were informed that five participants, selected randomly, would receive a $25 gift card. This approach was applicable and appropriate considering that MBA graduates are often involved in jobs such as consulting, project management, and business development – requiring long work hours. Allocating time for any additional activity beyond their current jobs is commonly a big challenge for the MBA graduates. Incentives built into the survey provided a good opportunity for people to feel appreciated for the time they contributed to the survey. This type of incentive is not believed to create any potential bias since the survey was anonymous.

At the end of the survey questions, the participants were also asked if they were interested in participating in an in-person interview, and those who were interested were asked to provide their contact information separately to the researcher. A sample of 10 participants who provided information-rich cases was selected for the in-person interview. These interviews were conducted in April 2014.

Process for interview questioning. The research process and data collection for this study included conducting 10 in-depth interviews with MBA graduates. These interviews were conducted using a semi-structured format with open-ended questions, with each interview lasting approximately one-and-a-half hours. The participants were carefully guided through a questioning process where they were asked to share their insights and reactions to the demands for global competencies in their workplace and provide their thoughts regarding the key global competencies that their employers expect MBA graduates to have.

After the beginning portion of the survey, a transition was implemented to suggest that the participants describe their perspectives on the types of global competencies they consider most important for MBA graduates, considering their experience in the workplace in the past one to two years. After the discussion of these global competencies and the participants' self-assessment of their own global competencies, participants were transitioned to more specific information and questioning regarding the impact of the MBA curriculum on building their global competencies and which components and aspects of the MBA curriculum were most effective in building those competencies. After coming to a certain understanding about definitions of global competencies offered by the participants and their perceptions of the impact of MBA curriculum on building those competencies, in the context of the Carey Business School, participants were asked to explore in what ways the MBA curriculum can be more effective and how the curriculum can be internationalized to provide the most benefit to students. For full details of the questioning route and its alignment to the research questions, please see the appendices.

Data Analysis

Using Patton's (1987) definition of analysis, as a "process of bringing order to the data, organizing what is there into patterns, categories, and basic descriptive units" (p. 144), this study design was developed to identify the themes and key factors which can be analyzed and explained in the data analysis process. The sequential explanatory strategy (Creswell, 2009) was applied in this study, with the quantitative and qualitative data collected in phases. While both types of data – quantitative and qualitative – were given equal value, the rationale for collecting and interpreting quantitative data first was such that it provided an opportunity to gain understanding of the MBA graduates' perceptions and their insights on a large scale, since the sample size included the entire population. From that perspective, receiving this quantitative data gave an important insight into the key themes that came out of the survey and an opportunity to identify the key components of the MBA curriculum that contributed to building global competencies, as perceived by graduates.

Once the survey was completed, the following methods for quantitative data analysis were used: descriptive statistics to assess the responses of the graduates, the non-parametric Marginal Homogeneity test, and the Pearson Chi-Square test. The non-parametric Marginal Homogeneity test was applied to verify if students responded similarly to the questions about their perceived level of competency before they started the MBA program and after the program. The Pearson Chi-Square test was used to verify whether there was a significant association between perceived change and categorical demographic variables in each global competency.

Quantitative data analysis also helped to identify any extreme or outlier cases. Qualitative interviews with these outlier cases could provide “insight about why they diverged from the quantitative sample” (Creswell, 2009, p. 221).

A qualitative data analysis was conducted to gain more understanding from the insights received from the participants of the in-depth interviews. The purpose was to interpret and evaluate whether the factors and components of the MBA curriculum that contributed to building students’ global competencies that were identified through the survey were confirmed and further explained in the interviews. After completing the in-depth interviews, notes were taken to capture the interviewer’s overall impressions, key themes and phrases, as well as information about the key points in the conversation where participants became more engaged in the interview, or otherwise, and other critical observations. Each of the participants of the interview was assigned a code name, together with information about his or her gender, international/domestic student status (while in the MBA program), and employment information. This approach was used to keep the interview records organized and maintain the subjectivity and integrity of the anonymous nature of the interview. The specific ideas, such as reactions, knowledge, and impressions, were assigned to broader categories (themes and subthemes) that were identified. This type of analysis is inductive in nature, which is emphasized by Patton (1987) as providing the opportunity to identify the categories and themes emerging from the data, and not determined prior to data collection. The qualitative findings, presented in terms of themes and subthemes, helped to elaborate on and extend the quantitative results.

Lastly, the integration of the quantitative and qualitative findings took place in the final phase, in which the results of the survey were highlighted and the complexities that became known through this research were emphasized based on the qualitative findings. From this process, the results of the quantitative analysis and certain thematic categories that emerged from both quantitative and qualitative research became the outline for Chapter 4, focused on the findings of the study.

Limitations of the Study

Since the subject of this research study is the Johns Hopkins Carey Business School and its graduates, the results are limited to the experience of the graduates in one specific program, and will be difficult to generalize to a broader population. Yin (2014) defends that "case studies, like experiments, are generalizable to theoretical propositions and not to populations or universes" (p. 10). Considering the researcher's leadership role at the school, intimate knowledge of the development and evolvement of the Global MBA program, and a very close and active engagement in recruitment and program management of the Global MBA program, there may be personal biases in constructing the interview questions although specific guidelines of key questions were designed and adhered to as they related to data in response to each of the research questions. Chapter 4 will provide detailed description of the findings of the research process.

Chapter 4: Results

This chapter presents the findings from the survey conducted with MBA graduates and from the one-on-one interviews with participants, in response to the research questions. This chapter also presents the results of the benchmarking survey conducted to evaluate how the top MBA programs in the U.S. internationalize their curricula, in response to the first research question. Additionally, an analysis of internal documents and articles related to curriculum internationalization at the Johns Hopkins Carey Business School is presented.

There are three sections in this chapter. The first section employs data analysis of the benchmarking survey of the top MBA programs in the U.S., analyzing how the leading business schools in the U.S. look at curriculum internationalization in their MBA programs. The first section provides an overview, analysis, and a summary of the trends found in curriculum internationalization of MBA programs, based on this analysis. This section aims to respond to the first research question: In what ways do the top business schools internationalize their MBA curricula?

The second and the third sections summarize the results of the survey conducted with two cohorts of MBA graduates and individual interviews conducted with the MBA graduates. The participants' responses are grouped by research question. The second section provides and analyzes the findings related to the second research question: To what extent does the MBA curriculum help build students' global competencies? The responses are summarized by theme, including the importance of five global competencies for MBA graduates, change score in how MBA graduates perceived the difference between their level of competency before and after the MBA program, and to what extent this change was a result of the MBA curriculum.

The third section summarizes responses by theme from answers related to the third research question: Which aspects of the curriculum are seen by the students as most valuable in building their global competencies? Specific themes were identified based on the participants' responses to the survey and individual interviews. The themes included required and elective courses in the MBA program, faculty engagement in building students' global competencies, working in a diverse student group, and extracurricular activities.

Research Question 1: In What Ways Do The Top Business Schools Internationalize Their MBA Curricula?

The MBA market has experienced major changes in the past decade, in large part due to the financial crisis of 2008. Besides making it more challenging for prospective students to afford investment in an MBA, the crisis also re-fueled discussions about the value of an MBA. Since 2008, schools have engaged in strong competition to attract students. They developed new products and expanded their educational offerings such as one-year MBA and online MBA programs. While the MBA market has not fully recovered, the enthusiasm for the MBA is greater than at any time since 2008. The two-year MBA is still considered the standard in business schools but it is coming under increasing pressure as the market for business credentials fragments (Bradshaw, 2014).

Even those who opt for a traditional MBA no longer see the degree as the traditional route into a career in investment banking or management consulting.

The impetus for change is coming from students themselves, says Rich Lyons, dean of the Haas School at the University of California, Berkeley. "You look at 200 MBAs and you get 200 different job aspirations. It is a good thing that schools are accommodating graduate needs." (Bradshaw, 2014).

The approaches in curriculum internationalization in MBA programs are analyzed and evaluated based on the following seven criteria:

1. Mission of the school in preparing MBA students to work in global markets
2. Global focus of the MBA programs
3. Concentrations with global focus in MBA programs
4. Global requirement
5. Elective courses with global focus
6. Study abroad in MBA programs
7. Diversity of student population

Training global business leaders.

Despite the changes in the needs and demands of prospective students and their diversified profiles, and despite the schools' creative endeavors to differentiate themselves from competitors, it is surprising that there is very little variation in regard to business schools' missions. Dr. Fernando D'Alessio, Dean of the Centrum Business School of Universidad Catolica in Peru, emphasized that all business schools offer to develop leaders; however, the question remains whether they accomplish this mission. In addition to developing leaders, most schools also add the "global" component to their mission. In his presentation at the Executive MBA Council in 2011, Dr. D'Alessio provided a comparison of the mission statements of several leading business schools in the U.S. In reviewing the leading business schools' mission statements, it may be noticed that these statements offer little variety:

Harvard Business School: "…to educate leaders who make **a difference in the world…**" (Harvard Business School website www.hbs.edu)

Dartmouth's Tuck School of Business: "…students for leadership positions in **the world's foremost organizations…**"(Nohria & Khurana, 2010)

Stanford Graduate School of Business: "empowers the world's brightest students to act — to take steps that will **change the world**." (Stanford Graduate School of Business website, http://www.gsb.stanford.edu)

MIT's Sloan School of Management "creates value with purpose through management education that develops better leaders to responsibly **manage the world's need for innovation**, knowledge creation that drives innovation through unprecedented transformations in business and society, and real-world engagement that turns innovative ideas into practical **solutions to the world's problems**" (Massachusetts Institute of Technology, Sloan School of Management website http://mitsloan.mit.edu).

Wharton School of Management, University of Pennsylvania: "When you pursue a Wharton MBA, you'll transform yourself. Your Wharton MBA is about more than what you become; it's what you can do as part of a dynamic community, at Wharton and in **the world at large**" (the Wharton School of Management website www.wharton.upenn.edu).

Cornell University Johnson School of Management: "Johnson teaches you how to harness the strengths of those around you, combine their strengths with your own, and create progressive and impressive high-performance solutions to business challenges — and to other challenges facing **the world at large**" (the Johnson School of Management website www.johnson.cornell.edu/).

The two common themes that are present in almost all of the mission and vision statements of the top MBA programs in the U.S. ranked one through 30, according to the *U.S. News & World Report 2014* are "leaders" and "global." The idea of leadership is in some cases associated with the concept of transformational leadership, thus using words such as "transforming," "changing lives," and "making change." Many schools recognized that in this global economy, "leaders are needed more than ever and leadership is necessary to develop a strategic process to achieve the firm objectives" (Banerji & Krishnan, 2000).

The "global" theme, while appearing in most of the mission and vision statements of the leading U.S. business schools, represents various aspects in what those schools consider important in management education. Those aspects are the following:

- *Making a difference in the world***.** Several schools highlight the importance of application of business skills in the world at large. In that perspective, they emphasize that the world is highly globalized and they invite their prospective and current MBA students to think how their business actions will impact not only their immediate colleagues and clients but also the world at large.
- *Global citizens.* The idea of training business students to become responsible global citizens has also been presented in several mission statements. Being a global citizen is often connected with the idea of taking responsibility for one's

actions and making managerial decisions from the perspective of business ethics. In recent curricular developments, many schools included a Business Ethics course as a required component of their MBA curriculum, and expanded elective offerings with courses such as Corporate Social Responsibility.

- *Global standards of living.* The goal of The McDonough School of Business at Georgetown University is that "students be able to improve the management of existing organizations and create new ones in order to responsibly help raise global standards of living" (The McDonough School of Business website http://msb.georgetown.edu). The idea of raising global standards of living provides a different interpretation of what it means to be a "global leader." Not only does it emphasize the accountability of persons in leadership roles but it also offers an action-oriented approach. In contrast with potentially broad statements in the business school's mission, raising global standards of living can be viewed as a specific goal requiring students to understand the world economy and apply their business talents beyond their own country.

From the top MBA programs, out of 32 programs holding the top 30 positions in 2014 (*U.S. News & World Report 2014*), 26 had the emphasis on the "world at large" or a "global" aspect included in their mission statement or vision for the school. That was mostly used to define the global space in which the future MBA graduates will operate. In regards to the vision for what these graduates will be expected to accomplish, verbs such as "transform," "change," "make a difference," and "improve" deliver the message to students. Again, it can be argued that the nature of these mission statements cannot be described as providing much variety. Most business schools claim that a key aspect for their admissions decision is finding the right fit, but doing so becomes difficult if all schools' mission statements are very similar, if not identical.

Overall, this review of the mission statements shows that the importance of globalization has been recognized by business schools leaders – as supported by the schools' recognition that their graduates should be prepared to successfully present themselves, communicate, negotiate, manage, collaborate, and lead in the ever-changing global marketplace.

Global focus of MBA programs. While the reviewed schools recognized the need to prepare students to be future global business leaders, the report produced by the Task Force on Globalization of Management Education of the Association for the Advancement of Collegiate Schools of Business found that there is a sizable gap between real-world needs and what is taught by management educators when it comes to globalization (AACSB International, 2011).

Some pioneering global MBA programs launched or repositioned their MBA programs to explicitly focus on training a new generation of leaders in "being truly global" (Byrne, 2011). Some of the most groundbreaking innovation in management education is being accomplished in these mostly new global MBA programs for executives. They provide what most MBAs do not: a thoughtful understanding of how the global economy works and how organizations can best organize and operate in it (Byrne, 2011).One of the most noticeable trends in recognizing the need to include a greater global focus in MBA programs was positioning of MBA programs as Global MBA programs, to emphasize the global focus of the program. Business schools adopted this program title in a variety of ways.

Some schools repositioned their full-time, two-year MBA program as Global MBA, such as the program at the George Washington University. It is delivered in modules, and has a large representation of courses with a global focus: in the first year, students are required to take such courses as Global Perspectives and Micro for the Global Economy. In the second year, they take Macro for the Global Economy, International Management, and International Residency Practicum. Most of the aforementioned courses are delivered as part of the International Residency, requiring travel abroad.

Other schools have reconsidered their offerings to executive students and modified their Executive MBA offerings by structuring the program in a module or residency format, with several residencies offered abroad. Most of the Global MBA programs are offered as Executive MBA programs. One of the latest trends in terms of globalizing MBA programs is positioning of online MBA programs as global programs, such as the Online Global Executive MBA by George Mason University.

For the purpose of this study, the full-time traditional two-year MBA programs are analyzed, excluding other MBA options such as online, one-year MBA and executive MBA programs. The reason for focusing on the two-year MBA programs is that the traditional two-year programs typically attract students who are career changers, who make a significant investment of their time, energy, and funding to spend two years in pursuing the full-time MBA program. The traditional two-year MBA programs are targeted to students with 2-7 years of professional experience on average. These students look to the MBA as a transformational experience that will not only build or expand their business and leadership skills but will also be expected to help them reposition themselves professionally, move into a management role, or enter into a new business sector. The other types of programs are targeted to a different student population, and thus are not considered in this study.

Not all global MBA programs are equal. Some schools incorporate a few global courses into their curriculum and call it “global.” Others move their classrooms to foreign countries, outsourcing space from local universities. Some of these programs can lack the diversity of participants that make for a truly global conversation in the classroom (Byrne, 2011).

However, there has not been an agreement on what makes the MBA program truly “global” and the whole direction of repositioning of the program in many cases remained on the program title level. The full-time two year MBA programs often offer the same or similar global focus, including a requirement for international components or international consulting projects. Since it can be argued that inclusion of the name “global” in the title of the program does not automatically provide differentiation from other MBA programs, this analysis is focused on the traditional full-time MBA programs offered by leading U.S. schools.

Even though many schools do not include the word “global” in their program title, the global aspects of the programs are advertised and highlighted in the schools’ materials in an attempt to differentiate the school from competitors.

The University of California Berkeley Haas School of Business emphasizes global focus as integral to the Berkeley MBA experience. Global business is part of many courses, some with a specific focus on international topics. Such courses include Global Strategy and Multinational Enterprises, and Global Leadership. MBA students are encouraged to take advantage of international opportunities, including a semester abroad, or being involved as a consultant in one of the International Business Development programs at Berkeley. In addition, there are numerous student clubs, business competitions, fellowship programs, and research centers with an international focus. Many faculty members, too, either are originally from other countries or have extensive international experience and contacts. The impact of this international diversity on the MBA program is enormous, adding varied perspectives to classroom discussions, team projects, and everyday interactions.

The Harvard Business School invites students “into an intense period of personal and professional transformation that prepares you for challenges in any functional area—anywhere in the world” (Harvard Business School website www.hbs.edu). It further emphasizes that six tenets make the HBS program unique: Global Intelligence, Learning in Practice, Entrepreneurship and Innovation, Residential Learning Community, Alumni Relationships, and Publications and Resources.

The University of Pennsylvania’s Wharton offers a similar list of differentiating factors. Out of these five factors, two are of the global nature: “Global Opportunities” for students in the MBA program and “Largest Global Network” (Wharton website www.wharton.upenn.edu).

While most program descriptions are focused on the student and their expected role in making change in the world, Stanford introduces a faculty aspect as a differentiating feature:

> Our faculty focus on the ***global context*** of management, and we train leaders for an ***international economy***. We offer ***international study trips***, internships, and programs ***around the world***. (Stanford University Graduate School of Management website, http://www.gsb.stanford.edu)

With a similar focus on faculty expertise, Columbia Business School's full-time program is described as "one of the finest in the world, with a prestigious roster of internationally renowned faculty members (150 fulltime faculty members), diverse and highly sought-after students, and access to the world's biggest corporations in New York City."

Overall, there is an observed consistency in the way the top MBA-offering schools define and title their MBA programs. There are 32 full-time MBA program schools that were holding positions from one to 30, according to the *U.S. News and World Report 2014*. None of these 32 programs has a "global" word in the title, even if the program focus is described as global. The term "global" is reserved for the executive MBA programs, with little variations in their titles, including specific regional focus:

- Global Executive MBA at Darden School of Management, University of Virginia; The University of Washington, Duke's Fuqua School of Business; and Georgetown University.
- Global MBA for sponsored managers at Ross School of Business at the University of Michigan.

- Global EMBA for Latin America and Global EMBA for Asia Pacific at the University of California Los Angeles (UCLA), Anderson School of Management.
- Americas MBA for Executives offered by Vanderbilt University, Owen School of Business

Concentrations with international or global focus. There is no uniform approach among business schools in terms of offering concentrations. Some schools choose to not to offer concentrations formally but build some flexibility in the program, allowing students to select courses that are most attractive for them. Other schools offer concentrations that are in some cases called specializations or tracks.

Based on the rankings in *U.S. News & World Report*, out of the 32 leading MBA programs analyzed in this benchmarking review, only 15 programs offered a concentration with global focus. The University of Pennsylvania's Wharton School of Management offers MBA students a concentration in Multinational Management, which is expected to be comparable to the Global Management concentration at the University of California-Berkeley, Haas. The University of Chicago's Booth and Kellogg students at Northwestern University can pursue an International Business concentration. While having the international concentration in the MBA program can be viewed as a strong signal of the school's recognition of the importance of global content, these concentrations offer varying degrees of course options within the concentration. For example, Chicago University's Booth MBA offers International Management among its 14 concentrations; however, the course offerings in this concentration may be considered quite limited. Based on the description of the concentration provided on the website, there are only three courses in this concentration.

The Stern School of Business at New York University and Goizueta at Emory University are the leaders in terms of offering global concentrations. Both are similar in the way that they offer a large number of concentrations: 24 concentrations at Stern and 22 concentrations at Goizueta. Out of 32 programs analyzed here, 17 did not offer any concentration with global or international focus – including Harvard, Stanford, MIT Sloan, and others, as shown in Table E1 in Appendix E (*Concentrations with global focus offered by the leading MBA programs in the U.S.*).

Those schools that offer the opportunity to choose a concentration with global focus typically offer one concentration: either International Business or Global Business (offered by five out of 32 top business schools), or Global or Multinational Management (offered by three schools). Two schools offer a more specific concentration in Global Supply Chain Management (also called Supply Chain Management and Global Sourcing). Lastly, Global Financial Reporting and Analysis, a concentration focused on Finance, is offered by one school only.

In the case of the Stern School of Business at New York University, which offers not one but two global concentrations, the school's global expertise is explained by "strong research and teaching capability in the international and global dimensions of business." According to the school's website, it was one of the first management education institutions to build this type of expertise. It is further explained that a specialization in Global Business "will prepare students for a career in multinational firms, financial institutions, international organizations, and government."

The fact that 17 out of 32 programs do not offer a global concentration makes it reasonable to question how these schools are planning to accomplish their mission of training global leaders and global citizens. It also allows questioning whether the lack of opportunity for students to build their global concentration may be considered a serious limitation to both the school and the student.

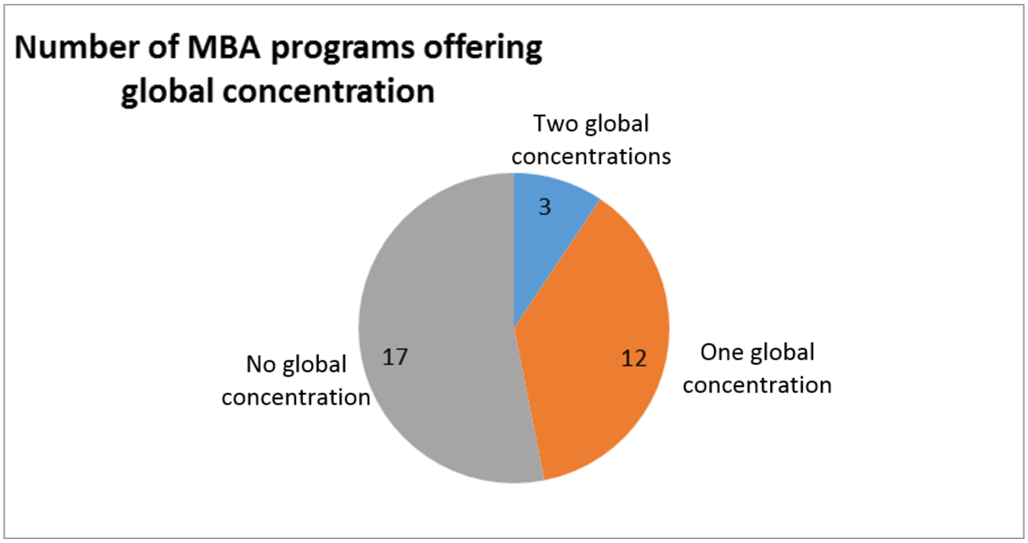

Figure 7. Global Concentration Offerings in the Top MBA Programs in the U.S.

Global requirement in MBA programs. In an increasingly interconnected world, many business schools have come to the realization that they cannot effectively train the managers and business leaders of the future without providing opportunities for their students to engage in international activities, which contribute to their understanding of that world (Nelson, 2011). Some schools decide to establish a "global requirement" which can take the form of a required core course, required international project, consulting project abroad, or a required elective with global focus.

For example, the Carlson School of Management at the University of Minnesota was one of the first business schools to introduce a global requirement. Currently, all

Carlson students are required to complete their global experience, which can be done by: taking a class with global focus at the school, participating in a study abroad, working on a short-term international study program, or engaging in a consulting project involving travel abroad.

From the group of the MBA programs analyzed in this study, seven programs have requirements for a global experience or a global course included as part of the MBA curriculum.

At Georgetown University, full-time MBA students start their program with a required three-week integrated course on Structure of Global Industries. This course provides “an intensive, integrative learning experience examining the economic, political, and cultural contexts of several global industries” (the Georgetown University McDonough School of Business website http://msb.georgetown.edu). The school also emphasizes that this course is an opportunity for students to start exploring ethical issues that arise in global contexts and to learn how to work in teams.

Georgetown’s MBA program has another requirement as part of its curriculum – Global Business Experience in the second year of the program. This experience includes a combination of coursework completed in the fall semester of the second year, followed by a one-week international consulting project in spring of the second year.

Another school that requires two international perspective activities is the University of Washington Foster. However, having two required international activities as part of the curriculum was an exception rather than a standard for the group of top MBA programs studied.

The Marshall School at the University of Southern California considers it important for students to improve their awareness and understanding of economic and cultural issues pertinent to global business. According to the description of its MBA curriculum, Marshall "seeks to train students as global managers by allowing them to compare and contrast the U.S. business experience with that in other countries." (The Marshall School of Business website www.marshall.usc.edu). The curriculum includes a required course, GSBA-580, The Global Context of Business. A unique element of the course is PRIME International Experiential Learning, a required 10-day site visit overseas.

Another approach in curriculum internationalization is demonstrated by Northwestern University, Kellogg School of Business. Its MBA program does not have a required global course in the core curriculum. Instead, the school built the Global Elective requirement through courses such as Cross-Cultural Negotiation, International Finance, International Marketing, International Business Strategy, Global Initiatives in Management, or through approved study-abroad programs. As emphasized in the MBA program overview, "an international perspective is essential for managers in a global economy" (Kellogg School of Management www.kellogg.northwestern.edu).

The main types of "global requirement" established by business schools include:

- required core course
- required elective
- required international project (including consulting project option)
- global experience requirement that can be completed through a variety of options.

While there are several examples of the global requirement in the leading MBA programs, it can be argued that having only seven out of 32 top MBA programs implementing global requirements suggests that sufficient attention is not paid to curriculum internationalization issues by business schools.

Elective courses and experiential learning projects with global focus. When it comes to elective course offerings, most business schools are in agreement that it is essential for managers in a global economy to build an international perspective. While this agreement can be observed in words, it does not always translate into specific actions reflected in curriculum internationalization. As explored earlier, only 22 percent of the MBA programs analyzed here established the global requirement. This trend can be observed both in the required core classes and in electives. Several schools built an explicit requirement for Global Experience or Global Elective. For example, at Northwestern's Kellogg, all full-time MBA students "must meet a one-credit global elective requirement through a course such as Cross-Cultural Negotiation, International Finance, International Marketing, International Business Strategy, or Global Initiatives in Management, or through approved study-abroad programs" (Kellogg School of Management www.kellogg.northwestern.edu). It is explained that through this requirement the school expects to give students an opportunity to explore a formal framework for addressing international business and management issues through direct exposure to a foreign management culture. Out of approximately 225 elective courses offered by Kellogg, at least 22 courses have a global focus comprising approximately 10% of the elective course offerings.

At Stanford, in addition to the Global Experience Requirement, the school offers at least 17 courses with a global focus, from a total of 247 courses offered in the 2013-2014 academic year (Stanford University website, www.stanford.edu). Most courses with global context represent key areas of business schools' curriculum, including Finance, Marketing, Operations, Strategy, and Organizational Behavior. These courses are built with a global context or focused on a specific regional market (China, India, European countries).

Wharton may be considered a leader in terms of global elective offerings, with at least 46 courses having an explicit global focus, out of more than 200 electives – "more than any other business school" as stated on Wharton's website. Wharton offers Global Modular courses that involve international travel to China, India, Israel, South Africa, and the United Kingdom. Another offering is the Global Consulting Practicum (GCP) led by faculty and organized with partner schools in Chile, China, Colombia, India, Israel, Peru, and Spain. Besides the short programs requiring international travel, the school also offers many elective courses from the following key business areas: Strategy (Multinational Business Strategy, International Industrial Development Strategies); Finance (International Finance, International Corporate Finance, International Accounting and Financial Reporting, Global Monetary and Financial Institutions); and Marketing (Marketing in Emerging Economies, Understanding & Marketing to the Indian Consumer). There is also a wide range of courses focused in specific business sectors such as Health Care (Private Sector Development in Global Health, Health Care Innovation in India) and Real Estate (International Real Estate Comparisons).

Several schools offer a global consulting project experience, although there is a certain level of disagreement regarding the naming of this experiential learning project. Some schools position it specifically as a consulting project, such as Tuck College of Business's "Global Consultancy." Other schools consider it more appropriate to avoid the term "consulting" since MBA students are still learning about business and the project in which they develop recommendations for a real business client is still a learning experience for them. Nonetheless, the structure of the international project is similar at many full-time MBA programs. The project is built as an academic course where students earn academic credit. In most cases, it is an elective course rather than a requirement.

The majority of the programs develop this course as a faculty-led experience where students work in teams, engaging with business clients abroad. There are a few exceptions in which the international activities are organized as student-led; nonetheless, considering the academic nature of the course, the faculty role is typically considered very important in providing oversight, facilitating the learning experience, and evaluating students' work at the end of the course.

Several schools offer specific global courses allowing students to explore target regions. For example, Tuck College of Business offers Learning Expedition Courses in China, India, Israel, Japan, and South Africa. Out of about 99 electives offered by Tuck in the 2012-2013 academic year, 18 courses had a global focus (including five Learning Expedition courses). Unlike global courses that are built on specific knowledge from one of the academic areas, such as Finance and Marketing, the courses with regional focus are typically developed as inter-disciplinary courses allowing students to build a broad knowledge about the selected region.

Study abroad. Study abroad has been a popular option among global academic offerings in the MBA programs. Some business schools expand the meaning of study abroad by adding other types of international experience such as short-term programs, educational travel, and international projects in the study abroad description. For the purpose of this study, the term “study abroad” is used in a more traditional sense, where students spend one or two semesters abroad studying at another university.

The schools that offer study abroad to MBA students emphasize that by taking courses at the exchange-partner schools the students will learn about business from a different perspective, build their regional experience, experience another culture, and expand their global network. Dartmouth’s Tuck School of Business allows students to spend a “term overseas to gain knowledge of a different culture’s educational and business environment” (Tuck School of Business www.tuck.dartmouth.edu). Northwestern’s MBA exchange experience “is intended to build on Kellogg’s global experience and to provide students with an immersion experience that adds value to their time at Kellogg” (Kellogg School of Management www.kellogg.northwestern.edu).

The study abroad opportunities offered by the top MBA programs analyzed here range from a small number of academic options to a very large selection of countries and exchange partners abroad. On the more modest side, with the Yale Exchange Programs MBA, students can spend the fall semester of their second year studying at an overseas business school. Currently, students can choose among five partners located in Paris, London, Barcelona, Singapore, and Beijing. A similar range of options is offered by Ohio State with exchange opportunities in seven locations offered to graduate students. More expansive study-abroad programs are offered by the University of Pennsylvania’s

Wharton (17 academic partners in 15 countries), the University of Chicago's Booth (33 partner schools in 21 countries), Northwestern University's Kellogg (37 academic partners in more than 20 countries), and New York University's Stern (40 academic partners in more than 10 locations).

The University of Virginia's Darden School of Business highlights its study exchange program that connects with 79 countries through various programs, activities, and visits each year. Darden also brings up an important benefit that MBA students receive through the study abroad program: a chance to explore their job opportunities in the markets abroad. According to information from Darden, 80 companies recruited Darden students for overseas positions in more than 35 different countries in the 2012-2013 academic year.

Several of the MBA programs reviewed here do not offer any information about study abroad in their MBA programs – these schools include MIT, Harvard, Georgetown University, Arizona State University, and the Georgia Institute of Technology. Overall, it can be noted that the MBA programs ranked 1-30 (*U.S. News and World Report*, 2014) are very active in building relationships with their academic partners abroad and offering study abroad options to their full-time MBA students. At least 25 schools reviewed in the benchmarking survey offered some type of study abroad option.

Diversity of student population. In the last few years, the competition for new students among business schools has increased while the decrease of demand from U.S. applicants continued. As a result, many schools have increased acceptance of international students into the full-time MBA program. Adding international students to the mix of a full-time MBA cohort is "a surefire way for business schools to up their diversity quotient, and many schools are ramping up foreign enrollment to bring a truly global mindset to their MBA programs" (Sheehy, K. 2013).

The traditional approach in many full-time MBA programs for many years was to build a cohort with approximately 25-30 percent international students. This percentage was believed to provide sufficient diversity in terms of students coming from other countries, while not compromising the school's ability to provide support with career development and job placement. Since many international students come to the U.S. with very little or no experience of working in this country, the likelihood of them finding a job or internship in the U.S. is lower than for domestic students. Since one of the factors taken into account for the MBA program rankings is the salary of the MBA graduates, having a large percentage of students working outside of the U.S. presents the risk of receiving a negative impact on the program's ranking. It is not the fact that the graduates will work abroad but rather the difference in salaries, with salaries in the U.S. usually considerably higher than those abroad, that causes the negative impact.

There is certainly a trend of increasing the percentage of international students in the MBA full-time cohort, observed after 2008. *U.S. News & World Report 2013* provided data on the MBA programs with the highest proportion of international students. The national average of foreign student make up for full-time MBA programs in 2013 was 31.2 percent, according to data reported by 138 ranked business schools in *U.S. News & World Report 2013*. The schools that made a bold move to increase the proportion of international students were reported to enroll up to 62 percent international students in their full time cohorts.

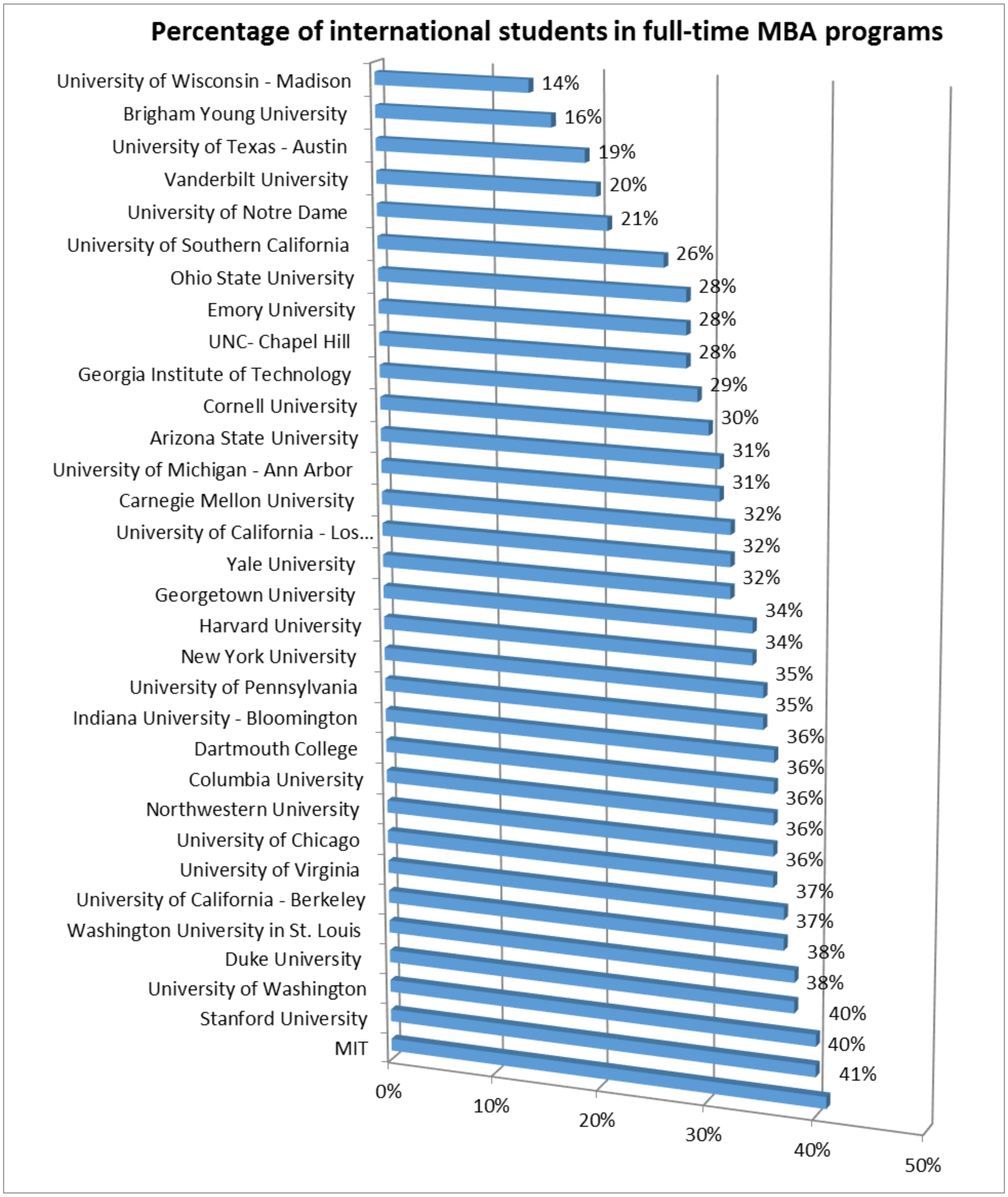

Figure 8. Percentage of International Students in Full-time MBA Programs, *U.S.News & World Report 2014.*

It is interesting to analyze whether the national average of 31.2 percent international students can be compared to the average of the MBA programs in the top 30 positions and whether the trend of increasing the proportion of international students can be found in this group of programs.

Based on the data collected from the full-time MBA class profiles of the schools holding positions from 1 to 27th (top 32 MBA programs) in 2014, the proportion of international students in the cohort ranged from 14 percent at the University of Wisconsin Madison (University of Wisconsin website) to 41 percent at the Massachusetts Institute of Technology (MIT, Sloan School of Management website http://mitsloan.mit.edu), as can be seen in Figure 8.

According to the data received from this benchmarking survey, the average of international students is 31.4 percent among these 32 programs. It is comparable to the national average of 31.2 percent reported by *U.S. News & World Report 2013*.

The difference between the lowest percentage (14 percent) and highest (41 percent) can be considered large. However, there is not enough information available about the decision making process at these business schools to explain this difference. It can be noted that the two universities with the lowest percentages in the graph above are located in areas that may be considered less attractive for international students. For example, the University of Wisconsin is located in Madison, Wisconsin, and Brigham Young University is located in Provo, Utah. One may expect location to be an important factor for international students who decide on the MBA program and choose the location where they will spend two years living in a new country. However, this assumption may be challenged in the case of the University of Notre Dame, which has 21 percent international students. The university's Mendoza School of Business, holding 23rd position (*U.S. News and World Report 2014*) is located in Notre Dame, Indiana – within driving distance of large cities such as Chicago and Indianapolis. In comparison, Indiana University-Bloomington's Kelley School of Business is comparable to Mendoza's position in ranking, holding 21st position. However, Kelley's MBA has a much larger international student population (36 percent). In this case, the difference in the proportion of the international students is not likely to be explained by either difference in location or in rankings.

Another way of looking at the mix of students would be to consider the actual number of students instead of percentage. For example, out of 406 students who entered the MBA class in 2013 at MIT Sloan, 166 of them were students with international citizenship (41 percent), while at Ross's MBA at the University of Michigan, 31 percent of the new class of 455 students who started program in 2013, the number of international students is 144. If the ratio of international students at MIT were the same as at Ross, 40 international students who were admitted and enrolled into the MBA program at MIT would not have been admitted, which is a significant number of students. This information can provide certain perspectives on the differences in admissions strategy as the business schools consider what the appropriate mix is in their full-time MBA programs.

Table 1 provides useful data regarding whether the admissions strategies of the top MBA programs can be compared to those of programs that are actively increasing the proportion of international students.

It can be noted that none of the MBA programs appearing in Table 1 were part of the top 32 full-time programs analyzed earlier in this section. The school holding the highest ranking among these 10 schools is Purdue University - West Lafayette, ranked

40th (*U.S. News and World Report*, 2014). This data raises an interesting question that may be proposed as a topic for further research – whether there is a connection between the high position in ranking and the opportunity for the school to attract enough strong applicants, thus allowing them to keep the proportion of international students on a lower level. It can be expected that lower-ranked schools experience more pressure in terms of competition for applicants, thus employing the strategy of increasing international student population to meet their enrollment goals.

Table 1. Business Schools with the Highest Percentage of Full-Time International Students. *U.S. News & World Report 2013*.

Business school	Full-time enrollment (fall 2012)	Percentage of international students
Arkansas State University - Jonesboro	90	75.6%
University of California—Riverside (Anderson)	184	73.9%
Rensselaer Polytechnic Institute (Lally)	78	69.2%
Purdue University—West Lafayette (Krannert)	241	63.1%
St. John's University (Tobin)	517	59.4%
Hofstra University (Zarb)	99	57.6%
Thunderbird School of Global Management	380	56.1%
Syracuse University (Whitman)	77	55.8%
Babson College (Olin)	408	54.9%
Clarkson University	86	54.7%

Research Question 2: To What Extent Does the MBA Curriculum Help Build Students' Global Competencies?

A combination of the survey of MBA graduates and a series of individual interviews helped to explore the second research question: To what extent does the MBA curriculum help build students' global competencies?

First, the participants were asked how important each of the global competencies is, based on their experience in the workplace. The five global competencies used in this study, based on the model proposed by D'Angelo (2009), include:

Competency 1 (CP1): Understanding global market perceptions and realities

Competency 2 (CP2): Effectively communicating across cultures

Competency 3 (CP3): Effectively managing across cultures

Competency 4 (CP4): Facilitating global teams

Competency 5 (CP5): Creating innovative solutions to global business challenges

Next, for each of the five global competencies, the participants were asked about their perceived level of competency before and after the MBA program. A series of questions was designed to help evaluate whether there was a change in competency, as perceived and self-reported by graduates. Based on their responses, the change score was calculated. It was further explored, if there was a change, to what extent this change was a result of the MBA curriculum and activities in the MBA program.

Several tests were conducted using statistical software to learn more about the perceived change, as self-reported by graduates, and a possible association between change and several demographical variables. These tests were conducted to understand whether certain sub-groups of the population perceived more change in building their global competencies compared to other groups, based on demographical factors.

Research participants. The total population of graduates who completed the full-time Global MBA program at the business school selected for this study was 147 in March 2014 when the study was conducted. This population included two cohorts, one which graduated in spring 2012 and the other in spring 2013. Since only two cohorts have graduated from this program at the time of the study, the whole population was invited to participate in the survey. The participants received the questionnaire that was developed as an online survey. A total of 56 (38 percent) graduates participated in the survey with contact information provided by 49 respondents. While the response rate could possibly be higher, it was anticipated that the MBA graduates are engaged in very demanding jobs that often involve domestic and international travel, a challenging amount of work, and tight deadlines. Because of the time constraints and demanding nature of the jobs of MBA alumni, the response rate of 38 percent is considered good and appropriate for this type of target group.

In terms of the country of origin and nationality, 55 percent of respondents were from the U.S. and 45 percent represented several countries with China (13 percent of respondents) and India (13 percent of respondents) having the largest number of respondents. The remaining group included representatives of South Korea, Netherlands, Belgium, New Zealand, Taiwan, and Colombia combined. The group of people who responded to the survey provides a good representative sample, considering that their demographic characteristics are comparable to the characteristics of the overall Global MBA population of graduates. Distribution of respondents in regard to the MBA cohorts was appropriate, with 53 percent of respondents representing Cohort 2013 and 47 percent representing Cohort 2012.

Ten participants were invited for the in-depth individual interviews to explore these questions further and provide insights from the student’s view about their experience in the MBA program.

Data analysis. The results of the first survey question were analyzed to study whether each of the global competencies explored in this study is considered important by participants, with regard to the competencies' contribution to success in the workplace.

The survey questions 2-6 were focused on the perceived level of competency as self-reported by students, before and after their MBA program. The non-parametric Marginal Homogeneity test was applied to verify if students responded similarly to the questions about their perceived level of competency before they started the MBA program and after the program.

The Pearson Chi-Square test was used to verify whether there was a significant association between perceived change and categorical demographic variables, in each global competency. The following categorical demographic variables were considered: gender; cohort; international or domestic student status; number of countries travelled before starting the MBA program; and number of years of professional experience before starting the MBA program. If a value less than five for the expected frequencies was observed, then the Yates correction was used when computing the Chi-Square test.

In order to verify whether the relationship between the perceived change and the continuous demographic variables (such as age and a number of foreign languages spoken) was significant or not, the non-parametric Mann-Whitney/Wilcoxon test was conducted.

A significance level of 0.05 was used for all statistical tests. The analyses were conducted using statistical software including R version 3.01 (R Development Core Team, 2013) and StatCrunch version 5.0 (West, Wu, & Heydt, 2004).

After this data analysis was conducted, the results received for questions 7-10 were analyzed to answer the research question. In these survey questions the participants were asked, if there was a difference in their perceived level of competency before the MBA program and now, and to what extent this change was the result of their experience in the MBA program. The categorical variables were described using frequencies and percentages. In order to understand the distribution of these variables, column charts were created. The frequencies were reported for each question and for each category in the question.

Importance of global competencies. In the first question of the online survey, the respondents were asked, based on their experience, how important are the following global competencies in order for them to be successful in the workplace:

Competency 1 (CP1): Understanding global market perceptions and realities

Competency 2 (CP2): Effectively communicating across cultures

Competency 3 (CP3): Effectively managing across cultures

Competency 4 (CP4): Facilitating global teams

Competency 5 (CP5): Creating innovative solutions to global business challenges

Figure 9 demonstrates the distribution of the responses for each competency. Since the respondents were asked how important these competencies were based on their experience, the responses help to understand which competencies are considered most important. Competency 2 (*effectively communicating across cultures*), was seen by 93 percent of respondents as important (29 percent) or very important (64 percent). This was followed by competency 3 (*effectively managing across cultures*), which was reported by

88 percent as important (36 percent) or very important (52 percent). The remaining three competencies were reported as a lower level of importance, with the competency 4 (*facilitating global teams*), holding the last position in the list of competencies with 77 percent considering it important (43 percent) or very important (34%).

Table 2 shows the list of competencies listed in the order of importance, from highest to lowest, according to the responses received in the survey. The descriptive analysis below is also organized in the same order of importance.

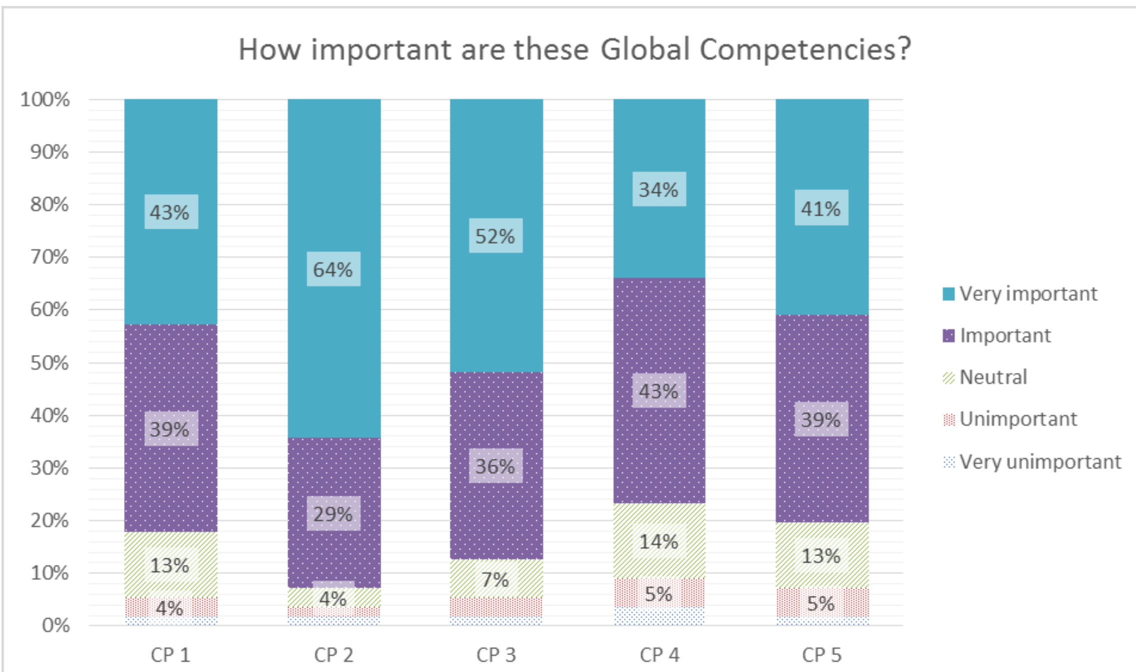

Figure 9. Importance of Global Competencies for MBA Graduates.

Table 2. Importance of Global Competencies for MBA Graduates.

	How important are these global competencies in order for you to be successful in the workplace?					
	Very unimportant and unimportant		Neutral		Very important and important	
Competency	N	%	N	%	N	%
Competency 2: Effectively communicating across cultures	2	4%	2	4%	52	93%
Competency 3: Effectively managing across cultures	3	5%	4	7%	49	88%
Competency 1: Understanding global market perceptions and realities	3	5%	7	13%	46	82%
Competency 5: Creating innovative solutions to global business challenges	4	7%	7	13%	45	80%
Competency 4: Facilitating global teams	5	9%	8	14%	43	77%

Effectively communicating across cultures. When participants defined this competency, many of them spoke about the importance of listening and asking questions. One MBA graduate, who came to study in the U.S. from China, commented that during his MBA program he worked with students from Japan, Taiwan, and from Latin America. When he was later hired by a U.S. firm working in international trade he found himself in a multicultural group again, and by then he felt comfortable and experienced in working with people from different cultures. This participant emphasized a combination of patience and courage as important components of effective communication:

> One of my coworkers is from Scotland and he tends to speak very fast. I have the patience to let him explain himself. I also have courage to ask questions so he could explain things better and I could understand him better. These are skills that I gained by working with students from different countries in my MBA program. I

> learned that it is important to ask questions, not be hesitant, not be afraid. It is because I gained this experience in my MBA program, I was able to communicate effectively with coworkers at my current company. (ITC, p.1)

When talking about effective communication across cultures, participants tended to interpret this competency in one of two ways: 1) effective communication in terms of proficiency in language used in a business setting and ability to articulate one's thoughts; and 2) ability to recognize cultural nuances and understand how cultural norms and traditions impact one's communication style.

English as a language to conduct business. In the first interpretation, the communication was seen as an ability to shape one's thoughts, being able to articulate them and present one's ideas in English – a language that is commonly referred to now as a language for conducting business across the globe. For many international students building their careers in an international environment, knowledge of the English language has often been and remains one of the challenges. The need to speak English not just well, but on a level where individuals could present their positions in a compelling way and fully participate in all business discussions, was emphasized by both non-native and native English speakers as an important component of building effective communication.

At the same time, participants emphasized that for native speakers it is important to remember to be more sensitive and build the conversation in a way that makes the non-native speakers feel included and allows them to contribute fully to the conversation. For a native speaker, it is very easy to fall into the trap of speaking in a manner comfortable to them – using certain phrases and idioms that are common in American culture. By using various idioms and cultural references that one's counterpart may not be familiar with, a businessperson shows lack of sensitivity to cultural differences. As one participant explained, "certain phrases and terms can be taken very differently in different cultures. People have different perceptions of their society, of other societies, and different perceptions of ideals" (HMC, p.2). Another respondent suggested that as a businessperson, "essentially you need to do your own homework, study and prepare, and really take an interest in your clients' or partners' culture when you interact with them" (HCB, p.1).

A participant who is now working as a manager at a multinational company that has branches in 200 locations worldwide, explained that while English is considered a means for business communication, one may come across as being insensitive to cultural aspects if they communicate with their international partners in the same way as they chat with their neighbors at home. This participant originally came to the U.S. many years ago as an international student. He mentioned a recent conference call to walk his counterpart in Germany through a presentation of the project on which he was working:

> I used a term very common in the U.S. – I said "well, this project is being viewed as a poster child". Her English was excellent but at that moment she was completely confused – what poster? Whose child? I had my other colleague with me, who is originally from Colombia, and who has a lot of experience in working with people from different cultures. He sensed some tension and helped me to get out of this situation. I had to apologize, I explained that I used the idiom here, that

> this project is viewed as an example, and we had to make it a stellar example to get more support from the leadership. (MHH, p. 4)

He further elaborated that this incident reminded him of a similar experience when he moved to the U.S. from India: "people used to just throw these sayings that they use every day, which are so entrenched in the culture. I had no idea what they were saying."

Understanding and respecting cultural norms. The second major theme in the interpretation of effective communication across cultures is the ability to understand how the norms, traditions, and expectations coming from one's culture impact the way they communicate, along with the ability to recognize these different ways of communicating.

Several participants who originally came from India commented that in their culture it is considered rude and unmannered to question someone – especially if this person is in a position of seniority. One participant recalled a very strong cultural shock upon his arrival to the U.S. for his Bachelors education, in the experience that "in the U.S., young people could sit in the class room practically with their feet up on the desk while talking to their faculty."

Some of the participants, who came from other cultures and have been in the U.S. for many years, explained that their native cultural norms are so strong that even now they may be hesitant to argue with someone who is more senior. As one participant elaborated further,

> Then I realize that I am in the U.S. I should not be thinking by standards of another culture. It is OK to disagree with someone, but of course you have to be

> polite and respectful. A lot of it was very helpful from my MBA program. Make sure you are engaged, you participate – that helped me in my job a lot, in my current position. Earlier, I used to consider myself "a shy introvert" – both in terms of my personality and my previous training that did not require a lot of interaction with other people. The Business School helped me to become "an extravert when needed". When there is a group of 15 people, I don't feel shy anymore; I am more comfortable sharing my opinion. This program was very helpful in building my new approach in communicating with others. (TCN, p.2)

He further explained that while his MBA program did emphasize the differences of communication styles in different cultures, "the best practice is through working with a group of people from diverse culture backgrounds."

Respect and mutual understanding was emphasized by several participants as an integral part of building effective communication. It was pointed out that, due to the noticeable cultural differences, it is not realistic to expect that there will be complete mutual understanding or that it can be built quickly. Nonetheless, participants suggested that a businessperson is expected "to be culturally sensitive, to be able to address these nuances in a respectful manner – which is all very important for working in international environment."

One of the graduates, who grew up in the U.S., now works at an organization described as "certainly a global organization considering its presence in 14 countries around the world and with 30 active partnerships overseas right now." This participant agreed that effective communication skills are of high importance for people in business.

His interpretation of this competency was as “the ability to really understand the cultural sensitivities, to internalize them and be very sensitive to subtleties.” During his recent experience in working on a project in the Middle East, he learned about some cultural norms in Arabic culture that were still new to him, such as the cultural aspects related to the woman’s role and place in society. In his opinion, while it may be difficult to appreciate and accept some of these cultural aspects, “for a business person who works in a very different cultural environment, it is very important to be able to understand the norms and traditions in which the person works, and respect them.”

Effectively managing across cultures. Two major themes evolved as participants talked about the ability to manage across cultures. One group of participants was skeptical about the possibility of building management skills through the MBA training and believed that management skills can be learned best through real life experience. As one participant commented, “if I can effectively manage across cultures, that is developed through past work experience and my personal management style.” Another participant said that managing across cultures is something that was developed in the program to some extent, but it was difficult for this participant to assess how much the curriculum affected his ability to manage across cultures. The opinion of this group can be summarized through the words shared by one participant: “Managing across cultures is always culture-specific and best gained through actual experience. To use a metaphor: reading about the ocean cannot replace experiencing the ocean.”

Several of the participants commented that in their current positions they do not have a responsibility of managing across cultures, or are not in a management role, and thus did not feel that they had a chance to build and utilize this competency.

Holding a different view, the other group of participants described what they perceived as a direct contribution of the MBA program toward building their ability to manage across cultures:

> Even though I personally don't have a responsibility to manage teams right now, I did gain this experience during my MBA program. I organized three teams of international students to participate in the business case competitions. I worked with students from Japan, U.S., from Mexico - I certainly learned a lot about multicultural communication from this experience. (ITC, p.2)

Several other participants shared the opinion that while management skills are best learned through real life experience, having the exposure to other cultures in their MBA program helped them develop this skill set.

Managing means understanding. The interpretation of what "managing across cultures" means for MBA graduates varied across participants as some respondents focused on the word "managing" through the lens of one's managerial role and from the perspective of manager-employee relationship. However, many participants thought about this competency from a different angle. They explained that when they manage international projects, their first task is to understand and listen to the client. According to this interviewee, even though the ultimate goal for him and his team is to complete the project and get to project deliverables, it is important "to learn to be more cordial in your interactions with clients, you consider what tone to use, what are subtleties in working with these international clients."

Another participant who works with several country directors, responsible for different markets in Asia, stated that managing across cultures also means understanding cultural behaviors, cultural dimensions, people's work ethics, and personality types. Management, in his opinion, is not a hard science but rather is more about understanding people's skills.

Participants mentioned that the interaction with people from different cultures through the MBA program, starting with the Orientation program, was a helpful aspect. As one participant commented, during the Cultural Mosaic component he learned about certain ways of interaction styles associated with different cultures:

> If someone is quiet, that does it mean that they are not engaged. Maybe they need some more warm up. In American culture, people are used to much more interactive engagement. Then you also learn that if someone speaks a lot and loud – that does not mean that they know a lot. Opposite is true as well – if someone is quiet, that does not mean that they are disengaged or have nothing to say. (SPH, p.1).

To the other participant, this type of experience was helpful for his work in his current role, in which he is responsible for conducting large work sessions with technology vendors from different countries:

> These vendors are architects and designers, sitting together around the table. There are some introverts, very quiet, and some extraverts. How to make that they are all engaged? If I don't draw them in and they are not involved, they don't embrace into the solution. I need to make sure that we cover a wide range of

> perspectives, that everyone is in. It is not just about different cultures but different age, generational differences as well. We make sure that we don't rub anyone or don't get biased toward one person's perspective. These skills I learned in my MBA program. (MHH, p.3)

Another perspective in working in a multicultural environment and managing across cultures was explained by a participant as the ability "to calibrate." In his experience of working on a required international project, Innovation for Humanity, he had to consider the different academic, cultural, and professional backgrounds of his team members. The team included one person who had great sales skills since he worked with car dealers, convincing customers to buy more cars. There was also a person from China, a person from India, and team members from the U.S. – five people with very different backgrounds. As this participant explained, they "had to calibrate what someone said. Some people were very outspoken while for others, we had to help draw out from them. Some people, we had to calibrate it up, or we had to calibrate it down." The team members did not expect to agree on everything and they had many disagreements but they "had an eye on the ball. It was not about who is being right but what is right for the project, what should help the client most."

While the ideas of building managing skills through real life and the need to give students exposure to the concept of managing across culture in their MBA program may seem opposite, one of the respondents to the survey was able to bring both ideas together: "The MBA helped me learn about managing cross-cultural expectations. It gave me real world experience to manage people from different cultures. I also learned that it is on one thing to talk about it but it's another thing to do it."

Understanding global market perceptions and realities. In responding to the question of how important this competency is for them and what it means for them, the participants talked about the ability "to understand global market, to understand and track all those global trends and movement." This ability was especially important if MBA students want to find a job in a different culture from theirs. One of the participants, originally from China, offered an example that considering the growing role of China in the world economy, some Chinese students plan to build on their regional expertise after their MBA program. For example, one of his coworkers conducts various research projects at her firm, related to China, and that was the main reason she was hired by this firm. However, considering the strong competition and abundance of talent coming from China, it was suggested that building on one's regional expertise might not give a competitive advantage, or at least not enough. Instead, one participant said, "If you know global markets well, it is easy for you to move around in a different country. You got something else to offer. I am not saying that if you are from China then you should not leverage experience. But if I have a good understanding of global markets, and I understand Chinese market very well, then I have a lot of expertise to offer to my employer."

As the participants explained how they were able to build this competency, three main avenues were mentioned: 1) the people met through the MBA education; 2) the learning and activities that they were engaged in while studying in the MBA program; and 3) the general experience of living and working in another country.

One participant thought that while his MBA curriculum certainly shaped his learning about global markets, the diverse nature of his class had a greater impact on his understanding of global market realities. A similar opinion was expressed by another participant who commented that the reason the MBA program was helpful was that he could "work and study with people from other countries and then could learn the differences between cultures through hands-on experience."

Case analysis approach to problems was also suggested as one of the vehicles in the MBA program that helped students build understanding of global markets. That included "analyzing both developed markets to transfer know-how and underdeveloped markets to create business models from scratch" for one participant. Other participants mentioned learning how to create value in the Innovation for Humanity project in Rwanda, and learning how to commercialize technology through the Discovery to Market project.

Speaking about his experience in Innovation for Humanity, a required international project offered in the first year of his MBA program, one participant explained that this experience helped him learn more about emerging markets:

> Before we went to Peru for our Innovation for Humanity project, we did a lot of research about the country conditions, the country's economy. When we arrived in Peru, we had to take into account the specific country's situation and issues. Our project was helping the hospital expand its radiology department. The biggest challenge for the hospital at the time was fundraising. Very often, the simple question was whether we can get money to make some changes. For me, it was

the important hands on experience - to learn how things work in emerging markets. (YNP, p.2)

Creating innovative solutions to global business challenges. In describing their understanding of this competency, many participants explained that to them it meant “finding ways to solve a problem that may have international repercussions, issues that have international implications – which is almost any issue now.”

Business and cultural innovations. One participant commented that this competency is a key aspect of the global curriculum: “We get to see innovations in a context of a different environment. We can talk about innovation in the U.S. But there is also social innovation – those can be very simple innovations addressing social barriers that can be overcome through innovative approaches overseas. That also means innovations that address social stigma or social issues. In our Global MBA curriculum, there were many case studies that pointed it out – the meaning of the innovation in different contexts.”

Using an example from his current job, this participant explained how creating innovative business solutions could address the needs that are affected by cultural norms. His organization is leading several health care projects in the Middle East. A challenge found in this region was that breast screening was not perceived as a necessary measure that helps to prevent cancer in women. Because of the cultural norms and traditions, women are hesitant to do breast cancer screening; they are not as comfortable talking about it or exposing their bodies in someone’s presence – even a doctor or a technician. This issue was approached by employing the mobile mammography unit. The mobile unit travels to various places, and women can use it without making a trip to a hospital and having to face many people during the process. This example was described by the participant as both business and cultural innovation.

Nature of the product. Creating innovative solutions was described by many participants as truly important for MBA graduates. An interviewee who leads projects in the pharmaceutical industry commented that for him, creating innovative solutions is connected to setting high standards of work. The complexity of the product and level of creativity needed will depend on the nature and type of the product: “I will give a very simple example. If I want to sell a product that costs $100 I probably don’t need to be creative but if I need to sell a $1 million dollar product – I will have to be very creative. I have to think about market, distribution channels, marketing, etc. The challenge will force me to be more creative. I want to stress that it should be outside-the-box thinking. We want to make this an extraordinary success; thus, we should be creative.”

Demands of the sector or industry. One participant, whose job did not involve any international projects, commented the applicability of this competency depends on the sector. For example, telecommunications, retail and consumer products, banking, and real estate are highly globalized sectors by now. People who work in these sectors see more activities and dynamics related to global approaches in doing business. For someone who is in a different sector, for example philanthropy – which is not as affected by globalization – international implications are not easily seen. In philanthropy, there are new trends that are seen in China and other emerging markets. As more people make more money, the concept of philanthropy becomes more common even in the cultures that did not historically have it as part of the culture. With the increase of the number of international clients involved in philanthropy every year, there are tax implications since these people reside outside of the U.S. All of that shows how philanthropy is changing, as a sector.

Facilitating global teams. While this competency received the last position based on the responses about importance of each global competency, many participants said that they were asked about this competency during job interviews at global firms. One participant in his current position works with people based in Canada, South Africa, and across West Africa. According to him, his ability to facilitative conversations with their offshore programs is much easier for him due to his business school experience.

Another participant explained that his MBA experience allowed him to learn what it means to lead and facilitate global teams: "Before my MBA program, I didn't know if I could lead a global team, but now I know that I can, and I will."

A participant who works at a company with 140 subsidiaries from North America to Africa, explained how he applies his skills in facilitating global teams:

> There are four business unit directors in my country, including myself. My boss is a country manager for 10 countries in the East Asia region. Every week, we have a conference call or video call with all other country managers. At least once a month, we bring all country directors together to exchange ideas and learn about best practices. My job is to deliver and to organize the product launch. At first, I was struggling how to set standards and common framework, working with people across nine different countries. Different people have different work

> standards. There are challenges and opportunities of working with global teams – work ethics, communication, and mutual trust are very important. (KPP, p.2).

This participant continued explaining that communication is a key, and that in most cases miscommunication can ruin teamwork. He found it very important to build trust between all team members from the very beginning. “If you miss the trust-building period in the beginning, things become much more complicated”, added this participant.

Building a diverse team. Based on the experience of several MBA graduates, there are certain strengths and competencies that are often associated with certain countries of origin or backgrounds. While participants were mindful about the risk of generalization, several of them commented that in their experience of working in multicultural teams, one is likely to learn that people bring certain competencies related to their cultural backgrounds. For example, one participant suggested that in many cases, one could see that people from Asia will bring very strong quantitative and analytical skills while people from Western countries typically have better understanding of social and communication issues. In this participant’s opinion, “such a competency development may be a result of education systems in different countries. When creating global teams, each team member's competence would be utilized to the most extent with regard to what they can bring to the team.”

Getting the right talent. As these MBA graduates are now in a position to hire people, they considered building and facilitating global teams to be a very important competency. The key to building global teams, from their perspective as employers, is hiring the right people. One participant commented:

> If you can get the right talent – you can get everything. But this is very hard and it is a common challenge for any company. First of all, I want to hire people who have business insight. They are able to empower people, they do what they see is right for the company; they improve and advance the company. Second, I want to hire people who are very proactive – who are not just waiting for the directions from their manager, who know how to move things forward. (KPP, p.3).

Learning from theory and practice. Several participants expressed their opinion that the specific challenges of managing global teams were not reflected, or not reflected to a large extent, in the MBA program. In one participant's opinion, most of his international and global experience came from outside of the MBA classroom. While there was some emphasis on facilitating global teams with regard to the international project, Innovation for Humanity, this participant felt that there was not enough emphasis on global teams, either in theory or in practice.

Change score. The questions 2-6 of the survey were focused on the perceived change of each of the global competencies, as self-evaluated and self-reported by participants. The purpose of these questions was not to measure the level of competency in participants but rather to learn about participants' perceptions of whether their level of competency remained the same or changed as a result of the MBA program. These questions helped by bringing to light graduates' reflections about their experience in the MBA program and the perceived value received from the program.

For each competency, respondents were asked to evaluate their competency level before they started the MBA program and at the time of the survey, one or two years after graduation. The “change score” was calculated as the difference between “today” (time of survey) minus “before MBA program” as self-reported by MBA graduates.

The global competencies are listed here in terms of the change score, with the global competency in which the largest change (as perceived by participants) was reported. The section following later will focus on the questions in which participants were asked to specify to what extent the change was a result of the curriculum and activities of their MBA program.

Distribution of students’ answers about change. The Marginal Homogeneity test was conducted to understand whether the students responded similarly regarding their perceived level of competency before and after the MBA program. The Marginal Homogeneity is a non-parametric test used to verify if the hypothesis of equality of marginal distributions of paired random variables is reasonable. The null hypothesis in this case was the equality of the marginal distribution of both variables. In other words, the purpose of this test was to establish whether the distribution of students’ answers before the MBA program is the same as the distribution of students’ answers after the program. There are two variables used in this test: perceived level of competency before the program and perceived level of competency after the program. These two variables are dependent because the same student answered both questions; the data is paired to account for the dependency.

For each competency, the students’ answer of perceived level of competency before the MBA program (variable *before*) and after the program (variable *now*) were compared. To understand the relationship between these two variables in greater depth, a contingency table was organized, with three categories: (1) strongly disagree and disagree; (2) neutral; and (3) strongly agree and agree. This data is presented in Table 3.

Table 3. Perceived Level of Competency Before the MBA Program.

	Competency 1: Understanding global market perceptions and realities (BEFORE)						
	Strongly Disagree and Disagree		Neutral		Strongly Agree and Agree		Marginal Homogen eity test
Competency 1 (NOW)	N	%	N	%	n	%	p-value
Strongly disagree and disagree	0	0%	0	0%	0	0%	
Neutral	4	7%	1	2%	0	0%	< 0.001
Strongly agree and agree	12	21%	17	30%	22	39%	

Table F1 in Appendix F shows the data for each of the five global competencies. According to the p-values from Table F1, it can be concluded that the hypothesis of equality of marginal distributions is rejected for all five global competencies. Therefore, there is sufficient evidence that students did not respond similarly to the questions about their perceived ability before the MBA program and after the program. It can also be noted that the upper triangle of Table 3 contains only zeroes thus the change reported by students was always in a positive direction. In other words, there were no students who self-reported a decrease of their level of competency.

To gain a better understanding of how students changed their answer from before to after the program, it was necessary to look at the variable change for each of the five competencies. The change variable, or change score, was computed as *now - before*. Since the 5-point Likert scale was used for the questions, the difference (change score) ranged from zero (no change) to four (highest level of change).

Table 4. Change in Global Competencies, as Perceived by Participants.

	Perceived change									
	0		1		2		3		4	
Competency	n	%	n	%	n	%	n	%	n	%
Global competency 1 Understanding global market perceptions and realities	8	14%	29	52%	16	29%	3	5%	0	0%
Global competency 2 Effective communicating across cultures	15	27%	33	59%	6	11%	1	2%	1	2%
Global competency 3 Effectively managing across cultures	19	35%	24	44%	9	17%	0	0%	2	4%
Global competency 4 Facilitating global teams	18	33%	22	41%	10	19%	4	7%	0	0%
Global competency 5 Creating innovative solutions to global business challenges	17	30%	25	45%	10	18%	4	7%	0	0%

As an example, if a student perceived her competency on global competency 1 before the MBA program as one (strongly disagree) and after the MBA program she perceived her competency as five (strongly agree), this person received a change score of four (five minus one). Table 4 shows the perceived change for each of the global competencies.

As can be seen from Table 4, the change score of four was received by a very small percentage of respondents, which is supported by the fact that many of the MBA graduates in this population already had certain international background, professional experience, and exposure to other cultures. The largest percentage of respondents had a change score of one, with competency 1 (*understanding global market perceptions and realities*) leading the list with 96 percent of respondents receiving score of one or above. The second position is held by competency 2 (*effectively communication across cultures*), with 73 percent of respondents receiving a change score of one or above.

Table 5. Perceived Change in Global Competencies as Self-reported by Participants.

	Perceived change			
	No Change (0)		Change (1234)	
Competency	N	%	n	%
Global competency 1 Understanding global market perceptions and realities	8	14%	48	86%
Global competency 2 Effective communicating across cultures	15	27%	41	73%
Global competency 3 Effectively managing across cultures	19	35%	35	65%
Global competency 4 Facilitating Global Teams	18	33%	36	67%
Global competency 5 Creating innovative solutions to global business challenges	17	30%	39	70%

Demographic variables and perceived change. For the next step of the analysis, the Chi-Square test was conducted to assess the relationship between the perceived change and the demographic variables. The purpose of the Chi-Square test of association was to verify which variables are significantly associated with the students' perceived change. The data was organized into two categories: (1) no change (or change = 0) and (2) change (or change = 1, 2, 3, 4).

The variables that were considered in this analysis included five categorical variables:

1. Gender (female/male: F/M)
2. Student status at the time of application for the MBA program (international students and domestic students; IN/U.S.)
3. Cohort (graduated in 2012 and cohort graduated in 2013: 12/13)
4. Number of countries travelled before starting the MBA program

5. Years of professional experience before the MBA program

The last two variables used in this analysis were continuous variables:

6. Age of students at the time of application to the MBA program (continuous)
7. Number of foreign languages spoken (continuous)

Gender and change score. This Chi-Square test was used to verify whether there is a significant association between perceived change and gender (F/M). According to the p-values from Table 6, it can be seen that for all five global competencies the perceived change does not appear to be different for male and female MBA students. Thus, there is no evidence to say that perceived change is associated with the gender of the students.

Table 6. Pearson Chi-Square Test, Gender and Change Score.

		Gender				Pearson Chi-Square Test
		Female		Male		
Competency	Perceived change	Frequency	Percent	Frequency	Percent	p-value
Global competency 1	No Change (0)	0	0%	6	16%	0.2929
	Change (1234)	13	100%	31	84%	
Global competency 2	No Change (0)	6	46%	8	22%	0.1817
	Change (1234)	7	54%	29	78%	
Global competency 3	No Change (0)	4	31%	13	37%	0.9436
	Change (1234)	9	69%	22	63%	
Global competency 4	No Change (0)	5	38%	12	34%	0.7881
	Change (1234)	8	62%	23	66%	
Global competency 5	No Change (0)	5	38%	12	32%	0.9566
	Change (1234)	8	62%	25	68%	

Table 7. Pearson Chi-Square Test, Student Status and Change Score.

		Status				Pearson Chi-Square Test
		International		U.S. and Green Card		
Competency	Perceived Change	Frequency	Percent	Frequency	Percent	p-value
Global competency 1	No Change (0)	0	0%	6	19%	0.1323
	Change (1234)	18	100%	26	81%	
Global competency 2	No Change (0)	1	6%	13	41%	0.0080
	Change (1234)	17	94%	19	59%	
Global competency 3	No Change (0)	2	12%	15	48%	0.0112
	Change (1234)	15	88%	16	52%	
Global competency 4	No Change (0)	3	17%	14	47%	0.0354
	Change (1234)	15	83%	16	53%	
Global competency 5	No Change (0)	4	22%	13	41%	0.1873
	Change (1234)	14	78%	19	59%	

Student status and change score. This Chi-Square test was conducted to test for a significant association between perceived change and student status. The student status includes two categories: international students (IN) and domestic students (U.S.). While information about green card holders is also available from the demographic part of the survey, for the purpose of this analysis Green Card holders were counted in the domestic student group.

According to the p-values shown in Table 7, it can be seen that for global competencies 2, 3, and 4 there is evidence that suggests perceived change is associated with student status. For these three global competencies, it seems that international students are more likely to perceive a change from before to after the MBA program. This relationship does not appear to be significant for the other global competencies (competency 1, *understanding global market perceptions and realities*; and competency 5, *creating innovative solutions to global business challenges*).

Table 8. Pearson Chi-Square Test, Number of Countries Traveled and Change Score.

		Number of countries				Pearson Chi-Square Test
		3 or less		4 or more		
Competency	Perceived Change	Frequency	Percent	Frequency	Percent	p-value
Global competency 1	No Change (0)	2	7%	4	20%	0.4026
	Change (1234)	25	93%	16	80%	
Global competency 2	No Change (0)	7	26%	6	30%	0.7575
	Change (1234)	20	74%	14	70%	
Global competency 3	No Change (0)	10	38%	6	32%	0.6338
	Change (1234)	16	62%	13	68%	
Global competency 4	No Change (0)	12	46%	4	21%	0.0823
	Change (1234)	14	54%	15	79%	
Global competency 5	No Change (0)	10	37%	6	30%	0.6147
	Change (1234)	17	63%	14	70%	

Number of countries traveled and change score. The next Chi-Square test was conducted to verify the existence of a significant association between perceived change and number of countries visited by the student. The responses to the question about the number of countries visited before the MBA program were grouped into two categories: three countries or less, and four countries or more. This demographic variable was included in order to explore whether MBA students who had more international travel experience would have a different perception of the change in their global competencies compared to students who did not have much experience in international travel. According to the p-values from Table 8, we can see that for all five global competencies we do not have evidence to say that perceived change is associated with how many countries the students have visited.

Professional experience and change score. This Chi-Square test verifies whether a significant association exists between perceived change and the professional experience of MBA students. The professional experience represents the number of years of work experience, as reported by students, before beginning of the MBA program. The responses are grouped into two categories: 2 years or less, and 3 years or more.

According to the p-values from Table 9, we can see that for all five global competencies there is insufficient evidence to say that perceived change is associated with years of experience.

Table 9. Pearson Chi-Square Test, Professional Experience and Change Score.

		Professional Experience				Pearson Chi-Square Test
		2 years or less		3 years and above		
Competency	Perceived Change	Frequency	Percent	Frequency	Percent	p-value
Global competency 1	No Change (0)	1	13%	5	13%	1.0000
	Change (1234)	7	88%	35	88%	
Global competency 2	No Change (0)	2	25%	12	30%	0.7764
	Change (1234)	6	75%	28	70%	
Global competency 3	No Change (0)	1	14%	16	41%	0.3553
	Change (1234)	6	86%	23	59%	
Global competency 4	No Change (0)	1	13%	15	39%	0.2948
	Change (1234)	7	88%	23	61%	
Global competency 5	No Change (0)	2	25%	14	35%	0.8911

Cohort and change score. This Chi-Square test was conducted to verify if the variable perceived change and the variable cohort are independent. According to the p-values from Table 10, it can be concluded that for global competency 5 (*creating innovative solutions to global business challenges*) there is evidence that perceived change is associated with which cohort the student is from (p-value smaller than 0.05). It can be noted that for this competency, cohort 13 presented a higher percentage of students perceiving change.

The relationship between perceived change and cohort does not appear to be significant for the other four global competencies (p-value greater than 0.05). During individual interviews, the same number of graduates from each cohort participated in the interviews. The MBA curriculum has included certain modifications after the first Cohort 2012 graduated. However, it would be difficult to explain that the minor changes in the curriculum can contribute to the difference of perceived change for the competency 5. Overall, the program structure, course content, and even the faculty teaching in the program remained largely the same for Cohort 2013 as for Cohort 2012.

Table 10. Pearson Chi-Square Test, Cohort and Change Score.

		Cohort				Pearson Chi-Square Test
		12		13		
Competency	Perceived change	Frequency	Percent	Frequency	Percent	p-value
Global competency 1	No Change (0)	4	15%	2	9%	0.8204
	Change (1234)	23	85%	21	91%	
Global competency 2	No Change (0)	8	30%	6	26%	0.7810
	Change (1234)	19	70%	17	74%	
Global competency 3	No Change (0)	10	40%	7	30%	0.4888
	Change (1234)	15	60%	16	70%	
Global competency 4	No Change (0)	8	32%	9	39%	0.6058
	Change (1234)	17	68%	14	61%	
Global competency 5	No Change (0)	13	48%	4	17%	0.0221
	Change (1234)	14	52%	19	83%	

Age and change score. To understand if the variable Age had the same distribution for both groups (change and no change), the Mann–Whitney/Wilcoxon test was computed. According to the p-values from Table 11, it can be seen that for all five global competencies we do not have evidence to say that there is a difference in the mean age of students between those who perceived change from before to after the MBA program and those who did not.

Table 11. Mann-Whitney/Wilcoxon Test, Age and Change Score.

Competency	Change	N	mean	Sd	Median	min	max	Range	p-value Mann–Whitney/ Wilcoxon test
Global competency 1	No Change (0)	6	27.33	4.18	26.5	21	32	11	0.7304
	Change (1234)	44	27.93	3.86	27.5	21	37	16	
Global competency 2	No Change (0)	14	27.71	4.29	27	21	35	14	0.8198
	Change (1234)	36	27.92	3.74	27.5	21	37	16	
Global competency 3	No Change (0)	17	28.47	3.43	27	21	35	14	0.5022
	Change (1234)	31	27.74	4.11	28	21	37	16	
Global competency 4	No Change (0)	17	27.82	3.38	27	21	33	12	0.9914
	Change (1234)	31	28.00	4.24	28	21	37	16	
Global competency 5	No Change (0)	17	26.35	2.91	27	21	32	11	0.0614
	Change (1234)	33	28.64	4.09	28	21	37	16	

Table 12. Mann-Whitney/Wilcoxon Test, Foreign Languages and Change Score.

Competency	Change	N	mean	Sd	median	min	max	Range	p-value Mann–Whitney/ Wilcoxon test
Global competency 1	No Change (0)	4	2.00	0.82	2	1	3	2	0.6576
	Change (1234)	41	2.00	1.32	2	0	5	5	
Global competency 2	No Change (0)	14	1.93	0.83	2	1	3	2	0.6405
	Change (1234)	31	2.03	1.45	2	0	5	5	
Global competency 3	No Change (0)	15	1.87	0.92	2	1	4	3	0.9686
	Change (1234)	29	2.07	1.46	2	0	5	5	
Global competency 4	No Change (0)	15	2.07	1.22	2	1	5	4	0.6835
	Change (1234)	30	1.97	1.33	2	0	5	5	
Global competency 5	No Change (0)	16	2.06	1.18	2	1	5	4	0.6070
	Change (1234)	29	1.97	1.35	2	0	5	5	

Number of foreign languages and change score. Based on the data received from the Mann-Whitney/Wilcoxon test, in Table 12, there is also no evidence to say that there is a difference in the mean number of foreign languages for students who did not perceive change and students who perceived change from before to after the MBA program.

Change as a result of the MBA program. The data received from the previous survey questions helped to determine students' perceived change in the global competencies, as they evaluated their level of competency before and after the MBA program. As a next step the participants were asked, if there was a change, to what extent this change was a result of the curriculum and activities of the MBA program (survey questions 2a, 3a, 4a, 5a, and 6a).

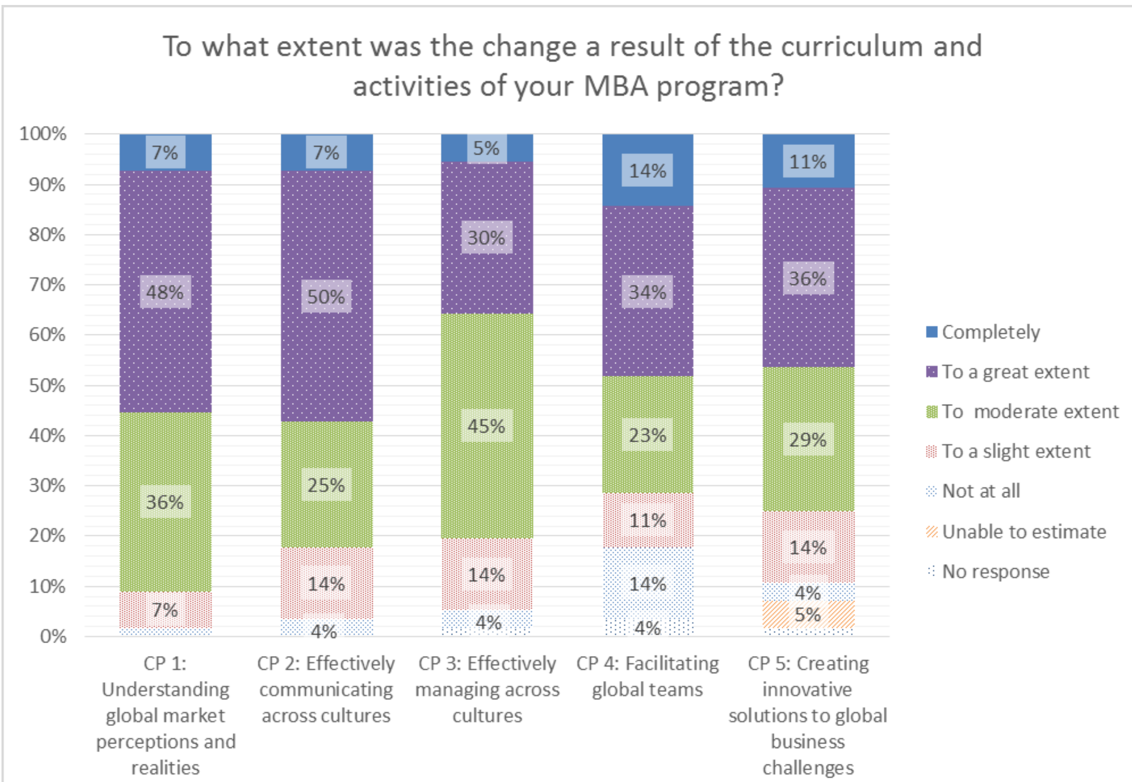

Figure 10. Change as a Result of the MBA Curriculum and Program Activities.

The largest number of responders stated that 57 percent (50 percent to a great extent and 7 percent completely) of the perceived change as a result of the MBA experience was received for competency 2 (*effectively communicating across cultures*). The next competency in which the most change was reported, was competency 1 (*understanding global market perceptions and realities*), with 55 percent of respondents stating the change was to a great extent (48 percent) or completely (7 percent). In terms of the impact of the MBA program on the perceived change, the competencies can be further listed as *facilitating global teams* (34 percent to a great extent and 14 percent completely); *creating innovative global solutions* (36 percent to a great extent and 11 percent completely) and lastly, *effectively managing across cultures* (30 percent to a great extent and 5 percent completely).

It can be noted that competency 2 (*effectively communicating across cultures*) was reported as both the most important competency, as described earlier in this chapter, and the competency in which the largest number of respondents reported change as a result of the MBA curriculum and activities.

Interestingly, the competency *facilitating global teams* received the largest number of responses for the perceived change in this competency not being associated with the MBA program (14 percent not at all, compared to 2 percent and 4 percent of responses stating "not at all" in other competencies). This competency was also listed in the last position in terms of importance among five global competencies, based on the participants' responses as described earlier in this section. This data can be considered somewhat conflicting with the data received in the qualitative part of the study. Most of the participants put a very high emphasis on the impact that they felt they received through working in multicultural teams during their MBA program, in-class and outside of the classroom interactions with their peer-colleagues who helped them to learn about cultural norms, traditions, and various communication styles associated with one's culture.

Almost all individuals interviewed mentioned that employers are looking for someone who can work with and relate to people from other cultures. Many of the participants of the survey and the individual interviews now work in very diverse groups. They collaborate with clients, partners, and colleagues from Colombia, Germany, Hong Kong, Taiwan, and India. They lead discussions with their counterparts abroad on expanding their global collaboration. Out of 10 interviewees, seven mentioned that they work with partners or clients from at least four countries on a daily basis.

As one interviewee stated, this required "talking with people from different cultures, being able to be respectful of the differences. As one of the senior directors that I work with, said – you can't just throw a rule book over the ocean and say: read this; this is how we do things in the U.S." Most of the data received from the qualitative part of the study provides evidence that their experience during the MBA program helped to prepare students for their future work in a multi-cultural environment.

Another participant commented that "working in multicultural teams facilitated the learning about teamwork and about communicating in a multicultural setting. I certainly applied the communications skills I developed during my MBA program in my workplace."

A subset of the respondents highlighted the fact that some of them already had experience in global and cross-cultural communication prior to starting the MBA program. While these participants thought that the impact from the MBA program is expected to be different for someone who had prior international experience compared to one who did not have any international experience, the data analysis provided in the section earlier did not support this hypothesis. Based on the results received from the survey, there was insufficient evidence to claim that the perceived change in the global competencies was different for students based on their experience in international travel, ability to speak foreign languages, or number of years of professional experience. A participant that had experience in global and cross-cultural communication prior to starting his MBA program still commented that "curriculum and real-world international consulting opportunities offered through the MBA program surely improved my global competencies."

Several individuals' interviews explained that while there were not many courses with a specific global focus (except for the Innovation for Humanity international project and a few others), the overall teaching approach in their MBA program helped them to become more attuned to global markets and to be creative in solving business challenges. One participant elaborated that he became a person "who is always looking forward to creating innovative solutions to all kinds of global business changes that I had been facing since graduation from the program. In other words, I became the person who is interested in creating innovative solutions in my work and even daily life."

Among other ways in which the MBA program influenced these individuals' ability to be prepared to work in a global marketplace, the following were mentioned:

- Exposure to new ways of doing things/business models;
- "What business school taught me was that regulations are typically the biggest issue in building a business internationally";
- "I directly applied from what I learned from this class to my work, both in terms of technical expertise in Financial Modeling and the soft skills";

- “The Cultural Mosaic, Innovation for Humanity, and group projects were integral to my ability to communicate more effectively across cultures”.
- “I started a company in the Johns Hopkins Global MBA program because I was so aware of the global challenges.”
- “The MBA program gave me the grounding in micro economics to speak with authority on a narrow band of global issues. I used this grounding to lead a team in a global strategy competition which won me a consulting role with the global strategy organization.”

Most of the participants agreed that including the international project experience in their resume was extremely helpful. The employers could then see that the applicant had this international experience. The large group of international students in the MBA program was able to demonstrate their experience of working and living in another country, working with peer-colleagues from other countries in the MBA program, and working on the international project Innovation for Humanity in India, Peru, Kenya, or Rwanda. In another experiential learning project, Discovery to Market, the students worked “with a team where people were located in different time zones, with our primary inventory based in Hawaii and other colleagues based in Texas and in Maryland. We were assessing some technologies that originated in Australia and during my interviews with my current employer I emphasized the global nature of our work on this project.”

According to this participant, this type of experience added a lot of value during the job interview process. The employers saw that this MBA graduate understood what he described as “the global ways.” In his opinion, “it is not about learning a single way and then applying that knowledge across the world but rather about understanding how to engage people from different cultures and moving this multicultural team toward the common goal."

Nonetheless, several interviewees argued that it could not be expected that a major impact will be made through the MBA experience if only a few courses with global focus are offered in the program. As one participant suggested, "much more needs to be done to integrate cross-cultural communication into all courses in a globally-focused business education rather than including one or a few classes."

Research Question 3: Which Aspects of the Curriculum are Seen by the Students as Most Valuable in Building Their Global Competencies?

This section is focused on research question 3, exploring how specific aspects of the MBA curriculum helped build students' global competencies. It is important to note that for the purpose of this paper, the broader definition of curriculum is applied. As proposed by Smith et al. (2011), curriculum is defined as encompassing everything that makes up the educational experience on a course or a program and includes three main elements: the syllabus, the participants, and the processes.

A series of questions in the survey and in-depth interviews was designed to learn about participants' perceptions of specific aspects and components of the MBA curriculum as well as participants' involvement in the MBA program. These questions helped to provide insights about the following aspects of the curriculum in regard to building students' global competencies:

- Core curriculum, including Orientation program and core courses
- Elective courses
- Faculty expertise
- Diversity of student population
- Extracurricular activities

Core curriculum. The respondents were asked to evaluate how helpful the following components of the MBA program curriculum were in building this set of global competencies. The components were broken down into two parts: pre-MBA experience (which included the required Orientation Program) and the core MBA courses.

Orientation program. All full-time students participating in the survey were required to complete the Orientation Program, which was organized the August before MBA classes started. The first cohort that completed the MBA program in 2012 had a three-week Orientation. Based on the feedback received from this cohort, the Orientation program was shortened to two weeks the following year (cohort 2012). The main components of the Orientation remained the same, with the key themes including:

- Managerial Toolbox, designed to help students refresh their quantitative skills;
- Cultural Mosaic, designed to help students build an effective learning community in a multicultural setting;
- Global Institutions session in which students visited the World Bank and International Monetary Fund to learn about the role of global institutions; and

- Teambuilding workshops designed to prepare students for teamwork, an important aspect of the MBA experience.

The respondents' answers are shown in Figure 11. When asked about their experience in the Orientation Program and whether it helped build their global competencies, the participants mentioned that the most important result of Orientation was spending time with people from different cultures. As one interviewee explained:

> Whenever we were broken into teams, just the idea of being in a really small intimate group where you were forced to interact with others helped learning about each other. There was also Cultural Mosaic – it was a conversation in which we dealt with some global issues.

The same participant further added that having a structured discussion about these issues in such an international group was very helpful for her and her classmates.

Other participants shared the opinion that during orientation they talked frequently about working in multicultural groups. For many of them, it was not a new experience as they already had experience working with people from different cultures before coming to the MBA program. As one participant explained, most of his MBA peer classmates were fortunate to have lived and traveled abroad. It was noted that while many of the MBA students had done some international work in their jobs, they did not have such an "intense type of interaction with students from different countries as we had during the two-year program, which started with the orientation."

Regarding the specific components of the orientation program, 32 percent of respondents answered that Managerial Toolbox was not helpful at all in building global competencies. The interviewees further explained that considering the nature of this workshop, which was focused on quantitative skills, they did not see a direct connection with the global competencies.

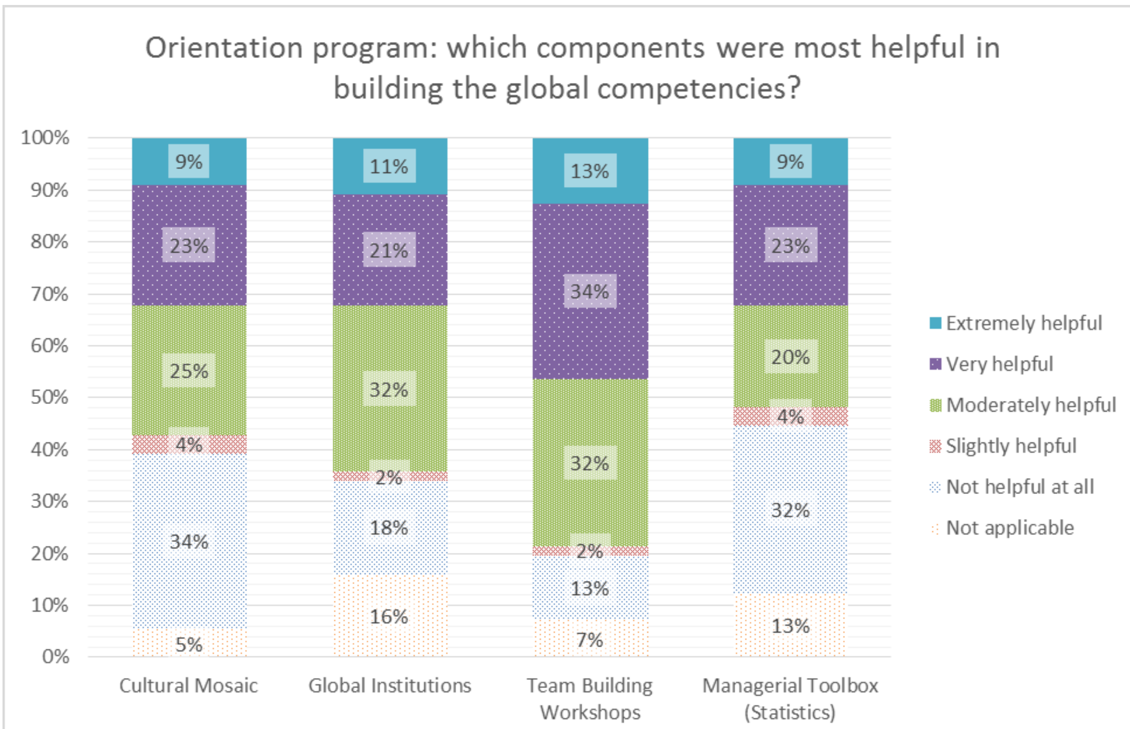

Figure 11. Participants Responses Regarding Helpfulness of the Orientation Program.

The participants' opinions were divided in evaluating the usefulness of the Cultural Mosaic component. It was found very helpful (23 percent) or extremely helpful (9 percent) by 32 percent of respondents, largely because it provided the opportunity to discuss issues of working in multicultural settings which some of the participants had not experienced before. At the same time, 29 percent answered that this session was moderately helpful (25 percent) or slightly helpful (4 percent), and 35 percent responded that it was not helpful at all. Some of the respondents provided further insight that many students considered themselves well-travelled and experienced internationally. They had a more critical view of both the importance of including this type of session in the orientation and of the instructors who were invited to lead this session in the orientation program.

Core MBA courses. The first year of the MBA program included a core curriculum. The students were required to take nine core business courses and two experiential learning projects (Innovation for Humanity and Discovery to Market). In addition, MBA students were also required to take a Thought and Discourse Seminar, which was built in each semester and was designed to introduce students to the culture of intellectual curiosity that is considered characteristic of Johns Hopkins University.

The experiential learning courses were designed with an innovative approach to business education. At the time when the new Global MBA program was developed (2007-2009), only a few business schools in the U.S. had a required international experience in their MBA curriculum. The Carey Business School built this experience in a way that aligned strongly with its mission of teaching business with humanity in mind. While other business schools had offered international experience as optional and typically in the second year of the MBA program, Carey decided that the school's goal of training global business leaders cannot be achieved without providing exposure to global business issues to all students. This experience was built as a requirement into the first year of the program, starting with the fall semester.

The Innovation for Humanity international project became from the very beginning a highly distinctive element of the Carey Business School's Global MBA program. This international learning experience aims to "develop agile and creative business leaders who gain first-hand knowledge in building sustainable businesses in developing markets" (Carey Business School website http://carey.jhu.edu/).

The international project, often called I4H, is structured as an academic course led by faculty. The school identifies project partners abroad, working with four to five emerging economies. The project ideas are collected and evaluated by the program director and faculty teaching the course, with the assistance of the academic partnering institutions abroad who help to facilitate communication with the prospective project partners on the ground. The students work in teams of four or five students, with each team involved in a separate project. Upon completion of the project, the student teams are expected to offer innovative solutions to existing business problems presented by the project partners. A specific requirement and expectation is for students to design a solution that is sustainable – one that takes into consideration the social, political, economic, environmental, and cultural aspects present in each situation. The student teams are also expected to consider the financial, human resources, infrastructure, and logistics needs involved in the solution. Applicability and sustainability of the solutions proposed are among the key criteria of evaluation of the students' work. The countries selected for the projects conducted with cohorts 2013 and 2012 included Rwanda, Kenya, India, Peru, and Ecuador.

The project is designed with two phases. In phase I, students learn about the country's economy, its legislative environment, and its business practices. They also conduct research on the industry in which they will be involved in a later part of the project. Phase I takes place during the fall semester of the first year. During the intersession, between fall and spring semesters, all MBA students spend three weeks abroad at their project location, working on phase II – the actual project work. During these three weeks, students are immersed in an overseas culture with its attendant business challenges and opportunities that "demand new understandings and new approaches, while encouraging a truly global perspective. Working with local entrepreneurs and community stakeholders, they tackle an indigenous business problem, and they are challenged to think innovatively and act collaboratively. They learn to question pre-existing assumptions and methods" (Carey Business School website http://carey.jhu.edu/).

Another experiential learning project, Discovery to Market (D2M) is also an important part of the innovative Global MBA curriculum. When the course was developed, the D2M team conducted a benchmarking study to evaluate how other business schools provide students with knowledge of technology commercialization. According to the course program director, at the time when the course was launched there was no academic experience offered by other schools that was designed the same way and with the same level of complexity as D2M. In this course, MBA students learn to assess the commercial potential of scientific discoveries and technological innovations, with the goal of producing future Chief Innovation Officers and informed CEOs who truly understand the complex interplay of science, technology, and innovation to create revolutionary business models for companies around the world. The course is focused on commercialization and entrepreneurship as a means to meet societal needs; i.e. by creating a successful business model, a technology can be brought to market for medical, scientific, and humanitarian purposes.

In developing and implementing the Discovery to Market experience, the Carey Business School works closely with the Johns Hopkins University School of Medicine (JHUSOM); Center of Biomedical Engineering (BME) and the Center for Bioengineering Innovation and Design (CBID); the Office of Johns Hopkins Technology Transfer (JHTT); the U.S. Army Medical Research and Material Command Telemedicine & Advanced Technology Research Center (TATRC); and National Institutes of Health (NIH).

The responses to questions about the core courses in the MBA program and how helpful the courses were in building students' global competencies are shown in Figure 12.

When asked about their most meaningful experience in the MBA program, most of the students used their experience in the Innovation for Humanity project as an example. It can be noted that based on the results of the survey, 86 percent of respondents described this project as very helpful (11 percent) or extremely helpful (75 percent). The second most helpful course in terms of building students' global competencies was Discovery to Market, mentioned by 68 percent of respondents as very helpful (34 percent) or extremely helpful (34 percent). Business Negotiations course was listed by 63 percent as very helpful (25 percent) or extremely helpful (38 percent), followed by Digital Marketplaces course which 55 percent of respondents listed as very helpful (30 percent) or extremely helpful (25 percent). The remaining courses were described as having various degrees of helpfulness in building global competencies but lower than the top four courses listed above. For the purposes of this study, the analysis below is aimed at exploring the reasons why participants saw these courses as most impactful.

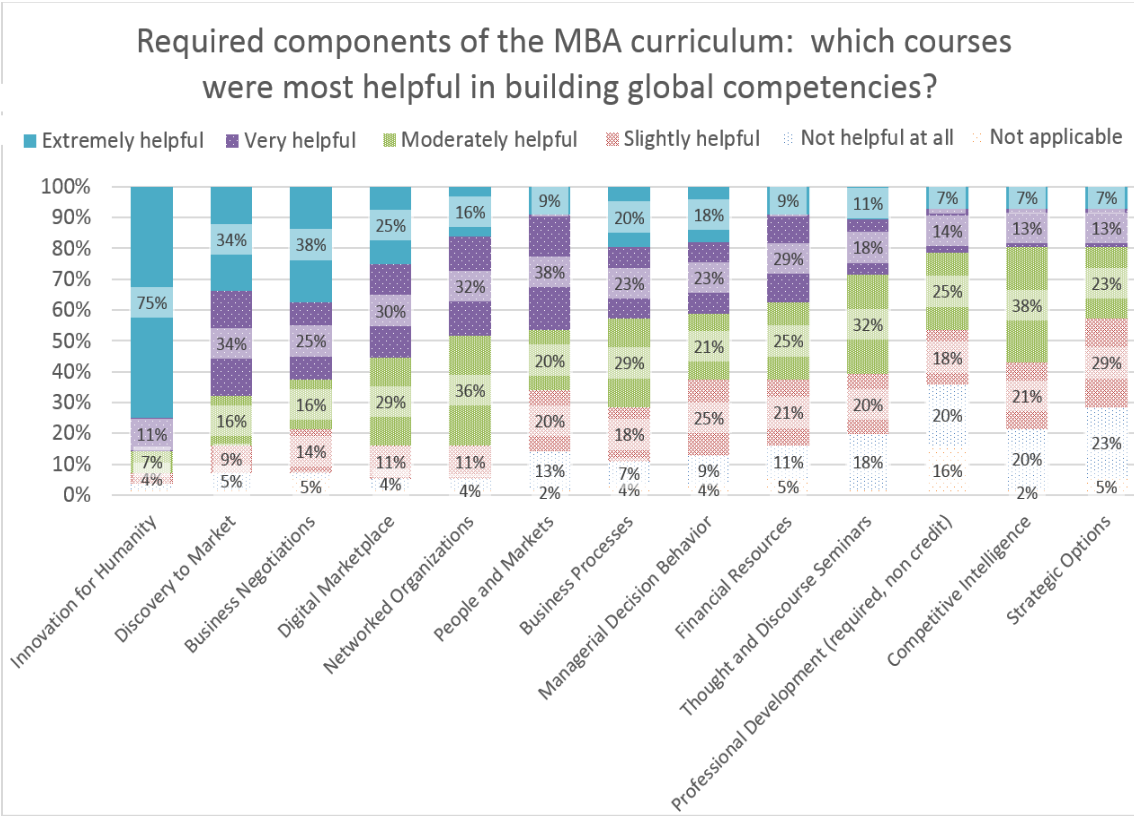

Figure 12. Responses of Participants about Required Components of the MBA Curriculum.

Interdisciplinary approach in learning. One of the main reasons why the Innovation for Humanity experience was meaningful for students, as one of the participants explained, was the interdisciplinary nature of the course. He explained that in preparation for the work in Peru and before going abroad, the students "studied all the history, geography, and culture of Inca civilization." The Peru country team visited the Embassy of Peru in Washington, D.C. and met with the ambassador. The students felt that they were well prepared for their in-country experience. However, according to this interviewee, it was completely different once the students arrived to the project site:

> Our project was working with the government hospital serving underserved population of Lima, capital of Peru. We interacted with the team there, from that government hospital. This hospital was located in the poorest area of Lima. It was difficult to imagine this difference – when you go and actually see it, from when you study about it. For us, it was a shift of mind. When you go there – you see humbleness of people, you see the real problems. (MHH, p. 2).

This participant further explained that in many cases what students learned while on the ground was very different from the picture and knowledge they built about the project prior to their arrival. In some cases, the cause was lack of complete information due to insufficient communication with the project partner and possibly due to language issues. In other cases, students were not able to perceive the importance of information until they spent some time at the project site. In the example offered by the participant above, the students expected that the problem would be related to the local legislation and regulatory norms. However, they discovered something that was not possible to understand from their phone conversations with sponsors:

> When we went there, we saw that the systematic problem was there. We learned that the person had to stay in at least three different lines waiting to see the doctor, stand in another line, to pick the prescription, and yet another line to bring the prescription to the pharmacy. The person would spend about six hours total, out of which five hours were spent waiting in line. (MHH, p.2).

That was a discovery moment for this project team. As this interviewee explained, the team "realized that it was not that people did not want to come to the pharmacy and it was the local legislation that created some barriers for the pharmacy. It was very simple – nobody has 5-6 hours to wait in line."

In this participants' opinion, this type of discovery about the reality of a business situation cannot be replicated by learning about business in a classroom. As he commented, that was his experience in building a global competency – *understanding global market realities.*

Another interviewee shared this opinion, explaining that the biggest value he received from the Innovation for Humanity project was that "you can't take anything just at face value. You have to make sure that you don't become blind, do not follow a popular opinion. Do your own thorough analysis, do your due diligence – always visit the site, see the ground reality – it can be totally different."

Many of the participants highlighted the value of the Innovation for Humanity experience in regard to the interdisciplinary nature of the course, which forced students to expand their thinking about business problems in emerging markets.

Creating innovative solutions. Discovery to Market was another experiential learning course that many respondents evaluated as very helpful (34 percent) and extremely helpful (34 percent) in building their global competencies. As one participant explained, this project was especially helpful to him as an international student. While this course is not designed specifically as a global course, in this participant's opinion the experience helped him learn about entrepreneurial approaches to business in the U.S. and about many startup companies in the U.S. In his country in Asia, "big companies are doing everything and there is only a very small number of startup companies.

Atmosphere is very different. In the U.S., you can find them everywhere – from a small corner of Baltimore to San Francisco."

Other participants commented that from the D2M experience they learned to commercialize new technologies, to make money on these commercialization projects at every stage, and to be creative while tackling challenges. Several respondents noted that the D2M experience provided great value in building their global competency – *creating innovative solutions.*

Infusion and Insertion. The participants drew distinctions between infusion of courses with global content in the curriculum and insertion of materials with global content in courses which may not be defined as global. This distinction matches the description of curriculum internationalization strategies described in the *Globalization of Management Education Report* (AACSB International, 2011), where insertion is understood as creating a new course with the global focus and infusion involved weaving international content in existing courses.

Digital Marketplaces course was used by several interviewees as an example of the insertion. As one graduate participating in the study explained, the course was very helpful in building his global competencies largely because of the faculty who taught the course. This faculty had a very strong international expertise and knowledge about "different sides of business." While the students learned about the importance of technology as the main topic of the course, the faculty also helped students to learn how people can use technology to resolve business problems and improve the lives of global communities.

Another interviewee explained that in this course he learned about something new for him – Telemedicine as a potential technological solution that can make a difference in remote areas. In the case of this course, the faculty brought the example of Telemedicine as a creative solution in India. In this interviewee's opinion, the faculty helped him to look at this issue from a different perspective:

> When we talked about medicine, I thought about the health care model in the U.S. where I grew up. There are many clinics, hospitals, emergency rooms, and physicians. In India, the access to healthcare is often a challenge. Many people live in remote areas, without physicians' support. As the faculty led us through the issues related to health care access in India, I started thinking about it in a very different way. We learned about Telemedicine as a potential solution in remote areas and the role technology can play, literally to save lives. When I thought about health care solutions, I imagined a patient driving or walking to the clinic. I was thinking of the real estate it involves and fixed assets. To me, the only solution to provide access to health care was to build more hospitals and train more healthcare professionals. But it does not resolve the problem on the large scale.(SPH, p.3).

This interviewee further emphasized that from the experience in this course he and his classmates learned that sometimes a simple but innovative technology solution could provide a truly interesting and unique solution to complex business problems. While this course was not specifically designed as a global course, the topic of the course – technology – and especially the faculty's approach in inclusion of reading materials and examples with global context were very helpful in building students' global competencies.

Elective courses. When asked about the importance of elective courses in building global competencies, most participants agreed that with elective courses it will be more indirect than direct impact. The students consider it important to be able to choose among a wide range of electives. At the same time, they expect that most or all of these courses would incorporate some global perspectives, whether it is related to the best practices in certain industries or comparison of various business practices, both in the U.S. and outside the U.S. While choosing an elective course, students consider their future job opportunities, as they evaluate the content that would help them build expertise in that area, in addition to the knowledge and skills that the employers will find most valuable.

Based on the responses of the participants in the survey and in the interviews, they appreciated when the courses offered a broader perspective, encouraging students to think of the business challenges, opportunities and implications on a global scale. As one participant shared, "that means having the global awareness, not only what is going on in your own country, what is happening around the world, in the major markets, how some markets may affect others." While many participants agreed that these conversations came up during the course, some faculty made a special effort to incorporate global perspectives in the classroom discussion.

Among courses that had an explicit global focus were the International Marketing course and a Business in a Political Age course, which was taught by a former congressman who "definitely brought a variety of perspectives based on his international experience."

In some participants' opinion, the finance electives may be enriched further by including more topics and conversations encouraging students to think about applicability to global markets, interpretation of value and returns beyond one country's perspective, more content related to history of economic development in different countries or environments (communism vs. democracy, different approaches to monetary policy, relative success in rebuilding during post war periods) - which will help "develop a stronger understanding of how financial outcomes can be influenced by national and cultural factors, or differences in business or government practices."

Faculty expertise. The respondents were asked to evaluate the helpfulness of faculty expertise, international expertise that they brought to the classroom, and the reading materials that faculty introduced in their classes, in building students' global competencies. The participants were asked to respond to what extent they agree or disagree with the following statements:

(8a) Faculty in my MBA program had a strong global expertise;

(8b) The diversity of the faculty group was helpful for me in building my global competencies;

(8c) Faculty in my MBA program often brought their international experience and expertise to generate discussions and relevant conversations in the classroom;

(8d) Faculty in my MBA program introduced many cases, reading materials, and examples with global context in their courses;

(8e) Faculty in my MBA program were accessible and supportive with my efforts to build my global competencies.

As can be seen in Figure 13, most respondents agreed with the affirmations offered in this question about their faculty in the MBA program. The responses to the first two statements are comparable, as 76 percent of respondents agreed or strongly agreed that faculty had a strong global expertise and 73 percent of respondents agreed or strongly agreed with the statement about the diversity of faculty group.

Class discussions. It can be noted that the responses to the question about faculty bringing their international expertise to generate discussions in the classroom received a greater variety of responses. While the majority of respondents (62 percent) agreed (47 percent) or strongly agreed (15 percent) with this statement, about 11 percent of respondents did not feel the same about their experience.

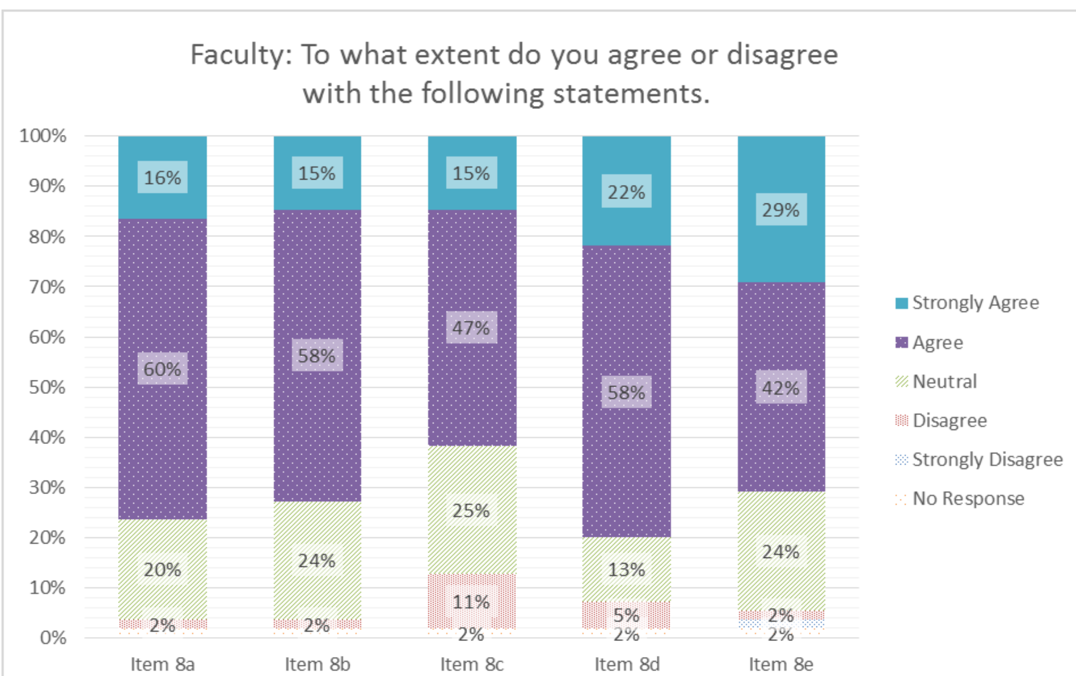

Figure 13. Faculty Expertise and Support in Building Global Competencies.

When asked about the discussions in the classroom in which global context was introduced, several interviewees responded that in their experience, faculty wanted to make sure that people participated in the discussions. They also drew a distinction between meaningful interaction and showing how much students know. As one participant explained, working with a group of students coming from different cultures was somewhat challenging. Some people were ready to talk all the time, which did not necessarily mean that they knew much. Others were very quiet and faculty had to help to pull them into the conversation. Interacting and debating in the classroom with one's peer colleagues and with faculty, in this participant's opinion, taught MBA students how to develop one's position and build an argument in a professional manner, supporting the position with data, numbers, and facts. This interviewee found this skill very useful in his future work:

> What I realized at my current workplace, senior leadership does not need a "Yes" person. The leadership really needs your input, your opinion – that is why you are hired. They don't want a very uniformed set of people who will produce the same opinion. The fact that you should speak up, you should talk, you should make your opinion be known – there is a big value in it.(YNP, p.2).

Another aspect of the class discussions that was brought up was the cultural barriers that faculty helped students to overcome. As one of the graduates explained, the instructor allowed students to discuss, to debate. Before this participant moved to the U.S. as an international student, she did not have a lot of experience in arguing with other people. In her culture, it is considered rude and disrespectful to argue with the professor.

When students attend classes in her native China, they are expected to demonstrate respect to the professor, who is a figure of authority. This participant was still critical of her ability to build and present her argument, especially in a group setting. She commented that she “didn’t do a good job in debating with people in my MBA program but at least they showed me a general picture. Now I know how to debate. When I started to work at my current company, at least it was not the first time I saw other people arguing about certain business issues. I had to engage in some debates when people presented different opinions and it was a skill that faculty helped me to build in my MBA program.”

A few respondents commented that while faculty did seem to have good international experience, not all of them brought it to the classroom in a way that would help students build their global competencies. As one interviewee explained, if someone looked at the faculty profiles, they would see that there were people originally from Singapore, India, Italy, and many other countries. It was quite a diverse group of faculty. At the same time, even the faculty who were originally from another country have spent many years in the U.S. This interviewee, who worked on his MBA as an international student, felt that the materials and teaching approach was very much U.S.-focused. He elaborated that on one hand, it was expected and understandable because the students arrived in the U.S. to receive academic experience in a U.S. university. On the other hand, he thought that considering the great international expertise that the faculty had, they could have brought more of their knowledge about other markets, about ways that business is done in other countries, to the classroom.

Another interviewee commented that several faculty were truly outstanding in demonstrating their global experience in the classroom. This interviewee shared an example of one professor who had worked on consulting engagements with Singapore airlines. In his class discussions, this faculty used examples of this company to explain certain business principles. The same faculty talked about cultural immersion, with the example of people in India playing American football just to understand the U.S. culture. These were the examples of faculty using their global expertise and giving students more exposure to the global markets. The same interviewee, however, commented that the students would have liked to learn how companies function in another cultural environment and what makes them successful outside of the U.S. He would have liked "to learn more about Siemens – how has that company managed to build and expand globally and be successful, for more than 100 years? Or, companies in India – how do they navigate through corruption, politics, how are they able to evolve, stay in business, and survive?" This graduate further elaborated that thinking of many companies in India or back to 1881 when Siemens was established, these companies did not have managers trained in business schools. Therefore, for a business student today it would have been very useful to learn about "using the authentic examples from both developed and developing countries, how did these companies come up with their own indigenous strategies and solutions."

Reading materials. Most of the participants commented that they were required to read many cases, articles, textbooks, and other materials. A large part of learning in the MBA program is done through working on case studies. Several respondents said that most of the cases were based on stories of U.S. companies. Even though some cases focused on the international strategies or expansion of U.S. companies into the markets overseas, the position of the cases was that of a U.S. company going abroad.

Both international and domestic participants added that they would have preferred to work on cases that were established from the position of a business in another country so that they could have “a better understanding about how things are done globally.”

As one interviewee pointed out, the criticism regarding the case studies is common across all business schools because it is common for the business schools to use cases produced by Harvard Business Publishing. The participants had a shared opinion that the problem was not with the instructor choosing the cases. Rather, they saw the issue originating with the “writers and publishers who need to write more about global businesses.”

One participant who studied in the U.S. as an international student also brought a different angle to this issue. He agreed that since he came to the U.S. to study business, he certainly benefited from learning about the U.S. business cases. At the same time, he felt that he and his classmates were put at a disadvantage because they did not have any historical or cultural background about the cases on which they worked. He commented that his classmates, who were domestic students, spoke their native language and had a background and understanding of the cultural references used in the business cases. This participant also added that adding more cases about foreign companies “would have helped me to build confidence if I could engage in the conversation about companies outside of the U.S. For my classmates it would be also a way to build their global competency since they would have learned about companies outside of the U.S.”

Diversity of student population. The set of questions about students' experiences with working in a multicultural group were received with a very high level of attention and enthusiasm by the participants. For many participants, it was largely the experience of working in such a diverse group that helped them get exposure to many different cultural norms and traditions, and helped them build their global competencies. As one interviewee explained, this experience was more impactful than the actual content of the program:

> I think that my classmates were more influential in enabling or facilitating the extent to which I improved my global competencies. Having a diverse student body presented an environment in which coursework became directly applicable in terms of communicating and managing across cultures. Additionally, conversations with classmates provided a more casual learning environment in which cultural differences and viewpoints could be more easily understood, which was a unique bonding experience. (NCB, p.1).

The graph in Figure 14 shows to what extent the participants of the survey agreed or disagreed with the following statements (questions 9a – 9e):

(9a) I had a chance to work closely with students from many countries;

(9b) Group projects and team assignments helped me to a great extent to build my global competencies;

(9c) I developed friendship and close personal relationships with my MBA classmates;

(9d) I developed more knowledge and understanding of other cultures, their norms and traditions;

(9e) Working with a diverse group of students in my classes contributed significantly to building my global competencies.

In comparison with responses received for the other questions – about the Orientation program, core MBA courses, and elective courses, described above – it is noticeable that the set of questions about experience in working with other students received the least variety of responses. A very small percentage of participants responded "disagree," and no respondents answered "strongly disagree".

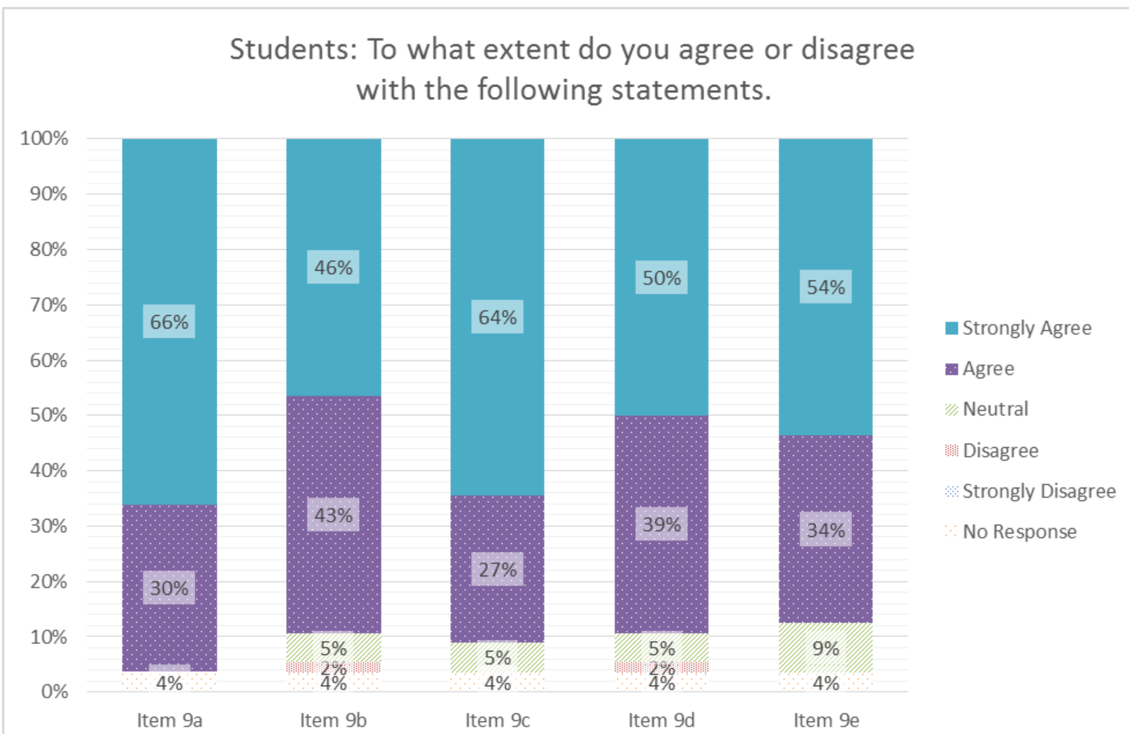

Figure 14. Responses of Participants about Working in a Diverse Student Community.

Small class and intimate nature of the interactions. One of the important aspects of the MBA program at Carey, as mentioned by many respondents, is a small MBA class. The class size, in their opinion, “lends itself to more leadership opportunities, vested teachers, and access to a world renowned university.”

One participant explained that “in general, the MBA program is focused heavily on group work. Our classes were very small and in most of them, we had to work in small teams of four or five people. I think it is a differentiator for our program – you can’t hide.”

This notion was shared by several respondents. They commented that in many courses they worked in teams. As explained by one respondent, they learned to watch how people solve problems, how people think and interact, and even how people behave in meetings – who holds back and who is more proactive.

Working with people from different cultures was not without challenges. The challenge created by language barriers was mentioned by several participants. However, the benefit was much larger, as one participant explained:

> Having different classmates in different groups helped me develop problem-solving skills with regard to each personal and cultural background even when the problem is the same. That being said, learning from the thinking styles and problem solving mindsets of my classmates helped me develop both my team building and leadership skills as well as working as a better teammate.(ITC, p.2).

Diverse student body. Many participants commented that their Global MBA program was very internationally diverse. At the same time, the interpretation of this diversity varied from participant to participant. As one interviewee explained, working in a diverse group in his MBA program was very similar to being in a meeting with a client – there was a need to understand how different cultures work, how to interpret non-verbal signs and cues.

Another participant, originally from Asia, commented that for him it was a very new and interesting experience to work with people from Latin America. While he was concerned about generalizing, he explained that coming from Asia he was used to more formal and reserved types of interactions, where participants were not expected to bring much emotion. For him, it was a discovery "working with people from Latin America, to see how positive and outgoing they were. It helped me to learn how to make the atmosphere very friendly."

In contrast with this view, several participants thought that while there were many international students, the group represented only a certain number of countries, with a larger group coming from Asia. These participants commented that increasing the number of international students from such regions as Africa and the Middle East would have provided more diversity and thus would have enriched their experience.

Another graduate, who now works in a multinational company, commented that even though the academic work was somewhat different from business work, it was not that much different. In his opinion, the learning environment in his MBA program was very close to the environment at the company where he works now.

MBA is about building connections. Another theme clearly identified during the interviews was the value of the connections, of building one's network. As participants talked about their experience in working in a multicultural group of students, most of them agreed that in the MBA program a high value comes from the people one knows and the connections one builds through the program.

One participant commented that "the value of building my network was not coming from the MBA curriculum but it was extremely important. If a school can design a curriculum that attracts a lot of great students who are dedicated and like-minded, that will bring a great value to the students."

This idea was explored by a few other participants who commented that for the MBA program to be successful it should bring students who will want to make friends during their program, who will share the same values. As one participant explained, if the students share the same values that are important for the school and important for each of them, "they will most likely work very well together during the program and will stay connected, based on these values."

One interviewee thought that his MBA cohort was successful because the cohort members were able to "build the culture where people shared common values." Many of the members of the inaugural cohort felt that they were pioneers:

> We wanted to take a risk; we wanted to build something! Because we were a new cohort – the first one in this program – we shared the same values. At the end of the day, it is the people who make the difference. For each of us, we wanted to make a difference.(YNP, p.1).

As another participant recalled his experience with his cohort, "people were not selfish; my classmates wanted to make friends but also wanted to get most out of the program." This participant further explained that as he finished his MBA program, he received not only a degree, but also the network of people who are now his friends and colleagues, and who can be his future employers, employees, or business partners.

Taking ownership of one's experience. As one participant elaborated, in a small group one can gain a lot by being proactive. Students who pushed themselves in building more relationships with other students within the business school, who reached out to their peer colleagues across the university, and who were interested in learning more about faculty research, had an experience that "no other business school could provide" according to this respondent.

There was a certain difference in opinion regarding who has more responsibility for the type of experience the students receive in the program. Several respondents felt that some international students did not put in as much effort as they could have to assimilate to a new culture. They "continued to speak their native language and often stayed with the same group of friends who came from the same country." In one participant's opinion, in some cases this created an artificial separation, as the students from other countries would not feel included, causing the group of students from the same country to become even closer tied.

Another participant, who was a domestic student, thought that it is important for each student to take responsibility for his or her own experience:

> One has to make a decision and an effort to mix and mingle with other people from different cultures. In some cultures, this informal interaction is not part of the culture but international students need to learn that mingling is key –

especially in business. First, you learn how to make a small talk, how to build trust, before you move on to working on a project together. (TCN, p. 2).

The idea that the learning happened outside of the classroom was expressed by most participants, in several different ways:

- "I would say that I learned far more about global norms and variances between cultures and their expectations by speaking with my classmates on our own free time rather than any information presented by the faculty."
- "This ultimately was the key in driving a global perspective more than the curriculum."
- "Just walking home with someone, having these informal conversations – that is where most of this type of learning took place."
- "I think working with such diverse group of students really helped me building my global competencies."
- "The opportunity to work with a diverse group of students was, in my opinion, the most valuable part of my MBA experience. It presented a unique set of challenges through which I learned a lot about other cultures, strengthened my interpersonal skills. Overall, I found this to be a really great opportunity for personal and professional growth and development."

This perspective was summarized by one of the interviewees who said that working with her classmates was "more influential in enabling or facilitating the extent to which I improved my global competencies. Having a diverse student body presented an environment in which coursework became directly applicable in terms of communicating and managing across cultures. Additionally, conversations with classmates provided a more casual learning environment in which cultural differences and viewpoints could be more easily understood, which was a unique bonding experience."

Extracurricular activities. Since the program experience is not limited to what is offered as academic content and what happens in the classroom, a set of questions was offered to participants to learn whether they viewed extracurricular activities in their program as helpful in building their global competencies. The participants were asked to respond to what extent they agree with the following statements:

(10a) There were many extracurricular activities in my MBA program that helped with building global competencies;

(10b) Summer internship contributed greatly to building my global competencies;

(10c) In my MBA program, I was provided with opportunities to meet and learn from global leaders.

As can be seen in Figure 15, more than half of respondents responded "agree" or "strongly agree" with each of these statements.

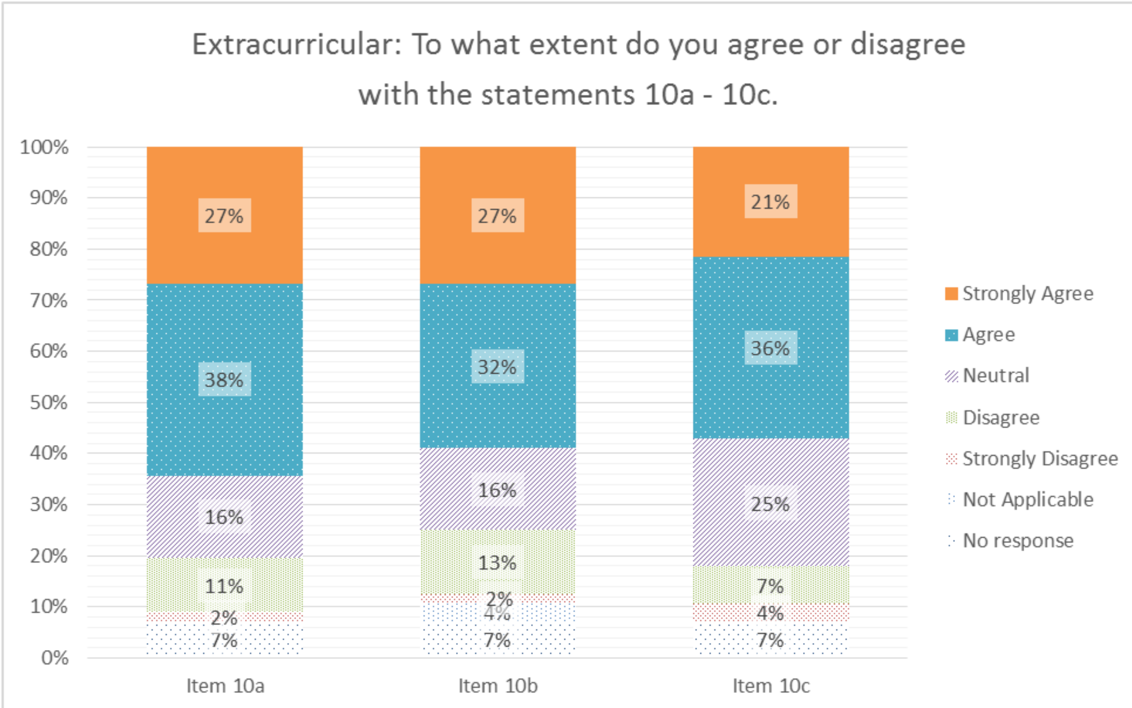

Figure 15. Participants' Responses about Extracurricular Activities.

Several participants commented that many skills learned during their MBA program were acquired through extracurricular activities such as clubs, networking events, conferences, and internships. While an internship is typically considered a different type of activity related to the students' career development, for the purpose of this study it is considered as an activity outside of the classroom and outside of the curriculum.

One of the persons interviewed shared an example of international food fairs that were organized at the school. This participant saw the international food fairs as an opportunity to explore others people's cultures without being demanding or offensive. She also commented that in the MBA program, she realized that "each culture has its own sacred issues that may be ignored by others unwillingly; thus, creating a tolerant view over actions that are results of one’s culture will strengthen the bond between people for a better understanding.” In her opinion, activities outside of the formal learning experience were very helpful for creating this type of bond.

Other participants mentioned that there was a variety of events such as “Leaders and Legends, organized by the school so that we could build our global understanding of doing business” where students had a chance to meet with business leaders.” In the opinion of one of the respondents, he would have liked to meet more with leaders who have been challenged with international business issues.

There was also a different opinion that there were not as many extracurricular events organized in the MBA program as some participants would have liked. An interviewee from the inaugural cohort thought that since his cohort was first in the program, some activities were still in the development phase, but he was happy to hear from the following cohorts that more extracurricular activities and events have been developed by both the school and the students.

Another participant emphasized that he saw more value in extracurricular activities initiated and led by the students. In her opinion, student led clubs and activities improved her understanding of doing business in a globally challenging and competitive environment. She described that with her colleagues from these student groups, they visited trend-setting energy companies and attended conferences that invited leaders from all over the world.

Several respondents highlighted the value of the internship, as an activity outside of the program curriculum, in terms of building students’ global competencies. One respondent debated whether the biggest value was received from the program or from his internship:

> My internship contributed greatly to building my global competencies because I took the initiative to find and secure an internship that allowed me to work with teams around the world – not because of anything my program contributed.(YNP, p.2).

Summary

This chapter has reported the results of the quantitative and qualitative analyses employed to answer the three research questions of this study. The benchmarking survey of the top business schools in the U.S. ranked 1-30 (*U.S. News & World Report 2014*) and analysis of the MBA program curricula was utilized to answer the first research question: In what ways do the top business schools internationalize their MBA curricula? The benchmarking analysis indicated that out of the top 32 MBA programs in the U.S., 26 had the emphasis on the "world at large" or a "global" aspect included in their mission statement or vision for the school. Despite having global focus explicitly included in their mission statement, there was little evidence that business schools develop comprehensive curriculum internationalization strategies. The curriculum internationalization approaches adapted by business schools include building a global requirement in the MBA curriculum, offering an international concentration, expanding the elective offerings with the courses with global focus, international projects, and study abroad programs.

Less than 50 percent of the schools included in these analyses offered a global concentration and only 22 percent built a global requirement as part of the curriculum.

Based on the findings described earlier in this chapter, it can be concluded that business schools have many opportunities to improve their curriculum internationalization efforts by developing more comprehensive internationalization strategies, by offering international concentrations and study abroad in their MBA programs, and expanding their elective offerings with global focus. It can also be concluded that based on the strategies and practices of the top MBA programs, the percentage of international students between 35-50 percent is considered an appropriate proportion allowing schools to build diverse learning communities.

The statistical analyses including the Non-parametric Marginal Homogeneity test, the Mann–Whitney/Wilcoxon test, and The Pearson Chi-Square test were employed to answer research question two: To what extent does the MBA curriculum help build students' global competencies? Based on the results of the non-parametric marginal homogeneity test, there is sufficient evidence that students perceived a positive change in the level of their global competencies before and after the MBA program.

The Chi-Square test indicated that there was no association between the perceived change in participants' global competencies and such demographic variables as gender, number of countries visited, and years of professional experience. There was also no evidence, based on the results of the Mann–Whitney/Wilcoxon test, that there is a difference in the mean age of students or in the mean number of foreign languages spoken, between those who perceived change from before to after the MBA program and those who did not. The two demographic variables that were found to have an association with perceived change are student cohort and student status. There is evidence that suggests that for global competencies 2 (*effectively communicating across cultures*); 3

(*effectively managing across cultures*) and 4 (*facilitating global teams*), international students are more likely to perceive a change from the MBA program as compared to domestic students.

The majority of participants reported that the change in their level of global competencies was to a moderate extent, a great extent, or completely as a result of the MBA program. Less than 25 percent of respondents reported that if they perceived a change in global competencies, it was not a result of the MBA program, or only to a slight extent. The competency e*ffectively communicating across cultures* was reported by 93 percent of participants as the most important among the five global competencies. The largest number of respondents also reported that for this competency the change was a result of the MBA curriculum and activities.

In terms of the third research question (Which aspects of the curriculum are seen by the students as most valuable in building their global competencies?), the results of the survey and individual interviews helped to discover interesting findings. In particular, the participants had a perception that having a shared experience in a required international project, Innovation for Humanity, and working in a diverse student community were the two components of the MBA curriculum that created the strongest impact on their global competencies. Lastly, it was found that participants considered that the more-infusion approach can be employed by faculty in order to bring their international expertise in the classroom, help generate discussions with global perspectives, and help students built their global competencies. These results will be further discussed in the following chapter.

Chapter 5: Conclusions and Implications

Chapter 4 documented the findings of this study in relation to the curriculum internationalization of MBA programs and the impact of internationalized curriculum on building students' global competencies. The curriculum internationalization and its impact was examined by applying analysis of the trends in curriculum internationalization of the top MBA programs in the U.S. and an in-depth examination of the MBA program at the Johns Hopkins Carey Business School. This chapter provides a discussion of these research findings, presents conclusions of the study, and offers recommendations to business schools in developing, executing, and improving their curriculum internationalization strategies. The first section provides the concept of curriculum internationalization and a recommended approach. In the remaining sections, the conclusions of the study and recommendations based on the findings for each research question are provided. The chapter concludes with a discussion of the implications of this study to the field and recommendations of topics for possible future research.

A Systems Perspective in Curriculum Internationalization

As emphasized by Ellingboe (1998); Knight and de Wit (1995); and Mestenhauser (2002, 2011), internationalization is a multi-dimensional concept. This study demonstrates the complexity of curriculum internationalization, which involves various approaches in curriculum design, teaching and learning, diversity and composition of student body, and integration of all these elements in a systematic manner. The value of this study is that the concept of curriculum internationalization and its applicability in MBA programs is explored and analyzed on two levels: macro and micro. From a macro perspective, the study's findings help illustrate the key themes and trends in curriculum internationalization of the top MBA programs in the U.S. From the micro perspective, as demonstrated in the case of the innovative Global MBA program launched by the Johns Hopkins Carey Business School in 2009, the graduates of the first two cohorts have both similar and different perspectives about internationalization of the MBA curriculum, the impact of the internationalized curriculum, and opportunities for improvement in curriculum internationalization.

As business schools design and improve their overall internationalization strategies and consider the right approach in curriculum internationalization, tracer studies with MBA alumni provide a valuable tool to learn about the perceived impact of the curriculum, the extent to which the curriculum was a factor in improving students' competencies, and their perceptions of their overall experience in the MBA program. While it is important for business schools to receive students' feedback on a regular basis when they are in the program, a tracer study provides an opportunity for the alumni to look back and reflect on their experience and the perceived value of their MBA program. Their insights and perceptions, shared one or two years after program completion, are offered from the perspective of both the MBA alumni who have had a chance to apply the knowledge and skills built in the MBA program and also from the perspective of a current employer. That dual perspective offers special value for business schools to consider how the MBA curriculum can be enhanced to more closely address international and cultural issues, and "employability and transferability of skills" (Leggott & Stapleford, 2007, p.121).

A systems perspective is used in this chapter to analyze curriculum internationalization approaches and develop recommendations for future improvement, adopting the conceptual framework of a system proposed by Mestenhauser (2011). Systems thinking is "a discipline…for seeing interrelationships rather than things, for seeing patterns of change rather than static snapshots", according to Senge's (1991, pp. 68-69) definition.

A system thinking approach to curriculum internationalization is especially relevant and useful in application in a business school context, because of the complexities and the practical nature of business education. In the business school context, the curriculum internationalization cannot be viewed from a pure academic standpoint – it has to take into consideration the perspectives and demands of the employers, trends of the global job market, the perceptions of the school's graduates about the value of their MBA degree, and expectations of the prospective students. Most importantly, this systems approach allows us to consider the continuity of the internationalization process by learning from past experience, developing or approving the strategies, and integrating all components and aspects into a system that will develop further in the future.

In the case of the Carey Business School at the Johns Hopkins University, as demonstrated by the findings in the previous chapter, key themes and recommendations emerged from hearing the voices of the MBA graduates by using an online survey sent to the whole population of the full-time MBA alumni in March 2014, and through in-depth, one-on-one interviews. This study can be considered an important step in a business school's continuous process of exploration, discussion, and execution of innovative strategies to offer the most up-to-date dynamic internationalized curriculum. The curriculum developed with a deep understanding of the employers' needs and expectations, and the trends and demands of the globalized business world, will allow business schools not only to build students' technical expertise in key business areas, but also to prepare them as future global business leaders who can effectively communicate and manage across cultures, and create innovative solutions to global business challenges.

The recommendations below are organized based on the curriculum definition offered by Smith et al. (2011) as described in detail in Chapter 2. The curriculum is understood here as a combination of several components that comprise the educational experience in a program. The three main elements that build the curriculum from that perspective are: the syllabus, the participants, and the processes.

It should be noted that these ideas emerged from the individual interviews in which MBA graduates of the Johns Hopkins Carey Business School were encouraged to share their ideas and recommendations for the most optimal model of an internationalized MBA curriculum. These recommendations may be used to consider and develop a new MBA curriculum or to support the curriculum improvement process at a business school that strives to provide the most up to date training to its business students.

Best Practices in Curriculum Internationalization

Required core course with global content. Based on the findings of this study, in response to research question 1 (In what ways do the top business schools internationalize their MBA curricula?), the global requirement in the MBA programs is one the most important current trends in business education, as demonstrated in Chapter 4. Currently, 7 out of 32 top MBA programs implement a global requirement and this number continues to grow every year. There are different ways in which this global requirement is implemented, which includes a required course in the MBA core curriculum, a required international short-term study or international consulting project, or a requirement to take one course with the international content which can be completed through a variety of options. Many schools consider building an international component as a required part of the MBA curriculum to be a strategic approach both from the learning standpoint and also to support the school's effort in meeting the requirements of the AACSB. As stated in the AACSB International's *Standards for Business Education*, "at a minimum, the school must show that within this context its business programs include diverse viewpoints among participants and prepare graduates for careers in the global context." (AACSB International, 2011).

While not all MBA programs have a requirement that is described as a "global requirement," many schools have already recognized the importance of including a core course in the curriculum looking at the firm and the macroeconomy. This type of course covers such topics as economic growth, inflation, unemployment, exchange rates, and international finance. Based on the results of the survey and interviews with the MBA graduates, the participants recommended that such courses should be included in the MBA core curriculum as a building block, because "every graduate should understand all the levers that impact the firm."

In the example of the Carey Business School, the course The Firm and The Macroeconomy "emphasizes the role of governments and their effect on the global business environment….and provides students with the necessary theoretical framework relevant to helping them develop an economic perspective for analyzing real-world phenomena."

A comparable course, Macroeconomics in the Global Economy, is included as one of the 12 core courses in the MBA curriculum at Haas School of Management at the University of California, Berkeley, and a Global Economic Environment course is offered as one of the 11 core courses in Columbia's MBA curriculum.

International project. The Carey Business School provides an example of the MBA curriculum that has a strong global focus. While other business schools offered a certain number of elective courses with global focus, mostly in the second year, the Carey approach in curriculum internationalization was considered to be a more bold and innovative approach. This approach involved a required consulting project for all students, built into the first year of the MBA curriculum. Following this requirement, all students are engaged in a project in an emerging economy, such as Rwanda, Peru, India, or Ecuador, developing sustainable solutions for a real company. In 2010, Forbes listed the Innovation for Humanity course among the top 10 innovative courses offered by a business school, enabling the school to help students "explore infrastructural weaknesses in water, energy, and health systems, and understand how to build sustainable businesses in developing markets" (Stanley, 2010).

Most of the participants of this study emphasized that the Innovation for Humanity project provided a truly transformational experience. According to the findings related to research question 3 (Which aspects of the curriculum are seen by the students as most valuable in building their global competencies?), the international project

Innovation for Humanity was listed by 86 percent of respondents as the most helpful in building students' global competencies. This result was much higher than for any other courses, with the next course in terms of contribution to build global competencies receiving 68 percent of responses as very helpful or extremely helpful. This international consulting project is built as requirement in the first year of the MBA curriculum at the Johns Hopkins Carey Business School.

As one student summarized, "to go abroad, working in emerging markets, such as India or Peru, and not just do research but actually develop a solution that will make a difference for this company was an invaluable experience." Many participants emphasized that Innovation for Humanity was a truly transformational experience and a cornerstone of their MBA experience, as summarized by another interviewee:

> Working with local entrepreneurs in Rwanda was such a rewarding experience and a critical piece of my MBA education. Through a partnership with a local business, I was able to learn firsthand about the market in Rwanda, how to do business in developing economies, and the challenges that can arise so easily when working with small businesses. I learned that I need to be flexible, that persistence is a valuable tool toward accomplishment, and that ambiguity can open the doors to even greater possibilities. I left Rwanda feeling both accomplished as well as hungry to return as soon as possible. (ITC, p. 3).

There was strong agreement among all participants that all MBA programs need to include an international project as a requirement of the program, as this project serves to:

- Provide an actual hands-on experience abroad and a real consulting engagement with the client;
- Help students learn about different business models and their implications for global markets;
- Build shared experience that all students can relate to and analyze after the project;
- Engage students in a multi-disciplinary approach to managing in the global context

The required international consulting project is also a powerful tool to explore two diametrically opposed approaches to international business education: Porter's strategy for internationalization deriving from the concept of "think local, act global" and Ohmae's strategy built on the concept of "think global and act local" (Pitt, Berthon, & Robson, 1997).

Both the examples of the top MBA programs in the U.S. and the insights of the graduates from the Carey Business School lead to the conclusion that expanding elective offerings is one of the key approaches in improving the MBA curriculum internationalization. As demonstrated in Chapter 4, many of the top business schools offer an impressive range of electives with global focus: for example, 46 electives with global focus offered by the University of Pennsylvania's Wharton School of Business (approximately 23 percent of the curriculum offerings).

Study abroad. In addition to the recommendations above, the study results also demonstrate that study abroad and international concentration in the MBA program are two major approaches in curriculum internationalization. Approximately 80 percent of the top MBA programs analyzed in this study offer study-abroad programs, with the number of academic institutions abroad participating in this type of program ranging from five partners (Yale School of Management and Fisher College of Business at Ohio State University) to more than 40 partners (Stern Business School at New York University). While there is strong variety in regard to the number of countries where the study abroad programs are offered, this opportunity is certainly among the key options in developing the internationalized curriculum.

Based on the key findings from the benchmarking analysis of the top MBA programs and perspectives of the participants of this study, the model of the curriculum internationalization in MBA programs is presented in Figure 16.

Internationalized MBA Curriculum: Best Practices

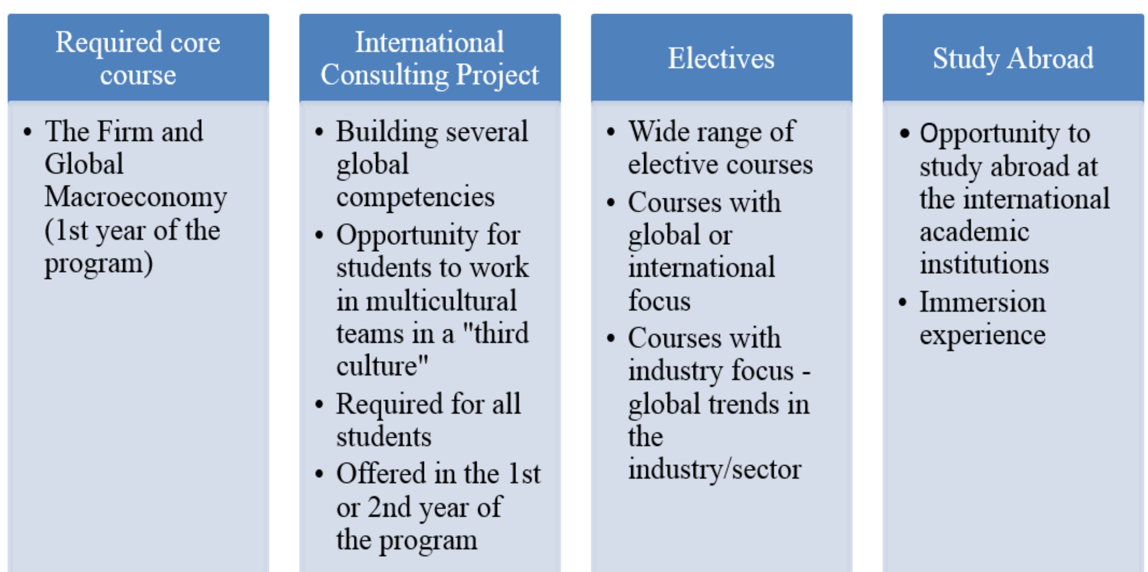

Figure 16. Internationalized MBA Curriculum: Best Practices.

Course Syllabi

Following the concept proposed by Smith et al. (2011), the emphasis in curriculum development should be placed on the learning outcomes, or on what the learner will be able to do as a result of learning. According to Smith et al.'s (2011) model of the curriculum adopted for this study, as described in detail in Chapter 2, the syllabus serves as a vehicle to introduce the choice of topics, resources, examples, or case studies. The syllabus outlines the learning goals that were identified as appropriate for the course and the academic discipline. It is important that the syllabus provides alignment between the learning goals, learning activities, and learning outcomes.

The MBA graduates interviewed for this study commented that business schools need to infuse more content and course material related to global business. This can be accomplished through offering a larger number of electives that can help build students' global perspectives in the second year of the MBA program. In that regard, the participants' view was that one can build their global competencies by taking a course that is designated as an international course or taking electives courses that will help build their knowledge about a specific industry or business sector (such as health care, financial services, and real estate). In the case of industry-specific courses, it was emphasized that the courses need to provide the overview and analysis of the global trends in this sector.

The participants of the study argued that not every course has to be designated as an international course; however, the school's curriculum committee and faculty involved in course development should consider to what extent a course is or should be internationalized. The course can be internationalized by including one or more specific topics with global content or covering global issues. It can incorporate required materials and case studies reflecting and analyzing the business practices in other countries, and it can include activities and assignments that encourage students to gain more knowledge about the global business practices. In that regard, there is a multi-level approach to the course internationalization that the schools can consider. Dr. Barbara Hill, director of ACE's Internationalization Laboratory program, (ACE, 2013), proposed the four-level continuum model for course internationalization. The findings of this study support this model based on what MBA graduates identified as the key components of the course internationalization: course's focus and learning goals, content, inclusion of the reading materials, and specific topics with international focus – all of which help build students' global competencies. The schools can use the model presented in Figure 17 to evaluate the level of course internationalization.

Figure 17. Course Internationalization Continuum. Adapted from ACE (2013).

The following are specific recommendations for providing more global content in business courses, based on the results of this study:

- Increase diversity and variety of case studies used in the MBA program – to include case studies on foreign companies going global and case studies that are set in non-U.S. countries;
- Include required textbooks and articles written by scholars from other countries;
- Incorporate texts that explicitly include an international perspective on subject matter, through non-U.S.-based examples; articles from global sources including international, academic, and business journals; newspapers; websites; and databases;
- Enrich the course content by incorporating guest lectures by experts and scholars with international expertise;
- Encourage students to do analysis of industry data collected from global markets;
- Incorporate debates, discussions, online and in-person simulations providing exposure to different international business issues and cultural perspectives.

According to the comments of several participants, in their experience, about 15-20 percent of the MBA content provided global perspective. Their recommendation for business schools are meant to ensure that at least 25-30 percent of the content in any MBA program is built with global perspective. The recommendations above on the ways to provide more global content in the academic courses can be used to explore the appropriate combination of options in the context of a specific business school, considering its historical, cultural, academic, demographic, and other aspects.

Participants

In Smith et al.'s (2011) concept of the curriculum applied in this study, the "participants are the students and faculty of the program." It is important to recognize that the learning goes beyond the learning goals outlined in the syllabus. The key participants of the educational process – students and faculty – bring their international experience and their background to the classroom, they bring their perceptions, cultural norms and expectations as well cultural biases, and they contribute to the quality of interaction in the classroom. The students provide feedback via informal conversations as well as formal course evaluations that typically are used to evaluate the effectiveness of the course and the instructor.

Students. The notion of students and faculty being important players in curriculum internationalization is reaffirmed by the AACSB in its *Eligibility Procedures and Accreditation Standards for Business Accreditation* (AACSB International, 2011). The AACSB clearly describes the expectation that business schools demonstrate their commitment to the concept that diversity in people and ideas enhances the educational experience in every management education program, at the same time recognizing that "diversity on a global basis is a complex, culturally embedded concept rooted within historical and cultural traditions, legislative and regulatory concepts, economic conditions, ethnicity, gender, and opinion" (AACSB International, 2011, p.16).

According to the results of the benchmarking study related to research question 1 (In what ways do the top business schools internationalize their MBA curricula?), the percentage of international students in MBA programs became both a driving force of the program internationalization as well as a strategy to survive in the ever-increasing competition for students. While the industry average for percentage of international students in full-time MBA programs in the U.S. was 31.2 percent, based on the results of *U.S. News & World Report 2013*, it must be noted that there is a strong trend among business schools to increase the percentage of international students to 40 percent or in some cases even up to 50 percent of the MBA class. It can be argued that increasing this percentage beyond 50 percent may bring a different set of challenges where it is difficult to maintain the academic culture of the U.S. institution and a risk of diminishing the authenticity of the "American" experience, which for many international students is a key reason for studying in the U.S.

Based on the findings of this study related to research question 2 (To what extent does the MBA curriculum help build students' global competencies?), and research question 3 (Which aspects of the curriculum are seen by the students as most valuable in building their global competencies?), many participants expressed strong opinions that being a part of the international cohort and learning from students with diverse academic, professional, and cultural backgrounds "ultimately was the key in driving a global perspective more than the curriculum itself."

While it can be argued that students may not realize how much they learn during the learning process – thus their self-assessment of learning may not serve as reliable measure – it is still a very important finding of this study that the perceived value of the diverse learning community was mentioned by a majority of the participants as a very important force in expanding their global competencies. The key recommendations that evolved from the responses of participants and interviews include the following:

Diversity of the MBA cohort. MBA graduates put a very strong emphasis on student demographics. While the number of international students in the MBA cohort is one measure, the program administrators must consider the right mix of students from different countries. Imbalance in a student cohort presents many challenges where students from the same country form a cultural group that reinforces their difference from the remaining group, and reduces the value of the experience in a diverse learning community for this small group. These students tend to speak their native language, continue applying cultural norms and behaviors relevant in their cultures, and are less likely to force themselves to get out of their comfort zone.

English language proficiency. It was emphasized by many participants in this study that much of cultural understanding comes from learning about language and culture simultaneously. From their perspective, English language proficiency becomes a key element in a globally focused education. Business schools attempt to address this issue by making stricter admissions criteria. However, this does not fully remove the challenges faced by both domestic and international students in regards to English language skills. Based on the experience of several business schools who accept many international students in their MBA programs, many of the students from Asia still struggle with English even if they come to the MBA program after completing their undergraduate studies at a U.S. university.

For international students, the language issue may make them more conscious of their mistakes thus often discouraging them from being more outspoken; make them less comfortable in participation in class discussions which is often part of the grade in many MBA courses; and may make them feel less included, as in many cases the pace of the class discussions is faster than what they can be comfortable with. At the same time, the native English speakers feel that they are not treated fairly because in most group projects it is often automatically assumed that they will take on the role of the writer and editor, in addition to their actual role in the project. Business schools should consider what they can do before and during the program to help students improve their English language skills. Many schools, including the Carey Business School, offer ESL classes during the academic year.

Pre-orientation. There is also a recent trend at many business schools to develop required orientation for international students before the beginning of the program. The University of California Los Angeles (UCLA) requires all international students in MBA program to go through International Pre-orientation that includes an intensive communication workshop, writing, working/leading teams for case analysis, cold call participation, presentations, and job search.

Taking ownership of one's MBA experience. An important point that was brought up by many participants is that both U.S. and international students will experience challenges and certain cultural adjustments when they are part of an MBA cohort with culturally diverse backgrounds. The study participants emphasized that it is critically important for each MBA student to take ownership of his or her experience: to be proactive in learning about other cultures and be open-minded about different ways of thinking and communicating, to get out of one's comfort zone, and to work on building strong connections with all cohort members. As one of the participants stated, "at the end of the day, your experience will be what you make it to be. There is a good chance that the people you spend two years in your MBA programs are going to be your business partners, your clients, your employers, colleagues, and your employees – building your international network."

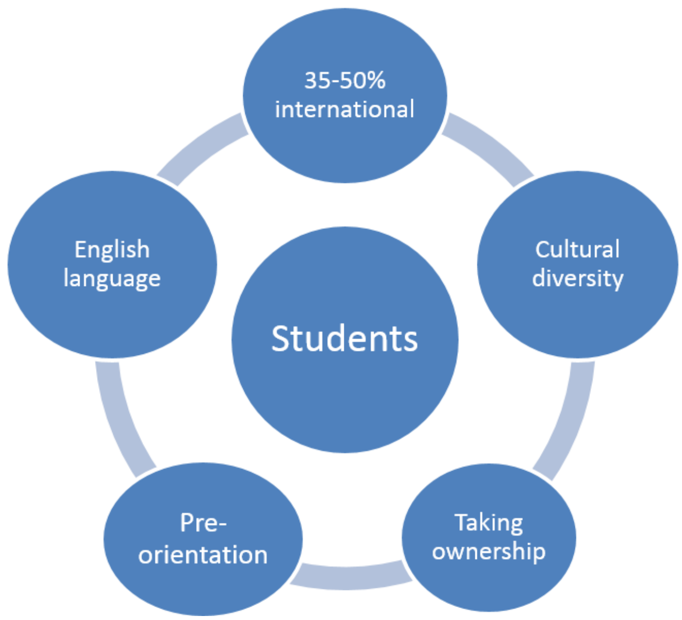

Figure 18. Curriculum Internationalization: Recommendations Involving Students.

Faculty. All schools recognize the crucial role that faculty play in institutional internationalization efforts. Patti McGill Peterson, current ACE Presidential Advisor for Global Initiatives, argued that faculty are the key to shifting the culture of the institution. While students graduate, faculty remain, serve as the stewards of the curriculum, and as a group they set "a deeply embedded foundation for the international and intercultural character of an institution" (Peterson, 2000, p.25).

In the series of reports *Internationalization in Action* produced by the American Council on Education, several experts suggested that faculty members are at the heart of the entire academic enterprise as well as the key drivers of the internationalization. They are responsible for teaching and research, they shape and deliver the curriculum and overall carry out the university's mission. Most business schools recognize that faculty are crucial to internationalization efforts and the main challenge is not recognition of the faculty role but rather the thoughtful and meaningful approach in engaging faculty. At the schools that are part of a major research university, such as The Johns Hopkins Carey Business School, faculty have many competing priorities such as teaching, research, and contribution to the school's curriculum development and assurance of learning.

The following recommendations have evolved based on the findings of this study and discussions with participations. These recommendations can help schools to build more effective ways for faculty to incorporate global perspectives in their courses and build on students' diverse cultural backgrounds:

Bring international expertise into the classroom. It is advisable for schools to keep track of the faculty's publications in international journals, and their involvement in teaching or conducting research abroad. If faculty see that the school's leadership pays attention to their international activities, it will be a strong signal that internationalization process is important for the school. Based on the participants' comments, it can be noted that some faculty may not fully appreciate how eager students are to learn from faculty international expertise. As one participant stated, having professors who have a rich international experience benefited him greatly. By learning from his interactions with faculty in and out of the classroom, this participant "has learned to look at the same issue from multiple angles." This particular student felt that this experience contributed significantly to preparing him for "the challenges in the future workplace, such as leading international teams or solving issues with global scope."

Get to know students in the cohort. It is helpful to invite students to introduce themselves in the beginning of the class, with the introduction of a specific question related to the course topic, to allow students to share their international expertise with others. Faculty can refer to students' international backgrounds and engage students in providing their perspective from a viewpoint of a person who lived and worked abroad.

Consider the mix of activities and assignments. Faculty can design the appropriate mix of activities and assignments in the class, to address diverse cultural backgrounds of the students and different ways of communication and learning with which the students are familiar. It will help avoid the situation when one group of students may be constantly at a disadvantage because of the types of assignments that do not allow them to demonstrate their strengths. As one of the participants commented on the topic of the class discussions: "not everyone who speaks loudly actually has something substantial to say, and not everyone who is quiet lacks an important insight to share." The ability to understand where students came from and how the concept of learning in their country differs from the learning approach in the U.S. is critically important for faculty. As Mestenhauser pointed out, international students "resent the ethnocentric view often expressed by faculty members that they don't think critically…and make the point that critical thinking is a different process in different cultures and that the comparison between international students and their American counterparts is inappropriate." (Mestenhauser, 2011, p.118)

Build trust and respect. Students appreciate when faculty tell them about their international experience, about their background, and describe explicitly why certain global topics or learning goals are included in the course.

Be a global champion. As was experienced by many business schools, in many cases the success of the curriculum internationalization depends on engagement of one faculty member or a small group of faculty who are enthusiastic and committed to the school's internationalization strategy.

Figure 19. Curriculum Internationalization: Recommendations Involving Faculty.

Processes

The sections above summarized the findings of this study in regards to best practices of the MBA programs in the U.S. and recommendations for course internationalization, and the role that students and faculty play in MBA curriculum internationalization. The third component of the curriculum, according to Smith et al.'s (2011) concept is processes. The processes are viewed here both from the perspective of the curriculum concept used in this study and from a system thinking approach proposed by Mestenhauser (2011). In view of these two concepts, the processes should include the integration of all elements and aspects of the curriculum, assessment of student learning, and continuous improvement. This description of the processes is more comprehensive, addressing the needs of a fast-changing environment in which business schools operate, and the importance of innovation in business education – requiring constant search for curricular improvements.

Integration. In his recent work *Reflections on the Past, Present, and Future of Internationalizing Higher Education*, Mestenhaser (2011) emphasized the importance of integration in designing an internationalized curriculum. He suggested that various conceptual frameworks need to be integrated so that students "would receive ongoing and cumulative insights about the complexity of international education and its relevance to research and knowledge production" (Mestenhauser, p.140).

While most international educators support the idea of integration, developing an internationalization strategy which includes development and execution of the internationalized curriculum remains a challenge for many business schools. The efforts of the business schools in this area are often criticized in that they do not have a comprehensive internationalization strategy; their internationalization efforts are fragmented and are not building toward specific internationalization goals.

As described in Chapter 4, based on the results of the benchmarking survey, out of 32 programs analyzed in this study, 26 have the global focus reflected in their mission or vision statements. However, there are not many examples of schools that have developed a curriculum internationalization strategy to reflect this global focus. The schools must consider how to build alignment between their mission, curriculum internationalization strategy, program goals, specific learning goals, and how to integrate various components in a systematic fashion. As also can be learned from this study, the schools should consider the needs and expectations of employers, as well as how their MBA program can help students build global competencies that the MBA graduates are expected to have.

This integrative approach is supported and expected by the AACSB, which applies it as the basis for judgment to evaluate if the school articulates a clear and distinctive mission, expected outcomes it implies, and strategies outlining how these outcomes will be achieved. As described in the *AACSB 2013 Business Accreditation Standards*, all these elements "should be mutually consistent and reflect a realistic assessment of the changing environment of business schools" (AACSB International, 2013, p.16).

Assessment and student learning outcomes. With the increased emphasis on assurance of learning (AoL) as part of the AACSB accreditation process, most business schools pay much attention to development of the comprehensive system of assessment of student learning. At the Carey Business School, the Assessment Committee is responsible for leading the establishment and the update of student learning goals and objectives; working with faculty to identify instruments and measures to assess learning; supporting the collection, analysis and dissemination of assessment information; and using assessment information for continuous improvement.

The schools should especially consider how to develop the school's learning goals and specific program goals for MBA programs so that these goals are not developed in disconnect from the demands of the global job market. In the case of the Carey Business School, one of the four learning goals has an explicit international focus, as described in the *General Carey Learning Goals & Objectives* (Carey Business School website http://carey.jhu.edu/):

Learning Goal 2: Function effectively in diverse business contexts

Objective 2.1: Students will learn to assess local and global business contexts and use this assessment as input to business decisions.

Objective 2.2: Students will demonstrate an appreciation of multiple perspectives and experiences as well as the value of teamwork in business contexts.

While the global competency model used in this study was developed independently of the learning goals developed at the Carey Business School, it should be noted that this goal, identified as one of the general school's learning goals, directly contributes to developing all five global competencies.

In regards to specific efforts in curriculum internationalization, it can be recommended that business schools encourage the discussions with their curriculum committee, faculty, and leadership, on the following seven questions:

1) How do we know if our MBA students are well prepared for the globalized business world?
2) Do the school's learning goals include global component/aspect?
3) How many courses are designated as international courses?
4) Does the school have a global requirement and if not, should it be considered?

5) What is the continuum of course internationalization used in our courses (using the course internationalization model described earlier in this chapter)?
6) Do faculty consider the types of activities and assignments appropriate for the diverse student cohort?
7) In what ways do faculty share their international expertise with students?

In order to build a comprehensive assessment model in relation to curriculum internationalization, it can also be advised that the schools conduct the entry survey and exit survey in their MBA programs, and conduct tracer studies like this one, to learn about the experience of their MBA graduates.

Continuous improvement. In view of the system approach proposed by Mestenhauser (2011), it is important to emphasize the points made by Knight and de Wit about internationalization cycle (Knight & de Wit, 1995) that internationalization is not a linear process and not a goal that can be achieved once and celebrated. Instead, they suggest that educators should consider the internationalization process as a continuous cycle that includes several steps: awareness, commitment, planning, implementation, review, and reinforcement. The recommendations outlined above are largely focused on the first four steps of this cycle, and especially on the implementation. However, it is important to remember that building a culture of academic excellence required continuous improvement – which corresponds to the last two steps of the internationalization process cycle.

The review and reinforcement can include an annual program review, to review and analyze the goals of the program, admissions trends, students' performance, faculty engagement, challenges and opportunities, financial health of the program, and overall program performance. The program review is a very useful tool in assessing the competitiveness and sustainability of the program and in evaluating where the goals set for the program have been met.

Another important component of the review and reinforcement are discussions with the faculty. Faculty who are involved in curriculum development and teaching are at the forefront of the program execution – they have an intimate knowledge of how students receive the course content and whether students are learning.

In addition to meetings with faculty, Dr. Phil Phan, Executive Vice Dean for Faculty and Research at the Johns Hopkins Carey Business School, who was one of the key players involved in the development of the innovative Global MBA program, recommends the establishment of a system of collecting feedback from the students. The Carey Business School conducts formal course evaluations at the end of each term, which serve as an important tool for the leadership to learn about students' experience in the course, and the delivery of the course. Besides the course evaluations, the schools can be advised to conduct formal and informal discussions with students, such as Town Hall meetings to let them know about progress with the program and how students' feedback contributed to the decisions about any program modifications. Phan (2011) argued that including students in the discussions on what is working well and what can be improved in the program "increases the sense of responsibility that the students contribute to building the future of the school" (p. 44).

Recommended Model for MBA Program Curriculum Internationalization

Based on the findings of this study, analysis presented in Chapter 4, and recommendations outlined earlier in this chapter, the model for MBA program curriculum internationalization is presented in Figure 20 to summarize the results of this research study.

The proposed MBA curriculum internationalization model presented here has the following characteristics:

- It represents the systems approach, as recommended by Mestenhauser (2011);
- It encourages the school's leadership to analyze how all the components and elements of the curriculum can work together, to complement each other and build upon each other;
- It incorporates the findings of this study, in relation to the best practices and trends in MBA programs;
- It emphasizes the need for integration, assessment, and continuous improvement;
- It provides a roadmap for the leadership, faculty, administrators, and educators involved in curriculum development – to consider how all components of the program curriculum can be built in a systemic way and integrated.

This model also addresses the questions about several approaches in curriculum internationalization discussed by Ghemawat (2008) and AACSB International (2011). It was described that either insertion (creating a new course with a global focus) or infusion (weaving international content in existing courses) are not effective or sufficient if applied separately. While each approach has benefits, costs, and limitations, Ghemawat (2008) argued that insertion and infusion must be thought of as complements rather than substitutes. The new "interlock" strategy was proposed by Ghemawat, in order to compensate for limitations of each of the strategies above and to structure the MBA curriculum in such a way that it will "exploit the complementarities" of insertion and infusion (AACSB International, 2011, pp. 219-220).

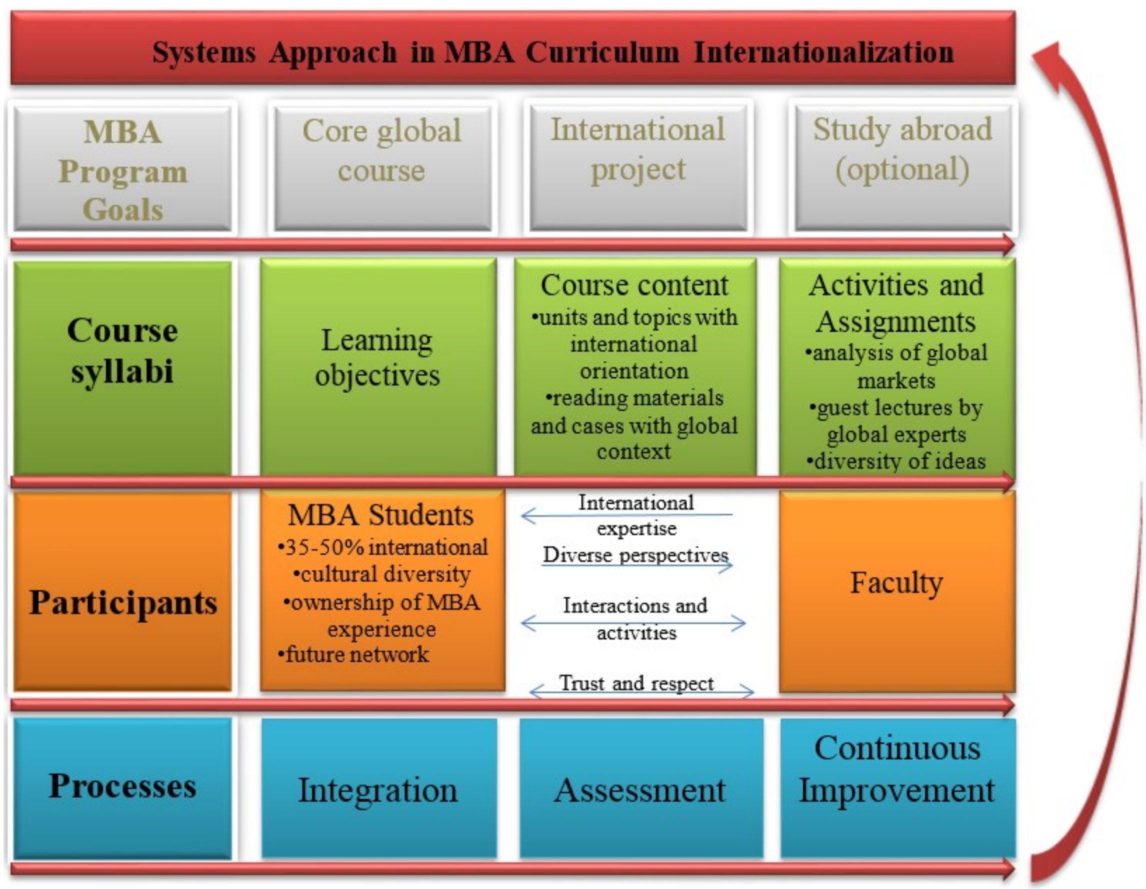

Figure 20. Curriculum Internationalization of MBA program – Recommended Model.

In the model proposed here, the MBA curriculum incorporates several elements that demonstrate the insertion strategy. That approach includes a required core MBA course, the Firm and the Global Macroeconomy, a required international project, and optional study abroad. The recommendations for course internationalization that reflect the infusion strategy focus on diversity of cultural backgrounds and exchange of diverse ideas, increased percentage of international students, and several approaches for a more meaningful contribution of students and faculty to curriculum internationalization. Lastly, both insertion and infusion strategies are integrated through the processes in which all components are coordinated and incorporated in a thoughtful way. The assessment and continuous improvement complete the last two steps – review and reinforcement – of the six steps of internationalization cycle proposed by Knight and de Wit (1995).

Recommendations for the Field

The topic for this study was selected based on the recommendations outlined in the *Globalization of Management Education Report*, produced by the AACSB International (2011). The report explored the areas that are known as gaps in the knowledge of globalization of management education – scale, scope, curriculum, modes of collaboration, and impact (AACSB International, 2011).

This research study provides contribution to building more knowledge about the impact of the internationalized curriculum on building students' global competencies. The AACSB uses the term "globalization" to refer to a process of change within education institutions extending the reach of educational engagement beyond one's home borders and deepening the richness of understanding about the increasingly global foundation of business. According to the *Globalization of Management Education Report* (AACSB International, 2011), the end results of the globalization of business education should include 1) greater competence and confidence of graduates for doing business with global impact; 2) more research insights into the global complexity of the managers, enterprises, and markets studies; and 3) better service of the global management profession (AACSB International, 2011).

A particular contribution to the field of business education is the proposal for a curriculum internationalization model that is based on the insights about the experience of two cohorts of MBA graduates and reflects the best practices among top MBA business schools. This model can be employed by a new business school or adopted by an established business school that strives to enhance the internationalization of its MBA curriculum.

In addition, this section includes several suggestions on how the findings of this study and contributions to the field might encourage and advance academic research related to curriculum internationalization, with the application of a system thinking approach. The term “curriculum internationalization inquiry” is used below to incorporate the themes discovered during this research study and which require further exploration and analysis, to contribute to building knowledge in the field of curriculum internationalization in the context of business education.

Curriculum internationalization inquiry 1: Based on the findings in the benchmarking survey of the top MBA programs, it can be noted that the schools holding lower positions based on *U.S. News & World Report 2014* tend to be more aggressive in increasing the percentage of international students in their MBA programs. While this topic was not a focus of this study, it may be suggested as a topic for future research, to test this assumption and examine whether there is correlation between the percentage of international students in an MBA program and the school’s ranking.

*Curriculum internationalization inquiry 2: A*ccording to the results of the survey of the MBA graduates and findings from the individual interviews, as described in Chapter 4, most participants considered working in a diverse student community and learning outside of the classroom as being very strong contributors to building students' global competencies. The question of whether the impact on building students' global competencies is due to the curriculum or due to the learning outside of class, could be another important topic for future research.

Curriculum internationalization inquiry 3: One of the important findings of this study is that among all demographic factors analyzed in this study, for three out of five global competencies (*effectively communicating across cultures, effectively managing across cultures, and facilitating global teams*), the evidence suggests that perceived change is associated with student status (international vs. domestic students). It can be suggested that further exploration of this topic could contribute to building more knowledge on how different the impact of the internationalized MBA curriculum is on international and domestic students.

Conclusion

The imperative for business schools to train students as future global business leaders and build the school's international expertise is undisputed (Friga, Bettis & Sullivan, 2003; Hawawini, 2005; Atkinson & Edgington, 2007). The challenge for many business schools remains how to develop a cohesive internationalization strategy, which approaches will prove to be most effective, and how to design the curriculum that will be rigorous and impactful while building important skills and competencies expected by employers. There remains a lack of information when it comes to articulation of strategies in curriculum internationalization and implementation challenges facing business schools that want to globalize.

This study explored various approaches in curriculum internationalization that have been employed by the top MBA programs in the U.S. This study also examined the perceived impact of the internationalized MBA curriculum on building students' global competencies in the case of the Johns Hopkins Carey Business School that launched an innovative Global MBA program in 2009. This particular school was selected for this study because the school has made considerable investment in developing the curriculum in which the perspectives, insights, and recommendations of both the employers and the academic leaders were incorporated. In the five years since the launch of the MBA program, the school has continued to make efforts in continuous assessment and improvement of the MBA curriculum, to build it in a way that will increase the competitiveness and employability of its graduates, and will improve their preparedness for the global job market.

Business school leadership must develop and execute an effective curriculum internationalization strategy and build a culture of *continuous improvement* of the curriculum. The faculty involved in curriculum development are also advised to develop a deeper understanding of what employers expect in evaluating MBA graduates' preparedness of working in local, national, and transnational companies, and what critical skills and knowledge need to be built throughout the MBA curriculum.

The students' experience in the program can inform the business school's leadership and faculty about the effectiveness of the school's strategies and approaches in teaching and learning, and assist in creating a better alignment between the learning goals defined by the school in the MBA program, the students' experience in the program, learning outcomes, and the demands of the future employers which are presented in this study as a five global competency model. Since most of the MBA students will eventually move into the position of an employer, the closer the connection with the school's alumni, the more opportunity there is for the school to develop curriculum internationalization in a way that the benefits and outcomes of this process are shared and understood by faculty, students, and employers of MBA students.

The study concluded with an illustrative model of a systems approach to MBA curriculum internationalization that reflects the best practices in MBA curriculum internationalization and incorporates recommendations developed based on the findings of this study. The proposed MBA curriculum internationalization model comprises four levels: global components of the curriculum; course internationalization (course syllabi); participants (students and faculty); and processes. This model can be used to provide guidance and support for business schools in their efforts to internationalize MBA programs and better prepare their students for the complex changes of an increasingly multicultural and transnational world.

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Appendix A: Consent Form

INFORMATION SHEET FOR RESEARCH

Internationalization of the MBA Curriculum and its Impact on Building Students' Global Competencies

You are invited to participate in a research study that examines the ways in which business schools internationalize their MBA curricula and analyzes how the curriculum internationalization helps building students' global competencies. You were selected as a participant because you have an experience of completing the MBA program with global focus and you have unique perspectives to contribute to this study. 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 Oksana Carlson, Ed.D. Candidate in Higher Education Administration (International Education), College of Education and Human Development, University of Minnesota. Oksana Carlson also holds the position of Assistant Dean for Education at the Johns Hopkins Carey Business School.

Background Information

The purpose of this study is to examine the impact of the internationalized MBA curriculum on building students' global competencies and how business schools can improve internationalization of the MBA curriculum.

More specifically, the study seeks to address the following research questions:

1. In what ways do business schools internationalize their MBA curriculum?
2. To what extent does an internationalized MBA curriculum help build students' global competencies?
3. Which aspects of the curriculum are seen by the students as most valuable in building their global competencies?
4. What are the opportunities for the business school to improve MBA curriculum internationalization?

Procedures for the Online Survey

If you agree to be in this study, you will be asked to complete this survey which will take approximately 15-20 minutes, to respond to questions that related to global competencies that are important for MBA students as future global business leaders. You also will be asked to share your perspectives on how the MBA curriculum contributed to building these global competencies, in your experience. The survey is conducted online and can be completed at any location where participants have internet access.

Procedures for the Interview

If you agree to be in this study, you will meet with Oksana Carlson for approximately an hour an hour to respond to questions related to your understanding of global competencies that are important for MBA students as future global business leaders. You also will be asked to share your perspectives on how the MBA curriculum contributed to building these global competencies, in your experience. The interview will be organized as an in–person meeting, the phone interview or video (skype) interview. This discussion will be tape recorded with your permission.

Risks and Benefits of Being in the Study

There are no immediate or expected risks for participating in this study. The discussion with the researcher is completely anonymous and confidential. Once your responses are entered into an electronic file, the original tape recording will be destroyed. All information will be kept on a password protected laptop with access only to the researcher. No names will be used in any report of this study, only codes or pseudonyms.

Possible benefits of this study are to provide valuable feedback to the administrators of the MBA program to make it even more effective and international. Your participation will provide unique and valuable perspectives, given your experiences as a graduate of the Global MBA program at the Johns Hopkins Carey Business School.

Confidentiality

The records of this study will be kept private. If any type of report will be published, this report will not include any information that will make it possible to identify you or anyone else as a subject of this study. Research records will be stored securely and only the researcher will have access to the records. The original data, tape recording and the subsequent data files will be destroyed upon completion of the dissertation. All information will be kept on a password protected laptop with access only to the researcher.

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 Johns Hopkins Carey Business School. 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 Oksana Carlson. You may ask any questions you have now. If you have questions later, you are encouraged to contact Oksana Carlson at 240-308-1356 by e-mail at carl4386@umn.edu or call her at 240-308-1356. You may also contact the academic adviser for this research study, Dr. Gerald Fry at University of Minnesota, at 612-624-0294 or by e-mail at gwf@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher or the academic adviser, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; 612-624-1650.

You will be given a copy of this information to keep for your records.

Appendix B: Recruitment Email or Letter

Dear _________:

I hope this message finds you well. I am writing to request your participation in a research study that seeks to examine how the business school can internationalize its MBA curriculum and to help students build their global competencies. You have already completed your Global MBA program and had a chance to learn what global competencies are needed in the modern global marketplace. Your perspectives on how the MBA curriculum can help students building these competencies will be truly valuable. The survey will take only 15- 20 minutes of your time. Five participants, selected randomly, will receive a $25 gift certificate as a token of appreciation of your time.

Critical to the success of our school is engagement of our alumni and current students so we can learn from your experience in the MBA program at the Johns Hopkins Carey Business School. We take pride in the work that we are doing at the Carey Business School but we also recognize that the successes of our programs depend on success of our students.
Oksana Carlson, Assistant Dean for Education at Carey Business School, is conducting this research study. This study consists of a survey and in-depth interviews with recent Global MBA graduates on how the MBA curriculum builds global competencies. Oksana Carlson will follow up with you directly with more details. Your participation and your insights will be greatly appreciated.

Please feel free to reply to this message or contact Oksana Carlson directly, she can be reached at email: ocarlson@jhu.edu; carl4386@umn.edu; or phone: 240-308-1356.

Thank you for your participation.

Jennifer Dotzenrod
Assistant Dean for Education
Global MBA Program
Johns Hopkins Carey Business School

Appendix C: Interview Protocol

Introductions (5 minutes):

Researcher will start with brief introductions, then reiterates the consent form information and purpose, and explains confidentiality when beginning tape. The interview will last for approximately an hour.

Introductory Questioning (15 minutes):

Q1. You have completed your MBA program within the past 2 years. What do you do now? If you have gained new professional experience, what type of experience did you gain?

Q2. You also have had a chance to apply the skills and knowledge received in the MBA program in your workplace. What do you see as key global competencies that MBA graduates are expected to have, based on your experiences?

> Q1a. From the competencies that you mentioned, which ones do you find most important given your own experiences? Which ones are less critical?

Q3. How would you evaluate your global competencies before you started the MBA program? After the MBA program?

Transition to MBA curriculum (20 minutes):

Q4: To what extent did the MBA curriculum help you to build these competencies?

- Tell me more how the core MBA courses helped you building global competencies? Which courses specifically you found most effective for that purpose.
- To what extent the elective courses helpful for you in building global competencies? Which courses did you find most effective, in what way they were helpful and why?
- Was the selection of courses in the he MBA program curriculum offer relevant courses and enough courses with global focus or global context, to help you build global competencies?
- How were the faculty international experiences /expertise helpful in terms of building global competencies?
- What other components of the curriculum or program activities contributed most?

Q5: What are the ways and approaches that the faculty teaching MBA courses incorporated that contributed to building your global perspectives?

- How did the course materials, readings and cases selected for the courses, provide global context?
- Could you talk about the examples how faculty brought their own international experience and global perspectives?
- In what ways did faculty encourage students to choose topics with global context for their projects and assignments?

Probe: Do you see a direct relationship between the insertion (when faculty inserts the materials with global context or discussions with global context) and building global competencies?

Q6. How did the diversity of the MBA student body in the class contribute to building your global competencies?
Probe: Do you see a direct relationship between diversity of the student cohort and building global competencies?

Transition to recommendations (20 minutes):

Q7. If you were asked to provide recommendations to the MBA curriculum committee and the school's leadership, what would you suggest to improve curriculum internationalization in MBA program?

Appendix D: Survey

UNIVERSITY OF MINNESOTA
Driven to Discover℠

IMPACT OF THE INTERNATIONALIZED MBA CURRICULUM ON BUILDING GLOBAL COMPETENCIES

IMPACT OF THE INTERNATIONALIZED MBA CURRICULUM ON BUILDING GLOBAL COMPETENCIES

You are invited to participate in a research study that examines the ways in which business schools internationalize their MBA curricula and analyzes how the curriculum internationalization helps building students' global competencies. You were selected as a participant because you have an experience of completing the MBA program with global focus and you have unique perspectives to contribute to this study. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

The purpose of this study is to examine the impact of the internationalized MBA curriculum on building students' global competencies and how business schools can improve internationalization of the MBA curriculum.

Please read the Consent Form prior to completing the survey (it will open in a new window. After reading the form, please close that window and return to the main survey).

○ I have read the Consent Form and agree to participate in the study.

PART I

(1) Based on your experience, how important are these global competencies in order for you to be successful in the workplace?

	Very important	Important	Neutral	Unimportant	Very unimportant
(1a) Understanding global market perceptions and realities	○	○	○	○	○
(1b) Effectively communicating across cultures	○	○	○	○	○
(1c) Effectively managing across cultures	○	○	○	○	○
(1d) Facilitating global teams	○	○	○	○	○
(1e) Creating innovative solutions to global business challenges	○	○	○	○	○

If there are any other global competencies that you see important for MBA graduates which are not included in the list above, please specify them here:

PART II

To what extent do you agree or disagree with the following statements. Please check the response that best describes your opinion. Check "Don't Know" if you don't know or are unable to answer. The first row is the time period just before you began your MBA program. The second row is your current status.

(2) I have a good understanding of global market perceptions and realities.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Before my MBA program	○	○	○	○	○	○
Today	○	○	○	○	○	○

(2A) If there is a difference between before you began your MBA program and today, to what extent was the change a result of the curriculum and activities of your MBA program?

Completely	To a great extent	To a moderate extent	To a slight extent	Not at all	Unable to estimate
○	○	○	○	○	○

Comments:

(3) I can effectively communicate across cultures.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Before my MBA program	○	○	○	○	○	○
Today	○	○	○	○	○	○

(3A) If there is a difference between before you began your MBA program and today, to what extent was the change a result of the curriculum and activities of your MBA program?

Completely	To a great extent	To a moderate extent	To a slight extent	Not at all	Unable to estimate
O	O	O	O	O	O

Comments:

(4) I can effectively manage across cultures.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Before my MBA program	O	O	O	O	O	O
Today	O	O	O	O	O	O

(4A) If there is a difference between before you began your MBA program and today, to what extent was the change a result of the curriculum and activities of your MBA program?

Completely	To a great extent	To a moderate extent	To a slight extent	Not at all	Unable to estimate
O	O	O	O	O	O

Comments:

(5) I can facilitate global teams.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Before my MBA program	O	O	O	O	O	O
Today	O	O	O	O	O	O

(5A) If there is a difference between before you began your MBA program and today, to what extent was the change a result of the curriculum and activities of your MBA program?

Completely	To a great extent	To a moderate extent	To a slight extent	Not at all	Unable to estimate
O	O	O	O	O	O

Comments:

(6) I can create innovative solutions to global business challenges.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Before my MBA program	○	○	○	○	○	○
Today	○	○	○	○	○	○

(6A) If there is a difference between before you began your MBA program and today, to what extent was the change a result of the curriculum and activities of your MBA program?

Completely	To a great extent	To a moderate extent	To a slight extent	Not at all	Unable to estimate
○	○	○	○	○	○

Comments:

PART III

7. In this set of questions we ask you to evaluate various components of the MBA program curriculum in terms of their impact on building the following global competencies:

· Understanding global market perceptions and realities
· Effectively communicating across cultures
· Effectively managing across cultures
· Facilitating global teams
· Creating innovative solutions to global business challenges

How helpful were the following components of the MBA program curriculum in building this set of global competencies?

Orientation program: which components were most helpful in building these global competencies?

	Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful at all	Not applicable
(7a) Cultural Mosaic	○	○	○	○	○	○
(7b) Global Institutions	○	○	○	○	○	○
(7c) Team Building Workshops	○	○	○	○	○	○

(7d) Managerial Toolbox (Statistics)	○	○	○	○	○	○

Required components of the MBA curriculum: which courses were most helpful in building these global competencies?

	Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful at all	Not applicable
(7e) Financial Resources	○	○	○	○	○	○
(7f) People and Markets	○	○	○	○	○	○
(7g) Managerial Decision Behavior	○	○	○	○	○	○
(7h) Business Processes	○	○	○	○	○	○
(7i) Innovation for Humanity	○	○	○	○	○	○
(7j) Business Negotiations	○	○	○	○	○	○
(7k) Competitive Intelligence	○	○	○	○	○	○
(7l) Discovery to Market	○	○	○	○	○	○
(7m) Strategic Options	○	○	○	○	○	○
(7n) Digital Marketplace	○	○	○	○	○	○
(7o) Networked Organizations	○	○	○	○	○	○
(7p) Thought and Discourse Seminars	○	○	○	○	○	○
(7q) Professional Development (required, non credit)	○	○	○	○	○	○

Elective courses in the MBA curriculum that you consider most helpful in your MBA program in helping to build these global competencies (list those that were helpful):

	Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful at all	Not applicable
(7r) elective 1	○	○	○	○	○	○
(7s elective 2	○	○	○	○	○	○
(7t) elective 3	○	○	○	○	○	○
(7u) elective 4	○	○	○	○	○	○
(7v) elective 5	○	○	○	○	○	○

(7w) elective 6	○	○	○	○	○	○

Comments:

(8) To what extent do you agree or disagree with the following statements. Please check the response that best describes your opinion.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
(8a) Faculty teaching in my MBA program had strong global expertise	○	○	○	○	○
(8b) The diversity of faculty group was helpful for me in building my global competencies	○	○	○	○	○
(8c) Faculty in my MBA program often brought their international experience and expertise to generate discussions and relevant conversations in the classroom	○	○	○	○	○
(8d) Faculty in my MBA program introduced many cases, readings and examples with global context in their courses	○	○	○	○	○
(8e) Faculty in my MBA program were accessible and supportive with my efforts to build my global competencies	○	○	○	○	○

Comments:

(9) To what extent do you agree or disagree with the following statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
(9a) I had a chance to work closely with students from many countries	○	○	○	○	○
(9b) Group projects and team assignments helped me to a great extent to build my global competencies	○	○	○	○	○
(9c) I developed friendship and close personal relationships with my MBA classmates	○	○	○	○	○
(9d) I developed more knowledge and understanding of other cultures, and their norms and traditions	○	○	○	○	○
(9e) Working with a diverse group of students in my classes contributed significantly to building my global competencies	○	○	○	○	○

Comments:

(10) To what extent do you agree or disagree with the following statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
(10a) There were many extra-curricular activities organized in the MBA program that helped with building global competencies	○	○	○	○	○	○
(10b) Summer internship contributed greatly to building global competencies	○	○	○	○	○	○
(10c) In my MBA program I was provided with opportunities to meet with and learn from global leaders	○	○	○	○	○	○

Comments:

(11) What are the ways in which the MBA curriculum can be improved to help students build global competencies?

PART IV

The next demographic questions will help with the analysis of the survey results. All information will be kept confidential.

(12) What was your country of citizenship at the time of starting the MBA program

(13) Which statement best describes your status as a student in the MBA program

- U.S. student
- Green card holder
- International student requiring F-1 visa

(14) Your age at the time you started the MBA program

(15) Your gender

- Female
- Male

(16) Your cohort

- GMBA 2012 (graduated in 2012)
- GMBA 2013 (graduated in 2013)

(17) Before you started an MBA program, what type of international experience did you have? Please specify how many countries did you travel to, lived in, or worked in prior to starting an MBA.

	1-2 countries	3-5 countries	6-10 countries	11-20 countries	21-30 countries	More than 31 countries	Not applicable
Traveled to foreign countries	○	○	○	○	○	○	○
Lived in foreign countries for at least 3 months	○	○	○	○	○	○	○
Worked in foreign countries	○	○	○	○	○	○	○

(18) Do you speak any foreign languages and if so, what is your level of proficiency in those languages?

	Beginner	Intermediate	Proficient	Not applicable
language 1	○	○	○	○
language 2	○	○	○	○
language 3	○	○	○	○
language 4	○	○	○	○
language 5	○	○	○	○

(19) Tell us about your work experience <u>before</u> starting the MBA program.

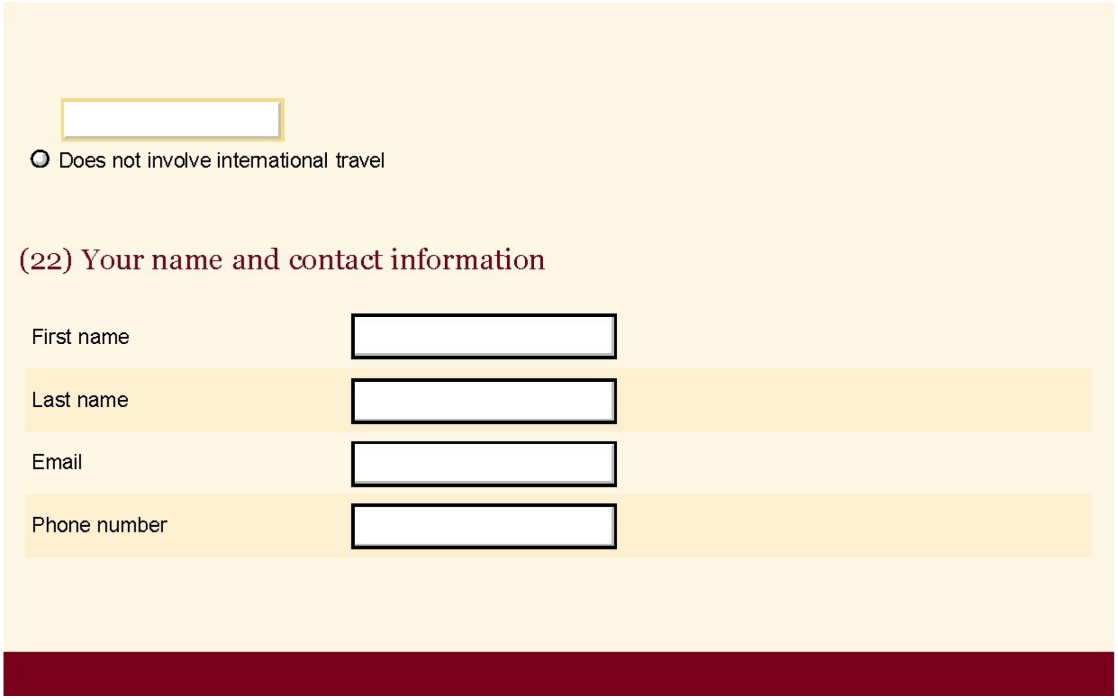
	1-2 years	3-5 years	More than 5 years	Not applicable
Past employment in USA	○	○	○	○
Past employment outside of USA	○	○	○	○

(20) Tell us about your work experience after your graduation from the MBA program.

	U.S. based only	Only based outside of the U.S.	Working in different countries	Not applicable
Small business	○	○	○	○
Medium-size business	○	○	○	○
National company	○	○	○	○
Multinational company	○	○	○	○
Nonprofit organization	○	○	○	○

(21) Does your current job involve international travel?

○ Yes. I travel internationally approximately (times per year):



Does not involve international travel

(22) Your name and contact information

First name

Last name

Email

Phone number

Appendix E: Concentrations with Global Focus

in the top MBA programs in the U.S.

Table E1. Concentrations with Global Focus in the top MBA programs in the U.S.

Ranking (U.S. News & World Report, 2014)	MBA program	Concentrations with global focus
1	Harvard University Business School	Not offered
1	Stanford University Graduate School of Business	Not offered
1	University of Pennsylvania, the Wharton School	Multinational Management
4	University of Chicago, Booth School of Business	14 concentrations, including International Business. The concentration includes 3 courses.
5	Massachusetts Institute of Technology, Sloan School of Management	No global concentration is offered. Tracks in Finance, Entrepreneurship and Innovation, and Enterprise Management. Certificate in Sustainability.
6	Northwestern University, Kellogg School of Management	20 majors (concentrations). One of them is International Business.
7	University of California Berkeley, Haas School of Business	Full-time students can choose to focus on the 11 academic areas providing direction in achieving specific career goals. Among these 11 areas, one is Global Management.
8	Columbia University Business School	No global concentration is offered. Students can choose from 14 Career Paths but it is not noted in the transcript.
9	Dartmouth College, Tuck School of Business	No concentrations offered
10	New York University, Stern School of Business	24 specialization, including 2 with global focus: Supply Chain Management and Global Sourcing and Global Business.
11	University of Michigan - Ann Arbor, Steven M. Ross School of Business	No concentrations offered, but students are encouraged to review the Functional/ Career Paths choosing from 19 options. No global focus is explicitly listed as one of these paths.
11	University of Virginia, Darden School of Business	The MBA concentrations are divided into career tracks (7 of them) and theme tracks (4 of them). No global focus is offered as of these tracks.
13	Yale University School of Management	No concentrations are offered
14	Duke University, Fuqua School of Business	The Duke MBA offers specialized concentrations in all of the major functional areas (decision sciences, finance, management, marketing, operations, and strategic consulting) and in topical areas (entrepreneurship, energy and the environment, social entrepreneurship,

		and leadership). No global concentration is listed.
15	University of Texas – Austin, McCombs School of Business	20 areas of concentration are offered (but not required) such as Business, Government and Society; Finance; Management, Marketing. One of them is Global Business Concentration.
16	University of California - Los Angeles (UCLA), Anderson School of Management	Several tracks and concentrations. One concentration in Global Management.
17	Cornell University, Johnson Graduate School of Management	The five concentrations areas include: Consulting, Entrepreneurship, Leadership & Ethics, Global Business Management, Sustainable Global Enterprise. Two of them have a global focus.
18	Carnegie Mellon University, Tepper School of Business	Tracks: Business Analytics, Entrepreneurship in Organizations, Management of Innovation & Product Development and Technology Leadership. The Global concentration is not listed among options.
19	University of North Carolina - Chapel Hill, Kenan-Flagler Business School	6 Career concentrations (Corporate Finance, Capital Markets and Investments, Management, Consulting, Marketing, Operations Management, Real Estate) and 3 enrichment concentrations: Entrepreneurship, Healthcare, Sustainable Enterprise. No global focus concentration.
20	Emory University, Goizueta Business School	Total of 22 concentrations including Global Financial Reporting and Analysis, and Global Management.
21	Indiana University – Bloomington, Kelley School of Business	No global concentration is offered, however students have an option to add a Certificate in Global Business Achievement.
22	Washington University in St. Louis, Olin Business School	One global concentration: International Management.
23	Georgetown University, McDonough School of Business	Information about concentration is not available.
23	University of Notre Dame, Mendoza College of Business	No global concentration is listed
25	University of Washington, Foster School of Business	No concentrations is offered
25	Vanderbilt University, Owen Graduate School of Business	One concentration in International Studies is offered.
27	Arizona State University, WP Carey School of Business	Several areas of emphasis, including International Business.
27	Brigham Young University, Marriott School of Management	One of the 5 majors is Global Supply Chain. In addition, students who speak a second language can receive a Global Management Certificate.

27	Georgia Institute of Technology, Sheller College of Business	International Business area
27	Ohio State University, Fisher College of Business	Students can choose from 8 majors, one of them is International Business.
27	University of Southern California, Marshall School of Business	Information is not available.
27	University of Wisconsin – Madison, School of Business	Information is not available.

Appendix F: Marginal Homogeneity Test

Table F1. Change of Global Competencies as a Result of the MBA Curriculum.

	Competency 1: Understanding global market perceptions and realities (BEFORE)						
	Strongly disagree and disagree		Neutral		Strongly agree and agree		Marginal Homogeneity test
Competency 1 (AFTER)	n	%	n	%	n	%	p-value
Strongly disagree and disagree	0	0%	0	0%	0	0%	< 0.001
Neutral	4	7%	1	2%	0	0%	
Strongly agree and agree	12	21%	17	30%	22	39%	

	Competency 2: Effectively communicating across cultures (BEFORE)						
	Strongly disagree and disagree		Neutral		Strongly agree and agree		Marginal Homogeneity test
Competency 2 (AFTER)	N	%	n	%	n	%	p-value
Strongly disagree and disagree	0	0%	0	0%	0	0%	< 0.001
Neutral	1	2%	0	0%	0	0%	
Strongly agree and agree	3	5%	16	29%	35	64%	

	Competency 3: Effectively managing across cultures (BEFORE)						
	Strongly disagree and disagree		Neutral		Strongly agree and agree		Marginal Homogeneity test
Competency 3 (AFTER)	N	%	n	%	n	%	p-value
Strongly disagree and disagree	1	2%	0	0%	0	0%	< 0.001
Neutral	1	2%	3	6%	0	0%	
Strongly agree and agree	5	9%	19	35%	25	46%	

	Competency 4: Facilitating global teams (BEFORE)						
	Strongly disagree and disagree		Neutral		Strongly agree and agree		Marginal Homogeneity test
Competency 4 (AFTER)	N	%	n	%	n	%	p-value
Strongly disagree and disagree	1	2%	0	0%	0	0%	
Neutral	2	4%	2	4%	0	0%	< 0.001
Strongly agree and agree	9	17%	14	26%	26	48%	

	Competency 5: Creating innovative solutions to global business challenges (BEFORE)						
	Strongly disagree and disagree		Neutral		Strongly agree and agree		Marginal Homogeneity test
Competency 5 (AFTER)	n	%	n	%	n	%	p-value
Strongly disagree and disagree	1	2%	0	0%	0	0%	
Neutral	2	4%	6	11%	0	0%	< 0.001
Strongly agree and agree	9	16%	15	27%	23	41%	

	To what extent was the change a result of the curriculum and activities of your MBA program?					
	Not at all or to a slight extent		To moderate extent		To a great extent or Completely	
Competency	N	**%**	n	**%**	n	**%**
Competency 1: Understanding global market perceptions and realities	5	9%	20	36%	31	55%
Competency 2: Effectively communicating across cultures	10	18%	14	25%	32	57%
Competency 3: Effectively managing across cultures	10	18%	25	45%	20	35%
Competency 4: Facilitating global teams	14	25%	13	23%	27	48%
Competency 5: Creating innovative solutions to global business challenges	10	18%	16	29%	26	47%