Think Large and Bring the World to Lyon: A Case Study of IAE Lyon's International Week Program

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THINK LARGE AND BRING THE WORLD TO LYON:
A CASE STUDY OF IAE LYON’S INTERNATIONAL WEEK PROGRAM

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Presented to
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By
Pamela J. Decker

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THINK LARGE AND BRING THE WORLD TO LYON:
A CASE STUDY OF IAE LYON'S INTERNATIONAL WEEK PROGRAM

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“Business leaders are philosophers in action who are not only aware of
the complexity of their issues but also of the responsibilities that lie with
their role and endow them with a moral duty.

They do not only shape objects, but build the destiny of men.”

(Gaston Berger, 1955, Philosopher and Business Leader,
founder of IAEs, French University Schools of Management)

I dedicate this dissertation to Dean Jérôme Rive and all of the lovely individuals from IAE
Lyon School of Management who continue to follow the wisdom of their school’s founder.
Thank you for granting me the opportunity to use International Week as a case study for my
research and for opening your halls and your hearts during my visits.

Merci beaucoup, and I am truly “Addicted to Lyon.”

I also dedicate this dissertation to my husband, Hoppy, who has always supported me and
encouraged me throughout my business career and educational endeavors. And to my
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wasn’t going to school. Thanks for all your sacrifices throughout the years.

I love all of you. You are my life and my reason for living!

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As a result of globalization, the world truly is a smaller place. Today’s business school graduate no longer has to board a plane to transact with international markets—all that is needed is a mobile device and an internet connection. Therefore, a global mindset cannot be limited to only those students who have an opportunity to study abroad; universities must find ways to provide all students with international exposure. A review of the literature shows that, even though business schools are providing students with the necessary technical skills to work within a globalized economy, they falter at providing students with intercultural skills.

This study is a qualitative case study exploring how the leadership of IAE Lyon School of Management developed an innovative internationalization program to address this problem. International Week was created in 2006 to combat the growing concern of the vast majority of their students who did not have an opportunity to travel or study abroad but faced working within a global society. Through the use of semi-structured interviews with four distinct groups of key stakeholders involved with the program, the researcher gained insight as to how International Week continues to be an important component of IAE Lyon’s internationalization process.

Through thematic analysis, the researcher uncovered two overarching themes as being essential to facilitating internationalization at home for all students: (1) understanding the “purpose” of developing an internationalized program, and (2) understanding the
importance of providing students with an internationalized curriculum. This research sheds new light on the internationalization literature and provides a model for other institutions of higher learning that are seeking ways to provide internationalization at home for their students who are facing the same dilemma.
CHAPTER I: INTRODUCTION

Introduction

International business and trade is not a new concept, but it has dramatically accelerated within the past 30 years. Trade exports across the world have increased from $2 trillion to $18 trillion, and the number of individuals working outside their home countries has increased from 25 million to 81 million (Unruh & Cabrera, 2013). Even more alarming is that these numbers fail to take into account “domestic internationalists” (Briscoe & Schuler, 2004) who interact with foreign companies but never leave home. The ever-increasing globalized economy demands a more knowledgeable and educated workforce who are adept at understanding and working in a global environment. It is essential for today’s business student to obtain an international education to survive in the current global marketplace. “The globalization gorilla is in the room” (Milliron, 2007, p. 32), and higher education is not exempt from the “gorilla.”

Volumes of research currently exist in international education. As early as 1986, Boaz surmised that schools having supposedly international education programs are limited in both proportion and curriculum. Although the vast majority of higher education institutions have incorporated the term international within their programs, little has changed since Boaz’s article. Mangan (2009) insisted a discrepancy exists between the perceptions and realities of business schools being international and cited a prominent business school dean as saying business schools are full of “globaloney”—meaning they are not really internationalized. Knight (2015a) asserted the term international university is more of a catch-all phrase that includes a myriad of interpretations. D’Angelo, Cogan, Fry, Harkins, and Thomas (2010) noted that “business
schools need to look outward and continue to create innovative methods, models, and measurements while remaining open to other ideas and input that may emerge” (p. 5). Typically, international education focuses on study abroad or student exchange programs; however, D’Angelo et al. argued that international educators should not solely focus on education abroad. Although internationalization has become a familiar concept in global academia, deficits still exist within the present research.

Statement of the Problem

Internationalizing business school curricula is a major concern and is of utmost importance because of the interconnectedness of world economies. Cavusgil (1993) emphasized the imperativeness of business schools providing graduates with training in humanities and social sciences, cultural competence, foreign languages, and exposure to the business abroad. The importance of a highly skilled workforce who can be placed in the international job markets and become global citizens has emphasized the role of higher education (HE) (Purcell et al., 2009).

Business leaders in both small and large corporations understand the impact of globalization. Improving the quality of business school learning through international education alliances and global initiatives might play a significant role in enhancing the world’s quality of life (Fernandez, n.d.). Bentley University (2014) revealed that 62% of the 3,149 respondents felt college graduates in the United States were unprepared for the workforce. Ironically, this same study showed that nine in 10 of the survey participants believed businesses have the opportunity to improve society.
The IAE Lyon School of Management (IAE Lyon) was founded in 1955 and is one of six schools associated with Jean Moulin Lyon 3 University in Lyon, France. The university is one of the largest business schools in the country with a total student population of 7,500. The school offers a range of management related courses at the Bachelor’s, Master’s, Executive MBA, International MBA, and Ph.D. levels. The researcher has identified a successful internationalization program offered by the school that sheds light on the gaps currently existing within HE as a means of preparing students for a globalized work force.

The International Week (I-Week) program was developed in 2006 as a means of addressing Dean Jerome Rive’s ongoing concern of internationalization. In 2016, the program was conducted from January 4 thru January 9. Eighty-eight seminars were offered by 63 teachers and practitioners from 25 countries with the majority of classes being taught in English. The program is compulsory for all master’s-level students. During the 2016 session, over 1,500 students participated in the program.

Purpose of the Study

While internationalization of HE has been the subject of previous studies, a gap currently exists in exploring how universities are creating innovative programs to educate business school students at home. Considerable studies have addressed international education from a study abroad and student exchange perspective. Studies in this realm also have focused on the aspects of hiring international faculty and internationalizing the curricula. Literature is prevalent addressing the issue of providing internationalization at home for students who do not have a travel abroad encounter. However, a gap exists in
the literature addressing how universities are developing innovative programs to educate the vast majority of students who do not have study abroad experience, yet at graduation are facing working in a globalized society.

Using a holistic, case-oriented design, the researcher of this study seeks to discover how one business school developed an internationalization program to prepare students for a globalized workplace. The research explores the dynamics I-Week, an international education initiative instituted at the IAE Lyon in Lyon, France. Semi-structured interviews, observation, and document analysis are employed to gain a better contextual understanding of the school’s international seminar implementation.

**Research Questions**

The globalization trend has created both a demand and an opportunity for international leadership. Internationalizing university education at the business school level is a fundamental aspect for preparing students for professional roles in the 21st century. To that end, this research asks: To what extent are policy makers in HE internationalizing university curricula to prepare business students to work in a globalized economy?

The following specific research questions guide this study:

RQ1: How does a university offering business school programs create an internationalized learning environment outside of study abroad programs?

RQ2: How does participation in an internationalized learning environment impact key stakeholders?
Background and Context

The growing global interdependence that characterizes our time calls for a generation of individuals who can engage in effective global problem solving and participate simultaneously in local, national, and global civic life. Put simply, preparing our students to participate fully in today and tomorrow’s world demands that we nurture their global competence. (Mansilla & Jackson, 2011, p. xiii)

The Mansilla and Jackson (2011) statement depicts the vital importance for universities offering graduate business school programs to develop curricula which prepare students for the global environment. Business professionals in the 21st century must not only possess the hard skills consisting of analytical and technical knowledge taught in business school, but they also must possess the soft skills of emotional intelligence and intercultural competence. Intercultural competence encapsulates the essence of communication, diversity, and cultural awareness from both a local perspective and a global perspective. For business students to become active leaders in this century, their studies must transcend borders so they can understand markets very different from their own—these students must become internationalized.

Methodology

Operating from a social constructivist paradigm, a case study research strategy serves as this study’s methodology. Stake (1995) noted, “We study a case when it itself is of very special interest. We look for the interaction with its context” (p. xi). Researchers working from a constructivist paradigm are focused on viewing reality through the interpersonal experiences of others and co-constructing the reality with the
research participants (Creswell, 2013). Using the case study method and a constructivist approach allows the researcher to understand the dynamics present within IAE Lyon’s I-Week program. Internationalization is a widely used term in HE. However, a review of the literature shows few studies providing business schools with successful international education models outside of study abroad programs.

**Boundaries or Criteria**

In defining the case to be studied, it is important for researchers to understand the boundaries of the case (Creswell, 2013). This study focuses on how IAE Lyon created a unique international seminar program and its effectiveness in regard to preparing students for a global workforce. The boundaries within this study are established solely on the IAE Lyon I-Week program. This program is a one-week program created in 2006 with a goal of providing IAE Lyon’s master’s and executive level business students with an international and cross-cultural education experience at home.

**Population and Sample**

The target population selected for the research study consists of all administrative staff, faculty, as well as current and former business students at IAE Lyon who participated in the I-Week program. Purposeful and convenience sampling ensure the target population meets the sampling criteria. The sample consists of 15 individuals who meet the criteria.

**Data Sources**

For this study, the primary source of data consists of semi-structured interviews. To ensure validity, the researcher obtained multiple sources of data collection. These additional sources include audiotaping of all interviews, observation, documentation, and
handwritten notes taken by the interviewer. Research participants voluntarily participated in the study. Before signing the Informed Consent Form, interviewees received a briefing on the topic, purpose, and confidentiality of their identities.

**Definition of Terms**

*Globalization:* The inexorable integration of markets, nation-states, and technologies to a degree never witnessed before—in a way that is enabling individuals, corporations, and nation-states to reach around the world faster, deeper, and cheaper than ever before (Friedman, 2000, p. 9).

*Internationalization*\(^1\): The process of integrating an international dimension into the research, teaching, and services function of HE (Nilsson, 2003).

*Internationalization Programs:* Strategies applied by universities to increase student awareness and skillsets to work within a globalized workplace. These include integrating an international curriculum, promoting study abroad for both students and faculty, hiring international faculty, creating satellite programs, or building campuses abroad.

*Internationalization at Home (IaH):* Any internationally related activity with the exception of outbound student mobility (Nilsson, 2003).

**Assumptions, Limitations, and Delimitations**

For the purpose of this study, any assumptions, limitations, and delimitations consist of the following:

1. Each participant was assumed to have answered all questions honestly.

2. Sample size and use of purposeful and convenient sampling is a limitation.

3. The study focuses on one business school in France and cannot be assumed to

\(^1\) The researcher acknowledges more recent definitions exist for internationalization. This definition is used from a social constructivist perspective as an attempt to gain additional insight into the phenomenon.
be generalized for all business schools.
4. Interviewing participants whose native language is not English creates a potential translation barrier.
5. Potential bias exists due to the researcher’s participation in the program as both a student and faculty member.
6. Findings of the study are subject to the interpretation of the researcher.

Summary of Chapters

Guiding this qualitative case study are two research questions designed to explore how business schools are creating internationalization programs to prepare graduates for the global workplace. More specifically, the study focuses on I-Week, an internationalization program implemented by IAE Lyon in Lyon, France.

Chapter II presents a review of current literature related to this study focusing on globalization, internationalization, internationalization at home, and an internationalized curriculum. Chapter III describes the methodology, research design, and the procedures used in this investigation. Chapter IV details the data analyses and provides a narrative summary of the results. The final chapter of this study, Chapter V, provides the interpretation and discussion of the results as they relate to the existing body of research related to this topic.
CHAPTER II: REVIEW OF LITERATURE

Introduction

The purpose of this study is to explore how business schools are developing internationalization programs to prepare students for a globalized workplace. The research is a qualitative case study of a French management school’s efforts to impart international education for all master’s-level students. The upsurge of multinational companies, as well as information, communication, and technological advances, has created the need for a new breed of business leaders. Educating today’s business student requires skills beyond academic and technical savviness—the process also requires intercultural knowledge and awareness. Universities play a pivotal role in preparing students for the challenge.

This chapter represents the literary research related to internationalization as a means of priming college graduates for a globalized marketplace. The chapter begins with a section discussing the importance of international business education, globalization, and internationalization. Additionally, the research includes the internationalization at home phenomenon and the components of an internationalized curriculum. The review concludes with a summary.

The Importance of International Business Education

International business education is a true integration of disciplines, of people and process, of theory and practice. It is an examination of business issues from the viewpoint of several disciplines. Knowledge of the culture and business practices of another country, and the cultural decentralization that this dictates
will emphasize the skills that enable one to get different people to work together.

(Cavusgil, 1993, p. 325)

Calof and Beamish (1994) maintained individuals with the right attitude for working in a global environment have more than likely: worked outside the country, attended a foreign university, graduated from an international educational program, spoken more than one language, taken international business courses, or participated in an international exchange program. These qualities continue to be relevant in the 21st century. Palmisano (2006) declared, “The single most important challenge in shifting to globally integrated enterprise – and the consideration driving most business decisions today – will be securing a supply of high-value skills” (p. 128).

Kedia and Daniel (2003) and Brustein (2007) asserted global competence is necessary for professional managers. Moreover, the authors charged business schools as playing a vital role in providing students with the required skills to work in an ever-increasing cultural workplace (Counihan, 2009; Kedia, Clampit, & Gaffney, 2014; Bouquet, Morrison, & Birkinshaw 2009). Boaz (1986) affirmed the importance of internationalization by stating: “We need an international educational program that will develop a world perspective and promote world understanding” (p. 173).

**A Global Mindset**

A crucial skill in today’s business world is the importance of possessing a global mindset (Goodman & Kopruçu, 2012), which means that one looks at the world from a very broad point of view searching for the ways to achieve personal, professional, and organizational objectives (Rhinesmith, 1992). The author noted six distinct qualities people with global mindsets possess: knowledge, conceptualization, flexibility,
sensitivities, judgment, and reflection. A dire concern by CEOs of multinational
corporations was the demand for more globally developed talent (Gregersen, Morrison, &
maintained that individuals with a global mindset are high in both global business
orientation and cultural intelligence, thus having more opportunities to be successful
global business leaders.

Sambharya (1996) concluded that one method for firms responding to global
competition was by acknowledging the importance of managers with international
experience. Aspects of management education include business curricula and learning
goals that not only produce a more skilled workforce, but also contribute to the global
society. Levy, Beechler, Taylor, and Boyacigiller (2007) noted both the academic realm
and business environment believe managers who have developed a global mindset are
more equipped to handle the complexities within today’s global corporations.

Regardless of whether business students work abroad, they will undoubtedly find
themselves face-to-face with the effects of a global work environment. Alon and
McAllaster (2009) stressed the importance of universities facing this phenomenon by
insisting that students not only need to be made aware of the importance of global
competence, but they also needed to be immersed in higher levels of global activities.

**Globalization**

Management education and global economies have influenced each other over the
past two centuries (The Association to Advance Collegiate Schools of Business
AACSB], 2011). To understand internationalization, it is important to understand
globalization and its effect on universities. Although the two concepts often are used
interchangeably and are interconnected, they are not the same (Altbach and Knight, 2007; Figueroa, Osuna, & Reynoso, 2014; Scott, 2000). Daly (1999) differentiated the two phenomena by pointing out that globalization references an integration of multiple national economies into one global economy, whereas internationalization references the international activity between or among nations.

**Defining Globalization**

The term “globalization” first appeared in the early 1970s, and before 1984 the expression scarcely existed (Fiss & Hirsch, 2005). Masson (2001) stated it increased not only the flows of trade, capital, and information but also the mobility of individuals across borders and surmised technological advancements had driven the rise. Lubbers and Koorevaar (1998) described the trend as:

Globalization is a process in which geographic distance becomes less a factor in the establishment and sustenance of border crossing, long distance economic, political and socio-cultural relations. People become aware of this fact. Networks of relations and dependencies, therefore, become potentially border crossing and worldwide. This potential internationalization of relations and dependencies causes fear, resistance, actions, and reactions. (para. 3)

Friedman (2000) defined globalization as “the inexorable integration of markets, nation-states and technologies to a degree never witnessed before—in a way that is enabling individuals, corporations and nation-states to reach around the world faster, deeper and cheaper than ever before” (p. 9). Naim (2009) described the phenomenon as a force that cannot be slowed down or reversed and further stated whether individuals loved it or hated it, globalization was here to stay. Globalization impacts all sectors
including the governmental policymaking sector, the education sector, as well as the business sector (Hudzik, 2011; Scott, 2000).

The phenomenon has changed not only the way businesses transact across the globe, but also the way universities must look at how they educate business school students. Educational structures are affected by the economic and social change (Carnoy & Rhoten, 2002). These two researchers also argued knowledge and information are the primary resources for a globalized economy, with the university playing a fundamental role in the process. Teichler (2006) submitted that, because the term is used more frequently in the leading global economies, the expression itself has surpassed internationalization within the HE realm.

**Impact of Globalization on Higher Education (HE)**

The immense economic, technological, and scientific trends defining globalization affect HE across the world (Altbach, 2004; Vaira, 2004). Like other sectors, to deal with or to take advantage of the phenomenon, universities must develop specific policies or programs to include an internationalized mindset. Altbach (2004) described internationalization as “the voluntary and perhaps creative ways of coping” (p. 6), with the forces of globalization. Singh and Papa (2010) argued globalization was impacting every aspect of society. HE was most affected, especially in the areas of economics and business. The researchers proposed four challenges facing universities in dealing with the impact of globalization:

1. The challenge to become visionaries and to create a plan to teach students how to cope with the realities and complexities of a global workplace;
2. The challenge to cater to the needs and demands of a diverse population;
3. The challenge to look at all alternatives and foster educational excellence; and,

4. The challenge to think “outside-of-the-box” by establishing more networking, collaboration, cooperation, and especially embracing a multidimensional framework.

In the 21st century, education systems face the dual challenge of equipping students with the new knowledge, skills and values needed to be competitive in a global market while at the same time producing graduates who are responsible adults and good citizens both of their country and of the world. Thus, globalisation challenges us to rethink not only how much education is needed but also its ultimate purpose. (Chinnammai, 2005, p. 5)

While addressing the new dimensions of a globalized economy on education, Schrottner (2010) stated, “contemporary globalization trends are largely an extension of what has been going on for thousands of years” (p. 51). An environment rife with information, communication, and technological advancements is a major driver for business schools to become even more internationalized (AASCB, 2011; Rizvi, 2008).

Globalization is the catalyst pushing HE in the 21st century toward more international involvement (Altbach & Knight, 2007) and has created a need for business leaders to gain and practice cross-cultural competencies (Northouse, 2013). Due to the multiple facets of the phenomenon, students are requesting more practical training to compete in the new world economy—universities have responded to what is now being called internationalization (Stromquist, 2007).
Internationalization

“Internationalization is changing the world of higher education, and globalization is changing the world of internationalization” (Knight, 2008, p. 1). The phenomenon of internationalization is both a response and a cause of globalization (Kreber, 2009). Ergon-Polak and Hudson (2014) maintained 69% of responding institutions attributed internationalization as a matter of high importance, with 30% reporting that the significance has notably increased over last three years.

Historical Overview

By nature, institutions of HE have always been considered international (Mestenhauser, 2003). Altbach and Teichler (2001) stated: “The original universities that were founded at Paris and Bologna in the 13th century and quickly expanded to other parts of Europe used a common language, Latin, and provided training to students from many countries. Professors were internationally recruited” (p. 6). During the Middle Ages and the Renaissance, the majority of scholars viewed the mobility of professors and students as the primary method of knowledge production (Healey, 2008). Hill (2012) depicted the historical timeline for international education from the 17th century through the 21st century and stated that over the years it has been “repackaged, rethought, and re-engineered” (p. 256), and the interdependence of global issues is one of the main components shaping today’s international mindset.

Defining Internationalization

Internationalization often has a different meaning for different audiences—even for those within the university structure (Knight, 2004; Paige & Mestenhauser, 1999). According to Knight (2015a), actors in HE may consider it to be a collaboration with
their fellow universities in other countries; whereas, others may perceive it to be the makeup of their international and intercultural student body and faculty or their off-campus facilities in different parts of the world. It is not a “clearly defined and understood concept” (Stankevičienė & Karvelienė, 2008, p. 175). Moreover, it involves all facets of university life (Bartell, 2003) and often is used synonymously for “international, intercultural, and multicultural education” (Knight, 1994, p. 3). Adding to the complexity of the term is that it affects stakeholders at the global, regional, national, state, community, organizational, and individual levels (Horn, Hendel, & Fry, 2007).

Nilsson (2003) conceptualized internationalization as being a “process of integrating an international dimension into the research, teaching, and services function of higher education” (p. 31). A widely used definition found throughout the literature was derived by Knight (2008), who expanded the definition as a “process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, and service), and delivery of HE at the institutional and national levels” (p. xi). Knight (2015c) emphasized the importance of not only understanding the phenomenon at the institutional and national levels but also at the sector levels. To appropriately reflect the societal role of internationalization in all areas of education, the author proposed the following updated definition: “Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (p. 2). Knight’s definitions prompt readers to look beyond what many once viewed as an internationalized program.
Internationalization rationales. Rationales define the reason or basis for a university to implement an internationalized program (Knight, 2012), and the concept must infiltrate the implementing institution’s mission and ethos (Hudzik & Stohl, 2009). Knight and de Wit (1995) proposed four rationales were driving universities toward an internationalized agenda: political, economic, academic, as well as social-cultural aspects. Schoorman (2000) cited world peace, success in international competition, global knowledge, and global cooperation.

Knight (2015b) contended there was a blurring of the categories as well as no distinctions between national and institution level contexts. At the institutional level, the author proposed that emerging rationales consisted of the university achieving a more notable profile or reputation, improving the quality along with their international standards, enhancing the cultural development of both students and staff, generating income, creating strategic alliances articulating the importance of collaborating, and sharing research and knowledge. Although the rationales appear to be highly theoretical and complex, Reedstrom (2005) stated the underlying principles used by “individual universities are often fairly simple” (p. 22).

Internationalization strategies. Marmolejo (2010) purposed that stratagems may include integrating international studies within the curriculum, promoting study abroad programs for both students and faculty, hiring foreign professors, as well as creating satellite programs or building campuses abroad. Sutton, Eddington, and Favela (2012) observed the evolving use and collaboration of academic institutional partnerships as well as linking to “private businesses, nonprofit organizations, community groups, international associations, or government agencies” (p. 149). In the United States, 27%
of institutions indicated they have some form of a collaborative program with overseas partners (American Council on Education [ACE], 2012).

Foskett’s (2010) study revealed strategies varied among the universities and categorized the entities into four quadrants: domestic, imperialist, internationally aware, and internationally engaged. An internationally engaged university operates within a global mindset and seeks partnerships with other institutions, recruits foreign students, and has an internationalization-at-home agenda. Among the engaged universities, the researcher also found a small number of transformational colleges who were strong in many areas of internationalization both abroad and at home.

**Internationalization approaches.** Internationalizing at the institutional level falls within two streams: internationalization abroad and internationalization at home (IaH) Knight (2008). These approaches include initiatives which (1) relate to activities abroad or involve cross-border happenings and (2) take place on the home campus.

**Internationalization abroad.** Study abroad travel allows students an opportunity to expand their geographical and intellectual boundaries (Brockington, Hoffa, & Marin, 2005). This particular approach focuses on the human dimension and development of an internationalization process (Rosen & Digh, 2001; Yershova, DeJaeghere, & Mestenhauser, 2000). The tactic incorporates initiatives such as study abroad, student and faculty exchange programs, hiring international faculty, and creating different agendas to attract students from other companies.

Study abroad programs are the principal means in which universities tout as internationalizing their institution (Egron-Polak & Hudson, 2014). Business students who study abroad “are more open to internationalizing their careers” (Orahood, Kruze, &
However less than 10% of the student population in Europe studied abroad, and in the US the percent was even lower (Paige, 2003). Landis, Bennett, and Bennett (2003) noted 48% of students entering a U.S. university planned to study abroad. However, only 3% studied in another country during their college experience. Lambert and Usher (2013) submitted the main reason the majority of students were not studying abroad was affordability. Mestenhauser (2006) noted those students who were able to study abroad “received only superficial international education” (p. 61).

Likewise, Carter (1992) expressed concern with a university’s teaching staff failing to take advantage of international faculty exchange opportunities due to their teaching schedules and personal obligations. Horta (2009) contended hiring foreign professors does not automatically enhance the student internationalization. The author argued that foreign faculty often assimilate to their new environment and fail to share their unique cultural perspectives.

Obtaining a global mindset is paramount in order for the next generation of students to function in a globalized economy. An internationalized curriculum is key to ensuring all students of HE obtain these skills and not only a few who have the fortune to study abroad (Ellingboe, 1998; Paige, 2005; Teekens, 2003).

**Internationalization at home.** Beelen (2013a), Clifford (2011), and de Jong and Teekens (2003) asserted IaH is a means aimed at equipping *all* students with the necessary intercultural and international skill sets to participate in today’s society. A 2010 Global Survey by Egron-Polak and Hudson (2010) recognized the phenomenon as the most critical rationale for internationalization. Soria and Troisi (2014) conducted a study assessing alternatives to study abroad and found students benefited more from IaH
than the more traditional study abroad programs. Kehm and Teichler (2007) put it bluntly when they said that by not utilizing IaH, “to a higher degree, internationalisation efforts of higher education would lead to a polarization of winners and losers” (p. 238).

History of IaH. IaH was conceptualized to address the concerns of international awareness by the vast majority of students who do not have the opportunity to study abroad (Nilsson, 1999). This matter was taken up by a Special Interest Group of scholars within the European Association for International Education (EAIE) who presented a Position Paper (Crowther et al., 2001; Wächter, 2003) outlining the IaH concept. In 2006 the topic resulted in a training course and became part of the EAIE’s professional development program. A practical guide on how to implement the IaH concept soon followed, along with workshops on the subject (Wächter, 2003).

Defining IaH. IaH was conceptualized in 1998 (Nilsson, 2000) but was not clearly defined. Although a standard set of beliefs existed for the IaH concept, pioneers of the concept suggested a simple rigid definition should be avoided and should not become a theory cast in iron but one evolving with an ever-changing global environment (Clifford, Haigh, Henderson, Adetunji, & Dunne, 2009; Wächter, 2003).

The “at home” notion served as a metaphor to address the 90% of students who stayed at home versus those who studied abroad (Mestenhauser, 2006). Nilsson (2003) defined IaH as “any internationally related activity with the exception of outbound student mobility” (p. 31). Crowther et al. (2001) expanded the definition to include staff mobility as an exception. Beelen (2013a) emphasized providing international exposure at home, before a student’s study abroad travels, would further enhance the quality of experiencing another country or culture.
Wächter (2003) argued IaH was not a new concept, but a rediscovery presented at an ideal time and defined it as “an understanding of internationalisation that went beyond mobility and a strong emphasis on the teaching and learning in a culturally diverse setting” (p. 6). Mestenhauser (2003) surmised IaH not only focused outside of student mobility but also went beyond the narrowness of a formal curriculum to include “all international resources now abundantly available in most of our local communities because the world is indeed at our doorsteps” (p. 6).

Knight (2008) distinguished the concept of IaH from internationalization abroad by asserting that activities via IaH help students develop international understanding and intercultural skills. However, Beelen and Jones (2015) contested Knight’s definition because the concept failed to include curriculum as an essential component. Clifford et al. (2009) argued the focal point of IaH was in the classroom and further stated, “IaH and the process of internationalising the curriculum is a project based on the goal of producing graduates who have the cognitive, attitudinal and behavioural competencies which satisfy the demands of living and working successfully in the 21st century” (p. 2).

Teekens (2007) argued that precisely defining IaH was not important “but that it is much more rewarding to look at what the ambitions are, what it does, what it brings about” (p. 3). He explained IaH sought to bring back the human touch by linking international and intercultural aspects with a final goal of opening the minds of students so they understand and respect different people and cultures. Green (2012) maintained an institution’s vision for internationalizing should always “judge whether it enhances internationalization back home” (p. 4). Beelen (2011) posited IaH and internationalization of the curriculum (IoC) had similar characteristics. The author
stressed the only way to provide every student with cultural and global competencies was via the home curriculum.

**Internationalizing the Curriculum**

The primary focus of IaH is in curriculum development, which includes both content and development (Otten, 2003; Teekens, 2007). Keating and Byles (1991) emphasized the importance of developing business school curriculums to “explicitly address the global, competitive, cultural, and economic factors that shape the environment in which firms operate” (p. 12). Harari (1992) and Hudzik and McCarthy (2012) stressed the importance of the options of an IoC to align with the university’s mission. “The global nature of today’s business environment demands that international content be consciously included within the core curriculum of all business programs” (AASCB, 2011, p. 106).

The Organization for Economic Cooperation and Development (OECD) described an IoC as being one designed for domestic or international students with a goal of preparing them professionally and socially in an international and multicultural context (Van der Wende, 1996). Nilsson (2000) argued the definition was too passive and refined it as being one “which gives international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially, emotionally) in an intercultural and multicultural context” (p. 22). Nilsson’s definition addressed the cognitive and attitudinal related skills necessary for the student. Bikson, Treverton, Moini, Lindstrom, and Rand Corporation (2003) held similar beliefs by stipulating universities must go beyond the traditional IoC ways of academic and language studies and focus on providing students with an understanding of how to think
and work across cultures.

Paige (2005) declared, “The curriculum is at the center of the student learning experience and represents for universities the major arena for developing international and intercultural knowledge, skills, and world-views” (p. 56). Moreover, 85% of business managers have stressed the importance of schools improving and strengthening their international curricula (Kedia & Daniel, 2003). Additionally, Brewer and Leask (2012) cited faculty development as a crucial component of the implementation and development of an internationalized curriculum.

Tiu (n.d.) proclaimed: “Universities need not concern their direction towards internationalization when their curriculum is unchanged” (p. 28). Furthermore, Brustein (2007) maintained that to truly create intercultural encounters, an internationalized curriculum needs interactions with local communities and businesses. Nilsson (2003) professed an added value of an IoC should give students the following:

Besides good knowledge of their subject area, they should have open minds and generosity toward other people; know how to behave in other cultures and know how to communicate with people with different religions, values and customs; and not be scared of coping with new and unfamiliar issues. (p. 39)

**Importance of a Foreign Language**

Globalization has created a greater need to learn different languages as a means of communicating across borders (Fantini, 2009). Acquiring a foreign language skill was cited as a necessity for the 21st century business school graduate (Cavusgil, 1993; Deardorff, Pysarchik, & Yun, 2009; Qiang, 2003). English serves as the “common corporate language” (Neely, 2012, p. 119). According to Neely (2012), 1.75 billion
people can speak the dialect at a useful level. Those in non-English speaking business schools are creating new initiatives to offer courses and degrees in the English language (Douglas & Edelstein, 2009; Huang, 2006). Likewise, in the US learning a second language as a means of gaining global competency was deemed to be important to 85% of the interviewees (Reimers, 2009). Altbach (2001) went as far as saying that the use of a lingua franca is not only good for the students, but also for the academe.

**Chapter Summary**

Many would argue internationalization is rooted in business education. This statement stems from the fact that globalization is an economic phenomenon; thus, business school graduates are expected to understand the market forces of a global economy. It is imperative for university executives to develop internationalization programs to educate and prepare students to work in a globalized workplace and society. These programs can no longer be dependent upon traditional internationalization strategies, such as study abroad, student exchange, and hiring international faculty. HE must now cater to a much larger population of students who stay at home but work across all borders.

This chapter presented studies examining globalization and internationalization from business school perspectives. Also presented were theories and concepts as to the importance of implementing IaH and IoC. The review of the literature provided the researcher with support for building a case for an international education program. Chapter III contains a review of the methods used to address the research question, along with the justification for utilizing a qualitative case study design. The chapter also
includes a discussion of the research design, sample population, data collection, 
instrumentation, validity and reliability, feasibility and appropriateness, and data analysis.
CHAPTER III: METHODOLOGY

Introduction

Previous research on international education has focused primarily on study abroad and student exchange programs and the importance of universities incorporating internationalization into their core curricula. Hayward and ACE (2000) noted that despite the level of interest voiced by HE in the US toward an international education initiative, data have suggested “relatively few students gain international or intercultural competence in college” (p. 1). A review of the literature revealed only limited research as to how universities are developing programs to combat this phenomenon. Therefore, the purpose of this study was to explore an innovative international seminar program implemented at a business school in Lyon, France, addressing the issues presented.

This chapter provides a description of the research methods used for this study, including the research design, description of the population and sample, instrumentation, procedures for data collection and analysis, as well as the issues of trustworthiness and ethics. A case study approach using the I-Week program at IAE Lyon served as a basis for this qualitative research. The primary method consisted of semi-structured interviews with four distinct groups of key stakeholders of the program as well as document analysis and observation. This chapter concludes with a summary.

Research Questions

Before describing the methodological approach used for this study, a reiteration of the research questions outlined in Chapter I is provided. These questions guided the construction of the Interview Protocols (Appendix A).

RQ1. How does a university offering business school programs create an
internationalized learning environment outside of study abroad programs?

RQ2. How does participation in an internationalized learning environment impact key stakeholders?

**Research Design**

Slavin (2007) defined research design as a “plan for collecting and analyzing data to try to answer a research question” (p. 9). The logic of quantitative and qualitative research designs is similar because researchers who utilize either approach collect data in an attempt to explain their hypothesis. Slavin further stated that the processes used to gather and analyze the data for the two genres are very different in not only the design, but also in the selection of participants, data collection, data analysis, and interpretation of findings.

The purpose of this study was to perform a case study analysis of an international seminar program as a means of exploring an alternative pedagogical delivery channel for business students in the area of multinational competence and career preparedness. For this study, a qualitative case study design was utilized with key stakeholders, one that was holistic, inductive, and naturalistic in its inquiry using a social constructivist approach. The qualitative design allowed the individuals who were part of the I-Week program to participate voluntarily via semi-structured interviews rather than utilizing quantitative research methods. Marshall and Rossman (2011) noted that examining phenomena in which little research exists or introducing innovative systems justify qualitative research. According to Weiss (1998), the main advantage of utilizing a qualitative methodology is the researcher gains “greater awareness of the perspective of the program participants” (p. 253), and the process also allows an opportunity to explore
the unexpected. The explanation of the selected qualitative method for evaluating an international education program includes the use of a case study method.

**Case Study Methods**

According to Weiss (1998), case studies are a “way of organizing data so as to keep the focus on the totality” (p. 261), rather than labeling them as a design. The researcher chose a case study research strategy for this study. Using the case study method and a social constructivist approach allowed the researcher to understand the dynamics and to gain deeper insight regarding IAE Lyon’s I-Week program. As discussed in Chapter I, internationalization is a widely used term in HE. However, a search of the literature shows that few studies exist which provide business schools with successful international education models outside of traditional international programs.

The case study method was very appropriate for this study and was intended to enhance the existing literature by providing knowledge and experiences of IAE Lyon’s administrative staff, visiting faculty, as well as current and former students. According to Denscombe (1998), focusing on one instance of a phenomenon, such as the IAE Lyon seminar program, offers a viewpoint that provides “an in-depth account of events, relationships, experiences, or processes occurring in that particular instance” (p. 32). Additionally, Yin (2009) validated the reasoning for utilizing a case study approach such as this because the method attempts to explain the how and the why questions about specific events.

**Role of the Researcher**

In qualitative research, the researcher serves as the primary instrument of data collection. Guba and Lincoln (1981) stated that the role of a researcher is similar to that
of “anthropologists, social scientists, connoisseurs, critics, oral historians, novelists, essayists, and poets…. They emphasize, describe, judge, compare, portray, evoke images, and create, for the reader or listener, the sense of having been there” (p. 149).

For this study, the researcher portrayed both an emic and etic perspective toward the study. As a business leader with an MBA, an emic perspective derives from the researcher as one who participated in the program as a U.S. doctoral student, as well as co-taught two courses while conducting the research. This aspect of the study presents a particular bias toward the study. An etic perspective was developed as the researcher, acting as an outsider, delved into the dynamics of the evolution of the program through the lens of the key stakeholders who developed, implemented, and participated in the program. Fetterman (1998) supported this dual role and contended that when a researcher gets closer to the story and helps the reader discern points of view, “the better the story and the better the science” (p. 2).

**Population and Sample**

Quantitative and qualitative data are different not only in the design but also in the selection of participants and data collection (Slavin, 2007). Quantitative methods require larger numbers of individuals who are representative of the population under study, whereas qualitative research typically focuses on a smaller number of participants within the population of the phenomenon. For this study, the target population included four distinct groups of key stakeholders who participated in the I-Week program: (1) administrative staff, (2) visiting faculty, (3) current students, and (4) previous students. The researcher utilized a strategy of purposeful sampling known as extreme or deviant case sampling as well as convenient sampling. “Purposeful sampling focuses on
selecting information-rich cases whose study will illuminate the questions under study” (Patton, 2002, p. 230). Patton further noted that extreme sampling involves selecting participants who “stand-out” among the others because of their uniqueness. Last, convenience sampling often is used in qualitative research because it is easy and convenient. Developing well planned sampling decisions are crucial to the dependability of the overall study (Marshall & Rossman, 1998). To understand the complexity of the international seminar at IAE Lyon, the individuals most salient to the study were those who developed it, taught it, and studied it.

The study’s sample consisted of 15 participants. The group comprised five individuals who either played instrumental roles in the creation or ongoing implementation of the I-Week program, four visiting faculty members who taught different sessions during the week, five current students attending the program, and one student who previously participated in the program before graduating from the school. In qualitative research, there are no set guidelines for establishing sample size (Patton, 2002). According to Patton (2002), “Sample size depends on what you want to know, the purpose of the inquiry, what’s at stake, what will be useful, what will have credibility, and what can be done with available time and resources” (p. 244).

**Instrument Development**

Case studies using a qualitative design typically rely on four primary methods for gathering data: surveying, observing, interviewing, and analyzing documents. Researchers may choose to utilize any and all methods pertinent to their study (Merriam, 2009). This study applied three of the four methods. Although the primary method consisted of semi-structured interviews, the researcher also utilized direct and participant
observation as well as document analysis. The semi-structured interviews were developed on the criteria set forth by the research questions previously disclosed. Anfara, Brown, and Mangione (2002) argued interview questions should “be carefully cross-referenced to the study’s research questions” (p. 31) and should be based on what the researcher seeks to understand.

An interview protocol was utilized for this study and is included in Appendix A. Interview protocols provide a structured format for the researcher and list all questions asked during the interview process.

**Procedures and Collection**

The gathering of extensive information centered on the research questions. To develop a more accurate case, collecting data from multiple resources should be obtained when using a qualitative case study approach (Creswell, 2013; Yin, 2009). For this study, the researcher garnered data from various sources. Merriam (1998) noted six distinct sources of evidence used in collecting data for case studies: documentation, archival records, interviews, direct observations, participant observation, and physical artifacts. Merriam further noted that a complete list may be extensive and could include filming and videotaping. For this study, the primary medium for data collection was semi-structured interviews; however, to ensure credibility, multiple sources were utilized. These additional sources included documentation and physical artifacts, along with direct and participative observation.

**Semi-structured Interviews**

Face-to-face, semi-structured interviews were conducted with all 15 participants. Obtaining the descriptions and interpretations of others are considered to be two principal
uses of case study research (Stake, 1995). All interviews were accomplished in person, except one that was conducted via Skype. A purposeful sampling technique was used for key administrative personnel, and a convenient sampling was utilized for visiting faculty as well as all student participants. All interviews with administrative staff took place on the IAE Lyon campus. Interviews with faculty members occurred in the hotel lobby where all visiting faculty members were housed for the event, and the current student interviews happened at a McDonald’s restaurant next to the university campus. The one Skype interview took place with the former student. Before all interviews, the researcher discussed the contents of the Informed Consent Document, the confidential nature of their interview and the use of pseudonyms. A signed consent form was obtained from each participant prior to beginning the interview process (see Appendix B).

**Documentation**

Patton (2002) noted documentation includes records, documents, artifacts, and archives that provide a “rich source of information” (p. 293) about programs. For the study, the researcher utilized documentation as the first method of data collection to gain insight into the I-Week program. Documentation included a review of IAE Lyon booklets and brochures referencing the 2015 I-Week program and the school’s website, which not only provided information about the program but also housed 13 faculty video testimonials about the program. Other documentation used for data collection included photos of banners and other memorabilia posted along the school’s walls as well, as press releases sent from the communication department informing the local community and businesses about IAE Lyon’s I-Week program.
**Observation**

In addition to semi-structured interviews and documentation, the researcher also collected data via direct and participant observation. Yin (1984) recognized observation as a source of evidence for data collection. The author noted direct observation requires “making a field visit to the case study site” and participant observation takes on a mode “in which the investigator is not merely a passive observer” (pp. 85-86). The researcher of this study observed three seminars as direct observation while onsite during the 2016 I-Week program. In 2017, the researcher collected data as a participative observer while co-teaching two classes during the one-week seminar.

**Data Analysis**

Qualitative researchers are not concerned with analyzing predefined variables, but seek to understand the perspectives of the participants, explore human behaviors in context, and present a holistic interpretation of the phenomenon under study (Merriam, 2002). Patton (2002) noted, “Qualitative analysis transforms data into findings” (p.432), yet no formula or recipe exists to assist the researcher with the transformation—it is the most mystifying part of this type of research (Maxwell, 2012). Data analysis for this case study made use of a narrative analytical strategy via storytelling. A strength of viewing data as a narrative is that it provides the researcher with numerous analytic approaches. The data analysis for this study followed the steps suggested by Creswell (2013) for case study research. More specifically, these steps include the following: (a) organizing the data, (b) reading the data, (c) describing the data, (d), classifying the data, (e), interpreting the data, and (f) representing the data in a narrative format.

For this portion of the case study, all coding was performed manually using
Microsoft Word and Microsoft Excel. The researcher first made use of discourse and interpretive logic through document analysis and a conceptual framework developed from Bikson et al. (2003) and Nilsson (2000, 2003) to determine a priori codes related to the internationalization of IAE Lyon’s I-Week program. Two broad a priori coded themes emerged from this process.

In order to obtain a full transcript of each conversation, all interviews were transcribed by a reputable legal transcriptionist. To ensure the accuracy of the transcribed documents, the researcher listened to all audio recordings while comparing them to the transcriptions. This process was conducted multiple times and was an important aspect of this study due to the dialect of the French participants.

Although a priori coding had been utilized, the researcher wanted to ensure the preconceptions did not overshadow further significant findings. Therefore, initial coding, or open coding, was used for the interview portion of the data analysis, which provided the researcher with “analytic leads for further exploration” (Saldana, 2011, p. 81). This holistic reading of the transcripts created the basis for the case record, which is “used to construct a case study appropriate for sharing with an intended audience, for example, scholars, policymakers, program decision makers, or practitioners” (Patton, 2002, p. 449). The researcher conducted multiple reviews of all transcriptions, audio recordings, handwritten notes, and other documentation to further organize raw data into categories and codes. This iterative process, along with constant digesting and reflecting, allowed the researcher to develop a thematic analysis by arranging and rearranging coded data into sub-themes. These categories led to the development of the major themes.
Trustworthiness and Credibility

When one engages in qualitative research, it is paramount for the study to be trustworthy. For social constructivists, Lincoln and Guba (1986) suggested “credibility as an analog to internal validity, transferability as analog to external validity, dependability as the analog to reliability, and confirmability as an analog to objectivity” (pp. 76-77) as criteria for trustworthiness. Several strategies can be employed by a researcher to improve trustworthiness, and along with an awareness of ethical issues these stratagems can contribute to a study’s transferability and dependability. These concepts of quality are different than those utilized in a quantitative study and continue to be revised and changed, especially in a postmodernist view of scientific inquiry.

Merriam (1998) identified the following eight strategies for fostering trustworthiness: (1) triangulation; (2) member checks; (3) peer examinations; (4) researcher’s position or reflexivity; (5) adequate engagement in data collection; (6) maximum variation; (7) audit trail; and (8) rich, thick descriptions. Even though the research for this study was not controversial or ethnographic in nature, the researcher understood the ethical responsibility to those involved in the data collection.

Credibility

To ensure trustworthiness, the researcher utilized a variety of the strategies previously discussed. In qualitative studies, triangulation continues to be one of the most used strategies of establishing credibility. For this study, triangulation was achieved via utilization of multiple sources of data, which included information from the university’s website, documents, physical artifacts, and any other available literature regarding the IAE Lyon international study program. Additionally, the researcher observed the
program from both a direct and participative observation approach. Each source was analyzed independently to allow the codes and themes to emerge freely. The information was combined with the data gleaned from the interviews of the four distinct groups.

Member checks were another important strategy used to support the credibility of this study. All IAE Lyon stakeholders interviewed, except current students, were invited to review the preliminary results of the analysis. Taking the data and tentative interpretations back to the interviewees and asking them whether the results were plausible provided the researcher with another level of trustworthiness.

**Dependability**

In quantitative studies, reliability means focusing on whether the study can be replicated with similar results, whereas qualitative research focuses on whether there is consistency or dependability of the research. Because the researcher was the primary instrument for data collection, consistency of the data was of utmost importance. The investigator’s position as the principal researcher of the data collection and analyses, along with triangulation, peer examinations, and a detailed audit trail, served as strategies to support the credibility and dependability of this study.

**Transferability**

Common canons of external validity refer to how the conclusions of a study can be generalized to large populations (Anfara et al., 2002). However, researchers of qualitative studies are more concerned about seeking an in-depth understanding of the particular phenomenon being studied, rather than how it can be generalized to the masses. In qualitative research, external validity refers to the transferability of the knowledge to different situations. It is the responsibility of the investigator to provide sufficient
information to readers about the study, and it is the users’ responsibility to assess whether the study applies to their particular situation or context (Merriam, 2009).

Presenting a rich, thick, description of the study is the most common strategy for ensuring external validity in qualitative research. To assure transferability of the knowledge, the researcher provided detailed descriptions of the setting, the participants, and the findings. Quotes from transcripts, journals, and other program documents served as evidence of dependability and transferability (Merriam, 2009).

**Ethical Considerations**

Patton (2002) noted, “Interviews are interventions. They affect people” (p. 405). For this study, strict adherence was taken to guarantee that all standards for ethical research were followed and all participants were protected. The Human Subjects Review Board at Western Kentucky University (WKU) requires all doctoral students to complete an online certification course on ethical standards regarding human research. To ensure the Protection of Human Subjects, an application was submitted to WKU’s IRB for approval before conducting the study.

In addition to the requirements by WKU, the researcher ensured ethical standards were maintained by obtaining written consent from IAE Lyon before conducting the research. Prior to obtaining signatures and before each interview, the researcher reviewed the Informed Consent Document with each participant and reminded them that participation in the study was strictly voluntary. Individuals were assured their identity would remain confidential throughout the study. Even though all participants stated using a pseudonym was unnecessary, the researcher used aliases for current students.
Assumptions, Limitations, and Delimitations

Patton (2002) noted, “Qualitative inquiry is rife with ambiguities” (p. 242).

Patton went on to surmise that, unlike quantitative studies, there are no methodological rules or statistical formulas,—instead, there are purposeful strategies and inquiry approaches. These strategies and approaches create various limitations within a qualitative framework, and this study was no exception. First, the researcher assumed all responses from the participants were honest and truthful. Second, there were limitations to the research as a result of the sample size and the use of purposeful and convenient sampling. Another drawback was the language barrier. Although all participants spoke English, for the vast majority the English language was not their native tongue resulting in frequent reiteration and often rephrasing of the interview questions.

Delimitations exited as a consequence of the researcher focusing the study on one business school located in France. Therefore, this study cannot be generalized to apply to other business schools offering graduate programs. Some biases existed because the researcher had participated in the I-Week program as a doctoral student and also had co-taught two courses while conducting the research. There was a bias due to the nature of case study methodology and theory used. Last, the findings of this study were subject to the interpretation of the researcher’s construction of interviews and feedback process.

Chapter Summary

This chapter described the methodological strategies utilized for this qualitative study. The researcher conducted a case study of a one-week internationalization program at the IAE Lyon in Lyon, France. The purpose of this research was to gain insight and knowledge as to how the business school created an innovative international educational
program to assist with preparing students for the global business environment. The research methods included a description of the research design, the population and sample, instrumentation, procedures for data collection and analysis, and a discussion regarding trustworthiness and ethics. The chapter concluded with a discussion on the assumptions, limitations, and delimitations defined by the researcher. Chapter IV provides the reader with the data analysis and findings derived from the data collection processes described throughout this chapter.
CHAPTER IV: FINDINGS

Introduction

Globalization has created a demand for business schools to arm their students with a skillfulness to work within world economies. While numerous studies have been conducted on internationalization in HE, a review of the research showed little research about how institutions are creating innovative programs to address the issue. The purpose of this qualitative case study was to explore how IAE Lyon in Lyon, France developed an internationalization program to meet these growing concerns. The ultimate goal of a case study approach is to provide an in-depth description of the social phenomenon under study (Yin, 2009). The phenomenon examined for this study was IAE Lyon’s I-Week Program. The framework of a case study methodology allows researchers with a constructivist paradigm to focus on viewing reality through the interpersonal experience of others and co-constructing the reality with the research participants (Creswell, 2013). Using the case study method, along with constructivism, allowed the researcher of this study to understand the dynamics present within IAE Lyon’s program.

The questions that guided this study were:

RQ1. How does a university offering business school programs create an internationalized learning environment outside of traditional study abroad and student exchange programs?

RQ2. How does participation in an internationalized learning environment impact key stakeholders?
This chapter is organized to present the results of the study by first providing a brief description of IAE Lyon and the I-Week program. The researcher then gives a summary of the multiple sources used for data collection. For this study the researcher chose to use documentation, direct and participant observation, and semi-structured interviews. A summation of the interview sample is then presented and includes the name or pseudonym of the participant, their position, mode of interview, duration of the conversation, and interviewee’s role in the I-Week program. The final section of this chapter provides an analysis of the findings from interviews with administrative staff, visiting international faculty, as well as current and previous students who attended the 2016 week-long international session. Each section of the chapter is explicit to the research question and describes findings that emerged from the thematic data analysis. The findings are presented using a rich, in-depth case study narrative taken from the participant conversations. The chapter ends with a summary.

Description of IAE Lyon International Week Program

The idea of using IAE Lyon’s I-Week program as a case study arose from a discussion between a professor from the US who had taught in the program since its inception and the researcher of this study. In 2012 the researcher had visited the University as an MBA student, and in 2015 had participated in the program under a doctoral study abroad directive. While collecting data in 2016, the researcher served as a teacher’s assistant to the professor previously mentioned, and in 2017 co-taught two courses at the school with another professor from the US.

IAE Lyon is one of six schools associated with Jean Moulin Lyon 3 University in Lyon, France, and is one of the largest business schools in the country. Figure 1 provides
a map of Lyon’s location. The school offers a range of management related courses at the Bachelor’s, Master’s, Executive MBA, International MBA, and Ph.D. levels. Their website (www.iae.univ-lyon3.fr) specifically notes that classes exist within an international and professional environment. “Think Large” is the school’s motto. The I-Week program originated in 2006 as a means of addressing Dean Jerome Rive’s ongoing concern of internationalization. Typically, the program takes place the first full week of January after students return from their holiday break. The dates for the 2016 program ran from January 4 thru January 9. The agenda consisted of 88 seminars offered by 63 teachers and practitioners from 25 countries, with the majority of classes taught in English. The program is compulsory for all master’s-level students. During the 2016 session, over 1,500 students participated in the program.

![Figure 1. Geographical display of Lyon, France.](image)
Sources of Data Collection

This section of the chapter describes the various means the researcher used in collecting data. For this study, data collection consisted of documentation, direct and participant observation, and semi-structured interviews.

Documentation

The first method of data collection used by the researcher to gain insight of I-Week consisted of readily available documentation. These documents included a thorough review of the International Seminars 2015 Information Booklet, an online announcement of the program and research seminars found within the training section of the school’s website, as well as a review of 13 faculty video testimonials. A preliminary conceptual framework was developed as a result of the documentation review and is discussed further in this chapter.

Observation

In addition to the documentation review, the researcher observed three seminars while onsite during the 2016 I-Week program. These courses were within the international and leadership categories, as stated in the information booklet previously discussed. A French business consultant taught the international course. The leadership courses were co-taught by two college professors from the US.

In addition to the observation conducted within the classroom, the researcher observed administrative staff, faculty, and students throughout the week. The surveillance also consisted of any visual artifacts displayed throughout the school that was related to I-Week and the school’s commitment to internationalization. Field notes were taken to record the interactions among the individuals and to describe any visual
artifacts. During the 2017 I-Week program, the researcher collected data via participant observation when she co-taught two of the courses observed during 2016.

**Interviews**

The primary source of data collection used for this case study was face-to-face, semi-structured interviews. The purposeful and convenience sampling techniques described in Chapter III consisted of 15 participants. Of the 15 interviewees, eight were individual, one was conducted jointly among two administrative staff participants with one person serving as a translator when necessary, one was via a Skype meeting, and the other five contributors were part of a group discussion. All interviews were on or near the IAE Lyon campus, except the Skype meeting. Before each interview, the researcher explained the purpose of the project and reviewed the contents of the consent form required by the Institutional Review Board of WKU. Participants were made aware of the confidentiality of their interviews and informed that pseudonyms would be used to protect their identity. Each participant signed a Consent Form and proclaimed that it was unnecessary to use a pseudonym. However, the researcher chose to use pseudonyms for the current students who were participating in the 2016 program. Table 1 provides a detailed description of the sample profile.
Table 1

Participant Profile for Interviews Conducted January 2016

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Participant Title</th>
<th>Participant Home Country</th>
<th>Interview Date</th>
<th>Interview Mode</th>
<th>Interview Duration</th>
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<tr>
<td>Jerome</td>
<td>Dean of IAE Lyon&lt;br&gt;Vice Dean International</td>
<td>France</td>
<td>January 5</td>
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</tr>
<tr>
<td>Ulrike</td>
<td>Professor/Director of Research at IAE Lyon</td>
<td>Austria</td>
<td>January 6</td>
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</tr>
<tr>
<td>Manuel*</td>
<td>Deputy Executive Officer at IAE Lyon</td>
<td>France</td>
<td>January 6</td>
<td>In-Person</td>
<td>36:57</td>
</tr>
<tr>
<td>Dominique*</td>
<td>Academic Mobility Officer at IAE Lyon</td>
<td>France</td>
<td>January 6</td>
<td>In-Person</td>
<td>36:57</td>
</tr>
<tr>
<td>Catherine</td>
<td>Director of Communication at IAE Lyon</td>
<td>France</td>
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</tr>
<tr>
<td>Thierry</td>
<td>Business Consultant</td>
<td>France</td>
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<td>In-Person</td>
<td>56:31</td>
</tr>
<tr>
<td>Paul</td>
<td>Business Consultant&lt;br&gt;Retired Professor, IAE Lyon &amp; University of Montreal Quebec</td>
<td>Canada</td>
<td>January 7</td>
<td>In-Person</td>
<td>1:32:35</td>
</tr>
<tr>
<td>David</td>
<td>Business Consultant&lt;br&gt;Professor Emeritus, University of Otago</td>
<td>New Zealand</td>
<td>January 7</td>
<td>In-Person</td>
<td>58:40</td>
</tr>
<tr>
<td>Anita</td>
<td>Professor, University of Szeged</td>
<td>Hungary</td>
<td>January 7</td>
<td>In-Person</td>
<td>25:33</td>
</tr>
<tr>
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<td>Master 2 Student</td>
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<td>Group</td>
<td>28:04</td>
</tr>
<tr>
<td>Student 2*</td>
<td>Master 2 Student</td>
<td>Armenia</td>
<td>January 6</td>
<td>Group</td>
<td>28:04</td>
</tr>
<tr>
<td>Student 3*</td>
<td>Master 2 Student</td>
<td>France</td>
<td>January 6</td>
<td>Group</td>
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</tr>
<tr>
<td>Student 4*</td>
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<td>Group</td>
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<td>Group</td>
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</tr>
<tr>
<td>Claire</td>
<td>Former Student/Banker</td>
<td>France</td>
<td>January 20</td>
<td>Skype</td>
<td>30:30</td>
</tr>
</tbody>
</table>

Note. An asterisk (*) denotes joint interview – Dominique served as translator when needed. No demographic information, other than country of origin, was collected.
The 15 sample participants provided a rich variety of opinions, insights, and involvement regarding internationalization and the I-Week program. The researcher interviewed five individuals who were administrators or faculty members of IAE Lyon, four visiting faculty members, one former student who had graduated from IAE Lyon, and five current students who were part of a group discussion. The administrative group consisted of the Dean, who was responsible for creating I-Week in 2006; two staff members responsible for managing all administrative and logistical aspects of the program; the professor responsible for developing the research sessions held during the week; and last, the communication director who also had participated in the program as an International MBA student. The visiting faculty members came from New Zealand, Canada, Hungary, and France. However, the individual whose home country was Canada had recently moved from Montreal to Lyon. These individuals taught seminars in marketing, management, economics, and international business, with all their classes taught in English. The previous student had attended I-Week in 2014 as a master’s-level 1 student. The five students who were part of the group interview were all master’s-level 2 students.

With the permission of each interviewee, the researcher audiotaped the session. The length of the interviews ranged from 23 mins to over 1.5 hrs. Due to interviewee time constraints, the meetings with the student group and joint administrative staff were under 30 mins. Even though the time was restricted, the researcher was able to address all research questions, and the information was both useful and insightful. The longest interview was over 1.5 hrs. This particular interviewee was very knowledgeable about
I-Week and the international business environment and provided numerous stories about his experiences regarding the internationalization phenomenon within HE.

Due to time constraints, two interviews occurred with more than one individual. The joint interview with the two administrative staff was due to both a time constraint issue and a language barrier. Even though both participants spoke English, one was less fluent and requested a joint interview with a co-worker in the event a translator was needed. The other meeting happened with a group of current students.

Also, important to note is that although all participants spoke English, the researcher acknowledges that the language barrier presented some obstacles. The different dialects resulted in the researcher not only repeating what was perceived to be the response and asking the participant whether it was the correct interpretation but also asking the question different from the interview script so that the interviewee could understand it better.

Before beginning the data analysis, each interview was transcribed verbatim by a reputable legal transcriptionist. To ensure the accuracy of the transcriptions, the researcher listened to all audio recordings while reading the transcribed documents. Due to the difficulty of understanding the foreign dialects of some of the conversations, the researcher made several minor corrections to the original transcriptions.

**Data Analysis and Findings**

This section of the chapter focuses on the in-depth interpretation of the data collected for this case study. Before conducting the interviews, the researcher conducted a preliminary review of the program using a documentary research method. Gaborone (2006) noted that using documentary resources is more cost effective and sometimes as
beneficial in a study as conventional interviews, and Patton (2002) commented that documents add a rich source of information about programs. The documentation used for this study consisted of an IAE Lyon information booklet, an online announcement to students and faculty regarding the 2015 program and research seminars, numerous photos, and 13 videos posted on the school’s website regarding the I-Week program. Formal consent forms were not a requirement for this part of the data collection. For this portion of the case study, the researcher made use of discourse and interpretive logic using document analysis to determine significant and recurring themes related to internationalization of IAE Lyon’s I-Week program. These documents provided the researcher with an initial insight about the objective of the I-Week program’s overall goals.

Additionally, conceptual or theoretical frameworks provide a rationale for a study and can assist the reader in understanding the researcher’s logic (Simon & Goes, 2011). The conceptual framework of this study was an integration of fundamental definitions, theories, processes, and an international seminar program as a means of gaining more insight into the demand for international education for business students. A detailed review of existing literature and previous research in the areas of the importance of internationalization in business school programs, internationalization of HE, globalization, IaH, and their overlap into an IoC formed the foundation of this study. The fundamental model used for this study was a conceptual framework developed from Bikson et al. (2003) with their research focusing on developing a globally competent workforce and Nilsson’s (2000) objectives for an internationalized curriculum (see Figure 2). Utilizing these frameworks, the researcher developed two broad a priori coded
themes before reviewing the documents. These themes included intercultural education and global business education, with a grand theory aimed at the development of an international seminar program. The steps taken in analyzing the documents were:

1. An interim analysis was conducted of the IAE Lyon International Seminar Booklet from the previous year, as well as 13 faculty video testimonials found on the university’s website.

2. Throughout the entire process, the researcher engaged in memoing and writing reflective notes about what was gleaned from reviewing the documents.

3. Using the memos, the researcher manually coded the data by first utilizing open coding and then using axial coding to group the codes according to conceptual categories that reflect commonalities among the codes.

During the 2015 international seminar week, 76 seminars were offered with 10 different themes for IAE Lyon business school students. The faculty consisted of 57 international participants from universities and businesses representing 25 different nationalities.
Figure 2. An internationalization program conceptual framework.

**Thematic Analysis**

This section focuses on the in-depth interpretation of the hundreds of pages of interview data, archival data, and the visual cues observed by the researcher throughout the data collection phase. Themes emerged from interview questions developed to address the following research questions:

**RQ1.** How does a university offering business school programs create an internationalized learning environment outside of study abroad programs?

**RQ2.** How does participation in an internationalized learning environment impact key stakeholders?

The thematic analysis of the data, including a priori coded themes, resulted in two overarching themes that emerged from four sub-themes and 11 codes.

A unique aspect of qualitative research is the ability to provide the results through a rich and thick description of themes (Patton, 2002). The researcher has organized this
section by first addressing the research questions that guided this study and then providing narrative summaries of the participants’ responses to interview questions, along with other supporting analyses. The researcher has provided an account of the emerging themes derived from the data, the theme’s definition, and an illustration of the codes and categories that led to the overarching theme.

**Analysis and Findings for Research Question 1**

The first research question used for this study focused on how a university offering a business school program creates an internationalized learning environment outside of traditional study abroad programs. In order to address this issue, the researcher wanted to gain insight as to how each participant perceived internationalization and its importance in a business school context, learn how the international seminar week evolved, and explore whether recent terrorist events occurring since 2015 in Paris and throughout the world have changed the internationalization landscape at IAE Lyon.

**Understanding the “Purpose”**

Before examining how I-Week evolved, one needs to understand the “purpose.” Answering this question provides the foundation for understanding IAE Lyon’s internationalization program. In all of the interviews, much discussion occurred regarding why internationalization and programs such as I-Week are necessary. Figure 3 provides a summary of the first theme and reads from right to left.
Figure 3. Sequence used to answer the "purpose" that drives an internationalization program.

**A university’s social responsibility.** The researcher provided each interviewee with the following definition: “Internationalisation is the process of integrating an international dimension into the research, teaching, and services function of higher education” (Nilsson, 2003, p. 31). The researcher asked the participants whether they agreed with the definition and to expand upon key ideas that resonated with them or to add to the definition based on their experiences. This question was important because the responses brought to light the social obligation and roles of business schools in regard to internationalization. While all of the responses agreed with the definition, a common belief existed that the teachings and research expanded beyond the walls of the university and its students to include local businesses, local communities, as well as the global society. The following sections provide greater detail, at the code level, the context and insight into the emergence of the sub-theme, and ultimately the overarching theme.

**Disseminate information.** The word “disseminate” was spoken several times throughout the interview with Jerome, which he referred to as a “third dimension” that
further defines internationalization. Jerome is Dean of IAE Lyon. He also is the individual who was instrumental in developing IAE Lyon’s I-Week program in 2006. Jerome agreed with the definition but also emphasized the importance of a “third type of activity” outside of teaching and research. He referred to the activity as disseminating knowledge and “connecting the socioeconomic force, the academic force, not only from business but also from other fields.” He stressed the importance of this third dimension by stating that his school not only provides finance and concurrencies to their students, “…but also the people from the city. It’s a way to disseminate, in fact, knowledge.”

**Responsibility of the university.** Throughout the interview, Jerome discussed the responsibility of his university and the societal role it plays in regard to internationalization. He made the following statement:

> If the definition is just for research and teaching, it has a whole other activity because one of the roles that we have in business education is, also I think, it’s also due to CSR [corporate social responsibility] and the whole corporate responsibility that we have as a school. It has not only to work with the researcher, not only to work with the students, but also to work with the society. In addition to practicing and educating students on CSR, Jerome further emphasized the third dimension:

> So I think, in the role of the academy and the faculty, it should help us to be more open and to show more to the society, and perhaps to do more of what I call the third type of activity. Because it's absolutely the role of schools of management, of universities, to show to the society the importance of knowledge, but the importance of thinking and knowledge.
The researcher noted the CSR acronym frequently occurred during the interviews, especially with I-Week administrative staff. Manuel, who is the Deputy Executive Officer at IAE Lyon, has been involved with the program since its inception. Manuel played an instrumental role in managing the day-to-day operations of the program and told the researcher that he was not an educator, but part of the administrative staff; he spoke of CSR while discussing how the program had grown over the years. With the growth he indicated there was “a lot also of seminars now with a new CSR.” While discussing IAE Lyon’s connection with local companies, Manuel emphasized the importance of IAE Lyon’s CSR outreach. He said, “We plan to offer CSR seminars in Morocco and Prague also.” Through documentation reviews, the researcher noted six different sessions taught on CSR during the 2015 session. During the 2016 I-week, these CSR courses had grown from six to 11 taught during both the first and second sessions.

Catherine is the Director of Communication at IAE Lyon and makes a concerted effort to inform the city of Lyon and its businesses about I-Week. As a graduate of the school’s international MBA program, Catherine also participated in I-Week as a student. She alluded to the importance of the school’s focus on CSR and business involvement when she said, “…CSR, for example, it is very leadership, entrepreneurship, and of course internationalization.” While discussing the definition of internationalization and the I-Week program, Catherine said, “We are a French business school with an international outreach” and the school “…wanted students to be adapted to different globalization,” and “…we have to prepare them to this context…” Catherine went on to say the university has a “social responsibility, you know, to open minds.”
Ulrike is a professor and Director of Research specializing in international business at the University. She joined IAE Lyon in 2007 and has been actively involved with I-Week since 2009. Ulrike discussed that how Nilsson’s (2003) definition is a broad definition of internationalization and brings to light the discussion of whether internationalization is a process. When asked to discuss the most important aspects of internationalization from a business school context, she said:

I think it’s to prepare the students for today’s global environment and to gain an international experience. Also to speak other languages…I think it’s also part of today, of what a business school should do…Companies are international. So I think it’s really a part of what we are doing today.

Interviews with visiting faculty prompted similar reactions to the first interview question. Paul, a current business consultant and retired professor from IAE Lyon and the University of Montreal Quebec, has been involved with the program since its inception and teaches a management course titled Crisis Management and Leadership. His response to Nilsson’s (2003) internationalization definition was that it is “totally academic” and proceeded to elaborate, philosophically, as to how he views internationalization. “I’m pushing for real internationalization—meaning about people. And so, that’s why I think internationalization is extremely important, but economic should be a side-effect, not the main driving force.” Like Paul, David also expanded on the definition of internationalization. David also is a business consultant and Professor Emeritus at the University of Otago in New Zealand. During I-Week he teaches a marketing course during both sessions titled Design Lead Strategy and Innovation.
David has been involved with the program for the last five years and currently chairs IAE Lyon’s International Advisory Board. He stated the following:

If you’re going to do truly internationalization, it needs to be embedded in every activity that you do and thought about in every activity that you do. And that can encompass anything from international components of the curriculum, international exchange students, incorporation of international companies into your internships, and also into your executive education and suchlike.

David emphasized the important role universities play in the internationalization of education and further stated, “We do a disservice to students today if we don’t, in fact, I refer to them as making them global animals or as my colleagues call them, citizens of the world.”

The fourth and last faculty member interviewed was Anita. Anita is an economics professor at the University of Szeged in Hungary. In 2016 she taught a course during the first session of I-week on the Eurozone crisis. In 2009 she came to Lyon with a colleague to study IAE Lyon’s I-Week program. The following year she was invited to teach for the program and has been involved with it ever since. She stated that, even though her university’s focus is on being a science university, there is a huge emphasis within her faculty regarding internationalization. Before reacting to Nilsson’s (2003) definition, Anita stated that, for her university, “It means that there is the international dimension in the contents of the education; there is the international dimension in the students’ community.” In addressing the important role universities portray regarding internationalization, Anita’s comments were: “I actually think everybody should have
some kind of an international experience, chemistry, medicine, everybody—because if you are a professional in any field, you are affected by internationalization.”

Regarding the definition of internationalization, all current students perceived the term to be more intercultural; thus, the coding fell within another theme and is discussed later in this chapter. However, while defining internationalization and its relevance to I-Week, two individuals brought to light the role of a university in regard to internationalization. Student 3 said that she thinks “it’s very important to do this in universities because, when you are a student, you are still young, it’s easier for you to accept different people, people who are not like you, and to adapt yourself.” Student 2 followed her comment by saying, “Like you said before, to bring that to the universities, it’s important too because some people don’t travel a lot, and they have a narrow mind.”

*Sharing knowledge.* Sharing knowledge was a dominate code found by the researcher during the analysis process. Unlike the dissemination of knowledge discussed earlier, the sharing of knowledge focused more on the collaboration with others. The sub-theme included sharing knowledge with and among businesses, students, faculty, international faculty, the local community, and society.

Jerome spoke of sharing knowledge with businesses via a cycle of conferences presented to local businesses, with some of them being large, prominent companies in France:

And it was, in fact, the top side of the company decided to make a step to go internationally. And the idea of the personal challenge was to ensure that it was, firstly, perhaps all the soft skills that person has in mind that helps the corporation grow.
Jerome also discussed his desire to expand the I-Week program. To share the learning experiences of the program beyond master’s-level 1 and master’s-level 2 students, he “decided to open it to executive education and continuing education.” This “mix of students” learn from each other.

So because the students are, the pure experience students are, coming from different specialization. But we have had sort of a mix with the students coming from, in fact, executive education, with quite a lot of professional experience. And so, they are all confronted to a new subject, talking in another language, with sort of a bit of culture mix. So they know that they must help each other.

Sharing knowledge among faculty also was an important aspect of I-Week discussed by Jerome. He referenced how the collaboration between IAE Lyon’s staff and the visiting foreign faculty evolved during the week-long program.

Also, the former vice dean for research, Ulrike Mayhofer, was the head of the research center, also push me to develop what are called research workshops. The seminars are taught Monday, Tuesday, Wednesday mornings, and Thursday, Friday Saturday mornings, so Wednesday afternoon is free. And so, we are using the visiting professors to deliver seminars in the workshop. And it is a way to mix the faculty. So the international faculty is coming for the international seminars and our own faculty.

Ulrike shared similar information regarding the research workshops and said, “So here we have a lot of international faculties that comes for I-Week, and I think that’s also a part of internationalization. On the research side, we work a lot together.” While discussing the workshop, she said three different sessions were organized for the week.
“One is on complexity and innovation networks. One is on the session I am directing – international management, and then we have management and CSR.” Ulrike also discussed that a lot of their Ph.D. graduates work with companies on internationalization strategies; and “Also, some businesses, they come for certain seminars” during the I-Week program. Ulrike brought up another important aspect of the program when she discussed networking. The networking she spoke of was not only among professors, but also among students. “Usually, they keep contacts. I know students sometimes find internships abroad. They keep in contact with lecturers.” Field notes from direct observation of an entrepreneurial leadership session supported these comments. The researcher noted one student who discussed the aspect of networking as a result of the class and was happy that she had the opportunity to meet a guest speaker who is an American businessman living in Lyon.

Catherine also discussed that the program created an environment conducive to networking. While discussing the diversity of the student body attending I-Week, she said, “This is important to create a network as well.” She also discussed that the “mixture of generations” enriched the program because they shared life experiences. When discussing how businesses get involved with the program, Manuel said, “Because we invite them—invite companies to come here so they can speak in their company, and we have people that come from the company.” The researcher obtained a press release that further supported the school’s desire to share the program with businesses. The opening statement of the press release read: “Refresh your knowledge in management in an international and intercultural framework.” Within the context of the publication, IAE
Lyon informed its readers that “For the fifth year, the IAE Lyon opened to employees of companies 88 seminars as part of its 10th International week.”

Faculty participants of the study shared similar stories about how the program prompted an exchange of knowledge. Thierry is an international business consultant from France and has been an active participant in the program since its inception. During the 2016 I-Week session, Thierry taught an *Introduction to Intercultural Relationships* course. While conducting the interview, he emphasized how he shared stories about his international business involvements. He said, “What I want to transmit, or I try to transmit is some theories, always illustrated by experience coming from the real business.” The researcher had an opportunity to observe one of Thierry’s morning sessions directly, and field notes reflected: “Thierry provided stories about real-life relationships and his experiences while doing business in China with the students.”

Networking of faculty also was a discussion during Paul’s interview. Paul said, “There’s a group of professor that have been there for long and creating a network, and now they’ve added a seminar on research, and so for the professor, there are more and more things. On the part of the student, yes a lot. Now even a non-MBA student asks to be involved.

David commented: “There’s a deliberate policy of bringing people in as is happening in international week here, and there is an expectation that they will bring that.” David also discussed that he and Jerome collaborated to create the International Advisory Board which, according to David, would not have happened had it not been for the IAE Lyon’s I-Week program. He said:
Jerome and I created the International Advisory Board two years ago here. So we have 19 members on that board. The director of the University of Economics in Prague is on it. One gentleman is from the Chinese University of Hong Kong. And then we've got the advisor to the first Chancellor in the United Kingdom. There is a CEO of another big Japanese company that's based here just outside Lyon. And so we have a truly international representative board.

Anita talked about her university’s international program. When whether she used IAE Lyon as a prototype, she said, “Yes, I first came here with one of my colleagues in 2009 to study the program…So we came here, we studied this, and then we went home and worked on what do we have and what can we offer.” Anita discussed how the sharing of information occurred among the faculty during I-Week as they shared stories. She stated, “So I learned so much about Mexico, Canada, Sweden, France, of course, even the German academia” and went on to state that she shared the history of her country, “…the economic situation, political situation.” The students, both current and former, had nothing to add to this particular segment of the analysis.

**Internationalization at home.** The concept of “Internationalization at Home” (IaH) is an “internationally related activity with the exception of outbound student mobility” (Nilsson, 2000, p. 31). The concept of IaH focuses on taking measures to ensure that all university students have an international dimension while enrolled in an institution of higher learning. The researcher asked the administrative staff of IAE Lyon: “How did the international seminar week evolve at IAE Lyon?” During the analysis process, the researcher found the IaH concept to be a major driver that created the I-Week program.
**Need for a different type of internationalization program.** When asked how I-Week evolved, Jerome replied, “So, at that time, I was the advisor for the international dimension, and I was not really happy with the proportion of the students going abroad.” He further stated:

I'm sure that quite half of the students will not have faced an international mobility. So the idea was for them to face the international dimension in Lyon. So, for that, the ambition was to bring the international in Lyon to a visiting professor.

When asked about the percentage of IAE Lyon students who study abroad, Jerome responded, “At the master level, I think it’s globally, we said 23 percent in student mobility,” which resulted in 77% of the students who did not have an international experience. The researcher inquired as to whether he felt I-Week brought the abroad study to the students. His response was: “Exactly. That’s the reason we have that.” Jerome shared that the program was costly, “but an elective cost, so it’s a choice…a political choice. We are putting the money in order to increase the internationalization of our students.” Jerome also recognized that an experience abroad was still important and shared how the program had evolved within the past three years as a short study abroad program in Morocco and Prague: “So the idea is to have another kind of internationalization for more individual mobility than we are doing.” Jerome added:

It's a way also, of first, to give another dimension to the international week. So it can be done in Lyon; it can be done abroad. So it's helpful, short mobility, and we know that for several reasons at the master level, graduate level, long-term mobility is complex.
Jerome remarked that a long-term mobility was difficult for master’s-level students, “So for them, it’s a way to have a mobility usually within the Lyon area.”

Through the documentation review, the research found that these seminars were at HEM Business School in Morocco and VSE in Prague, and the lessons occurred the same week as the I-Week in Lyon. While discussing this issue with Ulrike, she commented:

I think if you want to manage people, it’s very important to be confronted with an international experience, or either study abroad, to do an internship abroad, to do an internship in an international company, to follow classes of international faculty.

She went on to say, “Not all students can go abroad during their studies.” The researcher then asked if she was familiar with the term IaH theory. Her response was, “It means that you confront international ways at home, and I think that’s what we are doing with I-Week.”

Manuel discussed how the program had evolved over the past 10 years via the number of professors. He said, “We begin with 14 only, and now we are 63 professors.” He also talked about I-Week taking place in Morocco and Prague: “We have an offshore program, the same program in many countries—in Prague, in Pavia, Italy, in Morocco. The same program we have here.”

Even though faculty members were not the creators of the program, they provided input as to how the program has progressed. Thierry stated:

When I think about at least the different universities where I make interventions, there is no equivalent, no. And it's really Lyon that has been creative in this
respect. Because 10 years back, it was another story than today. So they really took a risk.

Paul expressed his concerns about universities not providing an IAH concept by stating the following:

Some people travel a lot, but they never do international. Some American managers travel a lot of, and in an American plane, they go to an American hotel, they eat American food. They're going to a meeting that everybody’s speaking in English. I say these guys are not doing international. You've got other guys that never left New York City or Montreal, or your own city, but have connections across the world because they're buyers. And we forget these guys often…But the objective has to be clear—conscious of doing international without leaving.

David discussed the evolution of a program such as I-Week by stating, “There are two international schools that think international first and French second and that is Insead and Fultempler, and I should say IAE Lyon.”

**Summary.** This section highlighted the overall initial theme of being able to answer the “purpose,” or in other words drivers that prompted IAE Lyon to develop their I-Week program. As a reminder, the sub-theme centered on a university’s social responsibility and understanding the need for a different type of internationalization program. Each section provided detail around the codes that told the story about the “purpose.” The main focal areas included dissemination of knowledge, the responsibility of universities, sharing of knowledge, and IaH. Regardless of the stakeholder status, all participants understood the importance of internationalization.
Analysis and Findings for Research Question 2

The second research question focused on how an internationalized learning environment impacted key stakeholders. To explore this topic, the researcher sought to gain an understanding of how each participant felt the I-Week program had benefited or impacted them from a university, a faculty member, and a student perspective, as well as their perception of how recent events in Paris and the US affected a university’s internationalization efforts.

The Importance of an Internationalized Curriculum

The second theme that emerged through a deliberate and thematic analysis was the importance of an internationalized curriculum. Nilsson (2000) proposed an internationalized curriculum should provide students with an international and intercultural knowledge and abilities. He also argued, “Business is by definition an ‘international’ subject, and the global economic transformation has proved to be the most powerful motive for internationalising the curriculum” (p. 22). Figure 4 provides a summary of the second theme and reads right to left.
Across all curriculums. IAE Lyon administrative staff and the visiting faculty expressed the importance of incorporating an internationalized curriculum across all areas of studies. According to Jerome, “The aim, from the beginning, was to integrate the international seminar in the regular courses of all the master program” and to let the students select the seminars they wanted to attend rather than “pre-defined subjects” by academic people. He pointed out that I-Week was initially compulsory for only master’s-level 1 and master’s-level 2 students, and mentioned: “We have the French taught MBA and the International MBA. It’s compulsory for all those people to go also.” “It’s compulsory,” said Manuel, as he discussed that students receive class hours for attending I-Week seminars. David emphasized the importance of this aspect when he noted, “If you’re truly going to do truly internationalization, it needs to be embedded in every activity that you do and thought about in every activity that you do.” Anita emphasized
that internationalization affects all professions and “everybody should have some international experience.”

**Global business education.** From document analysis and interview probing, global business education emerged as a sub-theme. The codes that made up this component consisted of providing seminars focusing on business and leadership education, integrating foreign languages into the program, and utilizing international faculty.

**Business and leadership education.** Jerome shared, “At the master level, the passport training to the degree, is passport management and humanities,” and students have requested “some knowledge coming not from the field of management or business, but from some other kind of thing,” or soft skills. He mentioned three internal learning objectives (ILOs) associated with every IAE Lyon business degree:

- The three are being able to master critical part, but working with pragmatical dimension. The second skill is the world, the openness to humanities, and the third one is CSR, more of a CSR, being able to integrate CSR thinking.

Ulrike also iterated the importance of soft skills by adding, “Soft skills are becoming more important because students, they are in a global environment. They need to face very different situations, and business is not just about applying techniques, but it’s also about managing people.”

In addition to the previous comments, Paul, who taught Leadership and Crisis Management, mentioned one course he felt should be compulsory for every student: “It will be Theatre 101, so that people understand as a manager, you’re always on stage and the way you behave, even physically, is more important than what you say.” He said he
tries to incorporate this concept in his classes. While discussing soft skills, Paul emphasized, “I think that a professor should be a total human being, not just a number cruncher.” Anita adapted her teaching strategy saying, “So I try to really summarize, and I think, this way these soft skills and the internationalization…is just taking place.”

Although no specific interview questions revolved around the courses taught, actual courses served as an integral part of this particular code via review of documentation and observation by the researcher. Through this review, the researcher noted that 88 seminars were offered during the 2016 I-Week program. These courses consisted of nine distinct thematics by IAE Lyon administrative staff. Table 2 identifies the course themes available to IAE Lyon students. In addition to the document reviews, the researcher observed two leadership courses as both a non-participant and as a participant.

Table 2

Condensed List of Seminars

<table>
<thead>
<tr>
<th>Course Themes</th>
<th>Number of Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Social Responsibility</td>
<td>12</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>5</td>
</tr>
<tr>
<td>Finance</td>
<td>7</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>6</td>
</tr>
<tr>
<td>International</td>
<td>14</td>
</tr>
<tr>
<td>Leadership</td>
<td>7</td>
</tr>
<tr>
<td>Management</td>
<td>14</td>
</tr>
<tr>
<td>Marketing</td>
<td>17</td>
</tr>
</tbody>
</table>
Table 2. Condensed List of Seminars (continued)

<table>
<thead>
<tr>
<th>Course Themes</th>
<th>Number of Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note.* The condensed list of seminars displays the nine different thematic and number of courses taught within the designated theme during the I-week program.

**Foreign languages.** The integration of foreign languages was mentioned by all interviewees as having a significant impact and, thus, contributed as a leading driver of the global education theme. While Jerome spoke of his ambition to bring the international aspect to Lyon, he maintained, “The basic idea was to push the students to be confronted with a foreign language.” He also mentioned that the “executive students were very afraid at the beginning” because they were not as comfortable with speaking a foreign language. When the researcher inquired about the classes taught in English, he responded:

They are not all taught in English. I will say that 80 percent are taught in English, but we have also international seminars taught in Spanish, taught in Italian, and in German. So, it’s huge. The idea was to open it up, but the students prefer, in fact, I will say, they prefer English.

He mentioned that in the French education, learning English is fundamental, “You are learning to write it, but not speak it” and added, “And the international seminar is a way to push them to realize that the language is more a way to be understandable and to understand, and not to be the pure Shakespeare-speaking person. So that’s really important.”
Ulrike commented, “For a student, it’s really important to get classes in other languages, especially in English, because English is the language of globalization.”

While discussing the impact of truly teaching and communicating in a foreign language during I-Week, she explained,

Some of them already had classes in English, but for some of them it’s the first time. And so, this really makes them aware of the importance of where their level today, where should it be in the future. They really appreciate that.

“It helps them because nowadays, it’s all in English in companies in France,” said Dominique. She also stated that students “think it’s better than having a language school.” During this same interview, Manuel’s reflection was that the students were richer because of the classes taught in English and were more comfortable to go abroad as a result of the experience: “The students learn English, they go abroad,” and “They appreciate now the seminars.” Catherine spoke about the I-Week seminars abroad in Morocco and Prague and that IAE Lyon asked that they also are taught in English. She discussed that students not only are being taught in English, but they must present their final presentations in English. She shared, “Some of them who don’t have an international experience are a bit frightened.” She concluded: “They are good, really they are very good,” and she recollected a couple of seminars she sat in on during the previous I-Week session: “I was really impressed…they were professional.” The researcher was able to observe the presentations Catherine mentioned as both a direct observer in 2016 and as a participant observer in 2017. In 2017 the researcher was able to see firsthand the uneasiness among many students about their class taught in English. Field notes reflected: “While introducing themselves, many of the students informed the
instructors that they did not speak English well, and some of them indicated they did not understand it as well.” However, by the end of the class the researcher noticed students had become more relaxed; when they gave their final presentations, they were professional and “much of the trepidation of presenting in English was gone.”

Faculty members also iterated the importance of integrating a foreign language in which students are forced to not only learn in a different language, but also to speak in a different language. Thierry, while discussing the course he teaches in intercultural studies, said, “All the courses are in English. They themselves communicate in English as well, whatever the nationality is, and so I think, like this, they can be much more prepared for this new international environment.” He went on to say, “I don’t expect them to speak perfect English. I didn’t care at all if they made mistakes or not – what counts is to communicate!” He also mentioned: “The students say we prefer courses in English about different topics than courses of English language.” Paul said, “So, I think it’s great,” referring to the classes being taught primarily in English during I-Week; he went on to say that the way universities view this “it’s only about 10 percent of what it could be.” Likewise, Anita stressed the importance of integrating a foreign language into higher learning programs by saying, “For our students, and also you know for us, English is a foreign language, but for the business programs, they speak English because the articles are in English. So books, recommended readings are in English.”

The subject of a foreign language was first addressed by Student 2 when the researcher asked whether an intercultural class she had attended the previous session opened her eyes to something different. She said, “We had to present the class in English…I love doing the process for this seminar!” Students were then asked by the
researcher how it felt being in a class in which the instructors teach only in English, more specifically one from the US with a southern dialect. Student 1 said, “At the beginning, it’s not easy to hear this English because she speaks very fast.” She went on to say she had no problems with it because she speaks and understands English. Student 5 commented, “It’s a really good thing” to have classes taught in English. Student 2 followed with a similar comment: “Because we speak French all the time, and I think it’s really, really a good thing to learn English.” She further stated, “Yeah, it’s really the universal language, and in Morocco, we all say we are missing English.” Since IAE Lyon is a business school, Student 5 expressed the importance of communicating in English: “Because businessman or woman – it’s in English!”

When Claire, a former student of IAE Lyon and now a banker, was asked to discuss the benefits of the program, she said it was “a good experience to speak English,” and students did not feel stressed about learning and speaking in a different language. When asked how the program impacted her and helped to prepare her for the business world, she replied, “The same for all the people, because we have to speak English. We have no choice.”

And I remember also the way of teaching because we are really part of the class. We have to speak. We have to participate. It's not like you sit down; you don't move…. Here, you have to get up and speak English.

By viewing archived I-Week videos found on the school’s website, the researcher found additional comments related this aspect of the program. In one particular vignette, Janki, a native of India who teaches in the US discussed the multi-cultural dimension of the school by stating the language in which she teaches “is not even the language they are
used to learning in.” Furthermore, the researcher observed, as both a non-participant and participant, the integration of the English language within the course.

**Foreign faculty.** The impact of having visiting international faculty teaching during I-Week was another commonality discussed among the participants. According to Jerome, a call for applicants to teach is released around July. “We received several applications from international faculty and make a selection.” They then “put the resume of the professor, the abstract of the course on the website” for students to view and select the course they wish to take during I-Week. A review of the program’s list of seminars indicated that, in 2016, 63 international teachers from 25 nationalities were teaching business and leadership courses during I-Week. Figure 5 below displays pin drops of the countries from which these visiting faculty members came.

![IAE Lyon faculty location map](image)

*Figure 5.* IAE Lyon faculty location map.
“So here at IAE, we have a lot of international faculty that comes for International Week, and I think that’s also part of internationalization,” said Ulrike. Outside of I-week, she said, “We have maybe, probably, about 20 per year.” She discussed that students evaluate instructors, and “the ones who have good evaluations, we take this criteria into account for selecting the faculty we invite.” Dominique’s comments closely aligned with Ulrike’s: “Student evaluations along with a closed proposal, C.V. provide the committee and the dean with information regarding faculty.” She mentioned that when students complete the questionnaire, they say, “We like to have more, several weeks, or months, have more time with foreign teachers.” Catherine discussed that international faculty taught in a different manner. “They are coming in and teaching how the school normally teaches their students.”

Thierry shared with the researcher that the class he was currently teaching had students with “different centers of interest, different visions” due to their focus of study but stressed, “They come here just to get some knowledge in a precise topic. So it’s positive for the teachers.” When asked how the program impacted faculty members, he made the following statement:

First of all, this international environment is surely profitable for the students because they can meet people coming from all over the world…but I think it’s also a plus for the participants, for the professors, the teachers, because it’s a way to meet each other, to share experiences, even to discuss about our different teaching programs—to try to harmonize the content from time-to-time.

Paul spoke specifically of two professors from the US while discussing how students become confronted with a different way of teaching. He said, “As you know,
people like Alma, Randy, and others are bringing a very different point of view, and are very relaxed, and are very concerned about the student.” He went on to say that professors like Randy touch the lives of a lot of students by being a part of I-Week.

While discussing the issue of some foreign professors assimilating to their new environment and not talking about that which is occurring in their countries, David iterated:

You know, there’s a deliberate policy of bringing people in as is happening in International Week here, and there’s an expectation that they will bring that—I mean, I have talked very much about the Asian Pacific’s perspective on certain things that may be happening in Europe.

During the 2016 I-Week session, the researcher observed several courses as a direct participant. Field notes reflected that professors taught the courses based on their individual perspectives rather than adapting their teaching to the French version of education.

Intercultural Education. This sub-theme was prominent throughout every interview, regardless of the interview question. Common codes associated with providing key stakeholders consisted of open-mindedness and adaptability, diversity, and cultural knowledge. The remainder of this chapter focuses on discussing these particular components of the findings.

Open-mindedness and adaptability. “Passeport ouverture au monde” was a French term used by Jerome. He defined the term as “it’s openness to the worlds in a sense that it’s to be open to the international dimension of the world” as well as an openness to other aspects of the world. Of the three ILO skills previously discussed in
this chapter, the second involving “the skill of the world, the openness to humanities” expressed the university’s commitment to opening students’ minds. “So being able to be open to another way of thinking or another way of learning” was Jerome’s conception of the program when it began 10 years ago. He mentioned he designed I-Week so that students selected the courses they wanted to attend, rather than following a strict program regiment: “Perhaps they go to another field [meaning they select a course that is outside of their master’s degree] and that will be good for the open-mindedness.” He mentioned the benefits of the program and that it provided an atmosphere of open-mindedness for not only the master’s students, but also executive students and faculty. In developing the program, he spoke of the selection of his administrative support team and emphasized he had told them they must be flexible and “you must be all cross-cultural.” He shared:

They discover that the visiting professor is lovely, that they are kind, they can be understandable when they try to speak English. So it was a way also to help that kind of staff which is a little bit reluctant, in the beginning, with the international dimension to be more open, more flexible.

Jerome also discussed how the program not only brought the international to the students in Lyon, but also surmised, “In fact, the international week, or the international seminar can be a way to reassure them to be more confident with their ability to go abroad.” When asked how he felt the recent terrorist attacks in Paris and the US impacted internationalization at universities, his reply was: “I will say my answer is that it’s increasing in us, our duties, to open the mind of people…I think it’s really important to show more how what is different is be able to be richer.”
While discussing how the program impacted faculty, Ulrike iterated a similar comment:

So, this event, to bring international people to organize different events, to socialize, it really opens up their minds and makes colleagues that are not necessarily internationally aware of the importance, because not everyone makes the effort to go to international conferences. So I think this really brings in a new perspective to all of us.

In regard to how it impacted students, Ulrike said, “It makes them aware of the importance of internationalization, and then they decide maybe to do an internship abroad or study abroad.” Manuel and Dominique both discussed that being exposed to a different way of teaching opened the minds of students. Manuel said I-Week provides them with a way “to learn another country, another way of thinking.” When the researcher asked these two participants how they felt internationalization programs were affected by recent events, Dominique emphasized that programs such as I-Week were even more important “Because students need to open their minds to the world and not be afraid to go and meet people.” Catherine spoke about how the overall program was “all about openness” and furthermore stated, “What is important for our students is they have to adapt themselves” to another way of learning. Referring to the school’s motto, Catherine explained, “This is totally part of the ‘Think Large’ you know.” She mentioned that I-Week existed before “Think Large” but shared that the business school’s slogan was “a translation of our identity, of our positioning, of our values, visions.” Visual artifacts of posters with the “Think Large” motto were found by the researcher to support the school’s commitment toward this philosophy. Catherine
expounded on how the program not only helped to open the minds of students, but also the minds of faculty: “So this is a way for our faculty to meet international faculty, and to open themselves as well.” In response to the question about recent world events, she emphasized it was the university’s “social responsibility to open minds…to open them to an international, to an intercultural, and to be able to make the difference between people, you know, it’s important.”

Participants who were faculty members made the following comments in regard to the way in which the program created open-mindedness. Thierry, who taught a course on intercultural studies during the program, discussed that students should be taught to understand how executives need to be flexible, adaptable, and open to the world. “We all create stereotypes about people,” and he added:

For the students, it’s the same. They suddenly see people coming from United States, Mexico, India, China, or wherever, and so they start to understand that maybe there is a difference between what they see and what they thought. So it’s already something for them—definitely…surely, it will participate in the openness of the students…because this is the purpose of this type of seminar.

Paul felt the real impact of the program was the students viewing professors from a new perspective. He said, “They’re meeting people that teach differently. They’re meeting people that use words differently. They meet people that have another view of life, other value.” Paul discussed various ways a professor could further open the minds of students: “I think it’s possible to work with the idea that it’s possible to open up something in a week, or that you could impact people to have a business view of what’s happening of the world.”
David expressed that the program provided students with “a new way of learning, their mind is opened up and are able to discover more about themselves.” He read an email he had received from a student the previous night:

Dear David, I sincerely wanted to thank you for giving us this amazing lecture. It was one of the most interesting that I have had the chance to follow in my whole student career. I am currently asking myself a lot of questions about how I want my future to look like and what you told me at the end of the class confirm my will to look for jobs or intake towards innovation.

Anita shared similar sentiments by stating,

Most of the feedbacks tell that they did not know what to expect, and it turned out to be very interesting for them that a lot of things had been revealed to them—revealed to them about the world surrounding them.

The current and former students made the following comments as to how the program affected them. Student 2 expressively stated, “I think you have to adapt yourself to other cultures, because we are not all the same,” and she felt an internationalized program is “really to discover the personality of people and to build your own opinion, not someone else’s opinion, point of view, or especially the media.” Student 3 said I-Week was “really a great idea to make people speak other languages, to get to know the other culture, to get to know the other way of doing business, communicate with each other.” Like Catherine, Claire brought up the school’s “Think Large” slogan. “I think this business model at IAE Lyon; they want to be open-minded. The slogan is “Think Large. You have to think large and be open-minded and accept other ways of thinking.”
While observing a class during the 2016 session, the researcher overhead students talking about why they chose that particular class. One student remarked that she looked at the flag representing the country where the instructor came from and not the class itself because she “wanted to get a different perspective.”

**Diversity.** While discussing how the I-Week program evolved, Jerome emphasized the importance of having a mix of students, “The pure experience students are coming from different specializations, but we have sort of a mix with the students coming from, in fact, executive education, with quite a lot of professional experience.”

Jerome impressed upon the importance of having this mix of students and providing an atmosphere of “collective learning.” He also discussed how the French students and the visiting international students benefitted from the diversity within the classroom. Referring to the foreign students, he said, “In fact, for them, it’s the first trip to Europe, and it’s the first time they are confronted to the huge diversities of the European phenomena.” He also discussed how bringing in international faculty impacted the school by putting it in the following context:

So, we are the godfather and godmother because we have people from different nations. We have nephew. We have cousin. But what’s funny, it’s the first time that really we are seeing the small globalization of Lyon, and we did not think we were creating this process.

Ulrike also spoke about the mix of students. She said the network it created was “good for students because they are mixed up with international students” and “the experience is really fantastic.” There are executive people and students in the same group,” said Manuel, “because it’s a mix, a new way to learn.” During Catherine’s
interview, she further expanded on the importance of the mixed group during I-Week by saying:

    What is important as well is the composition of the classroom. Because of course, a student with a master in marketing, if he has a class, it’s always the same…and in this context, it’s totally different because he will be with students from other master’s, from participants from particular education. So, it’s very original.

Catherine also added: “Students are coming from a different environment. There is a generation, a mixture of generations because you have executives and young students. So a mix in skills, in you know, sectors between marketing, HR, finance.”

Thierry alluded to the diversity of his class during I-Week when he said, “I have 10 different nationalities in the classroom, and it really helps the student. They work in an international environment” and further stated programs like I-Week made them “more prepared for this new international environment.” David provided an entirely different perspective as to diversity associated with the program when he spoke about IAE Lyon’s International Advisory Board: “So we have 19 members on the board.” Of these, he said they included individuals from Prague, China, the United Kingdom, and Japan, “and so, we have a truly international representative board.”

When the researcher asked the student group how attending I-Week benefited them, Student 2 stated, “Well, for me, we can meet different people.” She went on to discuss that the U.S. professor of the class she was attending required students to work with a group they did not know. “I prefer to work with people that I already know…it’s easier for me to accept their opinions, but it was really great.” Student 2 said, “You meet exchange students,” and “You have the chance to talk, to share.” Last, Claire discussed
that being in a classroom with one particular executive student who was in the workforce provided an opportunity to share experiences. She commented:

Because she works, she had more experiences in business, and …it was good to have people who were 35 because you don’t have the same way to think. When you work, and when you don’t work, it’s not the same.

A viewing of the testimonial videos by the researcher supported statements found within the text of the booklet regarding the diversity of faculty and the international aspect of the classes offered to IAE Lyon’s business students. Of the 13 tapings reviewed, seven were female participants and six were males from different countries and various ethnic backgrounds. Additionally, field notes from the researcher’s observations indicated a “diversity of students” as she watched student and faculty interaction throughout the week. The researcher particularly noted, “In every group presentation I watched, all of them spoke about the diversity of their team and the importance of having a diverse team.”

Cultural knowledge. Gaining cultural knowledge was the last code the research found associated with the intercultural education achieved during I-Week. Jerome discussed the culture mix of students, the need for his staff to be cross-cultural and also explained that he wanted visiting professors and students to experience the cultural dimension of the city of Lyon. “It’s not only a way to promote the city, as I said, but it’s also a way for the people from the cultural environment to discover what we are doing.” He shared that five years ago a reception was held, “and the mayor was more impressed by the number of international people.” While conducting the interview with Anita, she spoke about these social programs and commented, “That’s a lot of learning for me. The
first year, it was all new to me. We don’t have these types of receptions in Hungarian culture.”

While discussing how terrorist events impacted internationalization programs, Jerome impressed upon the way in which focusing on technical studies provided security from having to discuss the world, but academics had a responsibility to teach students about cultural awareness. He said, “I think humanities have a very important role to play, we want people to be able to think more, to be able to analyze information, to go deeper…We have lots of challenge for the future.”

While Ulrike discussed the importance of an internationalized program preparing students for “international experience,” she also stressed the cultural aspect of educating students attending I-Week: “This year, we talk about the intercultural experience.” Manuel said he thought I-Week provided students with a multi-cultural learning environment: “It gives students an opportunity to meet other international students, have an idea of what’s going on in other cultures, in other countries in their field.” Catherine stated that during I-Week when the “international is present, it gives a different dimension.” She also proclaimed that the purpose of the program was to provide students with an intercultural experience and “to be able to understand the differences of people.”

While discussing whether terrorism had an impact on HE’s internationalized programs, Catherine shared that she lived in an area of Lyon that had “many diversities.” She said it was important for IAE Lyon’s “students to understand, you fear what you ignore…and that’s why International Week is very great. You have faculty from everywhere.”

Thierry discussed how understanding intercultural aspects was a fundamental component of internationalization and went on to share that “statistics have shown that
60% of failures in international business are due to cross-cultural mistakes.” He added that he usually begins his classes by asking students if they had an understanding of the cross-cultural relationship and said, “Most of the time the answer is no.” He emphasized, “When the students discover these cross-cultural aspects, they really appreciate it.” He also shared, “So I explained to them this morning that cross-cultural knowledge was surely the best tool, the most effective tool to fight racism.” When the researcher asked Thierry how he felt I-Week would help students to combat the cultural aspect surrounding recent terrorism, his comments were as follows: “First of all, they will have contact with people coming from all over the world, and it will help them maybe to change their mind, their point of view on these stereotypes they have created.”

Paul, David, and Anita offered similar sentiments toward the matter. Paul said students are meeting different people: “They meet people that have another view of life, other value.” Whereas David said, “I think, actually awareness as a culture” was an important aspect of programs such as I-Week. He further elaborated, “I think we ought to prepare some students for the history of the world. Understanding history, I think has to happen.” Anita shared:

We were talking about this with a colleague yesterday that in social psychology, there is fear of people…and to break that fear, you have to get to know. Because if you get to know that other culture, person, religion, it’s not so fearful anymore. And I think that’s the main benefit or value added of anything internationalized.

When the researcher asked Anita if there was one thing she could say about the I-Week program and what it does for students, she made the following statement: “I think for the
students, IAE Lyon just brings in the world. They are receiving it locally, and I think that’s just gorgeous.”

The student sample provided additional information for this study regarding cultural awareness. While discussing how they felt the program benefited them as business students, Student 1 talked about having the opportunity to work with the exchange students who were visiting the school:

You have the chance to talk, to share, and it’s a good thing to learn about other countries, to learn where Bahrain is. Because we didn’t know where it was located on the map, and it’s a little country you never heard about…it’s a chance, like we said, to learn and to discover.

Student 2 shared a story of her travel abroad experiences and said some people think that because she is Moroccan, she eats camels, and others believe she lives in a tent. While this caused the group to laugh, she said none of that was true and she tells people, “The city is pretty much developed right now.” She went on to say, “Because there are multinationals…you have to work with different cultures.”

In light of recent events, Student 1 said having a program such as I-Week was even more important because “we shouldn’t judge…we shouldn’t generalize things.” Claire emphasized the intercultural context when she said, “Even in Europe you have different cultures. So we need to know other people and other culture to work together.”

A final comment made by a Student 5 regarding I-Week was: “We learn from other cultures. We can learn from Japanese how they work and how they’re efficient. We can learn from management theory of French—French theory that tells you how to act around
people. It’s like you take the best from each culture and create a good, cooperative culture and society. Maybe someday, if it’s possible.”

Summary. This portion of the analysis highlighted the second overarching theme of recognizing the importance of an internationalized curriculum. The three sub-themes closely aligned with Nilsson’s (2000) proposed definition of an internationalized curriculum. These included the importance of implementing internationalization across all curricula providing students with global business education, and ensuring students obtain knowledge through intercultural education.

Chapter Summary

This chapter provided a rich, thick description of the researcher’s findings regarding the two research questions: (1) How does a university offering business school programs create an internationalized learning environment outside of traditional study abroad and student exchange programs? and (2) How does participation in an internationalized learning environment impact stakeholders? The purpose of the qualitative case study was defined, along with the methodological approach. The researcher identified two overarching themes derived from semi-structured interviews, document analysis, and observation. The first theme was “understanding the purpose” of the I-Week program, and the second was “understanding the significance of an internationalized curriculum.” The data analysis included a breakdown of sections that included the participant responses to applicable interview questions. Chapter V contains a summary of the findings and discussion, as well as recommendations for further research.
CHAPTER V: DISCUSSION AND RECOMMENDATIONS

Introduction

This qualitative case study examined how key stakeholders from the IAE Lyon’s School of Management (IAE Lyon) developed an annual, week-long internationalization program to prepare their graduates for a globalized business environment. Two research questions guided the study:

RQ1. How does a university offering business school programs create an internationalized learning environment outside of traditional study abroad and student exchange programs?

RQ2. How does participation in an internationalized learning environment impact key stakeholders?

The previous chapter told the story of IAE Lyon’s I-Week program through narratives from the interview subjects, document analysis, and researcher observation. From the data, two overarching themes emerged: (1) understanding the purpose of an internationalized program, and (2) understanding the importance of an implementing an internationalized curriculum. The focus of this chapter now shifts from the thematic analysis and rich description of the narratives used to identify these themes to a discussion of the researcher’s findings. The researcher also discusses implications, limitations, and suggestions for further research. The chapter ends with a conclusion.

Overview of the Study

The purpose of this case study was to explore how policy makers in HE are creating internationalization programs to prepare business students to work in a global workplace. To answer the central research question, the researcher utilized a qualitative
case study using IAE Lyon’s 2016 I-Week program. Data occurred through face-to-face, semi-structured interviews, documents, and researcher observations. The sample consisted of 15 key stakeholders made up of IAE Lyon administrative staff, visiting faculty members, current students participating in the 2016 I-Week program, and a graduate from the school who had previously attended the program. The study utilized purposeful and convenience sampling and a qualitative methodology with a case study design to capture the essence of this research. The conceptual framework was an integration of fundamental definitions, theories, processes, and the I-Week program. The theoretical models used for this study included the Bikson et al. (2003) competency needs for global career readiness and Nilsson’s (2000, 2003) framework on IaH and IoC.

Discussion of Findings

The findings of this study suggest two important aspects of developing and implementing an internationalization program aimed at supplying students with 21st century skillsets. These results were: (1) understanding the purpose of why the program is being developed, and (2) understanding the importance of integrating an internationalized curriculum. Based on the research questions summaries follow on these two distinct findings.

Findings for Research Question 1

As a means of addressing this question, the researcher sought to understand how each interviewee perceived internationalization and its significance in a business school context, gain insight into how I-Week evolved, and inquire as to whether recent terrorist activities in Paris and the US would change IAE Lyon’s plans for internationalization. The researcher found one overarching theme from these dialogues.
**Understanding the purpose.** Understanding the purpose of developing an internationalization program played a significant role in the development and continuing success of the program. Support for this finding was the result of sub-themes regarding IAE Lyon’s commitment to social responsibility and understanding the need to develop a different type of internationalization program.

*A university’s social responsibility.* A central finding from the research pertained to a university going beyond what many would deem to be the corporate social responsibility to that of a societal obligation to humanity. The term CSR was frequently expressed during the interviews by administrative participants but was not subject to the research criteria established for this study. Nejati, Shafaei, Salamzadeh, and Daraei (2011) remarked: “Universities, as the centers of knowledge generation and sharing, play a very important role in solving world’s problems by ensuring sustainability tomorrow” (p. 440). These authors further implied it is questionable whether leading universities understand their social responsibilities.

This particular finding evolved from the IAE Lyon participants’ comments regarding their responsibility as an institution of higher learning, as well as their obligation to disseminate and to share knowledge. A university’s duty to society was voiced loudest by Jerome, IAE Lyon’s Dean, when he made the following comment regarding Nilsson’s (2003) definition of internationalization:

If the definition is just for research and teaching, it has a whole other activity because one of the roles that we have in business education is, also I think, it’s also due to CSR and the whole corporate responsibility that we have as a school.
It has not only to work with the researcher, not only to work with the students, but also to work with the society.

IAE Lyon accomplished this by not only addressing the university’s social responsibility of preparing their student body for the globalized workforce, but also by inviting employees from local businesses to participate in the program, collaborating with foreign faculty, and creating partnerships with other universities around the world.

Although the empirical research conducted for this study did not include CSR, Boaz (1986), Carnoy and Rhoten (2002), and Chinnammai (2005) emphasized the importance of universities providing international education programs aimed at making the world a better place. Horn et al. (2007) discussed the complexity of internationalization by stating that it affects stakeholders at all levels of society. Collaborating, sharing research and knowledge (Knight, 2015b), as well as forming institutional partnerships (Sutton et al., 2012), were cited as valid rationales and strategies for implementing an internationalization program.

Need for a different type of internationalized program. The second important discovery supporting this theme was that key stakeholders recognized the necessity to develop a different type of internationalization program to meet the needs of all business school students. This finding aligns with the theory and definition of internationalization at home (Beelen, 2011; 2013b; Clifford 2011; de Jong & Teekens, 2003; Nilsson, 2000). All participants discussed the importance of an international experience but recognized everyone does not have an opportunity to study or travel abroad (Nilsson, 2000, 2003; Mestenhauser, 2006). Jerome stated that approximately 23% of IAE Lyon’s students participated in a study abroad program, and the program was developed to meet the needs
of the vast majority of students who do not participate in a study abroad program. He emphasized:

I'm sure that quite half of the students will not have faced an international mobility. So the idea was for them to face the international dimension in Lyon. So, for that, the ambition was to bring the international in Lyon to a visiting professor.

Participants also discussed that I-Week made students feel more confident to travel abroad. Beelen (2013a) emphasized a student’s exposure to an internationalized program at home would enhance a study abroad experience.

Findings for Research Question 2

The development of an internationalization program becomes irrelevant if there is no benefit to key stakeholders. For this research question, the researcher wanted to gain insight as to whether participants had benefited from the I-Week program, as well as to understand how it had impacted IAE Lyon. The importance of an internationalized curriculum surfaced as the second overarching theme of this study.

**Importance of an internationalized curriculum.** The importance of an internationalized curriculum evolved as a result of three sub-themes. These included discussions with participants on the necessity of integrating internationalization across all curricula and providing students with global business education and intercultural education.

**Across all curricula.** The relevance of this sub-theme as a critical component of an internationalized program also was found to be supported by the literature. An internationalized curriculum should provide students with international and intercultural
knowledge and abilities (Cavusgil, 1993; Nilsson, 2000). This component of the program was an expression from all IAE Lyon administrative staff and the visiting faculty. Jerome impressed upon this fact by saying, “The aim, from the beginning, was to integrate the international seminar in the regular courses of all the master program.” Because it was compulsory for all students, as noted by Manuel, Catherine, and Ulrike, it also was an important aspect of this theme. David, a visiting faculty member, emphasized this point when he said, “If you’re truly going to do truly internationalization, it needs to be embedded in every activity that you do and thought about in every activity that you do.” Bartell (2003) stressed the internationalization process involves all facets of university life.

**Global business education.** This sub-theme was primarily the result of the wide array of business and leadership classes taught from the perspective of visiting international faculty, as well as the integration of foreign languages during the session. This particular finding came from participant conversations, in addition to document reviews and researcher observations in the areas of business and leadership education, foreign language, and foreign faculty.

Eighty-eight seminars were offered during the week in nine distinct business categories, with the majority of the classes being taught primarily in English. Sixty-three international teachers from 25 nationalities taught these courses. The integration of foreign languages, mostly taught in English, was mentioned by all interviewees as an important aspect of the program. Jerome said from the start that “the basic idea was to push the students to be confronted with a foreign language.” The research confirms foreign language as a necessity for the 21st century business school graduate (Cavusgil,
During the discussion with Dominque, she indicated the requirement for the students to speak English was essential because “nowadays, it’s all in English in companies in France.” Student 5 made a similar comment when she said, “it’s really the universal language.” The research supports English as a common corporate language (Douglas & Edelstein, 2009; Huang, 2006; Neely, 2012). Furthermore, both Nilsson (2000) and Bikson et al. (2003) recognized the importance of providing students with cognitive skills consisting of business studies, humanities, and foreign languages.

**Intercultural education.** Intercultural education was a prominent sub-theme voiced throughout every interview and is another component of an internationalized curriculum supported by the literature (Bikson et al., 2003; Nilsson, 2000, 2003). Jerome gave expression to the phrase “Passeport ouverture au monde,” which means “an openness to the worlds…to the international dimension of the world.” The program accomplished this goal by providing a platform for students to understand the importance of open-mindedness and adaptability, diversity, and cultural knowledge. Catherine and Claire discussed IAE Lyon’s “Think Large” motto. Catherine professed openness, adaptability, and another way of learning is a “translation of our identity, of our positioning, of our values, visions.” Student 2 said the program provided them with the opportunity to speak another language, learn about other cultures and ways of doing business, and how to communicate with each other.

The diverse group of students and faculty members also infiltrated the intercultural education aspect of the program. The “mix of students” was consistently mentioned by the administrative staff and visiting faculty participants as being an
essential attribute of I-Week diversity. Ulrike noted that the composition of the classroom was “very original.” This diverse group consisted of students and teachers from multiple nationalities, generations, and work experiences—with some of them coming from local business. These individuals were not IAE Lyon students. However, their presence provided another element of diversity by sharing professional knowledge and life experiences.

I-Week imparted benefits to participants by providing an avenue for students to see the world through a different point of view and to develop a global mindset. Individuals with a global mindset have both a global business orientation and cultural intelligence (Story & Barbuto, 2011). Diversity education was not only addressed through specific courses lecturing on the importance of diversity and intercultural relationships, but it also was a reflection of I-Week and the diverse group of individuals who taught and attended classes. Thierry, an intercultural teacher during I-Week, discussed the diversity of his class and stated, “It really helps the student…for this new international environment.” For an IaH program to truly create international encounters, the curriculum needs local community and business participation (Brustein, 2007).

Cultural awareness was the final facet of this study leading to the emergence of intercultural education. The mix of students provided one avenue of cultural awareness for students. Paul impressed upon the fact that students “meet people that have another view of life, other value…and that I-Week affords students with an opportunity to…have a business view of what’s happening in the world.” The impact of globalization challenges HE to equip students with tools to be competitive in the global market and to be responsible global citizens (Chinnammai, 2005).
Jerome shared that he wanted all visiting faculty and the local community to experience the cultural dimension of Lyon. Anita attested to the cultural awareness to which she had been exposed while teaching during I-Week. Brewer and Leask (2012) proclaimed that faculty development is a critical component of an internationalized curriculum.

Although the interview question regarding recent terrorist events was intended to gain information regarding the ongoing implementation of the program, the discussion primarily focused on a greater need for intercultural awareness. Participants stressed programs such as I-Week help to deliver the intercultural message. Student 5 afforded, “We learn from other cultures.” Teekens (2007) asserted that the purpose of an IaH program should be to invoke the human aspect back into education “by linking international and intercultural aspects with a final goal of opening the minds of students so they understand and respect other people and their cultures” (p. 5).

**Implications**

This study provides support for previous research related the internationalization of HE and the importance of providing all business school students with the tools necessary to work in an ever-increasing global environment. Conclusions cannot be based on one case study; however, elements of this research provides insight into how universities, as well as other educational institutions, can develop and implement an internationalization program outside of traditional study abroad and student exchange programs to enhance student career readiness. Although the sample size was small, it was not limited to one particular group but included four distinct groups of key
stakeholders within a university who provided valuable insight regarding the benefits of a program such as I-Week.

**Limitations**

In addition to the study focusing on one business school in France and the small sample size, additional limitations of the study are as follows. The researcher assumes all participants answered the interview questions honestly. The language was a potential barrier with interviewees whose native language was not English. The researcher was familiar with the program, both as a student and as a teacher, which could present potential bias. Last, the findings of the study are subject to the interpretation of the researcher.

**Future Research**

The current study selected a particular group of stakeholders who were responsible for the development, implementation, or instruction of the I-Week program or were current or former students. Based on the results, opportunities exist for additional research that would afford university leaders other knowledge concerning the development and implementation of an internationalization program. For future studies regarding this case study, the researcher suggests the following:

1. An expansion of the sample size and diversification of the sample composition is suggested, specifically with students who attended the program and are now in the workplace, as well students who attend the program for continuing education.
2. The development or utilization of different interview questions is recommended in order to reveal additional aspects or benefits of an internationalization program.

3. Future research should include business entities to assess whether the students who attended the program attained desired work skills.

4. A different research design is recommended for future research. Several survey instruments exist that could further assess students’ intercultural awareness. By utilizing a quantitative or a mixed-methods approach, statistical analysis could provide further information regarding international career readiness.

5. A replication of the current study is recommended with the two partnership universities in Morocco and the Czech Republic that are using I-Week as a prototype.

Conclusion

This study focused on internationalization within HE—more specifically, internationalization within a business school context. As a result of globalization and the continuous technological advancements, the world truly is a much smaller place. Business people no longer need to board a plane and travel overseas for international business—one can sit at his or her desk in rural Kentucky or rural France and transact with individuals and corporations across the globe. For this reason, it is imperative for today’s business school graduate to possess career readiness skills that go beyond cognitive knowledge such as accounting, marketing, finance, economics, etc. The 21st century workplace now requires intercultural knowledge and awareness.
This research was undertaken to explore how the IAE Lyon created I-Week in 2006 to meet these needs. The results of this study suggest it is the social responsibility of a university to disseminate and share information with not only students, but also with local and global societies. The study further suggests when universities understand the real purpose of developing an internationalization program, all stakeholders and not only students benefit from the process.

Eleven years ago, Dean Jerome Rive envisioned the purpose of developing I-Week. He wanted to ensure that the 77% of students who did not have an opportunity to study abroad experienced an international setting—so he brought the world to Lyon! For one full week each January, all business students find themselves in an unfamiliar environment, one in which they interact with faculty from around the world. They are exposed to a different method of learning. They are taught in a different language and are required to communicate in the teaching language. During the week, they gain greater insight into the complexities of a globalized economy, a globalized society, and the importance of intercultural awareness.

Foskett (2010) described an internationally engaged university as one that operates within a global mindset, seeks partnerships with other universities, recruits international students, and has an internationalization at home agenda. Based on the findings in this case study, IAE Lyon fits within this high-ranking category. IAE Lyon's I-Week program shines as a model for other institutions of higher learning that are seeking a way to provide internationalization at home to their students, a majority of whom also do not have an opportunity to study abroad but most likely will find themselves interacting with businesses around the world.
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Reforming the Higher Education Curriculum: Internationalizing the Campus, 198-228.


Naim, M. (2009). Globalization: Forget the premature obituaries. To its critics, globalization is the cause of today's financial collapse, growing inequality, unfair trade, and insecurity. To its boosters, it's the solution to these problems. What's not debatable is that it is here to stay. *Foreign Policy, 171*, 28-34.


Retrieved from


APPENDIX A: Interview Protocols

Administrative Staff Interview Protocol

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<td>Interviewee &amp; Profession:</td>
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<td># of Years Associated with IAE program:</td>
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**Introduction** (5 minutes) Brief introductions, ask for permission to tape interview, reiterate consent form information, and explain confidentiality. The interview will last for 60 minutes.

**Interview Questions** (50 minutes)

Q1. How do you define internationalization?

There are numerous ways to define internationalization but the definition I will use today is from Bengt Nilsson, an educator in the field of international education. He defines it as: “the process of integrating an international dimension into the research, teaching, and services function of higher education.” He also states that an internationalized curriculum should provide students with international and intercultural knowledge and abilities to prepare them for an international and multicultural context.

Probe: Ask participant if they agree with Nilsson’s definition and purpose of internationalization.

- If so, what are the key ideas that resonate for you and what else would you add to the definition based on your own experiences?
- How does it apply to a business school context?
- If not, how would you define it given your own experiences?
- Inquire as to how internationalization at home fits into this definition.
- Can you describe what you believe to be the most important elements of internationalization in a business school context?

Q2. How did the international seminar week program evolve at IAE Lyon?

Probe: Ask participant how the administrative staff managed to get support from the program.

Q3. How has the program impacted the university? (in what ways)

Probe: Ask participant to provide examples from both a faculty and student perspective.

- Inquire as to whether other universities used IAE Lyon’s international seminar week as a prototype for creating similar programs?
- Inquire as to how the program can continue to improve.
Q4. How have recent events in Paris and throughout the world changed the internationalization landscape at IAE Lyon?

Closing Remarks (5 minutes) Inquire as to whether the interviewee has any other information they would like to add regarding the discussion of IAE Lyon’s internationalization program. Thank the participant for participating in the interview.
Faculty Interview Protocol

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<td>Interviewee &amp; Profession:</td>
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<td># of Years associated with the IAE program:</td>
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<td>Course Taught during the IAE program:</td>
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**Introduction** (5 minutes) Brief introductions, ask for permission to tape interview, reiterate consent form information, and explain confidentiality. The interview will last for 60 minutes.

**Interview Questions** (50 minutes)

Q1. How do you define internationalization and its importance in a business school environment?

There are numerous ways to define internationalization but the definition I will use today is from Bengt Nilsson, an educator in the field of international education. He defines it as: “the process of integrating an international dimension into the research, teaching, and services function of higher education.” He also states that an internationalized curriculum should provide students with international and intercultural knowledge and abilities to prepare them for an international and multicultural context.

Probe: Ask participant if they agree with Nilsson’s definition and purpose of internationalization.

• If so, what are the key ideas that resonate for you and what else would you add to the definition based on your own experiences?

• If not, how would you define it given your own experiences?

• Inquire as to how internationalization at home fits into this definition.

Q2. How did you get involved with the international seminar week at IAE Lyon?

Q3. How has the program impacted you as a faculty member?

Probe: Ask participant to share a particular story or an experience during their time with the program either with other faculty members or students. Ask whether they are aware of other universities that have used IAE Lyon as a prototype.

Q4. How have recent events in Paris and throughout the world changed the internationalization landscape at IAE Lyon?

**Closing Remarks** (5 minutes) Inquire as to whether the interviewee has any other information they would like to add regarding the discussion of IAE Lyon’s internationalization program. Thank the participant for participating in the interview.
Students (currently attending) Interview Protocol

Time of interview: 
Date: 
Place: 
Interviewee: 
Master 1 or Master 2 Student: 
Courses attended during seminar week:

**Introduction** (5 minutes) Brief introductions, reiterate consent form information, and explain confidentiality when beginning tape. The interview will last for 60 minutes.

**Interview Questions** (50 minutes)

Q1. How do you define internationalization and its importance in a business school environment?

Probe: Ask participant if they agree with Nilsson’s definition and purpose of internationalization.
• If so, what are the key ideas that resonate for you and what else would you add to the definition based on your own experiences?
• Ask the student to explain how they believe internationalization applies in a business school context?
• If not, how would you define it given your own experiences?
• Inquire as to how internationalization at home fits into this definition.
• Can you describe what you believe to be the most important elements of internationalization in a business school context?

Q2. How do you think attending this seminar will help you after you leave IAE Lyon?

Probe: Ask the student to discuss the most important most important thing learned during the program.

Q3. How have recent events in Paris and throughout the world changed the internationalization landscape at IAE Lyon?

Probe: Ask the student to explain their perceptions of internationalization after recent attacks.

**Closing Remarks** (5 minutes)

Inquire as to whether the interviewee has any other information they would like to add regarding the discussion of IAE Lyon’s internationalization program. Thank the participant for participating in the interview.
Students (previously attended) Interview Protocol

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<td>Courses attended during program:</td>
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**Introduction** (5 minutes) Brief introductions, reiterate consent form information, and explain confidentiality when beginning tape. The interview will last for 60 minutes.

**Interview Questions** (50 minutes)

Q1. How do you define internationalization and its importance in a business school environment? There are numerous ways to define internationalization but the definition I will use today is from Bengt Nilsson, an educator in the field of international education. He defines it as: “the process of integrating an international dimension into the research, teaching, and services function of higher education.” He also states that an internationalized curriculum should provide students with international and intercultural knowledge and abilities to prepare them for an international and multicultural context.

Probe: Ask participant if they agree with Nilsson’s definition and purpose of internationalization.
- If so, what are the key ideas that resonate for you and what else would you add to the definition based on your own experiences?
- How does it apply to a business school context?
- If not, how would you define it given your own experiences?
- Can you describe what you believe to be the most important elements of internationalization in a business school context?

Q2. How has the program impacted you as a former student?

Probe: Ask participant to recall a specific event during the program and explain how the event prepared them for the business environment.

Q3. How have recent events in Paris and throughout the world changed the internationalization landscape at IAE Lyon?

**Closing Remarks** (5 minutes) Inquire as to whether the interviewee has any other information they would like to add regarding the discussion of IAE Lyon’s internationalization program. Thank the participant for participating in the interview.
APPENDIX B: Consent Forms

INFORMED CONSENT DOCUMENT

Project Title: International Education: A Case Study Exploring New Dimensions on Preparing Business Students for a Globalized Workplace and International Leadership

Investigator: Pamela J. Decker, Educational Leadership Doctoral Program. 270-792-7976

You are being asked to participate in a project conducted through Western Kentucky University and IAE Lyon School of Management. The University requires that you give your signed agreement to participate in this project. You must be 18 years old or older to participate in this research study.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to participate in the project, please sign this form in the presence of the person who explained the project to you. You should be given a copy of this form to keep.

1. Nature and Purpose of the Project: You have been asked to take part in a research study about IAE Lyon’s International Week program. The purpose of this study is to explore innovative ways for higher education to deliver internationalization at home to business school students to prepare them for a globalized workplace and international leadership.

2. Explanation of Procedures: You are being asked to participate in a semi-structured interview focusing on your understanding on how to develop an internationalized program at home, outside of study abroad programs and international faculty, as well as the significance of such a program in preparing students for a globalized workplace.

3. Discomfort and Risks: The researcher does not believe any risks are involved in participating with this study; however, this study may include risks that are unknown at this time.

4. Benefits: There are no benefits or incentives for participating in this study. The research will add to the existing literature on internationalization and provide schools of higher education with an innovative method of delivering internationalization at home.

5. Confidentiality: Participants’ anonymity and confidentiality will be protected in this study. Your name will not be used in any report that is published. Regulators, sponsors, or Institutional Review Board Members who oversee research may review records to ensure the researcher followed regulatory requirements. The use of an audio recorder will be used to remind the researcher of participant responses. All research data will be secured, and the audio tapes will be destroyed at the conclusion of the study.

WKU IRB# 16-218
Approval - 12/10/2015
End Date - 12/10/2016
Expedited
Original - 12/10/2016
6. **Refusal/Withdrawal**: Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Signature of Participant __________________________ Date ____________

Witness __________________________ Date ____________

- I agree to the audio/video recording of the research. (Initial here) __________

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD

Paul Mooney, Human Protections Administrator

TELEPHONE: (270) 745-2129

WKU IRB# 18-218
Approval - 12/10/2015
End Date - 12/10/2016
Expeditied
Original - 12/10/2016
INFORMED CONSENT DOCUMENT

Project Title: International Education: A Case Study Exploring New Dimensions on Preparing Business Students for a Globalized Workplace and International Leadership

Investigator: Pamela J. Decker, Educational Leadership Doctoral Program, 278-792-7976

You are being asked to participate in a project conducted through Western Kentucky University and IAE Lyon School of Management. The University requires that you give your signed agreement to participate in this project. You must be 18 years old or older to participate in this research study.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to participate in the project, please sign this form in the presence of the person who explained the project to you. You should be given a copy of this form to keep.

1. **Nature and Purpose of the Project:** You have been asked to take part in a research study about IAE Lyon’s International Week program. The purpose of this study is to explore innovative ways for higher education to deliver internationalization at home to business school students to prepare them for a globalized workplace and international leadership.

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3. **Discomfort and Risks:** The researcher does not believe any risks are involved in participating with this study, however, this study may include risks that are unknown at this time.

4. **Benefits:** There are no benefits or incentives for participating in this study. The research will add to the existing literature on internationalization and provide schools of higher education with an innovative method of delivering internationalization at home.

5. **Confidentiality:** Participants’ anonymity and confidentiality will be protected in this study. Your name will not be used in any report that is published. Regulators, sponsors, or Institutional Review Board Members who oversee research may review records to ensure the researcher followed regulatory requirements. The use of an audio recorder will be used to remind the researcher of participant responses. All research data will be secured, and the audio tapes will be destroyed at the conclusion of the study.

**WKU IRB# 16-218**
Approval - 11/14/2016
End Date - 4/30/2017
 Expedited
Original - 12/10/2016
6. **Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

________________________________________________________________________
Signature of Participant ___________________________ Date ____________________

________________________________________________________________________
Witness ___________________________ Date ____________________

- I agree to the audio/video recording of the research. (*Initial here*)

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Paul Mooney, Human Protections Administrator
TELEPHONE: (270) 742-2120

WKU IRB# 16-218
Approval - 11/14/2016
End Date - 4/30/2017
Expedited
Original - 12/10/2016