

# INTERNATIONALIZING DOCTORAL EDUCATION IN BUSINESS

*Issues and Recommendations by Leading Educators*

*Report of the  
Michigan State University  
Center for International Business Education and Research  
1994 Roundtable on Internationalizing Doctoral Education in Business*

*Sponsored by CIBERs at:  
Indiana University  
Michigan State University  
Texas A&M University  
University of South Carolina  
and  
The American Assembly of Collegiate Schools of Business*

*Edited by  
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Representatives of leading PhD-granting business schools who gathered at Michigan State University in East Lansing, Michigan, on 11–13 September 1994, for the Center for International Business Education and Research (CIBER) Roundtable on Internationalizing Doctoral Programs in Business generated insightful perspectives on internationalization. For a more detailed treatment of these issues and elaboration of the experiences of select institutions, readers should consult the forthcoming book, *Internationalizing Doctoral Education in Business: Viewpoints and Proposals for Change*, East Lansing, Michigan: Michigan State University Press, 1996.

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## EXPERTS PARTICIPATING IN THE ROUNDTABLE ON INTERNATIONALIZING DOCTORAL EDUCATION IN BUSINESS

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The following individuals served as rapporteurs at the roundtable discussion sessions:

Dale Duhan; Ben Kedia; Myron Miller; Glenn Omura; Barbara Pierce; James Rainey; Peter Rose; James Schmotter; Brian Toyne; David Tse; and Attila Yaprak

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## INTRODUCTION

### BACKGROUND AND OBJECTIVES

The future of tomorrow's managers as well as business educators is in the hands of today's doctoral students. Therefore, we must ask ourselves:

- Are doctoral students being prepared to train MBA and BA candidates for the twenty-first century?
- Will they be able to acquire the skills required of them — for example, the ability to manage in an intensely competitive global economy, to develop successful business partnerships across cultures, and to achieve cross-cultural effectiveness?

As a response to these challenges, the Center for International Business Education and Research (CIBER) in The Eli Broad Grad-

uate School of Management at Michigan State University (MSU) (East Lansing, Michigan, USA) hosted a two-day conference of representatives of some of the leading PhD-granting institutions in the United States, Canada (Toronto and Western Ontario), Europe (London Business School and Helsinki School of Economics and Business Administration), and East Asia (City Polytechnic of Hong Kong). This roundtable, the second to be held at MSU,<sup>1</sup> on

<sup>1</sup>The first Roundtable on Internationalizing Business Schools and Faculty, held 6–7 June 1991, gave rise to two volumes: *Internationalizing Business Education — Meeting the Challenge* (S. Tamer Cavusgil, Editor; East Lansing: MSU Press, 1993); and *Internationalizing Business Education — Issues and Recommendations by Leading Educators* (S. Tamer Cavusgil, Michael G. Schechter, and Attila Yaprak, Editors; East Lansing: MSU, Center for International Business Education and Research, March 1992).



ROUNDTABLE PARTICIPANTS: (FIRST ROW, L TO R) KERRY COOPER, BEN KEDIA, JOHN STOPFORD, JOHN DANIELS, ATTILA YAPRAK, DAVID TSE, ROBERT MAY, BARBARA PIERCE, CHARLES HICKMAN, JAMES SCHMOTTER; (SECOND ROW, L TO R) PAUL BEAMISH, S. TAMER CAVUSGIL, GARY KNIGHT, JEFFREY ARPAN, BRIAN TOYNE, GLENN OMURA, REIJO LUOSTARINEN, WILLIAM BROESAMLE, RICHARD LUTZ; (THIRD ROW, L TO R) MATT MYERS, PETER ROSE, MYRON MILLER, LYMAN PORTER, JAMES RAINEY, DALE DUHAN, RANDY FOLKS, DAN ONDRACK, EDWIN MILLER

Internationalizing Doctoral Education in Business, took place 11–13 September 1994, and was co-sponsored by the CIBERs at Michigan State, Indiana University, University of South Carolina, and Texas A&M University, and by the American Assembly of Collegiate Schools of Business (AACSB). Twenty-six business faculty and administrators gathered in East Lansing to share their perspectives and experiences and to brainstorm about approaches to internationalizing doctoral education in business. These educators are eminently qualified to serve as resource people: each brought a unique perspective on internationalization from their leadership positions at a diverse set of business schools, the Academy of International Business (AIB), the American Assembly of Collegiate Schools of Business (AACSB), and the U.S. national resource centers in international business education (CIBERs).

The Roundtable on Internationalizing Doctoral Education in Business was convened to identify strategies with which business schools could carve out a future for their doctoral programs that would be more in tune with the current and future trends in the globalization of business. The roundtable was a forum of leading business educators — doctoral program directors, deans, graduate faculty, and representatives of educator groups — allowing for exchange of experiences and ideas regarding internationalization of doctoral programs in business.

The specific objectives of the roundtable were to:

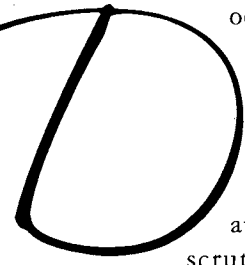
- Articulate issues and viewpoints related to internationalization of doctoral education (through position papers written by roundtable experts)
- Share experiences and brainstorm about strategies for implementing initiatives that would lead to change in doctoral education
- Formulate recommendations for possible adoption by graduate schools of management and disseminate them

The roundtable experts met in small discussion groups organized into six themes that represent the internationalization challenges facing business school doctoral programs. Although they overlap to some extent, these categories were helpful in crystallizing key issues and constitute the sections of this final report.

1. Rationale for and Objectives of Internationalization (Facilitator: Kerry Cooper)
2. Models for Internationalizing the Doctoral Student (Facilitators: Paul W. Beamish, William R. Folks, Jr., and Reijo Luostarinen)
3. Approaches to Enhancing Faculty Competence and Involvement (Facilitators: Charles W. Hickman, Richard J. Lutz, and Robert G. May)
4. Institutional and Administrative Arrangements (Facilitators: Edwin L. Miller, Dan Ondrack, and Lyman W. Porter)
5. Reinventing the PhD Program: Alternative Visions (Facilitators: Jeffrey S. Arpan, William Broesamle, and John M. Stopford)
6. Generating Recommendations and Setting Future Agendas (Facilitators: Ben Kedia, James W. Schmotter, and Brian Toyne)

A facilitator moderated each group, and a rapporteur recorded the highlights of the discussion. A summary of each discussion session was then prepared and shared with all roundtable participants. A Delphi process was used to arrive at the final set of recommendations emerging from the discussion sessions. All participants responded to a version of the document and offered amendments before it was finalized into the present report.

# 1. RATIONALE FOR AND OBJECTIVES OF INTERNATIONALIZATION

 doctoral education in business is viewed by many as a "black box" because it is the one area of business education that has never received concerted attention. Yet, it must be scrutinized because it is the level of education in business that reproduces itself in future faculty and in the development of practitioners. Doctoral programs in the United States have never been qualitatively evaluated by the American Assembly of Collegiate Schools of Business (AACSB) and other bodies and thus have not been nationally ranked based on quality. (PhD programs in Canada are evaluated periodically.) *Business Week* has developed a rank order for U.S. MBA programs that is based on the absence/presence of certain facets (i.e., global), but no paradigm of excellence for international doctoral programs exists. Doctoral programs largely produce the faculty of business schools who teach all levels of students — bachelor's degree, MBA, and the future cadre of faculty. Yet a conundrum exists. If business faculty who may not realize the implications of internationalization are shaping doctoral programs, how does a business school go about internationalizing its doctoral programs?

In light of the rapid and profound changes that are sweeping the world today, doctoral education can no longer merely study the firm, but must explore phenomena such as markets, relationships, and environments. In recognizing the need to internationalize doctoral education in business, members of the academy are recognizing differences. That is, they are realizing that the accepted "universals" — both theoretical and practical — that have provided the core of doctoral education may not be universally applicable. Understanding business in other national settings may challenge these universals and call for paradigm shifts and reconceptualization of theory. As business faculty rethink doctoral education to make it more relevant and representative of the globalization

of the economy, and if they are to provide the teaching necessary to prepare future generations of business leaders and business educators, then they themselves must be "globally" competent. Global competence includes both theoretically and practically relevant knowledge.

What is the overarching rationale inherent in these issues that requires doctoral-granting business schools to internationalize? What should the objectives be for satisfying the goal of creating a globally competent faculty? What path should be devised in this domain to develop a professional cadre of globally competent educators?

## INTERNATIONAL BUSINESS IS THE CONTEXT

Greater economic interdependence among nation-states is the motivating reality behind the drive to internationalize doctoral programs in business. The end of the Cold War, the creation of strategic economic alliances such as the North American Free Trade Agreement, and changes in country-specific economic policies linking all economies in a global network have defined the context in which business is conducted. International trade, global capital investment, and cooperative business ventures each require a different type of understanding to function competitively and efficiently. The managers of tomorrow need exposure to international business issues and experience in managing international complexities such as foreign exchange, tax law differences, and the like. It is no longer accurate to perceive economic power solely from a U.S. perspective; economic power centers are now located throughout the world. Just as business had to come to terms with a global economic order and reconceptualize its operations, so too must business schools.

Many business school faculty, however, are deficient in their ability to conceptualize problems globally and to teach classes from a global mindset. Doctoral programs are replete with faculty who focus on depth rather than breadth in their teaching, despite industry

needs that demand graduates who can think and manage cross-functionally. These functions, moreover, are now linked in a global system in which decisions made in Tokyo or Bonn or Mexico City have a direct impact on the local supply and demand for goods and services. A study undertaken by the AACSB indicated that only about 10 percent of new PhDs in business are equipped to teach the international aspects of their functional specializations. Hence, in order to prepare our doctoral students for the future, we must address the world environment in which they will be functioning. Not to address the international dimensions of business will ultimately lead to the demise of the university business school as the standard bearer and repository of theoretical and practical knowledge of business.

In Europe, faculty and students have developed a more expansive international mindset. In the United States, theories developed and advanced as "universals" have experienced limited application in a global business con-

text. This is partially due to the arrogance of business educators and practitioners who view the home-grown model as superior to all others. Questions must be posed, therefore, concerning the underlying assumptions inherent in universals and how national and cultural boundaries may challenge universals. Such discussion is particularly appropriate when considering the issue of comparative advantage given the development of the global factory and the global marketplace. Without due consideration of the international as the context, false generalizations can be drawn from any research undertaken. In turn, a limited scope might substantiate current theory, but it would not reflect reality.

#### WHAT DOES INTERNATIONALIZATION MEAN?

Defining the terms of internationalization is the first priority in implementing the process. What does *internationalization* mean? Does the term take on a different meaning for each educational institution? Will it mean infusing an international focus in each course, or will it mean developing one course on international business? Must all courses be internationalized? What is the infrastructure to support internationalization, however it is defined? Each institution must define this term to meet its own objectives, parameters, and constraints. Agreement must be reached among administrators and faculty as to how the term is defined and how it will be operationalized in each context.

A college of business must develop its own definition of internationalization, taking into account both the limiting and facilitating factors that will guide the implementation of this definition. At Michigan State University, *internationalization* has been defined as:

A deliberate, programmatic, and ongoing effort to incorporate the international, comparative, and cross-cultural dimensions of business into our professional agenda — that is, teaching, research, out-



BARBARA PIERCE, UNIVERSITY OF WESTERN ONTARIO AND  
ATTILA YAPRAK, WAYNE STATE UNIVERSITY



reach — to reflect the realities of global competition and to meet student and business expectations.<sup>2</sup>

This institutionally focused definition contrasts somewhat with that of Texas A&M University, which emphasizes programmatic issues:

"Internationalizing"...may be defined to mean exposing doctoral students and graduate faculty (and through them, the students they teach) to the similarities and differences across nations and across broad regions of the globe in: a) business institutions, practices, and methods; b) legal and regulatory policies affecting the business sector; and c) the variety of cultures that surround the business sector.

In other words, PhD students must be encouraged and stimulated to investigate how business decisions, business institutions, and cultural and regulatory environments differ from one nation, region, and continent to another, how they are similar to one another, and how and why those differences and similarities affect the performance and the welfare of business themselves and of the customers they serve. The "internationalizing" process should stimulate and encourage business school doctoral students to seek an understanding of how international forces affect the individual business firm and, in turn, how individual firms and institutions can operate more efficiently within an increasingly global market environment.<sup>3</sup>

Another term that must be defined is *cross-cultural*. Many perceive language to be the basis of cross-cultural understanding. Of

course, language permits communication between cultures, but how does language itself provide insight into the culture that is being studied? Specifically, how does the language of business help define the cultural norms of business in different countries? If language is such a basic element in cross-cultural understanding, how will each business school cope with requiring fluency in another language to complete doctoral education?

Enhancing cross-cultural understanding can take place in the classroom, in group projects, in overseas experiences, and the like. How will this term be defined in functional specializations? For instance, a marketing specialist may define cross-cultural understanding in terms of consumer demand; a management specialist may examine culturally based human resources issues. Additionally, cross-cultural experiences emerge in classrooms where students from many countries interact with domestic students in learning experiences. Many of these interactions give rise to misunderstandings because domestic students do not have a cross-cultural awareness of norms and behaviors that are derived from the socialization that takes place in other countries. Hence, the depth of cross-cultural understanding students and faculty are to achieve will have to be determined at each institution. At the very least, it will mean sensitivity to foreign environments and how business practices reflect the cultural context out of which they are derived. In Japan, for instance, trading norms are premised upon the establishment and maintenance of long-term relationships; emphasis is not on the "fast buck," but on harmonious co-operation within and among trading partners.<sup>4</sup>

<sup>2</sup>Report of the International Task Force," The Eli Broad College of Business, Michigan State University, East Lansing, Mich., March 1995, p. 2.

<sup>3</sup>Peter S. Rose, "A Dual Approach to Internationalizing Business Ph.D. Programs," Position Paper presented at the Roundtable on Internationalizing Doctoral Programs in Business, The Eli Broad College of Business, Michigan State University, 11-13 September 1994, p. 1 (to appear in *Internationalizing Doctoral Education in Business: Viewpoints and Proposals for Change*, edited by S. Tamer Cavusgil, East Lansing, Mich., MSU Press, 1996).

<sup>4</sup>See Robert May, "Will Globalization Preempt the Need for Internationalizing Doctoral Programs? If Not, What Then?" Position Paper presented at the Roundtable on Internationalizing Doctoral Education in Business, The Eli Broad College of Business, Michigan State University, 11-13 September 1994, p. 4 (to appear in *Internationalizing Doctoral Education in Business: Viewpoints and Proposals for Change*, edited by S. Tamer Cavusgil, East Lansing, Mich., MSU Press, 1996).

A third term that requires clarity is *comparative business studies*. On what level are comparisons to be made? How can value-free comparisons be made to illustrate differences rather than superiority or inferiority? What value will be added to understanding the cultural or national setting of different business practices? Analyzing business systems in different countries requires a systems-focused and methodological approach that allows comparisons but also accounts for the different contexts in which each system has developed. Key questions to be explored are not only what is different, but also what is the same? Conducting comparative research in the international business arena requires the same methodological rigor as research conducted domestically. What is important and what must be defined by each institution constitute the depth of comparison to be achieved within functional areas.

#### WHAT ARE THE OBJECTIVES OF INTERNATIONALIZATION?

The foremost objective of internationalization is to overcome history and inertia. When doctoral programs were created in the last century, two approaches or models emerged: (1) the Renaissance model, which focuses on the accumulation of knowledge and is more integrated; and (2) the Germanic model, which focuses on the creation of new knowledge and is more discipline-specific.<sup>5</sup> The majority of doctoral-degree-granting business schools follow the second model, stressing research in functional areas. This excessive specialization in a functional area, sometimes labeled the

"silo-enhancing" model, continues to guide the majority of programs, despite the fact that a relatively large proportion of graduates never conduct further research after graduation. While the first model is gaining in importance, the norms of educating doctoral students in the discipline-based methodologies of research have not yet yielded to a more integrated approach.

The culture (that is, attitudes and values) of doctoral programs in business incorporates a socialization process in which faculty reproduce their views and practices in succeeding generations of students. Faculty gain reputations for conducting a certain type of research, and doctoral students come to a program seeking the knowledge a faculty member has gained in a particular discipline. Faculty then diligently seek to share their content knowledge as well as the range of methodological inquiry they use in conducting their own research. The Ford-Carnegie paradigm used to "train" doctoral students has resulted in: (1) disciplinary fragmentation and analytical rigor at the expense of practical relevance; (2) a de-emphasis on teaching and an overemphasis on research; (3) specialization that perpetuates departmentalization; and (4) narrowly focused departments whose members are internationally illiterate.<sup>6</sup> The question of conducting relevant research is not posed; nor is the issue of usefulness to business addressed. There is no rank-ordering of doctoral programs on the basis of these parameters. As a result of this silo-enhanced process, the demand for new PhDs in business has declined.<sup>7</sup>

<sup>5</sup>For further discussion on this topic, see John M. Stopford, "International Business as a Context, Not a Discipline," Position Paper presented at the Roundtable on Internationalizing Doctoral Education in Business," 11-13 September 1994, The Eli Broad College of Business, Michigan State University, pp. 6-7 (to be published in *Internationalizing Doctoral Education in Business: Viewpoints and Proposals for Change*, edited by S. Tamer Cavusgil and Nancy E. Horn, East Lansing, MSU Press, 1996).

<sup>6</sup>Ben L. Kedia, "A Pyramidal Approach to the Internationalization of Doctoral Business Education," Position Paper presented at the Roundtable on Internationalizing Doctoral Education in Business, The Eli Broad College of Business, Michigan State University, 11-13 September 1994, p. 3 (to appear in *Internationalizing Doctoral Education in Business: Viewpoints and Proposals for Change*, edited by S. Tamer Cavusgil, East Lansing, Mich., MSU Press, 1996).

<sup>7</sup>See "The Decline and Fall of the Ph.D. Demand," AACSB Newsletter, Spring 1993.

Relevance and usefulness are two objectives of internationalization. No longer is it appropriate for faculty to be engaged primarily in a narrowly defined knowledge-producing endeavor that seeks to reproduce itself. To be relevant and useful, faculty must become engaged in research with a global scope and must teach their students to be culturally relevant in both their teaching and research. As the external business environment has adapted to global change, so must business schools.

The processes of internationalization might be viewed as taking place on three levels: awareness, understanding, and competence.<sup>8</sup> Since functional fields within business vary, with some disciplines more overtly linked to the international arena than others (e.g., marketing), the level of internationalization each requires may differ. Thus, the initial objective of internationalization should be the examination of the disciplines/functional fields to determine the degree of intensity that should be developed, i.e., what should be internationalized.

A second objective is to consider who should be internationalized. Members of three populations must be considered: faculty, students, and institutions and their leaders. To address issues of internationalization efficiently, a joint venture among these three sets of stakeholders must be formed. Faculty are responsible for developing a global mindset in their students. Absent such a mindset on the part of faculty, doctoral students will continue to be trained parochially and will be unprepared for their own futures. Students' global mindset must be developed so that they can either assume positions at universities or become practitioners in a global business environment. In either scenario, students must be prepared to operate in a functionally integrated international business environment. Institutions and

leaders must be internationalized to provide the leadership and support needed for faculty and students to undertake the programs and activities needed to achieve a global mindset.



JOHN STOPFORD, LONDON BUSINESS SCHOOL (L); DAN ONDRACK, UNIVERSITY OF TORONTO (R)

Stakeholders in the educational process can follow many pathways to achieve international competence — the ability to teach and engage in research within the context of both business activities that cross national boundaries and international business as a discipline. Furthermore, different schools will pursue different goals. Individual pathways will reflect: (1) differing institutional philosophies and environments; (2) the fact that international business can be a context or a discipline; and (3) the many ways change can be managed. The plurality of models and approaches to internationalizing doctoral education will lead to a plurality of definitions of concepts of global competence. Since internationalization represents environmental sensitivity, open-systems learning,

<sup>8</sup>For further discussion on this topic, see Jeffrey Arpan, "Curricular and Administrative Considerations — The Cheshire Cat Parable," in S. Tamer Cavusgil (ed.), *Internationalizing Business Education — Meeting the Challenge* (East Lansing, Mich.: MSU Press, 1993), pp. 15–30.

and core-competency development all in one, it should provide the guiding light to doctoral education, whatever pathway is chosen.

Once a path has been chosen, however, business schools should set standards of excellence that conform to their institution's philosophy and goals. From a plurality of institutional designs for internationalization, excellence and leaders will emerge. As leadership emerges, and as distinctive institutional competencies are recognized, other schools will emulate the programs that have been developed, adapting them to their particular context. The weak point of this evolution, however, is that no clear image or criteria exist for defining what constitutes excellence in internationalized doctoral programs. *Business Week* has identified global vision as a facet of leadership in business education programs, but there is no blueprint for "best practice" in this area. Each institution, therefore, must pose two overarching questions: how is best practice defined and how do faculty and institutions achieve it? These questions must be posed within each functional area to determine international core values, assumptions, goals, and objectives within the school. Within each functional area, faculty who successfully blend international material into their courses — e.g., international aspects of marketing or international human resource management — will develop a reputation as "international." These faculty might adopt practices that heighten awareness, enhance understanding, or create competence in the international aspects of their area. Such individuals can serve as opinion leaders in the internationalization of their respective departments and should be supported for their efforts. Enhanced respectability of a department or college can, in turn, motivate others to use similar strategies.

Faculty must be viewed as cornerstone resources in the internationalization process. Helping them to reconceptualize graduate education to be both more integrative and international is a challenge. Given the disciplinary specializations from which most faculty come

(and in which they carve out their careers), the mindset change from disciplinary thinking to the pursuit of interdisciplinary knowledge may be difficult to achieve. Hence, internationalization should occur on an incremental basis, targeting different aspects of the program in succession, and should not be a sweeping requirement — at least, not at first. Identifying specific areas within a college to take the lead in internationalization will allow faculty, administrators, and students to transform their approach gradually, bringing larger numbers of participants along. The process, however, should take place within the framework of a strategic plan that presents time lines for accomplishment. What must be borne in mind is that those who are beginning their careers today will continue on their trajectories until at least 2035, when the question of internationalization will not even arise because it will be the mode of every business operation.

Faculty interest in the international aspects of their functional area can be piqued on many levels:

- Professional pride — is your teaching relevant to preparing a professional cadre for the future?
- Professional/school reputation — is your program creating disadvantaged future faculty by omitting an international orientation?
- Rewards and incentives — does the institution provide an enhancing environment for faculty?
- Professional inadequacies — what gaps in knowledge are personally felt that can be filled in by a faculty development program?

Faculty motivation can be derived from any of these factors. The dean should play a major role in developing and supporting an international vision, but internationalization processes must also be developed on the grassroots level with leadership emerging from faculty. From time to time, various pressures are ex-

erted on faculty — for example, questions of ethics or the challenge of establishing diversity. Such pressure is often resisted, as is all change that focuses on program integration. While many principles in business are generalizable and lend themselves to more integrated and international approaches, some are not. For this reason, efforts to validate well-established principles in a cross-national setting must be selectively carried out, and they should be initiated from the bottom up.

The costs and benefits associated with internationalized doctoral education also need to be considered. For example, if internationalizing a student's program lengthens the time needed to complete it, the extension of time should be viewed as an investment in a more productive academic career. In fact, developing eclectic generalists may be a more productive investment for education as a whole than pro-

ducing razor-sharp specialists. Infusing international content into doctoral coursework may be a risky strategy, however, since (1) the degree of infusion will be difficult to measure, and (2) ethnocentric faculty can use this argument as an excuse to resist change.

Such tunnel-vision thinking perpetuates "we do not need to change" scenarios that may be the result of lack of international research skills and/or internationally specific knowledge on the part of some doctoral program faculty. In spite of what some may view as real costs, however, the goals of sensitizing doctoral students to internationalized curricula on the one hand and preparing them for a productive career in a functional area need not be mutually exclusive.

Students and faculty alike may raise an outcry against internationalization and greater integration of functional areas, claiming that such approaches create nonrigorous generalists

#### CASE STUDY OF "INTERNATIONALIZED" DOCTORAL STUDENT: HILDY J. TEEGEN, UNIVERSITY OF TEXAS, 1993

*Hildy Teegen began her doctoral studies at the University of Texas at Austin in 1987. Her major focus was on international marketing, but she faced the dilemma of how to get a truly international education within the confines of the university. Despite Texas' strong program in marketing, international business, and Latin American studies, such on-campus resources were not really sufficient to develop the expertise and depth needed to launch what she hoped would be a life-long career as a Latin Americanist in business education and research.*

*The path that Hildy and her adviser decided upon was to search for a short-term teaching position in Latin America at an early stage of her program that would enable her to accomplish several objectives: (1) obtain a very high level of proficiency in Spanish; (2) become intimately acquainted with the people and the culture; (3) learn about business in the region on a first-hand basis; and (4) develop a set of contacts that could perhaps facilitate future dissertation work. Hildy was able to obtain a position for a semester at ITESM—Campus Monterrey, one of Latin America's leading business schools. She was able to accomplish all of her objectives, and doing so*

*led to much greater depth in her ability to understand and address business issues in that region.*

*The first teaching experience at ITESM provided Hildy with the understanding, contacts, and confidence to undertake a dissertation that involved the collection of primary data in Mexico. Data collection was made possible largely by her taking a second one-semester position at a major business school in Mexico, this time ITAM in Mexico City. During this semester, Hildy was able to conduct personal interviews with more than 100 Mexican senior executives regarding their experiences in strategic alliances with U.S. and other Mexican firms.*

*Just two years after graduation, Hildy was on her way to becoming a recognized authority on strategic alliances with Mexican businesses in both Mexico and the United States. She is in a position to become an esteemed scholar in this area, and she is in great demand in both countries for executive development programs. Her depth of knowledge on international issues in general, and Mexico in particular, ensures that her courses — whether specifically international or not — incorporate an international dimension throughout.*



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or that the curriculum will become too diffuse and not specific enough to create functional excellence and expertise among new faculty cadres. Such protests need to be considered in light of the demands emanating from the business world itself. Faculty members set the parameters of learning in their courses. When they do not include an international component, especially in functional areas that have obvious international linkages, their students are not exposed to the international implications of what they are learning. Parochialism repeats itself. If, however, faculty in specific functional areas are selected as candidates for enhancing their own understanding of the international nature of their area, future faculty will benefit from that understanding. Interna-

tional experts will be created within functional areas and internationalism will repeat itself.

Institutional support is necessary for this pattern to emerge — not just support from the academy, but also from academic journals and publishers that certify the worthiness of a research endeavor. When faculty, both current and future, identify a research problem, how will such research be viewed by colleagues and what support will departmental leadership provide? And, most critical, who will publish the outcome of that research? External opinion leaders such as publishers and journal editors must also be cultivated who will take the core of internationally focused functional-area research and recognize its value by publishing it, thus helping to establish criteria for excellence in international research. Institutional support, hence, is the final challenge that must be met in undertaking internationalization of doctoral programs in business.

## IN SEARCH OF RELEVANCE

The challenges posed by internationalization for doctoral education in business are embedded in the overarching challenge of integrating business programs and making them more relevant to the demands of the market. Business now demands more integrated professionals, but those who currently teach tomorrow's professionals are still embedded in functionally specific training and research. For reform to occur, and for internationalization of future programs to take place, specific faculty who teach in doctoral programs must develop a deeper awareness and understanding of and competence in the international nature of business. Changing mindsets presents the greatest challenge to faculty, students, and the institutions that support them because alternatives to current practice are not clearly defined and standards that set models for "best practice" in internationalization do not exist.

## 2. MODELS FOR INTERNATIONALIZING THE DOCTORAL STUDENT



Output of an international doctoral program in business is a function of input and throughput.<sup>9</sup> Models for internationalizing the doctoral student must therefore take into account the range of input and throughput factors to which a student is exposed in order to produce a future faculty member capable of dealing with the international context of business in his or her teaching and future research.

The components and strategies for internationalizing input and throughput include such items as obtaining international insights from foreign language study, field experience in a foreign country, curriculum revision for an entire course of study, the addition of internationally focused courses within each functional area and/or within a program, and consideration of international students as resources to a doctoral program. Underlying these strategies is the question of the depth and breadth of internationalization each student should be expected to have upon completion of a doctoral program. Central to this discussion is the willingness of current faculty to consider these strategies in terms of their benefits rather than their costs.

### INPUT

The input to a doctoral program in business comprises the doctoral students themselves. Just as business uses the globe as a resource for leadership, doctoral programs in business can use students from all countries as resources for internationalization. Current and past admissions practice has focused on the ability of the potential student to conduct publishable research. In future, however, admis-

sions criteria must include the scope of the student's international interest and experience. Consequently, international business leaders and/or mature individuals with both significant experience and genuine interest could be recruited more actively as doctoral students.<sup>10</sup> Additionally, a greater number of foreign students should be admitted to create a more international atmosphere and cultural mix, thus allowing natural dynamics and cross-cultural teamwork among doctoral students. Admitting students who have already acquired foreign languages or taken coursework of an international nature should also be made a priority. To enhance any and all of these possibilities would necessarily reduce the current reliance on the Graduate Management Admission Test (GMAT) and other similar test scores as a basis for admission.

### THROUGHPUT — EXPANDING DEPTH AND BREADTH

Administration and faculty in each business school must make an initial decision on the extent of internationalization they deem most appropriate for their size and areas of specific functional-area expertise. They must also decide the strategies to be implemented for the short, mid, and long term and how these strategies will correlate with the level of knowledge that students will acquire — awareness, understanding, and competence. For example, developing an appreciation of how one's national economy is connected to the rest of the world is a short-term strategy that will increase *awareness* of the global interconnectedness of business. In the mid term, doctoral stu-

<sup>9</sup>For a more detailed discussion of this model, see S. Tamer Cavusgil, "Internationalization of Business Education: Defining the Challenge" in S. Tamer Cavusgil (ed.), *Internationalizing Business Education — Meeting the Challenge* (East Lansing, Mich.: MSU Press, 1993), pp. 1-13.

<sup>10</sup>See Richard J. Lutz, "Adapting the PhD Program to Ecological Imperatives: How to Herd Cats," Position Paper presented at the Roundtable on Internationalizing Doctoral Programs in Business, The Eli Broad College of Business, Michigan State University, September 11-13, 1994, pp. 5-6 (to appear in *Internationalizing Doctoral Education in Business: Viewpoints and Proposals for Change*, edited by S. Tamer Cavusgil, East Lansing, Mich., MSU Press, 1996).

dents can be expected to have acquired a grasp of the vital links between their economy and the rest of the world, including *understanding* of what international business is and how it works. In the long term, doctoral students in specific functional areas will be expected to have acquired *competence* — the technical skills and understanding that will enable them to engage in high-quality research that can be internationally oriented and contribute to the developing body of knowledge.

Depending on their goals for internationalization, business schools might implement mandatory doctoral core courses that are broad in scope and touch on a range of issues; others might require international courses in functional areas. In still other schools, a more appropriate model would be to infuse an international focus in all courses. A problem arises when administration and/or faculty deem these expanded dimensions as additive within the context of a zero-sum operation rather than integral parts of the curriculum that should be included as a matter of course.

A required *international overview course* would introduce doctoral students to the global context of business and subsequently create a demand for more functional-area courses that consider the global context in greater detail. In teaching research methods courses this same approach must be taken. It is traditionally assumed in the United States that much of the science of business is universal and that the way business is conducted in the United States is the model for business in any other country. While this assumption may serve as a model, it is a model adapted to local sociocultural, economic, political, and historical conditions. Hence, in conducting research to earn a PhD, students must be aware of, have an understanding of, or develop competence in the parameters of adaptation of any models — U.S., European, Asian, or other — that are being applied to truly determine the global generalizability of business theories and paradigms. How can this be accomplished? Doctoral students must tread in international wa-

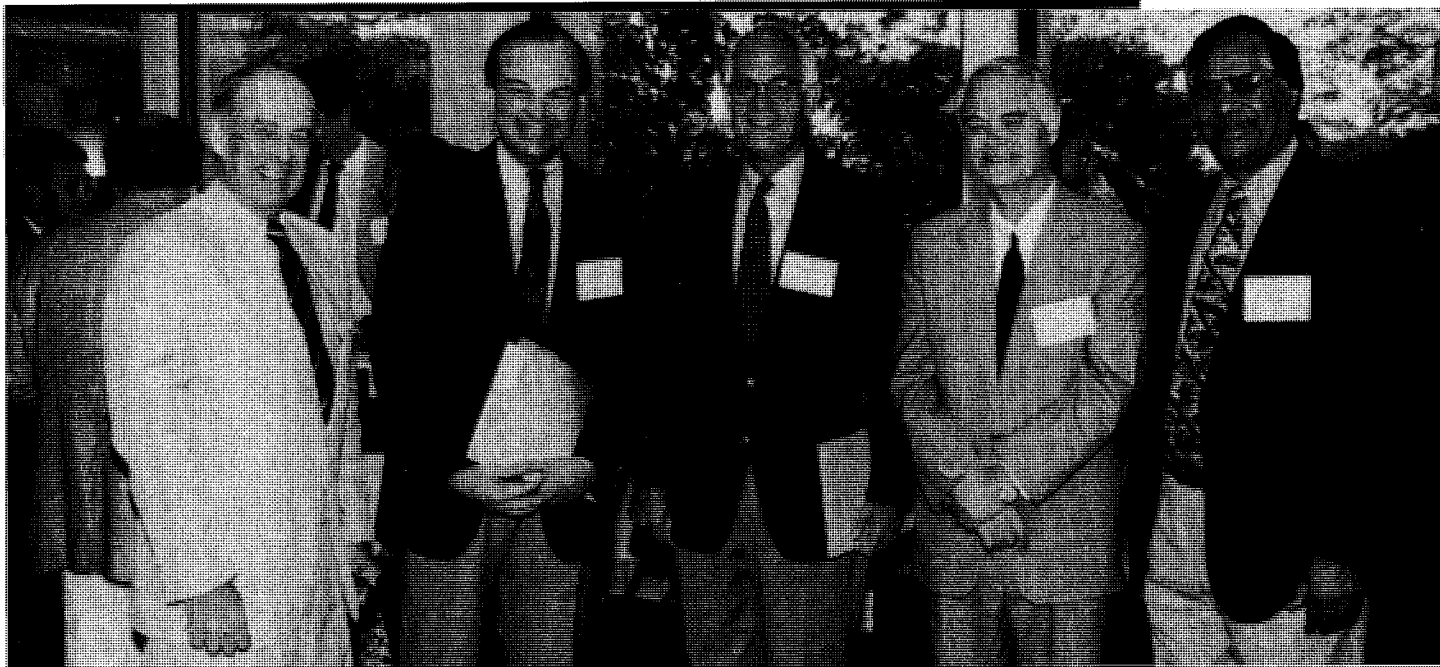
ters. Conducting research in different countries or conducting research on multinationals requires that students be introduced to the parameters of difference. If a business school wishes to create the opportunity for and develop the skills in its doctoral students to conduct international research, then its program must be constructed in such a way as to create these opportunities.

A similar argument can be made for methods of teaching in a *specific functional area*. If future faculty are to have an understanding — a higher level than awareness — of the international context of business, then students must become aware of international literature, methodologies for incorporating international materials in their teaching, and many of the different strategies that can be developed to pique student interest in international studies.

A key resource available to faculty and students is the population of international students in business schools. In conducting an assignment at Western Business School at the University of Western Ontario to identify key journals publishing international research, one student learned how working in multicultural groups could add to the understanding of how culture makes a difference in the conduct of business. By identifying specific cultural characteristics involved in group process, she was able to discern variation in approaches to management and task implementation that had consequences not only in completion of the assignment, but also in understanding the effect these cultural characteristics would have on the conduct of business in the participants' countries. International students can help provide a learning laboratory for doctoral students. By creating a learning opportunity in which international students can detail for classmates the range of adaptation of so-called universal business models, students — and faculty — lay a groundwork of awareness to challenge the assumptions of universality.

Institutions granting business doctorates have available to them a range of opportunities in which students can learn of the many





LEFT TO RIGHT: LYMAN W. PORTER, UNIVERSITY OF CALIFORNIA-IRVINE; CHARLES W. HICKMAN, AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS; WILLIAM BROESAMLE, GRADUATE MANAGEMENT ADMISSION COUNCIL; JAMES HENRY, DEAN OF MICHIGAN STATE UNIVERSITY'S ELI BROAD COLLEGE OF BUSINESS AND GRADUATE SCHOOL OF MANAGEMENT; BEN KEDIA, UNIVERSITY OF MEMPHIS

country-specific contexts of business. Area-studies courses in anthropology, language, political science, history, etc., provide insights into how patterns of socialization give rise to different types of social organization, political organization, and thinking. The American model of business was developed in the context of a capitalist democracy that was based on shared Christian values and beliefs. How many other countries of the world have similar histories? The type of government, economic system, and religiously based system of ethics and values practiced within a country give rise to variation in all manner of group operations, from the family to the governing boards of business. Motivating students to recognize these differences and to explore them more deeply in their own research is then seen as integral to understanding how a universalistic model of business is adapted and/or significantly changed to fit local practice.

International visiting scholars provide yet another resource for internationalization. Both short- and long-term visitors can contribute to

a student's understanding of the global nature of business and how various models of organization, finance, accounting, etc., have been developed in specific countries that reflect their own values and historical development. Students will also learn from such scholars the extent to which their learning is generalizable in a broader global context.

Resources for internationalization are not limited to the home campus. The depth and breadth of international business training can be expanded by creating consortia on specific international topics among members of the Academy of International Business, other professional associations, CIBERS in the United States and CIBs in Canada, and members of consortia in Europe, Asia, Latin America, and Africa. In Europe, for example, doctoral students in management from across Europe regularly participate in workshops organized by the European Institute for Advanced Studies in Management (EIASM) in Brussels or funded by the European Commission. One of the goals of EIASM is the fostering of a European net-

work of academics in management; most students begin entering the network through participation in the various doctoral workshops.

International meetings, such as the Eastern Academy of Management in Singapore, provide an excellent opportunity for students to learn about the parameters of international business. With global communication through technological innovation available to students, international exchange of ideas and insights can be facilitated. Global seminars can be developed via satellite and interactive communications systems to create a deeper level of understanding of the country-specific nature of business.

Students will ask how they will be able to conduct their doctoral research in an educational context in which many faculty view internationalization as merely the application of a "western" model of business and in which faculty have pursued a narrow silo-enhanced model (see page 4) of their functional areas. Who among this type of faculty will oversee international research? What incentives exist for students to pursue international research? Clearly, the key to internationalization is the current faculty (who will be considered below), but other institutional incentives must also be provided. Funding, of course, is a key issue.

CIBERs in the United States and international business centers in other countries play a critical role in leading business schools in creating incentives to internationalize, and they must play the same role in creating opportunities to conduct international business research. Funding for these activities can come in many forms: (1) predissertation travel awards to encourage students to consider international options at an early point in their programs; (2) dissertation research grants to conduct thesis research abroad (funding might well be developed through linkages with international companies); (3) postcompletion dissertation awards on international topics specifically addressing international business issues; (4) postcompletion dissertation awards to nonbusiness students whose research informs international business (e.g., analysis of the competition in

the global construction industry). CIBERs or consortia of faculty can also present externally funded opportunities (such as the U.S. Department of Education Fulbright-Hayes awards and programs created by various multinationals such as Peat, Marwick) to students as alternatives to conducting research in the home country under research sponsorship from a faculty member.

Through individual faculty connections, international research alliances can be developed to facilitate the collection of data in other parts of the world. Strengthening relationships with visiting scholars can provide research access to different countries; including international scholars on doctoral committees would provide country-specific strength to the design and implementation of research. International alumnae who have returned to their home countries and assumed positions in academia or in business are excellent resources for creating overseas research opportunities.

Information must be available in business schools on international and cross-cultural dimensions of business, including CD-ROMs and international data bases as well as journals and other published work. Hence, libraries must be encouraged to expand their international collections to reflect the changing needs of business schools. A least-cost strategy would be to create working paper and/or publication exchanges with foreign universities. With an international literature resource base, students can readily include these items not only in thesis development but also in considering whether there is an international contingency that should be included in their theses.

## TREADING GLOBAL WATERS

A core component of internationalization is experience in the "field": going overseas to participate in professional activities such as research, internships, or professional meetings. The degree to which this type of experience will be useful to a doctoral student depends on the level of competence the business school

## UNIVERSITY OF WESTERN ONTARIO BUSINESS SCHOOL INTERNATIONALIZATION OF DOCTORAL EDUCATION

The two cornerstones of the University of Western Ontario Business School's approach to internationalizing doctoral education have been the use of (1) a field experience, and (2) a unique set of components within the International Business course that all doctoral students are required to take.

### Field Experience

The international field experience occurs primarily through curriculum, teaching, and thesis-related activities. Such experiences are in addition to the common practice of encouraging doctoral students to attend international conferences and participate in doctoral consortia.

All doctoral students spend the first summer of their studies working on supervised research and case writing. In many areas, case writing takes primacy and entails the preparation of two comprehensive, decision-oriented case studies written under the supervision of a professor. Increasingly, these cases are international in terms of issue, and the student travels to the country in question for interviews and data collection. The cases produced are typically for internationally oriented graduate and undergraduate electives, but efforts are being made to use international cases in the required MBA/undergraduate courses.

Another curriculum-related initiative that several doctoral students have been able to capitalize on is the international study tour. For each of the past two years, a small group of MBA and undergraduate students and faculty have visited Monterrey, Mexico, during the university's Reading Week in February. Although this is not part of the required PhD program, doctoral students have been able to take advantage of this already existing program in order to gain some international exposure that would not be otherwise available. Such exposure has proved helpful in determining subsequent interest in working or doing research in this particular country.

In terms of teaching, doctoral students usually teach the cases they have written, providing a unique opportunity to apply their summer field experience and bring first-hand knowledge of the case and business issue into the classroom. On a limited basis, some have been offered short-term teaching opportunities in other parts of the world, and others have partic-

ipated as teachers in the MBA student's LEADER Project. Since 1991, between twenty-five and sixty Western MBAs have travelled to one of five republics of the former USSR to teach a three-week introductory business course.

The third opportunity to gain international experience as a doctoral student at Western is through thesis-related travel. To facilitate financially the writing of international dissertations, the school's Centre for International Business Studies has provided an additional \$4,000 in expense money to offset the costs of international travel related to thesis research.

### International Business Course

All PhD students take an international business seminar as a core requirement of the program. The course examines the theoretical evolution and scope of international management theory and research — both as a distinct field of inquiry and as an interdisciplinary resource. It is designed to build on other core courses such as the Foundations of Management and Research Methodology, and supplements the various functional-level special field offerings.

Recognizing that most of our graduates will not be hired directly for international business positions, the objective of this course is to ensure that students better understand and capitalize on the international dimensions in their functional areas of interest. In addition to being evaluated on the basis of in-class participation, students in 1993, for example, were required to complete two of the following three assignments:

- International Heritage: Functional Perspective. Students could prepare a twenty- to twenty-five-page paper detailing the existing/potential international contributions to a primary paradigm/theory in the student's functional area.
- The Internationalization of the MBA/ HBA Program. Students could provide a teaching package (lecture and case materials) to their area group for internationalizing at least two classes in an MBA/HBA elective or required course of their choosing.
- Publishing International Business Research: Functional Perspectives.

seeks to build in a student, as well as on the student's motivation.

Motivation is a function of the degree of international competence a student wishes to generate. First, there are students who will become international business specialists who will teach and conduct research across the entire range of international business and who therefore will be expected to know a great deal about international business issues. Second, there are students who are being trained for careers in international business within specific functional areas, such as marketing, finance, accounting, and human resources. Third, there are students who are developing expertise in a functional discipline and who, secondarily, must have some competence in the international aspects of their functional specialty. Fourth, there are students who will be considered regional specialists within the other categories. For example, a person might be an international business specialist and have special competence in the Pacific Rim. Another person might have particular competence in international marketing and also have particular strengths in Western Europe. An overseas experience can be identified/fashioned to meet the needs of each of these areas of specialization.

Overseas experience must be a constituent part of the student's learning experience. In many overseas study programs, international activities are seen as experiences that will enhance the student's understanding of specific fields, but they are not an integral part of the curriculum required of all majors in a specific discipline. If an overseas experience is to be required for doctoral students in business, that experience must be viewed as an integral part of the curriculum and appropriately incorporated in the program of study. For instance, courses and activities that help prepare the student for the experience in advance and will build on the experience later should be part of the student's curriculum, thereby making the overseas portion of study an integral building block of learning in doctoral education. The experience must also be appropriate to the level

and type of expertise a student would like to develop. If a more comprehensive understanding of taxation in a particular country is desired for the development of a functional area specialty, for example, the experience should be based on this demand. If the student seeks a more comprehensive understanding of business in one region, then a semester or year in another country might be of greatest benefit, especially if the level of doctoral education in that country is comparable to that in the home institution. Alternatively, a business school in another country might be well known for its expertise in the global dimensions of a functional area. In this case, reciprocity or exchange agreements might be reached to provide doctoral education for a given period to doctoral students of each respective country party to the exchange.

Before leaving on an overseas experience it is critical that a student have a heightened cultural awareness in general and an understanding of how culture affects business practices in particular. These skills must be developed as a precursor to being able to see and understand difference in international business settings. Acquiring cultural sensitivity also entails knowledge of a country, including language, history, politics, religion, and other factors that constitute the cultural system that affects business.

Opportunities are available to doctoral students interested in gaining international competence. These include overseas dissertation research, developing case studies in foreign markets, assignment to a research institute in another country, overseas language study (especially language for business purposes), short-term study tours that have been abbreviated to focus on specific learning objectives (normally shorter than standard study-abroad programs), corporate internships — either within a multinational operation overseas or a country-specific company, teaching in a foreign market, accompanying faculty who are teaching abroad, attending overseas executive education programs, as well as an international

menu of activities that can be designed to meet specific objectives. Any of these experiences will establish a key experiential mindset. The more experience a doctoral candidate can gather during doctoral education, the more he or she learns how to cope with new situations.

## MUDDYING THE WATERS

Overseas experience can meet and has met with resistance on several levels. A selected list of challenges to this integral experience includes:

- **Cost-benefit tradeoffs.** Will the investment yield the hoped-for benefit?
- **Fear of overseas experience.** How can fear of the international unknown be assuaged?
- **Focused time.** Experiences abroad can motivate a student to take a different trajectory than originally planned, thus requiring more time to finish studies.
- **Short- and long-term benefits.** These should be identified in constructing the experience to enhance the probability of fulfilling goals.
- **Linking overseas experience and publishing.** An underlying assumption in incorporating an overseas experience in doctoral education is that it will expand the types and content of analysis included in research.
- **Duration of overseas experience.** Studies need to be conducted to identify an optimum length for optimum benefit.
- **Funding.** Resources must be identified to afford students an overseas opportunity, including federal, state, and provincial government resources; corporate sponsorship; service clubs, and the like.
- **Regional specialization.** It is unclear at this time whether developing a regional specialization has a sufficient payoff. This may be an issue of size of the business



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school and/or support (library, faculty) for regional training at the university.

- **Overseas experience is not remedial.** Customized programs of overseas experience should not be viewed as a remedial function to the program.

Each of these issues must be addressed at each business school, according to strengths, capabilities, and program orientation.

## STRATEGIES TO FORD THE WATERS

Customizing overseas programs for students requires a range of effort on the part of a number of people. A consortium of several universities can be organized to develop short-term overseas programs. Strategic alliances can be developed with foreign universities to create research and internship opportunities. Faculty can develop alliances with international and/or multinational companies in order to afford themselves and their students an opportunity to conduct research or participate in an internship abroad. On-campus linkages with

### COMPETITIVE DISSERTATION RESEARCH GRANT PROGRAM OF MICHIGAN STATE UNIVERSITY CIBER

*For the past five years, the CIBER at Michigan State University has facilitated research by doctoral candidates and their faculty on international dimensions of business through its competitive research grant program. To qualify for a dissertation research grant, a doctoral candidate must have successfully defended his/her research proposal. The dissertation should examine a substantial issue in international business or the international/comparative aspects of a functional area. The grant can be used for foreign travel, to purchase databases or data analysis software, or to cover various data collection costs.*

*The availability of research grants has allowed several doctoral candidates each year to conduct valuable international research. Several of the dissertations addressed firm competitiveness issues in the context of selected global industries. One doctoral candidate, Gregory Osland, received assistance for conducting in-depth interviews with executives involved in U.S.-China joint ventures. These interviews were conducted in China, Hong Kong, and the United States. Dr. Osland has published his findings in such journals as the Journal of International Marketing, California Management Review, European Journal of Marketing, and others.*

international programs would also afford students broadened opportunities to learn about different countries and to create their own alliances among other graduate students going abroad to conduct their research (e.g., graduate students receiving U.S. Title VI — Foreign Language and Area Studies — funding). Innovative programs can be developed by overseas study offices that can identify other faculty with international linkages to specific universities, research institutes, and/or businesses. In essence, all of the resources of a business school and its university should be brought to bear on the task of creating relevant international opportunities for doctoral students in business.

#### OUTPUT

The ability of business PhDs to find excellent positions within academia and, if de-

sired, in international business and international agencies will strengthen a university's image and reputation as a unit of international excellence. This image, in turn, will attract more internationally oriented students and faculty members. The trend will be visible not only on a national but also on a global basis.

To conclude, models to internationalize doctoral students abound. No single model has yet proven to be the most effective. Rather, a business school can choose among many models and strategies on the basis of its goals and constraints and the specific level of internationalization it has already accomplished. It is critical, however, that business schools implement a strategic plan for internationalization in order to work systematically toward achieving their own goals.

### 3. APPROACHES TO ENHANCING FACULTY COMPETENCE AND INVOLVEMENT

A complex web of faculty motivation and competence is at the core of internationalizing doctoral education. How an entire school of business or a segment of that school weaves that web is based upon the leadership of the dean and the ability of faculty members to assert their convictions through "grassroots" movements to internationalize. The dean's role is not to assert autocratically that internationalization must take place but is to provide both vision and support to faculty and to muster resources for a range of activities. Faculty must also feel free to pursue internationalization goals in a context that provides support through tenure and promotion policies.

Approaches to internationalization take these and many other factors into account. Major concerns center around tenure and promotion, but professional development and conducive climate are also important issues.

#### NECESSARY PREREQUISITES AND CONDUCTIVE CLIMATES

No change in international competence and involvement will occur among faculty unless the system that rewards faculty behavior also changes, i.e., unless promotion and tenure decisions become dependent on enhanced international competence. At every business school situated in the larger context of a university, guidelines for promotion and tenure are largely based on the professional output of a faculty member — that is, on the number and type of publications produced. Guidelines may be adapted in each college or school, but core requirements generally reflect the orientations of the university. If faculty in business are to internationalize to the point that they infuse international content in their courses or create new courses that focus only on the international, faculty must be rewarded for their new activities. If tenure and promotion guidelines are not flexible enough to incorporate interna-

tional curriculum development and research then, from the outset, the exercise of internationalization is doomed.

Motivation for faculty to internationalize is not the sole domain of the business school. Today, external demands emanating from the business community may be sufficient. The business community may, on the other hand, have the erroneous perception — based on business school rhetoric — that doctoral programs in business are already internationalized. A business school may have put forward a vision of internationalization without developing the goals, objectives, and strategies necessary to translate that vision into reality and without fostering a global culture within its own walls. The business community now demands greater vigor in internationalization, and faculty who have direct and active ties to industry understand the international role that business is playing. Faculty who are not in tune with international business trends are no longer competent; they are not suited to prepare future faculty. It may just be a matter of time before faculty realize that their own teaching and research are falling behind the current realities of business, but can several generations of students wait for faculty to correct their perceptions? Where a business school incorporates an international dimension in its mission statement, the groundwork for internationalization has been laid. When the business community accepts this statement and looks for evidence of its implementation in each functional area, the faculty is challenged to fulfill the vision/mission.

If the climate for change and broadening the curriculum is conducive to and supportive of internationalization, then change must be brought about by the faculty themselves. In the semiautonomous world of faculty teaching, it may be difficult for the dean simply to dictate that internationalization will take place. The move must begin at the grassroots, where faculty themselves recognize the need to internationalize and are motivated to identify strategies to meet this goal. Key, of course, is

that the dean and other administrators have created a climate conducive for such grassroots actions to take place.

Climate is not sufficient, however. A school must be prepared to provide access to resources that will promote internationalization. Overall, business libraries must include international journals, databases, directories, and monographs. Libraries might also be depositories for internationalized functional-area course syllabi or general international business courses that could be sources of professional inspiration or models to adapt to specific classes. Deans and chairpersons must make funding available for overseas study, research, and conference participation. Funds must also be available to bring international scholars to campus. Some schools will find it desirable to establish a center or institute to bring focus to internationalization efforts. Such centers can facilitate internationalization initiatives and pursue external fundraising as well. Executive training programs designed es-

pecially for foreign companies and/or delivered in overseas locations can stimulate faculty interest. In summary, an international culture must be developed and nurtured.

## INTERNATIONAL FACULTY DEVELOPMENT

As the climate for internationalization becomes more conducive, the number of strategies and activities will increase. It is particularly important to provide international experience for faculty so that they can understand how business has become inextricably globally linked. Such strategies range from overseas executive education that includes tours of businesses and business schools to leading a student overseas study group focusing on a particular theme in business. Of most importance is providing the faculty member the opportunity to gather materials to infuse into courses. Attending conferences overseas will provide faculty the opportunity of learning from their international colleagues the range of research conducted and the universality of the theories they teach. Such collegial participation will also generate research ties and linkages that can be fostered further by exchange visits to campuses that will enhance the availability of international expertise to partner institutions.

Not only must the business school climate be conducive to internationalization but also to a range of incentives that will support internationalization. For instance, international accomplishments must be appropriately rewarded in the promotion and tenure process. In turn, research conducted in the international arena and published in journals that might not be as well known must be accepted in the same way as more traditional research published in well-accepted journals. Faculty have an additional responsibility in publishing: they must work to change the editorial policies as well as the orientation of peer reviewers to include international research. While business schools must initially provide equal weight to articles pub-



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lished in lesser known journals, they must also lobby most accepted journals to expand their mandates. One strategy to enhance this process is to encourage eminent scholars to publish international research in more traditional journals. This strategy will help pave the way for others to do likewise.

Efforts to internationalize the teaching curriculum must also be rewarded. Strategies to enhance these efforts include bringing eminent international faculty in functional areas to the school. Writing grant proposals to sponsor an international scholar (e.g., Fulbright fellowships for those in the United States) is one appropriate means to attract visiting scholars. Pairing functional-area faculty with their international counterparts enriches faculty ability to infuse international dimensions into their curriculum. The presence of internationally distinguished faculty within the school — both for the long- and short-term — will affect more than simply the area of specialization, because collegial relationships fostered by deliberate faculty development efforts will ensue. The practice of engaging external examiners to review theses also brings high-profile scholars to campus where faculty may benefit from specific interactions.

Faculty internationalization does not occur without allocating appropriate time to the effort. Strategies must be developed to allow faculty to learn how their own functional areas are affected by the global business environment. Faculty must conduct library research, attend seminars, interact with colleagues from other countries, learn how to write grant proposals with an international dimension, audit courses offered in other schools, take sabbaticals in other countries, and interact with businesses with overseas operations — all toward the end of increasing their own competence. Sufficient time must be made available for faculty to develop themselves in such ways. This might include providing reduced teaching or administrative loads over a semester or two, establishing teams to teach courses in order to share the load, and making joint

appointments possible to allow nonbusiness faculty with international expertise into the business doctoral student's classroom.

Within any business school with a mission statement that includes an international focus, faculty will fall into three categories: the committed, the wavering, and the challenged/defensive. Members of the two latter groups may be motivated by degrees of inadequacy, defensiveness, and a resistance to the imposition of further obligations on themselves, especially if the obligations are vague and unspecified. Each group requires a slightly different approach to achieving international competence. Those in the wavering group may require the least convincing to become committed. Those in the challenged/defensive group may require only a single experience — for example, an executive study tour overseas — to be transformed into true believers who will extol the virtues of internationalization. Each business school must determine where their faculty members stand and develop appropriate strategies to internationalize each group.

Business schools must determine how much internationalization is enough to create the level of competence desired in their faculty. Must faculty in all functional areas have the same level of competence? Expectations or standards must be developed for the degree of internationalization that will be sufficient. A first step is to create a checklist of inputs needed, e.g., how much international literature, participation in specific international faculty development activities, or attendance at international conferences, workshops, and seminars will be required. A similar strategy can be developed for output, e.g., how much change in course syllabi, reorientation of research, or publication in international journals will be sufficient. By developing guidelines for appropriate activities for the level of competence required, faculty who are wavering or challenged/defensive may feel more comfortable in proceeding with internationalization activities because they have a clearer view of what is expected of them and can allocate their own pro-

### INDUSTRY SPONSORED DOCTORAL DISSERTATION: AN EXAMPLE OF BUSINESS-EDUCATION COLLABORATION

*Companies have been pursuing international strategic alliances at an increasing pace in today's global economy. Adolfo Subieta, a doctoral candidate at The Eli Broad Graduate School of Management, Michigan State University, wished to investigate the managerial process that companies seem to use in forming such collaborations. Subieta's faculty advisers contacted a large multinational corporation in Michigan to explore its interest in sponsoring a research project that could be mutually beneficial. This company had been implementing a large number of collaborative arrangements in the global chemical industry. A series of meetings between the senior executives of the multinational and Michigan State University faculty revealed that there would be benefits to both parties in such a study.*

*The company wished to improve the process of establishing technology joint ventures and licensing agreements with overseas partners. Many individuals and functional divisions in the corporation had accumulated substantial experience in negotiating and implementing international collaborative ventures, but this knowledge was not assembled and internalized. For Subieta, the opportunity to gain real-world perspectives on*

*the formation of international cooperative arrangements from a major global player was very attractive.*

*Michigan State faculty then developed a memorandum of understanding with the corporation to define the scope of the research project and the deliverables, and to establish a timetable for implementation.*

*Under the agreement, the researchers had access to well-informed executives of the company and completed thirty-five in-depth interviews. The company also provided referrals to other informants in the global chemical industry. A stipend was also provided to Subieta by the company to cover various research costs for one year. At the completion of the project, an executive summary of findings was provided to the company and a presentation was made to executives.*

*Both parties felt pleased with the research collaboration. The researchers had collected extensive information to build a conceptual model of international cooperative arrangements which was then empirically tested through a subsequent survey. The company received an evaluation from the researchers that served as the basis for making refinements to the process used in forming international cooperative arrangements.*

professional development time accordingly. Faculty will be more willing to buy in to the internationalization program — an essential feature of the entire internationalization strategy — and create the possibility of infusing their courses with an international focus.

Another strategy to create faculty buy-in is to have prominent local faculty act as leaders in the internationalization effort and thus produce a cascade effect. The strategy begins with small successes facilitated by faculty who are both already committed and internationally distinguished in their functional areas. The model for implementing this strategy is one of faculty teaching each other, of mutual learning, and of mutual appreciation for each person's contribution to the task at hand. Activities within this strategy might include directed fac-

ulty seminars, team teaching, paired research, jointly leading a student group overseas, and the like. An in-house mentoring system might also be developed to create a one-on-one relationship that can reduce resistance.

### EXTERNAL LINKAGES

The overall message that should inform all strategies for internationalization is that faculty must become less parochial and more global in their thinking and in their activities. Membership in international professional organizations situates faculty directly in an arena in which discourse is not parochial, but in which issues are challenged by global realities and discussion leads to how universal principles can be adapted and lead to the develop-

ment of country-specific paradigms. Faculty horizons can be broadened with many strategies, but creating the possibility and potential for international dialogue is viewed by many as a key strategy. Bringing international faculty to the home institution or sending home faculty abroad are two integral ways of expanding such dialogue. Hiring internationally competent faculty may be part of the long-term strategy, and visits by such faculty part of the short-term strategy.

### CONCLUSION

Without a faculty committed to internationalization, doctoral students will remain provincial and parochial in their orientation to both research and teaching. The impetus provided by the business community can play a

decisive role in alerting faculty to their need to change. Opening the door widely to a full commitment to internationalization is a function of the rewards and incentives provided to faculty — faculty who themselves have been socialized into a system that rewards functional-area specialization and publication in selected journals. Asking faculty to deviate from previously accepted norms is tantamount to provoking social revolution. Faculty cannot be asked to change without a modicum of understanding about what that change will mean for their own future professional security. Faculty need to be assured that the risks they will take will ultimately benefit both themselves and their students. If each business school will address these issues, internationalization will be enhanced among a committed faculty.

## 4. INSTITUTIONAL AND ADMINISTRATIVE ARRANGEMENTS

What types of institutional arrangements within the business school would be especially helpful in internationalization efforts? Who should play which role? And what are short-, mid-, and long-term strategies that the institution can employ in order to enhance the success of internationalization efforts? These are key questions each business school must address when developing an internationalization strategy. The strategies developed and evaluated as most conducive to internationalization will be appropriate to the size and focus of the institution as well as the degree of internationalization sought.

### CREATING A "BLACK BOX" OR A CLEAR VISION?

The most conducive institutional arrangement for internationalization includes a unit, such as an international business center or institute, that can assist the business school in defining its internationalization goals, in strategizing ways to meet those goals, and in implementing the strategies. Such a center or similar unit provides the cornerstone support to both the dean and the faculty that will diffuse responsibilities and make internationalization more manageable. An internationally focused center can provide structure for facilitating discourse and working on issues related to faculty preparedness.

Creating a clear vision, complete with expectations, is the ultimate responsibility of the dean. With the assistance of a center, or similarly internationally focused unit, a dean can feel empowered to make a full commitment to internationalization, including faculty development, resource reallocation, and creating a conducive climate. Absent such a unit, the dean's responsibilities for internationalization may weigh too heavily on the dean's office. Creating

an international faculty working group would be most appropriate to begin establishing a range of stakeholders in the process.

**The Doctoral Program Office.** Institutional support for internationalization also needs to be developed within the doctoral program office (typically an associate dean of the business school) and the doctoral program directors and constituent faculty of each department. In some institutions, the central doctoral office is weak and not able to assist in leading internationalization efforts; this may be one institutional structure that should be strengthened and empowered to identify strategies to provide support for internationalization. The doctoral office might publicize information about market trends and hiring priorities for PhD graduates that emphasizes the growing importance of internationalization in the doctoral programs of leading schools. The office can also provide information about off-shore experiences, international student exchanges, and doctoral consortia at the Academy of International Business and other professional associations. As the locus for creating greater synergy among international opportunities, the doctoral office will foster congruence and coherence in a student's doctoral program.

Maintaining records on international doctoral graduates can also be a function of the doctoral office. Tracking of alumni is very beneficial for creating research linkages for faculty, overseas experiences for students, and potential employment for graduates. The office can share information on the quality of international doctoral programs both at home and overseas, thus providing the option for students to explore a semester abroad, conduct research at an overseas partner school, or attend for a semester at another institution that has developed specific international strengths in functional areas.

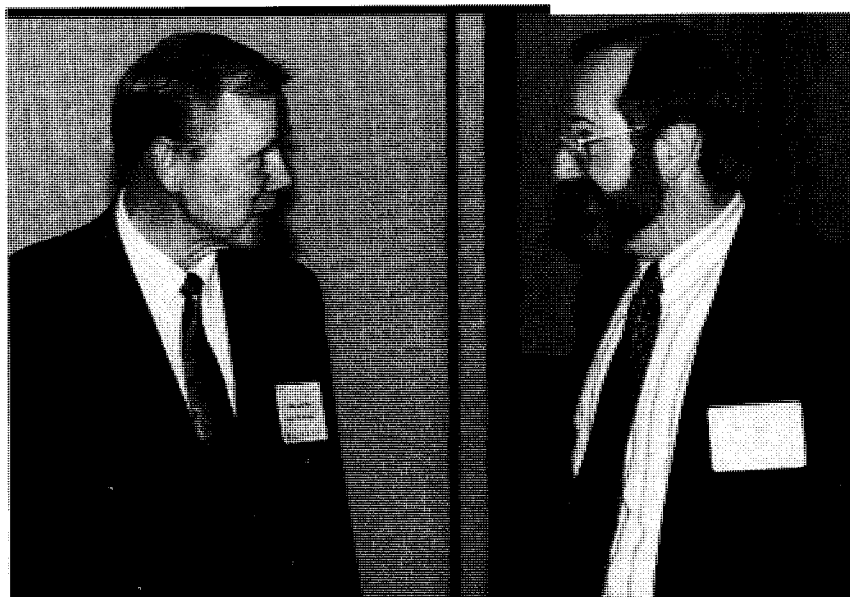
At the departmental level, doctoral program directors are generally faculty members. Among this group, "champions" can be identified who will spearhead internationalization efforts through the development of specific strategies. Such strategies might include re-

viewing doctoral student applications for evidence of international interests in their research and career plans. Students who are already predisposed toward international interests are more likely to incorporate some international aspects into their doctoral programs. They might even be able to stimulate some international interest among senior faculty members. As gatekeepers to the creation of future faculty, doctoral program offices might also consider increasing the number of international student admissions. Much of the internationalization already characterizing the academic profession has occurred as a result of the selection of individuals with international backgrounds as students and candidates.

**External Linkages.** Structural relationships between a home country institution and that of another country can be promoted by obtaining grants (such as Fulbright in the United States), creating faculty and student exchange relationships, developing joint research projects, and the like. A system of external examiners, such as that in British institutions, can be developed to assist faculty and doctoral students. Institutional affiliations already in place at a university might be a starting place for developing structural relationships with business schools; or business schools themselves might lead the university in creating relationships overseas.

**The Role of the Dean.** As the intermediary between university administrators and business school faculty, the dean is empowered to guide the school and allocate resources. Foremost in any institutional and administrative arrangement to internationalize is the role the dean plays in creating a conducive climate for faculty to explore and experiment with different modes of incorporating international aspects into their curriculum. The dean's role is essential to unlocking faculty culture from its bonds of parochialism and to socializing faculty in a new international order. Through personal behavior, the dean sets an example of interest, encouragement, and support. In his or her professional role, the dean allocates appropriate re-

sources, provides support and back-up to program directors, participates in fundraising for international activities and research projects, and facilitates the presence of visiting professors and students. Deans set policy and guidelines for acceptable professional behavior; they also set strategic directions for their schools.



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## HOW DO WE KNOW WHEN WE'VE ARRIVED?

Measuring institutional progress in internationalization is difficult because progress may be based on subjective perceptions of the breadth and depth of the effort. Benchmarking is an extremely useful form of measurement. Objective variables for measurement might include: hours of international content in doctoral courses; number of theses with international content; placement of graduates in offshore universities; international focus in articles submitted to journals or number of articles published in international journals; participation by professors and students in international conferences; funding of research from international sources; and numbers of ap-

plications to the program from international students. These numerical compilations, however, do not address quality. Indicators of quality must be identified as internationalization proceeds in order to ascertain whether the quality of education received at business school *x* in country *y* is at the same level as at business school *a* in country *b*. A set of variables might be identified to use as a checklist of accomplishment. Depending on the depth and breadth of international focus desired at each business school, the checklist could be an indicator of how well the institution is faring

in its own terms and in accordance with its own goals.

### AN INTEGRATED "REVOLUTION"

A consensus must be reached within each business school about the meaning of *internationalization*. Each participant in the process must have a clear understanding of internationalization as it is applied to his or her functional area and to the school as a whole. Does it mean that each course must have an international component or that each course will have

## INTERNATIONALIZING DOCTORAL PROGRAMS AT INDIANA UNIVERSITY

### GOAL

*The Indiana University (IU) CIBER has made a commitment to internationalize doctoral courses and students. Our goal is to ensure that IU PhD students are prepared to teach courses from an international perspective and to whet their appetites for international research.*

### RATIONALE

*Our reasons for this are several fold: (1) The American Assembly of Collegiate Schools of Business (AACSB) standards committee added the key words "domestic" and "world-wide" to the purpose of the curriculum for all students. (2) Our program has a national effect because IU's doctoral program has been ranked nineteenth largest in size by the AACSB, and our graduates are being placed all across the country. (3) By internationalizing the PhD program at IU we will also be helping to internationalize the large number of undergraduate courses taught by doctoral students and to influence faculty to use more international materials in the curriculum.*

### METHODOLOGY

*Our internationalization of the PhD program has been accomplished at two different levels:*

#### Departmental Level

*CIBER has provided incentives for individual departments to internationalize. We require that the activities the*

*departments select ensure continuity and that information be shared. Activities such as foreign scholar-in-residence programs, workshops, course material development, guest lecturers, and case development are a few examples of how departments have used funds to internationalize their doctoral seminars.*

### CIBER Awards

*Predissertation travel awards. We have been able to sponsor competitions for pre-dissertation travel awards to PhD business students. The purpose of this award is to encourage students to consider international options early in their programs.*

*Dissertation awards for PhD business students. Competitive awards enabling students to collect data that might otherwise be financially impossible to obtain.*

*Dissertation awards for nonbusiness PhD students. This merit award is given to students outside the business school who have significant international business dimensions to their dissertation proposals.*

### FUTURE

*IU is reorganizing its doctoral program to introduce a mandatory international business course for all PhD students. The course is currently being designed. Also in the offing is a joint MA-MBA program with IU's area studies programs.*

international elements infused? Or, does it mean that one international business course will be added to the curriculum and made a requirement for all doctoral students?

Internationalization of doctoral business education clearly requires transformation from a silo-orientation (see page 4) to a more integrated focus. A quick revolution is not a worthwhile option in promoting internationalization because it will be too disruptive. Rather, a gradual incremental and directed process with clear-cut goals and objectives is the best procedure. What does this approach entail? What is the anatomy of a creeping revolution?

Cornerstone to the change process is a clear understanding of what is being given up and what is being gained, i.e., the costs and benefits. Each faculty member and administrator must be able to articulate for her/himself the tradeoffs entailed in the transition from silo to integrated approaches. Will the curriculum lack disciplinary rigor or will it be strengthened? Will "sacred cows" have to be sacrificed in favor of a more populist-based deity? How willing are individual faculty members to retool in light of number of years served and proximity to retirement? When silo enhancers are gradually diminished, will the more integrative replacements produce the same level of excellence in students? In fairness to both faculty and administrators, significant time and appropriate strategies need to be available to stakeholders to answer these questions. An all-faculty retreat is an excellent forum for considering these issues within a strategic planning format.

Internationalization cannot be implemented without sufficient lead time. Great disappointment will ensue if immediate results are expected because it will take time to reallocate resources, gain faculty involvement and participation, reorient faculty recruitment efforts, design faculty development programs, restructure the doctoral program, and include internationally related materials in appropriate doctoral-level courses. At the outset, the notion of internationalization requires a proper

introduction. Promulgating internationalization at higher administrative levels will not produce desired results. A consensus of why doctoral programs must be internationalized is critical to establishing a shared set of goals and objectives that is mutually agreeable to faculty and deans. Agreement on the strategies to meet common goals and objectives is also imperative if all are to become stakeholders in the process.

Faculty must feel that they are indeed empowered to become stakeholders in the change process. If the climate promotes exploration and individual initiative, faculty will have choices to strategize their own means to internationalize. If the parameters of choice are limited by lack of adequate resources, then it is highly likely that faculty will not become willing participants — notwithstanding evidence for the need to internationalize doctoral business programs that emanates from the business community. Hence, the first step in managing the change process is to create a climate in which faculty feel free to brainstorm their own internationalization strategies and try them out.

Faculty empowerment is also a function of institutional tenure and promotion rules. Most faculty spend the first six years of their careers conducting single-discipline research that, for institutions in the United States, is U.S.-bound in nature. Hence, concerns about reaching tenured status within the new international order have to be addressed. Is this uni-disciplinary focus for research to be redefined? What will take its place? Is the functional-area focus of teaching to be transformed or merely adapted to internationalization efforts? Faculty assume that they were hired for their functional-area specializations and that they will teach in their area of expertise. How does infusion of international parameters affect course syllabi and what will the responsibilities of each faculty member be? Institutional commitment must be stated at every level to assuage faculty fears about embarking upon the internationalization process. The more that

deans and higher administrators can do to operationalize their commitment to internationalization, the more willing faculty will be to take risks and extend their activities to be more inclusively international.

Institutions must also have a clear view of established standards for the quality of knowledge they wish their professoriate to espouse in the international realm. Is it sufficient to recognize that, for example, the principles of management may be generalizable at one level of abstraction, but in their application they are adapted to meet certain cultural norms? Does this knowledge add value to doctoral education, or is it pedagogically important to identify which principles are not generalizable because indigenous practices determine other principles and other parameters? If theory-based knowledge systems are not universal, how can a professoriate and an administration determine a global standard for internationalization? Each institution must grapple with these questions in forums conducive to open expression, and resolution must be achieved.

As an institutional strategy, business schools should view their planning in phases to reflect short-, mid-, and long-term goals. Initially, faculty should be introduced to internationalization through an unobtrusive strategy. For example, the international dimension could be introduced as a research-enriching opportunity, not as a mandated educational requirement. Retooling and cross-training activities could be presented as faculty development opportunities to be fulfilled at other institutions in the home country or abroad.

Some business schools will take on internationalization as an all-encompassing process and others will internationalize selectively. It is important to document the plans, goals, and objectives, as well as the institutional supports and commitment that emerge from each of

these institutions. Larger universities with more international resources to draw upon might find it easier to create the external linkages for faculty and students to facilitate an international knowledge base, whereas smaller universities may be more hard pressed to do so without creating consortia with other institutions. The converse might also be true, depending on the strength of commitment of the school's and institution's leadership, a critical variable in any internationalization effort. By documenting the transition, including all its parameters, certain schools will emerge as leaders or champions of the internationalization process. Although models could be developed, it would not be useful for one school with certain constraints to adopt the model of another school that overcomes other constraints. Rather, models should be viewed as examples in which, given a certain set of parameters, a certain set of strategies has accomplished desired goals.

## CONCLUSION

Institutional and administrative structures leading, guiding, and supporting internationalization will vary from unit to unit. What is of importance is faculty knowledge of these structures and how they will facilitate internationalization through offering incentives and rewards that lead to long-term faculty professional development. The rhetoric of commitment must be translated into the action of commitment, e.g., changes in tenure and promotion policy, the reallocation of resources, and the creation of the climate to experiment and explore until the right "fit" is reached. The fit, of course, will emerge as a joint effort among faculty and administrators who share a vision of the goals of internationalization at their respective institutions.



## INTERNATIONALIZING DOCTORAL EDUCATION IN THE TEXAS A&M GRADUATE SCHOOL OF BUSINESS

*Faculty members and administrators of the Graduate School of Business at Texas A&M University (TAMU) consider significant exposure to international business research to be a vital component of doctoral education. Professors teaching doctoral seminars in the college's five departments of accounting, business analysis, finance, marketing, and management include recent studies that concern either international issues or use international data to test theoretical propositions. Several of the departments have developed international doctoral seminars in their respective fields. Material from these seminars is included in the preliminary examinations administered to all doctoral students before dissertation research.*

*The TAMU CIBER has made internationalization of the Texas A&M doctoral program in business a top priority. In addition, the CIBER actively participates in programs aimed at influencing business PhD programs throughout the nation to better prepare graduates to teach and perform substantive research in international business. In partnership with the University of Hawaii CIBER, the TAMU CIBER is currently developing a program for doctoral students from all participating universities that will combine a series of intensive seminars on pertinent topics with a trip to Asian business centers and firms.*


*An important dimension of the TAMU CIBER program is providing financial and other support to doctoral dissertation research. Since 1991, more than \$75,000 of CIBER and*

*other resources have been used to provide research fellowships, travel grants, and support for data acquisition and other ancillary research expenses.*

*In addition to research support, the TAMU CIBER has provided travel and other support for College of Business Administration doctoral students who have shown a keen interest in international business and have indicated a desire to improve their internationally related experience and expertise. This support allowed doctoral students to present papers at Academy of International Business meetings and at various other professional association meetings in business and agribusiness. Doctoral students have been included in various overseas projects funded by the United States Information Agency and the Agency for International Development in partnership with TAMU faculty working with professors from Central and Eastern European universities in TAMU programs in Germany and Prague, and with Indonesian business professors in Jakarta.*

*At Texas A&M, financial support provided to doctoral students by the CIBER has significantly increased the number of internationally focused dissertations and has an enduring impact on the knowledge, interests, and orientation of student recipients. Support for international research will be given to other doctoral students as they progress in their programs. New doctoral students will be counseled by CIBER staff about international research support available from the college.*

## 5. REINVENTING THE PHD PROGRAM: ALTERNATIVE VISIONS

hat should doctoral education in business look like in ten to fifteen years from now? How can universities design this level of education so that they can

better anticipate the changing demands of both university and business contexts? The dual mandate for change comes at a time when both universities and business are changing as a result of economic and sociopolitical challenges to be more relevant and to address the needs of the increasing number of stakeholders in the educational process and in business.

Creating a vision of the future is partially influenced by the successes and failures of the past, but it also requires an in-depth understanding of business trends and of excellence in education. Hence, to reconceptualize doctoral education in business, university strategic planners must consider what the most serious mistakes are in current behavior.

**Rationale for Doctoral Education.** The values of "scholarship above all else" sit uneasily alongside statements about professional preparation for a career in teaching. With increasing frequency, the media and other stakeholders are rewarding excellence in teaching, to the point of naming outstanding teachers in national journals. Clearly, many stakeholders want more faculty members to become outstanding teachers. As demonstrated by the fact that these stakeholders are hiring the MBA and undergraduates being trained at universities and are not reading the output of research, outstanding teaching has the highest priority among them. University tenure and promotion guidelines, however, are based upon publications in a faculty member's area of specialization. Both discipline-spanning and international work are actively discouraged by the current value system. Doctoral candidates are being confused about priorities. On the one hand, the university requires research and publications; on the other hand, other stakeholders

require good teachers who can prepare undergraduate and graduate students for the workforce. Attempts to deal with this dilemma by introducing a "Doctor of Arts" for vocationally oriented programs have failed. Unless this issue is faced frequently, it is likely that doctoral education will drift off course and not be relevant to the changing needs of business students.

**Assumptions.** The general model of most PhD programs is based on assumptions of growth, abundant resources, and candidates' being driven by aspirations for a specific vocation. Silo-enhancing curriculum models (see page 4) have created very narrow specialists who find their niche in an economically abundant arena. These assumptions and their resultant curriculum model, however, will not produce a viable future workforce in light of today's climate of downsizing and rationalization and potential future trends in education and business. Difficult choices of priority need to be made in both the education and business worlds. Under these changing circumstances, faculty members need to learn how to create peace in the turf wars, to unhinge their own silo-enhanced education and turn to a different, more cooperative mode of educating future generations. In so doing, faculty can take the lead from business, which demands greater cross-fertilization of ideas to be more competitive and responsive to stakeholders. By learning to cooperate, faculty will gain respect for other research traditions and see ways to bridge the contrived separations between disciplines and promote more cooperative behavior.

Curriculum must also become more dynamic. Too many courses take a static view of a field and do not deal adequately with its dynamic aspects. It is not difficult to understand the assumption of stasis in a context of plenty. As a result, teaching dominates the approach of faculty, leaving the learning issues of candidates in second place. These learning issues appear to be more in tune with the changing economic context of business, a theme students might understand better since they must meet the new requirements of employment.

**Disconnections.** In creating doctoral programs in business, it was assumed that the research conducted by faculty on business would find its way into course curricula. This information path has been skewed by a number of factors, not the least of which is the source of funding for research. If business faculty have access to national sources to fund their research programs, they might be more responsive to the current needs of business. Deans and faculty must work more collaboratively with business and industry to identify specific needs for current and long-term research. Rather than providing general support for schools of business, corporations could develop working partnerships (not a patron-client relationship) that would be of mutual benefit: faculty members would receive funding to pursue a particular international line of research; and business would receive the information it needed to function more effectively in the international arena.

To be relevant to business, faculty must connect with the changing business environment through their research. Faculty need to be leaders, not laggards. To become leaders, they must have close relationships with business through research, serving business needs while simultaneously expanding theory. In conducting research relevant to business, curriculum is more efficiently informed of changing trends, and thus teaching is made more relevant. As a result, faculty will not only discern trends but will anticipate them in preparing future generations. Ascertaining trends might be difficult, however, if the functional silo approach to research and teaching is maintained. Trends are partially a function of business processes, processes that are multidimensional and multidisciplinary in nature. How are doctoral candidates being prepared to teach or conduct research in business processes such as new product development or supply chain management?

#### SERVING TWO MASTERS

Each faculty member in a business school is engaged in a struggle to respond to the com-

plex needs both of universities and of business. Although business is a prime stakeholder in the outcome of doctoral programs (since faculty teach undergraduates, MBAs, and future faculty in doctoral programs), are faculty engaged in research sufficiently focused on businesses' concerns? While faculty research must become more relevant to business, business must create a greater investment in the educational institutions that provide them with employees. Universities and business must become more integrated. Integrative models exist in business in order for them to function competitively. The same models might well inform business schools on how to link their disciplines with greater effectiveness to produce new members of the workforce who have a sense of how to cooperate, how to identify components of a business process, and how a changing trend in one aspect of business can affect others.

When learning and research opportunities are integrated, what happens to quality? If concentration in business schools shifts from



KERRY COOPER, TEXAS A&M UNIVERSITY (L); BRIAN TOYNE, ST. MARY'S UNIVERSITY (R)

depth to breadth, what will be the outcome? How will faculty time be reallocated? How will research assistants become adept at conducting research without understanding the depth of knowledge currently required? These and many other issues provide the basis for internal inquiry into the types of alternative models to be created in the future training of doctoral students in business.

#### THE VIEW FROM THE "CRYSTAL BALL"

The parameters for the redesign of doctoral business programs are rooted in core principles or values that such programs should include and promote. The cornerstone value to be promoted is the self-reliance of students. In participating in a doctoral program, students should, in every class and every assignment/project, take responsibility for their own learning through self-reflection and self-learning. The value of self-reliance includes experimentation, making failure a legitimate learning process, and knowing how to take advantage of learning opportunities. These same values have been adopted by businesses in their own internal efforts to become more relevant and efficient.

Self-reliance is enhanced by the following qualities:

- **Flexibility:** the ability of a doctoral program to adapt to the environment in which it operates or will hasten to change in future
- **Quality:** the factor that allows a greater proactive responsiveness to the changing nature of global business
- **Society, Science, and Industry:** the major stakeholders in business education about which students require knowledge in order to maintain a balance of demands
- **Synergy:** how elements of different doctoral programs work together to meet their specific contextual needs, and how

universities can learn from each other to create this element

- **Collaboration:** reaching out to doctoral programs in other universities at home and in other countries to learn about context and synergy; and creating collaborative linkages to access resources in a cooperative rather than a competitive manner
- **Changed Attitudes and Perspectives:** what faculty must have and create in doctoral students by virtue of their cross-cultural and global views of business

Incorporating these qualities into a program, the umbrella value for which is creating self-reliance (in both faculty and students), will create future faculty who, out of mutual respect, will view their home and international university colleagues as collaborators, who will view business as an integrated process and conduct research on that basis that will be useful to business and other stakeholders, who will be flexible in meeting the research and teaching needs of a changing business environment, and who will pursue excellence in all their endeavors.

#### ALTERNATIVE VISIONS

Some interesting examples of new program elements for doctoral programs can be found in Europe, where there has been significant experimentation on new techniques encompassing collaboration.

**Copenhagen, Denmark, Summer Institute:** an annual two-week summer institute for faculty and doctoral students that draws participants from around Europe. Because it is a short program, it fits into the other parts of the doctoral programs.

**Vienna, Austria, Program for Small, Open Economies:** a program that deals with such issues as whether special theories are needed for small and open economies. Membership in this program includes representatives from universities in the Scandinavian

countries, the Netherlands, Belgium, Switzerland, Austria, Israel, and Portugal.

**Scandinavian Consortium for Joint Theory Building:** a course dealing with such issues as the stages of internationalization theory that rotates during the fall months to all participating countries.

**Roundtable Model 1:** a model developed during the course of the roundtable summarized in this booklet that includes the values and principles advanced above. The model portrays the PhD as a traditional scholarship-oriented experience, followed by an optional period when professional training issues that have to do with teaching, etc., are addressed.

The PhD program should consist of an unambiguously scholastic three-to-four-year period. During this time, candidates take the normal set of coursework and prepare a thesis. The full set of courses, however, are reconfigured to exclude those that are designed principally to deal with the issues of becoming a business teacher. Methodology courses are combined across subject boundaries, with the effect of both saving a school's resources and possibly saving time for individuals. Further, if the admission processes are altered to admit only students judged capable of learning on a self-reliant basis, then the full set of taught courses could be further pruned. One possible consequence would be a need for greater personal faculty supervision of a greater quantum of independent studies, thus offsetting some of the resource gains from subject combinations in methodology.

The merits of the focused PhD are that the design removes the problems of mixed objectives, makes the standards for evaluation more clear, preserves the traditional virtues of scholarship (and lessens the opposition from traditionalists), and perhaps increases the possibilities for field-based international business theses.

With a newly minted PhD, individuals could be offered a form of postdoctoral training for one year. During this period, the graduate could combine the usual process of converting a thesis into journal articles with

classroom practice (ideally outside the home institution to give hands-on internationalization experience) and in-company placements. In addition, consideration could be given to using CIBER (in the United States) funds to expand the doctoral and postdoctoral tutorials already offered by the AIB and others. This postdoctoral year would be optional; especially gifted individuals might be hired directly upon receipt of the focused PhD (a practice already in place in Europe).

The merits of the optional "professionalizing" year are that the individual can focus on developing career-long skills and has the opportunity to learn about client-responsive research. Such people could also be well-teamed with established faculty who are undertaking their own development and learning about international business issues. Funding a range of activities and experiments concomitant with article writing could prove a powerful magnet to bias choices made both about schools at the very beginning of the PhD and about subject focus and emphasis later on.

**Roundtable Model 2:** A common body of knowledge as the basis for an internationalized doctoral program was also developed as a model at the roundtable.

1. **Core Curriculum.** International business is simultaneously a context, a discipline, and a specialization. Therefore, a common thread weaving international business courses together should be the enhancement of cultural sensitivity, or the development of a global mindset. In addition, the methods curriculum should sensitize students to the special limitations encountered in conducting cross-national research (e.g., the need to establish external validity and conceptual and sampling equivalence).
2. **Core Teaching Methods Course.** This course should be taught with an emphasis on the special cross-cultural teaching skills needed for professional development. The curriculum should highlight the diversity

of learning methods and styles that are characteristic of cross-cultural education.

3. **Multicultural Project/Team Experience.** Students should be able to focus on a specific cultural/geographic area in the form of field research, assistance in the mentor's research project, or a case-writing experience.

4. **Intensive Internship Experience Abroad.** Establishing relationships with designated mentors who are executives in multinational corporations can afford students the opportunity to learn about international business while sitting in the board room, at the negotiating table, or in management decision processes. Such

#### INTERNATIONAL BUSINESS DOCTORATE PROGRAM — HELSINKI SCHOOL OF ECONOMICS AND BUSINESS ADMINISTRATION

*In the international business doctorate program at the Helsinki School of Economics and Business Administration, the scientific objective is to provide doctoral students with systematic methodology of scientific effort, so that they have the capabilities and readiness to undertake fully independent and ambitious research in the field of international business. The professional objective of the program is to provide participants with the newest and most advanced knowledge of effective skills in the world of international business. The major subject of the program is international business. The curriculum permits the student to form a compound minor subject from the other business sciences to complement his/her research interest.*

*A two-level doctorate has been the format: a lower-level licentiate, Lic.Sc.(Econ.), and an upper-level doctorate, D.Sc.(Econ.). However, today it is recommended that doctoral students bypass the Lic.Sc. thesis and head straight for the D.Sc. dissertation.*

*Depending on their prior knowledge in international business and level of advancement, students working towards a doctorate are classified into three categories of studies: (1) complementary studies, (2) part-time doctoral studies, and (3) full-time doctoral studies. The complementary studies track is for those students who do not yet possess the required skills and knowledge in business administration in general and/or in international business in particular as a subject of study. Therefore, these students need to take courses and do additional studies in order to reach the required starting level for the doctorate program. Part-time studies are tailored to those students who have work commitments. They study research methods and international business theories and develop working papers. In*

*order to be accepted in the full-time studies program, students must meet coursework criteria, present an acceptable study proposal, and prepare two working papers. The full-time studies program, for those students who have met the criteria for admission, includes the expectation that a student can concentrate on his/her research project and that s/he will report at least once per semester in a doctorate research seminar and participate actively in the seminar meetings and discussions.*

*The doctorate tutorials organized by the European International Business Academy (EIBA), Academy of International Business (AIB), European Institute of Management Studies (EIASM), Danish Summer Research Institute (DSRI), and by the Finnish national cooperative program in doctorate studies of business administration (KATAJA) are open for doctoral candidates to apply after discussions with the supervisor. In addition to receiving efficient advisory help and support, the doctoral student is given priority in receiving recommendation letters by the supervisor for applying to scholarships from various foundations. Moreover, the doctoral student may be accepted into a project group at the Centre for International Business Studies (CIBS), become a member of Finland's International Business Operations (FIBO) program, or gain a scholarship position at the Institute for Basic Research. The most recent development is the establishment of the Finnish Graduate School in International Business (FIGSIB). Four full-member and four associate-member business schools are offering joint courses and tutorials for the doctoral students accepted to the program, some of them on a full scholarship basis. Helsinki School of Economics is the coordinating body for the FIGSIB.*

relationships can be viewed as internships for executive mentors who would take on the responsibility of explaining to their interns/mentees how the international context of business has created the challenges faced by the executive.

**5. Foreign Language Proficiency.** Students must become proficient in a second language to increase their credibility and facilitate their professional mobility. Proficiency should be developed in the culture of the language in order to understand how the language is used in business contexts.

**6. Other Prerequisites**

- Systematic study of current trends in doctoral student research interests
- Proactive development of research and curricular linkages with universities abroad
- Development of an institutional strategy that includes incentives for internationalizing doctoral coursework, synergy with existing programs, and allocation of administrative resources
- Envisioning internationalization as an evolutionary pathway and entrepreneurial process that is composed of curriculum development and institutional commitment in the short term; composition of a critical mass of faculty, research programs, and teaching materials in the medium term, and fostering an organizational climate that values sustained levels of external funding and cross-cultural research in the long term

**AN ACTION AGENDA**

Creating alternative doctoral programs requires a global assessment of models currently in operation and making choices about the fit of components of each of these programs at the home institution. Specific actions

that can be taken to understand how the values and principles noted above could be operationalized are set forth below.

**Surveys of Innovative Programs.** A comprehensive global survey of doctoral programs in business needs to be undertaken to understand the range of innovation or alternative visions created in each institution. Information on innovative programs should then be published and disseminated for the benefit of all.<sup>11</sup>

**Review of Doctoral Programs.** As information is developed on doctoral programs, the equivalent of the *Business Week* MBA rankings should be developed. This could be a powerful lever to open the debate on value-added internationalization and to get faculty to entertain change in the status quo.

**Alliances.** Once rankings are available, business schools can create alliances with others of a similar standard to achieve efficiencies in doctoral education, to combine resources, to develop a critical mass program, and to enhance creativity. Alliances across national borders, especially, should be fostered.

**In Tune with Business.** Business schools must identify means to be proactive in dealing with the changing competitive/collaborative structure of global business and with the changing business environment. A strategy critically important to internationalization is to educate some of the stakeholder groups, i.e., bring business stakeholders back to the business school to review course designs and thesis proposals. Multinational managers and execu-

<sup>11</sup>The studies conducted by Peter S. Rose and by Matthew B. Myers and Glenn S. Omura are excellent examples of the type of research that needs to be conducted on the internationalization of doctoral programs in business. Rose, "Surveys of the Dimensions of Internationalization in U.S. Business Schools," and Myers and Omura, "The Internationalization of Doctoral Programs: A Survey of Program Directors," Position papers presented at the Roundtable on Internationalizing Doctoral Programs in Business, the Eli Broad College of Business, Michigan State University, 11-13 September 1994 (to appear in *Internationalizing Doctoral Education in Business: Viewpoints and Proposals for Change*, edited by S. Tamer Cavusgil, East Lansing, Mich., MSU Press, 1996).



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tives in residence might create an ongoing dialogue with faculty about global business trends while at the same time presenting business insights in the classroom and to individual students pursuing thesis research on a topic related to those presented by international business representatives.

**Funding.** Funding should be secured from foundations, industry, and other sources for doctoral scholarships and internationally oriented internships and research (both faculty and student). Alternatively, other university and government resources should be identified that focus on the international aspects of business.


**Foreign Students as Resources.** Settings in the doctoral process should be identified in which foreign students can personally work to help encourage and facilitate change in the desired direction instead of leaving change to ad hoc "accidents."

## CONCLUSION

The years ahead will be turbulent for doctoral programs as universities seek to ensure the relevance of doctoral programs in business. If universities are to avoid being forced to make changes by stakeholders, it is imperative that they themselves make adjustments to doctoral programs soon.



## 6. GENERATING RECOMMENDATIONS AND SETTING FUTURE AGENDAS



Internationalizing doctoral programs in business must be seen as a joint venture among deans, faculty, students, CIBERs and international business centers, business stakeholders, the American Assembly of Collegiate Schools of Business (AACSB), and other national professional organizations. Each has a role to play. In this section, we discuss what each group of constituents can contribute to the internationalization process. The focus of this joint venture, of course, is how to discern the benefit each can draw from it and how synergy can be created by designing and implementing a collaboratively based international vision.

### THE FUNCTION OF LEADERSHIP

By themselves, deans have very little leverage to foster change that will increase the international dimension of doctoral programs. These programs, more than any other part of the curriculum, are the turf of the faculty. If change towards increased internationalization is to occur, it must emerge from the faculty in a grassroots fashion. The question, then, becomes: How can deans encourage and facilitate the emergence of a grassroots internationalization effort among the faculty?

Deans must provide personal leadership that emphasizes that the international dimension of all aspects of the curriculum is important. Deans might coordinate corporate partnerships to enhance internationalization in the same way that partnerships were created for Total Quality Management in business schools. They can also develop linkages with business schools in other countries to create an avenue of exploration for faculty and students.

Deans must recognize the importance of the existence of institutional frameworks that facilitate international education (e.g., centers, departments); without such frame-

works, the dominance of traditional academic disciplines will continue unchallenged at most business schools.

Deans can provide discretionary funding to develop greater international interest among faculty, thus focusing more on the "carrot" than on the "stick" in producing change. Similar incentives might be used to encourage doctoral research and thesis writing on international topics.

As grassroots leadership emerges, deans must recognize and reward these faculty champions of internationalization. Such faculty will ultimately be the leaders of constructive change in doctoral education.

### THE DOCTORAL PROGRAM

Accreditation for the doctoral program could be a useful lever for demonstrating how well a school is fulfilling an international mission. In addition, schools in the United States must demonstrate faculty competence in internationalization to meet AACSB requirements.

Open-mindedness and awareness are minimal internationalization targets for doctoral students, providing that the faculty, at least, are held to the same standard. Changing behaviors beyond these two groups cannot be mandated, but must be a function of nurturing a more positive approach.

The internationalization process must be staged over time to achieve measurable attainments among select populations. Actions developed by these populations will be opportunistic and must be rewarded as contributing to the overall internationalization effort.

### CIBERs AND INTERNATIONAL BUSINESS CENTERS

CIBERs in the United States and international business centers in other countries have played an instrumental role in the internationalization of doctoral education in business. The

centers will continue to have an impact on doctoral education in the following ways:

- Delineating topical areas within functional disciplines that lend themselves best to internationalization
- Developing reading lists by functional areas
- Supporting faculty leadership and initiatives
- Developing international study tours in which international business doctoral students have an opportunity to meet internationally recognized scholars in specific functional areas and particular countries

Although these activities are already under way in different centers, it is expected that at least one of the CIBERs or international business centers will take the lead in inviting doctoral students to participate in international study tours.

International business centers can also assist in supporting doctoral-level internationally oriented seminars. Faculty decide about the content and structure of the seminar, and the centers provide some of the financial support necessary to launch it.

In the United States, CIBERs may approach the AACSB for assistance in internationalization efforts. The AACSB, the Academy of Management, and the University of Michigan business school participated in the development of a workbook focusing on the internationalization of the Organizational Behavior and Human Resource Management course. Other examples of similar joint ventures could include:

- Developing a model international business seminar that could be used anywhere
- Designing an international business seminar that would provide the foundation for other advanced courses
- Disseminating articles on corporate best practice, globally and regionally

- Cooperating with academic/professional associations in the establishment of an award for the best paper with an international orientation in functional areas, i.e., accounting, finance, marketing, organizational behavior/human resources, and production/manufacturing

International business centers might also play a role in creating a more congruent and cohesive internationalization effort throughout the school. They can assist by taking a leadership role in the school's strategic planning process, including the establishment of a mission statement that makes specific the goals of internationalization. They can also try to link undergraduate, graduate, and doctoral education so that they are not viewed as totally discrete programs within the school — after all, faculty teach in all programs. Centers can also help identify the types of tradeoffs faculty might have to make in the internationalization process. Several leading business schools must take the initiative and demonstrate that internationalizing doctoral education can occur. Until there are successful examples among the leading institutions, progress will be slow.

#### IMMEDIATE ACTIONS

The challenge that doctoral programs in business must accept is relevance. Can business schools, including both administration and faculty, continue educating future faculty, MBAs, and BAs, with anachronistic methods and content? The decline in demand for PhDs in business shouts a deafening "no!" Where does this dissatisfaction come from? What is the role of business schools in creating a declining demand for its products? The changing economic climate has led the corporate world into a phase of reengineering — reorganizing to enhance efficiency. Corporate development now concerns itself with the global web of business — domestic business has become global business. To achieve efficiency and value for customers, businesses must now consult their global competitors to determine what niche they can cre-

ate for themselves and how they can maintain that niche over the long term.

Are business schools educating students to these realities? Many of the papers presented in the roundtable summarized in this booklet attest to the lack of preparation students receive in the global realities of business. Faculty are ill-equipped to teach courses on international business or to infuse international perspectives into their specific curricula. While many doctoral program administrators have asserted that their programs are internationalized, the lack of clear definition as to what this means leaves this assertion without full substantiation. Doctoral students themselves may assert their ability to teach their subjects from a global perspective. Can they?

From a number of papers presented on the internationalization of specific institutions, we can say that some schools have accepted the challenge and are forging a path through a drastically and ever-changing landscape of business as it is practiced globally. At Western Business School in Ontario, Canada, students are required to have an international field experience. In the Faculty of Management at the University of Toronto and at the Helsinki School of Economics and Business, a large number of courses have been infused with international perspectives. Students in international marketing at the University of British Columbia address a range of topics on theory, research, methodology, and content from an international perspective. At the University of South Carolina, students must know a foreign language and participate in an overseas experience. Each doctoral program in business is struggling to define what internationalization means at its own institution, and each is creating a definition that fits the particular culture and constraints of that institution.

Is this the direction we need to take — to create distinct definitions of internationalization that fit each institution, or are there base standards that all business schools should ascribe to and then augment in light of the particular emphases the school already has or

wishes to develop? The second challenge is to define internationalization so that standards are ensured without disallowing innovation at each institution.

At Michigan State University, an international task force was convened in the fall of 1994 to develop recommendations that would strengthen the international capabilities of The Eli Broad College of Business. The task force was charged with conducting a self-study and identifying new international initiatives for implementation by the faculty and administration. It is the underlying belief of task force members that the long-term goal of the college is to create a total global culture that promotes international experience, teaching, research, and business linkages. The international dimensions of business are to be nurtured as a core competence of the faculty; programs that build on this core competence will benefit the students, faculty, employers of graduates, and the college as a whole.

Certain aspects of internationalization efforts at each institution may be common. And this will be good because each institution will struggle with the overarching issues and will develop a plan that might include similar components — e.g., overseas experience, language, cross-cultural understanding — but in different “packages.” Each institution will decide requirements for admission, such as whether an overseas experience or another language are necessary for acceptance, as well as requirements for graduation, such as whether the dissertation research must be conducted abroad. Institutions will also determine the international content of each discipline.

From these definitions and decisions, models of internationalization will emerge. As is the case with all doctoral programs, some institutions will assume leadership positions because they will become known for the quality of their graduates — their employability in other programs seeking to internationalize and in the international marketplace. These models will not appear overnight; it will take time to design, experiment, implement, evaluate, and

redesign them. Furthermore, models developed in one institution are not easily transplanted to others, for all the reasons discussed above.

As experimentation occurs, the caution of transferability of ideas notwithstanding, success stories must be shared. This is the third challenge. It is imperative to learn from each other, not in the spirit of surreptitious competition, but in collaboration toward the end of creating the best program possible for students. At annual meetings of discipline-based professional and related organizations, case studies must be presented that outline the process and content of internationalization efforts. How these efforts affect teaching, research, and outreach must be detailed as well as how the changing content of each of these courses meets the challenge of global business. Oral presentations must be augmented by publications appearing in renowned journals. Editorial policies must also change to reflect a broader paradigm of business education and research.

Many alternative visions of international doctoral business education will emerge. What will be of overarching concern is how current faculty will change their own behaviors to accept the challenge of global business. This is the fourth challenge — to consider how an institution can provide the supportive environment for faculty to develop their own internationalization plans and to experiment while at the same time meeting the needs of tenure and promotion committees. What incentives will a business school be able to offer to faculty to change the way they do business? Learning takes time — to read, research, and reflect, and then to create a new course syllabus that includes an emphasis different from that currently being taught. Faculty also need access to resources, either at the home institution or elsewhere. They need to see for themselves how business has been affected by the globalization of the marketplace. They will need time in the international field, in overseas workshops where they can interact with colleagues, and in international professional

meetings where they can learn from each other how to translate international business praxis into a teaching curriculum.

Internationalization is asking the profession to change its culture — its norms, values, beliefs, and relationships in a field of activity. Cultural change, too, takes time and requires a multilevel approach that takes into account the cognitive, affective, and behavioral domains of learning. Changes in business schools must take place in the time and manner that globalization took place in business. Internationalization begins with a strategic intent to value the international dimension and proceeds through initiatives, alliances, and overseas assignments to gain respect for and an understanding of the earth-shaking implications of our globalized economy. A great deal of professional soul-searching is needed if faculty are to reorient their thinking about theory, research design and methodology, and content to infuse the international dimension into their work.

Internationalization can proceed by means of a cross-cultural focus, i.e., one that accepts basic norms and theories as universals in business that are applied in different cultural and national contexts. Is this enough? Or is there an underlying paradigm shift that must take place that challenges universals in light of cross-cultural realities? This is the fifth challenge — to define the depth of internationalization necessary or desired. At what level do institutions, administrators, and faculty wish to accept the challenge? At the level of an international business seminar, at the level of infusion, at the level of paradigm shift and program reorganization, or at some intermediary level? This question must be answered at each institution, because each will require a different strategy as well as a different set of resources to succeed at implementation.

The final challenge is something we never seem to have enough of — time. When will we get started? When will we acknowledge that business has become international business, that teaching and research are not even

near the cutting edge but are lagging behind the international realities of business, and that we are doing a disservice to our students because we have become blind to and divorced from what is going on outside the institution?

It is time now. It is imperative to act — to convene meetings at our respective institutions to define the terms, goals, objectives,

and strategies to internationalize, to identify strengths and constraints, and to begin experimenting in developing new syllabi, new research methodologies, new teaching strategies, and new relationships and alliances overseas. To fail to heed this imperative imperils not only our own professional status, but also that of many generations to come.

#### DOCTORAL EDUCATION AT THE UNIVERSITY OF MICHIGAN BUSINESS SCHOOL

*The University of Michigan Business School has an internationally recognized doctoral program in which eighty-three students are enrolled in seven different concentrations including international business. In addition, many students in the social sciences are focusing on research questions of value and relevance to the field of international business. Michigan's doctoral program represents an important variable in the internationalization of U.S. business schools because its graduates are hired by the nation's top universities.*

*The school's Center for International Business Education has contributed to the support of doctoral research and dissertations. For the past five years, the center has distributed research funds to doctoral students in business administration through its special pre-dissertation award competition. The award has encouraged students who are not otherwise focused on international research to examine in detail the possibility of an international dissertation topic. This award has resulted in five dissertations that otherwise would have had a domestic focus.*

**Cross-cultural Research Teams.** *About one-fifth (eighteen out of eighty-three) of the school's doctoral students are citizens of foreign countries, and they have joined cross-cultural research teams by combining their backgrounds and expertise with one or more faculty members. The center has helped to support the student members of these teams. One such team*

*has embarked on a multinational research project on self-identity and its effect on consumer behavior, and the project members are gathering data in Singapore. Another team has been examining human resource practices in maquiladora and U.S.-owned auto assembly plants in Mexico.*

**Internships.** *Summer- or semester-long internships for doctoral students offer a unique combination of access to research data and an opportunity to develop new and existing research topics, to collect material for new courses, and to experience the real workings of multinational corporations. Two corporate internships have been developed, and these corporations have a wide range of businesses and operations overseas. Students will have an opportunity to spend three-to-four months in East Asia working on projects that are mutually beneficial to the student and to the corporation.*

**Study Tours.** *Doctoral students have an opportunity to participate in organized study tours led by member of the Michigan Business School faculty and administrators. The trip includes opportunities to visit government agencies, U.S. based and locally based corporations, and institutions of higher education. This provides the doctoral student with an opportunity to establish contacts among leading government, business, and education officials, and such interaction should be of importance for the student and his or her future as a teacher and researcher.*

## EPILOGUE

Several broad themes on the nature of the internationalization of doctoral programs in business emerged from the roundtable discussions.

### THE MEANING OF INTERNATIONALIZATION

Every business school will have to develop its own operational definition of *internationalization* depending on the school's mission statement, goals, objectives, and constraints. An operational definition formulated by the Michigan State University CIBER is:

A deliberate, programmatic, and ongoing effort to incorporate the international, comparative, and cross-cultural dimensions of business into our professional agenda (i.e., teaching, research, outreach), to reflect the realities of global competition and to meet student and business expectations.

An operational definition will help each institution to develop a unique set of actionable strategies for embarking upon doctoral program internationalization.

### THE CONTEXTUAL NATURE OF KNOWLEDGE

Few businesses exist that are not affected by global competition. Therefore, to conduct research on different aspects of business means conducting research in a globally competitive context. The parameters of this context are determined by the culture in which business is conducted. Although "universals" of business theory have been defined, do these universals hold up when applied to current-day business? In framing a research problem in purely domestic terms, a faculty member or doctoral student runs the risk that false generalizations will be drawn from the results. If a researcher is testing a theory — a universal — a different set of international assumptions is required from the outset, with methodological inquiry working backward to implications for national environments.

### FACULTY INTERNATIONALIZATION IS THE KEY

Integral to the survival of business schools is their ability to move from an emphasis on functional specializations to one on integration and internationalization. Doctoral programs in business are responsible for training future faculty who, in turn, will themselves prepare future generations of business school educators and researchers. It is critical in this educational cascade that each generation be in tune with — indeed, ahead of — changes in business and industry. As business has become increasingly global in nature, however, business schools have fallen far short of their mandates. Instead of leading the "herd," they have become ornery members of the herd unwilling to follow or to lead. This behavior does not bode well for the future of doctoral education in business. How, then, can behaviors be changed to be more reflective of changing trends in business?

Faculty must be assured that their efforts will be institutionally rewarded. In the university environment, faculty must be free to ex-



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plore internationalization strategies and to create overseas alliances and opportunities to benefit themselves and their students. Internationalization must percolate up from the grassroots level through faculty; it cannot be imposed by deans and university administrators. In the context of institutional and financial support, faculty can be assisted in identifying strategies that will broaden their teaching and research skills and make them more sensitive to international, cross-cultural, and comparative business issues.

### **COSTS AND BENEFITS**

With resources for doctoral education in business shrinking, and with greater demands placed on business schools, tradeoff decisions will have to be made on the strategies for internationalization. In some business schools, the length of time for completing a doctoral degree has been shortened, as has the period of time during which graduate students are financially supported. Hence, if doctoral programs in business maintain their current configuration, more will have to be accomplished with less. Does this mean that programs will

become less rigorous and that business schools will have to eliminate "sacred cows" in favor of new demands? Each business school must develop a system in which the benefits outweigh the costs, especially to doctoral students.

### **DIVERSITY OF MODELS**

The doctoral programs in business represented at the roundtable, and the models developed throughout its course, attest to the fact that no single model should be used to internationalize all doctoral programs in business. Rather, certain principles guiding an effective internationalization strategy appear to be held in common: a school mission statement that is internationally focused; visionary leadership; faculty openness and flexibility; financially supportive administrators; admissions policies that factor international experience into acceptance; admission of more international students; overseas opportunities (for research, study abroad, attendance at professional meetings, internships, and the like); and a conducive school climate. A relevant model for each institution will emerge if each of these components is present.

## **CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH AT MICHIGAN STATE UNIVERSITY**

The Center for International Business Education and Research (CIBER) in East Lansing, Michigan, USA, is a national resource center in international business education as designated by the U.S. Department of Education. The center is part of The Eli Broad Graduate School of Management at Michigan State University (MSU). Under the guidance of its Business Advisory Council, MSU-CIBER designs and implements activities for local, regional, and national impact. Its beneficiaries include students, faculty, and businesses. The center's overall mission is to promote instruction, research, and outreach in international business.

The center draws on the vast international expertise and resources of MSU to enhance management education and research and to assist businesses as they address the challenge of competing in the global marketplace.

While functioning as a unit of the Broad Graduate School of Management, MSU-CIBER collaborates with the MSU Office of International Studies and Programs and the core colleges of the university to promote interdisciplinary education and study.

MSU-CIBER is recognized as a leader in international business education. Its key activities include: development of international learning materials for large-section business classes; innovative approaches to developing faculty competence in international business; development of cutting-edge methodologies for teaching Business German courses; industry-specific analyses of global competitiveness; development of decision support tools for international business executives; and a proactive approach to internationalizing business education within two- and four-year colleges.

## **THE ELI BROAD COLLEGE OF BUSINESS AND THE ELI BROAD GRADUATE SCHOOL OF MANAGEMENT AT MICHIGAN STATE UNIVERSITY**

The Eli Broad College of Business at Michigan State University in East Lansing, Michigan, USA, operates the third largest undergraduate program in the United States with an enrollment of some 6,000 students. Paralleling the university's well-established international involvement, the Broad Graduate School of Management has taken a leadership role in educating specialists in business administration for careers in teaching and research in an international context. MSU's 160 business and economics faculty, some of the most respected and highly ranked in the nation, continue to pursue innovative approaches to incorporating the international and comparative dimension into their teaching, research, and service.

The Eli Broad Graduate School of Manage-

ment offers master of business administration (MBA) and PhD programs. Of special note is its Advanced Management Program. The only executive MBA program in the state of Michigan (ranked by *Business Week* as one of the best in the country), it offers courses for experienced executives at the Management Education Center in Troy, Michigan, serving the Greater Detroit business community. The PhD program in business is the fourth largest in the United States. Doctoral students choose to specialize in a number of fields including international business. Past graduates of the doctoral program have assumed teaching positions in some of the most prominent universities in the United States and abroad. Many have assumed senior administrative positions in such institutions.