

The Increasing Internationalization of Management Education

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What is Driving the Trend?

- Globalization of business
- Student interest and demand
- Competitive nature of business schools
- Accreditation standards
- Rankings (e.g. *Financial Times*' Global MBA Rankings)

What is the Internationalization Context of Management Education ?

- Research on key business topics
- Internationalizing curriculum (core and elective)
- Experiential learning abroad activities
- International faculty and students
- Technology/learning tools to facilitate interactions

What are the Global Competencies Needed in Business Students?

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

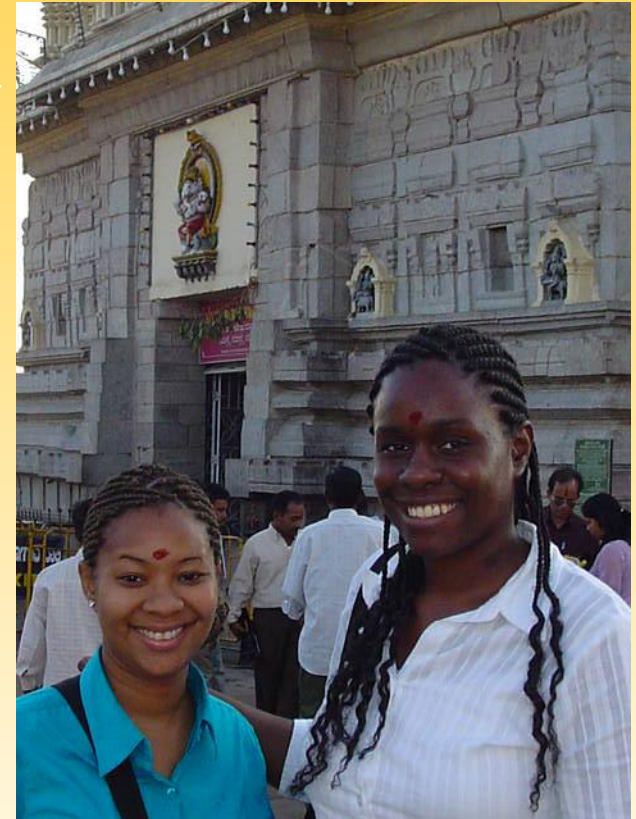
Aligning Outcomes of Education Abroad with Business Needs

Source: *What Does It Mean to Be Globally Competent*, Hunter, White and Godbey, 2006

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



AACSB International

The Association to Advance the Collegiate Schools of Business

Mission: To advance quality management education worldwide through accreditation and thought leadership

- An international association of business schools
- Accrediting body
- Emerging work
 - Collaborations critical to assessment of the quality of business schools and its activities
 - Support for internationalization for member schools

Global Foundation for Management Education (AACSB & EFMD Collaboration)

Key focus: “Global context” and increasing collaborations

Challenges of internationalization:

- growth
- balancing global aspirations with local needs
- quality assurance
- sustaining scholarship
- alignment with the future needs of organizations

Trends: Strategic Approaches

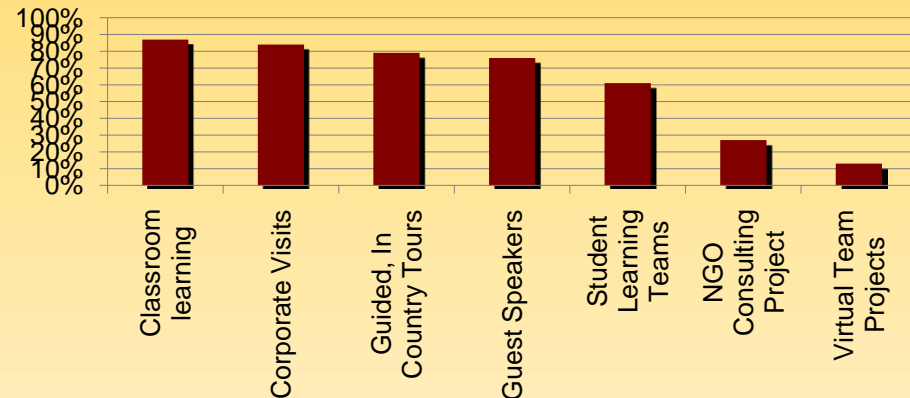
- Developing a global mindset in MBA students is a strategic priority at many business schools
- Curricular approaches vary widely
- Collaborations with other domestic and international schools are increasing

Trends: Curricular Approaches

MBA Roundtable 2009 Survey

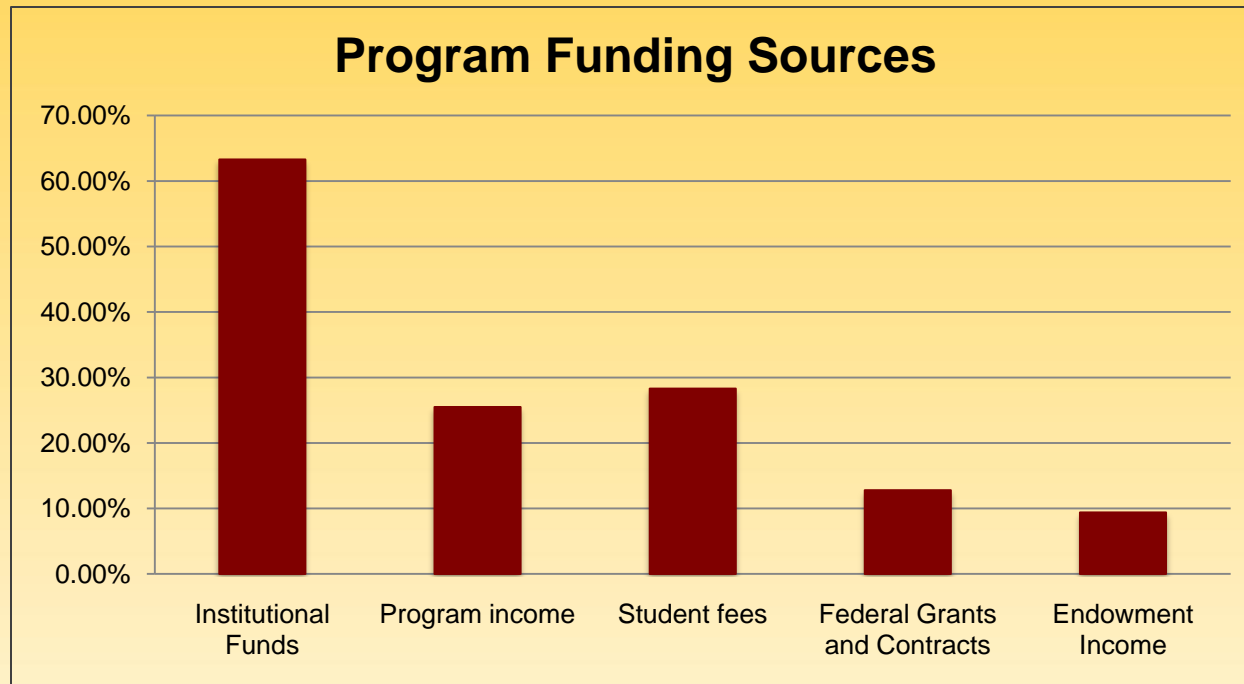
- Curricular Approaches
 - Variety
 - Most Common:
 - Classroom based
 - Short-Term Global
 - Required courses on international management
 - International Faculty
- Trend towards requirement
 - 70% of respondents to MBA Roundtable survey had a formal requirement

Curricular Elements: Short-Term Global Offerings



Trends: Funding Sources

AIEA 2006 Survey

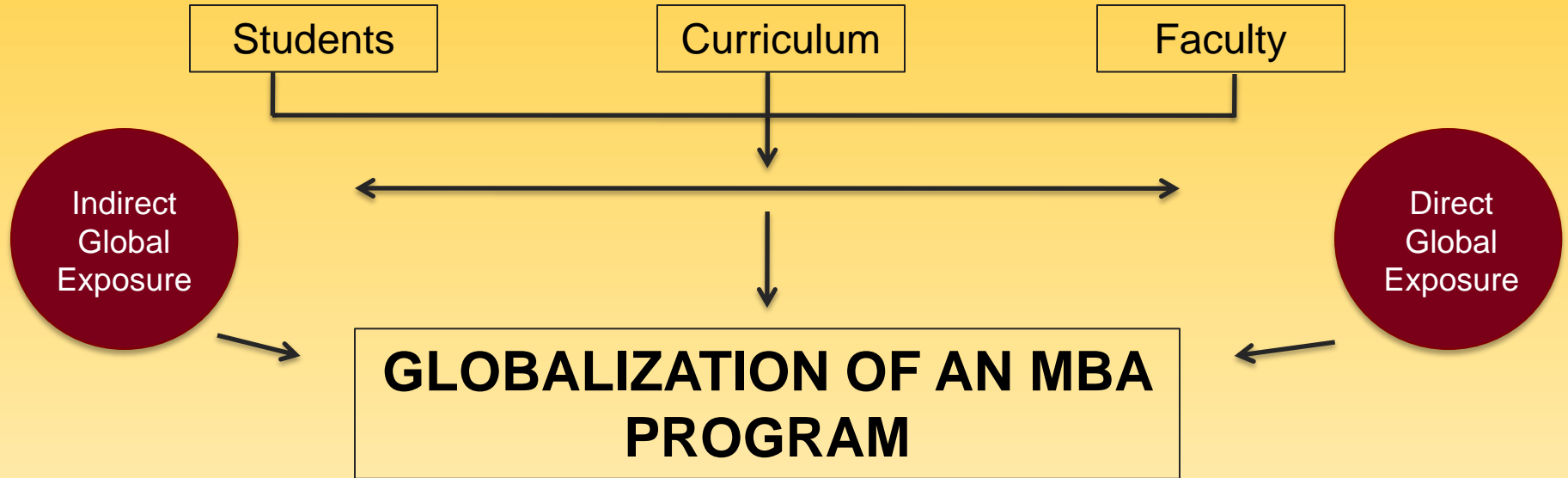


- Other sources include private gifts and other grants and contracts

MBA Internationalization Framework

Source: *Global Exposure in Leading MBA Programs, 2009*

(Adapted from Alon and McAllaster (2005) in Dyer, Liebrez-Himes, and Hassan)



- Content/themes in Program
- Program Location(s)
- Competitive Advantages/Partnerships

- Structural Program Academic Policies
- Faculty Hiring and Retooling

Globalization

Accrediting Standards

Global MBA Competition

Specific Case Examples

- **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 work with international MBA partner students 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 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.

Summary: Initial Conclusions

- Commitment is necessary
- Curriculum integration is critical
- Variety of methods, models, measurements -- a must
- Standards vs./and innovation –the debate
- Future-focused innovations are important
- Effectively communicating impact to multiple stakeholders – the challenge.

Key Sources

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