

**A Futures Study of Internationalization of the Carlson School of Management:
Diverse Perspectives of Key Stakeholders**

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ABSTRACT

Internationalization is a multi-faceted, multi-dimensional and complex concept described most notably as a higher educational process that integrates an international perspective into its organizational leadership, vision, and curricular goals. Success is dependent upon ongoing engagement of a multitude of internal and external stakeholders with an approach towards the future (Ellingboe, 1998). Today businesspeople operate in an open, global environment wherein interactions manifest themselves differently for each individual and depend upon one's abilities to adapt to and access interpersonal and inter-organizational relationships. The intricacies of these interactions occur at multi-dimensional levels – individual, organizational, and global – and present unique challenges for managers to maintain balance between independence and interdependence. Studies suggest that corporate leaders expect business schools to prepare graduates to be more competent and adaptive to these dynamic global challenges (Webb, Mayer, Piocher, and Allen, 1999).

Using StoryTech, a futuring tool to develop desirable scenarios, this qualitative, futures study draws on specific ethnographic tools and methods and employs the University of Minnesota's Carlson School of Management as an exemplar of analysis regarding its internationalization strategies. The researcher examines how stakeholders, both internal and external to a business school community, envision their contributions in shaping internationalization strategies and how business school leaders should engage them in ways that are more effective and future-oriented. Preliminary data suggest stakeholders define internationalization in myriad ways reflecting unique perspectives consisting of cognitive, relational, and transactional factors for business schools to be more innovative in the development of internationalization strategies. Additional data support a systems approach to internationalization as most effective with business schools serving as focal points for these interconnected stakeholder communities.

Broader implications of the study recommend that business school leaders develop and adopt a global meta-strategy approach to enhance broader school-wide initiatives. Moreover, a meta-strategy serves as a means to engage stakeholders from business school communities in unique ways focused on present day realities of globalization (global actualization) while creating desirable future scenarios and engagement for the betterment of new knowledge and applications for future professionals in the workforce. A consequence is the examination of a new, expanded role for international educators, one that broadens the professional realm.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
ABSTRACT.....	ii
TABLE OF CONTENTS.....	iii
LIST OF FIGURES	vi
CHAPTER 1: INTRODUCTION.....	1
Background.....	1
Purpose of the Study.....	9
Case Study: Carlson School of Management at the University of Minnesota.	10
Methodology.....	12
Limitations of the Study.....	15
Assumptions.....	16
Contributions to the Field	16
Organization of the Paper	17
CHAPTER 2: LITERATURE REVIEW.....	19
Internationalization in Higher Education: Complexities of a Phenomenon	20
Internationalization and Globalization: The Business School Context	24
The Business School (B-School) as a Global Organization and Community ..	26
The Structural Frame of a Global Business School.....	27
The Political Frame of a Global Business School	32
The Human Resource Frame of a Global Business School	34
The Cultural Frame of a Global Business School.....	41
	iii

Knowledge and Innovation Frames – Looking Ahead to the Future.....	44
An Open Method – The Future of Global Business and Management Education	47
Knowledge Leadership Towards Global Action for the Future.....	51
Conclusion	54
CHAPTER 3: RESEARCH METHODOLOGY	56
Introduction.....	56
Research Questions.....	56
Methodological Approach	57
The Context of the Carlson School of Management at the University of Minnesota.....	61
Research Methods Employed	64
Research Process.....	70
Data Analysis	74
Limitations of the Study.....	76
CHAPTER 4: FINDINGS.....	77
Viewpoints of Internationalization in Relation to Other Key Concepts	78
Culture -- Understanding Others and Ourselves.....	81
Active Participation in International Activities	83
Active International Partnerships, Collaborations, and Relationships.....	85
Process of Adapting To and Experiencing a More Global World	85
International Accreditation and Requests	86
The Cultural Frame	88

The Human Resource Frame	97
The Structural Frame	100
The Political Frame.....	102
Knowledge and Innovation Frames	104
Desirable Futures	115
CHAPTER 5: CONCLUSIONS AND IMPLICATIONS	122
A Systems Approach to Internationalization	122
A New Approach: The Global Meta-Strategy	135
A New Role for International Educators	136
Recommendations for the field.....	138
The Futures Frame and Recommended Global Action Priorities.....	139
Conclusion	141
REFERENCES	143
APPENDIX A: CONSENT FORM.....	154
APPENDIX B: Recruitment E-mail or Letter	156
APPENDIX C: Target Audience: Stakeholder Groups and Selection.....	157
APPENDIX D: Questioning Route for Story Tech Focus Groups.....	158
APPENDIX E: Questioning Route for Interviews.....	160

LIST OF FIGURES

Figure 1. MBA Internationalization Framework.....	28
Figure 2. Curricular Short-term Offerings.....	30
Figure 3. Business School Stakeholder Map.....	71
Figure 4. Strategic Approaches for CSOM.....	127
Figure 5. Global Engagement Strategies.....	129
Figure 6. Global Metrics and Measures.....	131
Figure 7. Global Branding and Communication.....	132
Figure 8. Global Meta-Strategy Framework Towards Actualization.....	134
Figure 9. Global Actualization and Global Futures.....	136
Figure 10. Global Meta-Strategy Model and Characteristics.....	142

CHAPTER 1: INTRODUCTION

Background

Countries of the world are more interdependent today than at any other time in history in large part due to the continuous advancement of globalized markets, technological innovations, and complex socio-political forces. No longer are decisions and their repercussions isolated to a particular country or region of the world. With the advent of e-mail communication and the impact of knowledge readily available via the Internet, citizens of the world are able to reach beyond distant boundaries and actively participate in global relationships. These technological advancements have liberated people who would not have otherwise had access outside of their own immediate environments, bringing “to the mass of people what was once reserved only for the elite, and to the individual what was once available only communally” (Cairncross, 2001, p. 265).

A more globally interdependent world provides individuals with new and stimulating opportunities; it also elicits some new and interesting challenges. For example, interpersonal and inter-organizational relationships frequently cut across multiple cultures requiring individuals to interact with individuals from other cultures characterized by different values and mores. Today more and more businesspeople join in an open, global environment, yet interactions manifest themselves differently for each individual depending upon one’s abilities and experiences to adapt to and access it. The effectiveness of these interactions determines personal and organizational success.

The present financial crisis in the United States and its impact on consumers and markets worldwide illustrate the fragility of such access and interconnectedness.

Particular emphasis has been placed on the importance of ethical values and corporate social responsibility in business interactions as covered widely in the media with examples of the downfall of prominent leaders and systems at Enron, on Wall Street and, most recently, at Toyota Japan. These latest developments remind us of the dangers that success sometimes can bring and how ethnocentrism of our attitudes and behaviors, whether culturally as individuals, nations, or organizations, can lead to hubris and poor decisions. Moreover, the increased use throughout the world of handheld devices, social networks, and other technological advances enhances opportunities for more independent, customized options while also linking people together in myriad ways. The intricacies and complexities of these interactions at multi-dimensional levels – individual, organizational, and global – present unique challenges to maintain balance between independence and interdependence.

Given these unique complexities, organizations are in critical need of managers who are more adaptive to change, flexible in times of crisis, and able to function more effectively in a variety of cultural, technological, and international contexts. Studies suggest that corporate leaders expect business schools to prepare graduates to be more competent with these ongoing and dynamic global challenges (Webb, Mayer, Piocher, and Allen, 1999). As Ericsson CEO Carl-Henric Svanberg says, “future leaders can’t just be comfortable with complexity – they must delve into it with passion” (*Biz Ed*, 2009, p. 18). As a result, more corporate financial resources have been allocated for specialized training of employees in international business content. At the same time, business school leaders have responded to corporate demands and have dedicated resources

toward improved internationalization of curriculum, faculty, staff, and students.

Inconsistencies in quality exist but business schools recognize the importance of internationalization strategies not only to prepare their graduates to be more competitive but to enhance the competitive nature of their schools.

Some setbacks have occurred with complaints coming from business leaders suggesting that graduates are not as prepared with core management skills for “global adaptability” as they should be (Durand & Dameron, 2008, p. 11). Careful attention to competitive rankings, which historically has little to do with quality of curricular content, is one assumption as to why business school leaders have not contributed more resources and given additional consideration to the creation of comprehensive internationalization strategies.

The Association of Accredited Colleges and Schools of Business (AACSB), the U.S. accrediting organization, has created task forces, such as the Globalization of Business Education Task Force, and conducted a number of surveys to address complaints and help inform internationalization efforts at business schools. In 2000, AACSB updated its curriculum standards and included global issues as one of many new initiatives. Moreover, AACSB renamed itself as AACSB International to reflect its global commitment and to welcome non-U.S. institutions into its membership (Retrieved on November 10, 2009 from www.aacsb.edu). In 2008-09, AACSB conducted a survey inquiring about existing collaborations and/or desired additional collaborations with partners overseas. A full report will be published in fall 2010, but a source states that

preliminary data suggest that 83% indicated they were currently engaged in collaborations (Retrieved on February 4, 2010 from AACSB e-mail).

One of the complexities of internationalization efforts at business schools around the world is that there is no one method, model, or measurement to follow nor are business schools and their communities alike and thus interchangeable. The core, curricular principles may be similar but internal and external influences need to be acknowledged. For instance, a business school residing in a large research university in an urban setting may highlight and support different strategic approaches for internationalization than a school residing in a private institution in a more rural area.

Each business school and its surrounding community serve as a type of “living system” -- a network of people, as individuals and as collective groups with common goals, whose interactions with one another and the environment enable knowledge creation and dissemination (Allee, 2003, p. 57). Global interconnectedness means that a business school’s surrounding community, just like that of the major corporations it serves, has no geographic boundaries. It is from within this far-reaching community that stakeholders must be engaged. Stakeholders in this context include students, faculty, staff, corporate/non-profit/government leaders, and others. And success, although determined differently by business school leaders, has as much to do with curricular content and faculty teaching as it has to do with the environment, internal and external to the business schools, and the depth of engagement of its stakeholders in these efforts. Regardless, business schools need to look outward and to continue to create innovative

methods, models, and measurements while remaining open to other stakeholder ideas and input that may emerge.

Higher education leaders and business school leaders in particular have embraced internationalization as an integral part of their strategies to better prepare individuals to address real challenges that organizations are facing and to be able to lead more effectively in dynamic, global conditions. In the literature, a common definition for internationalization is “the process of integrating international and multicultural perspectives and experiences into the learning, discovery, and engagement mission of higher education” (Knight, 1994, p. 3).

One primary example of how business schools are enhancing their internationalization strategies is the development of experiential learning opportunities that provide students with active, on-the-job, real world consulting projects for U.S. and international corporations in China, India, or other parts of the world. The “global consultancy” at Tuck School of Business at Dartmouth is just one of many opportunities as denoted on U.S. business school sites around the country (Retrieved on October 10, 2008 from <http://mba.tuck.dartmouth.edu/cib/tgc/index.html>). As business school leaders sharpen institutional strategies to integrate global contexts and at rapid pace, they engage multiple stakeholders, both internal and external to the school, by working together on emerging issues abroad or serving as key advisers to institutional boards. A more comprehensive definition of internationalization and its integration into and alignment with business school strategies, including key components that address research, teaching, and outreach, will be introduced in further detail in Chapter 2.

A great deal of change has occurred at business schools in the last decade as schools increase their collaborations with overseas partners as one example. More data are being gathered in support of potential outcomes of this surge of internationalization activities particularly related to faculty and student recruitment, development, and education abroad. This data complement general data that have been collected for decades solely related to the number of U.S. students who study abroad, via Open Doors at Institute of International Education (IIE), and international students studying in the United States. It is easy to be distracted by the number and breadth of these approaches not to mention the details of partner and program development along with evaluation. Despite these accomplishments, often business and university leaders and people in the community are still confused by what is going on at and with business schools internationally. Why the confusion?

First, the concepts of “internationalization” and “globalization” are defined in different ways depending upon the role of the stakeholder and his or her personal, institutional, and cultural perspectives. Universities, business schools in particular, have multiple internal and external stakeholders such as faculty, students, staff, alumni, corporate leaders, and others -- all relevant to the development of internationalization in support of the strategic initiatives of the institution. Opportunities, such as serving on advisory boards, giving lectures, participating in case competitions, and alumni events are just a few ways that external stakeholders become more aware of and directly contribute to a school’s internationalization strategies. Second, engagement in one or two activities also can have an opposite effect by narrowing one’s focus and ignoring the strategic

focus of the school. Stakeholders may be engaged in one way and not realize the school's overall commitment internationally regardless of the opportunities of engagement. Business schools sometimes face an identity problem with their stakeholders, both within and outside of the school, which can lead to a loss of perceived value for the school and its faculty, graduates, and staff.

One of the key questions that emerges and has not adequately been addressed in the literature is how business school leaders are able to engage stakeholders in more meaningful ways to contribute to the development of new strategies and activities that will prepare graduates to meet existing global challenges. Business leaders as well as organizational leaders, such as AACSB International, expect business schools to be more forward-thinking and prepare graduates to be more globally competent leaders. But leaders have limited resources and time to stop and consider the next ten, twenty, and thirty years when near term goals and issues are of immediate importance. And how do business school leaders manage the expectations of multiple stakeholder groups whose perspectives may not always align with the large or small institutions in which business schools reside?

Global issues and challenges are at the forefront of agendas for business education leaders around the world. The Global Foundation for Management Education (GFME), a joint venture of the Association to Advance Collegiate Schools of Business (AACSB) International and the European Foundation for Management Development (EFMD), led a timely conference in February 2008 that focused on global trends influencing management education such as economic integration and the implications of higher

demand for global content (Retrieved on August 14, 2008 from <http://www.gfme.org/landscape/reportonlineversion.pdf>). AACSB business school deans from around the world gathered to discuss the growing need to revisit institutional strategies and to integrate more global perspectives into existing curricula, teaching and research while meeting regional and local realities (GFME, p. 47). Business student demands for unique experiential learning opportunities, such as education abroad activities and curricula that are theoretically sound and applicable to rapidly changing trends, are just some of the challenges facing management education today. In addition to addressing current challenges, business school leaders must continue to work closely with private and public industry leaders in generating new and innovative ideas that will anticipate and contribute to future business trends and expectations of organizations. Current engagement of multiple stakeholders in existing international initiatives is not enough. Businesses are engaged in creating foresight scenarios – predicting where the market is heading (Marcus, 2009, p. 5) and how they will continue to succeed in it. Remaining competitive and knowledgeable about domestic and global factors is often a distinguishing characteristic of success.

As deans from around the world discuss present day issues and challenges, among the most essential recommendations is the significance of shaping business schools for the future. A collective approach by leaders through business school associations or accrediting organizations such as AACSB or EFMD is helpful for the compilation of business insights and the creation of policies (GFME, p. 53) but the identification, generation, and implementation of an array of innovative ideas come from business

schools themselves and the communities in which they reside. As the global economy continues to accelerate and morph into emerging opportunities and challenges, how can stakeholder engagement contribute to business school internationalization strategies in innovative ways?

Purpose of the Study

The purpose of this study is to examine how key stakeholders envision their contributions in shaping internationalization strategies and how business schools should engage them in more effective, future-oriented ways. The researcher begins with the development of the concept of internationalization at a top business school from stakeholder perspectives using multiple frames (e.g. structural, political, and cultural) and a futuring tool to assist with recommendations and policies towards stakeholder engagement and scholarship for the extended future.

The researcher chose the Carlson School of Management at the University of Minnesota (U of M) as a case to articulate and illustrate the complexities of the development of internationalization strategies with stakeholders from throughout the Twin Cities, Minnesota, U.S. and global business communities. More specifically, the study seeks to address the following research questions:

1. What do stakeholders envision as the critical factors that would lead business schools to be innovative regarding internationalization?
2. What do stakeholders consider as their contributions in shaping potential futures for internationalization strategies of business schools?

3. How can business schools engage stakeholders in a continuous process that fosters potential futures and innovative applications for internationalization strategies?

More details about the design of the study can be found later in this chapter and in the methodology chapter (chapter three).

Case Study: Carlson School of Management at the University of Minnesota

The goal of the University of Minnesota to become one of the top three research universities in the world is an attainable challenge. The strategic positioning statements to guide the institution to fulfill this goal include discourse about internationalization strategies and the development of global knowledge, attitudes, and skills as learning outcomes for our students, staff, and faculty (Retrieved on October 10, 2008 from http://www1.umn.edu/systemwide/strategic_positioning). The Carlson School of Management is the business school that serves undergraduate and graduate business students and contributes to the realization of this institutional challenge. In 2007, the Carlson faculty and administrative leaders made the bold decision to require all incoming undergraduate students to participate in an international experience as part of their four year academic career. 57% of current Carlson undergraduate students who are unaffected by such a mandate still choose from a variety of programs ranging from 2-weeks to a semester to study abroad within their four year degree program (Retrieved on October 14, 2008 from <http://www.csom.umn.edu/Page6468.aspx>). Increased demands by students and the global experiences they have already had prior to higher education are pushing forward a more future-focused agenda by business school leaders. This commitment to

internationalization by leaders and other internal and external stakeholders is resolute and no longer is an issue as it may have been ten years ago when Mestenhauser and Ellingboe (1998) urged a call to action by higher education institutions across the United States.

A significant institutional commitment by the Carlson School to internationalization is the structure of the organization and its representative leaders. The Carlson School is one of few business schools within a public, research university that has its own office and professional staff dedicated to international program development, implementation, and evaluation for undergraduate and graduate education. Currently, international program development expertise as a critical function at business schools can vary from an organic approach by employing existing program staff within undergraduate or graduate program offices to a more comprehensive approach with a central, dedicated international program staff positioned to work across an entire business school. In the case of the Carlson School, assistant and associate deans lead the international programs unit and serve as members of the business school's executive governing body. Bartell (2003) notes "internationalization, viewed as an organizational adaptation, requires its articulation by the leadership..." (p. 43).

A predominant focus today is how do multiple stakeholders define internationalization in a business context? Given the unique relationship between business schools and the business communities in which they exist, especially with regards to students as current or future employees, business schools must adapt to rapid change and facilitate dialogue among diverse stakeholders about what's next – in preparation for the future needs of organizations. How do business schools prepare

students to lead and to innovate for the future? Are business schools developing the necessary initiatives to enhance student experiences in order to become more competent global leaders for the future? Further detail about the Carlson School of Management as a case and its existing internationalization strategy can be found in Chapter 2.

Methodology

This research study employs a qualitative approach, one that is holistic, inductive, and naturalistic in its inquiry. The researcher engages multiple stakeholders from local, national, and international contexts as they relate to a specific business school, the Carlson School of Management at the University of Minnesota in Minneapolis, Minnesota, a vibrant business community consisting of an array of key industries and including more than 20 Fortune 500 companies. The case study approach proves to be an ideal means to enhance already deep relationships and partnerships that Carlson School and local and international community leaders have developed. It also serves as a familiar example as it relates to the role of business schools throughout the United States and other parts of the world from their respective viewpoints. The case study of the Carlson School of Management:

- Articulates the research of stakeholder groups with a particular interest in and relationship to a specific business school; and
- Provides an opportunity for me as I serve in a leadership role at a business school that focuses on internationalization which allows me to leverage existing stakeholder relationships for the purpose of creating alternative futures for the mutual benefit of all.

This type of research not only provides value from strategic and tactical perspectives but also contributes to the limited literature about internationalization strategies in a business school context and the unique engagement of stakeholders toward the future development of this phenomenon. I use multiple frames (structural, human resource, political, and cultural) and a futuring tool to make recommendations towards strategic engagement and scholarship for the extended future.

For the purpose of this study, I will choose multiple stakeholder groups that are consistent with the internal stakeholders at the University and the Carlson School and external stakeholders in local (state), national (U.S.), and international contexts. There are a total of five stakeholder groups: (1) University Community -- Carlson School of Management and University of Minnesota; (2) Minnesota Community -- corporate partners, government/nonprofit; (3) Business Schools – peer business school colleagues; (4) U.S. International/Business Education Community – national/international associations; and (5) International Partner Institutions – global executive MBA partner institutions and other international institutions in which we exchange students for a semester at a time. (Retrieved on September 25, 2008 from <http://www.csom.umn.edu/internationalprograms>).

Within each defined stakeholder group, I took a purposive sampling of stakeholders by using the following criteria – (1.) keen interest in internationalization as indicated by stakeholder's work or interactions with the U of M/Carlson School or other communities; (2.) awareness of or engagement with international initiatives either at the

Carlson School and/or the University of Minnesota; and (3.) ability to bring a unique perspective based on the above.

I first conducted two focus groups, one made up of six Carlson students and staff and the other made up of six Carlson alumni and faculty. Separate focus groups were necessary to maintain small, informal groups that facilitated open communication and trust among already established groups. A pilot focus group was conducted in advance of these two groups in order to test the flow of the questioning route and to hone any definitions or questions in the context of internationalization. The focus groups were recorded and transcribed with permission from stakeholder members.

I created a line of questioning using a unique futuring tool called StoryTech which fosters creativity and personal stories in the context of the extended future. The goal of StoryTech is to create an environment that fosters new ideas and provides a clear and meaningful way for stories to emerge, and in this case, for stakeholders to transform their own personal, tacit knowledge into explicit knowledge for the betterment of the Carlson School of Management. Developed by Arthur Harkins and based on Japanese Shinto tradition, the StoryTech tool guides individuals, irrespective of their professional backgrounds and positions in society, to think about desirable futures and to create scenarios or stories in the context of a particular topic or phenomenon. The researcher interprets the future alternatives by these stakeholders' stories as creative demonstrations of social leadership and the stepping stones to a new way of strategic planning for business schools (Harkins & Kubik, 2006).

I gathered the data from these focus groups, analyzed and synthesized the information, and incorporated specific futures stories that emerged into a semi-structured format of open-ended questions for feedback and input by additional stakeholders during in-depth, one-on-one interviews. I also solicited additional future scenarios from these individual stakeholders. A total of twenty interviews with multiple stakeholders from the defined stakeholder groups were conducted.

Limitations of the Study

Since this research is subject to a particular business school and its stakeholder process at a specific point in time, the results are limited to that experience alone and will be difficult to generalize to a broader population. The study also is limited to the experiences and viewpoints of the particular stakeholder sample. These internal and external stakeholders who are representative of key stakeholder groups are not intended to reflect the general population. Given my familiarity with the stakeholders and their backgrounds, personal biases may exist in constructing the interview questions although specific guidelines for key questions were devised and adhered to as they related to data in response to each of the research questions.

The design of the focus group and interview questions may have influenced respondents in a certain direction towards collaboration versus their unwillingness to get engaged in internationalization activities. I was careful to include opportunities for stakeholders to disagree or provide reasons that they would not want to contribute, as some of them expressed in response to a couple of questions. Overall, stakeholders were eager and willing to get engaged but acknowledged the depth of such involvement would

be based on certain conditions such as time commitment, location, and financial resources. Moreover, I was sure to reach a general understanding about the difference between “predicting a certain future” and “desiring a certain future.”

Assumptions

First, I assumed that the selected stakeholders were knowledgeable about internationalization and its initiatives especially in the context of the Carlson School of Management at the University of Minnesota. Second, I also anticipate that stakeholders would be able to provide meaningful contributions about internationalization and future initiatives of the Carlson School as it related to their own challenges and the needs of their representative organizations.

Contributions to the Field

The intended outcomes of this study, and its broader implications for the fields of management or business education and international education, include a general framework and process for business school leaders and others in the international education field to engage stakeholders in the development of existing and alternative and desirable futures for internationalization strategies of their schools or institutions of higher education. Such a framework could assist leaders to foster different, organic approaches to internationalization and inform and expedite more future-oriented and innovative agendas.

The multi-method qualitative approach began with facilitation of two focus groups of diverse stakeholders in order to introduce internationalization and globalization

respectively and to seek a common understanding of these key concepts. Moreover, the StoryTech tool served as the foundation to foster multiple, relevant ideas and scenarios now and into the future. Scenarios generated by these stakeholder groups, ranging from plausible and easily adaptable to improbable and requiring more investment or know-how, were incorporated into one-on-one in-depth interviews with stakeholders representing all defined stakeholder groups.

As consistencies and inconsistencies emerge among stakeholder focus group participants and one-on-one interviewees, the contributions of the process to the broader fields will include how to identify, sort, and utilize stakeholder responses in meaningful ways. Emergence of innovative ideas and futures is the goal of this technique not consensus among stakeholders as may historically be the case. Such a framework and process could help business school leaders develop and mine an array current and future scenarios, innovative initiatives and strategies to inform future decisions in more effective and meaningful ways.

Organization of the Paper

Chapter two focuses on the literature relevant to internationalization strategies at university and business school levels, specific examples of internationalization initiatives and their organizational and stakeholder relationships, and key theoretical concepts that support the significance of new knowledge and innovative practice in the context of business schools. I provide a more thorough explanation of the methodology employed in the study in chapter three. I present the findings of the study in chapter four, with conclusions and implications for further research discussed in chapter five. Finally, the

appendices include the stakeholder recruitment letter or e-mail, stakeholder consent form, StoryTech questions for two focus groups, and a guide of interview questions for the one-on-one, in-depth interviews.

CHAPTER 2: LITERATURE REVIEW

This chapter begins with a brief introduction to the extant literature on the phenomenon of internationalization in a university-wide context by key authors in the international education field such as Davies, de Wit, Ellingboe, Knight, and Mestenhauser. For the purpose of this study, I focus primarily on internationalization in the context of business and management education from a wide array of perspectives cited in the literature and in practice. I rethink and reframe the phenomenon within an organizational context, the case of the business school, by employing structural, human resource, political and cultural frames (Bolman and Deal, 2003) to examine and describe how internationalization is defined, what strategies are conceived and implemented, and who is engaged in the overall processes as depicted in the literature.

Business schools, their faculty, staff, and students, are expected to lead trends in international research and practice especially given their history of close ties to corporations and non-profit organizations in the communities in which they exist. Moreover, the U.S. organization that provides accreditation standards for U.S. management education, the AACSB, and its peer European accrediting organization, the EFMD, have created the Global Foundation of Management Education (GFME) with a focus on increasing internationalization of management curriculum and practice. At the forefront of this agenda is the urging of business school leaders to continue educational trends of quality and relevance but with more internationalized curriculum and

collaborations with partners that better prepare students for an even greater global and interdependent future.

Much of the literature to date, as I will demonstrate, examines business strategies and activities in operational, curricular, and discipline-specific ways at corporations and business schools both for shared and dual purposes. For the purpose of this study, I introduce knowledge and innovation frames as a consideration for business school leaders to focus more collaboratively and strategically with an expansive stakeholder community that can foster leadership in creating new and creative opportunities in practice and research regarding internationalization for the extended future.

Internationalization in Higher Education: Complexities of a Phenomenon

Internationalization in higher education is a phenomenon that has been defined in a wide variety of ways whether pertaining to individual student outcomes, such as language proficiency and intercultural competence, or to organizational strategies incorporating processes, procedures, and strategies that enhance the international identity and activities of an institution. In the last two decades, universities have increased attention towards internationalization from institutionalization of mission, goals, and processes to tactical programs, research initiatives, and study abroad activities across an organization (Davies, 1992, pp.187-8).

Universities are complex organizations made up of multiple stakeholders with an array of expectations of their own and from others outside of the organization. Today, U.S. university presidents, provosts, and deans are met with even greater challenges in an environment of greater expectations by parents, students, faculty, and staff and of higher

tuition rates and diminishing funding from state and federal constituencies. The focus for leaders continues to be on limited resource allocation and the need to be creative in doing more with less support. These realities of maintaining balance of the budget can sometimes overshadow the need to expand certain strategic initiatives including internationalization. However, new collaborations, new knowledge, and available private funds related to strategic internationalization practices can contribute to creative and innovative thinking to impact the bottom line (Altbach & Knight, 2006).

Mestenhauser & Ellingboe (1998) observes that "...Much of what I see in international education in the United States is minimalist, instrumental, introductory, conceptually simple, disciplinary-reductionist, and static..." and articulates that ... "There is an urgent need to study international education on the highest level of sophistication as a multidimensional, multiplex, interdisciplinary, intercultural, research, and policy-driven system of global scope at all levels of education" (p. 7).

Ellingboe (1998) supports these claims with her research findings on the curriculum integration outcomes at the University of Minnesota and articulates the definition of internationalization "...as the process of integrating an international perspective into a college or university system. It is an ongoing, *future-oriented*, multidimensional, interdisciplinary, leadership-driven vision that involves many *stakeholders* working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment" (p. 199). She identifies key process components for success as college leadership, faculty engagement in activities and research, availability and accessibility of

study abroad programs for students, an increased presence and integration of international students and scholars, and international curricular and co-curricular initiatives (p. 205).

Of relevance to this study is the emphasis of Ellingboe's research on a process that is future-oriented and involves stakeholders throughout a system or environment.

Bartell (2003) stresses the implicit nature of organizations and the communities in which they reside describing internationalization as a process-oriented framework articulated by leaders and stakeholders specific to each environment. He defines it as an "organizational adaptation" (p. 43), while globalization is defined as an "advanced phase in the evolving process of internationalization" (p. 47).

Phases of globalization are identified with distinguishing features – (1) a domestic, ethnocentric perspective of market dominance; (2) a multi-domestic phase including adapting strategies for each external market; (3) a multi-national phase where corporations or higher educational institutions extend their human capital and infrastructure to other countries; and (4) a global or transitional phase in which organizations have developed far beyond domestic capacities with full manufacturing or assemblies being abroad (pp. 46-7). Inherently, globalization is aligned with corporate organizations and market conditions and therefore also applied to higher education initiatives. As an example, some institutional strategies for internationalization include integrating key topics or cases in the curriculum (phase 1), sending students and faculty abroad while welcoming their international counterparts in the United States (phase 2 & 3), and creating satellite programs or building entire campuses abroad (phase 4).

Scholars highlight strategic commitment (institutional leadership and mission) and tactical components (curriculum integration and study abroad), as well as development phases necessary for university leaders to lead internationalization efforts with particular emphasis on “adapting” to meet the needs of stakeholders outside of the organization (in this case, higher education institutions). Knight (1994) recommends organizing efforts into four approaches: (1) Activity: activities, programs, and services within international studies and other areas (Arum & Van de Water, 1992); student and faculty exchanges, internships, study abroad programs, to name a few (Schuerholz-Lehr (2007); (2) Competency: the development of new skills, knowledge, attitudes, and values that contribute to competencies in students, faculty, and staff (Knight, 1997); (3) Ethos: commitment and global awareness that defines a kind of philosophy that is transcendent of the organization (Harari, undated); and (4) Process of integrating international, intercultural dimension into teaching, research, and service functions of the institution (Knight, 1994). van der Wende’s definition focuses on a systematic effort where higher education “responds to” challenges related to globalization of societies, economy, and labor markets (1997).

The expectations of business schools and their leaders to be forward thinking, create new knowledge, and prepare students for a complex global economy requires a new way of thinking. Business school leaders need to listen and engage “with” internal stakeholders such as higher education professionals involved in spearheading internationalization strategies and engage “with” external stakeholders such as corporate and non-profit professionals who are facing real challenges in tackling these complex,

global issues. Business schools, as well as other professional schools such as engineering, have unique relationships with corporate and non-profit stakeholders as their graduates are courted and recruited directly. “Adapting to” the external environment has been the preferred approach at the university and business school levels but engaging more actively with multiple stakeholders in an effort to contribute to the internationalization or globalization of organizations (e.g. business schools, corporations, non-profit organizations) in practice and to the scholarship of engaged research and practice is worthy of attention and further commitment.

Internationalization and Globalization: The Business School Context

Now that the broader institutional frame of internationalization has been identified, I will shift our attention to a specific professional school perspective, business schools, and reframe the context with a primary focus on the increasing internationalization of management education which some describe as innovative and fast-moving while others suggest haphazard and without appropriate quality measures. A prominent business school dean is cited as saying that business schools really aren’t international – “globaloney” was used to describe his skepticism in an article in the Chronicle of Higher Education in January, 2009. U.S. and international business school deans have expressed concern about business students going abroad on trips for travel interest only especially if most programs are limited to student and faculty exchanges (p. 1). Critiques and debates are not centered on whether business schools need to internationalize as much as whether the quality and variety of options make a difference for graduates who need to be better prepared to work in a more globally competitive

environment. Internal and external stakeholders demand it, while competing demands over resources are being discussed at institution-wide levels.

Quite a few empirical studies have been conducted in the area of internationalizing business schools with many focused on internationalizing the curriculum. For the purpose of this study, the review will concentrate on the research about experiential applications, the most utilized of strategies, such as short-term programs abroad with students working in multicultural teams on a specific challenge for a corporation in an overseas location. Studies focused on dual degree programs, international internships, and faculty/student exchanges integral to a number of business school strategies will not be addressed in detail. The specific case of the Carlson School of Management at the University of Minnesota and the evolution of its efforts with particular emphasis on the emergence of core international requirements, faculty and staff research, and teaching in the last five years are described in the next chapter.

Corporate leaders are expected to be effective globally in management of people and execution of practices as competition for goods and services as well as talent are no longer local or national but global. Consequently, business schools must better prepare graduates to compete and to confront the complexities of globalization, which in economic terms relates to the free movement of goods and services across national borders while in management terms it often relates to dealing with complexity and ambiguity effectively. Being aware of the complexities, understanding the risks, and moving forward through ambiguity by embracing change – with experimentation -- is necessary for business schools and their graduates to remain competitive and innovative.

Globalization is a term that is used more readily than internationalization in business and management education journals (e.g. *Journal of the Academy of Business Education*), likely due to the fact that globalization resonates with internal and external business stakeholders. Globalization is a “manifestation of complexity” (Lane, Maznevski, Mendenhall, and McNett, 2004, p. 4) and being aware of and understanding it are important to be successful in globalizing or internationalizing an organization, whether a corporation, a business school, or a university (p. 4). These complexities emerge from “conditions of multiplicity, interdependence, and ambiguity” (p. 4) and ebb and flow with ongoing change. Managers cannot control or avoid these conditions but can learn to address and manage them in more effective ways. “Business schools must prepare leaders to think in new ways...” and the commitment “to developing innovators and integrators will help ensure that...graduates possess a skill set of value to the global economy...and also contribute in an increasingly engaged and competitive world” (Davis-Blake, 2007, p. 1). How leaders convey and articulate phenomena such as globalization and internationalization have to do with the organization, the environment, and the broader networks, whether face-to-face or virtual, in which they work.

The Business School (B-School) as a Global Organization and Community

Organizations consist of individuals and groups of individuals which form the overall structure of organizations. These groups of people support and contribute to organizations’ mission and goals (Adler, 2008). Business schools are organizations primarily made up of employees who are faculty, staff, and students. They also include others within and outside the organization to assist in its visioning such as consultants or

others with complementary expertise. Business schools form groups that consist of offices, departments, teams, committees, advisory boards, and committees. The increasing importance of globalization in business insists that business schools as organizations shift from more domestic in perspective to more global in perspective. The evolution of this shift has been occurring for years as U.S. business schools collaborate with other business schools in new and expanding ways. Business schools, as a part of larger, higher educational institutions, also are described as organizations that are a part of a larger community or communities, that is they extend beyond their physical buildings and include individuals and groups of individuals beyond the business school employees themselves.

Next, I explain internationalization within a business school context and from a broader, organizational perspective with specific multiple frames -- structural, political, human resource, and cultural (Bolman and Deal, 2003) to rethink internationalization or globalization, used interchangeably, in the context of business schools and business and management education.

The Structural Frame of a Global Business School

Historically, the structure of a business school is hierarchical in nature and led by a business school dean who often is an academic faculty member from a business discipline such as finance, marketing, or organizational behavior. The structure and portfolio of academic programs vary among business schools with some providing comprehensive offerings from undergraduate to graduate to PhD programs (e.g. The Carlson School of Management) while others focus primarily on graduate education (e.g.

Harvard Business School). Internationalization and its strategic and tactical activities also vary from diverse options available to students as electives to required international courses or experiences overseas. Strategic factors consist of leadership, commitment, resources, and portfolio of programs among them. Figure 1 illustrates an example of how an MBA internationalization framework is depicted incorporating common elements such as people, processes, and programs similar to university-wide internationalization frameworks.

MBA Internationalization Framework

Source: *Global Exposure in Leading MBA Programs, 2009*
(Dyer, Liebrez-Himes, and Hassan)

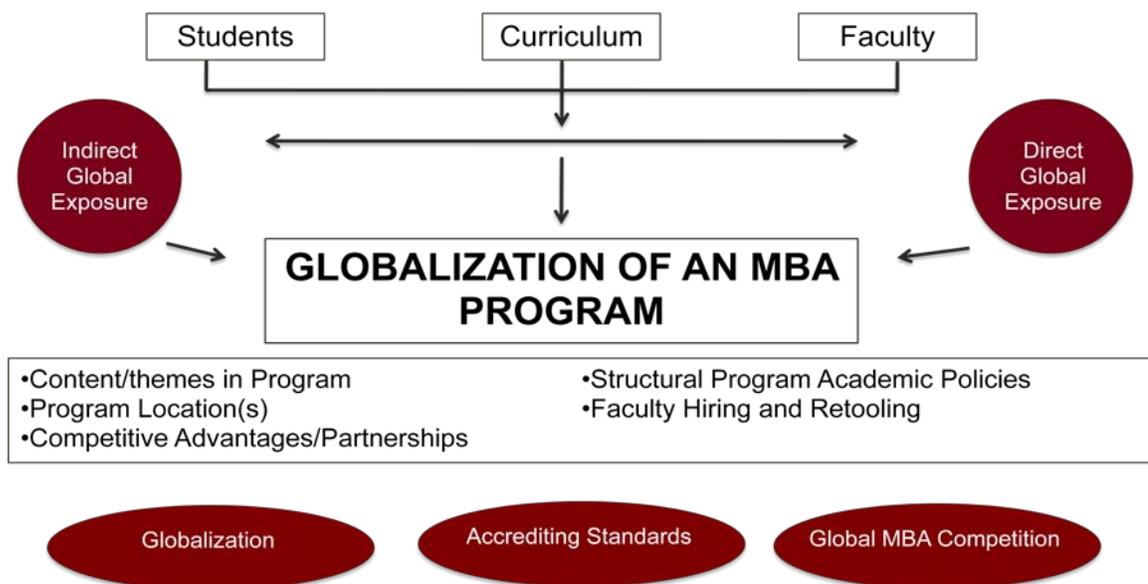


Figure 1. MBA Internationalization Framework

The characteristics of global MBA programs are categorized as experiential, programmatic, and structural in their dimensions (Dyer, Liebrez-Himes, & Hassan, 2009). Experiential activities are defined as action learning opportunities with project-based activities. An example would be business students working on a specific consulting project for a corporation. In a global context, these projects would be incorporated into an overseas assignment. Global programs are participatory activities abroad, such as traditional study abroad programs (full year, semester, short-term (two to six weeks)), and often include partner schools and/or corporations. Major structural factors include students, faculty, and curriculum as well as indirect and direct exposure as indicated in Figure 1. Particular attention is paid to environmental factors such as accreditation standards, competition with other business schools, and economic opportunities and challenges (pp. 180-2).

Curie, Gilbert, & Matulich (2004) reported that 42% of North American MBA programs in their sample had a foreign travel component as part of their MBA education. They also concluded that North American MBA programs relied more heavily on short-term programs abroad because of their cost effectiveness and larger student participation rates. Academic credit was typically granted for these experiences.

Most recently, in 2009, the MBA Roundtable, a U.S. graduate management association, conducted a member survey focusing on cultivating a global mindset in MBA programs. Responses from 55 member schools indicated that 70% had some type

of formal requirement as a part of its curricular structure. Curricular models mainly consist of classroom based, internationalized courses or short-term offerings due to the inflexibility of the curriculum, a number of required core courses, and other expectations including internships and securing job offerings well before graduation. These pressures on MBA students are perceived and real barriers that exist as part of the structure of the curriculum. Figure 2 indicates the design elements of these short-term, global offerings.

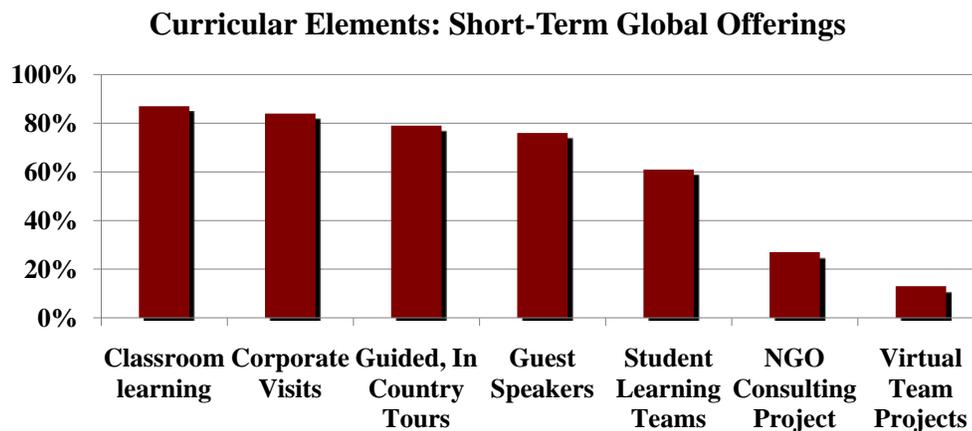


Figure 2. Curricular Short-Term Offerings

(Cited from www.mbaroundtable.org)

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

- *Consulting Model:* UC Berkeley Haas MBA students work in teams in a consulting capacity with organizations around the world.

- *Multicultural Team Consulting Model:* U of M Carlson School MBA students and faculty work with international MBA partner school students and faculty on a live business challenge for corporations.
- *Student Driven:* Northwestern University Kellogg MBA students are engaged in the planning and execution of a ten-week course on a particular country and area of focus.
- *Multi-school collaboration:* 13 Center for International Business and Educational Research (CIBER) host schools and their foreign partners bring students together for a seven-week virtual team project.
- *Exchange:* USC Moore School in cooperation with the Chinese University of Hong Kong offers an International Business and Chinese Enterprise degree program involving alternating years of study the two institutions and internships in both countries.

(E-mail correspondence with AACSB, February 10, 2010)

In discussions with the accrediting business organization, AACSB, a representative conveyed that they will be publishing survey results in summer or fall 2010 about the types of collaborations business schools are engaged in with overseas partners, the structure of the agreements whether faculty or student exchanges or degree specific. According to this representative, little comprehensive data are available to understand what U.S. and overseas business schools are doing and why they are doing it. It should be noted that AACSB's membership originated with U.S. business schools only and have expanded rapidly to include more non-U.S. business schools.

This section describes the overall structural elements of a business school and examples of programs, with particular emphasis on short-term programs, that fit well within the academic curriculum and other management requirements such as internships (for full-time MBAs) or participation in consulting projects.

The Political Frame of a Global Business School

“Organizations are both arenas for internal politics and political agents with their own agendas, resources, and strategies”(Bolman & Deal, 2003, p. 228). Business schools are highly competitive with one another in recruiting potential students, faculty, and staff and in establishing new international collaborations. They are both independent and interdependent especially in global research and collaborations.

In the context of this study, I adapt the political frame in the context of global competition in relation to business schools as well as their graduates and faculty. Given the competitive landscape for human and financial resources, business schools have to be more competitive in recruiting talent in faculty and students as well as having this talent, as demonstrated by its graduates, recruited for professional positions by businesses. Internationalization and the multiple strategies utilized by business schools are critical to that differentiation. To that end, business schools focused on expanded stakeholder engagement and a systematic, long-term approach to internationalization as a means to enhance the schools’ broader strategic objectives further establishes this unique differentiation.

Another important aspect of the political focus is the understanding and articulation of governments’ roles in internationalization, especially with business

schools internationally (e.g. Asia). Significant financial resources are dedicated to the support of new institutional partnerships and collaborations with institutions in other countries around the world. The rationale for these mandates is that further internationalization will enhance already existing strategic objectives, provide more opportunities for the exchange and creation of new ideas, and increase competition. As indicated historically by fluctuations in the market and economic positions between Korea and Japan, for example, countries can't afford not to support these efforts.

Cultivating relationships and interactions with different educational and managerial stakeholders are critical for formulating strategy and improving effective decision-making. Interactions with government officials become more important in overseas, emerging markets as financial support is directly provided to business schools to increase international partnerships for the improvement of teaching, learning, and research (Retrieved on February 5, 2009 from www.efmdnews.com). For example, most recently the South Korean government is providing millions of U.S. dollars to support universities and business schools in the rapid increase of collaborations with faculty as well as encouraging students to study in Korea and for Korean students to study abroad (Conversation with business faculty member in Seoul, Korea in fall 2009). Stakeholders are including more from the public sector as these traditions in Asia and Europe become more important for partnerships with the U.S. business schools.

Positioning the differentiating features of a particular business school's strengths, such as its faculty teaching and research, is critical to remaining competitive. Implicit to a business school's brand in the 21st century, as marketed by its core values and key

attributes, are its international collaborations and research, internationalized curriculum, and international “experiential” learning activities and experiences. Branding an international or global image of a business school is paramount to a wide variety of stakeholders and actively engaging them in the communication and marketing of the value of the brand and its meanings are keys to greater success (Loken, Ahluwalia, & Houston, 2010).

Next, I will introduce the importance of stakeholders and their personal and professional development with regards to achieving global competence.

The Human Resource Frame of a Global Business School

Stakeholders are members of an extended community who have a stake in shared vision or goals of an organization. Faculty, staff, students, parents, corporate and non-profit professionals, government officials and others are stakeholders of a business school community and its expansive network. Each holds different roles and contributes uniquely to that stakeholder community but all benefit in mutual and divergent ways. Debates emerge from needs within the external community and from within education itself and together consist of “overlapping rationales” (Knight & de Wit, 1995, p. 10) that contribute to internationalization strategies. As a result, stakeholders value, participate and benefit from these collaborations in multifaceted ways.

Global Engagement – Consistency – Clarity of Value. The critical importance to emphasize in a business school’s international or global brand identity, as determined by its internationalization strategies, is the ability to work collaboratively with stakeholders especially as specific roles emerge and are identified. Another important factor is the

ongoing nature of the relationships in working towards particular future, strategic initiatives versus the ad hoc or short term contributions to specific one-time events or classes or advisory board appointments. Time resources for individual stakeholders can be an issue but if the value proposition and mutual benefits are clear to each of the stakeholders and stakeholder groups (e.g. business school, university, corporate community, NGO community) then incentives to spend time building that future with business schools will result in more of a commitment. To that end, a stronger international or global business school means more experienced graduates and therefore increasing numbers of more successful future employees.

Potential costs needed to train and develop employees to operate more effectively in a changing global environment will likely shift from development of basic knowledge (e.g. global awareness and understanding) to more advanced knowledge and understanding related to supporting managers in the particular corporate or organizational context and philosophy of operating overseas. For example, a human resources/training and development function in a multinational company may have a need to place managers overseas to live and work as the company expands its operations in India. The learning curve will likely be more difficult for managers who have never experienced another culture overseas before. Training may still need to be focused primarily on India and the focus of corporate functions in India but if more managers come with international experience and knowledge about other cultures, they are likely to be more motivated.

Recent research findings of undergraduate students at the Carlson School of Management at the University of Minnesota show that students who have studied abroad exhibit greater levels of interest in international activities than those who have not studied abroad, including those who plan to study abroad, suggesting that a key impact of study abroad is to motivate students to improve global competence. This research is ongoing and not yet completed but early data indicate that these students, and future employees, are likely to continue to increase their motivation towards interest in international experiences.

A Global Perspective. Communication across cultures or cross-cultural communication is critical in the age of global phenomenon. James Thurber said that the “precision of communication is important, more important than ever, in our era of hair trigger balances, when a false or misunderstood word may create as much disaster as a sudden thoughtless act.” Our perception of and sensitivity to other cultures is crucial, as well as an awareness that “culture governs communication and communication creates, reinforces, and re-creates culture” (Novinger, 2001, p. 14). We are all still cognitively bound in some ways by our own culture.

In the last few decades, increased emphasis has been placed on developing a global perspective, due to technological advances and our more interdependent world. Robert Hanvey (1982) writing about *An Attainable Global Perspective* states that:

A global perspective is not a quantum, something you either have or don't have. It is a blend of many things and any given individual may be rich in certain elements and relatively lacking in others. The educational goal

broadly seen may be to socialize significant collectivities of people so that the important elements of a global perspective are represented in the group. Viewed in this way, a global perspective may be a variable trait possessed in some form and degree by a population, with the precise character of that perspective determined by the specialized capacities, predispositions, and attitudes of the group's members. The implication of this notion, of course, is that diversified talents and inclinations can be encouraged and that standardized educational effects are not required. Every individual does not have to be brought to the same level of intellectual and moral development in order for a population to be moving in the direction of a more global perspective. (p. 162)

Hanvey (1982) believes that there are five key dimensions of a global perspective -- perspective consciousness, state of the planet awareness, cross cultural awareness, knowledge of global dynamics, and awareness of choices (p. 162). All five anchor on the key word, awareness. "Perspective consciousness" is awareness on the part of an individual that one has a view of the world that is not shared by all others in the world, that it is shaped by outside factors, and that others have different perspectives (Hanvey, 1982, 162). This concept mirrors Bennett's theoretical model that defines a spectrum that ranges from ethnocentrism to ethnorelativism. "State of the planet" expands this idea to awareness of world conditions and developments, beyond one's local community surroundings, whereas "cross-cultural awareness" or true understanding of the diversity

of ideas and customs throughout the world is not easily attainable (Hanvey, 1982, 163-64).

Hanvey assumes that interpersonal relations are ways to sustain relationships, otherwise experiences can become like pictures set in time and place in one's own mind (J. Mestenhauser, personal communication, June 13, 2003). He emphasizes that "contact alone will not do it" (Hanvey, 1982, p.51). He believes that despite sustained contact, "there must be a readiness to respect and accept, and a capacity to participate" and "the participation must be sustained over long periods of time" (Hanvey, 1982, p. 51). "Knowledge of global dynamics" demonstrates an individual's ability to see the big picture and to understand the interconnectedness of key mechanisms in the world system. And "awareness of human choices" ties all of them together, in that, once we reach this consciousness, it makes our own, individual choices that much more difficult because it expands to effects beyond our own, immediate communities (Hanvey, 1982, p. 164).

King, Bronson & Condon (1976) question what specific competencies people would need to improve their effectiveness in a world system. Similar to Hanvey's hypothesis, they select awareness of involvement in the world system, decision making based on this system, judgment making pertaining to the evolution of cultural diversity and cultural change, and the exercise of influence, where consciousness of the fact that personal or local decisions affect a larger global network (pp. 10-12).

Business Skills in Global Context. Cultural intelligence (Earley & Ang, 2003), global mindset (Javidan, Steers, & Hitt, 2008; Levy, Beechler, Taylor & Boyacigiller, 2007), global competence (Hunter, White, & Godbey, 2006), and global literacies

(Rosen, 2000) are key concepts used in business literature to explain critical skills and competencies that business graduates need to be successful in the current global economy and well into the future. A large number of business school websites state such concepts in direct relation to internationalized business curriculum, global partnerships, and education abroad opportunities as effectively preparing students to be globally competent leaders. The Carlson School of Management at the University of Minnesota, the case for this study, articulates its approach similarly but more succinctly by building its goals for students, faculty, and staff competence globally on the understanding that people come to management education at different stages of competence and as a business school, we should focus primarily on providing a wide variety of options in which students can participate and that intends to instill the motivation for students, faculty, and staff to want to become more globally competent. As they participate in opportunities through the internationalized curriculum and accompanying experiences abroad, the hope is that it will foster a willingness to want to participate even further. Outlined below are key learning goals for Carlson School students --integrating the ability to learn the knowledge of the discipline, to understand and experience cultural norms and expectations of others and one's self, and to be able to develop a mental framework to seek and organize the knowledge that is learned -- as developed by the Carlson School of Management and based on Hunter, White, and Godbey's 2006 article, *What Does It Mean To Be Globally Competent?* They are:

- An ability to leverage the gained knowledge to interact, communicate, and work effectively and comfortably outside one's environment

- A catalyst for students to attain a broader mindset and to gain deeper understanding of cultural norms and expectations of others and one's self
- A mental framework for students to seek and organize knowledge

Skills development of business students primarily focus on core management principles – marketing, finance, strategic management and organization, accounting, among others. Electives, or courses that are chosen by students and not required, include the so-called “soft skills” characterized in business as interpersonal communications, both verbal and written and negotiations (Altbach & Knight, 2006). Ethics courses related to corporate social responsibility and sustainable development are increasingly more important with scandals emerging in the last decade by corporations such as Enron and investment firms on Wall Street. Shifting coursework related to ethics from elective courses to required courses are becoming more the norm in today's management curriculum.

Business school faculty are including more experiential learning, such as international experiences abroad and other global activities and programs, as key criteria along with internationalized curriculum to assist students in their development to become more culturally aware and globally adept. Examples of these international experiences and activities are indicated earlier in this chapter.

A study conducted in the American Southwest indicated that MBA alumni chose cultural knowledge and language capabilities as most important for success in international business. Moreover, more real world experienced in a global environment, such as study abroad, internships, and networking also were identified (Briscoe and

Pavett, 2000). The “case study method” is an educational tool often used by faculty to explain key principles and concepts in a practical, corporate context or case.

Understanding global market perceptions and realities; effectively communicating across cultures; effectively managing across cultures; facilitating global teams; and creating innovative solutions to global business challenges are examples of ways that increasing global competency in students by way of curriculum and activities can be successful (Javidan, Steers, & Hitt (2008); Levy, Beechler, Taylor, & Boyacigiller (2007); Gibson & Zellmer-Bruhn (2002); Pavett & Briscoe (2000); Hunter, White, & Godbey (2006).

The Cultural Frame of a Global Business School

Culture refers to “knowledge, experience, meanings, beliefs, values, attitudes, religions, concepts of self, the universe and self-universe, relationships, hierarchies of status, role expectations, spatial relations, and time concepts” accumulated by a large group of people over generations through individual and group efforts (Novinger, 2001, p. 14). The concept of culture is far from simple, and Hall (1976) defends that the most salient part is that which is internal and hidden (p. 79). “Culture is man’s medium; there is not one aspect of human life that is not touched and altered by culture” (Hall, 1976, 14). And we need to be aware that “our own culture programs our brains about what we know about ourselves and others” (Mestenhauser, n.d., 3). Culture may very well imprison us or become a barrier, for how do we know what we do not already know. Many of our own generalizations and subsequent thoughts and decisions are created by an amalgamation of what we learn from our own upbringing, our relationships, and what we experience through societal influences.

Ethnocentrism and ethnorelativism. It is the awareness of and sensitivity to the concept of difference among cultures that is imperative for effective communication with others of a different culture. Bennett (1993), in his developmental model of intercultural sensitivity, proposes that as an individual becomes more aware of these differences and adapts to them, the more sensitive he or she is; he describes this as moving from an ethnocentric attitude to a more ethnorelative attitude (p. 29).

Ethnocentrism is defined as the assumption that one's worldview, according to one's own culture, is central to all reality. In contrast, ethnorelativism is defined as the understanding that one's existence is not necessarily central to the reality perceived by all others. Szalay & Fisher (1979) define this as "egocentric bias" where "the tacit assumption that if we say something that makes good sense to us, it should make sense to everyone else" (p. 59). In many respects, an ethnocentric attitude can greatly affect intercultural contact. Often people use their own culture as a standard for judging other cultures, which is a habit that is difficult to change because it comes naturally (Triandis, 1994, 249). To alter this attitude, we must learn to appreciate the differences and recognize the value in them. The more contact there is between groups, the more accurate stereotypes that will be formed (Triandis, 1994, 39).

A key component of organizational culture today is the ability to adapt quickly, efficiently, and effectively to change. Most importantly, managers need to be able to manage people, processes, and procedures that are ambiguous at times and always change. The effects and complexities of globalization as experienced by managers and their organizations are more the norm than the exception. Existing internationalization

strategies and the development of new ones for the long term are important for business schools to continue to influence and shift trends and changes forward, especially when it comes to global management skills. Organizations and their leaders need to develop a “shared repertoire of global change management skills” (Retrieved from www.globalaperion.com) in order to strengthen partnerships and identify ways to work closely together from the development of an idea to its implementation.

Ambiguity – being comfortable with the uncomfortable. As business managers become more adept to working in a fast-changing, global environment, non-market factors become more important as they work in multiple markets and countries. Unlike market factors that focus on economic factors, non-market factors focus on the information that is available in various markets. Also, non-market factors do not focus on market leadership per se but on relationships with large and small companies across multiple industries, especially in certain cultural contexts and markets. Government leadership in different parts of the world focus on industry development rather than individual corporate development; relationships and networks are of primary importance. The ambiguity of non-market factors, especially the relational aspect, can be a shift in focus culturally for managers as well as organizations and countries in which they work (Retrieved from <http://economictimes.indiatimes.com/features/corporate-dossier>). The complexity and ambiguity that often come with relationships, not to mention in multiple cultural contexts, are as important as technical, managerial skills.

I defined internationalization in the context of higher education institutions and redefined it as it relates more directly to globalization in the context of business and

management education. I demonstrated the internationalization of business schools from an organizational perspective by employing multiple frames to explain the emergence and evolution of this phenomenon. I will now introduce knowledge and innovation frames as critical lenses for business schools to use to remain or become competitive, to redefine, recreate, or renew their visions for the future, and to recommit to a future where personal culture and interdependent culture exist simultaneously in an ever changing, more technologically advanced future.

Knowledge and Innovation Frames – Looking Ahead to the Future

The business school community is a global “living system” -- a global network of people, as individuals and as collective groups with common goals, whose interactions with one another and the environment enable knowledge creation and dissemination (Allee, 2003, p. 57). Business school faculty, students, staff, parents, corporate leaders, government leaders and others who make up this extended community are interested in learning, contributing, and networking. What is missing is a more deliberate, cohesive network of stakeholders focused on a specific context, topic, or goal to assist people to imagine what the future would look like or should look like together. The focus of this interdependent group of business school stakeholders is primarily on understanding the important “intangibles” (Allee, 2003) which include knowledge, relationships, and ideas (p. 53).

In order to transform a business school community to be more collaborative and future-oriented and to shift from an *industrial paradigm* to a *knowledge base* paradigm (Harkins & Winer-Cyr, 1992, p. i), stakeholders must first acknowledge the changing

global environment, challenge current ethnocentric perceptions, and filter sudden judgments and impressions in order to begin to trust individual contributions to education. Acknowledging the subtle influences that can inhibit ideas from emerging is half the battle (Gladwell, 2005, p. 252).

Higher education institutions are inhibited by an *industrial paradigm* -- adherence to commonly accepted standards in design, implementation, and evaluation prescribed by organizational agendas; accepting direction from authority within strict, bureaucratic hierarchies; and adapting to existing resources and methods of problem-solving (Harkins & Winer-Cyr, 1992, p. 12). Business schools, particularly those that exist within larger bureaucratic university systems, are bound by rules and regulations that can inhibit entrepreneurial activities and innovation. A business school environment is more successful when focused on the future and from a *knowledge base paradigm* which fosters individual, local, and global knowledge creation; collaboration among a variety of stakeholders; and flexibility in generating new and innovative solutions and opportunities (Harkins & Winer-Cyr, 1992, p. 12). This focused, systemic, global approach engages a more cohesive business school stakeholder community in new and different ways and awakens new identities for individuals who perceive a reality without choices. One innovative example is by the author, C.K. Prahalad, (2005) in his book, *The Fortune at the Bottom of the Pyramid*, where he challenges national, corporate, and educational leaders, among others, to think of marginalized populations at the local level not as victims but as “resilient and creative entrepreneurs and value conscious consumers” (p. 99). Once these individuals are recognized as contributors and active citizens, more

opportunities emerge and more choices become realities (Harkins & Winer-Cyr, 1992, pp. 18-19).

Knowledge is a global commodity. Education is a key catalyst to create, critique, and advance new knowledge while building upon the theoretical and practical foundation of past histories. Local knowledge cannot be ignored nor should its importance be dependent upon the fluctuating hierarchy of the world order. The balance between local and global knowledge is a delicate one. Respect for creativity and knowledge in a cultural context is necessary to build a more holistic and comprehensive approach to educational policy and reform (Rahman, 2001).

If we consider business schools as *enterprises*, adapting Amidon's (2003) term more loosely, we consider the value of business schools by its intangibles – the integration of human, intellectual capital, social cohesion, and technological know-how. The creativity in innovative strategic thinking is imperative for the future development of any environment that balances traditional dimensions such as educational training and performance metrics with interdependent strategies such as broader, collaborative, systems processes, learning networks, strategic alliances, and knowledge leadership (p. 40).

Amidon (2003) suggests the creation of a “knowledge sharing” culture (p. 80) with a transformation from our own nationalistic approaches to a synergistic world system approach. As Calderon adds, we need “a world without nations, just human beings working for the common good” (p. 161). We need to create leaders who are “learners and espouse similar ethic with everyone with whom they come in contact” (p.

190). We need leaders who can see the complexity of context, understand it, and clearly communicate a new vision to others.

Before we begin to expand upon the type of leadership that is needed in a knowledge-based, global environment, we must first discuss the type of open environment or stakeholder community we wish to create based on the use of new open technologies.

An Open Method – The Future of Global Business and Management Education

With the advent of e-mail communication and the enormity of knowledge available via the worldwide web, citizens of the world are able to reach beyond distant boundaries and actively participate in global relationships. “These technological changes that are rushing forward are essentially liberalizing. They bring to the mass of people what was once reserved only for the elite, and to the individual what was once available only communally” (Cairncross, 2001, p. 265). With more interest on *return on education (ROE)*, coined from the term *return on investment (ROI)*, business school strategies must be dynamic, global, solution-oriented, and sustainable.

A knowledge-based global business school strategy harnesses key technologies, such as cell phones, the Internet, and handheld computers, to create new opportunities for individuals and communities in developed and developing economies, that is, in areas of the world where more global managers are living or working, collaborating, or to which they are exporting. In some areas of the world, such as sub-Saharan Africa or the former Soviet Union, cell phones and handheld computers are linking people to the rest of the

world and providing opportunities for individuals to share and create knowledge for the betterment of their own and others' livelihoods. Such technologies are especially valuable when other means of communication, such as roads or phone lines, are inadequate or non-existent (*The Economist*, 2005, p. 74).

Beyond these information communication technologies or ICTs, knowledge-based business education explores further the revolution of open source technologies, defined simply as computer software that allows all public users to share or change source code (Raymond, 2001, pp. ix-xiv). Technical language aside, the idea of open source has set off an array of ideas surrounding the idea of using technology as “a collaborative design activity” (Scharffe, 2005 para. 1). Many non-tech types often use the term “open source” freely to refer to the characteristics of an open, collaborative, transparent environment.

Open methods is a key concept referring to the use of technology to foster open knowledge, open team working, and open conversations (Mulgan, G., Steinberg, T., Salem, 2005, p. 28). The concept of open knowledge derives from a community of people who create, shape, and vet knowledge for the sake of value of the evolution of knowledge itself. Open team working refers to the collaborative essence of the work of communities of people for the sake of a clear and common goal. And open conversations using ICTs to facilitate discussions with a broader, cross-section of people in order to encourage transparent and free discussions about certain topics (Mulgan et al., 2005, pp. 28-32).

Open methods are critical to knowledge-based business and management education for the future. Tchong & Watson (2005) simply describe it as “a problem

shared is a problem solved” (p. 1). The important dynamic in this statement is the idea of sharing a problem not only within a hierarchy of high level leadership types but with individual members of the communities themselves. The open methods model applied to business and management education suggests a collaborative process that is transparent, immediate, and interdependent among members of an expansive stakeholder community. Tchung & Watson (2004) use the metaphor of a giant transparent suggestion box scheme. It fosters a virtual community of practice and relies on people who are passionate and articulate about the culmination of innovative ideas in educational reform (p. 2).

Open methods can be used in a variety of ways to recreate the future of business and management education in developed and developing countries. Let’s imagine we have a committed, passionate group of multi-national corporate managers interested in reform efforts of a particular country, especially in order to secure more stable investment in that country. Before beginning to strategize about what critical areas should be addressed, business schools facilitate a discussion by using a futuring tool, such as StoryTech, which assists in the facilitation of a process for stakeholders to engage in and to encourage innovative thinking and an open exchange of ideas about the future of education and business, regardless of the availability or lack thereof of financial, technological, or human resources or the political or economic climate of the situation (Harkins, n.d.). The concept is similar to how smart companies are using technologies, such as toolkits on websites, for their own customers to lead ideas in market research, R&D, or new product development (The *Economist*, 2005, p. 59). The initiation of the innovation process begins with those who are expressing the need. In the case of global

strategies for business and management education, a StoryTech is administered to a group of individuals in which they are asked to envision internationalization strategies for a system in 2020. A series of questions allows for the individuals to ponder – what would you like the future to look like? This exercise could be repeated on various occasions over a one year period.

At the same time, individuals, or stakeholders of the extended business community, could be encouraged to keep a *blog*, which allows for people to publish their thoughts online like a diary, while the use of a *wiki* is an invention that takes things one step further (Kinzie, 2005, para. 2). Wikis encourage a safe environment for the sharing of free-thinking ideas in collaborative and transparent ways that only technology can provide. Our group of committed, passionate stakeholders could use the *wiki* model to foster creative solutions to understand global business issues faced by managers across corporations and in communities around the world. Topic areas for discussion could include market entry in particular communities and countries, cultural understanding of business and government practices in emerging economics, or new ways to position a product or concept in different markets. *Wikis* could be used to brainstorm about virtual collaborations and the uses of ICTs, such as handheld devices. The *wiki* mentality encourages the creation of “virtual selves” enhancing the value of the individual and increasing his or her own personal capital (Harkins & Fiala, 2002, p. 6). As individuals rehearse certain scenarios and exercise their minds to think outside of their current situations, they can begin to imagine a different future for themselves and their businesses and communities. In many respects, these innovations – StoryTech, *blogs*,

wikis – can begin to empower individuals and collective groups to see themselves as global leaders for a new future.

The characteristics of open methods are simple – transparency, low cost, ease of engagement, shared passion for defined goals, peer review and feedback loops, identity-neutral, and leadership (Mulgan et al., 2005, p. 34). In many respects, these characteristics of open, collaborative stakeholder communities have been absent in traditional strategies for business and management education. As globalization diminishes artificial barriers between people and nations around the world and foster interdependence, so too should strategies for internationalization by business schools.

The next challenge facing business schools is -- if technology assists in developing individual and community engagement, then what do corporate managers, business school and community leaders do with the new knowledge once it is created? Who are the existing or emerging leaders to review the ideas in such a virtual suggestion box, identify the most salient strategies, and then move them forward into practice? Leaders face a number of complex challenges and require a new set of skills to be effective in this rapidly changing and often unpredictable environment.

The next section addresses the critical characteristics needed for new types of leadership.

Knowledge Leadership Towards Global Action for the Future

Collaborative process mapping – interdependent interaction – multidimensional visioning – innovative strategic thinking -- all are introduced by Amidon (2003) as “intangibles” that are critical skills necessary for leaders in a knowledge-based business

environment (pp. 28-33). Traditionally, many highly value technical skills such as science and technology, but they now acknowledge the relevance for soft skills, such as cross-cultural communication and interpersonal skills, to participate, communicate, facilitate, and manage customer and stakeholder relationships effectively in a global workplace. The rules have changed. No longer can organizations or nations survive solely on a mindset based on an industrial paradigm. Just as qualitative research approaches are gaining further recognition in light of the Academy's traditional emphasis on quantitative research, so too are soft skills as critical in adding value to an organization's bottom line as its technical expertise. Consequently, a new kind of leadership is emerging for the creation, management, and measurement of these intangible resources.

Knowledge leaders value thinking and do not envision work as a series of daily tasks. If they do not take risks, they fail to innovate (Florida, 2002, p. 131). Performance is not measured on the number of days or hours spent on the job. The value of knowledge leadership is the ability to create connections among unique, sometimes isolated, elements. Despite the challenges of political agendas and structural hierarchies, knowledge leaders thrive on the ability to find solutions amidst the chaos. The lure of information communication technologies and the ensuing digital divide remind us of the importance of leadership and its emphasis on human interactions and respect for local, contextual factors. New global knowledge leaders must have vision as well as be visible among their stakeholders.

In many respects, the key characteristics of open methods business and management education introduced earlier are also characteristics of its leaders. Knowledge leaders in the context of implementing open methods in a business environment must be open and transparent about these methods and why they are being utilized, while being mindful of any adaptations made by its stakeholders. Decentralization of power and control is critical for success. The ease of such engagement and the shared passion with which a leader shares with his or her constituents also is critical to the realization of innovation.

Amidon (2003) suggests seven domains regarding the implications of knowledge leadership – matters of context, competence, culture, communities, conversations and common language, communications, and coaching (pp. 203-220). All are directly applicable to the leadership initiatives that are needed in a knowledge-based business and management education community. Three additional domains to be considered are complexity, collaboration, and change.

Collaboration may be inherent in the concepts of communications and communities, but the complexities of collaboration when working with a number of multi-national stakeholders in countries around the world is ever-changing. True knowledge leaders are those that believe that their contributions, and those of their stakeholders, will make a difference. Their insights and convictions inspire others around them. Dynamic leaders are integral to efforts, but they are few and far between. Change and the ability to adapt to constant change is part of the risk of innovation. A delicate

balance of these key knowledge leadership skills throughout the evolution of project design, implementation, evaluation, and sustainability is essential.

Akukwe Nkansa and Chapman (2005) posit that leadership and social cohesion are the two most vital elements in sustainability of organizational structures in education (p. 2). Leadership refers to “the nature and quality of change agent activities” (p. 7). The authors make a direct correlation between successful leadership and a community’s ability to organize itself. This finding emphasizes the distinct relationship between leadership and its community. We need knowledge leaders who will perceive their realities as positive and are able to see a comprehensive set of opportunities available to the community. Although each individual has his or her own perception of reality, a strong leader with access to appropriate ICT tools and other means can assist individuals’ in transforming these realities (Harkins & Winer-Cyr, 1992). The role of knowledge leader is to inspire, to motivate, and to act.

Conclusion

Knowledge and thought leaders throughout business school stakeholder communities consist of individuals with similar and divergent roles as faculty, who tend to be at the center of international research, teaching, and activities (Mestenhauser, 2002), students, staff, business leaders, non-profit leaders, and others. The characteristics of stakeholders are to create new and innovative knowledge for theoretical and practical applications – “real” knowledge that is created and transferred to others through academic curricular means and “practical” knowledge through international experience often in non-curricular ways (Mestenhauser, p. 184). Stakeholders throughout a business

school community here and abroad provide important perspectives and contributions toward the understanding and development of internationalization. The active, systemic, participative ways of creating and contributing to this new knowledge in order to better understand the phenomenon of internationalization is a fitting adaptation of the concept called “engaged scholarship” (Van de Ven, 2007, p. ix). Business school leadership must base its internationalization strategies on meta-knowledge, knowledge about international education itself, and the enhancement of meta-learning, “a process by which learners become aware of and increasingly in control of habits of perception, inquiry, learning, and growth that they have internalized...” (Mestenhauser, 2002, p. 170, 189) to transform meanings from tacit into explicit knowledge. This community fosters inclusiveness, creativity, knowledge sharing, knowledge innovation, networks, and a vision for the future. It embraces new open methods and expands the capacity of information communications technologies to new levels with particular attention paid to local, contextual factors.

The next chapter describes the methodology of the study.

CHAPTER 3: RESEARCH METHODOLOGY

Introduction

In this chapter, I present the research methodology of the study. The overarching goal is to engage multiple stakeholders in the development of new business school strategies for internationalization. A possible outcome would be a portfolio of future-oriented, innovative scenarios to be considered in long-term strategic planning efforts. The purpose of the study and its selected methodology is to examine how multiple stakeholders, both internal and external to the Carlson School of Management, envision their contributions to a process that leads to innovative futures for the enhancement of business school strategy development.

I begin here with an outline of the methodological approaches for this study and proceed with the description and justification of the methods employed. Next, I explain the research design and the procedures used for data collection and analysis. Finally, I outline the limitations of this study.

Before beginning to describe the chosen methodological approach to this study, it is important to reiterate the research questions as stated in chapter one:

Research Questions

1. What do stakeholders envision as the critical factors that would lead business schools to be innovative regarding internationalization?

2. What do stakeholders consider as their contributions in shaping potential futures for internationalization strategies of business schools?
3. How can business schools engage stakeholders in a continuous process that fosters potential futures and innovative applications for internationalization strategies?

The outcomes of this research study and broader implications for the field are a general framework and process for engaging stakeholders in internationalization strategy and futures development.

Methodological Approach

Qualitative approach. This research study employs a qualitative approach, one that is holistic, inductive, and naturalistic in its inquiry. I seek to engage multiple stakeholders from local, national, and international contexts in the creation of potential futures for business school internationalization strategies. Furthermore, I seek to identify critical underlying factors of a process that could facilitate more continuous, open collaboration among stakeholders for the purpose of knowledge generation and innovation for the benefit of business school, corporate, and community leaders.

Unlike quantitative methods that emphasize particular variables or parts of a situation, a qualitative approach strives to understand the whole situation. In this instance, stakeholders will contribute diverse perspectives based upon their own perceptions, beliefs, and experiences about internationalization. Qualitative research does not presuppose any conditions, but allows the data to emerge from probing, open-ended inquiry so that researchers are able to interpret and understand perspectives and

experiences in a meaningful way. This approach also respects the uniqueness of a relationship, a program, or an event and does not impede upon its natural setting (Patton, 1980, 40-41). The subsequent process must be an ongoing dialogue, one that is creative in design, so that innovative scenarios for business strategy development can easily emerge.

Case study. For the purpose of this study, I choose to examine the unique relationship between a specific business school, the Carlson School of Management, and its partners within the University of Minnesota, Twin Cities, and global communities. Since I currently lead international initiatives at the business school, I am familiar with emerging challenges faced by Twin Cities organizations and the need for Carlson leaders to create strategic agendas that are five, ten, or twenty years into the future. 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).

The case study approach is most appropriate for the purposes of this study to enhance already deep stakeholder relationships and partnerships with Carlson School leaders. It also serves as a concrete example for other business schools throughout the United States and the world. The challenge for me is to be conscientious of the role as a researcher in this process rather than as a business school administrator. Fetterman (1998) 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’s (2009) reasoning also validates 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” (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.

Engaged scholarship with an ethnographic lens. This study is devised with deliberate attention to the importance of multiple stakeholder engagement and their subsequent contributions to business research and practical applications in a future context. Van de Ven (2007) defines engaged scholarship as a “participative form of research for obtaining the advice and perspectives of key stakeholders... to understand a complex social problem. By exploiting differences in the kinds of knowledge that scholars and other stakeholders can bring forth to a problem..., engaged scholarship produces knowledge that is more penetrating and insightful than when scholars or practitioners work on the problems alone (p. ix).”

The importance of identifying a particular phenomenon, in this case internationalization, and seeking different viewpoints about its future strategies will keep business schools on the cutting edge of knowledge creation and dissemination. The role of the business school international educator as a bridge, liaison, or facilitator of such a future-oriented dialogue with stakeholders, both academics and practitioners, also serves as an important differentiation. The business school international educator will have keen insight into the political and cultural implications of stakeholder relationships. As a result, the focus of this study will be inherently ethnographic in nature, based on

particular subsets of stakeholder groups, as the study “is interested in understanding and describing a social and cultural scene from the emic or insider’s perspective” (Fetterman, 1998, p. 2).

Ethnographic lens. Ethnography as a form of qualitative research used to study a group or culture (Merriam, 2001, p. 13) articulates the unique relationships that exist, and in this context, between business schools and their communities. An emic perspective mainly focuses on “differences important within a particular community” (Wolcott, 1999, p. 137). In this case study, the Carlson School of Management community, characterized locally, nationally, and globally, warrants both an insider’s perspective of the education community and that of the broader international business community. Critical ethnography fosters space not only for etic data (information representing my interpretation of stakeholders’ perspectives) but also emic data (information supplied by stakeholders). I will focus on key stakeholders as they relate to the Carlson School of Management’s internationalization initiatives because I have learned first-hand of distinct interest by multiple stakeholders to better understand the Carlson School’s approach, its emerging challenges and future. Fetterman (1998) suggests: “Just as thorough fieldwork requires an insightful and sensitive cultural interpretation combined with rigorous data collection techniques, good ethnography requires both emic and etic perspectives” (p. 22).

Denscombe (1998) further describes an ethnographic perspective as “generally concerned to find out how the members of the group/culture being studied understand things, the meanings they attach to happenings, the way they perceive their reality” (p.

69). Ethnography therefore is “a sociocultural interpretation of the data” (Merriam, 2001, p. 14). Though this research study incorporates stakeholders and their viewpoints about internationalization, it would have been inadequate if it avoided the broader social and cultural implications of the local, national, and international contexts of these groups. For example, the viewpoint of a corporate executive might differ from an education colleague at the University or at a partner school in China. Thus, I will add an ethnographic lens throughout the analysis.

The Context of the Carlson School of Management at the University of Minnesota

The Carlson School of Management at the University of Minnesota is a comprehensive business school consisting of undergraduate, MBA, and Ph.D. degree programs and is a part of a large, land grant institution in the U.S. Midwest, the University of Minnesota. As part of the mission of a land grant institution, the business school is committed to excellence in research, teaching, and learning as primary goals.

The Carlson School of Management first began focusing on international programs of students, faculty, and staff in the mid-1980s when the dean at the time appointed faculty member, Mahmood Zaidi, as the school’s first International Programs Development Director. Initial activities included student and faculty exchanges and expanded steadily over the years. In the early 1990s the school broadened its focus on partnerships and worked closely with the faculty at the Warsaw School of Economics to transform its curriculum to a market-based economy. This experience was a turning point in the development of both Carlson School and Warsaw School of Economics faculty relationships and subsequent curriculum development. In 1994, the schools

welcomed the first class of students into the Warsaw Executive MBA Program (WEMBA) in which students graduated with an MBA from the Carlson School of Management and a certificate from the Warsaw School of Economics (Note: Polish institutions cannot issue MBA degrees).

Since that time, the International Programs Office has grown substantially from a staff of one to thirteen and operates under the leadership of Associate Dean Michael J. Houston and Assistant Dean Anne D'Angelo. The breadth and depth of leadership, partnerships, and programs as an integral part of the curriculum have earned the respect of faculty, students, and staff. In July 2006, soon after Alison Davis-Blake began her term as dean of the business school, formal reviews by external administrators and faculty from peer business schools were conducted. The international program opportunities emerged as a key differentiation of the excellence offered by the school and acknowledged the foresight of Carlson School's commitment to preparing students effectively for the changing global market.

Consequently, the revised undergraduate curriculum incorporated a requirement that all incoming undergraduate students must participate in an international experience as part of their four-year degree. The requirement is in its third year of existence with few complaints by students and parents about the requirement, both a testament to the importance placed on global experiences as part of a present day business curriculum and to the reputation of the Carlson School's expertise in developing and executing international programs. (Note: The Carlson School undergraduate population is approximately 2400 students).

To date, the Carlson School has expanded its global commitments to include international experience requirements for all of its MBA students, full-time (approximately 100 students per cohort) and part-time students (approximately 1900 total). Experiences for each student population, undergraduate and graduate, are customized to support the similarities and differences of these populations and the individual students who are in them.

Curricular experiences vary from semester exchange programs with over 25 business school partners around the world (and growing) to over 22 short-term programs to three Global Executive MBA programs in Warsaw, Poland; Vienna, Austria (a regional program); and Guangzhou, China. Short-term programs are most popular with students with trends showing many participating in multiple programs during their academic careers. Also, it should be noted that multiple business models exist as part of the short-term program portfolio including live cases with Minnesota-based multinational companies, special topics (i.e. sustainable development, outsourcing, and ethics), among other models.

Most recently, the International Programs Office at the Carlson School of Management is reexamining its expansive portfolio of programs and redefining its internationalization initiatives and engagement strategies of its key stakeholders (i.e. faculty, students, staff, corporate and non-profit leaders). The mission, vision, and goals of its evolving internationalization initiatives have enhanced and contributed to a more evident and evolving global identity of the Carlson School's strategic objectives. They also enhance and contribute to the University of Minnesota's strategic positioning

statement for internationalization as recently acknowledged by the 2009 Paul Simon Award for Internationalization by NAFSA: The Association of International Educators. Moreover, Carlson School and University staff and faculty have worked closely in the last five years on adapting University of Minnesota domestic policies to more internationally sound ones (i.e. risk and liability, financial aid, etc.). Another goal, and presently the most important, is raising private and government funding to support the enactment of these requirements and to minimize the incremental financial costs to students for their participation.

Research Methods Employed

StoryTech. This research study employs a unique tool that is future-focused, creative, and individualistic. It fosters individual expression and provides a clear and meaningful way to transform personal, tacit knowledge into explicit knowledge. Developed by Arthur Harkins and based on Japanese Shinto tradition, the StoryTech tool guides individuals, irrespective of professional backgrounds and positions in society, to think about desirable futures and to create scenarios or stories in the context of a particular topic or phenomenon. The futures that emerge from these stories will serve as creative demonstrations of social leadership and stepping stones to a more innovative way of strategic planning (Harkins & Kubik, 2006).

For the purpose of this study, StoryTech will lead stakeholders to create and share their personal stories and future vision for the internationalization strategies of the Carlson School of Management, regardless of the availability or lack thereof of financial, technological, or human resources or the political or economic climate of the situation.

(Harkins, n.d.) Each stakeholder story is unique and personal. A goal will be to create a portfolio of stories, not to seek consensus on a particular one (Harkins & Kubik, 2006).

The concept is similar to how smart companies are using technologies, such as toolkits on websites, for their own customers to lead ideas in market research, R&D, or new product development (The *Economist*, 2005, p. 59). As business school leaders struggle to keep up with global trends and increasing demands, they risk losing competitive position when it comes to leading edge knowledge and innovative strategies. To employ a futuring tool such as StoryTech creates unique outcomes and distinctive features which leads to more competitive advantages for business schools.

I led the facilitation of the StoryTech process by beginning with brief introductions of each group member so all group members were familiar with one another. After reviewing the purpose and goals of the focus groups, I introduced in further depth the unique and personal process of StoryTech. I explained how the goal was for participants to develop a future which they would ideally like to see.

In this study, a StoryTech was administered to two groups of select stakeholders that are defined in detail later in this chapter. I guided these groups of individuals and asked them to envision internationalization for 2019 in the context of their relationship with or interest in Carlson School initiatives. A series of questions allowed stakeholders to ponder – what does this future look like? I gathered the data from these focus groups, analyzed and synthesized the information, and incorporated innovations into a semi-structured format of open-ended questions that were administered to additional stakeholders during in-depth one-on-one interviews. I also solicited reactions to future

scenarios that emerged from the focus group sessions. I conducted twenty interviews with multiple stakeholders from the defined stakeholder groups (locally, nationally, and internationally) identified earlier in this chapter.

Focus Groups. A StoryTech was first administered to two select groups of stakeholders – one consisted of six Carlson undergraduate and graduate student leaders and staff while the other included six Carlson alumni and faculty. Separate focus groups were necessary to maintain small, informal groups that facilitated open communication and trust among already established groups of students and staff as well as groups of alumni and faculty. To try and accommodate such individuals altogether, such as faculty and students, may have set up hierarchical relationships that would have inhibited free and open thoughts that were necessary for the effectiveness of the outcomes of this study. A pilot focus group was conducted in advance of these two groups in order to test the StoryTech tool and questioning and to hone any definitions or questions in the context of internationalization.

The focal point of focus groups is to listen. I sought to understand how people with common interests or relationships felt and thought about ideas in the context of a phenomenon (Krueger, 2000, p. 4). Engaging groups of internal stakeholders at the Carlson School in advance of in-depth, one-on-one interviews with other internal and external stakeholders assisted in creating a better understanding of how internal Carlson stakeholders responded to a futuristic approach about internationalization initiatives in which they have closely participated. Moreover, follow up interviews with others

provided unique, feedback loops for focus group data and allowed for refinement of ideas as well as for new ones to emerge.

It is important to note that I was not looking for answers per se to particular questions about the phenomenon but rather for the findings from the discussions to help inform decision makers more fully about the extent of creative, alternative futures in business education. Focus groups are inherently qualitative because their purpose is to collect various opinions and ideas in a natural setting where people are “influencing and being influenced” much like in real life (Krueger, 2000 p. 12). The goal is not to seek consensus or validate a particular hypothesis or theory but rather to cultivate as many new and innovative ideas as possible (p. 11). The more diverse stakeholder viewpoints represented in the focus groups and one-on-one interviews, the more ideas will be generated.

Since I served as StoryTech facilitator, I began with a script to help stakeholders become comfortable and willing to share their own personal scenarios. I emphasized that there were no right scenarios and no rules in developing the future. StoryTech values each participant’s contributions, stories, and interpretations. Throughout the discussion I encouraged participants to add, amend, or change their responses as ideas developed through others’ contributions. After the discussion, written and verbal responses were transcribed and emergent themes coded. The combined responses and scenarios were analyzed. Subsequently, one-on-one interviews with other stakeholders allowed unique feedback loops to be realized that enhanced the StoryTech group sessions.

In-depth Interviews. I did focus groups and in-depth interviews as key methods for this case study. I pondered the idea of using qualitative and quantitative methods, or triangulation, to corroborate the findings and to enhance the validity of data, including quantitative surveys. However, while articulating the research questions, I concluded that the data sought were highly in-depth and articulate in nature, and therefore, the most appropriate method was deferential to these individual stakeholder perspectives. Hence, in-depth interviewing as “an art and science requiring skill, sensitivity, concentration, interpersonal understanding, insight, mental acuity, and discipline” (Patton, 1987, p. 108) was deemed the best additional method for this study.

I also took into account the position and level of the key stakeholders included in this study. Engaging high level executives, such as former CEOs or deans of specific colleges, in individual interviews is more appropriate given their time constraints and limited availability than participation in focus groups. Moreover, Patton (1987) suggests “conflicts may arise; power struggles may be played out; and status differences may become a factor” (p. 136). In-depth interviews with such stakeholders are likely to deliver more effective outcomes.

To keep the data collection straightforward and pure in form, the one-on-one interaction provided stakeholders the opportunity to be free with their thoughts, candid in their recollections, and honest with their present realities. Interviewing is a method that allows a researcher to access the perspectives, feelings, and thoughts of another person (Patton, 1980, p. 196). Patton (1987) identifies three approaches to collecting qualitative data through in-depth, open-ended interviews: (1) the informal conversational interview,

(2) the general interview guide approach, and (3) the standardized open-ended interview (p. 109).

For the purpose of this study, the most appropriate approach was the general interview guide, because it allowed stakeholders to respond openly to a clear and basic framework significant to the research questions while making optimum use of time. It also allowed additional probing on any given topic, while still assuring consistency of the interview topics for each person. Merriam (2001) describes this interview approach as a semi-structured one where “the interview is guided by a list of questions or issues to be explored” (p. 74). She explains this approach further by explaining “format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic” (p. 74). As explained earlier, the interview protocol was semi-structured, with questions that reflected content co-constructed from the StoryTech focus group sessions. A full guide of questions can be found in the appendices.

Participant Observation. Yin (2003), Merriam (2009), Feldman (2003), and Patton (1987) describe the importance of fieldwork, or participant observation, and the shared identity that becomes an important part of a researcher and participant relationship in a qualitative study. My observation as a participant is particularly relevant, according to Patton (1987), for several reasons. First, I understand the concept of internationalization and its evolution at business schools given the role as an international educator and the kinds of activities and interactions that take place between and among stakeholders. Patton (1987) contends “understanding context is essential to a holistic

perspective” (p. 73). Second, my observations have been inductive in nature, because I have not influenced stakeholder engagement in internationalization initiatives to date as they have emerged organically and in different forms.

Third, I was able to validate some of the findings as well as “see things that may routinely escape conscious awareness among stakeholders and their engagement in the business school’s initiatives” (Patton, 1987, p. 73). And lastly, I was able to include information about perspectives that stakeholders may not be aware of given their own outlook within the larger local, national, or global stakeholder community. “Unlike experimental designs in which validity and reliability are accounted for before the investigation, rigor in a qualitative research derives from the researcher’s presence, the nature of the interaction between the researcher and the participants, the triangulation of data, the interpretation of perceptions and rich, thick description” (Merriam, 2001, p. 151).

Research Process

Timeline and Stakeholder Selection. The focus group and interview data were collected between September and December 2009 in the Twin Cities and overseas in person or by phone in the case of national and other international stakeholders. Before contacting any of the stakeholders, permission to conduct the research was requested from and granted by the University of Minnesota’s Institutional Review Board (IRB Approval #0903E61142).

As stated in the introductory chapter, I chose multiple stakeholder groups that were consistent with the internal stakeholders at the University and the Carlson School

and external stakeholders in local (state), national (U.S.), and international contexts. There were a total of five stakeholder groups: (1) University Community -- Carlson School of Management and U of M; (2) Minnesota Community -- corporate partners, government/nonprofit; (3) Business Schools – peer business school colleagues; (4) U.S. International/Business Education Community – national/international associations; and (5) International Partner Institutions – global executive MBA partner institutions and other international institutions in which we exchange students for a semester at a time. (See <http://www.csom.umn.edu/internationalprograms> retrieved on September 25, 2008). See Figure 3: Business School Stakeholder Map -- as a visual of the stakeholder map I designed based on Bartell's 2003 culture-based university framework.



Within each defined stakeholder group, I took a purposive sampling of stakeholders by using the following criteria – (1.) keen interest in internationalization as indicated by stakeholder’s work or interactions with the U of M/Carlson School or other communities; (2.) awareness of or engagement with international initiatives either at the Carlson School and/or the University of Minnesota; and (3.) ability to bring a unique perspective based on the above.

Research procedures. First, two separate focus groups were identified, one made up of six Carlson students and staff and the other made up of six Carlson alumni and faculty. Separate focus groups were necessary to maintain small, informal groups that were facilitated by open communication and trust among already established groups. A pilot focus group was conducted in advance of these two groups in order to test the flow of the questioning route and to hone any definitions or questions in the context of internationalization. The focus groups were tape recorded and transcribed once stakeholder permission was confirmed in advance of each session.

I began the focus groups with an introduction to the concepts of internationalization and globalization respectively and sought a common understanding of them. I then facilitated the StoryTech process and asked relevant, future-oriented questions related to ideas regarding Carlson School’s internationalization strategies. Scenarios generated by these stakeholder groups, ranging from plausible and easily adaptable to improbable and requiring more investment or know-how, were incorporated into one-on-one in-depth interviews with stakeholders representing all defined stakeholder groups.

I gathered the data from these focus groups, analyzed and synthesized the information, and weaved innovative ideas into a semi-structured format of open-ended questions that were administered to additional stakeholders during in-depth one-on-one interviews. I solicited reactions to future scenarios that emerged from the focus group sessions. I conducted twenty interviews with multiple stakeholders from the defined stakeholder groups identified earlier in this chapter.

As consistencies and conflicts emerge among stakeholder focus group participants and one-on-one interviewees, the contributions of the process will include how to identify, sort, and utilize stakeholder responses in meaningful ways. Emergence of new and innovative ideas is the goal of this technique, not consensus among stakeholders as may historically be the case. Such a framework and process will help business school leaders develop more future-focused and innovative sets of initiatives and strategies which will inform future decisions in more effective and meaningful ways.

As explained earlier in this chapter, I deliberately chose stakeholders for focus groups and in-depth interviews based on key criteria, including knowledge of, and interest in internationalization initiatives at the Carlson School. Given my role at the business school, contact information was available for potential participants. I sought assistance from the associate dean of Carlson School's International Programs to send out the request for participation in focus groups and one-on-one interviews. See appendices for letters and e-mails that were sent to request participation of the stakeholders in this study.

Process for Questioning. I conducted twenty in-depth interviews using a semi-structured format with open ended questions. Each interview lasted from one to two hours. I carefully guided stakeholders through a distinct process of questioning beginning with their reactions to the definitions of internationalization and whether these definitions fit with their perspectives or whether additional definitions should be considered. I then transitioned the discussion to more specific information and questioning surrounding the Carlson School's existing internationalization initiatives, their knowledge of them and possible engagement in certain activities. After coming to a certain understanding about general definitions and the specific business school context of the Carlson School, I asked them about what their contributions have been or could be. I then facilitated a slightly shorter version of a StoryTech process and asked them to envision the future context in 10 years. Subsequently, the researcher shared critical future scenarios generated from the stakeholder focus groups and asked them to react to their plausibility and how their engagement may support or deny such a future to be realized. For a full set of the questioning route and its alignment to the research questions, please see the appendices.

Data Analysis

After completing each of the focus groups and interviews, I immediately took note of initial overall impressions, key phrases and themes, turning points in the conversation, as well as information about the setting, the rapport, and other critical observations. "It is a time of quality control to guarantee that the data obtained will be useful, reliable, and valid" (Patton, 1980, p. 251). Merriam (2001) argues that the "right

way to analyze data in a qualitative study is to do it simultaneously with data collection” (p. 162). This “rudimentary analysis” (p. 162) of the raw data, as I proceeded with each focus group and interview, helped me to stay focused and to remain engaged and critical, as opposed to just being a recorder throughout the questioning process. It is most important to learn what stakeholders think and feel and what they have done. These rich, illustrative quotations are critical for the data collection (Patton, 1980). If I did not proceed step-by-step with a prescribed strategy, I would have had to wait until completing all of the interviews and the data would have been overwhelming in length, repetitious in content, and perhaps lacking any uniqueness in response. After each interview, I assigned each stakeholder, including those in focus groups, with a pseudonym along with their gender and employment information to keep records organized and to maintain the integrity of anonymity for each individual.

Patton (1987) defines analysis as a “process of bringing order to the data, organizing what is there into patterns, categories, and basic descriptive units” (p. 144). This entails transcriptions of all the interviews, observations, and any significant information from the literature, including additional resources or information brought forward by the stakeholders. Yin (2003) calls this organization of material the case study database (p. 94).

Prior to the interviewing, I wrote down certain categories, some derived from the literature and others from experiences that may have emerged as they related to the development of the research study and its questions. Fetterman (1998) posits “in order to mitigate the negative effects of bias, the ethnographer must first make specific biases

explicit” (p. 1). This helped me clearly separate my own assumptions from the categories that emerged from the stakeholders’ interviews. From there, I coded specific ideas (impressions, reactions, knowledge) that emerged and characterized them under the broader categories that were identified. This analysis was inductive in nature in that the categories and themes emerged from the data rather than determining them before collection and analysis (Patton, 1987). The transcribed data from the interviews were analyzed one by one by me. I was able to code the data by themes. From this process, certain thematic categories emerged and became the outline for the findings chapter.

Limitations of the Study

Since the subject of this research study is the Carlson School of Management and its stakeholder community, the results are limited to that experience, or case, alone and will be difficult to generalize to a broader population. Yin (2003) defends “that case studies, like experiments, are generalizable to theoretical propositions and not to populations or universes” (p. 10). Given my familiarity with the stakeholders in the groups and the method of one-on-one interviewing, there may be personal biases in constructing the interview questions although specific guidelines of key questions were devised and adhered to as they related to data in response to each of the research questions. In the next chapter, I detail the findings of this process.

CHAPTER 4: FINDINGS

This chapter presents the findings from focus group and one-on-one interviews in response to the three research questions. The chapter begins by presenting stakeholder responses to the question about how they define internationalization. This introduction to the interview protocol gathered data about the viewpoints of internationalization while serving a purpose to begin the focus groups and interviews in a relaxed, informal way.

The remainder of the chapter consists of three sections. The first section summarizes participant responses by theme to the first research question – What do stakeholders envision as the critical factors that would lead business schools to be innovative regarding internationalization? The second section summarizes participant responses by theme to the second research question – What do multiple stakeholders consider as their contributions in shaping potential futures for internationalization strategies of business schools? The third section summarizes responses by theme from participants to the third research question – How can business schools engage stakeholders in a continuous process that fosters potential futures and innovative applications for internationalization strategies? Specific themes were determined by frequency of response by multiple stakeholders, unique contributions by stakeholder perspectives, and data that support and challenges research in the field.

Definition of Internationalization: Setting the Foundation

The purpose of this study is to examine how stakeholders, internal and external to the Carlson School of Management at the University of Minnesota, envision their contributions in shaping internationalization strategies and how business schools should

engage them in more effective, future-oriented ways. Given the purpose and its focus on internationalization, I began conversations by asking stakeholders to define internationalization and to react to a definition developed by Jane Knight, a prominent international education scholar, to establish a foundation of understanding about the concept.

Early in the questioning process with focus group and interview participants, I learned about many definitions, perceptions, and misunderstandings about the term itself. Some did not feel it even applied and sought to use another term while others defined it in myriad ways. The introductory question proved to be complex, albeit confusing, indicating the significance of the conversation with stakeholders as a starting point.

One professional from a U.S. national organization who recently conducted a survey related to the global context of management education summed it up as “(We) begin with the definition of internationalization because stakeholders will bring varying viewpoints within their own organizations and among them. It is important for internationalization to be focused and defined in order to maximize its understanding, effects, and benefits to the organization”(CI p. 1). The following themes and ideas emerged from this questioning and provide insights by stakeholders of the Carlson School of Management and its community to internationalization.

Viewpoints of Internationalization in Relation to Other Key Concepts

Of the thirty two focus group and interview participants, several had either never heard of the concept or had not heard it expressed as internationalization. Some struggled with whether it was the same or different from other concepts such as

international education, globalization, and transnationalism. Very few participants responded immediately and those who did admitted that they reviewed the research questions carefully in advance in order to prepare themselves to respond.

One University of Minnesota academic from the education field familiar with internationalization sees it as a process of change. He explained, “I draw the distinction between what ‘international education’ is and what ‘internationalization’ is. So, international education is basically what people say they are doing right now. So, that is defined usually in terms of we have so many foreign students, and the assumption is that this is the ambiance that they provide. And we have so many linkages, and people focus on projects basically. Internationalization to me is essentially a process of change, of reform, and I think that what kind of a reform this will be depends on what kind of a mindset you have about what international education means” (PE, p. 1).

While a Carlson School of Management academic faculty member referenced the international management literature and positioned several related concepts in the context of where we get our ideas from – “Are your ideas all homegrown, or are they coming to you...are you open to ideas from other parts of the world?” (ADF, p. 3). She talked about internationalization and “international” as something, such as knowledge, that is being taken from one country or nation to another. Moreover, “globalization” was used and defined as a centralized viewpoint in which there is “one answer to the world’s problems” (p. 3) or that your ideas are the ones that people should follow. Then the idea of “transnational” was introduced as “both global and local, that it takes the best from the local and it takes the best from the global and it tries to sort of spread its centers of

excellence worldwide... you can get ideas from different places, but at the end of the day, you have to be able to replicate them, and standardize them...but you may be able to do it in many different places. So, it's kind of a dispersed global if you will" (ADF, p. 4). And when we think about international versus global, versus transnational, it's really from where do the ideas that shape this institution come. And in the context of international education, this academic felt it was a good way to think about "what ideas shape the way education is being thought about or delivered, and then where the dissemination piece comes, where are the ideas being disseminated, or from where are they being disseminated? How much do we allow the world to shape what we do and how much do we shape what the world thinks and does? I think that's one way to think about it" (ADF, p. 4).

A U.S. national business organization professional validated these explanations but also added the emphasis that internationalization requires some kind of a change or action, "...between internationalization, which may allow for more cross border differences, and globalization, which may imply more similarities across borders, or a product or an approach that can be more universally applied. With internationalization, it has a little bit more of an implication that there may be a need for adaptations across borders" (CI, p. 1).

And finally, a non-profit professional summed up internationalization in a more local context by explaining that people do not see the world as nation-to-nation anymore, the word "global" is more appropriate because "everybody has a stake" especially

Minnesotans who inherently want to give back as it is part of the culture of our community (MI, pp. 1-2).

Culture -- Understanding Others and Ourselves

When participants defined internationalization, many spoke immediately about the importance of understanding other cultures and the need for U.S. businesspeople to have genuine interest in these cultures and to show some humility. One Twin Cities business professional identified “missed opportunities by U.S. businesses by applying the American model somewhere else and trying to jam it in there...” whereas “U.S. business people and U.S. business students would be much better served by having an element of humility and trying to understand local cultures a bit better” (VC, p. 1).

He continued, similarly to the non-profit professional, by explaining it in a more personal, local context: “You’ve got to lean into the wind in the Midwest to try to give the students here a perspective of what the world is like. And I mean, if you’re in New York, or you’re in California, I mean, you are bombarded every day with an enormous amount of interaction with the world, and so it seems to me that what we’re trying to do here is expose the students to everything that they might be...to give them a perspective... exposure and interaction...and there’s a business community here that thrives on internationalization/globalization and my philosophy’s always been that for the Carlson School to do things in isolation sitting here on the campus is the dumbest thing we could ever do. The real life lab is right there, and so I mean, it’s got to be baked in the cake” (VC, p. 1).

Still another, an alumnus living overseas, took this idea of looking outward and beyond ourselves and learning from others, by explaining that, "...to me it would mean stepping out of our centric view, whatever that may be, local, university, state, country, region, and looking, literally, across the world that where we have impact, where we can do work, where we can develop relationships, and understanding that we have to do that, given how the world's opened up to technology and the internet...stepping outside of that centric view, looking at everything from culture to business practices, to people, to processes that are different from how we do it, and to say how can we be successful in those other places?" (CS, p. 13).

Another stakeholder at the University of Minnesota posited that we have a tendency to look outward when we also must look inward because "...it's a two way street" and the international students and faculty that work closely in U.S. business schools are right here. These cultural opportunities that present themselves help us understand our own viewpoints while challenging us to compare and develop other perspectives(JFR, p. 3). And as the Carlson School faculty member suggests "competition is not just about competition overseas, it's also about being competitive here" (ADF, p. 1).

A business school stakeholder in China explained that the term "internationalization" and "modernization" are the same word in Chinese (SL, p. 9). And she provided a unique perspective by noting that the international strategy "feels" a part of the whole Carlson strategy. Her impression is that it is not just talk but also action which, as she explains, is especially important in a Chinese context (SL, p. 2). She went

on to say that the alignment of business school strategies among collaborators is important, “vision first, tactical second, people as well” (p. 2). And the paradox is the balance between maintaining local cultural identity and welcoming international or global identity. Or is the paradox that one gradually loses identity (SL, p. 8)? Whatever the debate, culture is a critical component of internationalization and the decisions made now will affect the whole globe – seven, eight generations out (RC, p. 1).

Active Participation in International Activities

Stakeholders also defined internationalization as types of engagement in activities that are internationally-oriented such as “something that we sort of proactively do to the curriculum or a person, or something” (JCIB, p. 1).

Others were much more descriptive about getting involved, “...I always say you can’t learn to swim sitting on the side of the pool, you’ve got to get in the water, you’ve got to suck up a couple of mouths full of water, got to figure out how to close your eyes. You can’t learn to ride a bike unless you get on it and crash a couple of times. So, it’s the same thing with international experience”(VC, p. 4).

We continued the conversation by talking about how international educators tend to focus on the importance of longer duration overseas and the “best” way for students to study abroad versus what is the best fit for students to get started or continue their development towards becoming more globally competent. A Twin Cities business professional emphatically stated, “Let’s face it, there’s a process that if you’ve never done it, you’re never going to get it, but you get on a plane with a passport and you get off after flying overnight, or all day, or a couple of days, and you’ve got to go through

customs, and somebody is actually going to look at this and say this, and then you've got to go do this, and then you've got to go do this. And in some respects it's kind of like jumping in the water, whether you like it or not, you're going to go through the process, and then you're going to feel what it's like coming back home" (VC, p. 5).

One U.S. business school professional has learned first-hand that business students participating in real challenges for corporations overseas as part of an experience, begin to understand that environments and nuances are very different and "...what they learn from that experience is how little they know. I mean, they're going to learn something about that particular activity, but what they're going to realize as well is that, we got to the client. We spent nine weeks getting this project together, but what we never realized was the institutions are so different in our country that my recommendation won't work. So, they're probably only coming up with recommendations that aren't that particularly useful for the client, but it's just going to really hit the students that wow, this is in a different environment; I can't just take what I learned in the U.S. classes and apply it abroad" (JCIB, p. 2). As a Carlson School alumnus and corporate leader explains, it adds credibility if a person's experience, builds their own confidence and motivation to want to do more while also providing networks and contacts. It also helps one get over the "fear factor of new places" (p. 3, ASH). And for a business school like the Carlson School to offer a real learning experience with a corporation in this environment is far less risk than trying it for the first time on the job (ASH, p. 11).

Active International Partnerships, Collaborations, and Relationships

Focus group one participants agreed that “it is not just about learning and education, there is a personal component to internationalization. The broadening and deepening of personal relationships and cultural experiences keep the learning vivid in our minds and in our hearts” (p. 2). A Korean business school faculty member immediately responded that it is the “quality, quantity of actions...the more interactions....” He went on to explain that in a Korean context, the government pushes for internationalization and provides financial resources to support it because they believe that the globalization of education will improve quality and therefore competition and the development of new understandings and new knowledge as a result (DK, p. 2). He also said that “it infers the knowledge, and it also infers the experience of people, and it not only strengthens their knowledge, it may change the way of thinking at a higher level” (DK, p. 1). A Chinese business school faculty member related their international programs office to a marriage office describing staff as “matchmakers” due to the emphasis on relationships and partnerships and the uncertainty of whether they will work or not (SL, p. 6).

Process of Adapting To and Experiencing a More Global World

“In the case of China, more faculty and students must continue to learn English if collaborations are going to continue to increase and integration becomes more the norm” (SL, p. 1). Global behavior and behavior practice define internationalization in the Chinese context. Moreover, schools are providing more opportunities to put students and faculty into situations where they must problem solve, in addition to the need to accept,

appreciate, and understand similarities and differences among cultures. No longer is it something to look on from faraway; you must participate” (SL, p. 1).

“Internationalization is a two-way street...reverse internationalization...business schools need to pay attention. My thinking has sort of evolved on this in the sense that the traditional definition of internationalization was always outward looking...how much are our students out there? How much are our faculty out there? How much are we out there educating students? But I think there’s an equally important dimension to how open are we to the influence, or to the reverse directionality? And I think it always is the case that you start out with this much more kind of outward view of internationalization, but at some point you have to start recognizing that internationalization is a two way street” (ADF, p. 1).

International Accreditation and Requests

English courses and development of learning outcomes for courses are the trends, and this can be expensive for business schools especially those where English is not the first language. They must catch up quickly and educate faculty, staff, and students. Also, the latest requests are what are the learning outcomes for courses? Chinese coursework is not created in this way. China, for example, does not have accreditation like U.S. and Europe. We (China) try to match our practice with other schools of quality and practice (SL, pp. 2-3).

International Participation

A Minnesota business professional explained that “...one of the reasons that (it’s) successful is it’s different than talking or teaching people about it, you have to immerse

them in the experience. That's what drives the change and mindset, and then the change in behavior. I mean, especially when it comes to global, or multicultural, cross-cultural skill and experience, there's nothing like it to open your eyes to be in that environment" (MD, p. 1).

In the literature review in chapter two, I employed Bolman and Deal's organizational frames to introduce the literature related to internationalization in a business school context. I created focus group and interview questions with cultural, human resource, political, structural, and knowledge and innovation frames in mind and then applied the same frames to explain and to organize stakeholder responses by theme to each of the research questions, most importantly research question one. The remainder of this chapter identifies responses to the following research questions.

Research Question 1: What do stakeholders envision as the critical factors that would lead business schools to be innovative regarding internationalization?

After discussing the definition of internationalization with each stakeholder and establishing a foundation of understanding about the concept, I guided them through a series of questions that lead to the critical factors that they envisioned business schools should employ to be innovative regarding internationalization strategies. The themes that emerged resonate with Bolman and Deal's organizational frames as described in Chapter 2 as well as knowledge and innovation frames which I added. The nature of the first research question focuses on factors of the organization itself (e.g. business schools), therefore organizational frames were an appropriate means to organize the themes that

organically emerged. The remaining pages identify emerging themes from focus groups and interview data for research questions two and three.

The Cultural Frame

Stakeholders made recommendations about individuals and the organization as critical factors that foster innovation regarding internationalization by business schools and their stakeholder communities.

Rethink and reframe. Be a leader and an organization open to change. Ask yourself what kind of a leader you are? What kind of an organization is your business school? And what kind of organization is your university in which your business school resides? Leaders approach change differently and change takes time in organizations. Looking to the future and having internationalization engrained as part of the culture of the organization will allow for new ideas to come in, go out and be integrated, contributing to the development of more innovative ideas. And it's the ability to be able to imagine these ideas in the first place (CI, p. 7). But in order to achieve this successfully, we must "re-acculturate and rethink" to continue to emphasize "international thinking" (SL, p. 3). It requires that we "get out of our current paradigm and think differently" (VC, p. 11).

A University of Minnesota stakeholder suggested that we deliberately expose students to different frames of reference while studying at the university. The outcome will not be immediate for students as it often takes time "and finally they come to the conclusion...I have really learned something that I did not realize. So, there's a recognition of that, too, because if you introduce new ideas, there is a set of conditions

that goes with it” (PE, p. 16). This stakeholder introduced a new field of inquiry called, Management of Knowledge, that suggests that “first you need to be aware of the fact that you are missing some knowledge, and so if you think that your knowledge is universal, then you don’t necessarily feel it, so you need to start with that point. Secondly you need to know where the knowledge is that you are missing, and thirdly you need to develop a strategy of getting it. So the strategy could well be when students go abroad” (PE, p. 16). Other stakeholders commented informally and pointed out that all stakeholders, not just students, need to be aware of and understand different frames of reference to become more engaged in the development of emerging ideas.

Another University of Minnesota stakeholder explained, “...if we can’t figure out how to get the five cultures of the campus to interact, then we have no business going abroad. And if we can’t figure out how to let every school have its own identity and culture, and still do things, then we have no business claiming we can do it with other countries. And so I think that’s what I like about the people in these fields is that everyone’s willing to be like, ‘Well, that’s the way you think, but we can still do it, but I’m not necessarily adopting what you say.’ We can all agree on the strategy and then we have our own individual tactics” (MM, p. 31).

Building trust and new relationships. “If you go into a relationship with an open mind, less judgmental and acceptance of difference, you will be successful -- and in particular with relationships in which you face difference...I accept difference as an opportunity, not as an obstacle that I can’t overcome. I see it as an opportunity to learn” (KW, p. 20). “How you think, how you solve the problem...how you relate” are most

important (DK, p. 5). Information technology overload often occurs which puts more emphasis on relationships, particularly direct face-to-face relationships...even more important as we change and deepen trust (VC, p. 12).

Address ethnocentrism. Stakeholders from the U.S., China, and Korea all expressed the importance of being aware of one's own cultures, individually and organizationally, and its impact on how one thinks and why one thinks the way one does. All were concerned about the barriers one's own culture has on one's ability to create new ideas and function effectively internationally. A Korean business school faculty member expressed that "by acknowledging our own upbringing, our own experiences not only as positive opportunities but also as potential barriers, blinders to our seeing a future we may not recognize..." (DK, p. 14). He continued by saying "...this is what my concern is these days, people think, predict, people see, even listen, feel through their experience. So, it's like hypnosis, you predict, assume that you're in the future, but everything is based on your experience, and everything you have, so it can be biased... that's one of the combinations of simulation and intuition. I think it's good. But the problem is old ways...humans sometimes think what they want, the way they want" (DK, p. 14).

One example to illustrate this concern was made by a business school faculty member who explained that the "dangwei" in a Chinese context refers to the organization you work for, which many years ago had even deeper meaning because it was working primarily for state owned organizations. People gradually develop a "dangwei" mindset which some managers think is harmful or limiting for people who work for multinational

companies in China or elsewhere. “Cultural shifts vary and require different time” (SL, p. 8).

And a U.S. business professional said “Americans tend to think they got all the answers...For 100 years, 75 years, we’ve led the world in literally almost everything, in fact this is one of the highlights that needs to come to the students here is a recognition that the next 75 years are not going to be the last 75 years, and the role that we play in the world is going to be very different” (VC, p. 4). The rest of the world has done their homework about us, so now “we need to extend ourselves more...huge opportunities are ahead” (VC, p. 8).

A U.S. business professional and adjunct faculty member overseas commented that, “Yes, and when business students, when they think about so many of the diagrams that we put up in business schools, and within the companies, even this stakeholder model that’s put up, where they talk about the corporation and its many stakeholders, it’s the employees, suppliers, investors, NGO’s, society at large. These views are oftentimes smack in the middle of those diagrams; every single one is the corporation, the business, and I think that that is... I don’t agree with that because I think it propagates the notion that business is at the center of all. And we aren’t encouraging enough, oftentimes, with our students and especially when we’re out in the business world, of just trying to understand what is the role of business in society, and what’s society’s role in business?” (CS, p. 11).

Foster an environment where internationalization is valued. A U.S. national organization suggested a simple change in the verbiage of certain standards, or just

generally with the expectations of business schools, in terms of wanting to see trends to support further internationalization of the curriculum and partnerships and exchanges with other business schools around the world, although accreditation should not be the primary reason for schools to want to build upon these initiatives. It should be a “byproduct of being a great school, and a high quality institution where continuous improvement is valued” (CI, p. 7). Some examples that were discussed include recruiting students from all over the world and having a more diverse student population, being able to bring more international faculty perspectives to research which ultimately deepens internationalization...“and that would be...very rewarding to be able to have that affiliation and association with some of these really global players” (CI, p. 7).

Having internationalization engrained in the organizational culture of the business school is critical. A Carlson School faculty member began thinking out loud and asked “What do multinational companies like to see in people who are joining them, what kind of exposure to the world should students have? Should they have language skills? And how do students see the future evolving for them? Are there particular areas of the world they’d like us to focus on?” (ADF, p. 15). A U.S. business school organization professional asked whether corporate leaders themselves are globalizing and do they look to business schools as being able to provide talent across the organization? Or do they see business schools as only providing talent to a branch that is in the same country or region? (CI, p. 6).

This comment suggests an opportunity to adopt a Korean model in which they have ongoing meetings with business school leaders and CEOs who are leading their

societies so they have good ideas about the future (p. 12). Another way to foster an environment that values internationalization is to create "...partnerships where you bring in people from Y company to talk and help students and faculty apply what they're learning to real world experiences and applications" (MD, p. 4).

Acknowledge differences and strengths of future generations. A corporate stakeholder expressed frustration with a vendor who described attitudes of the new generation, the millennials, as wanting promotions quickly and not remaining loyal to a particular company if a better offer emerges elsewhere. This particular stakeholder, albeit a parent of a millennial, prefers to think of these new generations as likely "the most global, the best educated, especially the students (we are) recruiting, the most technologically savvy and the most adaptable generation that we've had...And the most diverse and really respectful of differences, compared to any other generation..."(MD, pp. 9-10). She suggests we build upon their strengths and through mutual accommodations; we need to change" (MD, p. 10). Her colleagues had not thought of the approach that they should seek training, and they are reframing approaches to empower and build interdependence in a way that is intergenerational.

As a U.S. organization professional noted, "...be aware of value across generations and the awareness... just to enable students to graduate with the knowledge that they'll enter a workforce where they are the youngest generation in their companies, and to understand that there might be differences in how that's valued across generations, or how it's perceived across generations, to be able to deal with that and to be persuasive

and convincing about the need to incorporate more international perspectives into our companies, strategic planning, or processes. (CI, p. 17).

Emphasize critical and comparative thinking. Business school faculty and staff members shared stories about incorporating specific course features that require students to interview individuals, to conduct focus groups, or to write journals and then to compare and contrast what they learned with others. Concepts of learning by doing, learning by interacting, learning by discussing are all part of action learning components as part of an international experience.

A faculty member from an education context explained it as, “You learn by learning in relationship to another kind of learning...that’s where the learning with foreign students could come in, both for study abroad, for example, and for academic learning, too” (PE, p.8). A U.S. business school professional, who himself participated in a consulting experience overseas as part of his business program, builds on this idea of learning from his perspective, “...because you can teach somebody a skill and that skill becomes outdated ... but if you teach somebody just how to communicate and how to think. I think the important thing is that people going on these international experiences are thoughtful about it, and don’t just ride the wave and kind of float through it. But are prompted, somehow, to seek self understanding, and to seek self understanding, what they’ve learned, how they’ve learned, how this experience has changed them; then they’ll be able to articulate that and that adaptability, and that fluency of culture to any new culture that they go to...”(RC, p. 14).

Another stakeholder emphasized that business schools need to deliver functional knowledge in a different way because of the ability for students to obtain knowledge immediately by “googling” the information. International experiences consisting of deliberate and creative program design elements can provide opportunities for students to begin to think more creatively, critically and comparatively (CM, p. 11). “In some sense, if you think about international intelligence, rather than cultural intelligence, it’s really both about understanding different countries, but then being able to integrate that knowledge in some way, and how do we do both of those things?” (ADF, p. 2).

Redefine business as a social good. Nearly all of the stakeholders in Minnesota commented on the significance of the Carlson School being a part of the University of Minnesota, a land grant institution with a strong mission for the greater public good. Minnesota, in particular, has a history of special philanthropic leadership by key Minnesota families with core values as a part of its history. According to a local non-profit professional, “Minnesotans feel more empowered about making a difference and saying, I don’t accept that” (MI, pp. 4-5, RC, p. 9). For example, Carlson undergraduate students have developed small businesses such as “Pay It Forward” spring break alternatives whose purpose is focused on service learning and helping the public good. And the overarching ideas of the environment, ethics, and the enhancement of the improvement of the public good could link more directly to the mission of business schools in the future (CM, p. 13).

Innovation would be taking internationalization to the next level -- “for a school to distinguish itself not just by doing something, but by doing something meaningful.”

(CI, p. 10). “Yeah, the common good. And to really encourage a world centered view as opposed to a human centered view, world view as opposed to the myopic profit center view. I think it needs to be a very important component” (CS, p. 3). At a broader level, an increase in the pace of development of management education in emerging markets in Africa and in other developing countries due to the efforts by more established business schools and more developed economies to work in those areas that, through the collaborations that those more established schools have with schools that may be less established, are able to enable faster paced development of management education there (CI, p. 10).

Maximize learning by unique program design and experiences. A Minnesota corporate professional emphasized the importance of program design particularly for her own employees. As we discussed various program models and duration (i.e. semester and short term programs abroad) related to the readiness of our students to participate, she said, “...I’m really happy to hear you say that about duration because expat assignments, full expat assignments are hugely expensive, but sending these five people to India for four months, and they’re absolutely immersed, and the way the experience is designed, it will be more impactful than a two year expat assignment in Togo....because it is all about the design and the experiences (MD, p. 15).

Encourage reflexivity of business students. Non-profit and corporate stakeholders both indicated that students, as well as faculty and all stakeholders, need to take time to reflect on new ideas. In a U.S. context, we want to decide too quickly because of the pressures of deadlines and time. We must allow for the incubation of ideas, such as the

intended value of sabbaticals (MI, p. 12). Stakeholders suggested the kind of environment where business students are exercising connected thinking left and right and how they can create value for society (CS, p. 8). Moreover, the Carlson School is seen as “a best practice institute for teaching” (p. 11) and research is conducted on how we teach practitioners to be “reflective future practitioners” (p. 11).

The Human Resource Frame

Stakeholders make recommendations about people – faculty, students, staff, corporate leaders, government leaders – as critical factors that foster innovation regarding internationalization.

Ensure visionary, innovative leadership. Leaders with vision must be able to create beyond tactical strategies (JW, MI, ASH) and have multiple perspectives about the world. A Minnesota business professional acknowledged the importance of such experience by sharing that, “it seems like an unwritten rule that you should have an international experience in order to be ...in the leadership team” (LGM, p. 1). At the business school, a Carlson School faculty member suggested that we choose “champion faculty” (ADF, p. 8) from various specializations in order to move innovation and vision forward for the expansion of internationalization strategies.

Consider changing roles of faculty, students, staff, corporate leaders, and others. Faculty are very important and their ongoing development in international endeavors is especially critical. “Identify champion faculty” (ADF, p. 5) who want to respond and support the internationalization strategy. “One barrier is that it is hard for assistant professors to do international research as it takes a lot of time and typically time frame

for publishing is quick. Consider incentives for them” (p. 5). “The faculty who have gone abroad are “bitten” and want to do more, similarly so do our students and staff” (ADF, p. 8). Consider rotational options for faculty to participate in faculty-led programs to expand the breadth of experience and mentor others (ADF, p. 8). “Time is an issue not money” although Skype and other technologies continue to make it easier (ADF, p. 10). “Consider building in additional credence for international engagement – timing of ratings coming in is tough sometimes – consider “inloading” international experiences for credit as faculty numbers grow (p.10). These comments are specific to the organizational structures, rules, and processes in a business school.

“At the core are strong faculty members who are leading discussions in the classrooms, and where faculty members are partners in learning throughout this whole thing, where we’re getting away from lecture formats where we bring in the practitioners, and with the students who are from all across the university” (CS, p. 8). Faculty almost become “coaches in the learning process” (CM, p. 14).

Create engagement. Stakeholders had varying viewpoints about how to create engagement, supporting the notion that an array of strategies is needed to maximize contributions. A Carlson School faculty member asked, “How are we engaging the world? Where are we? How are we letting the world influence education here?” (ADF, p. 5). A University of Minnesota staff member was more philosophical suggesting we are “...building upon the pathway of engagement along the way...”(JW, p. 8), while a Minnesota state representative echoed that a continuous process, such as an actively engaged advisory board, is more worthwhile than a program or event (TP, p. 4).

A U.S. business school professional emphasized the significance of international engagement experiences to build one's confidence just as the key to a school's excellence in reputation is the achievement of its graduates. He went on to say that, "...it makes me long for a time when I was less realistic and more like I could do anything" (RC, p. 8). We discussed how even now he could contribute to internationalization in a number of ways at the business school. One Minnesota business professional described the critical importance of engagement as value of "the words and actions of businesspeople that produce real credibility" (VC, p. 10). He contends that reputation is based on what's in the minds of one's business community. In a Korean context, a business school faculty member explained how the Korean government financially supports them to create new collaborations with corporate CEOs – especially related to curriculum and the community. This is a practice that is done by Korean business schools (DK, p. 11).

Continue to develop a community... "that is open, tolerant, and welcoming to immigrants, innovative people, entrepreneurs..." (MI, p. 6). Community partnerships are critical for mutual development and benefits. Business schools must choose partners strategically (VC, p. 13). A Carlson School faculty explained that, "...to enter a new market, that's easy, to really develop it, become one of the best recognized players there, to exploit that market to the hilt requires a whole other level of investment" (ADF, p. 12).

Building Trust and Relationship. "If you go into a relationship with an open mind, less judgmental and acceptance of difference, you will be successful – and in particular with a relationship where you face difference...I accept difference as an opportunity not as an obstacle that I can't overcome. I see it as an opportunity to learn" (TW, p. 20).

Measures then must change. “How you think, how you solve the problem...how you relate” (DK, p. 5).

The Structural Frame

Stakeholders make recommendations about process and programs as critical factors that would lead business schools to be innovative regarding internationalization.

Discuss and create distinct internationalization goals and outcomes related to innovation and the future. A U.S. business school organization professional talked about the work they have been doing in the field: “The first was to accelerate adoption of an innovation of active mechanisms that support the globalization of business education. Second, it was to enhance awareness of effective collaboration opportunities between business schools. Third, to elevate the achievement of business schools in producing graduates who are capable of succeeding in and adapting within a global business environment. So, a lot of what I’ve been working on over the past year has been to pull together information for the taskforce to enable them to achieve those outcomes through the report, and obviously remains to be seen if those actually happen” (CI, p. 5).

Consider and look to other business models. A U.S. business professional asked about why we do not look at Western European business school models as well as broader educational systems especially given the rising costs of tuition and economic difficulties in the U.S. In Europe, education is paid for by the state (VC, p. 4).

Acknowledge shared goals, challenges, and complementary resources. Excellence in internationalization strategies is not just executed by business schools as one Minnesota government professional noted that few trade offices in the country also

have an active education program to assist small and mid-size companies (TP, p. 11).

This discussion helped us understand where our shared goals and challenges are and how we might further complement state resources.

A Minnesota corporate professional who works internationally stated, “We’re facing the lack of talent that truly has a global mindset and deep multicultural skills. We’re a Minnesota based company, people might have traveled, they might have done an expat assignment, but not enough, so we really are just lacking the skill and the expertise and that’s why we’re doing a ‘global leadership’ program. So, the question was, what shared challenges do we have...?” (MD, p. 5). Moreover, we found common ground in our discussion as this professional said, “That’s why I love what you said about corporate responsibility, and doing something service related, and that’s what we try to do in the ‘global leader’ program. I make sure they get with people, get with the people, we got to get them here, because otherwise it becomes an academic, or another business trip, where I sat in a conference room, other than sat here, I sat in it in Sao Paulo” (MD, p. 15).

Create flexibility and adaptability in the curriculum. Many stakeholders acknowledged the importance of a curriculum with core courses and consistency of learning while others believe that it should not be so rigid. Business schools should “allow personal knowledge and portfolios that are driven by students” (CM, p. 15).

Moreover, another stakeholder commented on how business schools should be willing to expand collaborations to other schools and disciplines such as engineering and language institutes (CI, p. 8). A U.S. business school faculty member commented on how faculty members and business school leaders need to “assume away constraints,” that way “we

might find a creative way in. For example, a challenge with language learning for business students is fitting it into the curriculum. We should think of language on its own – is it important rather than people thinking three steps ahead and saying it won't work because we want them to understand exchange rates. One way to remedy it is to include it in the liberal education requirements vs. replacing accounting. (JCIB, p. 16)

Caution: Use of too much technology. The majority of stakeholders, including undergraduate students in focus group one, cautioned that technology was relied upon too much, and stakeholders should beware especially using it for all communication (MI, p. 5; JW, p. 7). A Chinese business school professional indicated that it is isolating especially for cultures that rely heavily on relationships (SL, p. 3). Another emphasized “people-powered learning” (JW, p. 7) as more vibrant and action-oriented and the use of technology as simply a means to stay connected between interactions.

The Political Frame

Stakeholders make recommendations about perception and communications – the importance of positioning a business school's global identity, a brand identity, and ensuring this identity is communicated widely and appropriately throughout the business school and its stakeholder community – as critical factors that foster innovation regarding internationalization.

Create global identity and branding. Perception and a consistent and creative communications campaign are very important to position the global identity of a business school nationally and worldwide as a recognized, premier brand. An example that demonstrates this point was given by a Carlson School faculty member who mentioned

Thunderbird Graduate School of Management had "...built a strong 'international' brand and then dropped it and went backwards in ranking (ADF, p. 6). Business schools need to determine a niche and stay with it. A U.S. business stakeholder felt that business schools should continually update their vision, how they approach rankings or not, and then put money towards what it wants to be (TP, p. 6).

Develop communication strategies for, with, and by stakeholders. Stakeholders internal and external to the Carlson School of Management strongly emphasized that business schools need to do a better job of "getting the word out" and engage the network of alumni around the world in various industries (TP, p. 9). Several Minnesota stakeholders emphasized some key elements of "...getting the word out – land grant institution, ethics, social responsibility, sustainable environment" (MI, JW, CM). They talked about going back to the basics and making companies aware of programs and research and then have companies recruit them, "indoctrinate them into corporate training, send them to a country for rotation building upon the learning" (ASH, p. 10).

Competition and differentiation. International programs, international research, international collaborations are all a draw when recruiting students to the school and when students are recruited by corporations. This U.S. corporate professional explained that he chose the Carlson School of Management for two reasons: for the international program opportunities and for the vibrant multinational corporate presence in the Twin Cities where he knew he could find a job once he completed his program. He also used his participation in these international experiences to differentiate himself from his peers

because at the time not many students were studying abroad for a full semester as part of their full-time MBA program (ASH, p. 11).

Knowledge and Innovation Frames

Stakeholders make recommendations about new knowledge and imaginative, creative, adaptive systems as critical factors that would lead business schools to be innovative regarding internationalization.

Develop new knowledge. Come up with ways to transfer the knowledge more deliberately. A U.S. faculty member felt strongly that the “transfer of knowledge is really the key to this and you can probably get a small percentage of undergraduate students to begin developing a scale of producing new knowledge” and then distributing it (PE, p. 16). Comments by a Minnesota corporate professional validated this idea by sharing the new launch of its corporate university and that much of it will be online with technology to assist in sharing and developing new knowledge because “the only way you’re going to reach all of the corners of X corporation is that way; you can’t possibly deliver classroom training.” She also was surprised to learn “how little there is available in other languages” (MD, p. 5) because their businesses are spread out all over the world. A University of Minnesota professional suggested we create “living learning labs” emphasizing “a learning pipeline for students connecting secondary and higher education” (JW, p. 13). It’s like “picking up the learning curve”(ASH, p. 14).

Storytelling. A University of Minnesota professional emphasized the importance of “relational strategies rather than just transactional strategies”(JW, p. 11) as we look to the future. Several commented on how important telling one’s own story is, whether as

an individual or an organization. “So, that situational stuff is a moving target. But the foundational stuff, the core strengths,...I think the core strength of storytelling is important, and you do need to teach...well, I don’t know if you can teach storytelling, but I think that if somebody, no matter what their experience is, if somebody can articulate what their experience was, what they learned from it, and can apply what they learned to whatever situation they’re in, apply the core values, or the cultural understanding to whatever situation they’re in, then they’re going to be successful at selling themselves, and selling that story” (RC, p. 13).

A Minnesota state professional recommended that collectively we engage stakeholders to support what business schools’ vision, ranking, goals are and how we plan to get there. “This counters the Scandinavian mentality that does not like to brag and be low key. The Governor says ‘it’s a sad dog that doesn’t wag its own tail’ – as a state, as a University, as a business school – we need to tell the story that 19 Fortune 500 companies are here (TP, p. 6).

Establish international measures of accreditation. Several stakeholders commented on the Financial Times global ranking as just the beginning of acknowledging the importance of global collaborations, coursework, and research (CM, p. 19). A U.S. business school organization professional anticipates that the U.S. organization, AACSB, and the European organization, EFMD, will merge accreditation in the future. She notes that the trends are there with schools overseas getting triple accreditation (CM, p. 20).

Research Question 2: What do multiple stakeholders consider as their contributions in shaping potential futures for internationalization strategies of business schools?

Given the diversity of stakeholders' backgrounds as part of this broader stakeholder community, the ideas that emerged as contributions in shaping potential futures for internationalization strategies of business schools were both similar and different in some respects and tended to link directly to their professional positions.

The "Power of One." A University of Minnesota coined this term to emphasize the significance of every individual, stakeholder and otherwise, to create, imagine, and shape global futures. "...It takes one good person that makes it their passion to do so" (TP, p. 11).

Listening. Stakeholders conveyed that "listening" was an important thing to do as they learn more about what internationalization is, especially as they focus on what it means in relation to what's happening in their own organizations. It also fosters ideas from throughout an organization rather than top down as is typically the case in practice. "Coming off of our corporate campuses and really listening to various stakeholders about their impressions -- I promoted and I thought was fairly successful in bringing in more and more of our philanthropic partners to have discussions with our employees...just having conversations with one another as opposed to us formally communicating the corporation to an organization. It needs to be much more organic. It needs to be much more on people. We have gotten out of practice, as our corporations have gotten larger and they've had these security areas around them. We've gotten out of practice of just standard human, ongoing conversation, and then we lose our ability to listen, I think, a lot

of times. And truly listen without thinking, how do I shape this person's opinion of me?" (CS, p. 12). "...Bring in stakeholders to listen and learn, distill it, then add vision and process. Use an outside facilitator giving institutional leaders a chance to listen...listening helps us to better frame the issues" (MI, p. 8).

Mutual learning. Stakeholders talked about how their participation in the case study inspired them to want to engage in the development of internationalization strategies but they really didn't know where to begin. They commented on needing and wanting to educate themselves and others in their organizations. Some who are working in the international field whether in education or business talked about taking personal responsibility to learn more about internationalization and the field of discourse surrounding the concept. We discussed ideas such as a sharing of articles we come across or engaging in group assignments that include different parts of the world. We concluded that it sometimes requires individuals to seek out opportunities (ASH, pp. 5-7). Some stakeholders, especially those who are Carlson alumni, suggested volunteering their time to speak with students, to network, and to talk about their own international experiences. "Alumni don't always realize their role – or what they can do especially as they get further away from their experiences"(LGM, p. 1).

Maximizing collaborations/communications beyond one's own purposes – Stakeholders from various parts of the community provided important ways to maximize and share the connections each have for the greater good of the community especially regarding internationalization. A Minnesota state professional talked about how we could identify what is occurring across the business school, university, and state and then

fill in any gaps of knowledge or resources where we can (TP, p. 9). He also identified opportunities to work together on new types of programs such as live cases with small and medium size companies that don't have the money to hire outside consultants (TP, p. 12). A Chinese business school faculty member emphasized the importance of collaborating with faculty around the world, more deliberating and working toward minimizing constraints or even providing incentives. This is a new trend for Chinese faculty – financial rewards will go up if they are able to collaborate with two or three authors outside of China and publish (SL, p. 12).

Collecting data more strategically and effectively while contributing to metric development. “Contributing to and collecting empirical evidence along the way” (JW, p. 9) is something that this University of Minnesota professional commented that we each could be doing to contribute to the overall strategy as well as our individual purposes. More strategically, the University of Minnesota state professional introduced me to the National Trade Office (NTO) online resource which can customize information for individual needs (TP, p. 13). Continuing to introduce, advocate for, and use new technologies regardless of challenges is a future priority that all business schools need to plan for and accommodate.

Teach, guide, create, imagine – creating and infusing new knowledge. “...we need to teach students how to create and imagine now and into the future and with new media and tools. Consider working as one country such as the European Union block, the Asian block, the American block. Let's try to solve problems (together) not in class, outside the class, and let them experience” (DK, p. 5). Continuing to create and imagine

experiential teaching and learning opportunities is important to survive in the future environment – the strong will survive the weak will not (DK, p. 4). “Knowledge doesn’t matter” – anyone can get any information immediately. It is “how you think, how you solve the problem, how you relate that differentiates you. We have lots of MBA students, and we have MBA students in some special industries, like information technology. I use them to predict what’s going to be the future information technology...” (DK, p. 5).

Learning from stories and adding new ones – A University of Minnesota faculty member shared his views that “...people learn from stories more than anything else” (VC, p. 6). “I think the way to do that is to collect stories, we started out talking about that, and I call them critical incidents, and I think in my own teaching, I have been generally highly evaluated because of the fact that I use a lot of these examples. And the examples have to be carefully prepared, because they have to have some basic punch lines and basic concepts that you are conveying, not just an interesting story about people” (PE, p. 17).

Research Question 3: How can business schools engage stakeholders in a continuous process that fosters potential futures and innovative applications for internationalization strategies?

The last research question addresses stakeholder contributions in a continuous way depicting the deep commitment that is needed by stakeholders as part of the business school community to the innovative ideas and futures of internationalization. Key elements emerged throughout discussions with all stakeholders such as flexibility; continuous engagement (not just for engagement sake but doing it well with a tangible

need); input without a previous agenda; organic ideas, listening (a lot of it); cultivation of curiosity; honest listening; honest dialogue on tangible and important ideas; ideas that make a difference for the public good; engaging quality people (the “right” people) versus quantity of people and that doesn’t mean people who agree or not with us but people who are interesting, passionate about the topic, vested, interested, and eager. The remaining themes emerged multiple times and have data to support them.

Experiment deliberately and creatively -- “You have to ask yourself every 30 seconds to think outside of the box” (VC, p. 14). Corporate stakeholders talked about how important it is to share best practices and learn from one another which can be done across different industries. Minnesota, for example, has a well-connected corporate community but it could be better. The Carlson School could serve as a center point especially in the context of internationalization and developing future planning and learning related to it. We need to “pilot ideas – not just talking but doing!” (TW, p. 6). And remain committed to “engage in new ways” (CM, p. 15). And “it’s got to be fun, “fun business” (DK, p. 5).

Elements of the process. A U.S. business school stakeholder was very specific about the key elements needed for the process we discussed. She said business schools should identify some experts in the field, narrow discussions to key topics and frame the topics appropriately. She talked about minimizing constraints and maximizing the value of the discussion for stakeholders otherwise they will not stay engaged. Work towards something tangible and if possible, anchor it with potential staff and/or financial support to execute the ideas. It helps to have a universally well-respected person involved so

people (e.g. faculty) believe they can be honest and have an honest broker involved.

Having a trusted person be the lead to facilitate but also being able to facilitate compromise (because of politics) is useful. Sometimes an external mandate, such as a donor's challenge or grant requirement, also helps (JCIB, pp. 15-18).

Imagined Mechanisms. Stakeholders came up with specific mechanisms as preferred ways to engage them in a continuous process. Some of the ideas were

- Rank stakeholders by priority and then organize and engage them (ASH, p. 17).
- Make it by invitation only. The honor of participating as one of several stakeholders in this community will make a difference (TP, p. 20).
- Create a series of listening sessions, an environment where you'll be listened to then find the greatest commonality that meets what the business school wants to be or do (TP, p. 19).
- Identify "champions" along the way and ask questions such as how do you do business in India? Teach something and facilitate learning in order to capitalize on a win-win model/value to include business and culture and communications (ASH, p. 13).
- Asking for smaller, more regular commitments will keep people engaged (TW, p. 5).
- Develop an online networking platform with special interest groups, discussion forums, resource libraries, and something that will be accessible to anyone affiliated with a business school. That way communications are not channeled through a particular business school leader but it would enable more individuals at

the school to share not only with each other, but also for those ideas to emerge and be more visible (CI, p. 17).

- Focus groups by using the ease of technology to continue engagement (MI, p. 9).
- Create a series of gatherings with cutting edge topics that lead to “tangible innovations” (TW, pp. 9-10).
- Create a newsletter online that engages alumni groups. The newsletter could be divided into sections such as the top 10 international stories or topics to be discussed (ASH, p. 3).
- Create a time capsule with futures in it, seal it, and open it years later (off line conversation with JW).
- Create a kind of book club with a shared bibliography where people can read and discuss key readings about internationalization and innovation in the context of stakeholders’ organizations. It helps to identify a central person who can look out for such key items for the group (DM, p. 23)
- Use technology. “...we’re using a lot of technology, just like we have our own version of MySpace now, and Facebook, and we have something called Yammer... we’re doing all of that internally, and it’s not a social initiative, it is to share knowledge, build communities of practice...we’ve also got something called Innocentive, where people can post a problem and everybody can come in...and so we need some of those successes, and we start to publicize some of those...we have to work with managers to support that as a valuable activity. I

mean, there's a lot of issues, or challenges, I think, to drive change, like any change in an organization" (MD, p. 18).

- Connect – when international partners and visitors are coming in, can you actually bring them into our organizations and engage us in a certain way (ASH, pp. 7-8).
- Use technology to push information out to key stakeholders (TP, p. 13) – customize it according to individual needs like Amazon – you bought this or you looked this up so you might like this

Strengthen existing partnerships and intensify interdependence. Futures can be created or imagined more easily with established, deep relationships across stakeholders. Also, when these types of relationships exist, you can maximize the use of technology and its benefits by incorporating hybrid (face-to-face and technology options) communications (JCIB, p. 6). Moreover, informal interactions are critical in certain cultures such as Japan and China so this technique, relationship building, creates further synergies for the emergence of futures (JCIB, p. 11).

Consider -- how do you get people engaged or reengaged? A Minnesota business professional suggested that we engage a group of opinion leaders to talk about what we need 10+ years – “begin to change perceptions and create new ideas” (VC, p. 11). Another business professional said that “right now we're actually working on something called (Company A)Power, and we've had restructuring, we've had layoffs and there's been a lot of change. Now, how do you reengage people back into the mission? So, if I think about it, what I've learned about being here at (Company A), about those kinds of processes, I mean, purpose is really, really important for people; so somehow we have to

try to tap into the mission again, of the company, and get people to think why they're here, we're here for the mission... So, there's something about really appealing to people's core purpose, and what's important to them. And then if I think about it from a systems perspective, and we think about people, process, systems, culture, andyou think about the community and all your stakeholders...you don't need to go abroad to have global and cross cultural experiences, it's in our backyards, and so how do we tap into global resources that are already here? So looking at how do we build that critical mass? I'm back to the question, how do you engage them? I mean I think there are incentives – food, learning, experiences are huge, it's huge. (MD, p. 18).

Create data together by ongoing connections consistent with everyday work.

Being aware of what we know and don't know and then developing metrics, ROI (return on investment), together as we do in our regular daily work (ASH, p. 20). Create country profiles – best practices, scholarship development, what's important to the region – a list of specifics for each country/region where the Carlson School wants to be (ASH, p. 14). Create data for recruiting purposes – a mutual project to serve both purposes – creating a more strategic piece on international experiential measures that set our students above others (even other countries), corporate projects, experiential learning (ASH, p. 14). Work towards a measureable outcome in a finite amount of time that is in a fun, relaxed atmosphere (TL, p. 19). “Develop a “scorecard” – where are we relative to the top schools? Minnesotans need to tell their story despite being reluctant” (VC, p. 9). “Determine the mix of benefits – intangible benefits vs. financial benefits” (ADF, p. 14).

Desirable Futures

I facilitated two focus groups, as described in Chapter 3, and used the futuring tool, StoryTech, to guide the content of the questions and participants to imagine and create scenarios related to internationalization in the year 2019. See appendices for full interview protocol for focus groups and one-on-one interviews. Of the stakeholders in both groups – Carlson School undergraduate and graduate students, faculty, alumni, and staff – the students and staff had the least amount of difficulty expressing their desirable futures. Faculty, in particular, immediately began forecasting or predicting the future and talking about potential opportunities and barriers which negated the purpose of suspending all knowledge and judgment and simply imagining and creating.

One focus group participant said, “What I learned from the focus group was, wow, this was kind of...it was hard to think in this way, it’s hard to think 10 years ahead, but it was kind of a breath of fresh air to be able to kind of almost lose yourself in your own imagination which, as we get older and older, as adults, we tend to lose that once we have kids and we’re forced to do that type of thing...”.

Specific futures emerged which I infused into my interviews with individual stakeholders to get feedback, to discuss plausibility, or to assist in creating their own futures. Again, some were more willing and more capable to imagine and create these futures than others. A Korean business school faculty member said about the discussion, “Internationalization may help to unlearn, learn, and relearn” (DK, p. 14). And a Carlson School business school faculty member said we should, “revisit where (we) are to be sure strategic priorities are sound and future-focused” (ADF, p. 13).

Below are three desirable futures communicated by focus group participants. Of the three, the first one about tea in Japan was the one that resonated with most of the one-on-one interviewees. I have included comments from these interviewees when they heard this desirable future.

Desirable Future One Context: Development of new knowledge. A Carlson School undergraduate student explained, “Okay, it’s 2019, I have studied abroad. I have taught in Japan on the Japan Exchange and Teaching (JET) program, and I have learned...one of my main foci is that I’m interested in tea, and the world of tea and where it comes from. And I’d really like to come back and be a professor, and establish in some way, shape or form, what that environmental lifecycle is of that tea plant, because I’m really intrigued by it, where the materials come from, and that environmental imprint, and being able to educate students on the environmental impact of their actions. That being an international perspective, but in a much narrower viewpoint” (Focus Group 1).

Desirable Future One Reaction: A Minnesota business professional stated, “it’s like when the United States sneezes, the world catches a cold kind of thing. If we do something here, it could have an impact on tea wherever it may be” (MD, p. 11).

Desirable Future One Reaction: An overseas U.S. business professional and Carlson alumnus says, “The learning will not just be what’s the profit or bottom line? These are looking at their social and environmental dimensions that we’ll be teaching. We’ll be integrated and must be thought through, just as importantly as what the profitability of these endeavors will be. So, I see it where we’re no longer running a class where you’re kicking off just net present values of projects, and there’s a...where you can

quantify things. Sure you're quantifying them, but we're also always considering, okay, what are the environmental and social impacts of this? And putting those more in the front; so this tea thought is really interesting and I like that a lot. It's a different approach where business people will start...It's a different perspective that they'll take and look in a business, and I think we will teach students, and this is part of...We'll teach more critical reasoning, more holistic thinking, and through these different perspectives, students will have a deeper understanding, and through the deeper understanding, the students will also recognize and be better business people. And I think that that's something that we and other business schools will be doing (CS, p. 9).

Desirable Future Two Context: Interactions with international students and faculty. Another Carlson School undergraduate student said "International students are critical to our environment, and we have so many students and faculty here, and being able to be unique and team up with them in new and different ways, we don't do that very well right now, and we need to do a better job of that" (Focus Group 1).

Desirable Future Three Context: Interactions with women internationally. A Carlson School staff and alumna said she was a member of the Women MBA Association, and she was interested in the development of professional development for women all around the world. She would like to develop a small business that fosters exchanges in professional settings in more formalized ways versus in an MBA program or at a particular company (Focus Group 1).

Desirable Future Four Context: Social entrepreneurship. Create start ups here and abroad that involve the Twin Cities corporate community and affect social change - taking corporate social responsibility (CSR) to a new level (Focus Group 1).

Desirable Future Five Context: Faculty and alumni engagement: Continue to develop new knowledge with institutes around the world, e.g. India. Use new technologies such as simulations that beam in locations, e.g. Jaipur, India, or facilitate shared talks and ideas, or ability to smell, feel the environment for more direct connections of students and faculty with alumni and corporate professionals around the world (Focus Group 2).

Desirable Future Six Context: Connections around the world. Internationalization is seamless and we're on to the next level. In ten years the Carlson School has a much broader spread of alumni around the world. Our programs are smaller and more frequent. Students, faculty, and staff travel and connect with alumni and corporate partners in a certain region and have a much more familiar experience. They don't experience as much of the culture now but in ten years they are more involved in the culture. Then we teach them and show them how to take what they have learned and bring it back with them and building expectations among faculty that this is something (Focus Group 2).

Desirable Future Seven Context: Communicating stories. Students are able to tell their stories in unique and marketable ways so that new employers and others value what is being learned in multiple ways (Focus Group 1).

Desirable Future Eight Context: Futures Development. A Minnesota business professional says, “possibly having a think tank, an ongoing think tank in some way, shape or form that you could see the Carlson School also becoming, in that way, a center point, or a community that links the different international corporate businesses from the Twin Cities, so then it takes on a different role; then I have a personal interest as a corporate international person, to go to, or have, or work with the Carlson School in the many ways they want me to work with them, because that gives me a chance to meet an international person that works at Company A or works at Company B or whatever” (TW, p. 6).

Desirable Future Nine Context: Commitment to Internationalization by all. “...a code of ethics that relates to international things? So, the code of ethics could be, I swear to not be judgmental towards other cultures, and try to spread goodness, I don’t know, I’m making up stuff, but in essence to kind of prepare people and create an accountability of spreading what you’re trying to do as a school, what we’re trying to do as a corporation is internationalization, meaning acceptance of others and of difference as well. So, I’m wondering if you could kind of reuse that in the context of an international aspect?” (TW, p. 15)

Desirable Future Ten Context: What Not To Do. A couple of stakeholders preferred to respond by making suggestions about what not to do. Many of the ideas are mentioned throughout this chapter, but I wanted to incorporate this approach because it indicates a different perspective and positioning than others. An overseas U.S. business professional and Carlson alumnus suggests that we not be U.S. centric only and depend

solely on product lines built in a U.S. market and send them overseas. "...We build these big corporate campuses where we have dry cleaning services and whatnot on campus, you eat your lunch on campus, you don't engage at all with...we don't know any of our neighbors whatsoever, and that I think could encourage an environment where you're not used to listening to what people think about you, and when you're not used to listening, any time that you do some sort of stakeholder engagement exercise, you're actually going to put a lot of barriers around it because you're going to have to...it should just be an ongoing process" (CS, pp. 11-12).

Desirable Future Eleven Context: Learning environments. "...it's just like we're going deeper as well as broader, so you're in those countries, you're going to have an established relationship, you've got alumni there, you've got companies that are used to working with you, schools that are used to working with you. The whole idea, culture should just be a given, as opposed to now maybe we're not quite there yet. It should just be a given, and part of it is where we progress to, a part of it is just the state, we're deeper already, the current state of things. So, I think that's possible. I also think the open kind of learning environment, without boundaries, without walls, is really our future. I mean, we say that about our company, why should we have a headquarters in Minneapolis? I mean, why can't we have a Chief Operating Officer (COO) that's out of Japan, or Brazil or heaven knows where? And why are we just doing research and it's not just in the U.S. and Europe, but why don't we have a major research center, or we should have something in China or Japan. I mean in China or India there's a lot of challenges with it,

intellectual property laws, corruption, all of that stuff, but 10 years out, we should be there, and so I think that's achievable" (MD, p. 21).

"...They're inviting people into this wonderful, vibrant environment in here, to discuss. So, it's not seen as a, well, I'm very busy and I have to do this, but it's actually just a natural, it's just how we do things....which is an open, engaging, creative, dynamic, invigorating kind of environment ...and we're bringing in people from all different walks of life, bringing in people from all around the world who, when anybody's coming to Minneapolis for any sort of...a government leader or a business leader or whoever they might be, or maybe it's an author, they always come through Carlson, and come, and we have discussions that it's just...I don't even have to know what's going on, I don't even have to have an itinerary of events. I know that if I come to Carlson, even as a community member, I know something interesting and exciting is going to be happening...You free up your mind, and we have...and other people from across the university want to be coming here because of that very mind expanding and opening type of environment that we have..."(CS, pp. 17-19).

The next chapter will interpret the data and findings demonstrated here and determine the broader implications of this research and recommendations for continued research.

CHAPTER 5: CONCLUSIONS AND IMPLICATIONS

This chapter discusses the research findings and presents the conclusions of the study and its implications to the broader field of internationalization. The first section provides background about the concept of internationalization and a recommended approach to it. The remaining sections provide conclusions and recommendations in response to each of the research questions. I close with implications of this research to the field and recommendations for further research inquiry.

A Systems Approach to Internationalization

Internationalization is a multi-faceted, multi-dimensional and complex concept. As demonstrated in the case of the Carlson School of Management at the University of Minnesota, stakeholders from multiple groups have both similar and different perspectives about what internationalization is and their engagement in it. As business school leaders develop and expand internationalization strategies for teaching, learning, and research purposes, stakeholders from the broader community need to engage in and contribute to these strategies understand fully its definition and its potential for all in multiple environments. Moreover, stakeholders are able to inform others and assist in creating synergies among stakeholder groups in the community and to share in mutual benefits and outcomes of internationalization. As one stakeholder stated, “It’s complex ...and requires being put to debate, basically what it is....question it, to take into account the element of culture, which is very hard to understand and to teach, and to look into the future, which is also difficult...”(PE, p. 1).

A systems approach to internationalization in a business school context is the most effective approach given its complexities and its expansive nature across the entire organization operationally and across specializations (Mestenhauser, 2002) and business applications. Stakeholders throughout a business school community should work closely and in collaboration towards more meaningful and dynamic strategies. Most importantly, this systems approach must operate simultaneously in the present and for the future in concrete, tangible ways to realize mutual benefits to those in the entire system.

In the case of the Carlson School of Management at the University of Minnesota, as demonstrated by the findings in the last chapter, key themes and recommendations emerged from the stakeholder community by using StoryTech, a futuring tool, with focus groups and one-on-one interviews. This study at the Carlson School of Management is a first step in a continuous process of discussion, implementation, and futuring identified by recommended actions by stakeholders throughout the broader community network.

The key components regarding engagement of multiple stakeholders in internationalization and the development of an environment to foster futures by business schools are:

- define and identify key stakeholder groups and individuals in the immediate and extended business school community (e.g. as illustrated by the stakeholder map in chapter 3);
- foster critical factors for innovative ideas to emerge (e.g. as demonstrated by the list compiled by the Carlson School of Management stakeholders in chapter 4);

- determine stakeholder contributions in shaping the future of these innovative ideas; and
- develop a continuous, strategic process that incorporates all stakeholder groups and identifies futuring tools to foster the creation of innovative futures and applications that enhance and contribute to the business school or organization's broader strategic initiatives.

Research Question 1: What do stakeholders envision as the critical factors that would lead business schools to be innovative regarding internationalization?

Research question one addresses critical factors for business schools to consider as they lead innovation regarding internationalization. Stakeholders' detailed responses are described in the findings chapter and illustrate various perspectives and new ideas. The focus group and interview protocols allowed ideas to emerge suggesting a process of meta-learning, that is "...a process by which learners become aware of and increasingly in control of habits of perception, inquiry, learning, and growth that they have internalized..." (Mestenhauser, 2002, p. 170). The meta-learning process fostered stakeholders' ability to conceptualize and transfer tacit knowledge into explicit knowledge. More specifically, inquiry in this context seeks to create and infuse new knowledge from stakeholders throughout the Carlson School business community.

Stakeholder input in response to research question one suggests cognitive, relational, and transactional factors as categorized by multiple organizational frames (i.e. cultural, human resource, structural, political, knowledge, and innovation). Cognitive factors are illustrated by themes such as awareness and understanding of one's own

culture (ethnocentrism), comparative and critical thinking, significance of collaborations and connections, and motivation and interest by stakeholders to want to contribute to the betterment of the public good. These factors require cultural shifts in individual and organizational ways and require time for change.

The significance of the relational factors such as ensuring visionary and innovative leadership, acknowledging changing roles of faculty, staff, and others; developing a community that values internationalization, and building trust and new relationships emerged from U.S., Chinese, Korean, and French stakeholders. All cited collaborations and partnerships as critical to present and extended future innovations. Also, stakeholders were keenly aware of acknowledging the strengths and differences of future generations, especially as newer technologies will play an even greater role.

Transactional factors are specific strategies or mechanisms that actively engage stakeholders such as internationalizing curriculum, designing elements of education abroad programs, and creating internationalization goals and outcomes related to innovation and the future. International educators, those who are faculty as well as staff, are at the forefront of facilitating these strategies and ensuring engagement throughout the stakeholder community.

All factors consist of multiple interactions and means of implementation by an array of stakeholders. Given the complexities of internationalization itself, this is a challenge for business schools to execute in an organized and effective way. Many schools claim to have an internationalization strategy in place but few encompass all factors – cognitive, relational, and transactional – in a consistent and meaningful way. A

comprehensive strategy is needed to encompass these and other factors that may emerge at a business school-wide level, to engage stakeholders from throughout the community in consistent and meaningful ways in support of strategic initiatives, and to avoid multiple strategies or conflicting communications that might occur throughout a business school.

If we are to apply a systems approach and effectively encompass all of these factors in a more comprehensive and strategic way and ensure that it does not compete with but enhances and contributes to a business school's overall strategy, then a "meta-strategy" is recommended. A "meta-strategy" in the context of systems thinking maximizes the probability of success by the development and implementation of a strategic plan, and in this case, a global one

(<http://www.perceptiondynamics.info/strategic/meta/meta-strategies.html>, p. 1).

Business schools are a focal point for these interconnected stakeholders and operational systems as defined by the stakeholder communities of which they are a part. Probability of success is determined by relationships and tangible solutions that are focused but simple and adaptive. Therefore, a global meta-strategy could encompass all of the key factors – cognitive, relational, and transactional – and specific sub-factors that emerged from the case study of the Carlson School of Management. "Global" is the preferred term to use in a business school context because of its alignment with globalization and global operations by corporations. Stakeholders in this case study consistently described the concepts of "being international" and "internationalization" more narrowly while global was perceived as more cosmopolitan and fits better with all

stakeholders rather than a subset of stakeholders such as students, faculty, and staff at the business school.

A global meta-strategy, therefore, is depicted as more than a leadership program, a curricular strategy, or an education abroad strategy. A global meta-strategy includes all efforts that enhance and contribute to a business school or an organization's strategic initiatives. A critical part of the systems approach is to create a strategy where leaders are aware of "the perceptions, inquiry, learning, and growth that they have internalized" and the interconnected nature of the cognitive, relational, and transactional factors as part of the global relationships and partnerships necessary for internationalization. The success of a global meta-strategy and its execution is determined by defining or redefining leaders with clarifying roles and engaging multiple stakeholders in the visioning and futuring of its global mission, vision, goals, and outcomes. Figure 4 illustrates how a global meta-strategy structure might look using the Carlson School of Management as a case.

Business School Strategy

(Example: Carlson School of Management (Academic, Financial, and Operational –
Discovery Opportunity, Community))

Global Meta-Strategy

Meta-learning: "...process by which learners become aware of and increasingly in control of habits of perception, inquiry, learning, and growth that they have internalized..." (Maudsley, 1979; Mestenhauser, 2002)

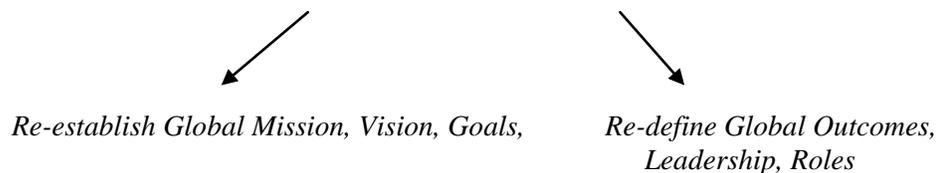


Figure 4: Strategic Approaches for Carlson School of Management

Research Question 2: What do stakeholders consider as their contributions in shaping potential futures for internationalization strategies of business schools?

Research question two addresses stakeholders' own personal and organizational contributions in shaping potential future scenarios and activities that contribute to the global identity of the business school's strategy or to its global meta-strategy. As defined in the findings chapter, personal contributions include "the power of one" (JW, p. 12) indicating significant contributions each stakeholder can make. Other contributions provided were listening and mutual learning, taking personal responsibility, and seeking awareness and understanding about internationalization strategies. Some stakeholders focused their responses on specific contributions they could make more broadly to the organization and the business school stakeholder community such as developing a live case project for students, faculty, and corporate managers to engage in or considering linkages between a corporation's global leadership program and the Carlson School's requirement for students to go abroad and participate in an international experience. Other stakeholders such as faculty or business professionals suggested teaching others how to be more creative or incorporating more data and experiential components in their classrooms or corporate training sessions.



Figure 5: Global Engagement Strategies

Given the wide variety of ways that stakeholders are able to contribute to existing activities and potential futures related to internationalization, business schools could proactively and collaboratively create global engagement strategies with key stakeholders from throughout the extended business school community network -- faculty, staff, students, corporate/non-profit organizations, peer business schools, and international partners. Examples of these engagement strategies emerged from focus group and interview data as well as some of the models depicted in the literature as cited in chapter two. They are curricular development, policy development, experiential learning activities, student/faculty/staff interactions, and joint degrees, to name a few. Figure 5 indicates the key stakeholder groups in the top section and the core engagement areas in the bottom section.

In addition to global engagement strategies, stakeholders emphasized that metrics and measures were important to support the significance of global activities and most importantly, the return on investment. They identified metrics and measures such as learning goals, learning outcomes, learning impact, learning metrics, and a learning scorecard especially in the context of management education, the business of business schools. These metrics and measures will help inform and explain student, faculty, staff, corporate and non-profit leaders' increased awareness, understanding, motivation, and competence – all cognitive measures which are not easy to capture but nonetheless necessary to understand and explain as more business schools are internationalizing their curriculum and incorporating overseas requirements as crucial to successful management education in the 21st century. As the University of Minnesota stakeholder who coined the phrase “Power of one” said “...It’s the power of creativity; it’s the power of risk taking, the power of innovation, the power of ideas, and I think in higher education, ideas aren’t valid...if they’re not evidenced by some data or research, so it’s allowing ideas to be part of the driver of the process” (JW, p.12). Figure 5 indicates the focus on metrics and measures – the top box indicates the learning measures and the bottom box indicates the proposed outcomes to measure.

Strategically, engagement activities, metrics and measures, and the breadth, depth, and diversity of partnerships are important to communicate to and throughout the broader community. If these initiatives are relevant to a global meta-strategy that enhances and contributes to a business school strategy, then establishing a brand identity and strategies to communicate what the brand of the business school is globally also should be

included. Figure 6 indicates the global positioning, branding and communication strategies – the top box indicates strategies, measures, and partnerships and the bottom box are some of the core attributes of what the Carlson School of Management’s global meta-strategy would like to convey – breadth and depth of excellence, academic rigor, and scholarship (research) in its global strategies and activities.



Figure 6: Global Metrics & Measures Figure 7: Global Branding & Communication

“Global actualization” characterizes the multiple engagement strategies and stakeholders who imagine, create, and develop them. Global actualization depicts the actualization of global engagement, global metrics and measures, and global branding and communications as part of a global meta-strategy for a business school, a non-profit or corporate organization. It transforms a domestic strategy into one that creates and articulates global inquiry, learning, knowledge, and research. The global meta-strategy

embodies engagement and scholarship (research) in systemic, action-oriented, innovative, inclusive ways now and into the near and extended future. It is a meta-strategy that is a “living system” (Allee, 2003, p.57) – one that can be changed, revised, and updated based on the stakeholders who create it. Figure 8 depicts the framework and interconnectedness of the meta-strategy components and its actualization by stakeholders from the business school community

GLOBAL META – STRATEGY FRAMEWORK

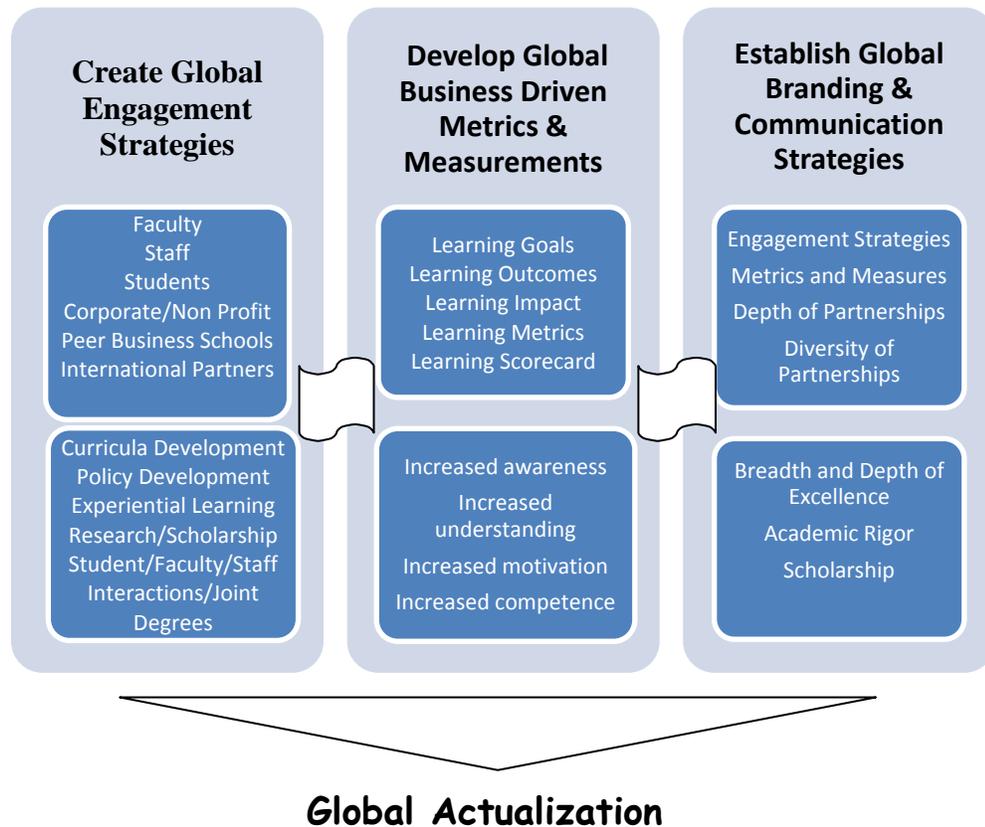


Figure 8: Global Meta-Strategy Framework Towards Global Actualization

Research Question 3: How can business schools engage stakeholders in a continuous process that fosters potential futures and innovative applications for internationalization strategies?

The last research question addresses stakeholder contributions in a continuous way depicting the deep commitment that is needed by stakeholders as part of the business school community to the innovative ideas and futures of internationalization. Key elements emerged throughout discussions with all stakeholders such as flexibility; continuous engagement (not just for engagement sake but doing it well with a tangible need); input without a previous agenda; organic ideas, listening; cultivation of curiosity; honest dialogue on tangible and important ideas; ideas that make a difference for the public good; engaging quality people (the “right” people) versus quantity. This means engaging people who are interesting, passionate about the topic, vested, and eager, whether they agree or disagree with us. Figures depict the interconnectedness and continuity present in a global meta-strategy.

A unique and differentiating characteristic of this entire meta-strategy is the focus on global actualization and the facilitation of the emergence of global futures and innovative ideas. This requires the engagement of thought leaders who are from throughout a business school’s stakeholder community. This engagement is focused on near term goals and activities and foresight scenarios and desirable futures for the extended future.

Results are two-fold: (a) a global action plan for 2020, 2030, 2040 – however far into the future a business school or organization would like to create and imagine. The

critical nature of these plans are that they are guided and facilitated by leaders at the same time as business schools are actualizing existing global plans, and (b) foresight scenarios that seek to predict what might happen and desirable futures, scenarios or stories that people would like to happen. A global meta-strategy that has global futuring and innovating as a key part of its systems is a strategy where leaders are more aware of “the perceptions, inquiry, learning, and growth that they have internalized” and the interconnected nature of the relationships are important to actualize the future that is created. As a Korean business school faculty member expressed, “Internationalization may help to unlearn, learn, and relearn” (DK, p. 14). Figure 9 indicates think tanks of global futures and its characteristics for the future.

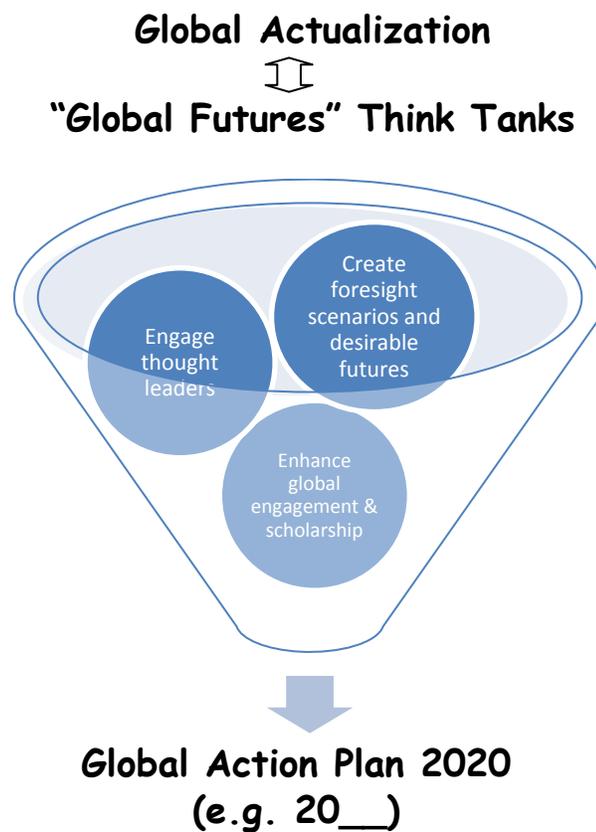


Figure 9: Global Actualization and Global Futures

A New Approach: The Global Meta-Strategy

Figure 10 represents a summary of responses from stakeholders in this research study. Engagement opportunities, business-driven metrics and measures to explain these interactions, branding and communicating the value of the global approach resonate with stakeholders as key aspects of a dynamic strategy. Furthermore, a systemic, continuous look to the future by integrating stakeholder views and contributions will differentiate and enhance business school knowledge and success.

The entire global meta-strategy and its characteristics are to: (a) re-establish a global mission, vision, goals, and outcomes; (b) redefine leadership and roles; (c) reexamine global stakeholder engagement; (d) redefine with global business metrics and measures; (e) reposition by branding and communication strategies; and (f) re-envision global futures in an ongoing way. This model shows the interconnectedness among all parts of the meta-strategy and depicts the significance of global actualization and global futuring existing simultaneously with the transfer of knowledge flowing freely among them.

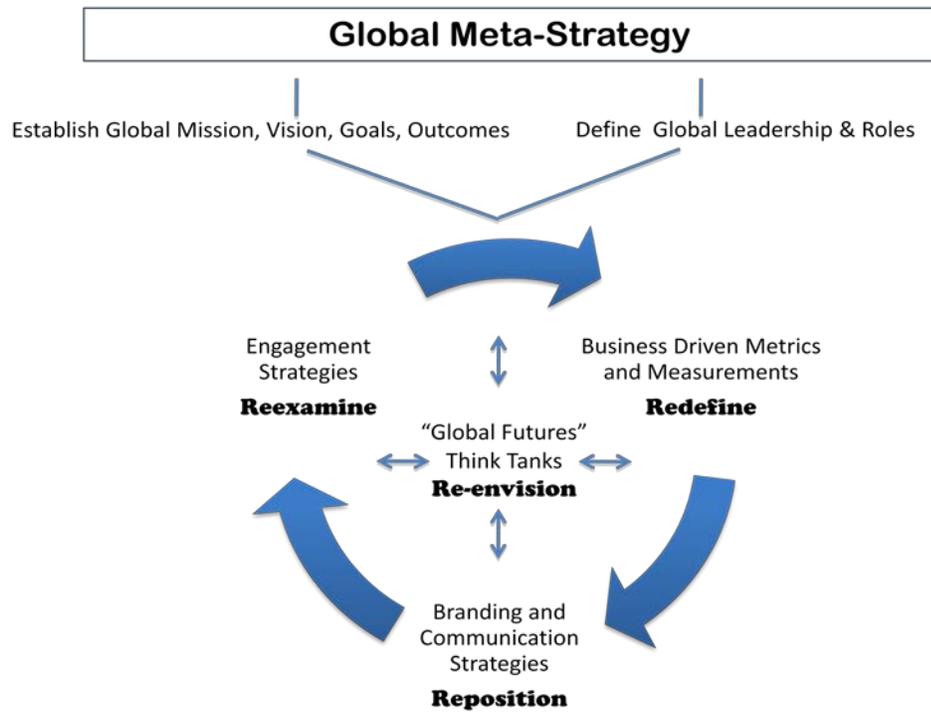


Figure 10: Global Meta-Strategy and Its Characteristics

A New Role for International Educators

The role of international educators is defined in the literature primarily as staff and faculty dedicated to the development and implementation of international education. In the context of this study, I as an international educator leading an international programs office at a business school, observed and noted assumptions made by multiple stakeholders about who they define as international educators. An unintended consequence of this study is a re-examination of the role of international educators and its defining attributes. Examples emerged from throughout the Carlson School stakeholder community such as faculty considering themselves as international educators in the fields of their disciplines (i.e. marketing), stakeholders suggesting that international educators

be the main facilitators of global futuring. Others depicted themselves as enacting ideas in their own organizations (i.e. learning that needs to occur about internationalization by corporate human resources and recruiting functions). One stakeholder suggested the evolution of a different style of facilitating and teaching as “coaching and learning through the process” (CM, p. 14) in which all have a stake. Further research related to the re-examination of these roles may expand upon the context of international education in different disciplines and clarify or enhance the professionalism held by individuals in these roles.

The role of international educators should not solely be focused on the development of education abroad activities or specific curricular development activities as historically has been the case. In some schools international educators may be the academic faculty in the discipline or professional staff or business professional. Faculty, staff, business professionals, and other stakeholders are interdependent (Mestenhauser, 2002, p. 210). International educators, regardless of position as faculty, staff, business professional, are central to the visioning, creating, integrating, strategizing. A University of Minnesota professional described the role of international educators as “building upon the pathway of engagement along the way.” A cautious Minnesota business professional said, “...Those are good intentions, and they would be wonderful and they’re visionary if we can implement them. My concern as a manager is always the execution, how do you make that happen and how do you make each one of these alive, truly alive? (TW, p. 16). As such, a defining and redefining of these roles is mandatory to overcome barriers and move towards a future that infuses and creates new knowledge.

The institutionalization of a global meta-strategy and the identification of key leaders to guide it are critical for business schools today to remain relevant, to create and infuse new knowledge, and to be future-focused in guiding innovative ideas collaboratively with stakeholders from the broader community. This meta-strategy also incorporates deliberate mechanisms that create synergies and bridge any gaps that may exist between and among stakeholder groups internal and external to the organization and more specifically, from rhetoric to reality. Multiple engagement strategies, discussions, creations, and continued commitment to academic rigor and appropriate practice are the elements of a successful global meta-strategy.

Recommendations for the field

Borrowing from Mestenhauser's (2002) suggested programmatic priorities defined as "mega-strategies" (p. 210), I outline below how the above contributions to the field might foster further inquiry related to suggested strategic priorities related to internationalization in a systemic, future-oriented, innovative, and business or organizational context. I categorize them as "global actions" which could incorporate existing global actualization plans as well as global futures which all contribute to an overall global action plan for the future. It should be noted that these ideas emerged from responses by the focus group and interview protocol as well as during the StoryTech process section of the protocol in which Carlson School of Management stakeholders were encouraged to develop desirable futures. These are suggestions that may be used or may spur new ideas, research, and knowledge for the field or for implementation in a business school or organization.

A distinct contribution to the field is the creation of a sound process by which a business school and its stakeholder community can internationalize itself. This context has yielded certain conclusions at the Carlson School of Management, and if applied at other business schools, could yield similar or different outcomes. The ultimate contribution is in the process that I have created and utilized --- unlike any other because of the addition of innovation and futures frames to it – one that deliberately and consciously intends to foster creativity and imagination, and is significant in the context of internationalization which is critical now and for future generations.

The Futures Frame and Recommended Global Action Priorities

Global futures think tanks are opportunities to engage your business school community stakeholders, create foresight scenarios for those who want to try to predict the future (Marcus, 2009, p. 5) and desirable futures for those who want to create and imagine their most ideal futures and identify ways to transfer ideas and knowledge to “living learning labs” (JW, p. 13) or experiments or whatever terms resonate best for certain business schools and their communities.

Global Action 1

Explore the relationship between creativity and globalization. An interesting inquiry into some further research about how creativity manifests itself, personally, and with each person’s culture, and whether it’s similar or different in the context of your country...if you’re a global citizen, let’s say, and you’ve traveled all over, does it matter or not? (DK, pp. 10-11).

Global Action 2

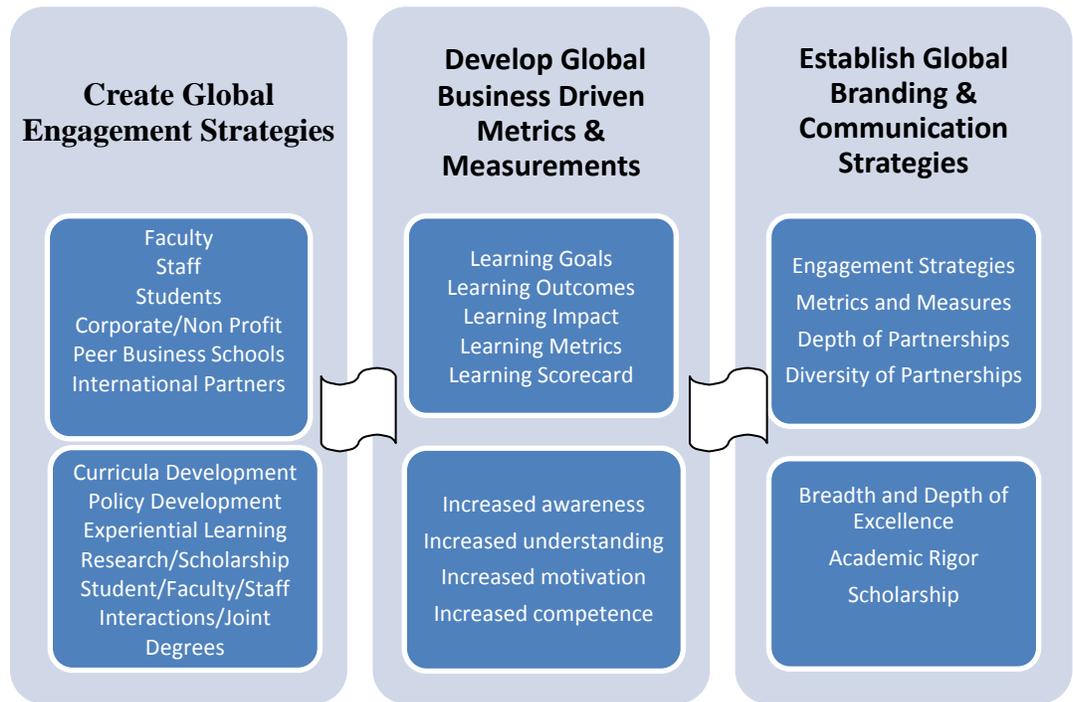
Learning about learning – how does meta-knowledge or meta-learning play a role in our experiential learning design, implementation, and evaluation? We assume that students, faculty, staff, corporate leaders can bridge the learning between what they experience, for example on a live case program in another country, and personal and professional development. How can international educators or academic faculty identify gaps and assist in enhancing the learning in these global contexts? As stakeholders (e.g. students, faculty, corporate leaders) learn to tell their stories in multiple ways in order to make connections between inquiry and practical applications. If somebody can articulate what their experience was, what they learned from it, and can apply the core values, or the cultural understanding to whatever situation they're in, then they're going to be successful at selling themselves, and selling that story (Focus Group 1).

Global Action 3. Conduct research that enhances and expands these ideas more thoroughly such as: How would a global meta-strategy work in different contexts? Examples might include a global meta-strategy for a business school in China, a collectivist culture, versus one in the U.S., an individualistic culture? A research-oriented institution versus a non-research oriented institution? What would be the similarities and differences that might emerge and more importantly what could we learn from them? How would the development of global futures be executed in myriad business schools or other organizations throughout a country (i.e. U.S.) or countries (i.e. Brazil, U.S., China, India).

Conclusion

Internationalization continues to be a dynamic and elusive concept among international educators and other stakeholders across disciplines, organizations, and stakeholder communities. This study examines how, in the case of a business school in the U.S. Midwest that has made considerable strides in the last three years with curricular requirements for global engagement by students, business leaders should further articulate global strategic plans and critical factors for engagement of stakeholders, measurements of success, and communication of existing initiatives while dedicating time to future innovation. Business school leaders must continue to build upon a foundation of understanding among stakeholder communities about what internationalization is and how stakeholders are able to contribute to its development. Moreover, thinking for the future coupled with global actualization of existing plans and partnerships will sustain an ongoing dialogue and build more in-depth partnerships across stakeholder communities. I conclude with an illustrative model of a global meta-strategy model and its characteristics as a guide for other business schools or institutions to consider as they work closely with their stakeholders towards deeper global understanding.

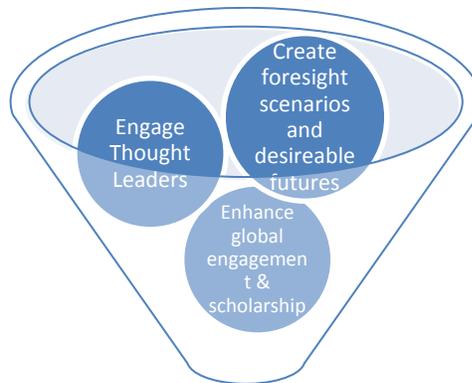
GLOBAL META – STRATEGY FRAMEWORK



Global Actualization



"Global Futures" Think Tanks



Global Action Plan 2020

(e.g. 20__)

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APPENDIX A: CONSENT FORM

A Futures Study of Internationalization of the Carlson School of Management

Diverse Perspectives of Key Stakeholders

You are invited to participate in a research study that explores internationalization strategies of business schools and seeks to incorporate a more future-focused perspective with the engagement of diverse stakeholders. You were selected as a participant because you are a key stakeholder with 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 Anne Marie D'Angelo, Ph.D. candidate in Educational Policy and Administration, College of Education and Human Development, University of Minnesota. Anne also holds the position of Assistant Dean of International Programs at the Carlson School of Management.

Background Information

The purpose of this study is to examine how stakeholders, both internal and external to the Carlson School of Management at the University of Minnesota, envision their contributions in shaping internationalization strategies and how business schools should engage them in more effective, future-oriented ways.

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

1. What do stakeholders envision as the critical factors that would lead business schools to be innovative regarding internationalization?
2. What do multiple stakeholders consider as their contributions in shaping potential futures for internationalization strategies of business schools?
3. How can business schools engage stakeholders in a continuous process that fosters potential futures and innovative applications for internationalization strategies?

Procedures

If you agree to be in this study, you will be asked to meet with Anne D'Angelo for approximately an hour and a half to respond to questions related to your understanding of international education strategies and activities. You also will be asked to envision such activities and stakeholder engagement ten years from now. 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 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.

This study has no direct or expected benefits. Your participation will provide unique perspectives given your role as a key stakeholder of the Carlson School of Management at the University of Minnesota.

Confidentiality

The records of this study will be kept private. In any sort of report that may be published, information that will make it possible to identify you or anyone else as a subject will not be included. Research records will be stored securely and only the researcher will have access to the records. The 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 Carlson School of Management at the University of Minnesota. 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 Anne Marie D'Angelo. You may ask any questions you have now. If you have questions later, you are encouraged to contact Anne by e-mail at adking@umn.edu or call her at 612-626-8182. You may also contact the academic adviser for this research study, Dr. John J. Cogan, at 952-250-2515 or by e-mail at cogan002@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 E-mail or Letter

Dear _____:

I hope this message finds you well and off to a great 2009. I am writing to request your participation in a doctoral research study that will assist the Carlson School's International Programs Office as we seek to enhance our internationalization strategies and prepare for future development. This should only require 1.5 to 2 hours of your time.

Critical to the success of our efforts is the engagement of key stakeholders such as you in order to incorporate more diverse perspectives from those in our local, national, and global community. We take pride in the work that we are doing at the Carlson School but we also recognize that the successes of future development depend on the innovative contributions of key stakeholders of the Carlson School. It is important to note that Anne D'Angelo, assistant dean of Carlson School's International Programs Office, is conducting this research study towards the completion of her PhD in Educational Policy and Administration.

To further explain, Anne will be conducting focus groups and in-depth interviews to examine how stakeholders, internal and external to the Carlson School of Management, envision their contributions in shaping internationalization strategies and how business schools should engage them in more effective, future-oriented ways. All too often we are focused on the near term (1-3 years) towards the development of our internationalization strategies, when we also would like to engage key stakeholders in the development of longer term scenario planning that will foster new and innovative ideas for the betterment of our students, faculty, and community at large .

If you are willing to participate in a (focus group or in-depth interview – this will depend on the participant and be edited appropriately), please let me know and I will have Anne contact you directly in the coming weeks to see if this might be arranged. Attached is a detailed consent form that provides further explanation about the research purpose and questions. Please feel free to reply to this message with any questions, or if you wish to contact Anne D'Angelo directly, she can be reached at adking@umn.edu or 612-626-8182.

Thank you for taking the time to assist us in this important initiative. I look forward to hearing from you.

Michael J. Houston
Ecolab-Pierson M. Grieve Chair in International Marketing, and
Associate Dean of International Programs, University of Minnesota
Carlson School of Management, 3-171

APPENDIX C: Target Audience: Stakeholder Groups and Selection

Five stakeholder groups were created as adapted from and based on Bartell (2003):

- (1) University Community -- Carlson School of Management and U of M
- (2) Minnesota Community -- corporate partners, government/nonprofit
- (3) Business School Community – peer business school colleagues
- (4) U.S. Global Management Education Community – national and/or international associations
- (5) Global Community: International Partner Institutions

I. University of Minnesota:

- U of M/CSOM: (administrators, students, staff, faculty, alumni)

II. Minnesota Community:

- Corporate Partners: Retail, Manufacturing, Medical Device, Food, Government/Not-for-profit organizations, State, Arts Organizations, Non-profit international organizations

III. U.S. Business Schools:

- Business School Colleagues: East Coast schools (Northeast and Mid Atlantic)
- U.S. Business colleagues overseas

IV. U.S. Education Community:

- Organizations/Associations: Higher Education Organizations and U.S. MBA Organizations

V. International Partners:

- Business school faculty and staff from China, Korea, France

VI. Focus Group (Story Tech) Attendees:

- *Focus Group 1:* Two Carlson undergraduate students, two graduate students, two staff members; *Focus Group 2:* Four faculty from Information Decision Systems, Strategic Management Organization, Finance, and Marketing and two part-time MBA alumni

APPENDIX D: Questioning Route for Story Tech Focus Groups
(Group #1: Carlson Students and Staff; Group #2: Carlson Faculty & Alumni)

“As futuring is both a social and personal process, you will create a group climate in which individuals and groups will develop, exchange and extend their information and knowledge about desirable futures” (Harkins & Kubik, 2006, 50).

Introductions (10 minutes): Begin with introductions. Each person will introduce themselves, their major (for student) or position (for staff, faculty, or Carlson alumni). As the facilitator, I will seek to create an informal, relaxed atmosphere and build rapport within and with the group throughout the session time. After introductions, I will reiterate the purpose and goals of the focus groups as indicated on the consent forms. I will explain briefly about the StoryTech process and the details of the next 1.5 hours.

Introductory Questioning – Definition of Internationalization and Stakeholder Contributions Now and In the Future:

Q1. Are you in agreement with the definition of internationalization I provided?

- If not, how would you define it given your experiences?
- If so, move to the next question.

Q2. Do you currently contribute to internationalization at the Carlson School?

- If so, how?
- If not, how do you think you could contribute or participate in internationalization?

Transition to StoryTech Method

Our year at present is 2009. Let us look ahead and imagine that ten years have gone by and it is now 2019. Close your eyes. Take a few moments and imagine what your professional community is like in the year 2019. Think about what your role and that of your organization are within this local community – and now in the larger, international community.

Let’s open our eyes. You and other key business school stakeholders are having a meeting regarding internationalization strategies at the Carlson School of Management. You and one of your closest colleagues both agree that the international identity of the school has become a distinct competitive advantage among top business schools. You also agree that the School’s internationalization strategies are much better understood and admired than they were in 2009.

Q3. After listening to your colleague, what do you think have been the major contributions by stakeholders such as yourself to the international reputation of the Carlson School?

- To students, faculty, staff?
- To advancement and use of new technologies?
- To development of new types of learning?

Process, Its Features, and Development of Futures

Q4. You and your colleague are glad that you were part of the early group of stakeholders that got involved in a unique process at the Carlson School that asked you to create future stories and scenarios about internationalization. You think about how the process began in 2009 and how it has unfolded along with new technologies and other innovations in 2019.

- Describe how the details of the process began?
- Now describe what the features are now – in 2019? What makes it unique and innovative?
- Has your involvement changed since 2009? If so, how?
- Why have other business schools looked to the Carlson School's successes and adopted such a process?
- What are some of the future scenarios that have been produced and implemented?

Back to the Present

Q5. Now, coming back to 2009, what will you do to contribute to the future of the Carlson School's internationalization strategies? How would you change your level of engagement to contribute to its future as we have envisioned together?

APPENDIX E: Questioning Route for Interviews

Introductions (5 minutes): Brief introductions, reiterate the consent form information and purpose, and explain confidentiality when beginning tape. The interview will last for one hour and a half.

Introductory Questioning (25 minutes):

Q1. How would you define “internationalization?”

Internationalization has been defined in a number of ways but the definition I will use today is from Jane Knight, an educator in the field of international education. She defines it as: “the process of integrating international and multicultural perspectives and experiences into the learning, discovery, and engagement mission of higher education.”

Q1a. Are you in agreement with the definition of internationalization I provided?

- If so, what are the key ideas that resonate for you?
- If not, how would you define it given your own experiences?

Q2. What comes to mind when I mention internationalization strategies at the Carlson School? Tell me what you know about what we are doing at the Carlson School internationally.

Q3. Do you currently contribute to internationalization at the Carlson School?

- If so, how?
- If not, how do you think you could contribute or participate in internationalization?

Probe: What contributions, if any, do you feel you could make to develop the international brand identity and the initiatives at the Carlson School?

Q4. How would you describe the relationship between the Carlson School’s internationalization strategies and the challenges you and your organization face globally?

Probe: Do you see a direct relationship between education and practical application?

Transition to Story Tech Method (25 minutes)

Q5. Now let’s imagine it is 2019 – ten years from now. What do you think have been the major contributions by stakeholders such as yourself to the international reputation of the Carlson School?

- To students, faculty, staff?
- To advancement and use of new technologies?
- To development of new types of learning?

Q6. I recently asked this question of two focus groups – (1) of Carlson students and staff; and (2) faculty and alumni. They came up with some interesting ideas such as:

- Student and staff scenarios
- Faculty and alumni scenarios

What do you think of these contributions?

Q7. I used a unique process called StoryTech that facilitates a kind of free thinking exercise that encourages people to create desirable futures, that is, future stories or scenarios as they relate to a phenomenon such as internationalization at the Carlson School. How do you engage your employees or stakeholders in future scenario planning as it relates to anticipating new trends or creating new, innovative products?

Q8. What kind of process would you recommend that would engage multiple stakeholders in future scenario planning for our internationalization efforts at the Carlson School? What would be some of the critical factors of such a process?

Q9. I'd like to finalize our discussion today with your reactions to a few of the key ideas and future scenarios that came from the StoryTech exercises with our focus groups. What is your immediate reaction to these scenarios? Do you think it is plausible for the Carlson School to incorporate into their strategies?