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**HOW CAN INTERNATIONAL STAFF
EXCHANGE BE IMPLEMENTED
AS PART OF THE EXECUTION OF
AN INTERNATIONALISATION
STRATEGY
IN UK HIGHER EDUCATION?
THE CASE OF A STRATEGIC
ENTREPRENEUR**

ALISON MICHÈLE PEARCE

DBA

2010

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ALISON MICHÈLE PEARCE

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ABSTRACT

KEY WORDS

Internationalisation

Strategy execution

Strategic entrepreneurship

Corporate entrepreneurship

Staff/faculty mobility

Higher education

This work constructs a bridge across the ‘knowing-doing gap’ of international staff exchange: the gap between strategy formulation and its execution within the constraints of a post-1992 university business school in the UK. It goes beyond the common, well-intentioned and yet vague statements involving the ‘encouragement’ of international staff exchange to propose a model of execution through strategic entrepreneurship.

The promotion of international staff mobility is a founding principle of the ‘Bologna Process’, designed to create a converged system of higher education across Europe. Many UK ‘new’ (ie post-1992) universities are engaged in the development of internationalisation strategies which include staff exchange. Meanwhile, the failure to execute strategy is increasingly acknowledged as a major problem in organisational performance.

Using a first-, second and third-person Insider Action Research (AR) approach, the author initiated, planned, organised and implemented an international staff exchange between universities in the UK and France. Data generated were subjected to a double process of analysis in order to construct the new model. A policy of ‘subjectivity with transparency’ and transcontextual credibility throughout enables the reader to judge transferability.

Duality is the nature of this ‘bridge’ and the simplistic transplant of the expatriation policies of commercial organisations is avoided. Concepts from the theoretical literature in three domains - strategic management and entrepreneurship in higher education, internationalisation of higher education and strategy execution through strategic entrepreneurship – are combined with the research analysis to propose that ‘strategic entrepreneurs’ can execute the riskier elements of an internationalisation strategy, such as staff exchange. Members of the creative class, strategic entrepreneurs are attracted and motivated by the foundation of a diverse environment and entrepreneurial culture promoted by a university’s values-driven, holistic approach to internationalisation. Their autonomous strategic behaviour must be facilitated by an execution-focussed organisational architecture. In a university, the overall approach to staff exchange should combine central and local (school-based) functions and resource both to develop strategic initiatives and to exploit tactical opportunities.

This work broadens AR from education into strategic management, specifically linking the areas of strategic execution and strategic entrepreneurship.

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Declaration

I declare that the work contained in this thesis has not been submitted for any other award and that it is all my own work. This work was done in collaboration with Newcastle Business School, Northumbria University (UK), the IUT2, Université Pierre-Mendes-France, Grenoble (France) and Idrac, Lyon (France).

Name:

Signature:

Date:

1 INTRODUCTION

And what should they know of England, who only England know?

The English Flag by Rudyard Kipling, 1892

1.1 Introduction

This chapter provides the reader with an overview of the thesis, starting with a crucial reflection on my, the author's, background, which drove so explicitly the articulation of the research problem, and finishing with my early development as a researcher and the strategy adopted in researching the problem. The principle of 'subjectivity with transparency' (O'Leary, 2005) is applied ab initio and continued throughout. This position is explained in more detail in the Methodology Chapter, Section 5.6.1.1.

In between, this chapter provides context for the research problem in three dimensions. Firstly, 'new managerialism' (Clarke & Newman, 1994) and entrepreneurialism in post-1992 UK universities are described and Northumbria University is introduced as the specific organisational setting. This is important to provide sufficient descriptive data to establish 'transcontextual credibility' (Greenwood & Levin, 2007) and enhance 'transferability' (Herr & Anderson, 2005). Again, these concepts are set out in more detail in the Methodology Chapter, Section 5.7.1. Development of different strategic approaches to the internationalisation of higher education (HE) and experiences of staff mobility are briefly outlined ahead of the literature review and finally the importance and challenge of executing strategy (as opposed to developing it) are established as justification for the focus of the thesis. In the final section, research questions are listed and a chapter by chapter outline demonstrates how they have been addressed. To commence by tracing the roots of the research, we move momentarily to Yorkshire in the 1930s.

1.2 Nature or Nurture? Historical Context of the Researcher

My grandfather won medals. He did not win them for fighting in a war he won them for trying to stop a war. He was made a *Chevalier de l'Ordre des Palmes Académiques* by the President of the French Republic in recognition of his work in cultural exchanges as

secretary of the British Bilingual Association. ‘A brilliant linguist’ (*Loughborough Echo*, 1960), he believed that familiarity with foreign languages was a path to international understanding (*Keighley News*, 1936), what might nowadays be called ‘cultural intelligence’ (Earley & Morakowski, 2004), and therefore to world peace. My grandfather was an idealist and an activist. He equated books with liberty and reading with freedom (*Keighley News*, 1938) and, an expert on the First World War, he believed that “*the international misunderstandings of our time which, if not caused by linguistic ignorance, were at least aggravated by it. (...) A prime cause was widespread ignorance of the mentality and traditions of other nations*” (no page number). The coincidence of such a discussion in Yorkshire with events in continental Europe makes it all the more poignant. “*He was the great prime mover in the town-twinning movement throughout this country,*” reported the *Leicester Evening Mail* (1960) when he died in 1960. I never met my grandfather. I was born in 1966 and knew little about him before I started my research.

My lifelong interest in travel and different cultures was accelerated by reading *Astérix the Gaul* as a child, especially his visit to my home country “*chez les Bretons*” (Gosciny & Uderzo, 1966). In this graphic novel, I saw for the first time my own culture through another’s eyes. At school I excelled in modern languages and went to a polytechnic to study applied modern languages. This gave me the opportunity to take part in two Erasmus student exchanges, in France and Germany, and I returned to Germany on graduation, just as the Berlin Wall came down. For the next fifteen years I built an international corporate career, culminating in three years as an expatriate in Paris working in strategic marketing on new opportunities and innovation. On the birth of my second daughter I returned to the UK, changed careers and entered Higher Education (HE).

1.3 Walking the Talk: Origins of the Research

New to the university from international commerce, I wondered why the local staff at the business school did not ‘walk the talk’: preaching to the British students the importance of international experience, they rarely left the country for more than a week at a time and had never lived abroad. Relationships with international partners were ‘owned’ and jealously guarded by individuals, schools and central functions, reducing the identification of wider opportunities. Despite much talk of internationalisation, there

was apparently no requirement, opportunity, structure, process for or even mention of staff expatriation or mobility or exchange. “*Higher education was always more internationally open than most sectors*” (p.3) and “*faculty mobility has long been a positive professional norm*” (p.64) I read (Marginson & van der Wende, 2007).

Casually, I asked around of my colleagues why people worked abroad so rarely and was met with a variety of responses I considered excuses. Then I heard on the radio Lewis Elton, Honorary Professor of Higher Education at University College London and Fellow of the Society for Research into Higher Education:

There is one thing about people in education – they find it easier to emigrate, to move, than almost anyone else and the reason for this is that they carry their wealth between their ears. My father left his desk in Prague one day in 1939 and the next was sitting at a desk in the British Museum and carried on.

The Learning Curve, 2008

My resolve to research was strengthened. Unconsciously and naturally, I had fulfilled what Greenwood & Levin (2007) consider a fundamental contribution of an action researcher: “*The ability to ask counter-intuitive questions, to approach issues from the “outside”, and to question pet explanations (...)*” (p.120). Heller (2004) agrees, suggesting that Karl Popper supporters would claim that “*the function of action research is to question the validity of previous findings and, perhaps, to suggest a better explanation*” (p.349). My discovery of my research paradigm is described later in Section 1.7, explored in Section 5.2 and reflected upon in Section 8.7.

1.4 To Build a Bridge: The Research Problem

Based on my own values, developed either by nature or nurture or by both, the work presented in this thesis takes as its premise the notion that positive benefits can accrue from international and cross-cultural experiences (Jones, 2007) and I should at this juncture formally acknowledge my bias in favour of internationalisation as a 21st century imperative for institutions of HE (Horn et al., 2007).

I stand on the shoulders of giants: Henry Mintzberg et al. (1998) use Collins & Porras’ (1994) analogy to explain the difference between a visionary and a builder and I find it useful to explain my personal objective in this work. It is worth quoting at some length:

Imagine you met a remarkable person who could look at the sun or stars at any time of day or night and state the exact time and date (...). This person would be an amazing time-teller (...). But wouldn’t the person be even more amazing if he

or she built a clock that could tell the time forever, even after he or she was dead and gone? Having a great idea or being a charismatic visionary leader is 'time-telling'; building a company that can prosper far beyond any single leader (...) is 'clock-building.' The builders of visionary companies tend to be clock-builders, not time-tellers. (...) They take an architectural approach and concentrate on building the organizational traits of visionary companies. (p.22-23)

Rather than a clock, I want to build a bridge, a bridge that spans and perhaps helps to close the knowing-doing gap (Pfeffer & Sutton, 2000) in executing internationalisation strategy. I play the role of 'disruptive questioner' (Tucker & Edmondson, 2003). This research questions the 'pet explanation' (Greenwood & Levin, 2007) for a lack of international staff mobility and suggests a better one. Such questioning of established practice may have organisational benefits when a 'step-change' is required (Blackwell & Blackmore, 2003). Going beyond the intentions to 'encourage' international staff mobility so often found in HE strategy documents (see Sections 1.5.3.2 & 3.8.3) this research investigates how staff mobility for an extended period of time (as opposed to a week's teaching mobility) can actually be implemented while working within the constraints of a post-1992 UK university.

The overall objective and intended contribution to practice is to produce Argyris' (2003) 'actionable knowledge' through what Smith and DiGregorio (2002) refer to as 'bisociation'. Bisociation occurs when two previously unrelated matrices of information or knowledge are integrated and this can be seen in the structure of the literature review explained in Section 1.6. Heller (2004) refers to the 'Northern' and 'Southern' forms of action research, discounting the 'Southern' form as 'social activism' and defining the 'Northern' as "*reforming organizations through problem-solving*" (p.351). This 'Northern' approach enhances the understanding of the overall objective of this work and thus the following research problem is addressed:

How can international staff exchange be implemented as part of executing an internationalisation strategy in UK higher education?

After a brief discussion of the context, literature and research approach behind this problem, detailed research questions are stated in Section 1.8 according to the structure of the thesis.

1.5 Context of the Research

1.5.1 New Managerialism and Entrepreneurship in Post-1992 UK

Universities

The UK is a market economy in the capitalist system and, as such, education is a function of the government's contribution to the capital accumulation process and its continued expansion in that graduates supply the labour market (Dale, 1989). Education is now regarded as an engine of economic and international competitiveness (Welch, 2002) and most governments want universities to serve national interests in a global context so they increasingly emphasise the practical and technical value of HE (Currie, 2004). Under pressure from diminishing public funding levels, increasing competition and intensifying environmental turbulence, universities worldwide have become huge, international enterprises forced to re-evaluate their strategies (Grigg, 1994). The ability to select target customers (students) according to academic achievement is a key difference between HE and other public sector institutions (Liu & Dubinsky, 2000), rendering market forces more influential. In common with other public service providers, however, universities now suffer constrained autonomy, disputed values and aims, political scrutiny, public accountability and increasing performance demands (Williams, 1995).

“Until quite recently, the notion that (...) universities either required managing, or were, in any meaningful sense, ‘managed’, would have been regarded as heretical” (Deem, 1998, p.47). ‘New managerialism’ in the public sector is a term referring to *“ideologies”* and the *“actual use”* (Deem 2001, p.10) of private sector structure, practice, technology and values. It has been argued that in the UK it emerged from or was exacerbated by the government's “Dearing Report” (NCIHE, 1997), with its emphasis on compliance (see Section 3.3), as UK HE was increasingly required to justify public funding by delivering value for money in quasi-market conditions. This requirement exists externally in the quangos controlling resources and rankings and manifests itself internally through managers and administrators attempting to organise and regulate academic work and thereby to change the culture (Deem, 2001). This can result in what Gewirtz et al. (1995) named ‘bilingualism’ in staff, as two cultures operate side-by-side, each prevalent in a different context. There is little agreement regarding the pervasiveness of ‘new managerialism’ in universities and its success in

changing organisational culture. Indeed, Baruch & Hall (2004) observe that the corporate career model is moving towards the academic model rather than vice versa. Such environmental turbulence, however, has led to changes in the relative power and responsibilities of academics and administrators within universities and this leads Liu & Dubinsky (2000) to recommend ‘corporate entrepreneurship’ (taken from earlier work by Burgelman) as a strategic option. This concept is explored in more detail in the Literature Review, Section 2.4. There is in fact already an increasing emphasis on entrepreneurship in HE (Binks & Lumsdaine, 2003). Tasker & Packham (1990) agree that entrepreneurialism has become a common theme in HE but warn that entrepreneurs and entrepreneurship are often viewed “*with scepticism or even open hostility*” (Grigg, 1994, p.296). According to Smith (1990), the role of a university is to foster creativity and responsiveness to change. This suggests that universities need to be entrepreneurial organisations if they are to fulfil this role.

Grigg (1994) concludes that universities are unique organisations which differ in major respects from industrial organisations, government agencies and business firms. A combination of what seem contradictory forms of organisation, “*partly collegial, partly fragmented, partly professional, partly unitary, partly bureaucratic*” (p.283) perplexes observers of academia.

Historically, UK polytechnics did not enjoy the autonomy and independence of traditional universities and operated under greater financial constraints and public scrutiny and a more hierarchical and rule-bound local authority tradition (Deem, 1998; Parsons & Fidler, 2005). Any professional autonomy and discretion disappeared with the removal of polytechnics from local authority control in 1989 and they became corporations (Deem, 1998). Since their re-designation as universities in 1992, they have faced the same issues of positioning, image and identification of alternative revenue streams as the existing universities (Liu & Dubinsky, 2000) with some different challenges. Harris (2008) describes former polytechnics as ‘progressive universities’, themselves a facet of the neo-liberal model: “*the new managerialism and culture of performativity were able to take root more readily in the former polytechnics than in the universities because historically there had been a stronger managerial system*” p.350).

Groves et al. (1997) focus on the vicious circle of research funding, which for research capability development is so low that ‘new’ universities cannot compete through the assessment exercise. Lack of a research record undermines their ability to access other sources of income, such as consultancy, and makes them reliant on income from student

fees, forcing them to focus on teaching and thereby reducing the flexibility of academics to engage in research, sabbaticals, guest lecturing and faculty mobility. It is this resource constraint which determined this research to focus on faculty **exchange** rather than simply sabbatical leave or career break. The **exchange** of teaching staff between institutions overcomes a major barrier to (extended) international mobility in the post-1992 university: the need to engage all academic staff in a relatively high level of class contact, management and administration at all times while at the same time minimising 'slack' (Burgelman, 1983c) and operating costs by controlling staffing levels.

1.5.2 Northumbria University and Newcastle Business School

The origins of Northumbria University can be traced back to the foundation of the Bath Lane Elementary School in Newcastle upon Tyne, UK in 1871, funded and provided for by the 1870 Education Act along with the local Congregational Church, of which the minister was Dr John Hunter Rutherford, an educational reformer and philanthropist. Rutherford's vision of developing an 'educational ladder' (Allen & Buswell, 2005, p.3) for all led to the emergence of Rutherford College of Technology in the 1950s and thence, through a merger with two other colleges, to the foundation of Newcastle Polytechnic in 1969. A further merger with teaching colleges in the 1970s enhanced the polytechnic's vocational position and the 1992 Education Act enabled Newcastle Polytechnic to become the University of Northumbria at Newcastle. It expanded again in size and range to include the College of Health in 1995 when training was transferred from the National Health Service.

Northumbria University now ranks among the leading new universities in the UK. With 29,000 UK-based students and 5,000 more taking franchised courses in other countries, it is the largest university in the North East region (*The Times*, 2009), the sixth largest HE provider in the UK and the largest UK provider in Hong Kong (UNN, 2009a). About a third of the students are from the North-East of England, a third from working-class homes and 15% from areas with little tradition of HE (*The Times*, 2009). 91% come from UK state schools, 1.5% from the European Union and 2.1% from further away (*The Sunday Times*, 2009). Northumbria was one of the few universities to see a significant increase in applications in 2008 and the demand for places has been growing for most of the decade. Entry grades for those with 'A' levels are among the highest in the new universities, but many older students are admitted with other qualifications or on the strength of relevant work experience. The University claims international

operations and reach, having programmes delivered in Newcastle upon Tyne, London and worldwide, with a high profile in Asia, including Hong Kong, Malaysia, Singapore and India. In 2009, the institution had students from over 130 countries, 3,500 staff and was a top ten choice for students outside Europe (UNN, 2009a). International focus has historically been on student recruitment, as evidenced by past strategy documents in which this is the only aspect of internationalisation mentioned (UNN, 1997). The current corporate strategy reads “*Northumbria will respond to the challenges of globalisation, increasing its international profile and global impact (...) (p.16) and partnerships overseas (p.11). The University will work to provide its students with the knowledge and skills needed to succeed in the global economy” (p.16) including offering staff and students opportunities to work and study abroad and supporting the recruitment of staff from around the world (UNN, 2009a).*

With over 200 staff and 6,000 students, Newcastle Business School (NBS) is one of the largest schools within Northumbria University with roots that go back over 50 years. The current name was adopted in 1989. With 2,200 students studying at partner institutions overseas, it claims to be a truly international business school (NBS, 2010). Partner institutions exist in more than 20 diverse countries. Again, the historical objective has been to increase overseas student recruitment as an alternative income stream and to move away from reliance on public funding.

“*If you are going to be a serious university in the twenty-first century, you have got to be internationalised*” the Director of International Operations at Northumbria University is quoted as saying (Harris, 2005, p.425). Subject to the forces of globalisation and implicated in the Bologna Process (Section 1.5.3.1), the university’s International Committee is newly engaged in the development of a specific internationalisation strategy, whose objectives include to “*Encourage Schools and departments to promote international opportunities to their staff (...)*” (UNN, 2009b). NBS strategy echoes the corporate document, stating that the “*Vision is to create an international school (...) to recruit and develop international staff and facilitate international faculty exchange*” (NBS, 2009, p.6). It is worth noting, however, that these statements are relatively recent and were not in existence at the outset of this study. The significance of this development is discussed further in Section 6.7.4.4 of the Findings. The reality is that the internationalisation of both the university and business school can be regarded as fitting Mestenhauser’s (1998) description of US international

education: “*minimalist, instrumental, introductory, conceptually simple, disciplinary-reductionist, and static*” (p.7, see Section 3.3).

1.5.3 Internationalisation of Higher Education

“*Since its origins in Medieval Europe, the university has been international*”, asserts Harris (2008) and Teichler (2004) invites us to consider that HE is going through a process of ‘re-internationalisation’ given that universities have always been international institutions. But Marginson & van der Wende (2007) claim that economic and cultural globalisation has “*ushered in a new era in higher education*” (p.3). Altbach & Lewis (1996) observe that international scholarship has followed the blurring of national boundaries and increasing national interdependency, and perhaps more than any other area or industry (Vaira, 2004; Bartell, 2003; Torres & Morrow, 2000). Many policy makers and scholars asseverate the need for HE institutions to internationalise in order to prepare students for a globalized world (Adams & Carfagna, 2006; Friedman, 2005; Green, 2003; Grünzweig & Rinehart, 2002; Sigsbee, 2002; van der Wende, 2001; Mestenhauser & Elingboe, 1998). The need for intercultural understanding and international knowledge has become an urgent priority (Bartell, 2003). International literacy has become critical to cultural, technological, economic and political health. “*International competence in an open world of permeable borders has become a generalized necessity rather than an option for the tier of societal elites as was true in the past*” (ibid, p.49). However, the dominant rationale heretofore in the Anglophone world has been purely economic (deVita & Case, 2003; Welch, 2002), resulting in the treatment of international education as a source of economic activity and international competitiveness (Bartell, 2003) and in its emergence as a significant export industry (de Vita & Case, 2003), leading in turn to a limited and shallow ‘infusion approach’ (ibid). This thesis, like the work of Schoorman (2000), is positioned in “*the gap between the rhetoric and the implementation of internationalization*” (p.4). She refers to the forty US college presidents interviewed by Lambert (1989) who, despite declaring their support for it, were unable to articulate how students should be educated for an internationalised environment.

Bartell (2003) describes the range of strategic approaches to internationalisation of HE, admitting that

Internationalisation conveys a variety of understandings, interpretations and applications anywhere from a minimalist, instrumental and static view, such as securing doctoral funding for study abroad programs, through international

exchange of students, conducting research internationally to a view of internationalisation as a complex, all encompassing and policy-driven process, integral to and permeating the life, culture, curriculum and institution as well as research activity of the universities and its member. (p.46)

while Horn et al. (2007) warn that many institutions are yet to embrace a comprehensive approach to internationalisation. It is this deep, ‘holistic approach’ (Robson & Turner, 2007; Brown & Jones, 2007) and ‘broader vision’ (Robson & Turner, 2007) as a basis for staff exchange that is the focus of this thesis and, as such, is discussed in greater detail in the Literature Review, Section 3.5.

1.5.3.1 The Bologna Process

International political agreements drive the harmonisation of the HE system at a regional level (e.g. European) and result in a supra-nationally standardised approach to internationalisation (Vaira, 2004). The *Bologna Declaration* was signed by 29 European Ministers of Culture and Education in June 1999. The overarching objective of the ‘Bologna Process’ is to create an increasingly converged system of HE across Europe, in order to maximise transferability and mobility of staff and students and to increase the global competitiveness of European HE systems. The promotion of mobility is one of the founding principles and is seen as the basis for establishing the European Higher Education Area (EHEA) by 2010. However, hinting at an issue of strategy execution, Kettunen & Kantola (2006) report a shortage of funding for implementation.

1.5.3.2 Staff Mobility

In 1997, Welch suggested that the volatility of international political and economic conditions at that time underlined the urgent and profound need for an understanding of international contexts and that academic exchanges could help. Such conditions can be regarded as exacerbated today as the interdependency of nations in resolving global crises increases (Duncan et al., 2006).

Richardson & McKenna (2003) claim that more and more academics are taking overseas appointments but the picture of temporary expatriation is different. Overall, business academics are by far the least likely to have completed their education internationally and the USA and UK appear to value international contacts far less than other HE systems (Welch, 1997). Confirming the author’s initial suspicion that barriers are as much organisational as personal, Maiworm & Teichler (2002), Welch (1997) and Kreitz & Teichler (1997) acknowledge drawbacks for individuals such as a lack of appreciation and support from home institutions, with many staff undertaking

international teaching as an additional workload. Teichler & Janson (2007) recommend making it viable to teach abroad for longer periods and allowing this to affect career enhancement positively. Dobbert (1998) suggests that a ‘globalized person’ should have resided for at least a year each in two different non-anglophone countries.

Purves’ (2007) draft internationalisation strategy therefore proposes that staff exchanges are an area that Northumbria University must review. Many internationalisation strategies include a statement regarding the ‘encouragement’ of international staff mobility (Harris, 2008; Killick, 2007) but none goes further in explaining **how** this might be achieved.

It is a combination of these three elements, the **encouragement** of and **constraints** on **longer** periods abroad, which have helped formulate the objectives and scope of this research. The desire to go beyond a bland stated wish brings us to the need to execute.

1.5.4 Importance and Challenge of Strategy Execution

“I believe it to be a truism that a good, solid strategy, well executed, will always outperform a brilliant strategy that is poorly executed” (de Lisi, no date, p.5). 66% of corporate strategy is **never** executed (Johnson, 2004). Various studies conducted in the past 25 years indicate that 60% to 80% of companies fall short of the success predicted from their new strategies (Kaplan & Norton, 2008a). Typically companies realise only about 60% of their strategies’ potential value because of *“defects and breakdowns”* in planning and execution (Mankins & Steele, 2005, p.65). Pennypacker & Ritchie (2005) concur: the inability of organisations effectively to execute their corporate strategies is one of the major factors limiting their success. They call this the ‘Strategy-to-Performance Gap’. Pfeffer & Sutton (2000, 2006) coined the phrase ‘The Knowing-Doing Gap’ to identify an inability to act while Bossidy & Charan (2002) describe as *“clear and widespread”* (p.19) ‘The Gap Nobody Knows’, that between what is promised and delivered by leaders. They pinpoint execution as the greatest unaddressed issue and obstacle to success and as a key competitive advantage. ‘Performance ambiguity’ (Hill, 2009) means that failure due to poor execution is often attributed to other causes. By the same token:

*(...) what actually provides competitive success (...) is not so much knowing what to do – deciding on the right strategy – but instead having the ability to do it.
(...) the ability to operate effectively – successful implementation – is much more important to organizational success than having the right strategy.*

Pfeffer & Sutton (2006, p.145)

It is suggested that organisations find implementation much more difficult than the generation of ideas and knowledge (Carpenter and Sanders, 2007) or strategy formulation (Hrebiniak, 2006) yet the rewards for perfecting it can be spectacular:

Initially capitalized with \$1,000, Dell is now worth more than \$100 billion. The secret of Dell's success goes beyond its famous business model. High expectations and disciplined, consistent execution are embedded in the company's DNA."

Stewart & O'Brien (2005, p.102)

Thinking is therefore coming a full circle to rejecting strategy formulation in favour of strategy execution. The decade following the Second World War spawned the 'strategic era', when ideas in military strategy started to be applied to commercial business. By the nineteen-seventies, concepts of strategic management were well-established so that nowadays they are regarded as the threshold of management literacy (Pascale, 1999) and applied to the public sector (Deem, 1998).

In 1980, Pascale & Athos published *The Art of Japanese Management* using the McKinsey 7-S model as a conceptual underpinning. A subsequent collaboration with McKinsey partners, Peters & Waterman, brought the model to the attention of a mass audience in their book *In Search of Excellence*. This started to shift the focus in strategy from formulation to implementation; issues of implementation were considered in research into strategic process and planning. In 1984, Hrebiniak & Joyce published a pioneering book which laid the foundation for much of the current approach to strategy execution. By 1999, Pascale was characterising execution as central to a new era of strategic thought.

The next point of inflection is about to unfold. To succeed, the next big idea must address the biggest challenge facing corporations today - namely, to dramatically improve the hit rate of strategic initiatives and attain the level of renewal necessary for strategy execution. As in the previous eras, we can expect that the next big idea will at first seem strange and inaccessible.

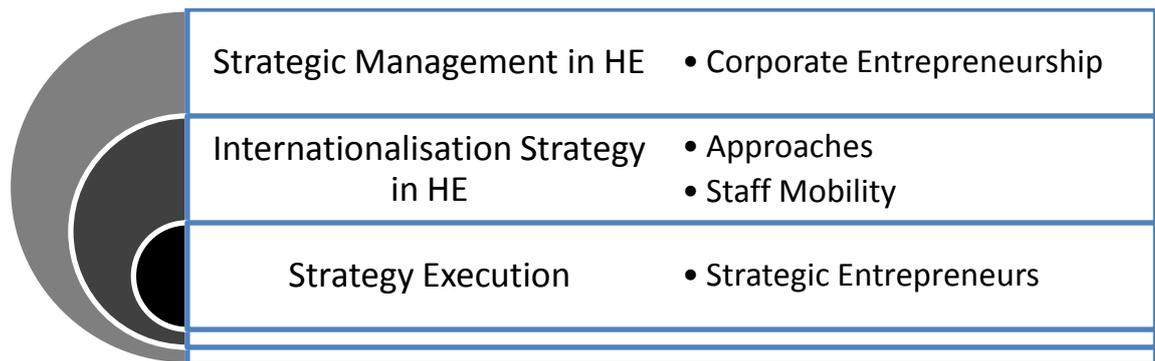
Pascale (1999), p.84

Ten years after Pascale's comment, a plethora of literature and theory exists around strategy execution, or implementation, and it seems neither strange nor inaccessible.

1.6 Literature Review: On Building Bridges

The literature review in this thesis bridges three distinct and yet overlapping areas: strategic management and ‘corporate entrepreneurship’ (Burgelman, 1983c) in UK HE (Chapter Two), internationalisation strategy in HE (Chapter Three) and strategy execution through strategic entrepreneurship (Chapter Four). The structure is shown in Figure 1-1 below.

Figure 1-1: Structure of the Literature Review

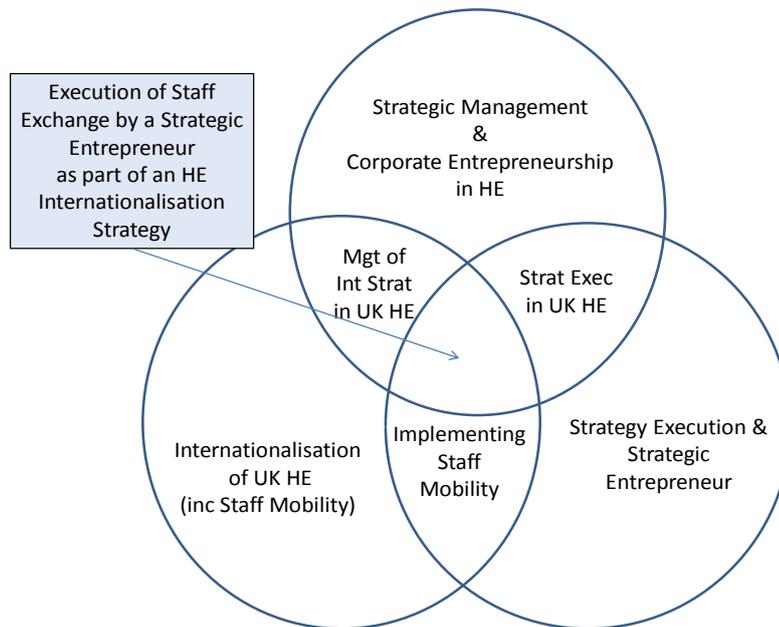


This may at first appear to move perversely from the particular to the general but, in fact, strategy execution forms just one small part of the vast area of strategic management and is quite specific in its scope. The gap into which this work fits, therefore, is created by combining these three elements and could be regarded as contributing to any one of these areas, or all three (as shown in Figure 1-2). It is the keystone of a triple arch.

1.6.1 On Combining Strategic Management, Entrepreneurship & Internationalisation

The first section of the review exposes some of the issues germane to the relatively recent phenomenon of strategy development and management in UK universities and the new focus on entrepreneurship (Binks & Lumsdaine, 2003; Tasker & Packham, 1990). These provide a context for a review of the recent historic, current and potential motivations for, and approaches towards, the internationalisation of HE as a strategic imperative. Bartell (2003) links a university’s ability to adopt a strategic approach strongly with the ability to internationalise while Schapper & Mayson (2004) describe the implementation of international strategy in universities as crude.

Figure 1-2: The Literature Gap



In academic literature, the attitude towards entrepreneurialism or entrepreneurship in HE can be described as generally negative, based as it often is on a narrow, superficial understanding of the concept (e.g. ‘academic entrepreneurship’), a confusion with commercialism (e.g. in Deem, 2001) and an unproven (and contradictory) equation with ‘new managerialism’ (e.g. in Vaira, 2004 and Turner & Robson, 2007) and therefore globalisation (e.g. in Slaughter & Leslie, 1997 as evidenced by Deem’s (2001) critique), which is sometimes defined in purely economic terms (e.g. in Welch, 2002). This has not undermined the usefulness of such writing to the thesis as it alerts us to a potential ignorance of strategic management and a related prejudice against ‘a business ethos’ (Vaira, 2004), forcing us to return to first principles and revisit the original Schumpeterian definition of entrepreneurship as *“the doing of new things or the doing of things that are already being done in a new way”* (Schumpeter, 1947, p.151, further explored in Section 2.4.1) and others which emphasise autonomy and flexibility (e.g. Timmons et al., 1985, see Section 4.3.3.2). In condemning ‘new managerialism’ and its effect on ‘academic freedom’ and in calling for an ‘ethical, values-driven approach’ to internationalisation, academic authors unconsciously recommend an entrepreneurship culture and entrepreneurial behaviours within an ‘umbrella’ corporate strategy (Mintzberg & Waters, 1985). Indeed, Chau & Sin (2000) found that ‘corporate entrepreneurship’ (Burgelman, 1983c) leads to higher cognitive moral development and

ethical decision making in an organisation. This can be linked to the nature of academics, the values-based and ethical internationalisation approaches to HE discussed in Section 3.5 and hence the unashamed focus on the concept of ‘corporate entrepreneurship’ and the thesis’ intention of biscoiation (Smith & DiGregorio, 2002, see Section 1.4).

Thornberry (2001) admits that very little is understood regarding the implementation of corporate entrepreneurship. He defines it as organisational transformation, and Hornsby et al. (2002) as the implementation of new ideas into an organisation, both of which encompass the challenges of internationalisation. This specific stream of research was selected due its relevance to the implementation of international staff mobility. A narrow focus on mobility allows the exclusion of change management as a topic for review, although it necessarily appears briefly in the role of senior management in strategy execution and in the internationalisation process. Innovation as a research discipline is in itself also excluded, although there is clear cross-pollination between innovation, entrepreneurship and execution.

The review excludes all the but minimum presentation of the perceived benefits of undertaking staff mobility, leaving these discussions outside the scope of the thesis and assuming from the start that international staff exchange is generally accepted to be desirable as part of an internationalisation strategy.

1.6.2 On Combining Internationalisation, Strategy Execution & Entrepreneurship

Connecting three apparently disparate areas are the assertions that values, attitudes and ethics, clustered by some under ‘culture’, are prominent not only in comprehensive internationalisation strategy (as described in Section 1.5.3) but also in entrepreneurial and innovative behaviour (Hayton, 2005; Kuratko & Goldsby, 2004; Morris & Jones, 1999) and influential in an ability to execute strategy (Pfeffer & Sutton, 2000) and to internationalise (Bartell, 2003). Shepherd et al. (2010) regard organisational culture as an integral part of entrepreneurship. Increasing globalisation enhances entrepreneurial opportunities (Ireland et al., 2001) and international entrepreneurship, or border-crossing innovative behaviour, can create value for organisations (McDougall & Oviatt, 2000).

The scope of this review precludes general and wide-ranging discussions of the vast areas of strategic management and entrepreneurship. Instead, it focuses firstly on

strategy execution, elements of which have a proven link to entrepreneurship (Barringer & Bluedorn, 1999) and second on corporate entrepreneurship in universities and the phenomenon of ‘autonomous strategic behaviour’ (Burgelman, 1983a), which has developed in the literature into the concept of the ‘strategic entrepreneur’. In itself, the literature of strategic entrepreneurship is inadequate to investigate how to implement staff exchanges. Ireland (2007) describes it as “*in its infancy*” (p.9), and so it is melded with strategic execution theory. Indeed, Thornberry (2001) characterises the entrepreneur’s secret not as in ideation but “*in the art of the deal, putting the people, resources, and energy together (...) and **executing** on it*” (p.532, emphasis added) so the combination is a valid one.

1.6.3 On Straddling the Public & Private Sectors

The dearth of literature concerning execution of strategy and strategic entrepreneurship in HE means the review crosses a bridge into the private sector in order to inform the development of a new execution model specific to HE internationalisation.

(Internationalisation in the private sector has been excluded.) However, this crossing is not predicated on the mistaken belief that innovation exists only in the private sector (Zampetakis & Moustakis, 2007) but rather on the existence of Roberts’ (1992) concept of public entrepreneurship (implementation of innovation in public sector practice), on evidence that entrepreneurship can flourish in public sector organisations (Zerbinati & Souitaris, 2005; Borins, 2002) and indeed Drucker’s 1985 assertion that the promotion of entrepreneurship in public organisations is the “*foremost political task of this generation*” (p.187), admittedly a statement made a generation ago. Moreover, Thornberry (2001) claims that “*it is the large, slow-moving, bureaucratic organization operating in an increasingly turbulent environment that needs to do the most amount of entrepreneurial soul-searching*” (p.530) while Kuratko & Goldsby (2004) have found entrepreneurship even “*in the most stifling of bureaucratic organisations*” (p.17).

Although influential in this decision to apply private sector theory to a semi-public institution such as a university, neither public entrepreneurship (Roberts, 1992) nor social entrepreneurship (Benz, 2005) as research topics provide as much insight into strategy execution as strategic and ‘corporate entrepreneurship’ (Burgelman, 1983c) so they too have been excluded from the scope. The future of UK HE appears to lie in an increasingly privatised direction and so this emphasis lends a little future-proofing to the analysis.

This work is not about ‘academic entrepreneurship’, a term used to describe the technology-transfer, spin-out and commercial activities of a university.

1.6.4 On Disregarding Divides

The review is a composite construction, combining three different types of writers and researchers from different backgrounds: academics, consultants and practitioners, using a variety of research methodologies. I am confident in my own background and preferred methodology, and aware of the quantitative/qualitative, objective/subjective debate. This has not, however, prevented me respecting and drawing upon knowledge created by others and via other methodologies. Described by Deetz (1996) as “*boring and misleading*” (p.193), the above debate is also, for this work, irrelevant. Indeed, it can be argued that a passion for action and execution makes imperative an open mind on the origins and nature of useful knowledge and demotes such arguments to a secondary concern or even a distraction; the ‘ivory tower’ (Reason & Bradbury, 2006) so derided by practitioners of business and strategy. The shortage of academic research into issues of strategy execution makes the casting of a wide net most important (see Section 4.1.1.)

Problems in judging managerial knowledge and writing are “*ingrained and remarkably counter-productive*” (Pfeffer & Sutton, 2006, p.27). A combination of knowledge from different sources, a sort of multiple triangulation, has therefore been selected for its relevance to execution. The divisions between ‘researchers’ and ‘practitioners’, (overcome by Action Research (AR) as a methodology (Reason & Bradbury, 2006)) and the qualitative/quantitative debate have therefore been disregarded in this review of the literature and the use of it in developing my own theory.

1.7 Where the Rubber Meets the Road: My Journey into Research

1.7.1 On Subjectivity, Participation and Commitment in the Swampy Lowland

Despite holding post-graduate qualifications in business, I do not regard my background as academic. My qualifications have played a functional role for me – as a means to an end. I came to work in HE for reasons of expediency, not as a vocation. I never intended to stay. Faced with the reality of developing my own research philosophy and selecting

a methodology as a ‘conscious incompetent’ (Clarkson & Gilbert, 1991) at the beginning of this research process, I turned to my passion for inspiration: travel writers, foreign correspondents and gonzo journalists. I was unencumbered by the ‘pull of science’ and ‘battle with validity’ experienced by Mellor (2001). I reflected on the personal commitment and risk-taking I admired in reporters and commentators such as Martha Gellhorn and John Simpson. I considered the authority and influence of Kate Adie, emanating from these same qualities (Summerskill, 2001).

I reflected too on ‘participatory journalism’ (Severo, 2003) as practised by the sports writers George Gallico and George Plimpton, who believed that it was not enough for writers of non-fiction simply to observe; they needed to immerse themselves in whatever they were covering to understand fully what was involved (ibid). Out of participatory journalism grew gonzo journalism, or ‘telling it like it is’, asserting that journalism can be truthful without striving for objectivity. It is a journalism in which the reporter, as a deliberate and voluntary choice, does not remove himself from the subject he investigates. Hunter S. Thompson, one of its greatest exponents, felt that objectivity in journalism was a myth, as did Martha Gellhorn. I admired their honesty regarding objectivity and the way in which they sacrificed any pretence of it to get at the authentic experience, committing themselves fully and taking personal risks. Once I read that “*the problems of greatest human concern*” resided in Schön’s (1983) “*swampy lowland where situations are confusing ‘messes’ incapable of technical solutions*” (p.40) (rather than ‘a scientific hard ground’) I knew I could find a home in research.

1.7.2 On Telling Stories

Another inspiration, Alistair Cooke, was described as “*the observer of events, not a participant. I would apply to the Letters, the honourable journalistic term of stories. They tell a tale, sometimes two or three. They are one man’s take on the world “as I saw it”*” (Jenkins, 2003). John Simpson (1998c) saw the value of stories while lying in a Belgrade hospital with no night staff following a leg operation:

In many ways, I suppose, it was frightening. Yet even then I saw it as something different, as though I was standing outside of myself and observing. It was an extraordinary experience, what journalists would call a story, and for once I was the participant and not just an onlooker. I used to hate the expression, because I thought it had too many connotations of invention, embroidery and shaping about it. But that is really what I do: discover stories and tell them to other people. (p.547)

Before this work is dismissed by the reader as journalism, however, it should be emphasised that these ideas were simply the inspiration for my early steps into research. I have followed Silverman's (2010) advice to avoid journalism by, for example, studying something unremarkable or even 'obvious' to participants, working with data in the context of a coherent model and "*unashamedly theorizing*" (p.390).

1.7.3 On Taking Action

Previous self-analysis has shown a strong preference for pragmatism and activism in my learning style (Honey & Mumford, 1992). A Jungian personality analysis (Insights, 2007) describes me as an action-oriented person who could generate results fast by taking action. It did not take me long thereafter, comfortable in my new subjectivist, story-telling swamp, to discover Action Research (AR) and Coghlan & Brannick's (2005) exhortation to tell "*a good story*" therein (p.29).

1.8 Research Questions and Structure of the Thesis

The research problem in Section 1.4

How can international staff exchange be implemented as part of executing an internationalisation strategy in UK higher education?

is investigated by taking action to implement a staff exchange myself, playing the role of a 'mindful error-maker' (Tucker & Edmondson, 2003) by making mistakes and sharing my learnings, in line with Mellor (2001), who regards freedom from error as inefficient. I will investigate practice from the position of a 'novice researcher but experienced professional', as Mellor (1998) did, "*researching while working, while learning how to research*" (p.453). In essence, the thesis addresses Coghlan & Brannick's (2005) AR questions 'What happened?', 'How do you make sense of what happened?' and 'So what?' A number of specific questions will need to be answered:

1. How is strategy managed and how can corporate entrepreneurship be facilitated in a UK university? (Addressed in Chapter 2)
2. How can internationalisation strategy be approached and implemented in UK Higher Education? (Addressed in Chapter 3)

3. How can strategy be executed and what is the role of the strategic entrepreneur therein? (Addressed in Chapter 4)
4. How does one experience the implementation of an international staff exchange today? (What happened?) (Addressed in Chapter 6)
5. How can universities implement staff exchanges in future? (How do you make sense of what happened?) (Addressed in Chapter 7)
6. What is the significance of the work? (So what?) (Addressed in Chapter 8)

Questions 1, 2 and 3 are addressed through a review of literature in various subject disciplines and in three parts. First, **Chapter Two** draws on research into strategy, entrepreneurship and HE management to investigate how strategy is managed in HE and to link this with the development and execution of ‘corporate entrepreneurship’ (Burgelman, 1983c) and internationalisation as strategic intentions. **Chapter Three** focuses narrowly on approaches to internationalising HE and the execution of such a strategy, including the small amount of literature on staff mobility. **Chapter Four** explores the theory and practice of strategy execution from a variety of sources and integrates it with the role of the strategic entrepreneur (Burgelman, 1983c). **Chapter Five**, entitled ‘Research Methodology’, provides a discussion of the positionality of the researcher, the Action Research (AR) approach of Coghlan & Brannick (2005) employed, including the data generation and analysis methods used. **Chapter Six**, ‘What Happened?’ (ibid) gives a first person account of the organisation and execution of an international staff exchange, structured around cycles of AR, and develops through four phases the emerging analytical themes. These themes contribute to the ‘Thesis Cycle’ or ‘Meta Learning’ Cycle (ibid) an account of which forms **Chapter Seven**, the ‘Discussion’, and addresses the question ‘How do you make sense of what happened?’ (ibid). A new model for execution is proposed. **Chapter Eight** concludes the thesis, establishing the contribution to practice (So What? (ibid)), reviewing performance against objectives and quality criteria and highlighting potential areas for further research. Maintaining the principle of ‘subjectivity with transparency’ (O’Leary, 2005), the latter part of the Conclusion is highly reflexive and considers the role of the researcher in this work and its effect on the conduct of the research and its outcomes.

1.9 Summary

This chapter has explained the origins of the stated research problem and described the context in which it exists: executing staff mobility as part of a comprehensive internationalisation strategy in a 'new' UK university. The importance of the research has been justified in the academic domains of strategy execution and HE internationalisation, moving beyond the intention to 'encourage' mobility and into its implementation. It has introduced the Action Research (AR) approach and specified the research questions. On this basis, the thesis will now proceed with a detailed investigation of the underpinning literature.

2 STRATEGIC MANAGEMENT & ENTREPRENEURSHIP in HIGHER EDUCATION

When written in Chinese, the word 'crisis' is composed of two characters –one represents danger and the other represents opportunity.

John F. Kennedy

2.1 Introduction

Most literature pertains to strategic management in commercial organisations. Some writers have however investigated the usefulness of strategic management techniques to universities and these have been used in this thesis as a means to identify the major themes. Such reviews of strategic management in HE tend to focus on strategy formulation, development or planning rather than on the specifics of execution as proscribed in the studies of the private sector mentioned in Section 1.6.3. But, as will be discussed, the separation of formation and implementation of strategy is not necessarily useful to organisations such as universities. Reading the literature on educational strategy-making, it can be assumed that the issues in development apply equally to implementation; in stakeholder management and slow, complex processes, for example. This Chapter intends first to review key findings regarding strategic management in HE and some of the aspects of strategic management peculiar to this semi-public sector industry, which Grigg (1994) describes as consisting of complex organisations with vague and ambiguous goals, rarely a single mission and decision processes and structures designed to cope with a higher degree of uncertainty and conflict. Secondly, an exploration of relevant strategic approaches leads to a detailed investigation of the concept of 'corporate entrepreneurship' (Burgelman, 1983c) and the implications of an entrepreneurial culture for HE. Thus this Chapter addresses the first of the questions set out in Section 1.8.

2.2 Multiple Diverse Stakeholders

Schmidtlein & Milton (1989) conclude that rigid application of private-sector methods leads to planning failure in universities due to the existence therein of a plurality and

diversity of stakeholders, a view echoing Sibley (1986) who talked in terms of education's multiple constituencies. The conditions of employment of academic staff and complicated institutional democracy mean that optimal strategies are unattainable, according to Groves et al. (1997). The concept of academic freedom is also in play. Academic freedom and institutional autonomy are not the same thing (Grigg, 1994). Academic freedom is that of individual scholars to pursue truth in their work wherever it seems to lead, without fear of punishment. Strategic autonomy exists if a university is able to determine its own goals and programmes.

Groves et al. (1997) highlight the role of national politicians as key stakeholders, observing that the development of long term strategy is difficult for HE as governments change direction. University processes mean that models of corporate strategising are not necessarily useful, so they recommend a political-cultural approach to strategy-making (characterized by Mintzberg et al. (1998) as "*strategy formation as a collective process*" (p.263)). This is consistent with the emphasis on culture discussed in Sections 2.4.2 and 4.3.2. Universities are subject to varying degrees of imposed strategies, regardless of the presence of any central controls within, claims Grigg (1994) and this leads him to recommend an 'umbrella strategy' approach, as discussed in Sections 2.4.1 and 2.5.

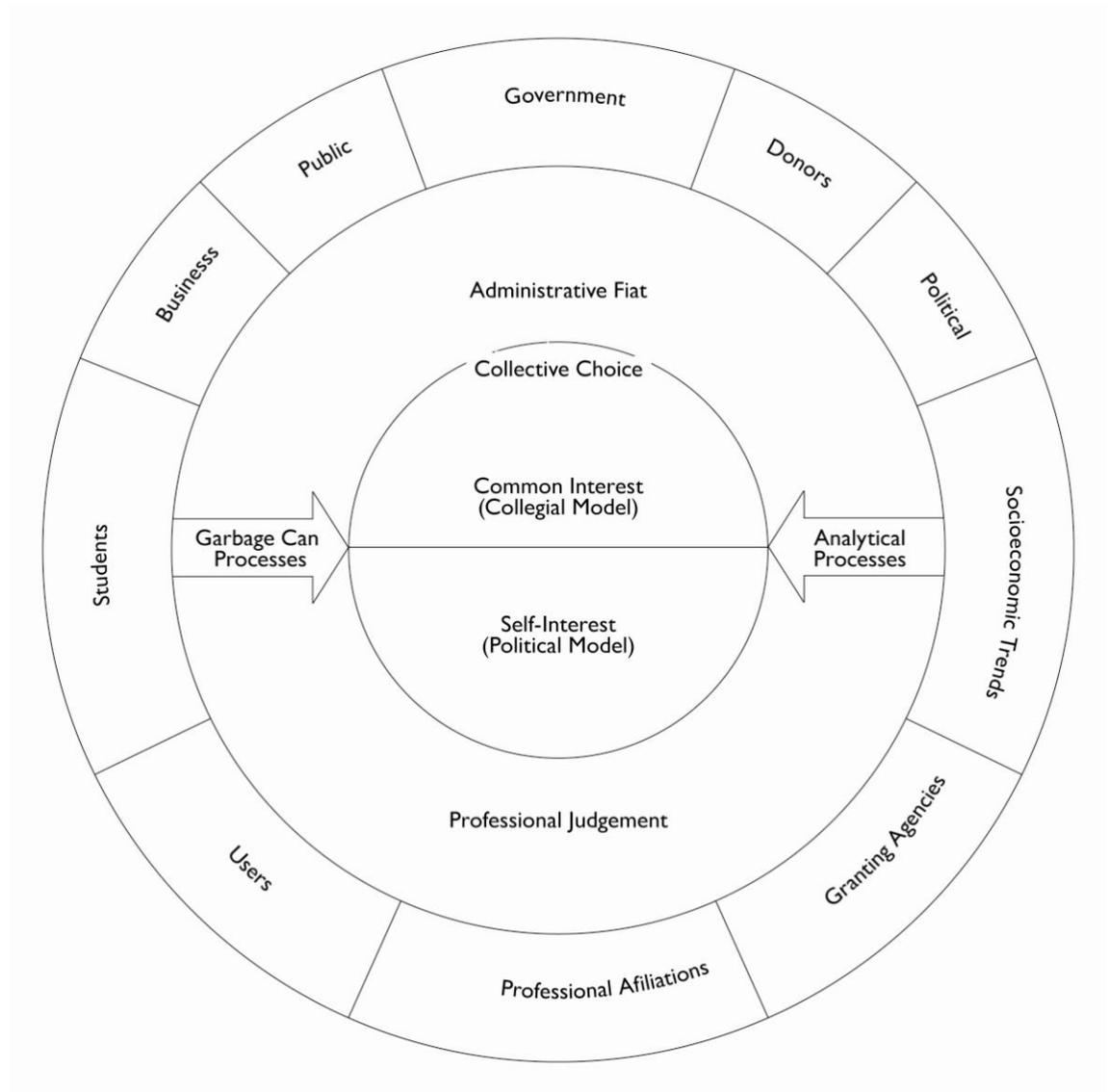
Strategic approach is heavily influenced by stakeholder perspectives. Knight (1999) divides these into three sectors, each with different subsets: 1. government, 2. education and 3. private (extending across industries and not only private HE institutions). She invites the reader to analyse each stakeholder's perspective on the relative importance of each of four rationales (political, economic, academic and socio-cultural) in order to understand better the explicit and implicit motives of different groups.

It seems that HE institutions might be hampered at both ends. Unable to take a long-term approach due to stakeholder issues (Groves et al., 1997), they might not be able to take the short-term approach preferred by some private sector institutions, even in the same industry, as identified by Howe & Martin (1998) in describing their experience of working with international partners in the private sector.

2.3 Learning Strategy as an Emergent Process in a Professional Bureaucracy

Mintzberg (1979) characterises universities as professional bureaucracies and Grigg (1994) warns that one can expect a distinct management style in ‘professional’ organisations due to the “*tension between professional values and bureaucratic expectations*” (p.279). Demands for academic autonomy clash with bureaucratic, hierarchical control, making it difficult to serve and satisfy both requirements. Mintzberg et al. (1998) use a university as an example of Learning Strategy (“*strategy formation as an emergent process*”, p.175) in the professional organisation (see Figure 2-1). Adapting earlier work by Hardy et al. (1983) it is suggested by Mintzberg et al., (1998) that defining strategy as a “*pattern in action*” (p.192) enables the identification of strategy in an organisation using a complex interactive process between individual professionals and central managers. Their theory analyses the decisions made by these two groups and those made by ‘collective choice’ (a combination of the two) as set out in Figure 2-1, which also demonstrates the multiplicity of stakeholders. “*Professional autonomy sharply circumscribes the capacity of central managers to manage the professionals in the ways of conventional hierarchy*” (p.193) they state, while citing some financial decisions, control over non-professional workers and managing the collective process as exceptions. This collective process can work in one of four ways, they suggest: a collegial model (common interest), a political model and an analytical model (each based on self-interest, in the latter of which analysis is used to bolster political arguments) and a ‘garbage-can’ model (a kind of disinterest). This last term was coined by Cohen et al. (1972) to describe organisations whose decision-making processes were “*collections of choices looking for problems, (...) feelings looking for decision situations in which they may be aired, solutions looking for issues to which they might be the answer, and decision-makers looking for work*” (p.1). This concept was later adopted by their colleagues, March & Olsen (1976), who described universities as ‘organised anarchies’, and it features in Mintzberg et al.’s (1998) model in Figure 2-1.

Figure 2-1: Mintzberg et al.’s Learning Strategy in the Professional Organization (Mintzberg et al., 1998, p.192)



Liu & Dubinsky (2000) come from the apparently opposite direction but arrive in a similar place. They suggest that it is the current ‘transitional state’ of UK universities that require them to consider emergent strategy (Mintzberg & Waters, 1985) in addition to the “*rational planning to which they are accustomed*” (Liu & Dubinsky, 2000, p.1323) and they use the dynamism of the environment as a justification for proposing that academic institutions need to go beyond conventional planning by facilitating ‘intrapreneurship’ (Pinchot, 1985) i.e. internal entrepreneurship. As mentioned in Section 1.5.1, environmental changes have led to changes in the relative power and responsibilities of academics and administrators within universities and this leads Liu & Dubinsky to recommend ‘corporate entrepreneurship’ (Burgelman, 1983c) as a strategic option.

2.4 Corporate Entrepreneurship

2.4.1 Origins and Definitions

‘Corporate entrepreneurship’ (Burgelman, 1983c) and ‘umbrella strategy’ (Mintzberg & Waters, 1985, Section 2.5) are brought together in Mintzberg et al.’s (1998) ‘Learning School’, in which strategy formation and implementation are regarded as an emergent process. The use of a singular noun is deliberate. This school of thought is one which attempts to describe how strategy **is** actually managed, as opposed to how it **should** be managed (as in the prescriptive schools) and it was initiated by Lindblom’s (1959) article *The Science of Muddling-Through*. From this developed the concept of ‘disjointed incrementalism’ (Braybrooke & Lindblom, 1963) and the ‘piecemealing remedial incrementalist’ (Lindblom, 1968) who “*may not look like a heroic figure (but) is, nevertheless, a shrewd, resourceful problem-solver who is wrestling bravely with a universe that he is wise enough to know is too big for him.*” (p.27). These ideas were later developed by Quinn (1980) into ‘Logical Incrementalism’, a large part of which Henry Mintzberg et al. (1998) characterise as “*political implementation*” (p.181). While Quinn put much emphasis on the role of senior management, other writers identified the middle-management ‘champion’ and the ‘strategic venturing’ of internal entrepreneurs (hence Pinchot’s (1985) ‘intrapreneurship’) “*deep within the hierarchy*”, (Mintzberg et al., 1998, p.186), resulting in Burgelman’s (1983a) ‘autonomous strategic behaviour’ (ASB) which he calls “*the motor of corporate entrepreneurship*” (p.241). ‘Autonomous’ is as opposed to ‘induced’ strategic behaviour i.e. that directed and managed through the strategy. So influential are the autonomous initiatives of ‘strategic entrepreneurs’, when successful, that Burgelman (1983b) proposes that “*strategy follows autonomous strategic behaviour*” (p.62), which is maintained by Grigg (1994) as a possibility under an ‘umbrella strategy’ (Mintzberg & Waters, 1985). Strategic entrepreneurs are discussed in more detail in Section 4.3.3 as agents of strategy execution.

Burgelman (1983a) studied “*the process through which a diversified major firm transforms R&D activities into new businesses*” (p.223). Since universities are diversified major organisations, this work can shed light on how “*to diversify into new areas that involve competencies not readily available in the operating system of the (...) corporation*” (ibid.), such as internationalisation. He usefully defined ‘corporate entrepreneurship’ (Burgelman, 1983c) as

the process by which firms engage in diversification through internal development (...) which requires new resource combinations to extend the firm's activities in areas unrelated, or marginally related, to its current domain of competence and corresponding opportunity set. (p.1349)

and the role of entrepreneurial activity is to provide the required diversity for continued survival:

This stream of autonomous strategic initiatives may be one of the most important resources for maintaining the corporate capability for renewal through internal development.

(Burgelman, 1983a, p.241)

Thornberry (2001) offers four different interpretations of corporate entrepreneurship, of which “*organizational transformation*” (p.528) seems the most appropriate for the internationalisation topic in hand. For it to fit the original Schumpeterian definition of entrepreneurship, the transformation must involve new combinations, “*the doing of new things or the doing of things that are already being done in a new way*” (Schumpeter, 1947, p.151, see Section 1.6.1) and Thornberry develops this idea to specify that learning which results in new competences and capabilities should emerge from such implementation. Furthermore, corporate entrepreneurship must result in long-term value creation. It can be argued that a values-driven and comprehensive approach to internationalisation (Section 3.5) and the implementation of staff exchanges qualify on both counts. This view is supported by comparing comprehensive internationalisation with Covin & Miles’ (1999) statement that corporate entrepreneurship is a strategic orientation encompassing innovation, such as new processes and organisational systems, and strategic renewal, transforming the organisation by changing its scope or competitive approach.

Liu & Dubinsky (2000) coin the term ‘institutional entrepreneurship’ when applying the concept to universities but it is unclear why, since they use both interchangeably and there is no discernable conceptual difference between it and corporate entrepreneurship. Perhaps they consider a university yet more of an institution than a corporation so their version is more politically acceptable. Since Deem (1998) describes ‘new’ universities as corporations, this thesis will employ the original term.

2.4.2 Organisational Type, Structure and Culture

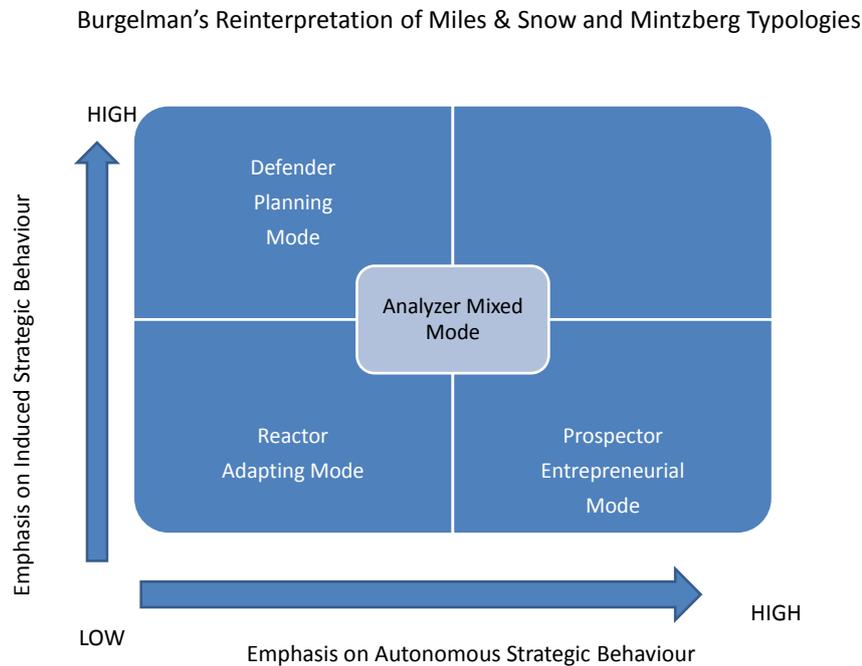
While autonomous strategic behaviour (ASB) cannot be planned (Burgelman, 1983c), once recognised and valued “*it needs a “home”, so to speak, for its further nurturing and development*” (p.1362) and this, he suggests, is a question of organisational design.

Hutt & al. (1988) suggest that organic structures are more likely than bureaucratic to produce autonomous strategic initiatives. Indeed, Thornberry (2001) asserts that corporate entrepreneurship can be an oxymoron that is uncomfortable or even impossible to reconcile with the careful planning, organisation and structure of large institutions. Kyrgidou & Hughes (2010) use Birkinshaw & Gibson's (2004) concept of 'organisational ambidexterity' to describe the internal conditions facilitating the switch between apparently contradictory activities: corporate strategy-making and entrepreneurship. They claim that 'duality' is required by simultaneously pursuing innovative opportunity and controlling strategic practice. This is worth linking to Gewirtz et al.'s (1995) observation of 'bilingualism' in universities (Section 1.5.1). Thornberry (2001) characterises corporate entrepreneurship as part of culture and Burgelman (1983c) claims that successful companies have a strong culture supporting clear strategic goals concerning entrepreneurial activity.

Miles & Snow's (1978) and Mintzberg's (1973) typologies are used by Burgelman (ibid) to consider the strategic cultures of organisations able to encourage autonomous strategic behaviour (see Figure 2-2). 'Analyzers' balance both induced and autonomous strategic behaviour (ASB), a major challenge for top management. 'Prospectors' rely on ASB but face the problem of maintaining coherence and continuity in strategy. 'Defenders' emphasise induced strategic behaviour based on a very clear corporate strategy, running the long term risk of a lack of creativity and renewal and 'Reactors' have neither a clear corporate strategy nor the entrepreneurial capability related to ASB.

Figure 2-2: Burgelman's Reinterpretation of Miles & Snow and Mintzberg Typologies

Burgelman, 1983c, p. 1358



Burgelman's (1983c) analysis "*Generic Situations Concerning the State of Corporate Entrepreneurship in Large, Complex Organisations*" (p.1357) (see Figure 2-3 below) maps four different types according to the level of slack available at operational level and top management's perception of the opportunity cost of current business. Where the first is low and the second is high, top management wants, but operational participants do not provide, many entrepreneurial projects with the resulting readiness to jump into any projects available, many of which then end up as failures.

One can argue that this situation applies in universities; the environmental factors described in the Introduction (such as decreasing public funding, increasing global competition driving the need for international accreditation and the resulting pressure to internationalise, not to mention the more recent economic crisis) make the opportunity cost of universities continuing with 'business as usual' very high. Meanwhile, initiatives to measure and control workload allocations across the university are designed to ensure that slack be minimised. Where slack is increased, operational participants provide many more entrepreneurial projects and the autonomous strategic behaviour (ASB) loop is maximised. This Thornberry (2001) couples with the

acceptance of an increased level of risk since in corporate entrepreneurship “*the ability to actually implement is unproven*” (p.529).

Figure 2-3: Burgelman’s Generic Situations Concerning the State of Corporate Entrepreneurship in Large, Complex Organisations

Burgelman 1983c, p.1357

		Top Management’s Perception of the Opportunity Cost Of Current Business	
		Low	High
Slack Available at Operational Level	Low	<p>Top management does not want, and operational participants do not provide, many entrepreneurial projects.</p> <p>Result: Minimum emphasis on autonomous strategic behaviour loop.</p>	<p>Top management wants, but operational participants do not provide, many entrepreneurial projects.</p> <p>Result: Force the autonomous strategic behaviour loop. Jump into just any projects available. Projects end up as “failures.”</p>
	High	<p>Top management does not want, but operational participants do provide many entrepreneurial projects.</p> <p>Result: Suppression of the autonomous strategic behaviour loop. New projects end up as “orphans” or “misfits.”</p>	<p>Top management wants, and operational participants provide, many entrepreneurial projects.</p> <p>Result: Maximum emphasis on the autonomous strategic behaviour loop.</p>

2.5 Entrepreneurship as Culture in Higher Education

Most literature on the topic of entrepreneurship in HE refers to the introduction and encouragement of ‘academic entrepreneurship’, the technology transfer, spin-out and commercialisation activities of universities which are not relevant to this thesis.

However, some general points are useful in considering the importance of culture and the implications of fostering entrepreneurship of any kind in a university.

Bartell (2003) echoes Grigg’s (1994) assessment of universities (Section 1.5.1) in arguing that

the complexity, high degree of differentiation, multiplicity of units and standards, autonomy of professors, control and management philosophies and mechanisms, which increasingly do not operate effectively even in business organizations, are likely to be complicating and inhibiting factors vis-à-vis pressures for organizational change (...) Under these circumstances the culture of the university assumes greater prominence (and) an understanding of the university via its culture can facilitate the analysis of managing structure and processes in order to implement strategies (...). p.53

Groves et al. (1997) agree and Kallenberg's (2007) analysis of strategic innovation in HE concludes that culture is crucial to success. The effect of values and beliefs on university decision making is strong (Tierney, 1988, cited in Bartell, 2003). The orientation and strength of a university's culture are highly influential on strategic management and on an ability to adapt and cope with environmental turbulence (Sporn, 1996) and can enhance or inhibit renewal and innovation (Cameron & Freeman, 1991). Binks & Lumsdaine (2003) use the four pillars of successful innovation (Lumsdaine et al., 1999) to discuss the promotion of entrepreneurship in a university and these bear a remarkable similarity to some of the issues pertaining to strategy execution discussed in Chapter Four. They include consistent communication of clear information about rationale and available support processes provided by a focal point at the centre, whose role is "inreach and outreach" (ibid, p.50) and the dissemination of best practice, examples of success and peer recommendations. They suggest that an appropriate environment can most effectively be provided by "the demonstration effect" (ibid, p.50) since staff are better convinced by other staff than a central marketing campaign.

Communication is also the foundation in building and sustaining a conducive climate for entrepreneurship and innovation in HE. Much entrepreneurial skills development relies heavily on experiential learning. (ibid, p.51)

Touching on the importance of a strategic approach, they recommend that an entrepreneurial strategy is decided upon, rather than waiting for one to emerge, and that senior management support for those implementing the strategy is critical. Additional support and resources should be provided when necessary and flexibility in approach maintained. Once a critical mass is achieved, entrepreneurial development in universities can be self-perpetuating and grow rapidly.

Universities that seek to encourage entrepreneurship (...) will need a carefully designed and FLEXIBLE strategy (...) to ensure that (...) the support and loyalty of their academic staff is sustained. (p.51)

To this, Grigg (1994) applies Mintzberg & Waters' (1985) term 'an umbrella strategy'. Such a strategy originates from constraints and operates where leaders are in only partial control. It sets general guidelines and defines the boundaries for behaviour, within which strategies can emerge, allowing academics to respond to their complex, partially uncontrollable and unpredictable environment. Such an approach can accommodate occasional strategies imposed by powerful stakeholders while at the same time providing an incentive to behave entrepreneurially. Institutional adjustments designed to give potential entrepreneurs the necessary support would be required, as well as the promotion of entrepreneurial culture within the university environment, and the ability of academics to move in and out of the organisation (staff mobility). Care should be taken to ensure that any organisational changes retain strategic autonomy and academic freedom within the boundaries set by the university's leadership.

Nevertheless, behaviour must be monitored and, if it strays outside of the boundaries senior management may stop it, may ignore it to see what happens or may adjust with it, altering the strategy in response (ibid.) In this way, strategic learning takes place and the organisation is less likely to disconnect from its external environment. Grigg (1994) argues that universities may appear to be little more than collections of personal, autonomous strategies but an umbrella strategy can encourage general consensus to emerge among academics.

Sporn (1996) defined the 'strength' of a university culture as the degree of fit between values, structure and strategy. Using that concept and Cameron & Freeman's (1991) identification of 'external or internal positioning' (see Figure 2-5) as the principle dimensions influencing an institution's strategic management, he developed a quadruple typology to assess a university's capacity to support a strategic approach (see Figure 2-4). The dimensions can be used to examine a culture's readiness to support strategic management and secure consistency between strategy and culture, where a strong culture is considered most appropriate for adaptation in a turbulent environment (Bartell, 2003). Bartell links this with Cameron & Freeman's (1991) characterisation of an 'adhocracy culture' (as one with an 'external adaptation', focussed on a "*shared commitment to entrepreneurship, flexibility and risk*" (p.30, see Figure 2-5) and a flat structure populated by professionals (Mintzberg, 1989)), to argue that a university with an adhocracy culture, i.e. a strong culture and an external orientation, is "*most likely to facilitate a successful internationalization process*" (Bartell, 2003, p.55) as opposed to a type favouring a hierarchical culture and resource allocation approach (discussed in Sections 4.3.2 and 4.4.2 respectively.)

Figure 2-4: Sporn's Typology of University Culture

(Sporn 1996, p. 56, cited in Bartell, 2003)

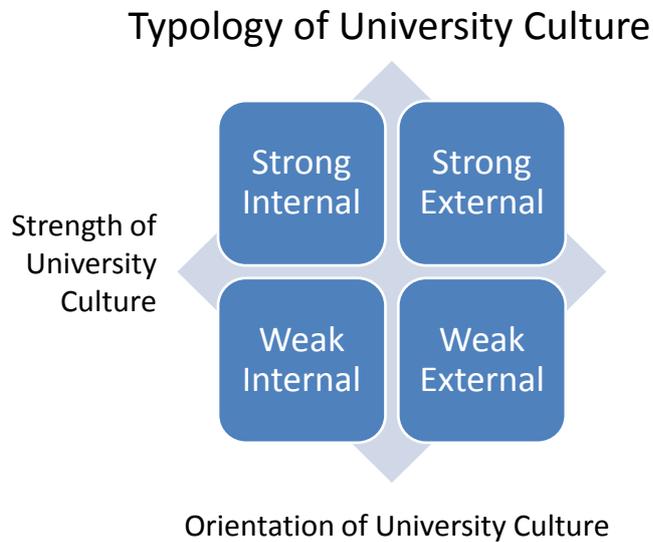
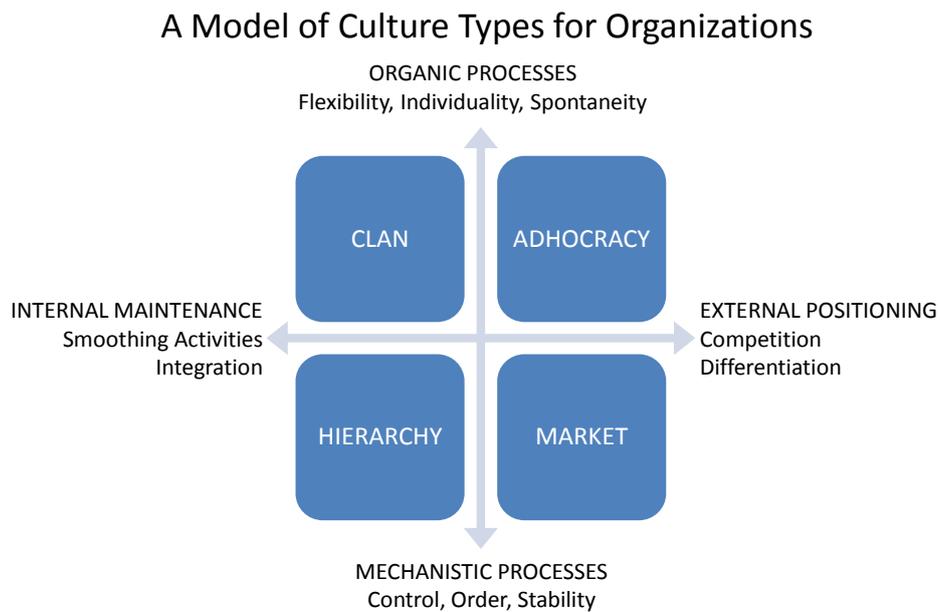


Figure 2-5: Cameron & Freeman's Model of Culture Types for Organizations

(Cameron & Freeman 1991, p. 27, cited in Bartell, 2003)



2.6 Summary

This section has reviewed the major issues of strategic management pertinent to HE institutions and linked them in turn to ‘learning’ (Mintzberg et al., 1998), ‘emergent’ (Mintzberg & Waters, 1985) and ‘umbrella’ (ibid) strategy. ‘Corporate entrepreneurship’ (Burgelman, 1983c) has been explored as a modus operandi under such strategies and finally an entrepreneurial culture has been linked to success in internationalising universities. Having addressed the first of the research questions in Section 1.8, the literature review will now proceed in the next chapter to address the second, focussing more narrowly on internationalisation strategy in HE, with special reference to the range of approaches available, and thence to staff mobility as part of internationalisation.

3 INTERNATIONALISATION OF HIGHER EDUCATION

Vision without execution is hallucination.

Thomas Edison

3.1 Introduction

This Chapter discusses the already contentious issues of terminology and definition, the controversial economic motives for internationalisation in the recent history of Western HE and the purported link with ‘new managerialism’ in universities (Clarke & Newman, 1994). It then expands to consider such internationalisation as one extreme of a selection of motive and process continua before exploring the cultural and ethical strategic alternatives at the other extreme. Related issues in executing internationalisation strategy and particularly the internationalisation of staff through mobility are discussed and linked ultimately to Burgelman’s (1983c & a) concepts of ‘corporate entrepreneurship’ (Section 2.4) and the ‘strategic entrepreneur’ (Section 4.3.3). Thus this Chapter addresses the second of the thesis’ research questions set out in Section 1.8.

3.1.1 Terminology & Definitions

Characterised by Mestenhauser (2002) as a programme of change, HE internationalisation is defined by Knight (2003) as “*a process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education*” (p.2). But as interest in internationalisation has increased, it has become clear that the concept is interpreted in diverse ways (Knight, 1999). She is concerned to differentiate between internationalisation and globalisation, regarding them as “*different but dynamically linked concepts*” (p.14) in that the internationalisation of HE is a response to globalisation that respects the individuality of the nation (Knight & DeWit, 1997). Marginson & van der Wende (2007) interpret internationalisation as qualitatively similar but smaller in scale than globalisation. Welch (2002) is more condemnatory, arguing that contextualising globalisation as an “*extension of global capitalism*” (p.438) is most useful in understanding current internationalisation strategy in universities. Defining globalisation commercially using Slaughter & Leslie’s (1997) terminology, ‘academic capitalism, commodification and

marketization’ he positions it in opposition to ‘internationalism’, which involves “*genuine mutuality and reciprocal cultural relations, (...) efforts to integrate international and local students and other non-commercial activities*” (ibid, p.439). Welch sees them as opposing forces, pulling HE in opposite directions and forming the two faces of Janus. One is predicated on global market forces and aims to integrate universities into deregulated global business “*with its winner-takes-all philosophy and antipathy to any restrictions upon so-called free-trade*” (ibid, p.469). The other is based on the values of internationalism and the ideals of international co-operation, aiming for a world order of peace and social justice. It will be increasingly difficult for universities to reconcile the two because the contentious character of globalisation affects them more acutely than other organisations (Vaira, 2004).

Teichler (2004) offers perhaps the most comprehensive exploration of three relevant terms as they are used: internationalisation, globalisation and Europeanisation. All three imply a trend away from a closed national system of HE and the resulting contextual changes and internal challenges for HE. ‘Internationalisation’ assumes the persistence of national systems and is used to discuss border-crossing activities such as physical mobility and academic co-operation. ‘Globalisation’ assumes that national borders and systems are blurred and disappearing and is often used in debates surrounding competition, transnational education and commercial knowledge-transfer. ‘Europeanisation’ is a regionally defined version of either, more often the former, being used most frequently in referring to horizontal co-operation and mobility within the convergence of the region and implying that it is different in nature from developments occurring beyond Europe. For the purposes of this UK-based thesis in 2010, internationalisation is the most appropriate term and includes characteristic phenomena such as knowledge transfer, physical mobility, co-operation, international education and research (Teichler, 2004).

Turner & Robson (2007) conclude that the notion of internationalisation is ‘contested’ and detailed definitions “*elusive and unsatisfactory*” (p.67), often unrelated to the practical and routine experiences of people in universities. Carroll & Ryan (2005) suggest this is because, in addition to tangible activities, the concept includes the motivations behind internationalisation. The debate around motivations and the resulting effects on implementation forms a fundamental part of this thesis and therefore the first part of this review.

3.2 Historical Political & Economic Rationales for Internationalisation

Horn et al. (2007) trace the 'organised effort' to internationalise HE back to political and economic motives which existed at a national rather than an institutional level (Knight, 1999). Post-war America needed to increase her citizens' global awareness and national competence in the international arena in order to promote peace (Schoorman, 2000), based on the assumption that "*war begins in the minds of men*" (Smith, 1994, p.3). International education was therefore a "*beneficial tool for foreign policy*" (Knight, 1999, p.16). While still relevant today, developments in international relations mean this is no longer as important as it once was. However, for nations whose national identity and culture are threatened by globalisation as a denationalising or westernising process, internationalisation can be considered a way of protecting or promoting themselves and therefore becomes an influential political rationale at the national level (ibid).

Political drivers were eclipsed in the 1980s by the need to ensure competitiveness in a global economy and this has become the **key** motive behind internationalisation in the West. The massification of HE in many countries has made educational products and services an attractive export commodity, moving away from education as development assistance or a cultural programme (Knight, 1999). An international HE sector also contributes to the development of a highly-skilled and knowledgeable workforce and leadership in applied research, increasing a nation's competitiveness. New competencies for graduates entering an international employment arena have emerged and can be delivered only by internationalising HE (ibid).

At an institutional level, many universities have been forced to seek new sources of revenue and export their services by the rationalisation of HE systems and cuts in government budgets (Knight, 1999), what Howe & Martin (1998) call the "*fiscal crisis of the state*" (p.448). They identify the maturity or even decline of the 'home markets' of Western universities, coupled with the identification of education as a route to industrial modernisation by some Pacific Rim and Eastern European governments as an additional driver. This explains why American, Australian and, later, British universities, "*trading on their English language attributes*" (p.448) have been so aggressive in targeting Asian students particularly. Evidence is found in UK university

strategic statements such as *“the income-generating potential of foreign students is a means of alleviating dependence on government funding”* (quoted by Parsons & Fidler 2005, p.454) and the specific recruitment targets in university strategic plans identified by, for example, Turner & Robson (2007).

Several authors propose that internationalisation be viewed today as occurring on a continuum, placing this ‘economic’ or ‘competitive’ approach to internationalisation, its nature and its implications at one extreme and going on to construct the opposite. The most relevant continua are explored below.

3.3 Internationalisation as a Continuum

Van der Wende (2001) pictures a spectrum spanning ‘competitive’ and ‘co-operative approaches’. Competitive internationalisation prioritises revenue generating activities such as student recruitment and the export of programme delivery, resulting in a superficial ‘infusion approach’ (de Vita & Case, 2003). A more co-operative motive is explained by Turner & Robson (2007), who use this continuum extensively in their study, as relating *“to internationalist principles reflecting the value-based aspects of the transformative end of the continuum and challenging the ability of the competitive approach in achieving effective long-term international agreement”* (p.68).

The symbolic/transformative continuum is proposed by Bartell (2003), at the ‘low’ end of which is Mestenhauser’s (1998) description of limited and largely symbolic actions (used in Section 1.5.2 to describe Northumbria University) and at the other the *“synergistic, transformative process”* (Bartell, 2003, p.51) recommended by Mestenhauser (1998) and described by him as *“a multi-dimensional, multiplex, interdisciplinary, intercultural, research, and policy-driven system of global scope at all levels of education”* (p.7).

Bartell (2003) illustrates his continuum with two examples of American universities. The first, with a weak culture and an internal orientation (Sporn, 1996, see Section 2.5) *“muddles-through”* (Bartell, 2003, p.60). Challenges in the external environment, such as a globalising world, are ignored or poorly addressed due to a preoccupation with the bureaucratic process and the maintenance of hierarchy. International development is *“inhibited by the lack of an over-arching institutional objective and strategy”* (p.61). The weakness of the culture, reflected in the multiplicity of disparate subcultures, makes it *“problematic to develop a unified internationalization strategy for the university to*

implement in a timely and coherent manner.” (p.61). This university is placed low down on the continuum.

The second example university embodies a strong culture of creative experimentation actively planning and seeking diversity in the organisation (further explored in Section 4.3.4). Its external orientation is evidenced by the university’s self-defined ‘special mission’ in international affairs and cultures, including the international exchange of students and faculty members. Its strategic choice of “*meaningful, integrated, university-wide internationalization with respect to all facets of the university*” (p.64) means it is engaged in implementing a “*continuing, forward-looking, multi-faceted, interdisciplinary, leadership-driven vision*” (p.64) and it registers high on the Bartell continuum.

These descriptions can be linked directly to a discourse in the strategy execution literature presented in Section 4.4.2.1, as can Turner & Robson’s (2007) development of Bartell’s (2003) continuum theme (presented in Table 3-1). They highlight as a central consideration the extent to which a university either demands compliance with symbolic, prescriptive internationalisation or builds commitment to transformative, descriptive internationalisation within the organisation. They dismiss the former as ‘managerial action’, a commercially-led vehicle as part of a financial framework. The latter they align with the personal motivations of staff and emergent strategy (Mintzberg & Waters, 1985, Section 2.3) rather than planned institutional objectives. It is “*a (...) phenomenon in which the personal and ideological commitment of the university community stimulates the institutional policies and practices*” (p.68) and the external focus of staff is captured, organised and supported, creating an internationalist culture rather than simply an internationalisation policy. Such commitment and externality echo the qualities of entrepreneurship (Section 4.3.3.2) and diversity in the workforce (Section 4.3.4) Dovetailing with a second strategy execution debate (see Section 4.4.1) they observe that

The ability of organizational plans and policies to engender such convictions remains obscure. At the same time, a focus on practical long-term international sustainability (...) requires the alignment of institutional policies with both resources and people’s commitment. (p.68)

They combine a range of concepts describing their continuum extremities usefully in the Table 3-1 below:

Table 3-1: Turner & Robson’s International Continuum

(Turner & Robson, 2007, p.69)

International Orientation	Symbolic	Transformative
Stimulus	External	Internal
Management Style	Designed	Emergent
Financial Focus	Cost & Revenue focused	Investment focused
International Impetus	Business-led	Internationalist
External Engagement	Competitive	Co-operative
Institutional Characterization of Internationalization	Prescriptive	Descriptive
Style of Participation	Compliance	Commitment
International Values	Institutional	Personal

A further link with the strategy execution literature (see Muczyk & Reiman’s (1989) work discussed in Section 4.2.1) is Turner & Robson’s emphasis on **how** internationalisation is achieved rather than on what constitutes the final ‘destination’, describing the extensive inclusion and participation of people in influencing policy as a prerequisite for success, however it is measured.

Schoorman (2000) visualises five spectra of internationalisation which include both the impetus for internationalisation and the process used to implement. They can be organised as shown in Table 3-2.

.Harsh criticisms of the ‘low down’ approaches to the internationalisation of HE can be found in the literature and these should be understood before moving to explore the recommended alternatives in more detail.

Table 3-2: Schoorman’s Five Spectra of Internationalisation

Adapted by the author from Schoorman (2000), pp.20-22.

Impetus	Reactive	Proactive
	Necessitated by contextual constraints: avoidance now difficult e.g. accreditation requirements. Addressing special needs	Anticipates the futuristic, broader and global needs of students
Approach	Additive (Tokenism)	Comprehensive
	Ad hoc addition of special courses or international components for a limited range of cultures	Systematic application to all courses for a broad range of cultures
Scope	Exclusive	Inclusive
	Only particular disciplines or programmes are international	Whole curricula in all fields. Interdisciplinary courses.
Implementation	Elective	Mandatory
	Students can select an optional international element	Institutionalised throughout
Goal	Reproductive	Transformative
	To acquire knowledge to succeed in the status quo	To improve the world through education

3.4 Critique of the Current Approach: New Managerialism and Economic Internationalisation

Masked by rhetoric invoking the globalisation of business and espoused theory that the objective is to produce ‘international managers’, the economic motives underpinning internationalisation activity are described by Howe & Martin (1998) as “*morally questionable (...) – taking money from the poorer nations, in the case of countries such as Malaysia, China and India, to subsidise UK and European students*” (p.448).

Equally conscious of and uncomfortable with the economic imperative behind internationalisation of UK higher education, Harris (2008) sees many ways in which internationalisation can enhance education, but only if implemented in a different way: internationalisation which “*degenerates into instrumentalism (...) robs higher education of what should be essential to it*” (p.356). Designing courses to appeal to international customers, without building a true multicultural curriculum in various traditions and paradigms, delivered by internationally sourced and experienced staff, is internationalisation without meaning (ibid). De Vita & Case (2003) name this a

piecemeal ‘infusion approach’ and it can be applied to the internationalisation of staff as well as to the curriculum. Harris (2008) laments the “*impoverished*” attitude towards education in which there is no acknowledgement of its purpose “*as a means of questioning self and society*” (p.354). She claims this exists in the neo-liberal and progressive (as opposed to traditional) universities she regards as both products and agents of globalisation and where internationalisation matters only economically. Turner & Robson (2007) find that it exists also in the ‘traditional’ sector, in which they conducted their work.

Welch (2002) links the decreased public funding of HE and resulting ‘new managerialism’ (Clarke & Newman, 1994) to regional integration, such as in Europe, and thereby to globalisation, his definition of which emphasises the purely commercial and market forces therein. This link results in the treatment of education as a commodity to be traded in international marketplaces by universities functioning as enterprises and students acting as consumers (De Vita & Case, 2003). Such marketisation paradoxically militates against comprehensive internationalisation by universally imposing culturally-specific quality and accreditation standards and by transferring so-called ‘best practice’ from one country to another, thereby constraining diversity (ibid) and creating “*the current worldwide tidal wave of globomania [which] threatens to engulf moves towards genuine internationalization of universities*” (Welch, 2002, p.471). De Vita & Case (2003) and Teichler (2004) regret the prominence in public debate of a marketisation discourse focussed on issues of managerialism, resource acquisition and competition that, they assert, has claimed the internationalisation agenda as its own, redefining it narrowly in commercially expedient terms and disregarding other concepts such as ‘global understanding’. Teichler (2004) suggests that

the actors in HE systems could tear down the limitations of this scope [and] ask substantive questions about the need for social cohesion on the globe or ecological survival. Terms such as “knowledge society”, “global village”, “global social cohesion” and “global understanding” suggest that HE could raise their views above the operational issues and address the substantive “international” or “global” mandates of HE. (p.23-24)

De Vita & Case (2003) call for reclamation of the internationalisation agenda by practitioners interested in creating a culturally inclusive and genuinely educational form of multicultural HE. Some of these are discussed below.

3.5 Potential Socio-Cultural and Academic Rationales

Bartell (2003) requires that internationalisation utilises the power of the culture within which it occurs. *“Most academics hold cosmopolitan values in high esteem”* claims Teichler (2004, p.8) and Knight (1999) suggests that improved intercultural understanding and awareness, especially in graduates, is regarded as a strong and legitimate motive for internationalisation by many academics. Turner & Robson (2007) describe a strong preference in academics for the high-end of the internationalisation continuum, describing in them *“widespread disengagement”* (p.80) with their institution’s commercial approach as they intellectually distance themselves from it, while still complying with the attainment of related targets. This results in a *“counter-culture of cynicism and resistance”* (p.80) provoked by a desire to develop a reciprocal and co-operative approach consistent with their values and to engage in international exchange. They find that the power of academics in implementation of strategy is significant but understated and that most favour a more ‘holistic approach’ (Robson & Turner, 2007).

Harris (2008) proposes therefore a cultural internationalisation encompassing whole curriculum design and delivery: *“an enriched and educationally valuable internationalisation would (...) offer possibilities of a better global politics and economy”* (p.356). In 1999, Knight identified an ‘ethos’ approach which focuses on the creation of an explicit culture or climate to encourage the development of international and intercultural values and initiatives. De Wit (2002) describes how socio-cultural rationales for a focus on internationalisation have moved from an imperialist export of national values and ideology to a means to reduce prejudice through communication and the development of a critical reflection on one’s own culture. Jones & Brown (2007) characterise a ‘values-based or ethical approach’ as distinct from one focussed on raising income from international students. They describe the adoption by Leeds Metropolitan (a post-1992 university) of a values-driven approach to internationalisation and the development of a strategy designed around six themes, including the development of partnerships and staff capability for internationalisation (Jones, 2007). This is congruent with the sustainable approach recommended by Sir Graeme Davies, vice-chancellor of the University of London and a former chief executive of the Higher Education Funding Council for England (Gill, 2008).

DeWit's (2002) 'academic motives' emerge from the prerequisites for participation in the 'global knowledge network' (Horn et al., 2007, p.332) such as international collaboration, international faculty, student global competence and international ranking. Schoorman (2000) also includes global knowledge and global co-operation as two rationales for internationalisation. Irandoust & Sjöberg (2001) agree: "*Only by replacing the national with an international perspective can we provide the knowledge required for global needs*" (p.75).

3.6 The Rhetoric-Reality Gap in Internationalisation

However, Otter (2007), discussing universities generally, admits that "*even where there is this commitment there is the gap between rhetoric and reality*" (p.52) and reports that at an institutional level internationalisation continues to be primarily about the successful recruitment of international students. Turner & Robson (2007) identify an internal gap between the motivations of academics and those of management and the capacity of this gap to disrupt the institution. There is also an external gap between the internationalist rhetoric of British institutions and the actual experience of some overseas partners and students.

Higher education can no longer merely espouse universal values at the rhetorical level but must promote understanding through interpersonal, cross-cultural, international and shared experiences

concludes Bartell (2003, p.51).

Along with the 'ethos' approach described earlier, Knight (1999) identifies three other generic, yet not necessarily mutually exclusive, approaches she has observed and these meld motivation with process and tangible activities. The 'activity' approach is implemented through a focus on areas of action such as student or faculty exchanges and is characteristic of the attitude to internationalisation prevalent in the 1970s and 1980s. In the 'competency' approach, development in all staff of relevant competencies such as intercultural awareness is central to the internationalisation effort, while the 'process' approach aims to integrate international aspects into the programmes, policies and procedures of the institution.

In the next three sections the strong relationship between motivational approach and the strategy execution process is argued. It is strengthened and extended to entrepreneurship

in the final section, which reviews the literature concerning the internationalisation of staff through mobility, specifically international exchange.

3.7 Strategy Execution Approaches, Process and Issues

Parsons & Fidler (2005) observe that, whilst foreign student recruitment began as an emergent strategy (Mintzberg & Waters 1985, see Section 2.3), economic drivers have rapidly established it as the most deliberate and planned area of international work. Similarly, Knight (2007) reports that there is an increase in the number of institutions moving to a planned approach.

Howe & Martin (1998) coin the term “*collaborator drag*” (p.456), responding to requests and demands from current and potential partners, to identify the dominant influence on strategic approach at Dundee Business School (UK). The authors describe their internationalisation strategy as ‘emergent’ and ‘unconnected’ rather than ‘planned’, linked only loosely to main university activities. For Howe & Martin this is an advantage since “*flexibility and experimentation are a sine qua non during the early stages of internationalisation*” (ibid). Irandoust & Sjöberg (2001) warn against devising a formula for an unknown future but they recommend a planned approach anyway, by which they mean an explicit, stated intention. Richardson & McKenna (2003) confirm that opportunism played a greater role than strategic planning in their respondents’ acquisition of international experience.

Longer term, the disadvantages of the emergent, ‘collaborator drag’ strategy at Dundee Business School were experienced directly by the small number of staff involved in delivering programmes in various countries while higher class contact time was used as a differentiator from the competition (Howe & Martin, 1998). Carpenter & Sanders’ (2007) strategy ‘implementation levers’ (Section 4.2.1) (people & rewards and resource allocation, in this case) have been mismatched with the overall strategy and its competitive positioning, leaving the staff to take the strain and quality to suffer at home and abroad. According to Carpenter & Sanders this is a failure of strategic leadership, but Howe & Martin deny that their difficulties occurred through failing to follow a model of internationalisation such as Raimond & Halliburton’s (1995, see below), which might have brought them closer to a planned approach. Rather, they were due to a lack of commercial expertise, experience and self-confidence and they conclude that in ‘doing it their way’ they intuitively got it more right than wrong.

Middlehurst & Woodfield (2007) conclude from their pilot study of internationalisation in a UK university, that

In the end, the perceived responsiveness of institutions and their record and reputation in “managing cultural diversity” will doubtless prove to be a critical factor in moving from engagement in international activities to successful implementation of an internationalisation strategy (p.278)

characterising it as a journey from the former to the latter. Other authors have expanded this journey through stage models, as discussed below.

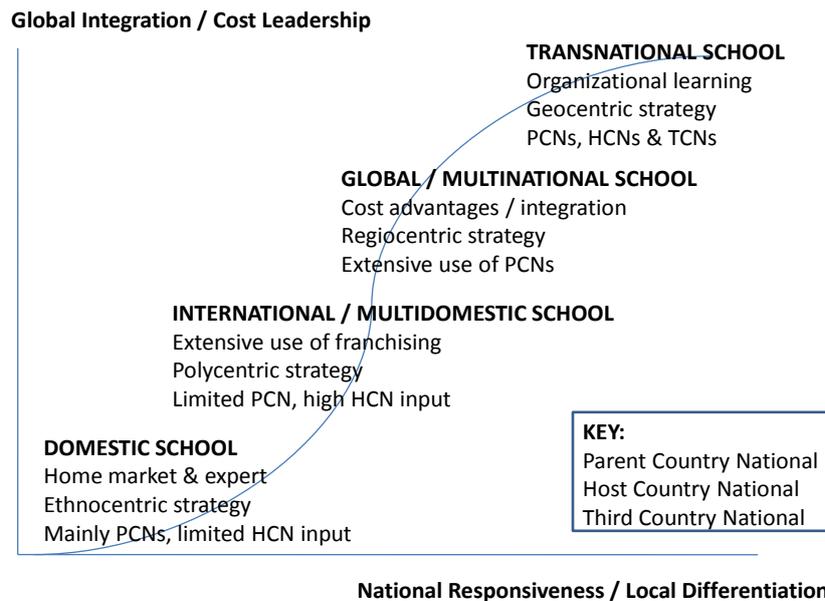
Raimond and Halliburton (1995) reviewed retrospectively the stages Western business schools had passed through up until then in pursuing an internationalisation strategy in Europe. These are described in much more specific and operational terms than succeeding theories. Moving from short-term attempts to become more attractive to an international student market by, for example, internationalising courses and/or adding international courses (de Vita & Case’s (2003) ‘infusion’ (Section 1.5.3) or Schoorman’s (2000) ‘additive/tokenist’ approach Table 3-2), they eventually developed longer-term strategy and developed organisational learning by working in collaboration with partner institutions and reflecting local differences. Exchanging staff and/or students is placed in the middle of a series of initiatives moving the organisations from one end of the continuum to the other.

Focussing on post-graduate management education, Howe and Martin (1998) adapted strategy theory by Chakravathy & Perlmutter (1992) and Bartlett & Ghoshal (1995) to produce a stage model of business school internationalisation on two axes (see Figure 3-1) and describes four different schools, as advancements along a journey through internationalisation and in terms of their operational strategy, structural strategy, focus and the staff they employ. Borrowing terminology from private business, they conclude that the “*truly transnational business school*” (p.451) might be characterised by a wide range of international collaborations involving investment in host-country institutions, a high level of commitment to the development of a learning organisation and a staff recruitment policy targeting the best people, regardless of nationality or locations, including so-called third country nationals (TCNs).

Howe & Martin’s (1998) case study, although over 10 years old, is particularly useful in this review since it involves the University of Dundee Abertay, a post-1992 UK university. They highlight two distinct phases in approach and attitude of the parent institution. In the first, which encompasses the initial three of the four stages, the

emphasis is on central control over key operational and cost-based activities with growing responsiveness to the need for local differences. Once the returns of this central

Figure 3-1: Howe & Martin's Stage Model of Business School Internationalisation (adapted by Howe & Martin (1998, p.450) from Chakravarthy & Perlmutter (1992) and Bartlett & Ghoshal (1995).



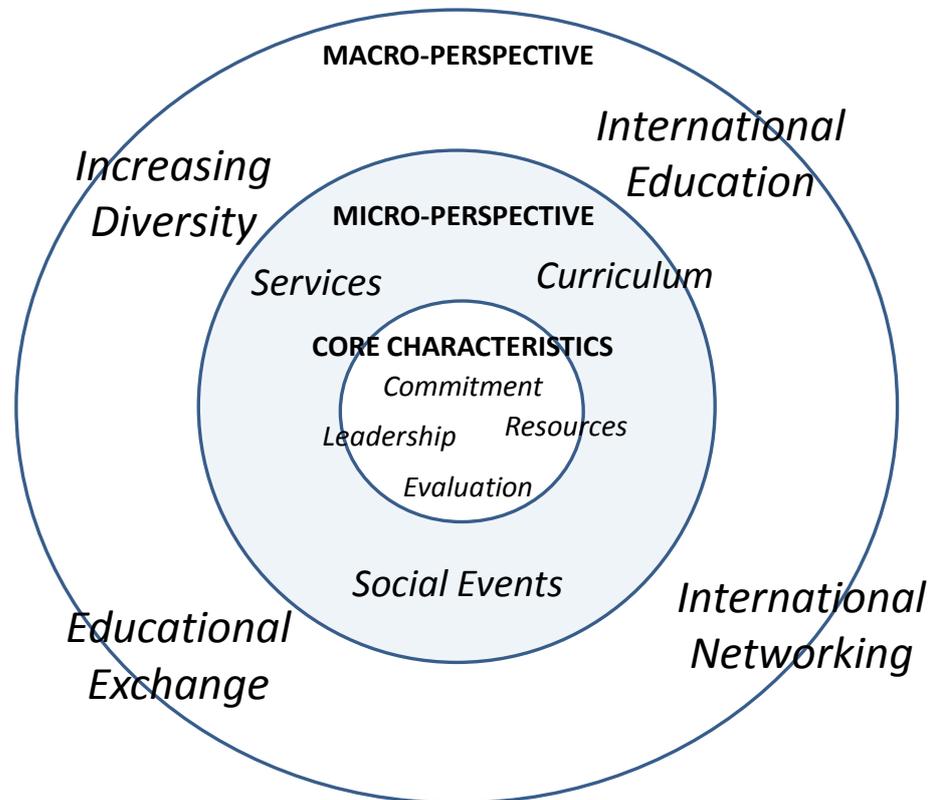
control start to diminish and the organisation can be described as internationally learned, mature relationships and integration with local partner institutions allow an increasing emphasis on local responsiveness, while maintaining adequate control, resulting in the transnational business school.

Schoorman's (2000) framework (Figure 3-2) has at its core four characteristics she considers prerequisites for the multifaceted nature of the internationalisation implementation process: commitment, organisational leadership, resource availability and ongoing evaluation. The model acknowledges the increased diversity in staff and students resulting from internationalisation. This links to Florida's (2002) theory regarding the importance of a diverse environment in attracting creative people (Section 4.3.4).

There are many echoes of the strategy execution literature in her expansion of her model and in the practical findings of Turner & Robson's (2007) case study. The importance

of developing a transparent structure, roles and responsibilities and hypothecating resources are highlighted, as are practical skills and awareness in staff.

Figure 3-2: Schoorman's Framework for Internationalization
(Schoorman, 2000, p.30)



Internationalisation should be measured and rewarded. Most emphasis is awarded to the role of the senior management team in articulating a clear organisational strategy including the rationale (why?) and goals (what?) behind internationalisation before initiating implementation (how?) and ensuring consultation, communication with and involvement of all staff. Irandoust & Sjöberg (2001) also conclude that strong involvement of the academic leaders and senior officers is important to successful internationalisation. These ideas will be discussed further in Chapter Four.

Parsons & Fidler (2005) investigate change management in business schools, comparing collegial German institutions with UK managed as they progress through the long-term change process of internationalisation. They found that in the collegial systems only incremental changes were possible and where individuals manage their own initiatives (and can secure funding to support them) they encounter little resistance. However,

larger scale change such as further internationalisation developments and initiatives affecting others were more difficult and “*constrained by the faculty’s strong culture, so that alternative behaviour, based on different assumptions, becomes virtually undiscussable*” (p.458). Frustration or a crisis is often a trigger for change and time-limited projects and deadlines can be key stimulators.

Tushman & Romanelli’s (1985) theoretical concept, punctuated equilibrium, is used by Parsons & Fidler to predict and explain that collegial organisations are slower and more uncertain in their management of changes than managed organisations (reflecting Kallenberg’s (2007) identification of the tension between hierarchy and collegiality in the implementation of strategic innovation). According to the theory of punctuated equilibrium, and Parsons & Fidler’s findings, externally imposed attempts to change fail, echoing Groves’ et al. (1997) identification of the problems caused by powerful external stakeholders (Section 2.2).

Ritchie (2006) describes the implementation of the internationalisation strategy at Newcastle University (UK) as a complex change process, the key to which was clear communication at all levels, and also to learn from expertise across the organisation. This strategy does not appear to have included staff exchanges however. Faculty internationalisation is essential not only as a multicultural message but as a way of instigating change within an inflexible academic teaching and learning environment (de Vita & Case, 2003). Jones (2006) includes several staff-related factors in the twenty she regards as central to internationalising HE e.g. supportive and enabling senior management, strong international partnerships to facilitate staff secondment, staff with international experience and effective exchange programmes. It is to the implementation of such programmes for the international secondment and exchange of staff that this review now turns.

3.8 Staff Internationalisation

3.8.1 Why Internationalise University Staff?

The internationalisation of university staff is less well-researched than that of the student but is gaining more attention as interest in the mobility of knowledge workers in a globalised economy increases (Welch, 2002). However, a distinction between academics and other educated manpower is essential since academics educate the adults of the future and thus have potential national influence (Saha & Atkinson, 1978). The

sabbatical was always an important aspect of a UK academic's professional life during which travel abroad to a university in Europe was not uncommon (Harris, 2008.) The flow of intellectuals and scholars between nations is hardly a new phenomenon (Saha & Atkinson, 1978) but the need for intercultural understanding and international knowledge has become an urgent priority (Bartell, 2003). Welch (2002) agrees, quoting French (1996):

If our higher education institutions are to attain and remain in world class positions, if they are to pursue excellence, it is vital they include members of staff who are as familiar with libraries and labs in Beijing, Canberra, both in Cambridge and Tokyo, as they are with those in Hong Kong itself. (p.446).

It is worth noting at this point that the strapline used in marketing material for Newcastle Business School is 'inspiring excellence'. Welch (2002) argues that the greater ease and speed of communication today means it is important to maintain close contact with overseas colleagues to avoid isolated scholarship. Indeed, Ellingboe (1998) believes that faculty involvement with institutions worldwide and the integration of international scholars into campus life are fundamental to an internationalisation process and Schoorman (2000) emphasises the centrality of faculty members to implementing an internationalisation strategy, quoting five different studies in the 1990s to support the view that they are the most important staff group. She regards exchange as doubly beneficial, allowing 'home' students and staff to be exposed to incomers while supporting those who wish to travel. Horn et al. (2007) concur:

Faculty and scholars shape the student experience through curricular decisions, classroom interactions and student advising, the international perspectives and experiences of faculty arguably constitute an important resource for the success of the internationalisation process. (p.335).

An increase in diversity within the faculty is therefore necessary to match the increasing diversity of the student body, Schoorman argues, not only for academic reasons but to support students' social adaptation and to address a lack of innovation in a typical faculty (de Vita & Case, 2003). This can be linked to the importance of diversity to Florida's (2004) creative capital theory, introduced in Section 4.3.4. Diversity can be achieved through recruitment of both faculty and administrative staff (Schoorman, 2000), although the **exchange** experience provides the maximum cross-cultural exposure. International academic exchange of various kinds can help enhance specialist

knowledge and break down national stereotypes (Welch, 1997). Benefits of exchange can be institutional, personal and often both. Some are set out in Table 3-3 below:

Table 3-3: Benefits of Staff with International Experience

Benefits	Authors
Organisational & individual learning leading to improved academic quality e.g. new skills & different approaches & teaching methods	Robson & Turner, 2007; Knight, 2007; Teichler & Janson, 2007; Howe & Martin, 1998; Welch, 1997; Kreitz & Teichler, 1997
Enhanced international research networks	Teichler & Janson, 2007; Richardson & McKenna, 2002; Kreitz & Teichler, 1997; Welch, 1997; Schoorman, 2000
Enhanced institutional partnerships	Knight, 2007
International communication skills & intercultural understanding. Staff less susceptible to burnout	Maiworm & Teichler, 2002; Kreitz & Teichler, 1997; Welch, 1997; Schoorman, 2000
Internationalised staff as example to others	Middlehurst & Woodfield, 2007
Enhanced advice to exchange students	Knight, 2007; Schoorman, 2000
Mobile teachers regarded as academically superior	Teichler & Janson, 2007

By 2002, however, Welch is more cynical: the greater internationalisation of academic staff envisaged by European trade agreements (such as the Bologna Process) is part of a wider push to globalise trade and extend market principles into universities worldwide. It can be argued that the export of Western quality assurance standards and fixed programmes of teaching and assessment, with minimal professional flexibility, calls into question the potential benefits of exchanging staff at all as incoming academics are subsumed in the machinery and employed as mere teaching cogs while returners are not empowered to implement any learning from elsewhere.

3.8.2 Overcoming the Barriers and Drawbacks

Kuratko & Goldsby (2004) assert that there are many organisational obstacles to entrepreneurial activity and that the key is to identify and understand those which are the greatest threat to new ideas and devise a means to overcome them. Much of the small body of literature on staff exchange is now dated but nothing new has emerged to demonstrate any development in this area and, reviewing it in light of the prevalent approaches to internationalisation, there is no reason to believe that any progress has been made.

Irandoost & Sjöberg (2001) state that teaching staff exchange is not as common as desired because the incentives for those taking part are limited compared with the social and professional barriers. Goodwin & Nacht (1991) posit that staff who have international expertise or interests are underutilised within the university. The drawbacks for faculty involvement in international affairs are a problem described aptly by Schoorman (2000):

for many faculty members, these (international) experiences came at considerable costs in the form of personal expenditure, family complications, a decrease in income, and being overlooked or adversely affected in decisions on rewards or tenure. (p.27)

The increasing complexity of their work and involvement in management impedes academic staff in the exploitation of international opportunities. Similarly, organisational processes inhibit international involvement and preclude the participation of faculty in the internationalisation process (Welch, 1997). Irandoost & Sjöberg (2001) assume that teachers only in their role as researchers can undertake any international activity and this limits the opportunities of those who do less research, such as in a 'new' university. International experience and awareness is rarely considered an important part of faculty development by managers, according to Goodwin & Nacht (1991). Schoorman (2000) reports that "*although prolonged overseas stays are of greater educational benefit*" (p.27) only short-term travel grants are available for faculty development and this is true under the Erasmus scheme. The re-organisation of funding priorities is therefore proposed. Meanwhile, internationalisation of administrative and staff positions, librarians and student counsellors (i.e. non-faculty employees) is overlooked and excluded from existing efforts (ibid). Not all forms of international staff mobility incur insurmountable costs: bi-lateral exchange schemes carry lower overheads, although a certain requirement for financial support is inevitable (Welch, 1997). Where the quality of experience is high and the cost is low the decision to implement should be simple but benefits should not all be valued in economic terms. Most literature problematises family accompanying expatriates (Richardson, 2006). Richardson & Zikic (2007) suggest that the family might contribute to a positive experience by providing social and emotional support and thereby making the assignment less risky. Their value seems to be closely connected with cultural difference: the greater the distance between the home and host cultures, the more important the role of family as support mechanism.

Many of the academics interviewed by Richardson & McKenna (2003) cited “*providing broader life experiences and access to different cultures*” (p.782) (for their children) as an important driver in their decision to go abroad. “*Parents with dependent children invariably described how they were benefiting enormously from the exposure to different cultures*” (p.782). While dependent children influence the choice of location (access to healthcare and safety and the ability to maintain relationships with grandparents were examples given), crucially, it is concluded that

the findings (...) suggest that managers and recruiters in higher education should be aware that having a family is not necessarily a barrier to taking an overseas appointment. Indeed for some participants it was an incentive to do so [and that] significantly, all of those participants who said that having children is a barrier to expatriation did not have dependent children. (ibid, p.783)

Richardson & McKenna (2003) found that relationships with extended family were often influential upon a decision to go abroad. For example, the strength of their children’s relationships with their grandparents at home inhibited some, while the death of a parent provided ‘freedom’ for others.

The organisation costs of work-family separation (Fletcher & Bailyn, 1996) therefore require recognition:

*We argue that not only does a synergistic approach to work and family have the potential to align individual and business concerns in a way that releases new energy and yields mutual benefits; but that when this boundary between work and family is **not** connected, key business goals are likely to be invisibly, but surely, undermined. (...) So, too, in the work-family arena, the zero-sum assumption of separate and adversarial interests creates a similar, but largely unrecognized, set of speed bumps that constrains the ability to innovate work practices and structures. (p.260)*

Welch (2002) found that in Australia internationally peripatetic academics were more senior, more highly remunerated, more male, more research-oriented and productive, more likely to be in fulltime, tenured employment and more internationally active than their ‘indigenous’ counterparts. Gender differences in peripatetic academics were greater than in the indigenous, leading him to suggest that either the opportunity to travel and study abroad actively discriminates against female academics or that men take more international opportunities than women or are more enabled to do so. He therefore proposes that making more international opportunities available to women and other minorities should form part of an equity strategy in human resources.

3.8.3 Implementation of Staff Mobility and Exchange

Many authors suggest, recommend and espouse the virtues of international staff exchange. Few, if any, however, actually tackle how this is to be achieved in practice and even fewer under the operational constraints of a post-1992 university. This is Pfeffer & Sutton's (2000) 'knowing-doing gap' (as discussed in Sections 1.5.4 and 4.1.2). Most go no further than a recommendation to 'encourage' or 'promote' staff mobility. Harris (2008) is an excellent example:

*The university would **encourage** exchange programmes for staff (...) to spend time in other universities abroad so that they could experience different ways of living and being. (...) staff from abroad would also be **encouraged** to spend time in UK universities. Visiting scholarships would be **encouraged** which would lead to sustained links rather than the more frequent one-off attendance at an international conference or guest lecture somewhere which does not necessarily enrich and enhance the work of the university. Schemes such as Erasmus and those which extend beyond Europe would be **promoted** across the university by all departments as an important part of educational and professional development. p.356 (emphasis added)*

Killick (2007) falls short in the same way when he suggests that "*international staff exchanges are **encouraged***" (p.210) and "***support** some staff to do overseas volunteer work*" (p.216). According to Killick, awareness and understanding of culture shock is to be raised in UK staff by "*placing (them) in simulated situations*" (p.214). There is no suggestion as to how any of these ideas might be achieved in practice and, tellingly, this is unlike the other suggestions in his guidelines for curriculum review.

Irandoost & Sjöberg (2001) also suggest that "*a circulation of academic staff should be **encouraged and facilitated, not hindered***" (p.74) but go on to suggest stronger incentives as a step towards implementation. Welch (1997) is more explicit in proposing the extension of incentives for staff to research or teach abroad, either through university provision of financial encouragement or through revisions of the tax system. Financial incentives are not normally the key driver for international academics but respondents complained if their financial situations actually worsened (Richardson & McKenna, 2003).

Schoorman (2000) suggests that the role of the senior team is key in "*initiating and **encouraging** faculty interest in international travel*" (p.9). Incentives could also be implemented within the institution by adding weight to foreign experience for promotional or other purposes. International experience was found by Richardson & McKenna (2003) to be inconsistently rewarded, and only occasionally a necessary criterion for progression to senior management positions, so the relationship between

international experience and promotion remains unclear (Riusala & Sutaari, 2000). Indeed, Horn et al. (2007) found that only 11% of U.S. universities affirmed that international experiences were relevant to tenure considerations.

Kettunen & Kantola (2006), using Kaplan & Norton's (1992) Balanced Scorecard method (Section 4.4.4.1) to analyse the strategic implementation of the Bologna Process in their Finnish home institution, come close to considering the execution levers for staff exchange. Their study touches upon the use of workload and personal development plans and their alignment to the overall strategy: *"the personal workload plans of teachers and other individuals should be consonant with the strategic plan otherwise the implementation of the strategy may not be effective (p.263).*

Richardson & McKenna (2002), however, approach incentives from a different angle: universities could use the opportunity to participate in international exchange as an incentive or enhancement to working conditions, improving recruitment and retention. It can be imagined that this would appeal to the 'strategic entrepreneur' (Burgelman, 1983c, Section 4.3.3) who would flourish under an emergent or umbrella strategy (Mintzberg & Waters, 1985, Section 2.5) and whose personal preferences and skills would rise to the challenge.

3.8.4 The Staff Exchanger as Strategic Entrepreneur

Inkson et al. (1997) contrast two models of international human resource development: expatriate assignment and overseas experience (Table 3-4) and review the large body of literature into expatriate assignment.

Table 3-4: Inkson et al.'s Contrasting Qualities of Expatriate Assignment
(Inkson et al., 1997, p.352)

	Expat Assignment (EA)	Overseas Experience (OE)
Initiation:	Company	Individual
Goals:	Company projects (specific)	Individual development (diffuse)
Funding:	Company salary & expenses	Personal savings & casual earnings
Career Type:	Organizational career	Boundaryless career
Research Lit:	Large	Nil

It is noted that in expatriate assignments success or failure is attributed only to the organisation while “*the proactive role of the expatriate/repatriate in controlling her or his own life and in building company and cross-company expertise goes largely unacknowledged in the EA literature*” (p.355). They suggest that ‘overseas experience’ might outstrip formal expatriation as a source of human resource development for organisations and expertise might better be developed by individuals acting independently than through some corporate policy, which robs the initiative of some of its learning opportunities. Such individuals can be described as entrepreneurs. There is a considerable difference between a company-led expatriation (i.e. ‘induced strategic behaviour’ (Burgelman, 1983b, Section 4.3.3.1) for the organisation’s own benefit) and an autonomous working abroad experience (entrepreneurial behaviour for the individual’s own benefit). The level of responsibility felt by the organisation is completely different.

Parsons & Fidler (2005) conclude that the incremental pattern of international development in their subjects (two UK HE institutions) fostered a “*culture of opportunism (...) in which more cosmopolitan or outward-looking and entrepreneurial individuals were able to realise new initiatives.*” (p.454) Irandoust & Sjöberg (2001) also highlight the role of individual initiatives in strengthening the international profile of their institutions. “*The positive energy for internationalization is within individuals, not bedded in the school*” (p.48) commented a respondent in Robson & Turner’s (2007) university-based research. Opportunism and flexibility play an important part in international staff experience (Richardson & McKenna, 2003); the desire for travel, adventure and personal fulfilment is a stronger motivator than upward career mobility. Howe & Martin (1998) acknowledge “*a considerable degree of “on-the-job” learning*” (p.456) by staff teaching in Asia.

Welch (2002) describes a majority of academic and administrative staff who enjoys the increasing diversity of the student population and willingly undertakes the extra duties involved in catering to them. Ideally they should be strongly committed to the goals or vision of the institution but they may come to feel increasingly alienated by the ever-rising demands upon their time, loyalty and skills with little or no added rewards. This is reflected in the drawbacks of strategic entrepreneurship described in the next Chapter (Section 4.3.3.2).

3.9 Summary

This Chapter has exposed the arguments against a narrow, shallow ‘infusion approach’ (de Vita & Case, 2003) to internationalisation strategy as a response to commercial imperatives and facilitated by ‘new managerialism’ and its pre-occupation with planning. A more comprehensive, ethical approach has been connected to organisational culture in terms of diversity, staff motivation and commitment. The second research question in Section 1.8 has thereby been addressed. This and other issues of implementation have been linked briefly to the strategic management of HE (Chapter Two) and the pure strategy execution literature discussed in Chapter Four. Specifically, the aspect of staff internationalisation through mobility and exchange has been associated with the characteristics of entrepreneurship (Chapter Two) and the concept of the strategic entrepreneur, explored in greater depth in the succeeding and final Chapter of the literature review, which addresses research question number three.

4 STRATEGY EXECUTION & the STRATEGIC ENTREPRENEUR

Thinking well is wise; planning well, wiser; doing well, wisest and best of all.

Persian Proverb

4.1 Introduction

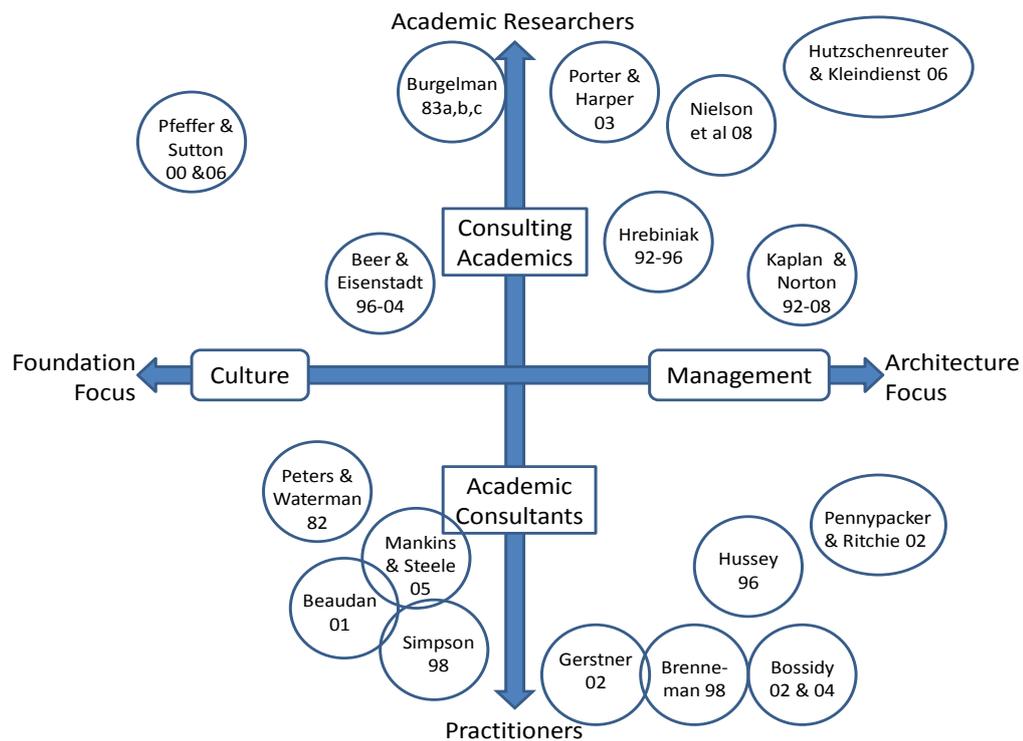
This Chapter addresses the third of the thesis' research questions (set out in Section 1.8) through an in-depth review of literature surrounding strategy execution. It is structured according to the emphasis of each writer's theory or theories: a 'foundation' focus, involving philosophy, values and culture or a focus on the management structure and process which is named the 'architecture'. A wide range of different issues in executing strategy are explored and include Burgelman's concepts of 'autonomous strategic behaviour' (ASB) and the 'strategic entrepreneur'.

4.1.1 The Nature of Strategy Execution Literature

The authors themselves can be mapped according to their background and the source(s) of their data, drawing on what Richardson (2008) terms "*the popular business press and the academic literature*" (p.136) (see Figure 4-1).

I have deliberately included the work of pure practitioners in this otherwise academic review. An action researcher values direct experience, which should not be underestimated or, worse, dismissed. Examples are Bossidy (CEO of several Fortune 100 companies) and Gerstner, generally credited with the turnaround of IBM. Some consultants, especially former academics, take a rigorous academic approach to their work and publish theory based on their privileged position of having worked with various organisations. They include Mankins & Steele, partners in an international strategy-consulting firm, and Hussey, who leads his own consultancy and is the editor of the journal '*Strategic Change*'. Some of the most prolific and influential writers in this area have both the highest academic credentials and extensive experience as consultants to major organisations. Hrebiniak, for example, is a professor of management at the University of Pennsylvania and is recognised as an authority on strategy implementation.

Figure 4-1: Strategy Execution Authors



He is an empiricist and judges the quality of other writers’ work on “*varying degrees of empiricism and analytical rigor*” (Hrebiniak, 2006, p.30). While acknowledging interest in the “*war stories (...) managerial musings (...) and subjective view*” (p.30) in other more populist publications, his disdain is thinly disguised: “*Armchair philosophy and managerial musings are not sufficient to inform the difficult task of strategy execution*” (ibid, p.18) he says, referring explicitly to Bossidy & Charan. Professors Pfeffer and Sutton of Stanford University come from the area of Organisational Behaviour, as opposed to strategy, and they also rely on the academic analysis of their consultancy cases. Although acknowledging them as highly-regarded academics, French (2009a) criticises them for an ignorance of strategy. Pure academic research into strategy execution is harder to come by. Hutzschenreuter & Kleindienst’s (2006) conclusion is that in the highest quality academic literature “*implementation seems to be seen as a matter of operational detail and tactical adjustments. The potential of implementation as an important lever in strategy-process effectiveness, however, has largely been overlooked*” (p.701). Neilson et al. and Porter & Harper appear in this sector, while Burgelman supplies strategic entrepreneurship findings.

4.1.2 What is Strategy Execution ?

4.1.2.1 Major Concepts in Strategy Execution

Repeatedly, successful strategy formulation followed by failure to implement is named a ‘gap’ (Kaplan & Norton, 1996; Pfeffer & Sutton, 2000; Bossidy & Charan, 2002; Mankins & Steele, 2005). Approaches to the dilemma can be described as in Table 4-1:

Table 4-1: Major Approaches and Concepts in Strategy Execution

(by the author)

Approach	Concepts	Authors
Driving Forces	Prerequisites	Beaudan 2001
	Realities	Porter & Harper 2003a
	Secrets	Neilson et al. 2008
Mechanics	Levers	Simons 1994; Carpenter & Sanders 2007
	Keys	Zagotts & Robinson 2002; Raffoni 2003
Architecture	Gateways	Giles 1991
	Building Blocks	Bossidy & Charan 2002
	Framework	Hrebiniak 2006; Mankins & Steele 2005
Systems	The 4Ps	Pennypacker & Ritchie 2005
	Core Processes	Bossidy & Charan 2002
	(Boundary) System	(Simons 1994); Pennypacker & Ritchie 2005
	Management Guidelines	Pfeffer & Sutton 2000; Porter & Harper 2003a
Restraining Forces	Road Map	Bossidy & Charan 2004; Pennypacker & Ritchie 2005
	Obstacles	Hrebiniak 2006
Concepts	Killers	Beer & Eisenstadt 2000
	Balanced Scorecard	Kaplan & Norton 1992
	Office of Strategy Management	Kaplan & Norton 2005
	Execution Premium	Kaplan & Norton 2008b
	Exceptional Execution	Porter & Harper 2003b

Authors appear undeterred by Beaudan’s (2001) rejection of a standard model defining precisely how to succeed at implementation. Simpson (1998a, p.476) laments:

Almost everyone in business talks about it (...) and you could fill every room in Buckingham Palace with literature on the subject from consultants and academics. Some of it is exceptionally valuable to those of us who are practitioners; a great majority of it is not very helpful; and some portion of it is complete rubbish.

Hutzschenreuter & Kleindienst (2006) conclude that there is a significant disequilibrium in the area of academic strategy-process research. *“It seems that research on implementation issues is seen as inferior compared with research on formulation issues. This is all the more incomprehensible because strategy implementation is a significant phase of the strategy process”* (p.694). Bossidy & Charan (2002) concur, not only on the centrality of execution but also on the dearth of research. Richardson (2008) concedes that some articles are useful in considering resource availability and allocation but concludes that *“As we move into execution, the frameworks leave us with a fragmented and incomplete understanding of how the firm’s theory of how to compete should be translated into action”* (p.134).

Some of the most recent writing on execution points to a new development in thinking: the rejection of strategy itself as a source of competitive advantage and a move instead to an exclusive focus on implementation and operational effectiveness. In 2001, Eric Beaudan observed:

The notion that strategy-making is the backbone of corporate development is quickly fading into oblivion. In the new global economy, the traditional view that executives and managers have the ability to fully grasp their industry’s competitive forces is nearly extinct. (...) Instead of designing brilliant strategies, today’s leaders and managers must increasingly apply their new energy to the heavy demands of execution. (p.65)

French (2009a) proposes a different explanation:

In the academic speciality of strategy, the corporate sector and the consulting world, strategic theory and practice has become so fragmented and complex, with views as to what represents strategy often being diametrically opposed, that strategy or strategic thinking has often been replaced by an operational focus. Even some highly-regarded academics have suggested that firms should no longer practice strategy. (p.6)

French is referring to Pfeffer & Sutton (2006), who challenge the belief that ‘strategy is destiny’. Rather than suggesting that firms should no longer practise strategy, however, they advise a greater emphasis on implementation and propose that *“the ability to do it”* (p.35) is possibly a greater source of competitive advantage than the right strategy.

Lucier & Dyer (2004) observe that “*great strategy, poor execution*” (p.3) has become a common excuse for failure but is in fact a

pernicious oxymoron rooted in ineffective concepts that sharply separate the formulation of strategy from its execution, and assume that there is a linear, sequential relationship between the two (...) The highly visible failures of companies with poor execution have exacerbated this subtle twisting of the “great strategy, poor execution” oxymoron into a perilous move toward “great execution, no strategy”. (p.3)

Writers appear to fall into one of two diametrically opposed camps, therefore: either there is a huge amount of literature of varying quality and usefulness (Simpson, 1998a; Noble, 1999) or there is an (inexplicable) shortage of research, theory and literature (Bossidy & Charan, 2002; Hutzschenreuter & Kleindienst, 2006). Explanation for the divergence in perception might lie in difficulties of definition and judgement of relevance or quality, as discussed in the next section.

4.1.2.2 Definitions: Strategic Execution and Implementation

In 1999, Noble suggested that “*one reason for the lack of a cohesive body of existing implementation research may be the diversity of perspectives that have been taken in defining the subject*” (p.119) and evidence of this is immediately obvious to the reader, who is faced with a range of different and inconsistently applied terms.

Kaplan & Norton (2008b) clearly perceive a difference specifically between strategic implementation and operational management: “*Companies generally fail at implementing a strategy or managing operations because they lack an overarching management system to integrate and align these two vital processes*” (p.1). They cite Michael Porter (1996): “*Operational effectiveness and strategy (...) work in very different ways*” (p.1).

Few authors have attempted a stand-alone definition of execution or implementation, preferring instead its emergence in the space between those things they are not: “*If you’re talking about the smaller specifics of getting things done, call the process implementation, or sweating the details, or whatever you want to. But don’t confuse execution with tactics*” (Bossidy & Charan, 2002, p.21).

Another approach is to emphasise that execution is NOT formulation or planning: “*figuring out what to do seems to be far more important (...) than the ability to actually do something*” (Pfeffer & Sutton, 2006, p.135) and “*Our success has nothing to do with planning. It has to do with execution.*” (Richard Kovacevich, quoted by Knecht, 1995).

Alternatively, Bossidy & Charan (2002) attempt to develop a definition through the consideration of the enablers: “*execution is a systematic process of rigorously discussing hows and whats, questioning, tenaciously following through, and ensuring accountability*” (p.22) or by imagining the desired outcome: “*Execution is a specific set of behaviours and techniques that companies need to master to have competitive advantage*” (p.7) or “*the missing link between aspirations and results*” (p.19). Some implied definitions, such as “*the ability to operate effectively – successful implementation*” (Pfeffer & Sutton, 2006, p.145) border on making strategy execution the same as operational effectiveness. Richardson (2008) however is more straightforward: execution is “*putting the theory (of how to compete) into action*” (p.134).

Noble (1999) outlines three schools of definition. First is implementation as control, as in Hrebiniak & Joyce’s (1984) ‘control systems to control performance with respect to the desired ends’. Second is implementation as refined planning, such as Laffan’s (1983) focus on operational detail and resources allocated. Thirdly, implementation is execution of the strategic plan, such as Floyd & Woolridge’s (1992) alignment of the organisational action with strategic intention. Noble is most critical of this third approach, saying that it fails to acknowledge “*the emergent nature*” (p.120) of implementation processes and the fact that plans are adapted throughout implementation. His definition attempts to overcome the shortcomings of these approaches and focuses on the processes involved in strategy implementation, defined as “*the communication, interpretation, adoption, and enactment of strategic plans*” (p.120).

Skivington & Daft (1991) observed that there are two important aspects to strategy implementation: the formal structural framework, in which managers adjust roles, relationships and control mechanisms in response to strategic decisions and the more implicit interpersonal process which influences interpretation of strategic initiatives. The two terms, execution and implementation, are used interchangeably in this thesis, either as a personal preference of the author and in-line with other authors (Noble, 1999; Richardson, 2008) or chosen with respect to the terminology used by an author under discussion. In the quotation about execution and tactics earlier in this section, Bossidy & Charan (2002) appear to see a distinction but are not explicit about it. Porter & Harper (2003b) attempt to differentiate between the two thus:

Execution is about performance. It focuses on whether certain goals are accomplished. (...) Implementation focuses on how goals are accomplished. Implementation refers to the activities required to transform an organization's vision, strategy, initiative, or project into reality (p.9).

However, in their writing, they go on to use them interchangeably anyway.

4.2 Good Strategy: Consent, Clarity and Communication

Commitment is what turns a promise into reality.

Chinese Fortune Cookie

Having explained the approach to the literature adopted in the thesis, set out some major concepts and explored the difficulties of definition, this Chapter will now go on to consider strategic execution in three aspects: its origins in good strategy, its foundations and its architecture.

4.2.1 The Role of Senior Teams: Bringing About Strategic Consensus

Many writers blame senior management for poor strategy execution, describing a lack of interest (DeLisi, no date), time spent (Porter & Harper, 2003b), commitment (Mankins & Steele, 2005) or effectiveness (Pfeffer & Sutton, 2006). Kaplan & Norton (2005) estimate that 85% of executive teams spend less than one hour a month discussing strategy, while 50% **never** discuss it.

All too many companies (...) have learned how Gresham's Law applies to their management meetings: Discussions about bad operations inevitably drive out discussions about good strategy implementation.

Kaplan & Norton, 2008a, p.64

"What leaders do, how they spend their time and how they allocate resources, matter" claim Pfeffer & Sutton (2000, p.261). The more senior management encourage risk-taking, the more ASB will manifest itself in the organisation (Hutt & al., 1988). Thornberry (2001) concurs and goes on to emphasise that they *"should not only*

subscribe (...) but act upon (it) as well” (p.531). Stopford & Baden-Fuller (1994) found that *“individual entrepreneurialism, especially among those who hold power, preceded more pervasive, organization-wide entrepreneurship.”* (p.534).

DeLisi (no date), Beer & Eisenstat (2000, 2004) and Bossidy & Charan (2002) specify that this ‘engaged leadership’ means throughout the process of strategy formulation **and** execution, providing ‘direction’, as opposed to ‘directions’ add Porter & Harper (2003a). *“Leaders who know and do the work”* (p.57) are most effective at implementation (Pfeffer & Sutton, 2000), since they retain credibility and are less likely to be impressed by *“smart talk”* (p.58). Hrebiniak (2006) describes as an obstacle a senior management team who regards implementation as below them: *“Let the grunts handle execution”* (p.13). Bossidy & Charan (2002) agree:

Many people regard execution as detail work that’s beneath the dignity of a business leader. That’s wrong. To the contrary, it’s a leader’s most important job. (...) People think of execution as the tactical side of business, something leaders delegate while they focus on the perceived “bigger issues”. This idea is completely wrong. (pp.1 & 6).

Laissez-faire and top-down management are both named as ‘silent killers’ by Beer & Eisenstat (2000), who crystallise the three types of senior management response to implementation failure. Firstly comes avoidance, sometimes by using external consultants. Second, managerial replacement, which if not accompanied by improvements in vertical communication, simply teaches more junior members of the organisation that they will be replaced if they fail, resulting in an even deeper burial of the silent killers. Thirdly, a scenario in which the entire organisation engages in behaviours designed to kill the killers and change is therefore sustainable and effective. Hutt & al. (1988), in reviewing the role of strategic entrepreneurs in strategy formulation, refer to Van de Ven’s (1986) observation that organisational members who experience problems, opportunities and threats directly and in person, are more likely to recognise the need for strategic change and to respect innovative initiatives. Hutzschenreuter & Kleindienst (2006) equate the implementation of strategy with change management, in concert with Pennypacker & Ritchie (2005), Pfeffer & Sutton (2006) and Hrebiniak (2006) who describes a senior team unable to manage the required changes effectively, driving too fast to reduce resistance and influence the culture appropriately. Pfeffer & Sutton (2006) warn against assuming that support from senior management and even the ‘top-dog’ means that a change will be implemented. Moreover, poor implementation undermines good change decisions. Stopford & Baden-

Fuller (1994) highlight that change can be triggered by opportunity as much as by threat and they stress the importance of ambition exceeding current capabilities in facilitating entrepreneurship.

Carpenter & Sanders (2007) suggest that the failure to implement a strategy is often down to an inaccurate assessment of external and internal obstacles and mismatches between the strategy and the 'implementation levers'. Both are characterised as a failure of strategic leadership. Bartell's (2003) example of a successfully internationalised university emphasises its external focus. Kaplan & Norton (2005), Bossidy & Charan (2002) and Simpson (1998a) are some of the few authors to touch upon the importance of external partners.

Ask those outside your company who know you well and are willing to be honest in their assessments. The quality of your strategy will be better, and their ownership for its execution will also be higher.

Simpson, 1998a, p.478

An important function of a senior management team is to build 'strategic consensus' (Chebat, 1999; Noble, 1999; DeLisi, no date), "*a shared understanding and commitment to a strategic directive between individuals and groups in an organization*" (Noble, 1999, p.121). In the first instance, that includes all of the senior team itself, they continue. DeLisi (no date) underlines this: ensure there are no barriers to implementation within the executive team. An unapproved strategy is a major barrier to implementation, confirm Mankins & Steele (2005) and Hrebiniak (2006) advises against working against the power structure in trying to implement.

Hrebiniak & Snow (1982) developed a more nuanced understanding of this issue. A negative consensus-performance relationship can be observed in highly complex, uncertain or dynamic environments such as the turbulence of an internationalising university. Variation in perception and even in objectives between different parts of an organisation can be a benefit in such environments. Other authors have also examined the subtleties of the strategic consensus concept. Woolridge & Floyd (1989) discuss the scope of consensus, concluding that who agrees and on what issues are important variables in evaluating its value, while also differentiating between the two elements of understanding and commitment. A shared understanding without commitment can have a negative effect on implementation.

Better implementation decisions result from a group who do not experience strategic consensus (Schweiger & Sandberg, 1989). Dialectical enquiry and devil's advocate discussions among peers at middle-management level produce significantly higher quality decisions. Further, Whitney & Smith (1983) found that cohesiveness within groups in an organisation can lead to polarisation between them and undermine overall implementation. *"When two people always agree, one of them is unnecessary"* (p.31) challenge Pfeffer & Sutton (2006).

Beaudan (2001) describes individuals as being committed *"when they feel the strategy must be implemented almost at all cost to achieve success (...) adopting a "get it done or get out of the way" attitude."* (p.61). Change can lead to unease among organisational members, thereby hindering the effectiveness of strategy implementation (Hutzschenreuter & Kleindienst, 2006). Thus, integrating those organisational members affected is essential for successful implementation (Stopford & Baden-Fuller, 1994; Beer & Eisenstat, 1996). Organisational members respond to being treated fairly. Only then do they show commitment to strategy formulation and implementation, even if these decisions affect them negatively (Cool, 1998).

Align people with the strategy instruct Pennypacker & Ritchie (2005). Pfeffer & Sutton (2006) emphasise the importance of the team. Implementation demands ownership at all levels, agrees Hrebiniak (2006), so building buy-in is fundamental (Porter & Harper, 2003a) but not automatic. All authors recommend involving implementers early in the planning process or even in the creation of the strategy (DeLisi, no date): involvement creates commitment. Barringer & Bluedorn (1999) name this the 'locus of planning' (p.425), where a deep locus denotes a high level of involvement from employees from virtually all hierarchical levels. Their work confirms a positive correlation between a deep locus and entrepreneurial intensity within an organisation, confirming Burgelman's (1984) assertion that employee participation is essential to an entrepreneurial process. Muczyk & Reimann (1989) are more specific, explaining that active involvement in deciding **what** is to be done – context-level decisions – is less important. Involvement in **how** things are to be done - content level decisions – is crucial (echoed by Turner & Robson (2007) in Section 3.3). Training sessions can help develop understanding of a strategy, generating enthusiasm and thereby commitment, suggests Hussey (1996). In critiquing Alfred Sloan's corporate governance model (1990), Simpson (1998a) points out that it

is based on the premise that the senior people should work on strategy and the rest of the organisation should execute it. That logic has three fatal flaws. First, the people at the top of the organisation are usually too disconnected from the business to do a good job in developing strategy on their own. Second, it assumes that the collective brain power at the top of the company is somehow far superior to that in the rest of the company. And third, it assumes that people at lower levels of the organisation stand ready and waiting to execute whatever brilliant insight the people at the top come up with. (p.478)

4.2.2 Simplicity, Clarity and Velocity in Strategy Formulation and Execution

“Strategy is needed to reduce ambiguity and provide order” (Mintzberg et al., 1998, p.17). Many authors (DeLisi, no date; Beer & Eisenstadt, 2000; Hrebiniak, 2006; Pfeffer & Sutton, 2006; Levitt, 1983) condemn overly complex, obscure, unclear or vague strategies for being fundamentally impossible to implement. *“Good execution cannot overcome the shortcomings of a bad strategy or poor strategic planning effort”* (Hrebiniak, 2006, p.17)

To be successful a strategy must also be simple, clear and expressible in only a few written lines. If it is elaborate and complex, and takes a lot of space or time to communicate, few people will understand it or march to its tune.

Levitt, 1983, p.123

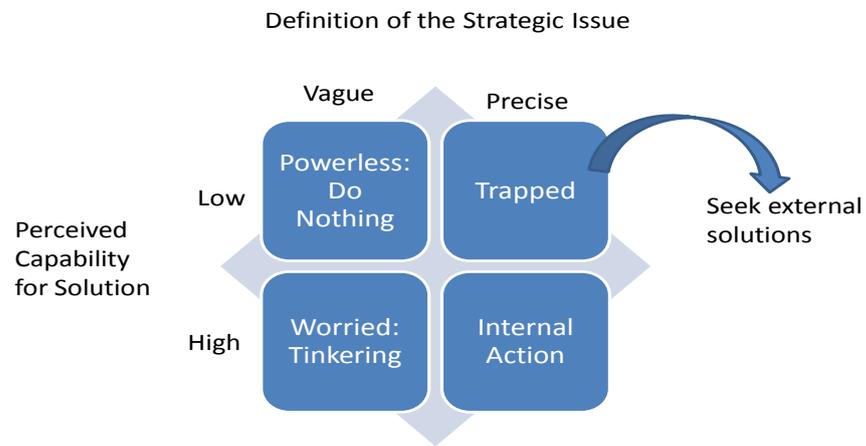
DeLisi (no date) and Bossidy & Charan (2002) discuss strategies which are too abstract, shallow and long-term, becoming obsolete through neglect. Sometimes the created “strategy” is not actually a strategy at all, just a statement of intent, or an operations plan or worse, which Delisi suggests might result from a lack of strategic knowledge and skills in senior management. Giles (1991) agrees, identifying this is one of three major categories of failure:

The strategy is not strategy at all: objectives or tactics are often mistaken for strategy. Some so called strategic plans are little more than a mixture of budgets and management wish lists. (p.76)

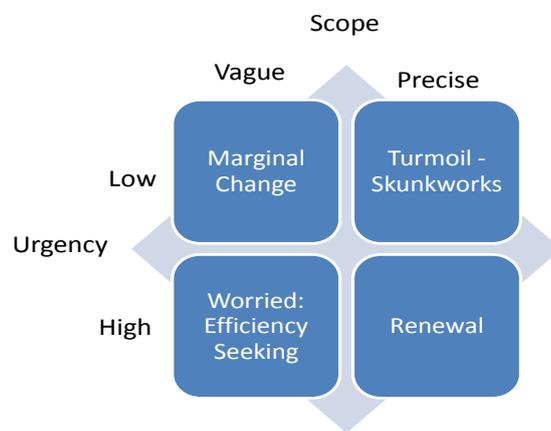
Make simplicity a virtue, recommend Porter & Harper (2003a), Raffoni (2003), Mankins & Steele (2005), Delisi (no date) as a basic foundation for ease of execution. Stopford & Baden-Fuller’s (1994) models of *Connected States of Thought & Action* (Figure 4-2) are worth considering here as they attempt to explain that *“inertia and lack of teamwork at the top”* (p.529) and a lack of action following discussion were caused by the fact that managers were unclear about the strategy and lacked confidence

Figure 4-2: Stopford & Baden-Fuller's Connected States of Thought & Action

Stopford & Baden-Fuller (1994), p.530.



A. Understanding of the problem or opportunity



B. Perceived nature of required action

in their ability to implement it. Their case studies revealed that “*managers had found the complexity of their organizations bewildering and told us they had been unable to distinguish peripheral from central priorities*” (p.530). It can be posited that this would result in a culture of ‘fire-fighting’ or what Stopford & Baden-Fuller term ‘worried’.

Arrow (1974) uses the term 'salutary neglect' to describe a situation in which issues to which there appear to be no satisfactory solutions remain unaddressed.

Porter & Harper (2003a) however warn against the deceptively simple strategy or intuitive initiative which turns out to be very complex to implement. Execution difficulty arises from a combination of a project's novelty and its complexity, in turn resulting from the numbers of people involved in implementation as opposed to creation (supported by Hrebiniak in 2006). The challenge of implementation starts with formulation, they argue, condemning the attitude that 'we'll cross the implementation bridge later'.

The same authors appeal for time as well as simplicity. "*Like a fine wine, implementation takes time*" (Porter & Harper 2003a, p.60) characterising time pressure as the enemy. Hrebiniak (2006) explains that implementation takes longer than planning and is an integrated process, requiring adequate time and attention. Beaudan (2001) talks in terms of 'pace' as a complement to flexibility, for creating strategic sustainability.

However, Pfeffer & Sutton (2000) disagree and urge that "*action counts more than elegant plans and concepts*" (p.251), supported by Brenneeman (1998): "*If you sit around devising elegant and complex strategies and then try to execute them through a series of flawless decisions, you're doomed*" (p.164). Pfeffer & Sutton acknowledge what they term the "*motivational power of the burning platform*" (2006, p.179) and believe that one learns from doing and that this automatically bridges the 'knowing-doing gap'. Their apparent belief in speed brings them into line with Sun Tzu, a prominent Chinese military strategist, who emphasised the importance of deceptive 'swiftness' in execution (Wu et al. 2004).

Hutzschenreuter & Kleindienst's (2006) conclusion is that the academic literature is inconclusive on the issue of speed. Fast decision making was found to be positively related to performance in dynamic environments (Eisenhardt, 1989). They suggest, however, that fast and rigid implementation might result in ignoring major changes in the environment during implementation of strategic projects. Does this, in turn, mean that slow and flexible implementation is to be favoured in dynamic environments? they ask.

4.2.2.1 The Importance of Communication and Information Flow

A good strategy is easy to communicate Delisi (no date) challenges provocatively, surpassed by Bossidy & Charan's "*If you can't describe your strategy in twenty minutes, simply and in plain language, you haven't got a plan*" (2002, p.185).

Communication is a challenge, admits Hrebiniak (2006), since execution involves more people than formulation, and this position is evidenced by authors citing the communication issues behind suboptimal implementation, expounding its importance or making recommendations regarding its improvement (Pfeffer & Sutton, 2000; Pennypacker & Ritchie, 2005; Mankins & Steele, 2005).

Mankins & Steele (2005) blame a poorly communicated strategy or a breakdown in internal communications for implementation problems and Kaplan & Norton (2005) support this, claiming that 95% of the employees in their research were unaware of the strategy, since most corporate communications were nothing to do with it. Their recommendation is to make the 'Office of Strategy Management' (OSM) responsible for communication on strategy, standardising terminology and definitions throughout the organisation. The OSM would facilitate the percolation of ideas up through the reporting structure, they explain, underlining their 1996 point that strategic communication needs to travel both up and down the hierarchy. Beer & Eisenstat (2000) agree: no downward communication results in a lack of awareness and understanding in those involved in implementation and no upward communication results in no learning at a senior level. They recommend the creation of an "*open, fact-based dialogue*" (p.30) to kill the killer. They warn however, that some senior management teams think that if the strategy has been communicated it is tantamount to being implemented.

Information sharing is a central function of organisational communication. Hrebiniak (2006) and Neilson et al. (2008) identify information flow as crucial to implementation and describe situations in which information resides in the wrong location, often concentrated at the centre, rather than in the field or with lower levels of employees. Hutt et al. (1988) agree that facilitating the exchange of information among functional areas and business units of the organisation aids autonomous strategic initiatives which are typically characterised by "*purely dyadic communication relations*" (p.17), within and outside of organisational boundaries. In comparison with induced strategic behaviour, autonomous initiatives are more likely to involve a communication process that departs from regular workflow and hierarchical decision-making channels (ibid). In

short, it can be expected that strategic entrepreneurs avoid committees. Hussey (1996) suggests that training can be a useful vehicle for communicating strategy, changing attitudes, unlearning practices and developing action plans.

In some cultures, complicated concepts and jargon are valued, warn Pfeffer & Sutton (2000). Here, status is reflected by how much one talks since talk can be judged immediately, while action takes longer to assess. This brings us to consider the influence of culture on execution.

4.3 Lay the Foundations

4.3.1 Introduction

This section underlines the importance of philosophy, values and culture as the foundations of an organisation and its strategy. As such, it links with the ethos of some of the high-end internationalisation approaches discussed in the last Chapter and the importance of values to academics. In the same way, it connects with the nature of entrepreneurship discussed in Chapter Two. The emphasis here, however, is on the influence of culture and philosophy on strategy execution. This leads into a brief discussion of Burgelman's (1983b) concept of 'autonomous strategic behaviour' in the 'strategic entrepreneur', who implements strategy while both dependent on and determining organisational culture in terms of an implementation focus, strategic renewal and diversity. An internationally diverse culture is then introduced as attractive to such entrepreneurs and knowledge-based professionals, as part of Florida's (2004) 'Creative Class'. It is also identified as first provoking and then potentially enhancing a process of HE internationalisation, while also being the outcome of a values-driven internationalisation strategy, thereby cementing the potential of the university strategic entrepreneur to implement ventures such as staff exchanges (see Section 3.8.4) as part of the execution of an appropriate internationalisation strategy.

4.3.2 Culture, Philosophy & the Values-Driven Organisation

The development of an 'execution culture' is essential (Bossidy & Charan, 2002; Pennypacker & Ritchie, 2005; Pfeffer & Sutton, 2006), especially in managing change, which is how Franklin (2000) views "*doing strategy*" (p.133). "*Putting an execution environment in place is hard, but losing it is easy*" warn Bossidy & Charan (2002, p.3).

A strong culture can act as both an enabler and inhibitor (Pfeffer & Sutton, 2000). They recommend “*why before how*” (p.246), emphasising the importance of core principles, basic values and even core beliefs about the human beings in the organisation. An organisation guided by a clear philosophy and values can develop flexibility and speed in strategy execution as employees understand the boundaries and overall direction and are empowered within them. They are more likely to be open to change, learning and development: core aspects of entrepreneurship.

However, a strong culture can be trapped by history with an overwhelming pressure for consistency and “*cognitive closure*” (p.88) (i.e. limited ambiguity) that paralyses innovation and action, valuing memory and precedent over thinking and preserving specific practices as sacred cows. Similarly, Neilson et al. (2008) condemn an internally-focussed culture to failure in strategic implementation, as do Sporn (1996) and Cameron & Freeman (1991) in Section 2.5.

Simons (1995) names the first of his four ‘levers of control’ ‘beliefs systems’ which are the values, mission and credos of the organisation. They provide momentum and guidance to opportunity-seeking behaviours and inspire commitment to the organisation’s purpose. Peters & Waterman (1982) explain:

Virtually all the better-performing companies (...) had a well-defined set of guiding beliefs. (...) not only the articulation of values but also the content of those values makes the difference. (Financial) objectives seldom add much zest to life down the line, to the tens of thousands or more who make, sell and service the product. (p.281).

4.3.2.1 Honesty & Openness

DeLisi (no date) describes a culture in which legitimate concerns about implementation issues can never be voiced, making ‘performance bottlenecks’ (Mankins & Steele, 2005) invisible to top management through what Neilson et al. (2008) term ‘whitewashing information’, which severely undermines their ability to identify how to improve implementation. When managers expect and accept common execution errors (Porter & Harper, 2003b), continuous strategic failure results in a ‘culture of underperformance’ (Mankins & Steele, 2005):

unrealistic plans create the expectation throughout the organization that plans simply will not be fulfilled. Then, as expectation becomes experience, (...) managers (...) spend time covering their tracks rather than identifying actions to enhance performance. The organization becomes less self-critical and less intellectually honest about its shortcomings. (p.68)

The reverse process, a virtuous circle, is termed a ‘culture of overperformance’ by Mankins & Steele (2005).

Beer & Eisenstat (2000) recommend the development of a culture in which there is no retribution or defensiveness and difficult issues can be communicated. Their ‘killers’ are described as ‘silent’ because the issues so named – though widely recognised throughout the organisations in which they exist – are rarely publicly acknowledged and explicitly addressed. This collective inability to talk openly about problems is common and lies behind many failures to implement strategy. ‘Air cover’ must be provided by senior management for ‘reality-checkers’, who otherwise might be regarded as cynical, negative or a non-team players (Porter & Harper 2003a, 2003b) where the cover is extended to everyone committed to ‘exceptional execution’. Gerstner (2002) learned however that the most useful ‘free-for-all of problem solving’ sessions do not work easily in large, hierarchical organisations. Here, Beer & Eisenstat (2004) recommend structuring such sessions very carefully to achieve honesty and engagement. Pfeffer & Sutton (2006) also concede the challenge and self-discipline required in *“building a culture of truth-telling”* (p.32).

However, ‘clever negativity’ and pessimism (Neilson et al., 2008) and a culture in which being negative is ‘smart’ undermines an organisation’s ability to turn knowledge into action (Pfeffer & Sutton, 2000). They are equally scathing about cultures in which presentations, documents, planning and talking are all substitutes for action.

Management education in university business schools teaches students that success is learning to *“sound smart (...) or to write smart things (...) not by being able to actually implement (...). People learn that what matters is sounding clever in front of your peers and your boss (...)”* (p.48-49). Can an organisation so carefully structured to deliver such management education divorce itself from its own teaching? they ask and offer evidence to the contrary.

Beer & Eisenstat (2000) set out some typical senior responses to such problems in their organisations, accusing some of colluding with external consultants to avoid the real issues and replacing lower managers in an attempt to redirect the blame. *“Fear fosters knowing-doing gaps”* (Pfeffer & Sutton, 2000, p.254), *“so drive out fear”*. ‘Fear-based management’, resulting in a *“pervasive atmosphere and distrust”* (p.109) of management, is common. In 2006, however, they cite an example of an organisation in which senior managers actively seek out bad news, assuming that good news requires no action on their part.

4.3.2.2 Anticipatory & Evidence-Based Management and Learning

Poor upward communication means no early warning system is in place for when implementation starts to go awry (Mankins & Steele, 2005). Porter & Harper (2003a) concur: “*Stuff happens!*” (p.57) is the first rule of implementation. The second rule is “*When things seem to be going smoothly, remember rule #1*” (ibid, p.57). Surprises must be anticipated and avoided through risk assessment and the development of contingency plans, which they name ‘anticipatory management’: planning for execution means planning for the unexpected (Porter & Harper, 2003b). The process of execution must be dynamic and adaptive to compensate for unanticipated events (Hrebiniak, 2006) and improvisation is a key implementation skill (Porter & Harper, 2003a). Inflexible processes and structures undermine an organisation’s ability to cope with a rapidly-changing environment (Pennypacker & Ritchie, 2005; DeLisi, no date).

Porter & Harper (2003a) usefully distinguish two types of implementation problem: common errors accepted in ‘underperformance cultures’ (Section 4.3.2.1), which should be eliminated, and those which result from innovative approaches to implementation, which should be treated as learning opportunities and rewarded as such (Porter & Harper, 2003b). Thornberry (2001) agrees: “*Failure must be expected in the learning process and if what the corporate entrepreneur is doing does not require learning, then he’s not being an entrepreneur*” (p.531). Pfeffer & Sutton (2000) exhort organisations to learn from failure. “*Knowing comes from doing and teaching others how*” (p.248). Allowing, indeed expecting and rewarding, people for making mistakes, learning from them and disseminating that learning throughout the organisation drives out fear. If you know by doing then there is no knowing-doing gap. The knowledge useful to implementation is largely tacit and intangible so facilitating informal sharing of learning between employees is more useful than technology-based codification of tangible knowledge. Pfeffer & Sutton (2006) warn, however, that using facts and evidence to make decisions (as opposed to authority, reputation and intuition) changes power dynamics and level hierarchy within an organisation.

4.3.2.3 The Role of Middle Management

Hutzschenreuter & Kleindienst (2006) identify what they call the ‘middle-management perspective’, as opposed to the ‘upper-echelon perspective’, in academic strategy-process literature. Such studies (e.g. Floyd & Wooldridge, 1997) argue that organisational performance is more heavily influenced by what happens in the middle of organisations than at the top. Due to their intermediate position between the top

executives and frontline managers, middle managers exert downward influence through interpreting and translating strategy into action and strategy is often produced and altered by people further down the hierarchy (Pfeffer & Sutton, 2006). Middle managers are key strategic actors, also using their upward influence to champion issues and communicate information, thereby playing a pivotal role in strategy implementation (Dutton & Ashford, 1993) and supporting autonomous strategic initiatives early on (Burgelman, 1983c). The role of the middle manager in the strategy-making process in a major diversified firm forms a crucial link between the corporate concept of strategy and successful ASB at the operational level (Burgelman, 1983b).

4.3.3 Autonomous Strategic Behaviour (ASB) & the Strategic Entrepreneur

4.3.3.1 What Is It?

Burgelman's 1983b theory distinguishes between two different modes of strategic behaviour, 'induced' and 'autonomous'. Induced behaviour "*uses the (...) current concepts of strategy to identify opportunities*" and "*generates little equivocality in the corporate context*" (p.65). Autonomous behaviour, on the other hand, "*introduces new categories for the definition of opportunities. Entrepreneurial participants (...) conceive new business opportunities (...), mobilize corporate resources for these new opportunities, and (...) create momentum for their future development*" (p.65).

Individuals engaging in such behaviour "*attempt to escape*" (p.65) the presiding structural context. ASB is "*purposeful from the perspective of the actors who engage in it*" (Burgelman, 1983c, p.1350) but it does not follow the strategic planning process of the organisation.

Corporate entrepreneurship is unlikely to develop through induced strategic behaviour. For Burgelman (1983c), ASB is conceptually equivalent to entrepreneurial activity yet it either delivers part of an existing strategy or forms part of a new strategy. New managerial approaches and innovative administrative arrangements are required to facilitate the collaboration between participants, the strategic entrepreneurs, and the organisations in which they are active.

4.3.3.2 Who are they?

Burgelman & Hitt (2007) suggest that people with an entrepreneurial mindset are 'habitual entrepreneurs' who share some common characteristics. Among them are

a passionate pursuit of opportunities, disciplined focus on the most promising opportunities, engaging all others involved in the pursuit of opportunities, and an emphasis on execution. (p.349)

Timmons et al.'s (1985) generic management capabilities of entrepreneurs are quoted by Binks & Lumsdaine (2003, p.41):

total commitment, determination and perseverance, the drive to achieve and grow, opportunity and goal orientation, taking initiative and personal responsibility, persistent problem-solving, realism and a sense of humour, seeking and using feedback, internal focus of control and calculated risk-taking and risk-seeking.

Stopford & Baden-Fuller (1994) added two 'bundles of attributes' of managers and organisations common to all types of entrepreneurship to the three already identified in the literature at that time. The first is 'pro-activeness', which they differentiate from highly risky behaviour and characterise as experimental. 'Aspirations beyond current capabilities' mean that entrepreneurial managers are not limited by current resources. 'Team-orientation' highlights the importance of working together at all levels of the organisation and across boundaries to support innovative ideas, creative individuals and to build momentum. The 'capability to resolve dilemmas' enables apparently impossible challenges to be surmounted while sustained investment in a 'learning capability' avoids being mired in fixed patterns of thinking and acting.

The goal of entrepreneurs is to create value by exploiting opportunities. They are willing to fail in order to learn and are persistent and resolute in their pursuit of their dreams (Thornberry, 2001). Opportunity-seeking behaviour comes from a pool of unused resources, so induced strategic behaviour is unlikely to exhaust the potential opportunities perceived by strategic entrepreneurs at an operational level (Burgelman, 1983c). They can run out of energy and motivation through doing two jobs and "working 18 hours a day" (Thornberry, 2001, p. 532), however, since some organisations expect their strategic entrepreneurs to do the day job and then work on an innovation. Some will put an individual on a project full-time.

Burgelman (1983a) concludes:

[They] engage in strategic initiatives that fall outside the current concept of corporate strategy [and] risk their reputations (...) because they are attracted by the perceived opportunity to become a general manager of an important new business. (p.241).

Strategic entrepreneurs are not upper middle-managers who have played the political game very well and have a lot invested in the status quo (Thornberry, 2001).

Autonomous strategic initiatives are more likely to originate with boundary-spanning members of the organisation than with those deeper within the organisation (Hutt & al., 1988).

We usually find a small, but vocal number of latent entrepreneurs, chomping at the bit to try a hand at being a (strategic) entrepreneur. They are also willing to step out of their career ladder and leave the typical career path behind.

(Thornberry, 2001, p.531)

If there are none in the organisation, then Thornberry suggests that

perhaps they never showed up to work because of their dislike of large company bureaucracy and politics. Or those who did show up were pushed out or learned to stop pushing (p.527). Go out and get some people who have some of this spirit. (p.531)

If the organisation is serious and supportive of internal entrepreneurs then the concept can be proved through known successes (Thornberry, 2001). This can be compared to the analysis of the culture in the Findings, Section 6.2.4.4

4.3.3.3 The Strategic Entrepreneur as Team Player

Strategic entrepreneurs admit to being “*just smart enough to hire people smarter than themselves*” (Thornberry 2001, p.532). The individual entrepreneur must set in motion a virtuous circle by convincing people that the innovation s/he wants to pursue is in their own interests (Burgelman & Hitt, 2007). It is critical to a venture’s success that an ‘ecosystem’ of interested partners develops a ‘collective interest’ around the individual entrepreneur. The total collective benefit that results from “*leveraging off the self-interest*” (p.351) of the individual entrepreneur can be substantial even though this collective interest did not form part of the original idea. In fact, the individual entrepreneur might not have been able to foresee the magnitude of this collective benefit. Protecting the organisation from “*narrowly, self-centred opportunism*” (Burgelman, 1983c, p.1361) can therefore be a crucial function of the middle-manager in relation to ASB. Corporate entrepreneurship needs to be given a well-orchestrated team to help in the opportunity development and capturing phases (Thornberry, 2001).

4.3.3.4 Strategic Neglect

Strategic neglect refers to “*the more or less deliberate tendency of [strategic entrepreneurs] to attend only to performance criteria on which the venture’s survival is critically dependent*” (Burgelman, 1983a, p.234). Their often unorthodox or unusual approaches create managerial dilemmas within organisations which can be resolved temporarily through the neglect of administrative issues in the ‘entrepreneurial stage’ of a venture as “*a necessary cost*” (p.235). Paradoxically, the success of the entrepreneurial stage depends therefore on behaviour unacceptable later at the organisational stage i.e. as the project is institutionalised or rolled out. “*There seems to be an inherent discontinuity in the transition from entrepreneurial to institutionalized existence, as well as a possible asymmetry in the distribution of costs and benefits for the actors*” (p.241). Once more focus on administration is required this can result in conflict between the strategic entrepreneur and administrators and managers so that eventually growing problems might mean the strategic entrepreneur is replaced.

4.3.4 Cultural Diversity and the Creative Class: Internationalisation for and through Strategic Entrepreneurship

Burgelman (1983c) describes the paradoxical phenomenon that systems survive because of, rather than in spite of, disturbances. Organisations therefore require both order and diversity in their strategic activities to maintain viability. Managing diversity requires an experimentation-and-selection approach so ASB and corporate entrepreneurship provide the diversity necessary for survival and thereby form the basis for continued order. Greenwood & Levin (2007) believe diversity to be one of the most important features of human societies and argue that this “*rich social resource (...), when effectively mobilised, gives a group or an organisation a much greater capacity to transform itself*” (p.11). De Vita & Case (2003) attribute the lack of innovation and culturally inclusive pedagogy in universities to a typical faculty that is “*anything but diverse*” (p.394).

Diversity in activity or culture can also be regarded as helpful in attracting entrepreneurial individuals into regions and organisations to act as strategic entrepreneurs. “*Human creativity is the ultimate economic resource*” asserts Florida (2004, p.xiii), referring to the ability to attract, cultivate and mobilise diversity and creativity as “*the key element of global competition*” (p.xxiv). “*Groups of eccentrics*

and non-conformists”, once regarded as *“bizarre mavericks”* are now *“at the very heart of the process of innovation”* (p.6). He therefore includes entrepreneurs, ‘knowledge-based professionals’ and those using their creativity in education in his definition of ‘The Creative Class’. This large and growing sector of the population produce ‘creative capital’ (as differentiated specifically from human and social capital), share a common creative ethos that values individuality and difference, autonomy and flexibility and are attracted to open, tolerant and diverse places. Diversity is a factor in Florida’s ‘Creativity Index’, which measures the capability of a place not only to attract the Creative Class but also to translate that advantage into creative capital.

Florida regards a university as a potential ‘creative hub’, a *“basic infrastructure component of the Creative Economy”* (2004, p.291) and a huge advantage to its local region. Yet he rejects the *“naïve and mechanistic view”* (p.292) of a university’s contribution to economic development as simply a source of spin-off companies (academic entrepreneurship). Instead, the role is seen as multifaceted, including the creation of *“a progressive, open and tolerant climate that helps attract and retain members of the Creative Class”* (ibid, p.292). An investment in HE is an investment in creativity, and so, linking his creative capital theory to internationalisation, he warns against tighter restrictions on immigration and foreign students (in the USA), because *“creative and talented people may stop wanting to come here”* (p.xxiv). Florida’s ‘Tolerance Index’ includes a ‘melting-pot’ measure of the concentration of foreign-born people in a location and a ‘racial integration’ measure reflecting how comfortable immigrants might feel.

Robson & Turner (2007) suggest that internationalisation can be *“conceptualized as a process of (...) development of an inclusive culture in which diversity is celebrated”* (p.51). Diversity is prized as a strength in some HE systems (Welch, 2002) and Brown & Jones (2007) claim that their ‘values-driven approach’ to internationalisation (see Section 3.5) *“puts the international student at the heart of the university as a source of cultural capital and intentional diversity, deepening the HE experience as a whole.”* (p.2) The diversity and international experience of faculty, students and the wider community could be used to expose students to wider cultures and internationalise a university (Bartell, 2003). His example of a successfully internationalised university (described in Section 3.3) is in a culturally diverse area. It has objectives related to the planned diversification of the student body and faculty so as *“to provide all students*

with the opportunity to interact with a culturally, linguistically and geographically diverse population” (p.63). It is the fact that internationalisation “ultimately engenders such propitious conditions” that leads Horn et al. (2007, p.351) to link it to the resulting contextual diversity in Florida’s (2004) ‘creative capital theory’ attracting and fostering creative individuals, such as entrepreneurs and academics.

4.3.5 Summary

This section has introduced the concepts of autonomous strategic behaviour and the strategic entrepreneur, positioning them as links between execution culture, cultural diversity and the implementation of values-driven internationalisation. The reader should make the connection with the context of corporate entrepreneurship discussed in Chapter Two. The bridge over the knowing-doing gap (Pfeffer & Sutton, 2000) is built not only on sound cultural foundations however. Just as important is the construction of a supportive architecture and this is the focus of the final section of the literature review.

4.4 Construct the Architecture

A strategy is only as good as its execution.

Michael Porter

It is people who ultimately carry out a process of strategic entrepreneurship (Kyrgidou & Hughes, 2010) and execute strategy. The ‘organisational architecture’ (controls and rewards) dictates how they will engage with the process (Hornsby et al., 2002) and the effectiveness of the process depends on the internal environment and employees’ perception of “*how things are meant to be done*” (Kyrgidou & Hughes, 2010, p.54).

4.4.1 Alignment & Follow-Up: Structure, Systems, Roles & Decision-Making

4.4.1.1 Structure

Structure is clearly central to strategy implementation as evidenced by the number of authors who include it in their analyses. Mintzberg (1978) warns that structure may motivate or impede strategic activity in unanticipated ways and, indeed, two schools of thought emerge: structure as enabler (Chebat, 1999; Hrebiniak, 2006; Johnson et al.,

2008) and structure as inhibitor (DeLisi, no date; Beer & Eisenstat, 2000). Mankins & Steele (2005) go as far as to include national borders in their analysis, recommending that boundaries are crossed to create the appropriate structure for implementation. Thornberry (2001) names creating structure as one of three corporate entrepreneurial competences. Especially relevant to universities, Pennypacker and Ritchie (2005) mention that large and complex organisations mean that the long distance between strategy formulators and strategy executors is an issue. Franklin (2000) also explicitly mentions that universities experience structural problems.

The historical debate in the academic literature has revolved around two schools of thought: 'structure follows strategy' (originally established by Chandler in 1962) and 'strategy follows structure' (emerging from concepts of decision-making from the 1950s onwards and consolidated in Bower's 1970 landmark study of strategic process.) And there has been enough empirical evidence to support each side to conclude both are valid in different ways.

Pennypacker & Ritchie (2005) regard structural alignment as important while Kaplan & Norton (2005) recommend the formation of the Office of Strategy Management to ensure that structure is aligned with strategy. However, it is interesting to note that Kaplan & Norton (2006) move away from the recommendation of restructuring (something the formation of a new high-level 'office' surely is) just a year later

Strategic dreams often turn into nightmares if companies start engaging in expensive and distracting restructurings. It's far more effective to choose a design that works reasonably well, then develop a strategic system to tune the structure to the strategy.(p.100)

Development and use of a framework for execution (Hrebiniak, 2006; Mankins & Steele, 2005) or a road-map (Bossidy & Charan, 2002; Pennypacker & Ritchie, 2005) or a 'boundary system' (Simons, 1994) is recommended. The exact nature of the framework or road-map itself is less important than its ability to create a common language between functions and levels to facilitate communication on strategy execution issues.

4.4.1.2 Accountability & Responsibility

Clear accountability and responsibilities are crucial to strategy execution (DeLisi, no date; Hrebiniak, 2006; Mankins & Steele, 2005; Pennypacker & Ritchie, 2005; Khadem, 2008). The two key issues are succinctly summed up by Khadem, who recommends that responsibility for ongoing indicators is assigned as far down the

hierarchy as possible, improving empowerment, while accountability for a new initiative is assigned as high up as is appropriate, assuring adequate levels of influence and support for successful implementation.

Neilson et al. (2008) emphasise the importance of clarifying decision rights. Blurring of decision rights and action responsibilities means either no action is taken or decisions are overridden. Confusion over empowerment means implementation meetings are paralysed and action is stalled by multiple decision approvals. An inability to delegate by senior teams stalls implementation.

4.4.2 Interdependence of Execution and Formation: Planning Resources and Targets

4.4.2.1 Separation of Formulation and Execution

Johnson (2004) and Hrebiniak (2006) explain that strategic planning and execution are interdependent. A simultaneous view of planning and doing eases implementation and is facilitated by the involvement of implementers in the planning process, increasing the interdependence of “do-ers” and “planners”.

The seeds of execution problems are planted early, often in strategy formulation. The lesson here is clear: the process of defining and designing the strategy cannot be seen as distinct from creating the plan to execute it.

Johnson, 2004, p.3

Mintzberg et al. (1998) condemn the separation of formulation from implementation in the ‘Design School’ of strategy, in which they claim that thinking is detached from acting. “*Is ‘think then do’ really the best way?*” (p.38) they ask, “*when the thinkers sit on top of some imagined hierarchy, while the doers are supposed to beaver away on implementation down below?*” They describe a situation of mutual blame between ‘thinkers’ and ‘doers’ when a strategy fails. “*Every failure of implementation is, by definition, a failure of formulation. But the real problem may lie (...) in the very separation between formulation and implementation, the disassociation of thinking from acting*” (p.177). They appeal for “*a little less cleverness*” (p.177) in strategic management, echoing those recommending simplicity and clarity (Section 4.2.2). The Office of Strategy Management would bring together responsibility for both planning and execution into one team, suggest Kaplan & Norton (2005), and translate the strategy into lower-level plans.

4.4.2.2 Plans or Action? Which Comes First?

There is little agreement on the merits or otherwise of planning itself. For Kaplan & Norton (1996) and Mankins & Steele (2005), business planning is all about prioritising initiatives because conflicting priorities are a 'silent killer' (Beer & Eisenstat 2000). Raffoni (2003) and Pennypacker & Ritchie (2005) emphasise the importance of focus. Realistic plans drive execution, say Mankins & Steele (2005), while poorly formulated plans do the opposite.

Logically, implementation follows formulation; one cannot implement, carry out, or ensure fulfilment of something until that something exists.

Hrebiniak, 2006, p.13

Porter & Harper (2003a) and Pennypacker & Ritchie (2005) assert that a detailed and carefully planned approach to execution is necessary although Porter & Harper (2003a) do describe planning as a 'Catch-22'. They quote Tom Peters in their 2003b article as saying "*Unpredictability cannot be removed, or even substantially reduced, by excessive planning*" (p.13) and characterise a strategic plan as often "*little more than a negotiated settlement – the result of careful bargaining with the corporate center over performance targets and financial forecasts. Planning therefore is a largely political process*" (p.69) To break this link, they recommend debating the assumptions underlying forecasts, not the forecasts themselves.

In autonomous strategic initiatives, implementation is often underway before any formal approval or recognition is given. The strategic entrepreneur concentrates on mobilising resources and support for his particular innovation (Hutt et al., 1988). Weick (1979) goes further: "*organizations formulate strategy after they implement it, not before*" (p.188). Barringer & Bluedorn (1999) offer evidence of a strong relationship between planning flexibility and entrepreneurship intensity and suggest that flexibility should be institutionalised into planning systems. Quinn (1979) recommends that the role of the planning process be expanded from rationing and allocating resources to incorporate the importance of opportunity-seeking behaviour, allowing entrepreneurial teams the opportunity to engage in skunk-work outside of normal processes. Top management's critical contribution consists of 'strategic recognition' rather than planning (Burgelman, 1983c). They should control the level and rate of change rather than the specific content of entrepreneurial activity.

“Action counts more than elegant plans and concepts” (p.251) challenge Pfeffer & Sutton (2000), repeating their warning of the *“smart-talk trap”* in 2006, describing organisations using planning and talking about implementation as a substitute for action (p.146). Simpson (1998a) appeals for limited planning. Expanding on his personal lesson *“Minimise the size of the planning function and keep it away from finance”* (p.479), he recommends planning only every three years to make room for execution.

In the interim years, senior management should let the people in the business use their time to improve the execution of the strategy they developed, and stay out of their hair.

Simpson, 1998a, p.479

In a turbulent environment, firms lose sight of their objectives and how to reach them, warns Chebat (1999) so set up formal reviews (Raffoni, 2003). Hrebiniak (2006) emphasises the integration of strategy and short-term objectives and Kaplan & Norton (1996) claim the use of a balanced scorecard links short-term actions with long-term goals, translating vision into operational terms.

4.4.2.3 Resources

Mankins & Steele (2005), Pennypacker & Ritchie (2005) and Pfeffer & Sutton (2000) discuss the danger of unavailable, inadequate or misapplied resources. *“Money isn’t always required for pursuing new ventures, but it helps.”* says Thornberry (2001, p.532) but Porter & Harper (2003a) pinpoint the reluctance of senior managers to commit resources as a barrier to implementation and they regard planning as having a central role in building buy-in to the strategy through setting specific goals and funding them. Thornberry (2001) disagrees, recommending the use of external venture capital community to ensure the right attitude, probably unavailable within, to ‘seeding’ many projects and expecting many failures, from which to learn. Because of their nature, autonomous initiatives will encounter difficulties in the diversified major firm (Burgelman, 1983a). Their proponents often have problems of resource procurement because they attempt to achieve objectives that have been categorised as impossible. Internal entrepreneurship involves *“new resource combinations nested in the larger resources of the firm”* (Burgelman, 1983c, p.1352), a phenomenon termed ‘piggybacking’ in the Findings of this research, according to Herr & Anderson’s (2005) identification of this skill in action researchers. Entrepreneurs often have to *“do more with less”* (Kyrgidou & Hughes, 2010, p.45) using minimal capital and maximal ingenuity, or they simply pay little attention to the available resources (Ireland et al.

2001). This mirrors the new environment in which universities operate in which they too must 'do more with less' (Section 1.5.1).

A lesson from outside business or education might be used to conclude:

I may say that this is the greatest factor - the way in which the expedition is equipped - the way in which every difficulty is foreseen, and precautions taken for meeting or avoiding it. Victory awaits him who has everything in order - luck, people call it. Defeat is certain for him who has neglected to take the necessary precautions in time; this is called bad luck.

Roald Amundsen, 1912, p.65

4.4.3 Competence, Skills & Capability Training

Hussey (1996) reflects the importance the development of execution capabilities and skills training have for strategy implementation. Hutzschenreuter & Kleindienst (2006) conclude from that the ability to acquire implementation skills depends on strategic orientations and that implementation skills can be learned and are somewhat contingent on the dynamics of the organization's environment.

DeLisi (no date), Beer & Eisenstat (2000), Mankins & Steele (2005) and Pennypacker & Ritchie (2005) all highlight the inadequacy of capabilities, skills and knowledge for their role in implementation failure. Khadem (2008) recommends alignment of competences to strategy execution. Beaudan (2001) sees engagement with a strategy as a combination of commitment and competence, which he defines as "*the individual skills, knowledge and experience to implement a given (...) strategy*" (p.67). Porter & Harper (2003a) and Hrebiniak (2006) lament that business students are trained to plan but not to execute. Courses are taught in silos which is "*deleterious to the integrative view demanded by execution*" (p.13) and there is no focus on execution. Good people are important for execution. Hutt & al. (1988) warn that autonomous and induced strategic initiatives will involve different sets of actors: entrepreneurial talent must be recruited which, in turn, requires a revamping of selection procedures and criteria (Burgelman, 1983c).

4.4.4 Measuring and Rewarding Strategy Implementation

4.4.4.1 Measures

Measures used in implementation must be linked to cultural values and philosophy, hold Pfeffer & Sutton (2000). The typical properties of useful measures include a relatively global scope and a focus on organisational rather than individual success and on process

rather than outcomes. Depart from conventional accounting measures to foster an active, experimental, innovative and learning culture. “*Companies rarely suffer from having too few measures*” (p.173) posit Kaplan & Norton (1992). A few simple measures are sufficient, plead Pfeffer & Sutton (2000). “*Measure what matters and what can help turn knowledge into action*” (p.259), an idea developed from Kaplan & Norton’s (1992) warning “*What you measure is what you get.(...)Traditional financial performance measures worked well in the industrial era but they are out of step with the skills companies are trying to master today.*” (p.172) Indeed, Kettunen & Kantola (2006) use a balanced scorecard approach to their analysis of the strategic implementation of the Bologna Process, which aims to form a European Higher Education Authority (see Section 1.5.3.1).

Meeting short-term financial targets should not constitute satisfactory performance when other measures indicate that the longer-term strategy is either not working or not being implemented well.

Kaplan & Norton 1996, p. 154

Pennypacker & Ritchie (2005) focus on how to develop and manage metrics, recommending that they are validated through a process of being “*socialized*” (p.10) i.e. testing how they resonate with stakeholders. They should be positioned at the correct level in an organisation and prioritised clearly. They require regular review and re-alignment as strategy develops through implementation. Raffoni (2003) links measurement to learning, recommending companies develop tracking systems that facilitate problem solving. A good strategy is easy to track postulates DeLisi (no date). Mankins & Steele (2005) prefer continuous monitoring of performance against long-term plans to produce data and decisions driving execution and review of the strategic plan if necessary.

Control and motivation systems must be redesigned to support entrepreneurial goals (Burgelman, 1983c) although ASB emerges spontaneously without the encouragement of senior management, who “*need only make sure not to suppress it*” (p.1361). Control systems capable of rewarding creativity and the pursuit of opportunity through innovation are an essential part of the entrepreneurial process (Barringer & Bluedorn, 1999, p.436)

4.4.4.2 Rewards

Since many organisations run performance-related pay schemes, Pfeffer & Sutton (2000) place their emphases on incentivising co-operation and avoiding comparative and relative reward structures and zero-sum contests which set individuals against one another and discourage experimentation and sharing of learnings.

Motivators must be aligned with strategy implementation (Neilson et al., 2008).

Mankins & Steele (2005) identify inadequate consequences or rewards for failure or success as a reason for a lack of focus on implementation. Execution capabilities should be rewarded. By 2005, Kaplan & Norton had established that 60% of the companies they surveyed did not link their financial budget with their strategic initiatives while 70% of middle managers and 90% of frontline workers receive no rewards linked to strategic implementation. They charge the ‘Office of Strategy Management’ with aligning personal incentives with strategy. DeLisi (no date) also identifies human resource management as an inhibitor of execution when it involves neither measurement of nor reward for implementation performance. It requires incentives, state Porter & Harper (2003a) and monitoring, appraising and rewarding for strategic implementation helps to build buy-in. However: *“There is nothing sexy or glamorous about implementation. Implementers are like offensive linemen in football – they are the unsung heroes if things go as planned and often the only ones singled out when something goes wrong.”* (p.55)

Given the high probability of failure among entrepreneurs, reasonably foolproof safety nets should be devised. At the same time, given the potential payback of successful innovation, ways of rewarding their accomplishments commensurate with the risks they take are also necessary (Burgelman, 1983c). Hutt & al. (1988) concur: senior management can increase ASB by encouraging risk-taking through specific performance and evaluation reward systems.

4.5 Summary

This chapter has reviewed a wide range of literature in strategy execution and organised it into three streams: starting with good strategy, laying foundations and constructing architecture. This is designed to answer the first part of Research Question No.4. The academic areas of entrepreneurship and strategy execution have been brought together and shown to be similar and complementary, especially in the role of the strategic

entrepreneur (Burgelman, 1983c), thereby answering the second part. Overall the literature review has combined the broad approaches to strategic management feasible in universities with the available strategic approaches to internationalisation and the issues in how it might be executed.

4.6 Overall Summary of the Literature Review

This section attempts to summarise and bring together the key findings of all three sections of the literature review. The review started by identifying the major issues of strategic management pertinent to HE institutions and related them in turn to ‘learning’ (Mintzberg et al., 1998), ‘emergent’ (Mintzberg & Waters, 1985) and ‘umbrella’ (ibid) strategy. ‘Corporate entrepreneurship’ (Burgelman, 1983c) was explored as a modus operandi under such strategies and an entrepreneurial culture linked to success in internationalising universities. Clarity, consensus and flexibility were shown to be important in developing an execution focus and the role of communication and information flow discussed as facilitators of strategy execution.

Axiology is broached in the way fundamental values have been shown to be central to entrepreneurs, to effective strategy execution and to a comprehensive, holistic, ‘values-driven’ approach to internationalisation in HE, an approach linked to diversity and staff motivation and commitment (as opposed to a narrow, ‘infusion approach’ (de Vita & Case, 2003), which is linked to ‘new managerialism’ (Deem, 1998, 2001) and its pre-occupation with planning.) The Creative Class (Florida, 2004) has been highlighted as a linchpin between holistic internationalisation, resulting diversity in universities, a corporate entrepreneurship context and entrepreneurial behaviour. Specifically, the aspect of staff internationalisation through mobility and exchange has been associated with the characteristics of entrepreneurship, the concepts of autonomous strategic behaviour (Burgelman, 1983a) and the strategic entrepreneur (Burgelman, 1983c).

The academic areas of entrepreneurship and strategy execution have been brought together and shown to be similar and complementary, especially in the role of the strategic entrepreneur (ibid), who can be either awakened or recruited by an organisation. An execution architecture, as potential facilitator of the strategic entrepreneur, has been explored, encompassing structure, process and roles, management of resources, targets, measures and rewards and skills training.

Overall the literature review has combined the broad approaches to strategic management feasible in universities with the available strategic approaches to internationalisation and the issues in how it might be executed, combining them in the Analyzer/Mixed Mode organisation (ibid) and corporate entrepreneurship (ibid) to promote autonomous strategic behaviour (Burgelman, 1983a) and therefore international mobility. Having synthesised a relevant selection of literature, the thesis can now proceed to describe the research methodology used in this study to investigate further.

5 RESEARCH METHODOLOGY

The only source of knowledge is experience. All the rest is just information.

Albert Einstein

5.1 Introduction: The University Context of Action Research

Kurt Lewin, the acknowledged founder of Action Research, was adamant that research which resulted in nothing more than writing was not sufficient. In the preface to their *Handbook of Action Research* (2006), Reason & Bradbury accept that

(...) it is unlikely that we find comfortable homes in academia with its norms of disinterest (or value on the status quo.) Nonetheless, many action researchers work well with the creative tension of the boundary space between academia and practice (p.xxv)

which describes where the author has been working since entering academia five years ago. Levin & Greenwood (2001) characterise an attempt to transform universities into learning communities through pragmatic action research as ‘a struggle’ and Reason & Bradbury (2001) acknowledge criticisms of universities by action researchers.

“Academia generally trades on a narrow notion of competence and expertise that limits intellectual capacities and training. AR challenges this position (...)” claim Greenwood & Levin (2007, p.121). Referring to a university-based example, O’Leary (2005) concludes that *“working in ways that empower the individual can be a real challenge for any bureaucracy”* (p.194).

Unperturbed, this chapter sets out an AR methodology as used in and between universities. The research approach can be described by combining Crotty’s (1998), Kember’s (2000) and O’Leary’s (2005) categorisations as shown in Table 5-1. As the theory is exposed, the ‘analytic story’ (Strauss & Corbin, 1990) of this particular study is interwoven with it, describing in part what Silverman (2010) calls *“the natural history of my research”* (p.334). Finally, it explicitly sets out how the crucial issues of quality and integrity have been addressed and recommends an approach towards generalisability.

Table 5-1: A Categorisation of the Theory & Practice of the Research

Adapted by the author from Crotty’s (1998) “*Four Elements*” (p.5), Kember’s (2000) “*Characteristics of Research Paradigms*” classification (p.10) and O’Leary’s (2005) analysis “*Understanding the Subtleties and Defining Elements of Action Research*” (p.194)

Descriptor / Criterion	Executing International Staff Exchanges in HE
Epistemology	Social Constructionism, Subjectivism
Paradigm	Interpretivist
Theoretical Perspective	Multiple
Technique	Critical discourse (Kember, 2000, p.10)
Methodology	Pragmatic Insider Action Research
Objectives	Northern AR: reforming organisations through problem-solving (Heller 2004)
Researcher / Practitioner	Outsider Within (Collins 1990)
Involved	Collaborators / Participants / Respondents
Setting	“Real world” in and around collaborators’ workplaces and home life
Timeframe	Prolonged engagement with multiple learning cycles
Methods	Qualitative, including participant observation, a reflexive journal, interviews, document analysis and focus groups
Verification	Triangulation / Consensus among collaborators & participants: member checking

The chapter begins with a consideration of the use of AR in various relevant contexts and some key characteristics of this research strategy.

5.1.1 What is Action Research in Strategic Execution in HE?

This study introduces the use of AR into the field of strategic management and strategy execution. Several authors describe AR as strategic in nature and even a form of strategic or corporate entrepreneurship: Carr & Kemmis (1986) define the essential components of AR and include the fact that the “*subject matter is a social practice, regarding it as a form of strategic action, susceptible of improvement*” (p.165). Grundy (1982), Perry & Zuber-Skerritt (1991) and French (2009b) have promoted and

developed models for the use of AR in management disciplines, the latter of which has shaped the nature of this study (Section 5.4.1).

Denscombe (1998) and Kember (2000) consider it important that AR leads to practical outcomes as well as theoretical knowledge, contributing to social practice as well as theory development and bringing theory closer to practice. Achievement of change, not just knowledge acquisition, as well as a rigorous process of data generation and analysis, is essentially what differentiates AR from Action Learning. Bradbury & Reason's (2001) conceptualization of this aim is included in the quality criteria of this thesis (Section 5.6.2). Applying the general distinction between learning and research (rigour and dissemination), Kember (2000) concludes that AR is "*a methodical and rigorous form of action learning in which results are published*" (p.35). The dominant research paradigm in the under-researched area of strategy execution is the case study. AR is not a straightforward case study, in which a detached researcher studies a subject (French, 2009b). His description of the difference is apposite:

The unique element of AR that differentiates it from other forms of case study is the participation of the researcher. In AR the researcher is not separated from the research case but is an intimate part. Sometimes the researcher is the driver of the research project (...)" (p.198)

AR goes beyond interpretivism and into criticality and change. Reason & Bradbury (2006) state that "*AR, qualitative, especially constructivist, approaches to inquiry and critical theory overlap significantly, sometimes to the point of being inseparable*" (p.xxiv). It is a relatively simple, flexible and adaptive methodology with strengths in certain contexts and in which the researcher participates and involves others on an equal basis.

O'Leary (2005) describes action researchers as working on "*real-world problems*" at the "*intersection*" of the production of knowledge (the objective of research) and a "*systematic approach to continuous improvement*" (p.190), which she suggests is part of management. Action Research (AR) is grounded in real problems and real-life situations. The AR described in this thesis exists at this intersection and falls within Prichard & Trowler's (2003) definition of 'close-up research', since it emerged from the "*concerns and issues raised in the daily practice of higher education*" (p.xiv) (as opposed to from a government or funding agency agenda) and is therefore, according to these authors, more likely than 'far-off research' to yield real improvements in practice and make an impact in the long term. They believe that the "*best research comes from*

people who are ‘close to the action’”, whose research “arises organically from their work” (p.xv), and comes from the ‘bottom-up’. ‘Close-upness’ is also a methodological attribute, described by Prichard & Trowler as

fine-grained (...) committed (...) to a detailed analysis of institutional ‘undergrowth’ [aiming] to appreciate the complex character of social life, its construction and how it is lived out [...] Its questions are authentic ones, rooted in professional practice. (p.xv-p.xvi)

French (2009b) argues that “*The Action Research process starts with a notion in the practitioner’s mind that a change in practice is justified*” (p.187). (See Section 1.3 for the notion behind this thesis.) O’Leary (2005) extends this to emphasise change not only as the result of knowledge production, but also “*as a source of knowledge itself*” (p.191).

5.1.2 Action Research in Education

AR has been used commonly in the field of education generally (O’Leary, 2005), having its own academic journal, and can therefore be accepted as an appropriate methodology for this study. Kember (2000) strongly advocates an AR methodology as a “*mode of educational development*” (p. 36). He and several other authors (Zuber-Skerritt, 1992; O’Leary, 2005) discuss the merits of an AR approach to educational quality enhancement. International staff exchanges can be understood as a form of educational quality enhancement, for participants, students and organisations alike.

Kember (2000), discussing HE quality assurance schemes, uses Argyris & Schön’s (1978) terminology ‘espoused theory’ and ‘theory-in-practice’ to claim that

Universities are organizations which commonly have discrepancies between espoused theory and theory in use. They are possibly more prone to such mismatches than many other organizations. (...) It is important to note that divergences between policy and practice are common in this area. (...) It is, therefore, vital to look beyond the policy documents and public statements. What happens in practice may not match these statements. (...) what impacts learning and teaching (...) is what happens in practice. This is what should be analysed and evaluated. (pp.4-5)

In 1949, Gilbert Ryle insisted on a clear distinction between ‘knowing what’ and ‘knowing how’. Greenwood & Levin (2007) use this distinction to argue that ‘knowing what’ is the pre-occupation of conventional academic life and does not mean one knows **how** to do anything. These ideas enhance AR as a strategy for the analysis of

international staff exchanges in HE and particularly the issues in executing this oft espoused but rarely practised element of internationalisation strategy, in other words, of analysing the ‘knowing how’ and of bridging the knowing-doing gap (Pfeffer & Sutton, 2000). The research questions in this thesis therefore ask ‘how?’ (Section 1.8).

5.2 Epistemological Paradigm

Spjelkavik (1999) suggests that AR “*does not require epistemological commitments*” (p.126) since it can usefully be combined with many different data generation methods. Nevertheless, this section sets out some concepts and ideas of particular relevance to and influence on the thinking of the author for this study.

5.2.1 Ontology

Heller’s (2004) concept of “*quasi-objectivity*” (p.353) has been adopted as an ontology. He rejects a strict division between subjective and objective phenomena and provides perceptions of a hierarchy as an example: the hierarchy might be a matter of fact or might be a perception or construction, or a combination of the three. The enablers and barriers to the implementation of international staff exchange can be imagined in exactly the same way: real, perceived, constructed, two of these or all three. This ontology is consonant with the approach adopted in reviewing the literature (described in Section 1.6.4).

5.2.2 Subjectivism

“Research (...) primarily reflects our “self” (...) and is therefore not a neutral or objective process. It is a personal process. (...) our research interests reflect our world views, our beliefs and our biases, and ultimately our identity” (Bell, 2003, p.171).

Subjectivity in this piece of work is inevitable and even to be welcomed, reflecting, as it does, the immersion of the researcher in the work. The collaborative nature of the methodology and the consultation with and involvement in various organisations necessary to achieve the objectives means that ‘Verstehen’ (an interpretivist concept from Max Weber) comes about through social constructions between researcher, collaborators, participants and respondents (see Section 5.4.3). The active participation of the author, researching her own organisation and using a pragmatic methodology, means that subjectivity is inevitable, indeed, potentially useful, and so the deliberate adoption of a subjectivist epistemology from the start enhances both research and

reflexivity. The management of subjectivity in building and preserving the integrity of ‘real world’ research is discussed in more detail in Section 5.6.1.

5.2.3 Pragmatism, Participation & Action

“By introducing action research as a methodology, Lewin essentially obliterated the boundary that existed between research and practice, and highlighted their interdependence” (Bargal, 2006, p.367). New epistemological ideas based on this combination of theory and practice were developed towards the end of the twentieth century by, for example, Schön (1983), who discussed ‘reflection in action’, and Argyris (1993) with ‘actionable knowledge’, both of whom acknowledge their direct succession from Lewin’s original concept of action research.

The Marxist dictum advocating changing the world rather than simply understanding it predates Lewin and is repeated and emphasised by influential authors in the field such as Zuber-Skerritt (1992). The intention to go beyond understanding to critique and then change shifts this work from interpretivism through critical discourse and into action. Achievement of change, beyond knowledge acquisition, is one way in which AR is differentiated from action learning and is a guiding principle of this study, as discussed earlier.

Reason & Bradbury (2001) discuss the context of the *“contemporary critique of positivist science and scientism”* (p.6) and the increasing influence of other, non-Eurocentric, cultures on Western thought. Humanistic approaches to education (e.g. Paulo Freire’s work (1972) in the 1970s), feminist consciousness-raising and progressive research on the question of race are posited as influential on and influenced by AR’s development and an AR approach is now used routinely by supra-national development agencies and non-governmental organisations such as the World Bank.

In his curriculum vitae (2006), Reason describes the developing sophistication of his understanding of participative inquiry (a branch of AR) over the years from *“simply a way to get data which was both more “accurate” [...] and also more ethical”* (no page numbers used) in which participation is a methodological issue, through the political and epistemological *“imperatives”* of people’s rights and data validity to a spiritual imperative *“to heal the splits which characterize modern Western consciousness.”* Indeed, as Hall (2001) points out *“participatory forms of inquiry aimed at solving practical problems have existed forever in human cultures, and have contributed to all life-supporting human activities”* (p.12).

5.3 Theoretical Perspective

AR “*refuses to adopt a single theoretical perspective*” (Reason & Bradbury, 2001, p.11) and this study combines, borrows from and is informed by participatory research, which aims to empower people to construct and use their own knowledge (ibid) and co-operative enquiry, in which two or more people learn how to change things. The author concurs with Reason & Bradbury (2001) when they assert that “*participative processes are more impressive in terms of the results they produce.*” (p.36) They say that AR is “*strongly value-oriented*” (p.36) which is congruent with the author’s personal beliefs about the benefits of foreign travel and exposure: if conducted with sufficient commitment, they tackle ignorance and prejudice, deepen understanding and make the dehumanization and separation required for warfare more difficult and less likely.

Particularly important to the author is the concept of appreciative inquiry, which involves concentrating on what works best rather than what is deficient in an organisation. While normally used in larger scale change projects, the phases of discovery, dreaming, designing and destiny described by Cooperrider et al., (2000) have been inspirational in designing and evaluating the cycles in this study.

5.4 Methodology Used in this Study

5.4.1 The Shaping of this Action Research

French (2009b) proposes a list of issues to be addressed in deciding to employ AR as research methodology in the field of management, and these were adapted to guide the initial methodology selection, as follows. In view of the fact that there are knowledge gaps surrounding the implementation of international staff exchange in the current literature on strategic management and internationalisation of HE, this research’s value is to go beyond the ‘encourage’ and ‘facilitate’ intentions so often expressed in HE internationalisation strategies (as discussed in Section 3.8.3) and to investigate **how** a staff exchange could be executed in practice. As well as a clear view of the need for and potential value of the research, French demands that a philosophical belief in the ‘qualitative (phenomenological) paradigm’ be present in the Action Researcher and this is clear from ‘My Journey into Research’ (Section 1.7). The epistemological issues French recommends be tackled have been discussed in some detail in Section 5.2, as are the methods of data generation (Section 5.5.3) and analysis (Section 5.5.4), and issues of validity (Section 5.6).

The credibility of the researcher, crucial in an approach involving the researcher themselves (French, 2009b and discussed in Section 8.7), is assured by the author's status as a current practitioner in the context of the research (management of HE), her wholehearted commitment to and involvement in the 'project' and willingness to take personal risks in order to conduct the research and establish validity. These notions of authenticity and credibility are informed by the discussion of influences on the author's development as a researcher described in Section 1.7. Her status as a practising manager, researching her own organisation, adds to the suitability of AR as a methodology in several ways, as set out by Sankaran & Tay (2003), cited by French (2009b). These include, for example, the fact that the approach is focused on professional values rather than methodological considerations, that it allows practitioners to research their own professional activities and it can involve a variety of data generation methods according to an organisation's environment.

5.4.2 Action Research in this Study: Type and Positionality

To proceed beyond the limitations of a given level of knowledge, the researcher, as a rule, has to break down methodological taboos which condemn as 'unscientific' or 'illogical' the very methods or concepts which later on prove to be the basis for the next major progress.

Lewin, 1949, p.26

In a recent attempt to define AR, Reason and Bradbury (2001) wrote:

[Action research] seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people and more generally the flourishing of individual persons and their communities". (p.8)

At the outset of this study, it was believed that the 'Action Research Small Group' (ARSG), formed as part of the methodological process (see Section 5.5.4.1 for explanation), would include some 'fellow travellers' i.e. other UK-based individuals prepared to go through the process of organising and implementing an international exchange. While some colleagues expressed interest for some future time and others have participated in ARSG meetings, none took that step further and committed. Colleagues of the author participated in different ways. It was indeed the author's immediate family and direct exchange counterpart who became the 'fellow travellers' (or collaborators, as they have been classified Section 5.4.3). The project hovers

therefore somewhere between first, second and third person AR, with the researcher as the sole active player of a specific key role (initiator, organiser and driver of the project), collaborating closely with immediate family and an exchange counterpart (second), relying on the participation of colleagues, drawing on resources (information, funds) from respondents and requiring the co-operation of others (third). Reason & Bradbury (2001) assert that the best AR involves all three.

Referring to Herr & Anderson's (2005) 'Continuum and Implications of Positionality' table (p.31), the project was located between position 2 'Insider in collaboration with other insiders' and position 3 'Insider in collaboration with outsiders.' This intermediate position is due to the obscurity of the location of the inside/outside boundary and doubt that organisational structures were a valid method of drawing it. While these terms, 'inside' and 'outside', have been used expediently in describing the AR Cycles (see Figure 5-3) they are over-simplistic when reflecting on positionality: the very nature of organising an exchange brings organisational outsiders closer in (institutional partners and family members, for example) and sends insiders further out, the exchange counterparts, for example. For exchangers, organisational boundaries can become less relevant. Herr & Anderson (2005) regard positionality as important in framing various issues and yet they admit that it *"doesn't fall out in neat categories and might even shift during the study"* (p.32) Positionality can also be considered in the context of hierarchy within the organisational community. The author was in a low-middle hierarchical position with perhaps higher informal power due to a specialist role and previous experience. The influence of these issues is discussed further in Section 8.7.1.

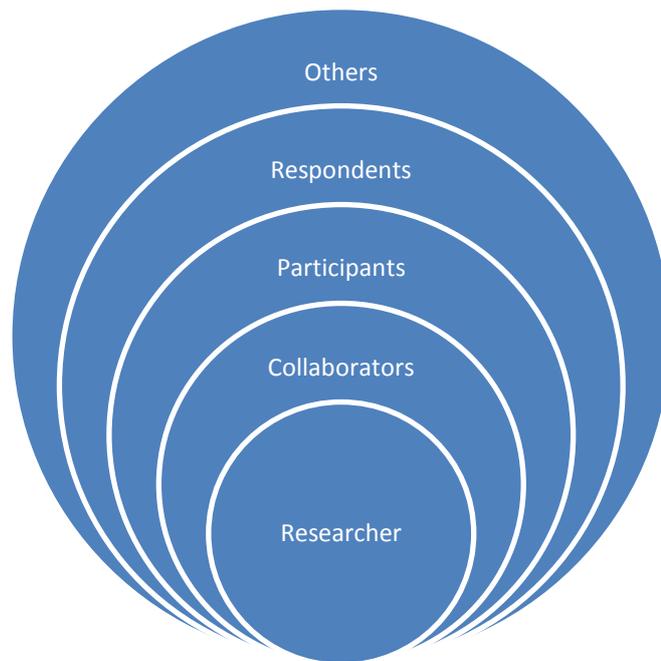
After careful consideration, Collins' (1990) 'outsider-within' concept is most apposite. Although working within the school and university under investigation, the author's relatively recent arrival and commercial, non-academic background (as described in Section 1.2) have always resulted in a sensation of being an outsider *"residing in the margins and observing the contradictions between the dominant group's actions and ideologies"* (p.11).

5.4.3 The Involved

Five levels of ‘involved’ people emerged and were classified as shown in Figure 5-1.

Figure 5-1: The Five Levels of Involvement - 'The Involved'

(as constructed by the author)



‘Respondents’ (e.g. interviewees) were the least involved. ‘Participants’ (e.g. ARSG members, close and/or active colleagues in the UK and France) were involved and committed, while ‘Collaborators’, the most involved and committed, consisted of the author’s exchange counterpart and fellow travellers, her immediate family. Others have been excluded from the scope of the research proper, despite being at times integral to and affected by the project. This means that they have not been involved directly in data generation (beyond being observed) or analysis simply in order to maintain focus on the research objectives. They are acknowledged in Figure 5-1 above and in Table 5-2 below.

Table 5-2: Classification and Description of those ‘Involved’ in the Research

Involved Level	Description	No	AR Cycle Nos
Respondents	Senior Managers, School (UK)	4	P/s,4,5
	Senior Managers, Centre (UK)	2	P/s,1,6
	Middle Manager, Centre (HRM) (UK)	1	P/s,1
	Previous Exchangers, Schools (UK)	3	1
	Potential External Partners (FR, NL & D)	7	P/s, 2
Participants (3 rd Person)	Middle Managers, Centre (UK)	2	1,3,4,5
	Administrator, Centre (UK)	1	1,3,4,5
	Middle Manager, Centre (HRM)(UK)	1	P/s,1,4,5,6
	Academic Colleagues, School (UK)	8	1,4,5,6
	Administrative Colleagues, School (UK)	7	P/s,1,3,4,5,6
	Middle Manager, School *(UK)	1	2,3,4,5
	P1 Senior Manager (FR)	1	2,3,4
	P1 Exchange Counterpart (FR)	2	2,3,5
	P1 Academic Colleagues (FR)	1	2,3,4,5
	P2 Senior Manager* (FR)	1	2,3,4,5
	P2 Academic Colleagues (FR)	6	3,4,5
P2 Administrative Colleagues (FR)	4	3,4,5	
Collaborators (2 nd Person)	P2 Exchange Counterpart (UK/FR)	1	3,4,5
	Partner (UK/FR)	1	P/s,2,3,4,5,6
	Children (UK/FR)	2	3,4,5,6
Researcher (1 st Person)	Exchange Counterpart (UK/FR)	1	P/s,1,2,3,4,5,6
	Academic Colleague (UK/FR)		
	Partner (UK/FR)		
	Mother (UK/FR)		
Others (outside scope)	Tenant (UK)	1	4,5
	Landlords (UK&FR)	2	4,5
	Extended Family (UK)	4	4,5,6
	Friends / Acquaintances (UK & FR)	/	4,5
	Students (UK & FR)	/	5
	Children’s Teachers / School staff (UK & FR)	7	4,5

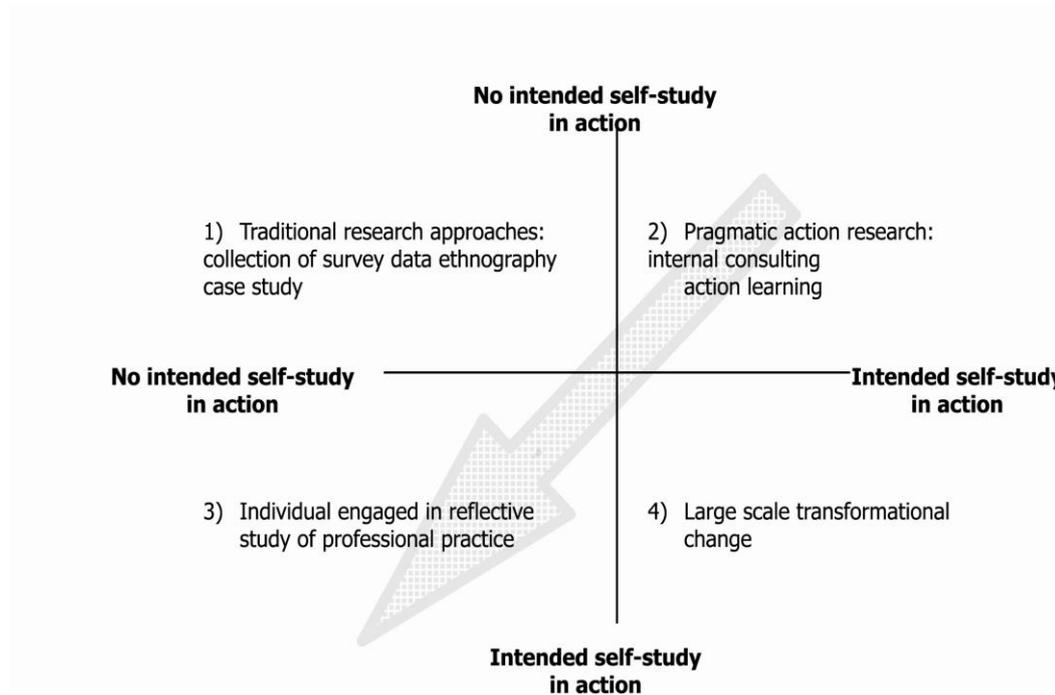
**Line Managers in UK and France*

5.5 Methodological Process: Coghlan & Brannick’s Insider Action Research Model

Coghlan & Brannick’s (2005) focus on doing AR in one’s own organisation makes their model and approach particularly appropriate for this work and this section clarifies how it has been applied. The AR presented in this thesis falls into Quadrant 3 ‘reflective practitioner’ research emerging from a pragmatic Quadrant 2 project, as set out in Figure 5-2.

Figure 5-2: Focus of Researcher & System

Adapted from Coghlan & Brannick (2005), p.49



5.5.1 Pre-Step

Much of the 'Pre-Step' (Coghlan & Brannick, 2005) to this research was completed in late 2006 and early 2007 and an 'SFA Analysis' approach (Johnson et al. 2008) was adopted, in an attempt to establish the suitability, feasibility and acceptability of the proposed work. Feasibility became part of the research objective in asking 'how'. It was established that the project was suitable (in line with current - future strategy in the university itself and more widely in the context of European Higher Education) and apparently acceptable to 'key player' stakeholders, who gave brief interviews as part of this consultation process (Table 5-3).

A 'desired future state' (Coghlan & Brannick, 2005) was identified in consultation with these key stakeholders and can be described as 'we want to know **how** to do it: to encourage, facilitate, organise and implement staff exchanges so that they become the norm.' One stakeholder described a specific view of the problem using the concept of a spectrum of attitudes to staff development from permission to requirement: how far along would the organisation have to go in order to create some critical mass in the number and frequency of exchanges? The implication was that there was no debate concerning the institution's **desire** to do international staff exchanges but ignorance

concerning how to go about it, which prevented this desire ever solidifying into an **intention** and therefore a strategic or operational priority: a ‘knowing-doing gap’ (Pfeffer & Sutton, 2006).

Table 5-3: Data Generation Methods in the Pre-Step

Data Generation Method	Involved	Particulars
Interview	Respondent	1 Senior Manager, Centre (UK)
Interview	Participants	2 Middle Managers, Centre (UK)
Interviews	Respondents	4 Senior Managers, School (UK)
Interview	Participant	1 Middle Manager, School (UK)
Document Review	n/a	Internal strategy documents (UK)
Observation	All	Reflexive Journal

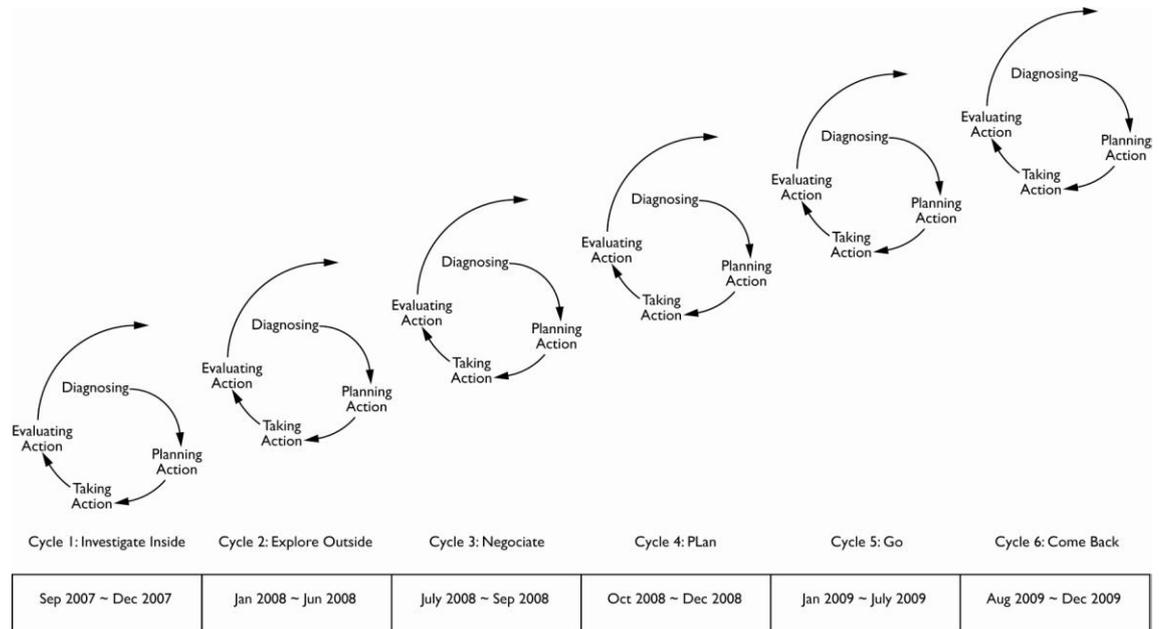
Further stakeholders were identified and consulted as part of the data generation itself e.g. potential exchange partners, colleagues and the author’s family (see Table 5-2). The Pre-Step merged gradually and unevenly into the first and second AR cycles ‘Investigate Inside’ and ‘Explore Outside’ respectively (see Figure 5-3), where ‘inside’ and ‘outside’ refer to Northumbria University). Herr & Anderson (2005) confirm that *“insider AR often feels like it has no clear beginning”* (p.79).

5.5.2 The Multiple Cycles of Action Research

The research was designed around six potential ‘Apollonian’ cycles (Heron, 1996) of AR to be conducted in a rational, linear, systematic manner, chronologically and with approximate medium-term durations ranging from three to seven months allocated to each, from September 2007 to December 2009 (see Figure 5-3). The first four cycles actually happened in a more ‘Dyonisian’ way (ibid.), in which taking action was integrated with reflecting in a spontaneous and sometimes expedient way, but the overall plan was implemented to schedule. Cycle 5 ‘Go’ was the actual period of exchange: January to July 2009. It was important to include a ‘Come Back’ cycle in order to reflect repatriation and resettling in the data generation and it was allocated an arbitrary five-month period to December 2009. The calendar cut-off point also served as a time boundary for the research.

Figure 5-3: Spiral of Action Research Cycles

(adapted by the author from Coghlan & Brannick, 2005, p.24)



Each of these cycles consisted of four steps: Diagnosing, Planning Action, Taking Action and Evaluating Action, some of which were conducted individually by the author and much of it in conjunction with others. For example, Diagnosing and Evaluating Action often formed the participation of the ARSG members. Most Planning Action was conducted with others on a day-to-day basis and Taking Action almost entirely by the author and Collaborators. Within each of these steps, another four stages exist: Experiencing, Reflecting, Interpreting and Taking Action and these were used as a basis for the first phase of analysis (Section 6.1.1). Comfort is taken from repeating Heron’s (1996, described in Coghlan & Brannick, 2005) caution against “*being rigid in adapting the AR cycle formally and so denying spontaneity and creativity*” (p.96) to which Coghlan & Brannick add their own emphasis on quality participation above cycle planning. Atkinson (1994) highlights the pressure of dealing with complex, real life situations where, instead of the “*cycle (...) I could be doing all four of these things [at the same time]*” (p. 397) explaining that:

The models of the spirals of action research look neat and orderly but the actual experience in the field is often messy and fraught (...) New plans must be made in the light of scant evidence (...) (p. 399).

5.5.3 Data Generation Methods

Coghlan & Brannick (2005) argue that it is more appropriate to discuss data generation than collection because AR data exists through engagement with others and attempts to collect data are interventions in themselves. An exception is made when referring to document review (e.g. later in this section.) The multiple methods detailed in Table 5-4 below are designed to generate “*naturally occurring data*” (i.e. observational) and “*data that are an artefact of a research setting*” (e.g. interview) (Silverman, 2001, p.286). This is not in an attempt to arrive at ‘an overall truth’ (Silverman, 2010) but for a combination of different reasons. The author’s ontological instinct in starting out, quasi-objectivity, bolstered by the findings from the Pre-Step, was that drivers and barriers to implementation would occur both as ‘facts’ (realities experienced by those involved) and also as ‘constructions’ (interpretations constructed by those involved) and that they were equally valid in their influence on implementation. A single method seemed unlikely to uncover both sorts of data. The choice is also due to the fact that much of this project was hidden from the author and useful data, though naturally occurring, were obtainable only through the reports of second and third person collaborators, participants and respondents.

This approach embraces the multiple forms of daily communication now facilitated by the development and spread of telecommunications (Silverman, 2001). Both significant and apparently trivial communication frequently happens in remote written form (e.g. e-mails, text and instant messages, via social networking sites) as well as immediate interpersonal exchanges, perhaps even more so in international contexts. It is also because some most important data involved personal, inner experiences and feelings and therefore were not necessarily visible to the participant observer, although naturally occurring.

Phenomena have not been classified as “*completely subjective or completely objective*”, but rather, in the suspicion that at least some drivers and barriers to implementation are “*quasi-objective*” (Heller, 2004, p.353), data from different sources (e.g. the author’s own experience with that of the exchange counterpart or an interviewee) have nevertheless been compared as methodological triangulation. Also, suspecting a gap between ‘espoused’ and ‘theory-in-practice’ (Argyris & Schön, 1978, Section 5.1.2) data were collected to compare actual experiences with intentions or positions stated in, for example, institutional documents. Most practitioners of participant observation do

not rely entirely on their observations but also on information from sources such as documents and discussions with respondents more or less formal (Waddington, 2004).

Table 5-4: Data Generation Methods by Cycle

	Action Research Cycle Name	Data Generation Methods
1	Investigate Inside	Action Research Small Group Meeting Unstructured interviews with respondents (3) Unstructured interviews with participants (4) Document review (internal policy docs, eg) Written personal communication exchanges (e.g. e-mail traffic) Focus group (7 participants) Reflexive journal : participant observation
2	Explore Outside	Action Research Small Group Meeting Un/semi-structured interviews with potential partners: (respondents (6) & participants (2)) Document review (potential partner literature, for example) Written personal communication exchanges (e.g. e-mail traffic) Reflexive journal: participant observation
3	Negotiate	Action Research Small Group Meeting Structured interviews with partner short-list (5) Document review (policy docs eg) Written personal communication exchanges (e.g. e-mail traffic) Reflexive journal: participant observation
4	Plan	Action Research Small Group Meeting Structured & semi-structured interviews (3) (collaborators & participants) Document review Written personal communication exchanges (e.g. e-mail traffic) Reflexive journal: participant observation
5	Go	Semi-structured interviews (4) (collaborators & participants) Document review Written personal communication exchanges (e.g. e-mail traffic) Reflexive journal: participant observation
6	Come Back	Action Research Small Group Meeting Semi-structured interviews (5) (collaborators & participants) Document review Written personal communication exchanges (e.g. e-mail traffic) Reflexive journal: participant observation

5.5.3.1 Participant Observation: Reflexive Journal

For the purposes of this research, participant observation is treated as a data generation method, rather than a methodology in itself. The author played the role of ‘participant-as-observer’ (Burgess, 1984) who both participates and is open about her role of observer (as opposed to operating covertly or standing back). The participant-as-observer’s own experience is considered a legitimate source of data (Brewer, 2000). Indeed, Waddington (2004) describes it as “*one of the surest ways I know of getting directly to the heart of human experience*” (p.164). Certain personal skills are crucial to effective participant observation, such as creativity, common sense and interpersonal skills (Waddington, 2004) and Mellor (1998) refers to “*woolly, muddling-through skills*” (p.454) as useful in practice-based research. The true identity of the author or the objectives of the research were never concealed in negotiating ‘access’ to the international exchange (AR Cycles 2, 3 & 4) or while implementing it (AR Cycle 5). Indeed, working in an academic context meant that the author’s role as researcher had a facilitating and enabling effect both in the home organisation and with potential partners, especially since the democratic principles of AR dictated that the results be shared with those Involved and they stood to benefit from the knowledge produced. Fielding (2001) recommends maintaining the image of an “*acceptable incompetent*” (p.149) but it was found that, since commitment from potential participants and partners was being sought, demonstrating competence, commitment and a likelihood of success was important in gaining access – no-one wants to waste their time. Indeed, Trist (1976) recommends the social scientist gains access through a professional relationship and “*privileged conditions*”, earned by “*proving his competence in supplying some kind of service*” (p.46). Further, Taylor & Bogdan (1984) recommend doing favours for respondents wherever possible and, again, it was found that offering to come to spend an extended time in a European institution teaching in English, even on an exchange basis, was popular with potential partners as resource is scarce in this area. However, care was taken to be extremely flexible and undemanding in all aspects of relationships with the Involved. An idiom used commonly in negotiations and regular dealings in France was “*Il n’y a pas de soucis*” (best translated as “no worries”), even when this was not the case. This was a form of ‘strategic neglect’ (Burgelman, 1983a, Section 4.3.3.4) and worked in favour of the research project in the beginning and became a burden in the end, as described in Sections 6.6.4.7 and 7.2.4.

Participant observations and journal-keeping continued evenly throughout the Pre-Step and all six AR cycles. This method was especially useful in the Diagnosing and Evaluating Action phases.

5.5.3.2 Recording Data

Making notes in meetings is common practice and so was simple to transfer to a data generation method. In some meetings, digital recordings were made. Otherwise, recording observations was by way of a written and verbal reflexive diary or journal (Symon, 2004). Waddington (2004) stresses comprehensiveness and self-discipline in journal-writing, while Taylor & Bogdan (1984) claim *“If it’s not written down then it did not happen”* (p.53). While the mechanics of this statement are technologically out-of-date, the spirit is not. The use of a small digital recorder enhanced not only the comprehensiveness and timeliness of observations but also the authenticity of the data in its ability to record emotions, and some recordings have never been **written down**. *“My note-taking usually occurred in the lulls between major bouts of activity”* states Waddington (2004, p.159), as did the author’s, although, unlike Waddington, the opportunity to leave the field never arose.

An intermittent written journal was kept, using Microsoft One Note software on a laptop computer (writing intensively during periods of progress or significance and avoiding entries such as “nothing happened today”.) These were made more frequently in a large paper-based appointments diary in which notes were scribbled. Since most insider action researchers are conducting their research while continuing to carry a full workload (Herr & Anderson, 2005), the chosen methods must be *“researcher-friendly, by this we mean realistically doable given the contexts and demands of our jobs”* (p.78). To this can be added ‘and our family lives’. The realities of the author’s lifestyle (full-time job, conducting time bound research, organising and implementing an international exchange, mother of two young children) and action-based methodology precluded the devotion of *“six hours of writing up for every hour in the field”* (p.156) described by Waddington (2004). First person AR, in which **you** are the ‘respondent’ and **your** life is ‘the field’ would require a change in the laws of physics in order to record in this way. Mellor (2001) was inspirational in his description of *“my ‘muddling-through’ method of everyday life and research”* (p.477) in which his inquiry has *“zero time allocation in my daytime job and (...) the value of practice uppermost. Research had to fit around practice as best it could!”* (p.466). A more flexible and expedient approach was therefore adopted and new technology exploited as far as possible,

without abandoning the commitment to quality data generation and always with the planned analysis in mind.

The written diary and recorded observations were designed to capture comprehensively events, emotions and emerging evaluation, analysis and themes. They were not focussed on any one specific aspect of this project (such as those described by Symon, 2004) but the longitudinal nature of journal-keeping meant that themes and foci naturally arose in reflection.

5.5.3.3 Interviews

Interviews began as exploratory, unstructured open questions to key stakeholders (in the Pre-Step, for example) and developed into more structured events as a review of the relevant literature (in line with importance of demonstrating rigour (see Section 5.6.3)), coupled with the researcher's own widening experience of the process, started to crystallise the emerging issues in implementation. Interviews were designed either to elicit experience and perception or to elicit feelings and attitudes and sometimes both. More often than not the interviews became "*actively constructed narratives*" (Silverman, 2010, p.191) with collaborators and participants.

Informal patterns of questioning allowed interviewees to set the pace and, in part, the direction. A conversational style was adopted in order to encourage respondents to speak freely and at length, while at the same time covering the issues already of interest to the research. The personal experiences and views of the author were deliberately shared when appropriate in an attempt to build rapport, adhere to the democratic principles of the methodology and sometimes as a way of guiding the topic. (A sample transcript of an early interview can be found in Appendix C).

Formal conversations with colleagues and meetings with potential partners have been treated as interviews; informed consent has been sought and recording (digitally or by note-taking) agreed. However, aware that in "*interviewing 'up'*" the hierarchy (Silverman, 2010, p.196) one might find elite members unhappy about opening-up, these interviews were not recorded in an attempt to avoid exacerbating this problem. In the duality of communication processes at work in the university, and between formal, public and informal, private forums (see Gewirtz et al. (1995) 'bilingualism' in Section 1.5.1), it was attempted to keep these interviews firmly in the informal stream in order to bypass, if possible, the 'party line' available in institutional documents (thereby avoiding O'Leary's (2005) "*patronizing organisational rhetoric*" (p.67, Section 8.7.2). Instead, notes of facts were made and impressions recorded immediately afterwards.

5.5.4 The Double Data Analysis Process

The Cycles were split into their component parts – Diagnose, Plan Action, Take Action and Evaluate (on one axis). Each part was then analysed in four ways – Experience, Reflect, Interpret and Act (on the second axis) (see Section 6.1.1 for a more detailed explanation.) Data from any relevant source were allocated to one (or more) cells of the resulting grid. Sometimes the analysis was conducted at the time the data were generated, at other times the analysis came about as a result of applying this grid to the raw data. See Appendix F for a sample analysis sheet.

Once all data were allocated and this initial analysis complete, themes were then constructed or drawn out by matching and collecting together similar analyses emerging from a Cycle. The themes emerging from a Cycle are discussed at the end of each Cycle as the Evaluation (see Chapter 6). Overall conclusions were drawn through a ‘Thesis Cycle’, a meta-analysis of the AR and its resulting themes, structured around their contents, processes and premises (Coghlan & Brannick, 2005) and presented in the Discussion (Chapter 7). See Appendix G for a sample analysis sheet. The analytical approach is discussed in greater depth in Sections 6.1.1 and 7.1. The themes are summarised in Table 6-1 and Table 7-2.

5.5.4.1 The ‘Action Research Small Group’ Meetings

The Thesis Cycle was facilitated by the existence of the Action Research Small Group (ARSG), first convened in late 2007 and made up of a core of key strategic members (the researcher and representatives of central service functions such as HR and the International Office) and supplemented at each meeting with a range of invited experts, people with a special contribution to make at a particular stage, willing and interested parties. Four meetings took place in 2007/8 (Cycles 1, 2, 3 & 4) and another in late 2009 (Cycle 6), each recorded and transcribed. (See Appendix A for an example). Immediate Diagnosing and Evaluation of a cycle took place in these meetings and the results, once recorded, shared among all participants freely, in line with Bargal’s (2006) third principle of AR: “*Action Research demands feedback as to the results of the intervention to all parties involved in the research.*” (p.740) (see Appendix B for an example related to Appendix A).

Herr & Anderson (2005) discuss the importance of validation meetings in which ongoing findings are defended before one or more ‘critical friends’ as a way of avoiding distorting bias and this is another role the ARSG played in this study. A final meeting of the ARSG took place in May 2010 as a presentation of the proposed findings in order to

refine them further. The ARSG was central to the quality of the research in its relational praxis (see Sections 5.6.2 and 8.4).

5.6 Integrity, Quality & Rigour

This section explores the issues of integrity and quality from the general to the particular. Herr & Anderson (2005) warn that it is *“too soon to formulate the criteria for quality in the absence of significant dialogue”* (p.54) but, conscious that AR is not mainstream in universities (ibid) it is important to address issues of quality since they are a source of conflict and debate around research generally, qualitative research particularly and AR specifically. This section draws on several authors in order to establish a set of criteria by which to ensure and demonstrate quality in the approach and methods of this study. The details are set out below.

5.6.1 Integrity

O’Leary (2005) discusses the need for integrity as a foundation for research, firstly in one’s quest for the “truth” (avoiding error and unacknowledged bias) and second in working with others, an important aspect of an AR methodology. In fact, working with other people presents its own challenges to integrity in knowledge production, O’Leary argues, not present in a scientific study of bacteria, for example. Their complexity and unpredictability, coupled with the fallibility of the researcher themselves, makes the production of credible knowledge a challenge.

5.6.1.1 The ‘Self-Centric’ Researcher

The notion of the self-centric researcher links to the concept of self-referencing in cross-cultural communication (Cateora et al., 2009) relevant to an international study such as this. Herr & Anderson (2005) advise that *“bias and subjectivity are natural and acceptable in AR as long as they are critically examined rather than ignored”*(p.60). O’Leary (2005) proposes three strategies for managing subjectivity: objectivity, neutrality and *“subjectivity with transparency”* (p.74). In this research, subjectivity played a major role in the way the research was managed, indeed the fact that it was initiated at all and certainly that it was seen through to the end. The choice of ‘subjectivity with transparency’ as a guiding principle seems not only logical and most honest, but it also enhanced the work by avoiding distracting and pointless focus on attempts at neutrality. The author does not, cannot and does not wish to hold a neutral position on the question of international exchanges. While data from third parties is

reported accurately, the role of the subjective view in driving the research has been paramount, as described in Section 8.7.

5.6.1.2 Getting the Full Story

‘Getting the full story’ is how O’Leary (2005) succinctly combines her recommendations regarding hearing “*silenced voices*” (p.65) and incorporating “*alternative and pluralistic viewpoints*” (p.65). In the early stages of the Pre-Step, several members of academic staff who had previously undertaken international exchanges or periods of expatriation were interviewed. Indeed so few were there, the search for someone with experience of living and working abroad for the university led rapidly to an exploration beyond the Business School and they formed the ‘deviant cases’ (Silverman 2010). A lot of effort was expended in locating these respondents and inviting them to participate, while all around was a huge population of potential respondents and possibly participants, those with no experience. It soon became evident that it would be equally useful to interview those who had never done it, in order to understand why. In a broad distribution e-mail, respondents/participants were invited to contribute to the “project” against three criteria – experience, attitude and motivation as follows:

- Staff who had worked abroad
- Staff who had never worked abroad but were interested
- Staff who had never worked abroad and thought it impossible
- Staff who did not want to work abroad

The response was uneven and led to the deliberate seeking out of those who were uninterested, thought it impossible or undesirable. The purpose was not to establish a representative sample of a population as one might in a quantitative study, but to seek out O’Leary’s (2005) silenced voices and a plurality of views.

Equally, this study set out to involve ‘staff’ of the university in the broadest sense, not just academics. In other words, the author wanted to include and involve administrative and management staff as collaborators, rather than just participants or respondents. It was soon evident that a ‘fellow-traveller’ would not emerge at all but the author continued to strive to maintain the involvement of staff regardless of function, role or position in the hierarchy or the organisational structure of the Business School or University. The project has been wide-ranging in its inclusiveness, transcending the organisation’s own structure and cultural silos by involving, for example, academic and

administrative staff, school and central staff, staff from different schools. The project is international in nature and therefore crosses national borders and it works with three very different European partner institutions.

5.6.2 Quality

Reason (2003) asserts that the enormous breadth of choices open to action researchers characterises the approach. In the editorial guidelines for the journal 'Action Research', Bradbury & Reason (no date) therefore suggest as a primary principle that authors explicitly address the qualities they believe relevant, the choices they have made and also that they explicitly connect these choices to discussions in the current literature. No action research can address all qualities equally so several are elaborated below.

Three criteria have been chosen by which it is proposed that this work be evaluated. The first concerns the praxis of relational participation (or how well the AR reflects the co-operation between team members) (Bradbury & Reason, 2001). This criterion was chosen in anticipation of the fact that an international exchange would be by its nature a participative exercise relying on and enhanced by the co-operation of many people and so a deliberately inclusive approach to data generation would prove valuable. This criterion is congruent with the role of the 'critical friends' (Herr & Anderson, 2005) of the ARSG in validating the analysis and conclusions (see Section 5.5.4.1).

The second is a reflexive concern for practical outcomes (or the focus on producing actionable results) (Bradbury & Reason, 2001). It was chosen in the knowledge that the research would be an intensely practical undertaking which would not be left at the office door on a Friday night. Shephard's (1997, in Coghlan & Brannick, 2005) first golden rule for change agents, 'stay alive', was to be regularly broken, as the research impacted on every sphere of the author's and her family's life: nothing was left unaffected. The intended outcome is a framework for the practical implementation of staff exchanges, answering the research question 'How'? (Sections 1.4 & 1.8).

The third criterion is fulfilled by the significance of the work (Bradbury & Reason, 2001). Asking the right research question in the right way (for example, appreciative rather critical) is considered important and has influenced the constructive nature of the research. A reflection on performance against these criteria is made in Section 8.4.

5.6.3 Rigour

Argyris (1993) is careful to differentiate between relying on theoretical positivism and accepting the requirement to demonstrate rigour in qualitative, applied research. French (2009b) argues

that AR, though practice-driven and small-scale, should not lose anything by way of rigour. Like any other small-scale research, it can draw on existing theories, apply and test research propositions, use suitable methods, and offer evaluation of existing knowledge. (p.198)

To demonstrate rigour, the thesis demonstrates the steps of multiple and repetitious AR cycles. To ensure these are a true representation of what was studied, much data generation happened immediately and in real time by using digital recording technology. The planned cycles remained flexible, metamorphosing to reflect developments rather than artificially shoehorning the project into a pre-determined plan. The ARSG team was used to reflect on the Thesis Cycle, thereby exposing the author's own interpretation of events to critique from others, and presentations of the project have been and will be made to various audiences internally and externally. The views of other participants and stakeholders on interpretation, including both confirmatory and contradictory opinions, have been included and sometimes changed the author's own in light of this further information. The author has striven to keep an open mind while also analysing to offer explanation. Conclusions have been drawn using a combination of existing theory concerning strategy execution, the process of internationalisation and strategic management in HE in order to ensure intellectual and academic rigour.

Inspired by Alistair Cooke and John Simpson and personalising Coghlan and Brannick's (2005) recommendation, the author has told 'a good story' and tried to make sense of it. For them, high quality AR contains

A good story; rigorous reflection on that story; and an extrapolation of usable knowledge or theory from the reflection on the story. These can be put in terms of three questions: What happened? How do you make sense of what happened? So What? (p.29)

'What happened?' is recounted in the Results Analysis Chapter, 'How do you make sense of it?' analysed in the Discussion Chapter and 'So What?' addressed in the Conclusion.

5.7 Constraints & Limitations

5.7.1 Generalisability or Transferability?

Denscombe (1998) warns: “*beware of making grandiose claims on the basis of action research projects*” (p.64). He argues that the constraints on the scope of AR projects means they will rarely produce broad insights, being located, as this one is, in and around the practitioner’s workplace. Data generated are unlikely to be representative and cannot be generalised beyond the specific case.

If this reservation is acknowledged, as Denscombe demands and French (2009b) recommends, then what value has any ‘close-up research’ (as defined by Prichard & Trowler, 2003)? “*Such research uses a microscope rather than a telescope*”, they say, and anyway “*universities, even in the UK, are so different from one another*” that generalising from one to another is “*troublesome*” (p.xvii). They quote Bauman (1997) to support their argument: “*no two are exactly alike (...) they are not comparable, not measurable by the same yardstick*” (p.25). However, Deem (1998) suggests that similarities in approaches to management are beginning to appear under common funding frameworks for universities and former-polytechnics. Prichard & Trowler (2003) suggest three approaches to generalising, a combination of which is recommended to the reader of this study.

Firstly, the author has striven to provide a sufficiently ‘thick’ description and data (Herr & Anderson, 2005; Waddington, 2004; Prichard & Trowler, 2003; Seale 1999) to allow others to evaluate for themselves the applicability of this work to other contexts.

Second, generalisation is from theory to practice rather than from a sample to a population. Thirdly, to a large extent the aim to generalise is rejected altogether and this study claims a value in itself and is instead **transferable**. O’Leary (2005) judges the integrity of research in part through applicability outside one’s immediate frame of reference, proposing that “*lessons learned that may be germane to a larger population, a different setting or another group*” (p.75) demonstrate transferability, rather than generalisability. This is based on Lincoln & Guba’s (1985) notion of transferability, recommended also by Herr & Anderson (2005) specifically for use in AR:

If there is to be transferability, the burden of proof lies less with the original investigator than with the person seeking to make an application elsewhere. The original inquirer cannot know the sites to which the transferability might be sought, but the applicators can and do. The best advice to give anyone seeking to make a transfer is to accumulate empirical evidence about contextual similarity;

the responsibility of the original investigator ends in providing sufficient descriptive data to make such similarity judgements possible. (p.298)

Greenwood and Levin (2007) call this “*transcontextual credibility*” (p.62).

5.7.2 Reproducibility or Auditability?

Indicators of accountability are important (O’Leary, 2005). Reproducibility is concerned with whether or not the results and conclusions of this study would be supported by the same methodology in a similar context. Some undoubtedly would, but, bearing in mind the subjective and constructed nature of much of this work, a measure of auditability is preferable, acknowledging as it does the “*idiosyncratic nature of research contexts*” (O’Leary 2005, p.75). To this end, the fullest possible explication of data generation and analysis methods has been provided, to make clear how conclusions have been reached.

5.8 Ethical Considerations

The project is ‘Insider Action Research’ (Coghlan & Brannick 2005) (in the author’s own organisation). The balance of the author’s own dual role (manager and researcher), the roles of politics and the management of ethics have therefore been key considerations.

The research proposal was submitted to the University Ethics Committee and was conducted in compliance with the University’s Research and Governance Handbook, Third Edition 2009-10 (and earlier editions in force at the time) available at http://www.northumbria.ac.uk/static/5007/respdf/ethics_handbook_2.pdf

5.8.1 Informed Consent and the Principle of Non-Maleficance

“One is not absolved of moral and ethical responsibility for one’s actions or inactions merely because one is conducting research. To act or fail to act is to make an ethical and political choice.” (Taylor & Bogdan, 1984, p.71). While the topic of this research did not provoke any acute ethical dilemmas involving crime, for example, there were decisions to be made regarding those closely involved in the research (collaborators and key participants) and also occasions on which being wholly truthful and open would possibly have jeopardised the exchange. These largely revolved around domestic issues. The key ethical issue consists of the principle of non-maleficance – especially since the Involved included colleagues, family and others, some of whom were relatively

powerless in this context and from whom it was difficult to gain true and specific informed consent, given the unfolding nature of the research. Moreover, the author's children (Collaborators) are under eighteen years of age and therefore unable to give informed consent. Huge efforts were made by the author to communicate openly, regularly and in person with as many of the Involved as possible, regardless of status, influence or interest. Direct and positive comments have been made regarding the approach adopted on this project, which ignores the organisation's dominant culture and structure to pursue the democratic principles of AR and these strengthened the resolve necessary to persevere. Again, the children were made an exception to this openness and communication with them about the move abroad was carefully thought through and timed.

Formal proposals have been made and approved where necessary within the organisation, between organisations and between the researcher and the Involved and others, although it is worth noting here that bureaucracy has been notable by its absence.

5.8.2 Confidentiality & Anonymity

Confidentiality & anonymity – both personal and organisational – and ownership of data and the conclusions have been established and agreed at the outset. The principle of reciprocity guided the conduct and conclusions of the research, in an attempt to ensure that others benefit and that findings are not misused. Informed consent was sought and granted before any recorded event such as a meeting or interview. The personal journal and some correspondence are confidential: contemporaneous records are valuable but can be emotive, although data have been analysed and quotations used. Quotations from transcriptions or other recordings have been anonymised. No institutions requested anonymity.

5.9 Summary

This Chapter has presented the suitability of the AR methodology for the investigation of implementing international staff exchange in HE and provided the details of Coghlan & Brannick's (2005) Insider AR approach as used in this research, along with the data generation and analysis methods. The controversial issues of quality and integrity have been comprehensively addressed and specific quality criteria for this study established. The next chapter tells the story of the six AR Cycles in which an international staff

exchange between the UK and France was organised, implemented and analysed, providing in-depth, thick data in the first person, producing the emergent themes and relating them to the theoretical literature, thereby addressing research question no.4 and Coghlan & Brannick's (2005) 'What happened?'

6 FINDINGS: WHAT HAPPENED?

*I never knew my home town 'til I stayed away too long.
'San Diego Serenade' from The Heart of Saturday Night by Tom Waits*

6.1 Introduction

This chapter is structured around the six Action Research Cycles and the four steps within each, as set out in the Methodology chapter, and is intended to tell the chronological, ‘analytic story’ (Strauss & Corbin, 1990) of the exchange. It answers the first of Coghlan & Brannick’s (2005) AR questions: ‘What happened?’, which forms the basis for the fourth research question set out in Section 1.8. (The remaining two AR questions, ‘How do you make sense of it?’ and ‘So what?’ are answered in the Discussion and Conclusion Chapters.) Each section draws on data mostly generated during the Cycle itself. However, following Silverman’s (2010) advice to “*avoid telling your story in the order which you found things out or wrote them up*” (p.344) and bearing in mind the Dionysian nature of the cycles (discussed in Section 5.5.2), the allocation of cycle dates and duration is approximate and the attribution of data to any one cycle owes more to relevance than any preoccupation with exact timings. To avoid confusion, precise dates of quotations from the Involved have been omitted in favour of a more useful indication of their context (an interview or a meeting, for example) and the level of involvement. Given the social construction of much of this work, some are provided within the context of the conversational exchange in which they took place.

6.1.1 Coghlan & Brannick’s Four Steps of Action Research

As discussed in the Methodology Chapter (Section 5.5.2), each Cycle was divided into four main steps. ‘Diagnosing’ involves identifying the provisional issues and, if possible, the theoretical foundations of the actions that follow and should be conducted collaboratively, hence the use of the ARSG described in Section 5.5.4.1. ‘Planning Action’ follows on from this diagnosis and is consistent with it. ‘Taking Action’ implements the planned interventions. ‘Evaluating Action’ examines the outcomes of the action, intended and unintended. In this thesis, this fourth step is adapted slightly to generate discrete themes from each Cycle emerging from any of the previous steps. The themes from each Cycle are brought together in the Discussion (Chapter 7) and subjected to the meta cycle of enquiry (Section 7.1) as a second phase of analysis.

The four main steps are visible in the headings used to structure each section of the chapter, but there is more analysis behind them. In order to enhance the learning from each step of a Cycle, Coghlan's (1997, cited in Coghlan & Brannick, 2005) four-stage learning cycle is applied to each step in turn. 'Experiencing' consists of reporting three domains in which experience occurs: cognitive, emotional and physical. 'Reflecting' involves thinking about the experience and posing questions about it. 'Interpreting' offers responses to these questions and can draw on theory to help make sense of the experience. Finally, 'Taking Action' translates this analysis into concrete actions to be taken as a consequence.

An example of the resulting analytical grids can be seen in Appendix F.

The analysis of the findings of this research is written in the active, as opposed to the passive, voice. According to Sigel (2009), in social science the passive voice bogs down the narrative, obscures the meaning, prevents clear understanding on the part of the reader and also indicates that the author has not thoroughly thought through his or her discussion. The legitimate use of the passive voice, to provide an objective tone, is not appropriate for the policy of 'subjectivity with transparency' used in this thesis. Instead, the use of the active voice is designed to "*provide a solid, cogent argument that focuses on clarity and precision*" (p.478) and also to contribute to the subjectivity's visibility. Mellor (2001) recommends balancing academic rigour and accessibility by making the writing clear and readable. He asserts that we should "*attempt to make what we write as accessible as possible to tell a good story*" (p.477). Mellor (1998) was again inspirational in his description of his own thesis: "*I want the reader to know what I actually did. My concern with frankness outweighs my concerns with engendering a superficial validity*" (p.464).

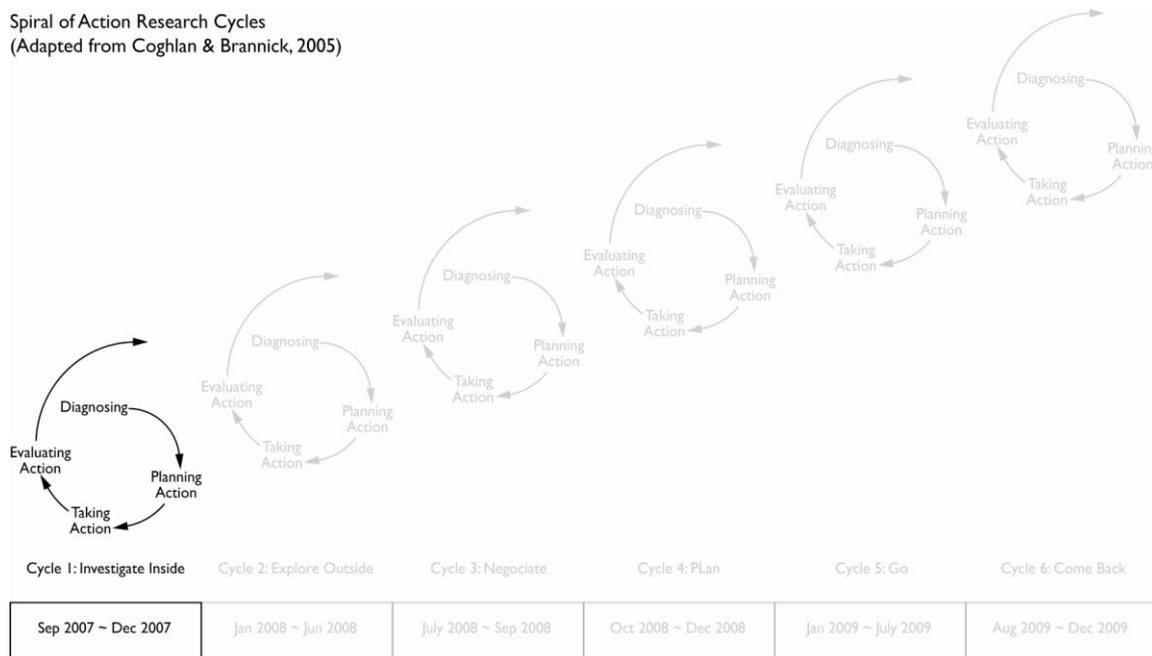
The centrality of the author/researcher means that much of this chapter is written in the first person. Coghlan & Brannick (2005) are of the opinion that this greatly strengthens a report consisting of the author's reflection on their personal learning, as this one does. However, this decision renders crucial a clear distinction between the author's narrative and the researcher's interpretation (ibid), hence the first three steps of each Cycle (Diagnosing, Planning Action, Taking Action) tell the analytical story and the final step (Evaluation) provides the interpretive conclusions from each Cycle.

In this analysis, the word 'partner' is used in two different ways. An institution with an agreement with my home university is called a partner, and it is used to discuss potential institutions as hosts for the staff exchange and suppliers of counterparts. To

differentiate the individuals taking part in the exchange, I have termed them 'counterparts' rather than 'partners'. However, when discussing personal and domestic issues, I revert to the common use of 'partner' for my 'significant other' who came on the exchange with me. My assumption is that context will differentiate between him and institutional partners and that no confusion will arise.

6.2 Cycle One: Investigate Inside (September 2007-December 2007)

Spiral of Action Research Cycles
(Adapted from Coghlan & Brannick, 2005)



This first Cycle emerged from the pre-Step and entailed planning and conducting conversations, meetings and interviews with a variety of respondents and participants and a document review. The results of this Cycle changed my personal attitude to the research and dictated the scope as an exchange and not a sabbatical.

6.2.1 Step 1: Diagnosing Attitudes and Assumptions

In experiencing and diagnosing the situation within the organisation during the Pre-Step and early Cycles, it was evident that there were many assumptions at play, as opposed to knowledge and experience, and that the assumptions around staff exchange were quite different in different (groups of) people. For senior management, exchange was for young academic staff (e.g. graduate tutors) and the staff was the reason that exchanges did not take place: their unwillingness, attitudes, lifestyles and the cynical culture they had created (see Turner & Robson's (2007) 'culture of cynicism and resistance in Section 3.5). The examples below summarise the belief of some senior managers consulted that 'we already know the answer':

In terms of the research questions I do think we could already answer (some questions (...)) in NBS based on international assignments, as more than a couple of weeks in another country, without further empirical research e.g. regional attachment, family commitments, childcare, second wage earners, age profile etc. and if we can answer (some), what implications does that have for (the others)? (...) Recruiting international staff is one option and as the age profile,

demographics and life stages change in the staff then international assignments would be valuable and opportunistic e.g. if we focused the research on graduate tutors (...).

Senior Manager respondent, Business School (e-mail)

This is for young, single people at the beginning of their careers and we don't have many of those.

Senior Manager respondent, Business School (interview)

For academic staff, the rarity of staff exchange was due to the senior management: their unwillingness, attitudes, the working environment they had created, as evidenced in the following exchange between three Business School academic participants in an ARSG meeting:

- #1: In speaking to colleagues, it's not because they don't want to do, it's because there is not enough...they don't even feel like they would be supported.*
- #2: I think you wouldn't even try to overcome the barriers, would you?*
- #3: Yeah, you would look at it and go 'well, there's no point.'*

For administrative staff, international travel was for academics and senior management only. This was evidenced by an instruction from the Business School executive that no administrative staff were to be allowed to travel abroad even for short periods. There was no explanation attached to this announcement but it only reflected the status quo anyway.

For the (University) Centre, the power and responsibility lie with the School, while the School waits for the Centre to act. Compare this analysis by participants in an ARSG meeting:

- #1. If the institution said all Schools must have six exchanges planned before the end of next year, the Schools would do it (Senior Academic, Centre).*
- #2. Yes, and they would give someone the job of doing it. (Middle Academic, School)*

with this:

There's nothing stopping the Schools putting some money in a pot and making this happen. I brought someone over (...) and paid for them to have a flat for six months.

University Board Member, respondent, (interview)

I experienced a range of other people's attitudes to my work, from eager enthusiasm and cautious interest, through distrust, blame, nostalgia and self-centredness, to cynicism,

negativity and fear. I was most impressed by the power and influence of assumptions. Many I regarded to be mistaken and most, at best, unchallenged. Members of staff and management simply (or conveniently) assume that their personal circumstances make going abroad an impossibility. They have never raised the question with their families and the organisation does nothing to understand or challenge this assumption. Here are some examples from ARSG participants:

I don't know really, I never mentioned it to (my wife) – she might be quite interested, as it would be quite a different environment.

Senior Manager, Central International Office

When X put his head round the door and said, 'oh, do you fancy going to work in Hong Kong?' it took me by surprise because I really hadn't considered it.

Middle Academic, School

I haven't specifically asked how (my wife) would feel. My perception is that it wouldn't go down well in terms of me disappearing and returning three or six months down the line. But I haven't asked that direct question. I am pretty confident it wouldn't go down well. Shall I try and tell you what happens?

Middle Academic, School

It is worth noting here that the last participant later reported to me that he had done just that and that his wife had been more receptive to the idea than he had expected.

There is also an assumption that the more senior a person is in the hierarchy, the more difficult it is for them to spend an extended time abroad.

I also experienced a gamut of my own emotions as I realised through the process of my investigation that my own overriding assumption, that it would be an idea unwelcome in the Business School, had been mistaken. In fact, what exists is an interest on the part of many members of the organisation to see a programme of international staff exchanges initiated, undertaken and successfully developed. The potential benefits on several levels (university, School, programme and individual, student and staff member) are clear and undisputed. What does **not** exist is any action in this direction: Pfeffer & Sutton's (2000) 'knowing-doing gap' (Sections 1.5.4 & 4.1.2).

6.2.1.1 On Incentives & Rewards

I was also to experience ambivalence in my colleagues about the incentive or reward for taking part in or even supporting an exchange. Some members of staff go to Asia to teach for short periods on franchised programmes, travel Business class, live on a

generous unreceipted expense allowance and subscribe to the airline's loyalty scheme. Some go to Europe for short periods to teach in English and are rewarded for it by the host institutions. The personal and organisational benefits are understood and in part form the tacit knowledge of the organisation. Cynicism in potential exchangers could therefore be assuaged by a financial support package available to the initiative. Moreover, I sensed a fear in some to demonstrate they were dispensable by absenting themselves for an extended period. This fear could be managed by an equal expectation of all staff members or a future reward for those participating.

Close colleagues cited two types of incentive for their support of me in my efforts: organisational and personal. There was a belief that it would be "good for the area" (*Middle Academic, School, respondent, focus group*), (meaning the collection of programmes in which I work) and would contribute to the School's applications for international accreditations.

It is very relevant to the programmes and partners I'm working with so I'm interested to see how we could progress it.

Middle Academic, School, (ARSG participant)

I see the Business School internationalising fast in term of students but perhaps not so much in terms of staff, so that's why I'm interested.

Middle Academic, School, (ARSG participant)

It will finally fill that embarrassing silence whenever we're asked about staff exchange.

Middle Academic, School, respondent, (focus group)

My French counterpart also experienced a dual motivation:

(The Head of Department / Gatekeeper) explained me and he said that it was a kind of service¹ for the university - it would help the Institut Universitaire de Technologie and it would be useful for the institution. That was an important issue for me so that's what he told me.

My motivation was to improve my English in fact and to go in an English-speaking country was important for me and I was interested to go abroad and visit another country and have a nice time there.

Exchange Counterpart, Collaborator (interview)

¹ the French word "service" can be better translated in this context as a "favour"

From the personal point-of-view of my close colleagues, supporting an exchange was felt to be low-risk, certainly lower risk than having to do it oneself, and they felt a certain pressure was lifted, akin to

when your sibling has the first grandchild.

Middle Academic, School, respondent, (focus group)

The notion of this ‘pressure’ is especially interesting given the apparent reluctance on the part of senior management to request or demand such an initiative from staff and my own erroneous assumption that suggesting my own exchange would be an unpopular idea. The pressure appears to exist within entrepreneurial individuals as a response to ‘collaborator drag’ (Howe & Martin 1998, Section 3.7) rather than to be exerted by the organisation, evidenced by the fact that close colleagues also felt it might pave the way for them to go abroad in future and might create opportunities of which they would be able to take advantage at a later date.

The support of colleagues was not dependent on the personal popularity of the outgoing member of staff, they insisted, although I concluded that it would be more difficult in a less supportive group. Indeed,

It's a good way for the School to get rid of troublemakers.

Previous Exchanger, respondent (interview)

6.2.2 Step 2: Planning Action to Investigate

6.2.2.1 On Getting Access & Experiencing Attitude

As I planned my investigation of the organisation through interviews, meetings and analysis of existing documents, I found getting most access straightforward. My assumption that no-one would be interested in discussing what I considered and what I thought others would consider my ‘pet project’ was erroneous: I was welcomed by almost everyone I contacted. The weight of the hierarchy and my knowledge of the internal culture steered me towards my ‘line management stakeholders’, working from the top down within the School, so that when asked, I could assure each one that their immediate senior was aware of and had agreed in principle to my initiative. This caused some tension within me as I felt obliged to ‘keep the secret’ from my closest colleagues until this approval process was complete. I also appreciated my project management experience in helping me to make such considered decisions: I wondered if the

outcome, wholehearted approval (with operational caveats) at every level, would have been the same had I taken the opposite, bottom-up approach.

Some categories of people I found difficult to identify and contact. An initial e-mail to Business School staff asked for respondents under one of four headings:

- *Anyone who has ever exchanged their job with an international partner*
- *Anyone who would like to try it*
- *Anyone who would like to but thinks it would be impossible (professionally or personally)*
- *Anyone who would hate to do it (I'm interested in the "extremes" of opinion)*

Academic respondents fell into one of three categories. Some focussed immediately on their demands or potential contractual terms as caveats. While I found these responses discouragingly risk-averse, they did demonstrate interest, even if the plan would have to be well-developed to attract them:

It would depend on the country and what the workload was. I presume it would be without disruption to our salary, therefore, not impact on the pension.

I would be interested in a semester abroad but what duties/responsibilities does it entail? What's on offer? Triple pay? When I was working for an international company the staff who were working on a project in Europe could come home twice a month.

I would love to be exchanged with an overseas colleague but would like that to be as a teacher of my specialism rather than generalist teaching.

Some expressed interest but perceived general barriers:

I fall into the category of "would like to do it but can't".

I will talk to you as I would like to try it but think it's impossible ...although I can try to be more extreme if you would like!

Happy to talk – probably middle two categories.

Some were more enthusiastic and open:

Great idea and I definitely feel there should be more of these exchanges. I fall into two of your categories below. First: I have been involved in a European exchange. I found it very useful and a great experience. Second: I would love to go again for a whole semester, but don't know if it would be possible for personal/family reasons.

I am interested in exploring this.

Some academics preferred not to record their interest via e-mail but instead engaged in ‘water-cooler conversations’ with me and asked for their expression of interest to be kept strictly confidential from colleagues and especially management as if it were an act of subversion. This is an example of the ‘bilingualism’ (Gewirtz et al., 1995) and dual communication streams in the university (Section 1.5.1).

It is worth noting at this point that there was no response at all from graduate tutors or ‘young, single people at the start of their careers’ (quoted in Section 6.2.1). Senior members of academic staff and management also ignored it. I reflected if this was evidence of the senior attitudes to execution I had read about (Section 4.2.1).

Three middle-ranking administrative staff responded to my appeal:

First impressions – a little extreme for a whole semester (you did ask) but a great opportunity for anyone wishing to do it. I would probably be more interested if it was not for so long but then again the benefits would decrease. I would grab the chance if the timing was more appropriate (getting married this year etc so not great).

But then, in response to an invitation to join the ARSG:

I am afraid I am pretty busy then, I think the idea is a good one but wouldn't want to get involved myself, I will help out on an ad hoc basis with you if you need anything but I am not certain I wish to be involved in any planning. Thanks for sending me the invitation though.

One contacted me to check that her assumption this was aimed only at academics was true but took no further interest when this was refuted. One attended a later meeting but took no further part. Soon afterwards, the announcement banning administration staff from any international travel was made.

With hindsight, this approach was naive (for example, specifying a duration and expecting uninterested people to respond). Having fruitlessly followed up several leads of people who expressed a cautious interest, I knew that if I was to implement an exchange within a reasonable timescale, then I would have to work with the ‘very willing’. It demonstrated to me the level of individual motivation required even to initiate arranging an exchange.

People who had already undertaken an exchange or spent an extended period abroad for their work were equally difficult to locate so my search took me well beyond the

Business School. Interviews with the few I located revealed the personal nature of their motivation, and their willingness to overcome potential barriers, which was common across all interviewees and myself.

I wanted a change. I had always been interested in the United States. At that point I had never been to the United States, I'd been all over Europe but had never been to the States and wanted to go to the States anyway. My kids were 14 and 12 so it wasn't going to interfere with things like A and O levels so it was at the stage where we were either going to do it then or have to wait. From their point of view I thought it would be good to live in a different environment. My wife had a job but she was prepared to give it up.

Previous Exchanger, School, respondent, (interview)

I was bored with my job, divorced and my kids were growing up. I met a guy who wanted to exchange and decided to go for it.

Previous Exchanger, School, respondent, (interview)

Past exchanges, few in number as they are, have been initiated, organised and implemented by entrepreneurial individuals, sometimes despite the organisation. They play an important role in setting precedent:

Well, [a colleague] had done an exchange to the States in the mid-eighties (...) so I knew members of staff who had done it and (...) it sounded interesting.

Previous Exchanger, respondent, (interview)

It is important to note the informal and 'dyadic' nature of this crucial communication (Hutt et al., 1988, Section 4.2.2.1) and elements of entrepreneurship (Section 4.3.3.2) in evidence:

One of the guys had been to a conference and had met someone from Old Dominion University in Virginia and they got talking about exchanges and decided it would be a good idea if they could find somebody interested to do an exchange, and he mentioned it to me.

Previous Exchanger, School, respondent, (interview)

It came about through a student from the US university who this person was supervising and got put in touch through that. It wasn't planned, it's just luck that he's going out.

Middle Manager, Central International Office, (ARSG meeting participant), referring to a previous exchanger

In inviting everyone to whom I spoke to join my Action Research Small Group (see Section 5.5.4.1), I was to experience the first manifestations of ongoing support from

my close colleagues. Two volunteered to attend simply to support me. Members of the university's Central International Office were early and regular attendees. Several others offered, but synchronising the availability of all volunteers soon proved to be impossible, and, after several false starts and re-schedulings, I decided to go ahead with the inaugural meeting and this level of flexibility was maintained throughout, with members coming and going. I believed that if I initiated the project and retained an open invitation to potential participants, the sheer momentum of progress would attract a fellow-traveller. I was wrong.

Most difficult to access was the complex and somewhat secretive system of committees throughout the School and university. It is through these committees that formal School-Centre communication appears to take place and policy is developed. They can be formed and dissolved without announcement; minutes are sometimes confidential while membership is driven formally by the hierarchy and also by informal relationships and tacit knowledge. This secrecy, sometimes driven by commercial sensitivity, is symptomatic of 'new managerialism' (Deem, 1998). The committees form the formal stream of the communication duality and the organisational 'bilingualism' (Gewirtz et al. (2005) in Section 1.5.1).

We don't know what's happening either, do we? I had no idea the strategy even existed. You saw the same as me and him [IO colleague], it's there [the strategy] and it's on its way through but we don't know. I think there's a lot of debate going on on the 'top corridor' about what it means. I don't honestly know.

Senior Manager, Central International Office, (ARSG meeting participant)

It was only very late in the process of research (when I had returned from the exchange), that I was invited to join or even present to any committee, despite several with an 'international' remit existing and whose members were aware of my work. My experience of other committees within the university made me suspect they would hinder rather than help so, in an attempt to minimise the barriers, I avoided them: I decided early on I would not seek the support or approval of any such committee. This mirrors the 'dyadic' nature of the strategic entrepreneur's communication outside the normal network (Hutt et al. 1988, see Section 4.2.2.1) and also the potency of the university's dual communication streams. It also means an opportunity was lost to share the process across the university or even within the School and might have compromised the support available.

6.2.2.2 On Conceptual Flexibility

In the ARSG, the concept of a staff **exchange** was challenged: a more flexible concept would facilitate staff mobility and its implementation within the organisation. This arose from the difficulties in attracting administration staff to participate. It was felt that such roles are less flexible and transferable than academic roles, and the idea of 'shadowing' was both more attractive and feasible to administration and service department staff.

People have quite specialised jobs – a lot is about your local knowledge – you could shadow each others' jobs. The concept of slack in the service divisions or the admin section of Schools is even more difficult than with the academics so shadowing would be a good version of exchange. There's a strong justification for that in School admin departments – everyone should be able to benefit from internationalisation, not just the university financially.

Manager, Central International Office, (ARSG meeting participant)

It was predicted that a like-for-like, direct exchange would be extremely difficult to arrange.

If we set out saying that the only way we can do staff exchanges is if we do absolute like-for-like exchanges it probably isn't that realistic and we need some flexibility.

Middle Academic, School, (ARSG meeting participant)

This was supported by what previous exchangers had told me, for example:

He was covering more or less what I was teaching, I wasn't really covering his work as he was an econometrician. I did an MBA macro course and an undergraduate course, 6 hours a week and nothing more.

Previous exchanger, School, respondent, (interview)

Such rigidity was also deemed an unnecessary barrier.

In theory the institution, the School, the team and your colleagues are all wanting to make it happen so it shouldn't be this mechanistic.

Senior Academic, Centre, (ARSG meeting participant)

The value of such a mechanistic direct exchange, focussed on covering precise teaching workload, was strongly challenged by the ARSG.

The mileage in this mechanistic idea is very limited. The whole idea of going out on a purely like-for-like exchange is limited in what you can get out of it. It would be much more exciting, as a manager, if someone was saying 'the benefits

are going to be this....I'm going to do this, the person coming over can do this – someone else completely different will come in.'

Senior Academic, School, (ARSG meeting participant)

6.2.3 Step 3: Taking Action in Listening, Talking and Reading

6.2.3.1 Interviewing Stakeholders

It was with what I termed in my reflexive journal “*extreme trepidation*” that I set out to my first stakeholder interview. My assumption was that my proposal would be unpopular. I tried to hide how enthusiastic I was, maintaining the demeanour of mild, detached curiosity I imagined in the ‘Researcher’. I was mistaken. My confidence increased as I was repeatedly received with positive interest. Stakeholders in my management hierarchy did not try to prevent me but neither did they offer me tangible support. Nor did I ask them to do so. My own determination to minimise the barriers inhibited me from even mentioning what I might need from them, even if I had known at the time. It is possible they believed it unfeasible or perhaps they did not know what to offer. I was told I must find someone with whom to exchange my teaching workload and they awaited a written proposal.

In the stakeholders, I perceived an undercurrent of a slight lack of self-confidence, an insecurity for the institution never explicitly stated. Allowing a ‘stranger’ into the belly of the organisation was to risk exposure and there was uncertainty about how they should be managed and what the possible outcomes might be. Corporate entrepreneurship requires an increase in risk (Thornberry, 2001, Section 2.4).

What if they love it and want to stay? What if YOU love it and want to stay?

Senior Manager, School, respondent, (interview)

Comfortable with this level of ambiguity, I had no answers and it transpired that such questions were rhetorical. It was left to me and my close colleagues to ‘muddle-through’ (Lindblom, 1959, Section 2.4.1; Bartell, 2003, Section 3.3) and this flexibility in thought and action facilitated the progress of the project, as entrepreneurship, internationalisation and strategy execution literature suggests (e.g. Binks & Lumsdaine, 2003, Section 2.5; Howe & Martin, 1998, Section 3.7; Barringer & Bluedorn, 1999, Section 4.4.2.2).

The role of senior management in leading a process of strategy development and execution is widely acknowledged in the literature (see Section 4.2.1). However, there is

a belief at the University Centre that ethnocentric British attitudes are responsible for a widespread lack of staff and student mobility. It is not accepted that operational barriers are real, as evidenced by the earlier quotation (Section 6.2.1) and this below, referring to the British Isles:

People around here don't want to get off the island. They don't see the need.

University Board Member, respondent, (interview)

The staff, however, appreciate exactly how an individual member of a senior team can influence the strategy, especially if it is actually a mere rolling agenda. Consider this exchange in an ARSG meeting and compare it to the opinion expressed by Dobbert (1998, Section 1.5.3.2):

When I've exchanged in debate with [X Board Member] about it, he was absolutely adamant that the only way you can be a global citizen was that you have to study, work or live abroad

Senior Academic, Centre, (ARSG participant)

*Well, he is a good example as he has had an international academic career and he went on a student exchange as well. So he is very, very pro-it. So I think if it (internationalisation) does get back on the **agenda**, it will be [X Board Member] who is driving it. It all comes down to having a DVC in post who's passionate about it.*

Senior Manager, Central International Office, (ARSG participant)

In the analysis that followed, I reflected deeply about why I had felt such trepidation and had judged the prevailing attitude incorrectly. In connecting this experience with my review of internal documentation the answer became clear.

6.2.3.2 Seeking Strategy

The strategy document in force in the Business School in 2007 did not mention internationalisation at all. Instead, there was a strategic objective which read

Develop a regional, national and global network of academic and corporate partnerships.

NBS Academic Development Plan 2005, internal document no longer available which failure to achieve will have a “*negative impact on brand, reputational status and **ability to generate income***” (emphasis added) betraying the ‘low-end’ approach to international development (Bartell, 2003, Section 3.3).

I searched in vain for an internationalisation strategy in the Business School. I reviewed the university website, the Business School website, prospectuses, brochures, advertisements, policy documents, academic development plans, statements from leaders and managers. I found many references to the international student experience (at home). I found some references to outgoing students. I found incomplete lists of international franchise and exchange partners. I found nothing about international staff. In 2007, I was provided with a copy of a draft internationalisation strategy for the university with the words “*You didn’t get this from me*”. It was a short document “*for discussion*”, containing more questions than answers. It contained a question concerning “*staff mobility*”, asking “*Do we encourage this in any way as an institution? What are the constraints for academics coming in and out?*” This, I was told, was being considered in a series of university-level committee meetings, from which an agreed internationalisation strategy would emerge at some undetermined future date. It was clear evidence of Pfeffer & Sutton’s (2000) knowing-doing gap (Sections 1.5.4 & 4.1.2), which was at least being acknowledged.

During this time, I felt the need to justify the time I spent on this initial investigation (and more as the Cycles progressed and the research became hungrier for resource). I identified a series of ‘hooks’ on which to hang my initiative: AACSB accreditation, an imminent internationalisation strategy and academic research activity, thereby fulfilling Burgelman’s (1983c) description of a strategic entrepreneur’s skills with resources (see Section 4.4.2.3). This combination of ‘hooks’ was to influence the research and the exchange itself in different ways at different stages but was originally a response to the absence of a stated strategic intention and an attempt to secure new resource combinations (Burgelman, 1983c, Section 4.4.2.3).

There is a view starting to be taken that incorporates staff exchange as being a valued part of internationalisation activity. Your research is very timely. It may not be a case of waiting until you’ve completed: the developing activity will feed into each other. This kind of activity is very much part of internationalisation in terms that it will be developing and ongoing for years in the University and staff exchange is a very important element to that partnership development.

Senior Manager, Central International Office, (ARSG participant)

6.2.4 Step 4: Evaluating Emerging Themes

6.2.4.1 The Absence of Strategy

The internationalisation process of the university and the Business School has been an emergent strategy (Mintzberg & Waters, 1985, in Section 2.3) and possibly the result of ‘collaborator drag’ (Howe & Martin, 1998, Section 3.7). Indeed, it can be characterised not as a strategy at all but as a series of opportunistic operations (Bossidy & Charan, 2002; Giles, 1991; DeLisi, no date, see Section 4.2.2). There was no agreed internationalisation strategy, no vision, no stated aim and no set of objectives. There was no talk at all of staff mobility.

I can't predict what is going to happen without an internationalisation strategy but the recommendations you're producing would be great if we are going to be able to take this forward.

Senior Manager, Central International Office, (ARSG participant)

For me, as a middle academic in one School, the emphasis in the organisation was on bureaucratic deadlines, teaching delivery and marking assessments: all potentially disrupted by a staff exchange in a culture in which rescheduling even one seminar is (in the formal communication stream) disapproved of as disruptive to the student experience and therefore detrimental to the National Student Survey with its influence on ranking.

*If there isn't a document, there isn't an **agenda** or the clout to take it forward.*

HR Manager, Centre, (ARSG participant)

In fact, the terminology used by members of central services betrays the absence of planned or umbrella strategy (Mintzberg & Waters, 1985, Sections 2.4.1 & 2.5). They often refer to issues being on the ‘agenda’ (or otherwise), which can be defined as ‘a list or programme of things to be done or problems to be addressed’ and implies therefore an emergent, rolling list of ‘things to do’ rather than any consistent long-term aim and direction. Note the regular use of the word ‘agenda’ in direct quotations of central staff in this Chapter and also in Turner & Robson’s (2007) case study, for example.

The absence of a stated aim regarding staff mobility, or even a general intent to internationalise, at any level in the university, is a barrier to staff mobility in several ways. The Schools wait for direction from the Centre, while the Centre leaves it to the Schools. Working independently of each other, synergy is lost. Like in Bartell’s (2003) low-end example, the resulting ‘muddling-through’ (see Section 3.3) has no plans,

resources or targets attached and so implementation is narrow in scope (e.g. a franchise agreement or student exchange only), piecemeal and opportunistic. Little planning is possible. With no mention of staff mobility, even determined entrepreneurs (such as myself) will expect a cool reception from stakeholders who communicate on other, apparently contradictory, issues (Kaplan & Norton, 2005, Section 4.2.1) or not at all, described in the literature as Gresham's Law (Kaplan & Norton, 2008a, Section 4.2.1). Instead, entrepreneurs seek alternative 'hooks' on which to hang their autonomous initiatives, creating unnecessary complexity in order to minimise barriers. Further evidence of this emerges in following Cycles.

However, the lack of strategy, or at least its potential negative effect, does not appear to be acknowledged. This is one issue on which the Centre and School management experience come into alignment (Pennypacker & Ritchie, 2005, Section 4.4.1.1). Elsewhere, there is a clear difference in attitude regarding internationalisation and who is responsible. I called this the 'School-Centre Mismatch', and it arises in several areas. It can be compared to the importance of strategic consensus discussed in Section 4.2.1 and the role of the senior management in bringing this about.

6.2.4.2 The Absence of Architecture

I have coined the term 'architecture', used commonly in Business, to encompass the concepts of structure, roles & responsibility, planning, process and resource in strategy execution (Section 4.4). Incentives and rewards for staff exchange (either implementing or supporting it), where they exist at all, come from within entrepreneurial individuals. The organisational incentives and potential rewards, as mentioned in the analysis, are remote, indirect and uncertain. This is a barrier to implementation. Both incentives and rewards must be made explicit, concrete and in direct relation to the undertaking of an exchange (as described in Section 4.4.4).

6.2.4.3 Communication Breakdown

The absence of strategy is exacerbated by or is perhaps the reason for poor communication on issues of internationalisation between the University Centre and Schools, between senior management and staff. There is a strong mistrust between different parts of the organisation, as evidenced by the conflicting evaluations of the level of interest in, and will for, staff mobility and the reasons it does not happen and the committee secrecy.

Meanwhile, an informal division of labour had developed, by which the International Office sought and managed Asian and American partners at university level, while the School did the same in Europe and Asia on behalf of the School. I had perceived in my investigation a defensiveness on the part of School staff towards the central service divisions, with school-partner relationships characterised by possessiveness of individual ‘owners’ and the Centre’s activities deemed irrelevant or even incompetent. This behaviour, I reflected, was driven by a culture of individuality, possibly stemming from ‘academic freedom’ and the jealous guarding of intellectual property and ideas, networks and academic achievement required to progress and shine in academia (as opposed to my previous corporate experience in which ‘the team’ was the unit of achievement, something condemned by academic writers as part of ‘new managerialism’ (e.g. Deem, 2001). Consider the following exchange from an ARSG meeting between a senior manager from the Central International office (first speaker) and me, describing a regular and catastrophic failure of communication and co-ordination:

#1. Just the duplication of effort...the waste of effort where there is activity going on and you could be doing additional activities. If you send three members of staff to a city...

#2. Oh people bump into each other and didn’t even know they were both going.

#1. The classic one has happened to me a couple of times: it’s going into an International Office and they say – ‘oh, your colleague from the Business School or Engineering School was here last week.’

#2. It’s just embarrassing.

#1. I find that embarrassing. Nobody else seems to.

#2. I find it embarrassing.

6.2.4.4 Culture

6.2.4.4.1 Nostalgia and Blame

A culture of nostalgia is predominant in some quarters of a Business School in transition (Liu & Dubinsky, 2000, Section 2.3). A belief that ‘we used to be able to do such things but you can’t now’ is common among some longer-standing members of staff of all types, weary of change.

I would think it probably was much more flexible in those days than it is now. Things were more flexible in terms of timetables, you could shift timetables around on an ad-hoc basis, more divisions, it wasn’t centralised like it is now.

Previous Exchanger, School, respondent,(interview)

While this might be a genuinely held belief with good basis, it is nonetheless a barrier to introducing something new and, at times, is used as a defence to discourage any enthusiasm from “*people like you*”, as I was called in one conversation with an older colleague. In its most negative form, this nostalgia descends into blame and bitterness, sapping energy and enthusiasm.

Yeah, oh I'd love to do that but you would never get that in here. You can forget that - they scrapped sabbaticals a few years ago and look at our teaching workloads.

Middle Academic, interview respondent, referring to international staff exchange

It can be contrasted to Thornberry's (2001) explanation of the potential benefits of supporting strategic entrepreneurs (Section 4.3.3.3).

6.2.4.4.2 Firefighting and Muddling-Through

‘Firefighting’ and ‘muddling-through’ (Lindblom, 1959; Bartell, 2003) are dominant in the culture of the Business School. The nature of working with multiple powerful stakeholders (Section 2.2), face-to-face with students and using fluid data ensures that reactivity is a constant. The complexity of the organisation might also contribute to difficulties in identifying priorities (Stopford & Baden-Fuller, 1994, see Figure 4-2). This worked against me in the planning of my exchange, and in my favour in its execution. The reliance of the organisation on the goodwill of the staff is so widespread it has become the *modus operandi*. It compensates for poor contingency and resource planning and obscures the absence of strategy; indeed, it replaces strategic action with ‘muddling-through’. The result for international staff exchange is that gaining commitment to such an initiative is almost impossible: it is too far in the future and too unlikely to happen for firefighters to prioritise it. People are interested only when they consider it will affect them directly and immediately, and it will not distract from fighting today's urgent fires. This preoccupation is used as a defence against taking on anything new, which would risk being overwhelmed by today's minor crises.

Why light a new fire?

Middle academic, School, respondent, (focus group)

It is interesting to contrast this with one of Shephard's (1997) rules of thumb for change agents, cited by Coghlan & Brannick (2005), as equally useful for Action Researchers: “*light many fires*” (p.136) in order to precipitate change throughout a system.

This aspect of the culture also means that precise planning is neither possible nor necessary. My colleagues' familiarity with ‘muddling through’ and absorbing an ever-

changing ebb and flow of work meant they were comfortable from the start with the idea of my absence for an extended period of time; worse, with the presence of a strange, new person to look after. Only teaching hours can be accurately measured and allocated and so this became the focus of the exchange negotiations, externally and internally. Preparation, management and marking were not discussed.

6.2.4.4.3 Tacit Knowledge: A Double-Edged Sword

Reliance on tacit knowledge (Pfeffer & Sutton, 2000, Section 4.3.2.2) is an influential part of the Business School culture. ‘How things work’ is apparently explicit in the bureaucratic processes and its documentary products. But the reality is that power, influence, knowledge, communication and decisions exist and operate outside, alongside and despite the bureaucratic structure. Dual processes, explicit and implicit, are at work and form the ‘bilingualism’ identified by Gewirtz et al. (2005; Section 1.5.1) and possibly Kyrgidou & Hughes’ (2010) ‘ambidexterity’ or ‘duality’ (Section 2.4.2). This enables the organisation and allowed the entire exchange to be planned and executed swiftly, with the production of only two documents, one official approval and no signatures. It also makes it difficult and time-consuming for a ‘newcomer’ such as me, especially one lower down the organisation, to ascertain how to implement a new initiative. It is a double-edged sword.

6.2.4.4.4 Acceptance of Assumptions

Assumptions about international staff mobility abound throughout the organisation and exist to fill the gap created by ignorance and inexperience.

*The reason this is not on the **agenda** is that nobody knows how to go about doing it. Nobody knows what to put on the **agenda**.*

HR Manager, Centre, (ARSG meeting participant)

There is no culture of ‘evidence-based management’ (Pfeffer & Sutton, 2006, Section 4.3.2.2) in internationalisation activities (although there is in more familiar areas, where statistics are available, such as student-performance.) The precise nature of the assumptions is not the most influential aspect. It is the very existence of such an array of sincerely held, unchallenged (and often mistaken) assumptions, obscuring the **real** opportunities and barriers, which is itself the higher barrier to implementation of staff exchanges. There is a danger that the wrong ‘implementation levers’ (Carpenter & Sanders, 2007, Section 4.2.1) will be pulled, or, as is the case here, no levers are pulled, as in Figure 4-2: Stopford & Baden-Fuller's Connected States of Thought & Action

(1994): the definition of the strategic problem is vague and the perceived capability to solve it is low, resulting in a feeling of powerlessness and no action.

It is worth noting at this point that the confidence of management that they ‘knew the answer’ boosted my confidence that I could follow Silverman’s (2010) advice to avoid journalism: to those around me this topic was ‘obvious’ and ‘unremarkable’ (Section 1.7.2).

6.2.4.5 Work-Family Separation

International staff exchange is an area in which work and family can no longer be kept apart and continue to function as separate entities. Attempts to protect my family from the emotional ebb and flow of the progress of the project and the whim of the organisation, even in its preparatory stages, created huge internal tensions for me, as I became a buffer between them. The integral part family relationships play in the perceived or actual feasibility and desirability of mobility is evident in the motivations described by previous exchangers (Section 6.2.2.1), in my own motivation to internationalise my children and from the frequency with which it appears in assumptions as an inhibitor (Section 6.2.1). One assumption in the management appears to be that a family fatally reduces flexibility and mobility. Another is that younger people do not have significant personal relationships and are therefore more mobile and flexible. This leads to the attitudes illustrated in Section 6.2.1, which in turn bolsters the individual’s assumption that the organisation will not support or even tolerate the family and it is therefore an insurmountable barrier to organisational effectiveness, or a ‘speed bump’ (Fletcher & Bailyn, 1996, Section 3.8.2) constraining the ability to innovate work practices. This stands in stark contrast to my experience in international commercial businesses.

6.2.4.6 The Value of the Entrepreneurial Individual

The value of entrepreneurial individuals is a strong theme in the diagnosis of the organisation. So little precedent and so much cynicism are reflected in Pfeffer & Sutton’s (2000) concept of ‘cognitive closure’ (Section 4.3.2) and Neilson et al.’s (2008, Section 4.3.2), Sporn’s (1996) and Cameron & Freeman’s (1991) (in Section 2.5) ‘internally-focussed culture’. It requires an entrepreneurial individual to create a new and different culture within and around the project, Burgelman & Hitt’s (2007) ‘eco-system of collective interest’ (Section 4.3.3.3). Support for the project is lent by individuals with no incentive or reward from the organisation: gaining and maintaining

that support is crucial. The tacit knowledge required to progress an idea resides within individuals and it is passed informally from one individual to another.

If you want to do an exchange, you're a maverick around here.

Previous Exchanger, respondent, (interview), referring to the university

Staff exchanges must currently be implemented by entrepreneurial individuals, but there is a lot an organisation can do to value those individuals, to facilitate and support them in their endeavours.

6.2.4.7 Flexibility: Conceptual and Personal

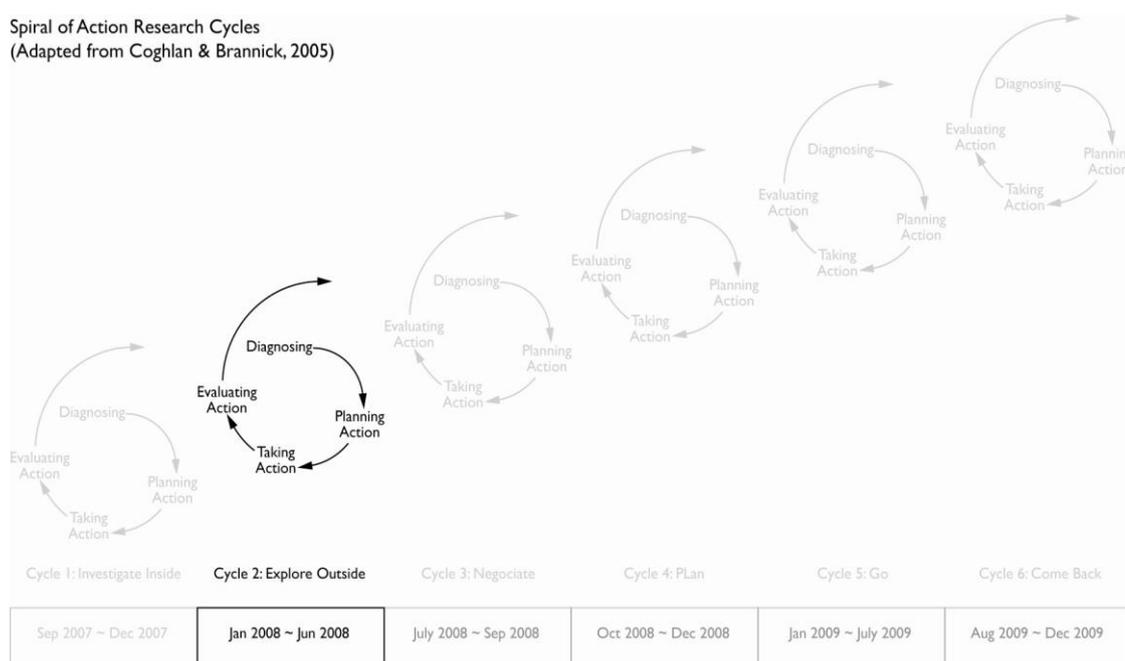
The caveat supplied by senior stakeholders, that I **must** cover my precise teaching allocation, imposed a large degree of rigidity into the concept I was to implement: the subject area, the level of confidence in English in my counterpart, the timing and duration of a potential exchange. It was notable that the caveat is entirely operational. No strategic caveat or guidance was forthcoming, for example, in the choice of destination or partners or in my activities while abroad.

Even in this first Cycle, personal flexibility in the potential exchange counterpart and those surrounding them, at home and at work, has come to the fore. In practical terms, my own flexibility was greatly enhanced by the roles I played at work, the 'hooks' on which I had hung the project and the support of my family at home.

Psychologically, I started with my own set of assumptions and a rigid view about how staff exchange should and would work, for example with a minimum duration in mind. In a short time, they were abandoned and another major assumption about likely partners was to be exploded in Cycle Two.

6.3 Cycle Two: Explore Outside (January 2008-June 2008)

Spiral of Action Research Cycles
(Adapted from Coghlan & Brannick, 2005)



This Cycle overlapped slightly with the end of Cycle One in the initial contact with potential external partners by e-mail. Based on my own erroneous assumptions, this initiative was not productive. As exchange offers did not materialise, the external search became increasingly intensive and was successful only towards the end of June 2008.

6.3.1 Step 1: Diagnosing and Discovering

Before exploring outside the organisation, I started with the inside view of the outside. ARSG participants from the Central International Office were adamant that I would not have to look hard for willing incomers. For them, the question was not whether or not there were opportunities to host an exchange but rather what we did with them.

If you start to explore that with institutions and partners you will probably find them more than willing and interested to get involved.

Senior Manager, Central International Manager, (ARSG meeting participant)

Every single partner that we have – if you say to them – are you interested in faculty exchange – will bite your hand off.

Manager, Central International Manager, (ARSG meeting participant)

This level of confidence did not apply to all the university's partners, however. For example, most of the staff at our Malaysian partner were part-time and it was assumed therefore less likely to exchange.

There was, to my knowledge, never discussion of these potential exchange counterparts within the School. My analysis was therefore that the problems lay in communication within the university (between the Centre and Schools, or within the Schools or, as evidenced by the quotation below, between central departments) and the absence of a structure, process or resource to manage the exploitation of such opportunities and reciprocate.

At different times in my career I have thought of myself as a good candidate for an international exchange but the opportunities never seemed to be there. It seems crazy.

Senior Academic, Centre, (ARSG meeting participant)

6.3.1.1 On Being ‘On Strategy’

Earlier I had discussed the idea of staff exchange with several existing European partners in the course of the regular meetings I had with them as European Partnership Leader. At that time, I remained circumspect, having not yet sought approval internally, and our discussions were hypothetical. Newly emboldened by the positive response I had received from my stakeholders and colleagues in the meantime, I felt more confident and perceived how this would affect the way in which I approached potential partners and the level of certainty I was able to convey. I reflected on the importance of being ‘on strategy’ and how it might affect the attitudes of all concerned.

6.3.2 Step 2: Planning Action with Expedience

The selection of partners to approach was almost entirely expedient and opportunistic. With no offers of tangible support from the organisation and under the constraints of the DBA ‘hook’ on which I hung the exchange, I discounted Asia and the USA as too complex, expensive, remote, time-consuming and risky. My own previous experience in Europe, the ease of movement afforded by the European Union and the possibility of funding through Erasmus, gave me confidence I could arrange an exchange there with little or no support from my own organisation. Having been given the clear requirement to find someone to cover my teaching as a minimum, I had to find an entrepreneurial individual with fluent enough English and an institution which needed me to teach in English. This discounted countries such as Spain, where teaching is all in Spanish, for example.

The expedient choice of partner as recommended by representatives of the International Office betrays the preoccupation of the university as purely financial:

It would be awful to use it to influence staff choice, but (...) if you went to this university in Korea we wouldn't have to support you so much financially. And with the States we wouldn't have to worry about accommodation because it is a one-for-one housing swap. I think the students use those criteria for deciding where they go as well. We have to be realistic.

Senior Manager, Central International Office, (ARSG meeting participant)

If there was a financial benefit, the university wouldn't look too closely at who's covering your teaching load.

Manager, Central International Office, (ARSG meeting participant)

6.3.3 Step 3: Taking Action with Gatekeepers

An e-mail enquiry to a group of contacts at European partners of the Business School, only some of whom I had met in person, received only vague expressions of interest. Colleagues raised the question with partners with the same result. The assessment of the International Office started to look inaccurate and my own assumption that Germany or Holland would be most fruitful fell away. Many Erasmus exchange agreements include staff mobility but it is rarely acted upon so this I ignored as a 'lead'. Increasingly anxious, I decided to 'piggy-back' (Burgelman, 1983c; Herr & Anderson, 2005, Section 4.4.2.3) a week-long tour of six French partners I had planned as part of my role as European Partnership Leader.

I was received warmly by all of my contacts, some of whom were managers with responsibility for international relations, some academics with responsibility for international affairs as part of their role. These I came to appreciate as 'Gatekeepers'. Some institutions were traditional universities and others private Business Schools. For some, the proposed timing (Semester 2, from January 2009) was already an insurmountable barrier and June meetings were too late - at least, this was the assumption of the Gatekeepers in question. Two thought it unlikely any of their staff were confident enough in English. (It is the level of confidence which is important, not the actual level of competence. Even staff accustomed to teaching in English in their home countries/institutions feel intimidated at the thought of a class of native speakers.) One in Grenoble had already identified someone who might exchange with me by the time I had arrived. One in Lyon promised to ask someone they had in mind.

Overjoyed by my first concrete positive responses, I reflected on how they had come from unexpected sources and my assumptions had been wrong again. My project was going well: I had been positively welcomed both inside and outside the organisation and

I felt elation at the first high point of what my experience told me would be the ‘emotional roller-coaster’ (see Figure 6-1). Cycles Three and Four would soon put me on a downward trajectory.

6.3.4 Step 4: Evaluating Emerging Themes

6.3.4.1 The Absence of Strategy

With no strategy to guide me, the partners I approached were identified piecemeal, contacted opportunistically and chosen with expedience. This slowed the process because I considered a wide range at first and initiated talks from scratch. It also expedited the process since I was free to do what I chose with no constraints except those of my own making. It would not prevent me however trying to justify the suitability of my choice on strategic grounds in the negotiation stage of Cycle Three.

6.3.4.2 The Absence of Architecture

With none in place for international staff exchange and a reluctance to erect a barrier by asking for support of any kind from the institution, I was forced to ‘piggy-back’ existing process and divert available resources, acting as entrepreneur (Burgelman, 1983c; Herr & Anderson, 2005; Section 4.4.2.3). My role as European Partnership Leader was a deciding factor in my ability to ‘explore outside’. In this role, part of an existing structure, I had the resources to fund the face-to-face meetings required to attract a potential counterpart. I also possessed the tacit knowledge of our partners, their activities and our contacts in the institutions to enable me to plan a search. This became my ‘home’ as strategic entrepreneur (Burgelman, 1983c, Section 2.4.2). Someone NOT in an international management role would find arranging an exchange significantly more difficult.

6.3.4.3 Communication Breakdown

The different ways in which the Centre and the School perceived the availability of opportunities and willing partners emphasised that communication on this issue, if indeed there was any at all, was not effective. The International Office had regular offers and requests for exchanges and opportunities to work at the university. Their concern was that I would be inundated. Conversely, School staff appeared unaware. Another example of the ‘School-Centre Mismatch’ emerged and I reflected that perhaps it was a form of knowing-doing gap. It was in this reflection, coupled with the realisation that the absence of strategy was both help and hindrance, that the ‘dual approach’ concept was born (see Section 6.4.4.6).

I think it would be interesting to find out what the hell's going on university-wide. I suspect there's quite a lot of that kind of thing going on but there's no central point where people can come together.

Senior Manager, Central International Office, (ARSG meeting participant)

6.3.4.4 Work-Family Separation

Throughout Cycle Two, I was acutely conscious to spare my family the 'emotional roller-coaster' I knew from experience this project would be. My partner remarked wisely:

we can't both afford to live all the ups and downs

Author's Reflective Journal

so in conversations at home, I glossed over setbacks and leaps of progress alike.

However, by June 2008, I had no choice but to increase the involvement of my partner, beyond simply passive agreement and caring for our children in my absence. He was already making sacrifices and so I felt it politic to supply a sense of optimistic progress. At the same time, I began to realise that I did not, and would not, know when I could be sure the exchange would proceed and that was what he needed to know. The futility of trying to keep work and family separate was demonstrated again. Without his support, consent and, increasingly, tolerance, this university initiative could not go ahead.

6.3.4.5 The Value of the Entrepreneurial Individual

This theme grew in depth and breadth in Cycle Two. The fact that only my personal tour of face-to-face meetings in France yielded any results reflected the strength of a personal network of relationships, how it builds trust and reciprocity, and how that had driven me to devote the resources to developing it rapidly in France. It can be argued that travelling to meet someone demonstrates an attractive level of commitment and enables one's potential partner to assess you as an individual, as a potential incomer, and allows them to devote scarce time and energy to your project. There is a limit to how far this could be institutionalised.

I also reflected upon how an institution's external image is predicated on high-profile individuals and their network of relationships. How much easier and more fruitful for a senior academic or manager to organise and effect a worthwhile international exchange than a junior lecturer. This is reflected by Welch (2002, Section 3.8.2) and by members of the ARSG:

Somewhere out there, there's a world of networks and partnerships which are not to do with contracts. That's what fosters reputation as well. The academic world is not built around institutions; it's a personal network of who you know that can only help enhance the institution's reputation – all those intangible things.

Senior Academic, Centre, (ARSG meeting participant)

If it's characterised in that way then it's easier for senior people. I think it's comparatively easy for a Vice-Chancellor to go somewhere for 3 months, for example, what part of their job can't they do from Australia?

Senior Academic, Centre, (ARSG meeting participant)

6.3.4.6 The Power of Gatekeepers

In all of the partner institutions I approached about the project – by e-mail or in person – I did not proceed beyond the Gatekeeper, more or less formal. The Gatekeepers, responsible for international relations, often made instant 'judgements' or 'assumptions' about the level of interest of their organisation and colleagues, their capability and willingness to take part, the feasibility of the proposed timing etc. The more academic Gatekeepers seemed to consider only themselves and their close colleagues as candidates and from this group I received one offer. Some managerial Gatekeepers promised to consult within their organisations and from this group I received an offer. Some followed-up and others did not. I reflected on the power of these individuals in their roles as Gatekeepers and the point at which an assumption might be considered a judgement. I cannot assess how accurate their judgements/assumptions were. Accurate judgements/assumptions, positive or negative, are useful either as a shortcut into an organisation or to avoid wasting time; inaccurate and they are an obstacle.

Gatekeepers work for and against a staff exchange project. Entrepreneurial individuals were positive, optimistic and contributed to the culture of the project. They sought to dismantle or circumvent barriers, or characterised them as hurdles to be overcome. They took immediate action. One was in a traditional, public university and one in a modern, commercial Business School. Others were uninterested or procrastinated and focussed so intently on the barriers that they grew in magnitude. The need to 'work with the willing' meant that I did not follow-up the unproductive leads.

6.3.4.7 Flexibility: Conceptual and Personal

Another theme born in Cycle One and developed through Cycle Two is that of flexibility. In discussions with potential partners, any rigidity regarding the nature of the exchange – timing, duration, personal specification, terms and conditions etc – erected barriers.

I was trapped between my desire to avoid creating barriers internally by requesting as **little** flexibility as possible from my own institution and my desire to reduce barriers externally by offering as **much** flexibility as possible to a partner. The Semester 2 timing was driven by the DBA process I had used as a ‘hook’ on which to hang the project and I found myself now doubly trapped between an enabler-cum-barrier (the ‘hook’) and the error of my initial assumption (that an e-mail to our German and Dutch partners would yield me an offer.)

My escape from this trap was to supply as much personal flexibility as possible myself and I agreed in Cycle Three a three-way exchange, requiring me to work in two different institutions in different cities. The concept of direct exchange was already expiring and would suffer further and ultimately fatal blows in following Cycles.

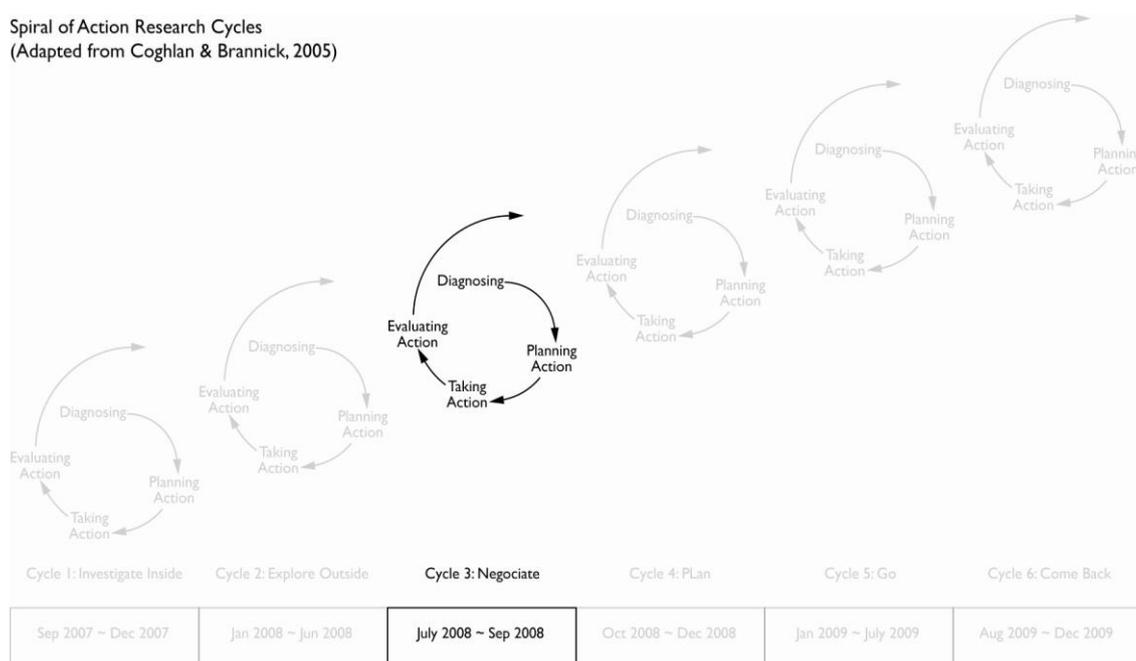
6.3.4.8 The Danger of Assumptions

Subsumed in Cycle One into issues of internal culture, assumptions in Cycle Two warrant a discrete Theme, influencing as they did my own exploration and the role of the Gatekeepers I met. I had to make some assumptions in order to make my external exploration feasible in the time and with the resources available, so I discounted Asia and America early on. I assumed the Dutch and Germans were most open to travel and competent in English so I focussed on them. I overestimated their enthusiasm and relied at first on e-mail communication to established contacts. This research will not establish whether or not **all** of my assumptions were unsound, but some most certainly were and had a negative effect on the project. Despite recognising the danger of assumptions within the institution and in myself in Cycle One, I went on to use some more as the basis for my exploration in Cycle Two and, even after these were discredited, used some more to inform my negotiations in Cycle Three.

6.4 Cycle Three: Negotiate (July 2008-September 2008)

Spiral of Action Research Cycles

(Adapted from Coghlan & Brannick, 2005)



6.4.1 Step 1: Diagnosing the Vacuum

Negotiating an asymmetrical international staff exchange is a complex exercise. By July 2008, I was negotiating with two individuals and their institutions, with colleagues and with my partner at home. Despite this being a high-point of the project, the pressure to succeed increased now I had offers. A creeping suspicion of my own recklessness, an occasional negative characterisation of my entrepreneurial tendencies, started to materialise. I ignored it. But I could not ignore the feeling of isolation: few people had any reason to make the exchange work. No-one else had invested as much in the project so far.

With partner institutions, negotiations revolved round costs, duration, the nature and amount of work and accommodation. Internally, the focus was on dividing my role into its constituent parts (teaching, academic programme management and administration, international partner management, pastoral care of incoming and outgoing exchange students) and deciding who would do what during the exchange. At home, we discussed locations, housing and managing the children. I researched schooling options on the internet. My partner was self-employed with a rented studio and we had a house with a mortgage and a pet cat: extricating ourselves even for six months felt complicated.

There were no guidelines or precedents. No resources were made available by the Business School and, still conscious of avoiding barriers, I did not request any. I applied for Erasmus teacher mobility funding, using a valuable contact at the Centre. There

were no targets for costs: I just had to hope that my proposal, once finalised, would be accepted.

And I am sort of wandering the building trying to find someone to help me sort things out.

Author in ARSG meeting

There was no agreed process for negotiating and seeking approval: I forged new paths internally and externally, again piggy-backing existing structure where I could (Burgelman, 1983c; Herr & Anderson, 2005; Section 4.4.2.3).

Throughout this whole project so many things are without precedent there isn't anybody who knows it's their job. And people aren't empowered to do things because it's not normally part of their job – so things often have to go right through to the top.

Author in ARSG meeting

Negotiating (Cycle 3) and planning (Cycle 4) the exchange was additional to my normal 'day job', as described by Thornberry (2001, Section 4.3.3.2). It was on top of producing the necessary formal progress in my research to stay on the DBA programme. It was extra to dealing with the normal demands of a young family. The need for flexibility drove me further away from the concept of a like-for-like exchange. Trapped between the differing demands of the institutions and within constraints of my own making (e.g. the 'hooks', the minimum duration, the expedient choice of partners), I wondered if I was taking on too much. Was my determination to implement the exchange leading me (and my family and my colleagues) down inadvisable routes, blinding me to the possibility that it was in fact unfeasible?

That kind of approach could be disposed of if you start to consider things from a different perspective and if you dispose of the 'balance sheet' approach. That creates a whole load more flexibility.

Senior Manager, Central International Office, ARSG meeting participant

6.4.2 Step 2: Planning Action with Others

My first counterpart, a French economist from a traditional university in Grenoble, offered to come for a period of two months in February and March. My second counterpart, a British marketer from a private business school in Lyon, would come for two weeks in May. I calculated that, between them, they could cover my teaching

workload if they were flexible about exactly what they would teach. The inflexibility of the teaching timetable in the UK was both an advantage and disadvantage: I knew already what they would be teaching and could even supply them with pre-prepared materials. However, I could offer them little opportunity to teach in their areas of expertise and little flexibility in timing.

I agreed with colleagues that all my teaching would take place at the times my counterparts would be present. This element of flexibility – the capacity for teaching teams to divide among them the precise weeks of delivery – greatly facilitated the exchange. The inequality of typical teaching workloads between a UK ‘new’ university and an ‘old’ French university were offset by the fact that at least half my workload was occupied by management allowances, duties I planned to take with me or leave to my colleagues who would ‘muddle-through’ on my behalf. On this basis, I reflected how much more difficult this would be for a more junior lecturer with a full teaching workload and no management allowance and how a senior manager would have little to exchange.

Academics do a lot of management here. In the US there are people who are very well qualified who are administrators but not in the way we think of them. The problem we have in exchanging with other institutions is that they are more like US places. It has to be academic, not management.

Middle Academic, ARSG meeting participant

I would feel embarrassed – is that the right word? I would feel worried about what they would be confronted with if they came here, in terms of academic freedom. Academic freedom here has been squeezed beyond belief.

Previous Exchanger, respondent, referring to American academics coming to the UK (interview)

I would reciprocate by teaching a geopolitics module on the Institut Universitaire de Technologie’s² (IUT) new ‘Semestre en Anglais’ initiative (teaching in English) between February and May and a strategy module on the private School’s joint MBA with NBS in March. I was serendipitously ‘on strategy’ again.

I arranged a holiday in Lyon for the family that summer as familiarisation. Assuming that the Business School would not fund it, nor allow it during work time, I used a grant I had been awarded through a university innovation scheme to pay for it and went during the summer holidays. However, reimbursement was refused on the grounds of

² The nearest equivalent of a business school within the traditional university system in France

eligibility until a Human Resources Manager responsible for the fund's administration sought to understand how the money was used and an audit trail was produced.

6.4.3 Step 3: Taking Action to go Abroad

In July, the exchange proposal was accepted by the IUT Conseil³ in Grenoble.

Meanwhile, my counterpart from Lyon was confirmed and I continued my research into schools and accommodation in Lyon. The August holiday in Lyon was a success with the family.

In September I returned to France (again under the auspices of my European Partnership role) to finalise the agreements between the three institutions. Arriving in Lyon to receive my schedule for the following semester, I was informed that I had not been timetabled. Trying to save face, the Gatekeeper appealed to her network of Schools around the country to provide me with work. Desperate to keep negotiations open and relations good, I resisted the urge to enquire about the reasons. At the same time, senior colleagues met my proposed counterpart and did not warm to her. I felt my exchange unravelling. I discovered later that my inclusion on the MBA had been over-ruled because of contractual commitments to others already in place. It appeared to be an example of 'strategic neglect' (Burgelman, 1983a, Section 4.3.3.4) gone wrong.

However, in Grenoble, arrangements progressed apace and I was offered family accommodation on the campus. I switched my plans from living in Lyon to Grenoble. The familiarisation holiday was perhaps less valuable now and the domestic research wasted but I had to focus on feasibility and accommodation was a major pre-occupation.

6.4.4 Step 4: Evaluating Emerging Themes

6.4.4.1 The Absence of Architecture

An execution architecture, constructed as a result of a strategic commitment within the organisation, would facilitate implementation. Currently, a staff exchange exists beyond stated strategic intent and is implemented by highly-motivated and experienced entrepreneurial individuals able to create time and locate money, forging new process and building structure as they go. This means it is unnecessarily difficult, complex and time-consuming, entails unnecessarily high risk for the individuals and organisations concerned, relies on a small number of entrepreneurial individuals with specific

³ Equivalent of a School Executive Board

attitudes, skills, experience and opportunities (and them coinciding) and is unnecessarily precarious in its organisation.

This project (...) has everything you could possibly imagine. So, from a personal point of view, what you find is the whole project is a house of cards and you are an inch away from the whole thing collapsing and an inch away from it being a brilliant success.

Author in ARSG meeting

This combination undermines the probability of effective implementation and a standard strategic risk analysis would deem such projects unattractive. “*We just need some kind of support mechanism in place,*” observed an ARSG member.

6.4.4.1.1 Resources

The absence of resources such as time, money and skills earmarked for staff exchange is a significant barrier to their implementation. Each individual exchange currently identifies, competes for and is awarded funds from a variety of loosely-related sources, applying for which is a time-consuming and largely uncontrollable process, reducing the feasibility of each to serendipity and therefore impeding the implementation of exchanges as strategic activity. Entrepreneurs research, negotiate and organise every aspect of the exchange themselves, in addition to their ‘normal’ lives, making a high level of motivation, access and ability a pre-requisite as well as personal support. The combination of resources required is complex and uncertain, resulting in a ‘house of cards’ (Section 6.4.4.1) construction, liable to topple if any one independent element fails.

The thing is, it’s easy to approve a theoretical idea, isn’t it? It’s much more difficult to put in money and time and stuff behind something.”

HR Manager, Centre, ARSG meeting participant

6.4.4.1.2 Structure & Process

A structure of responsibility and an explicit, yet non-bureaucratic, process for identification, creation, organisation and implementation of exchanges could result in more appropriate levels and more efficient use of resource, support for the lonely entrepreneur and enhanced organisational benefits through a strategic rather than tactical approach. The creation of explicit knowledge through shared experience could result in better and more frequent implementation. A visible structure would also signal

a strategic intent and improve communication, alleviating the School-Centre mismatch and replacing the current culture of assumption and ignorance.

6.4.4.2 Communication Breakdown

The breakdown in communication evident in Cycle 3 occurred between me and a potential host institution. Precise modules and timings were agreed with the Programme Leader before the summer.

I've done it! I saw my name written into boxes on his programme schedule and workload calculations on my napkin over lunch. I still have it!

Author's Reflexive Journal

For an entrepreneur engaged in 'strategic neglect' (Burgelman 1983a; Section 4.3.3.4) in order to facilitate the project, this was enough on which to base decisions regarding a familiarisation trip, schooling and accommodation. They were not honoured just six weeks later. I was shocked and changed plans (to favour Grenoble) swiftly. The complexity of the three-way exchange I had organised suddenly became an advantage.

6.4.4.3 Work-Family Separation

As the arrangements for the exchange progress, personal lives and those outside the organisation are increasingly implicated. The exchanger becomes a buffer between the institutions and their family and they must balance the interests of disparate actors in the exchange. The partner universities involved should consider and take responsibility for some parts of the family's welfare. I found that at best there was a lack of awareness and ignorance on both sides (home and host) of the fundamental issues arising (financial matters, health, housing and schooling, for example) and at worst, an institutional unwillingness to be involved. These issues became more pressing in Cycle 4 as the details were planned.

6.4.4.4 The Value of the Entrepreneurial Individual

In Cycle 3, the possibility of an exchange exists in the minds of entrepreneurs who dedicate their energy and skill to realising it. Overcoming the barriers apparent in the negotiations relies on those individuals – exchangers, Gatekeepers and families - working separately and in concert. In the absence of policy or precedent, entrepreneurs engage in constructing mutually acceptable agreements, absorbing the extra workload and providing the necessary mental and physical flexibility.

6.4.4.5 Flexibility: Conceptual, Personal and Organisational

6.4.4.5.1 Conceptual

As predicted by the ARSG, finding a like-for-like exchange, symmetrical in timing and duration and comprehensive in its scope (work and homes) had not been possible. In order to effect an exchange, the concept was flexed to incorporate three partners and to exclude accommodation. Teaching workloads were uneven.

6.4.4.5.2 Personal

All three exchangers demonstrated personal flexibility in agreeing to the nature and amount of teaching, for example, and in making personal, family and domestic arrangements. Each also negotiated cover with colleagues, who also therefore demonstrated flexibility. The levels of support from colleagues were quite different in the different institutions. For all three counterparts, taking part in the exchange created extra work and disruption with little or no support from their employers. Consider the exchange below between my exchange counterpart in Grenoble (first speaker) and me and compare it to Thornberry's (2001) observation concerning the expectation of some employers that strategic entrepreneurs should do two jobs (Section 4.3.3.2):

#1. I had to find someone to do most of (my lectures) so I asked my colleagues. Because of that I had to delay other lectures in Paris, for example, to start them later, and it was quite a problem because I have worked until the last week and it was rather intensive when I came back, so it was quite difficult. I worked all through January and I had to work a lot when I went back. That was a problem (...) in total it was double work for this year – much more than the ordinary.

#2. I found the same thing: My job in Newcastle didn't stop. I have my e-mail address in Newcastle and now I've got an e-mail at the IUT as well and suddenly you're doing twice as much work.

#1. Yes. It's a lot of work. No-one really helped me.

6.4.4.5.3 Organisational

Imagine if there were slack built in - that would be an enabler.

Middle academic, ARSG meeting participant

'Slack' (Burgelman 1983c, Section 1.5.1 and Figure 2-3) in the organisation was frequently discussed in this Cycle as a potential but absent enabler requiring a strategic

decision from the top: firstly, in relation to organising mobility, as in this exchange between a senior manager and senior academic from the Centre in an ARSG meeting:

#1. The bottom line is the institutional attitude to staff time: to introduce slack into how Schools are held to account for the staff's time. ..

#2. ...and it varies across Schools.

#1. This is why the lead has to come from the top, really.

and in this from a middle academic in the School:

We are so close to our workload maximums here that the effort to go and get it, and be bought out, and organise it, is too much.

Middle academic, ARSG meeting participant

University accommodation also aims for maximum occupancy which means no provision can be made for incoming staff from international partners:

The business model our accommodation office works to means they have to have every single room occupied for the maximum amount of time and charging the maximum amount of money.

Manager, Central International Office, ARSG meeting participant

Academics' time is measured, allocated and controlled in divisions of minutes by a workload calculation model, while administrative staff clock in and out. Some flexibility in the way teaching workload was managed and accounted for would allow teachers to come in and out of different departments at different times and this would enhance benefits. For example, exchangers could be present for their incoming counterpart, and enjoy their counterpart's presence when they went out. Potentially, a surplus of resources would result for the UK partner, with no need to rely on an available outgoing partner in order to receive an incomer.

'Slack' is required for innovation and to implement new strategic initiatives (Burgelman 1983c, Figure 2-3). If slack is undesirable or unachievable in the organisation then time must be allocated to **implementing** strategic priorities and to do that, a deliberate strategy must be articulated (Section 4.2.1). It can be argued that relying on emergent strategy is inadequate and inappropriate in such a closely managed organisation. If the University is to be managed, then room for innovation must be managed in.

The development agenda seems to be grasping at this idea of how to create space and time for people to do something other than what they have been doing for the last year or two or however many years.

Author, ARSG meeting

6.4.4.6 The Dual Approach

The implementation of international staff exchange requires a dual approach on several fronts. Prosaically, both Centre and School must be involved in the process: a joint structure, resourced in both areas and working together to implement the strategy, should be established. This should move towards Mintzberg et al.'s (1998) 'collegial model' of the collective process and away from the current 'garbage-can model' (Section 2.3, Figure 2-1). A centro-local approach means that long-term, strategic opportunities are created at the Centre while short-term, tactical opportunities are identified locally and both can be exploited efficiently – pro-actively and reactively - through a joint structure and process of information exchange.

You can combine both approaches: we have these partnerships and exchange opportunities established OR if you ID a potential exchange we can support it in this way so that to an extent the provision is common if preferred partner or not. You allow for the more motivated individuals but also cater for the less pro-active – offer them a menu of places they can go to.

Senior Manager, Central International Office, ARSG meeting participant

Such a dual approach would facilitate the flexing of the concept (away from rigid, like-for-like exchanges), the establishment of a university-wide approach with its associated efficiencies and the creation of 'slack'.

#1. That's why it's a structural issue: the will and mechanism put into place to enable staff NOT to have to do all the legwork and learn all the pitfalls but to have that done in advance so you can say to someone 'Right. This is what you need to do and we can help. This is what you need to do with your family etc.' That goes back to the idea of centralised facilitation, by providing the support mechanisms.

Senior Manager, Central International Office, ARSG meeting participant

#2. If you guys knew how to do it once then you could do it again and again. We need an institutional exchange shop—you need to be able to walk in somewhere, sit down and say I want to do this.

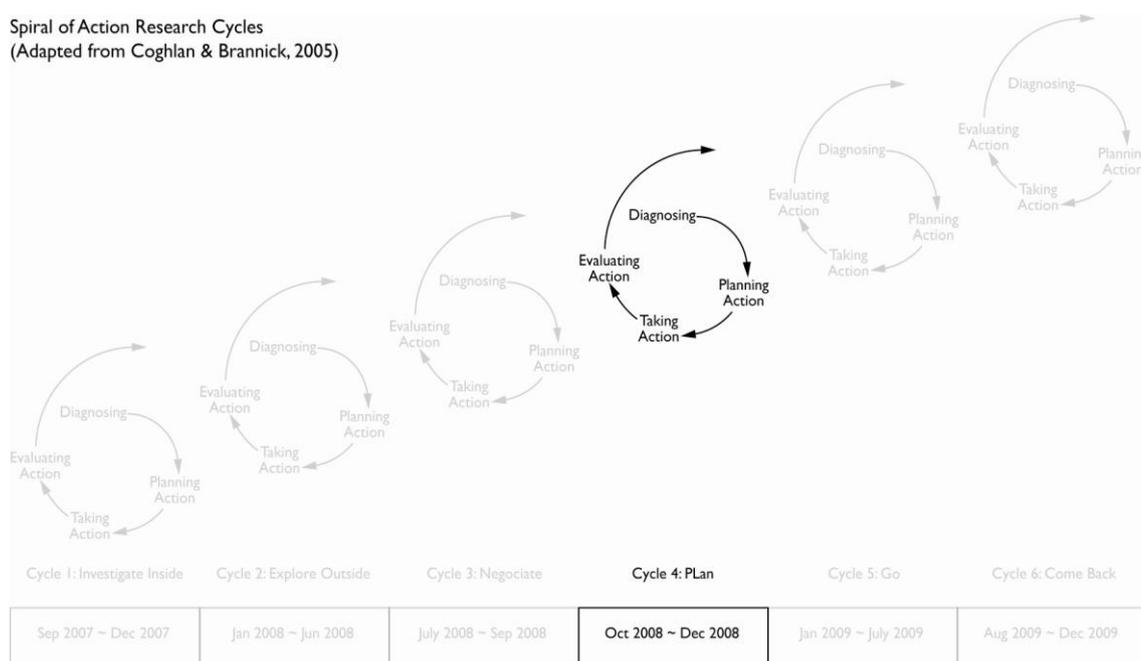
Middle Academic, School, ARSG meeting participant

A dual approach allows concepts of co-operative and competitive approaches to internationalisation to co-exist. It facilitates the strategic entrepreneur. Duality in approach addresses both cultural and structural issues, bridging the knowing-doing gap.

6.5 Cycle Four: Plan (October 2008-December 2008)

Spiral of Action Research Cycles

(Adapted from Coghlan & Brannick, 2005)



Before analysing this Cycle using the same 4x4 grid (see Section 6.1.1), it was divided into five streams in order to facilitate the manipulation of large volumes of data generated by an increasingly complex and eventful AR project. These encompassed all aspects of domestic and professional life on both sides. The themes have emerged from combining the four-way analyses from all of these streams. The analysis is necessarily detailed in order to produce the ‘thick’ data (Section 5.7.1) required to maintain transcontextual credibility and is presented according to stream in order to help the reader negotiate the detail while also following ‘the story’.

6.5.1 Stream 1: UK Home (Renting our Home, Children’s Schooling, Partner’s Business)

6.5.1.1 Diagnose: UK Home

My partner and I were obliged to rent out our UK home in order to cover the costs of renting accommodation in France since a direct home exchange was not feasible. The children’s school was fully subscribed and we worried that we might lose places if absent for an extended period of time. We wondered how high a ‘price’ we were prepared to pay for the exchange at this time and if there was perhaps a better time, although we had no choice. I reflected on a remark made by a previous exchanger:

The main worries for me were taking your family across to the unknown.

My self-employed partner's studio was in a prestigious location, with a waiting list of prospective tenants and no formal tenancy agreement. We worried about the response of the studio owner/manager when we told him we were going abroad for six months. For these reasons we were not prepared to discuss the idea with anyone until the proposal had been approved by NBS Executive. This crucial approval did not happen until October 2008 (A copy of the proposal can be found in Appendix D). Here the actions of the institution impacted heavily on domestic life and the family.

6.5.1.2 Plan Action: UK Home

Renting our house proved to be a problem since it could not legally be rented furnished and therefore we discounted using an agent which was prohibitively expensive. It was not in good decorative order and, unable to afford to pay for decorating, my partner undertook to do the work himself, including the entire replacement of the bathroom suite. We did not know how much rent to charge as mortgage interest and exchange rates started to fluctuate in the global economic crisis and we did not know how much we would pay for the university accommodation in Grenoble. A listing on sabbaticalhomes.com wasted a lot of time and, as a last resort, we advertised locally for a temporary, rent-paying housesitter.

The Headteacher of the children's school engaged in some 'strategic neglect' (Burgelman, 1983a, Section 4.3.3.4) in avoiding the School Admissions department in local government and treated my children as 'an extended absence', thereby guaranteeing them a place on their return.

We discussed ways of 'selling' the idea of our absence to the studio owner/manager in order not to lose the studio.

6.5.1.3 Take Action: UK Home

In response to our local advertisement we were approached by a prospective house-sitter and negotiated a mutually acceptable agreement. We had no information regarding rent in France, deciding to absorb any losses ourselves in order to facilitate the exchange. My partner broached the subject of the studio with the owner and we agreed to pay a retainer for storage on a new studio being renovated nearby.

6.5.2 Stream 2: French Home (Accommodation and Schooling in France)

These activities were at the same time mirrored in the second stream, French Home.

6.5.2.1 Diagnose: French Home

The offer of accommodation from the University of Grenoble had driven the choice of Grenoble (over Lyon) as a place to live. I waited to receive information regarding rent by e-mail. They promised they would contact a school on my behalf. Since we had lived in France before having children, it was managing the children that was new to us and caused the most anxiety.

6.5.2.2 Plan Action: French Home

Repeated e-mail requests for information regarding likely rent and school application procedures received no response. My gentle approach and reluctance to cause inconvenience now seemed to jeopardise the actual organisation of the exchange and I felt my isolation once more. The Gatekeepers with whom I had agreed the exchange appeared to be less interested and involved in actually implementing it.

At the end of October, in response to a more strongly-worded e-mail, I was informed that there was no accommodation available. I requested information about accommodation agencies and other possibilities, but received nothing useful. I decided to arrange our own accommodation and sought local knowledge from the partner by e-mail. Instead, I received a reply from the Gatekeeper referring to a 'just-in-case' option with no details.

I trawled the internet for information about an international school in Grenoble and e-mailed them. I received a prompt response from an English expatriate working there as a teacher. At the same time, a Swedish lecturer I had never met but on whose course I was to teach helped me with a second school. I reflected on how useful it was to deal with someone who was familiar with the 'expat' predicament of making arrangements remotely. I contacted the schools and completed the application forms. It was mid-November.

6.5.2.3 Take Action: French Home

Distrusting the mysterious 'just-in-case' option, I worked intensively on researching accommodation in Grenoble on the internet. We could find and afford an unfurnished apartment. Again piggy-backing (Burgelman, 1983c; Herr & Anderson, 2005; Section 4.4.2.3) a planned trip to elsewhere in France, I flew to Grenoble. I asked my manager if the Business School would pay for my partner to join me and be involved in deciding his future home but the look on his face told me not to pursue it. He clearly doubted it

would be approved and was reluctant even to ask. I accepted his judgement as another Gatekeeper.

Arriving in Grenoble in the afternoon of November 27th, I paid hundreds of pounds in accommodation agency fees in order to arrange viewings for the next day. I learned that apartments were viewed and accepted very quickly by overhearing others' conversations in the offices and on the telephone. I reflected on my invaluable fluency in French.

Meeting with my counterpart and the Gatekeeper that day, I supplied her with the UK accommodation contract I had arranged. The 'just-in-case' option was a one-bedroom flat in the city centre.

That evening, my partner arrived in Grenoble on a flight we paid for ourselves. The next day, we viewed several unfurnished flats, accepted one, paid the deposit and a month's rent from that day, visiting three banks to withdraw the necessary cash, and signed the contract. I needed a letter from the IUT confirming the untruth that I earned three times the monthly rent (required by the contract) and it was ready the next day. We visited the schools on the same day and were shocked at the rundown buildings but delighted by the warm welcome. We flew home together the next day as the exchange rate continued to tumble.

6.5.3 Stream 3: UK for Partner (Organising Accommodation and Work)

At the same time, I searched for suitable accommodation for my counterparts.

6.5.3.1 Diagnose: UK for Partner

Despite the fact that university accommodation in Grenoble had failed to materialise, I felt that if I did not arrange my counterpart's accommodation, the exchange would collapse. I had included her accommodation costs in the proposal I put to the Executive Team. I felt a strange responsibility in choosing a stranger's home but I was impressed that she was prepared to trust my judgement and she gave me few stringent criteria.

6.5.3.2 Plan Action: UK for Partner

I started my search by approaching the university accommodation office, but they had nothing suitable for a visiting academic and could not reserve anything the following term anyway as they were obliged to maximise income from student accommodation and so could not rent out a room for just two months.

I contacted the Estates Manager responsible for a university-owned apartment, assuming he would welcome a two-month rental and be ready to support a university initiative. He too was obliged to maximise income and so had been instructed to rent it out at nightly “hotel rates” to visiting dignitaries.

6.5.3.3 Take Action: UK for Partner

Eventually I saw an advertisement for a shared house. I visited the owner who was ready to welcome a lodger for two months and I e-mailed photographs to my counterpart. She accepted and I took the contract with me to Grenoble in November for her to sign, duly returning it to the owner.

I ascertained that the funding process would entail my counterpart paying the rent and then claiming it back from the university. Since French and British incomes are comparable she could manage it. Also, the helpfulness of my colleagues and prompt reimbursement by the university finance department meant this was not an issue. This is particularly pertinent when contrasted with my own experience of a similar problem in France (see Section 6.6.3).

6.5.4 Stream 4: UK Work (Planning my Work in the UK)

6.5.4.1 Diagnose: UK Work

In October 2008 I drafted an exchange agreement for Executive approval (see Appendix D). The Executive team’s comments were encapsulated in a four word list: *‘induction, mentoring, responsibility, liaison’*. I considered this an admirable focus on execution issues and yet it betrayed a narrow preoccupation with purely organisational (as opposed to personal) implications. It also demonstrates the tacit nature of the organisational culture: my colleagues left behind would assure these elements and neither I nor my senior manager felt the need to include them in a proposal.

Formal approval was a momentous step and my confidence leapt. Until this point I had not believed that my proposal would be accepted: I could foresee too many possible operational misgivings, yet only the four general points were raised or at least emerged from the meeting. Now I tried to plan the handover and cover of my work. I also learned from ARSG participants that a draft internationalisation strategy had been shelved pending the appointment of a new board member whose responsibility it would become.

6.5.4.2 Plan Action: UK Work

In preparing the proposal, I had broken down my role and made arrangements with my manager and colleagues about who would cover what I was leaving behind (see Appendix D). Since my exchange counterparts would cover the exact teaching and I was to take my European Partner Leader role with me, and that left management and administration of five modules, undergraduate dissertation supervision and marking and the pastoral care of incoming and outgoing exchange students. My involvement in organising exchange students was relatively recent and so my colleagues in this area were confident they would simply revert to the previous ‘muddling-through’ arrangements. My activity was less intense in the second semester anyway and I would be able to contribute by visiting students in Europe.

I was not allocated any dissertation supervisees in October 2008 since the exchange was at that time already likely and so we were able to assure continuity of supervision despite my departure. To balance, my teaching workload was correspondingly higher across the year.

Each of my modules I delivered with a team of colleagues and so one of each team agreed to take over their management in Semester Two. This is not an onerous task since most of the administration is complete in Semester One and it becomes a ‘caretaking’ role. I agreed that marking from Semester One should be sent to me in France and that I would act as moderator on my modules in Semester Two, if necessary.

6.5.4.3 Take Action: UK Work

The early planning of timetables and workloads facilitated the planning of my UK work and I was able to provide detailed plans to my counterparts. The flexibility of my colleagues, long accustomed to muddling-through, also contributed greatly and I met no resistance. It was difficult to ensure good quality handovers, however, as no-one was prepared to spend time in Semester One discussing Semester Two: my modules were at that time ‘unlit fires’ that did not require fighting. I therefore left my modules as well-organised as I could and accompanied by my mobile telephone number so that I would be able to help fight the fires when they flared up. My assumption was that people would be happy to telephone me.

I was aware, however, that my line manager was agreeing to take on a lot of the extra work caused by having a new person in the team.

But at this rate everything is going to fall on you, X, so you need to be careful – you can't be involved in everything.

The Author in an ARSG meeting

I wanted to maximise the benefits to the organisation of my counterparts' presence. One was a very well-respected academic economist. I tried to organise meetings in the post-graduate area to arrange guest lectures and to make links with the Research area. I could not find anyone who thought it was their responsibility to allocate guest lectures. It was not Resource Managers, who should have welcomed extra resource but were not familiar with the content of programmes and referred me to Programme Leaders. It was not Programme Leaders, who did not know the detailed content of modules and so referred me to Module Tutors. It was not Module Tutors, who did not have access to individuals' workloads and referred me to Resource Managers. I sensed I was not 'working with the willing' and so abandoned the idea. I was assured by three economist researchers that they would welcome my counterpart and make contact when she arrived. They did not.

6.5.5 Stream 5: France Work (Planning my Work in France)

I made two visits to France during this Cycle.

6.5.5.1 Diagnose: Work in France

I requested details from Grenoble of my teaching workload, timetable, teaching materials, copies of assessment briefs etc as early as September 2008. They supplied a draft timetable in January 2009. Nothing else was available.

Since Lyon had not timetabled me as planned in June 2008, a range of courses and other activities around the country were identified. I agreed the approximate timings but had no materials on any of the subject areas and so started preparation work. The complexity and flexibility of the exchange was a burden.

Unable to reimburse accommodation costs as in the UK, Grenoble University proposed to pay me a salary as a 'professeur invité' for two months in order to maintain some balance in the exchange agreement. I was assured this would be more than enough to cover my rent for two months and so I agreed, although they could not tell me exactly how much it would be.

6.5.5.2 Plan Action: Work in France

I was to teach my counterpart's Geopolitics module in Grenoble and so I expected the course details, lecture slides, seminar materials etc. in exchange for those I sent her. I was unfamiliar with the topic in this detail and I was told they would be sent to me.

I requested an outline timetable, explaining that I was anxious to prioritise Grenoble's requirements over the piecemeal work Lyon was now offering. I was told that it would be decided in a meeting of the course team which was imminent.

During their visit to Newcastle in November 2008, my Gatekeepers from Lyon casually mentioned that my counterpart was pregnant and due to give birth in April. They were surprised at my ignorance: she had not informed me. I re-arranged my careful work plans to exclude her. I decided to honour my work commitments in Lyon since my counterpart expressed an intention to come to Newcastle in the following semester instead.

6.5.5.3 Take Action: Work in France

It was in December that my counterpart in Grenoble told me that no course was prepared for me. I would have to do it from scratch. I found a book on Geopolitics and packed it, arranging to meet her in Grenoble on my arrival to discuss her ideas regarding the course. I prepared a course in international law for Nantes, another in intercultural communication for Paris, another on globalisation for Lyon. Organising the home front was now frenetic – the bathroom as yet unfinished, making travel and insurance arrangements, sorting and packing for four people for six months, the run-up to Christmas – and I was still teaching in the UK. I decided to worry about France when I got there.

6.5.6 Step 4: Evaluating Emerging Themes

6.5.6.1 The Absence of Strategy

I concluded that the absence of an internationalisation strategy and the indifference of senior management had two effects. This 'pet project' of mine was exactly that in the eyes of other people and they could see nothing to gain from it: they were not engaged in implementing internationalisation activities. Furthermore, a lack of priority and interest from senior management meant that it was regarded as low priority. Often it was the attention of senior managers that lent urgency and importance to certain issues, events or activities - created fires to be fought - and everything else had to be downgraded. This phenomenon is reflected by various authors in the literature (Section

4.2.1) as a positive enabler of strategy execution, but it depends on the senior management attending to strategic, rather than operational or tactical, issues and defying Gresham's Law (Kaplan & Norton, 2008a, Section 4.2.1).

*If it's not on the University's **agenda** then the energy won't be put into it. (Definitely) That's the thing we want to do is put it on the **agenda** for the staff and student benefit.*

Manager, Central International Office, ARSG meeting participant

This short-termism was to create what I regarded to be unnecessary fires in the following semester (and I, conveniently absent, was to be the scapegoat). The lack of an agreed strategy in the partner institutions, both NBS and UPMF, meant that the project was owned by me as an individual as a tactical, autonomous initiative. I felt that the responsibility for making the exchange work rested entirely on my shoulders, with neither institution, nor any other individual, having invested enough in it to encourage them to share the burden.

The absence of strategy also resulted in operational managers feeling unable to support me in areas such as accommodation and human resources.

The difference in agenda is an issue: I mean, Accommodation are money-makers, they need to turn profit and you compound that with accommodation contracts and the limited spaces we have and there is a lack of flexibility for them to contribute to achieving an internationalisation strategy.

Senior Manager, Central International Office, ARSG meeting participant

That's some something that the University as a whole needs to take a different perspective on. But that's maybe a thing that if the international organisation strategy..., it would need to be a part of it, because it doesn't give us the authority needed to affect those changes down to the services: being allowed to do it, and not just turn a profit from this part of the estate.

Senior Manager, Central International Office, ARSG meeting participant

6.5.6.2 The Absence of Architecture

There was no-one in NBS or its institutional partners responsible for international staff exchanges. I dealt with many different people in both institutions in trying to plan the exchange, all of whom worked to different objectives and some in direct opposition to mine. The absence of a role and responsibility assigned to this area reflects the absence of strategy and a lack of strategic consensus (Section 4.2.1): no "architecture" has been constructed.

Again, in an attempt to fund the necessary travel I was forced to piggy-back (Burgelman, 1983c; Herr & Anderson, 2005; Section 4.4.2.3) an existing trip to France and was facilitated in this in my role as European Partnership Leader. Someone without access to such opportunities would have found it a lot more challenging to have visited the host country to search for accommodation. This was facilitated also by the proximity (my hunch that America or Asia were not feasible seems correct) and I also used my own personal experience of the language and process of securing an accommodation contract in France. My medium-level salary meant that I could access the necessary amounts of up-front cash.

6.5.6.3 Communication Breakdown

The communication difficulties in this Cycle occurred on two fronts. Between me and my French partners, communication faltered and became strained as I needed more help with implementing the exchange and little was forthcoming. I relied increasingly on uninvolved individuals to help me – the Swedish lecturer, the English schoolteacher. Again, I put this down the lack of architecture, which gives no-one responsibility. I even sensed resentment in some French administrators I met.

Between me and my home university, communication regarding the planning hardly developed beyond the proposal and the Executive Team's four-word response. In a meeting of the ARSG in late November, I expressed my anxiety about the fragility of the project and the toll it was taking on me.

It's getting to the point where I really need somebody to help sort out these things. I mean, I can't find accommodation in two countries and sort out Schools for my kids and handover all my modules and sort out getting passwords and things for a partner. There are a whole lot of things that are out of (my) control, and it is very stressful.

Author in ARSG meeting

No offers of support were forthcoming from my meeting, despite the presence of representatives from the university's HR department, the central International Office, Business School administration and academic staff with management responsibility for me. My interpretation of this situation is plain to see in my own pathetic attempt at humour in suggesting a follow-up meeting:

Does anybody mind coming and listening to me moan again?

Author in ARSG meeting

In a change from earlier in the project (Cycle 2, Step 3; Section 6.3.3), the availability of the internet and e-mail communication hugely facilitated implementation, especially in my search for accommodation in both France and the UK (for my partner) and for a tenant for my house. My partner and I were able to arrive in Grenoble already prepared to visit all the accommodation agencies and with some familiarity with the layout of the city. We had completed school application formalities and arranged visits via e-mail and internet-based advertising located a tenant. However, it should still be appreciated that some useful information is as yet unavailable even in these days of Google Maps and Streetview, both of which I used extensively. The suitability of some “quartiers” of any French city for family accommodation is not discernable from the internet and the local knowledge I needed to help me with fundamental judgements was not forthcoming from my partners.

6.5.6.4 Culture

The culture of tacit knowledge, muddling-through and fire-fighting helped me enormously in having my proposal approved and in planning the delegation of my UK workload during my absence. It also made good quality planning for the following semester and detailed handovers impossible and this was to work against me while I was away. The fact that this culture is even more deeply ingrained in the French university, unencumbered as they are by bureaucratic quality assurance processes, made planning totally impossible for my French workload. I was obliged to shift my attitudes, expectations and workstyle to accommodate a very different approach and this caused some internal tension and frustration in me. I was to acculturate quickly once immersed in the French approach and even learned to exploit it to my benefit.

6.5.6.5 Work-Family Separation

The decisions and actions of the employer – in this case on both sides of the channel – must be taken in the light of the impact on the family as a whole. Institutions must be prepared to acknowledge the importance of the exchanger’s immediate circle and how they can contribute to the success or failure of such an initiative.

I was provided by the HR dept with a draft agreement used for secondments, which they proposed to apply to international staff exchange. It read:

Travel Expenses: Newcastle Business School will reimburse the return journey travel costs [Member of staff only]. (Brackets and emphasis in the original document).

Additional Expenses: Northumbria University is not responsible for any additional expenses incurred during the period. Any such costs are the responsibility of either Alison Pearce or XXXX."

You will be required to arrange any appropriate personal medical/travel insurance as necessary for the duration of the secondment [will NBS reimburse any costs?] Member of Staff only. (Emphasis in the original document).

It is important to note the explicit exclusion of any responsibility towards the member of staff's family, thereby erecting an immediate barrier of resource and trepidation. The lack of availability of appropriate health and vehicle insurance meant we embarked on the exchange without adequate cover.

Throughout this Cycle and the next, the incidence of institutional disregard for family increases, at the same time as the evidence of the institution's reliance on the family to implement the plan. While many of the domestic arrangements must necessarily be left to the exchanger and their family, the institution(s) could usefully provide advice, guidance and expertise, information, organising resource and funds. If the burden of organising every part of the exchange on both sides were shared between individual and institution and between institutions it would be more tolerable for all concerned. An observation in my journal at the time sums up this finding:

The Business School's focus on organisational issues misses the point: it's the domestic arrangements that will make or break the exchange.

Author's Reflexive Journal

6.5.6.6 The Value of the Entrepreneurial Individual

In this Cycle, the emphasis of the analysis shifts from valuing the contribution of individual actors in the exchange to avoiding their exploitation. The lack of involvement of the institution in these later stages jeopardises the project, the organisation's reputation and the probability of implementing the strategy. Consider this e-mail received from the university's Finance Department during Cycle 5 when we were already abroad:

As per the email below, the universities (sic) Insurance only provides cover for Emergencies, day to day doctors fees would have to be met by yourself, in the circumstances it's probably better to reclaim the 70% from the French Government.

Sorry I can't be of more help, I can appreciate the problem having been in a similar situation whilst working in Portugal many years ago.

When I challenged this, the Dean of the Business School stepped in but only if I could estimate the likely cost of my family's future medical requirements, as is evident from this e-mail from the HR dept:

I have spoken to (the Dean) and he has agreed in principle only. We need indicative costs before we can commit.

Leaving everything to the one individual (and their family) concerned in undertaking the exchange entails an unacceptable level of risk for both that individual, others involved and their institutions. The level of financial risk shouldered by the exchanger (and therefore their dependents) is a high barrier, probably unacceptable to academics on average salaries and impossible for more junior academics on lower salaries. The turbulent economic environment in late 2008 exacerbated the potential losses from mismatching accommodation income (renting out the UK house) and outgoings (paying the rent in France), preparing the home for rental, paying for accommodation searches, contracts and deposits, travel and temporary accommodation, possibly school fees, cost-of-living disparity and exchange rate fluctuations. These financial pressures leave no margin for error in a 'normal family's' budget and turn the strategic entrepreneur, working to implement their own institution's strategy, into a true entrepreneur, taking the risk for themselves. In this case, potential rewards for that individual would need to be much higher than simply a well-executed strategy for the organisation. An institution with ambitions to internationalise and to "*increase global recognition and reputation*" (UNN, 2009a) might prefer to do more to secure successful exchanges and provide Binks & Lumsdaine's (2003) 'demonstration effect' (Section 2.5).

On top of the financial risks run by the entrepreneurial individual, too many of the fundamental building blocks of this 'house-of-cards' (Section 6.4.4.1) are left to luck with no contingency in place. The collapse of any one element would result in the total failure of the project. It was not only the privilege of hindsight that crystallized the 'what ifs'. No solutions to the very real problems of accommodation, for example, were forthcoming from either institution although they would be easily soluble with funding, and so the project continued without contingencies and without 'anticipatory management' (Porter & Harper, 2003a, Section 4.3.2.2): this is a failure of strategic execution.

The empathy, co-operation and, ultimately, independent **actions** of experienced individuals – those who appreciated how difficult it is to organise remotely, how useful

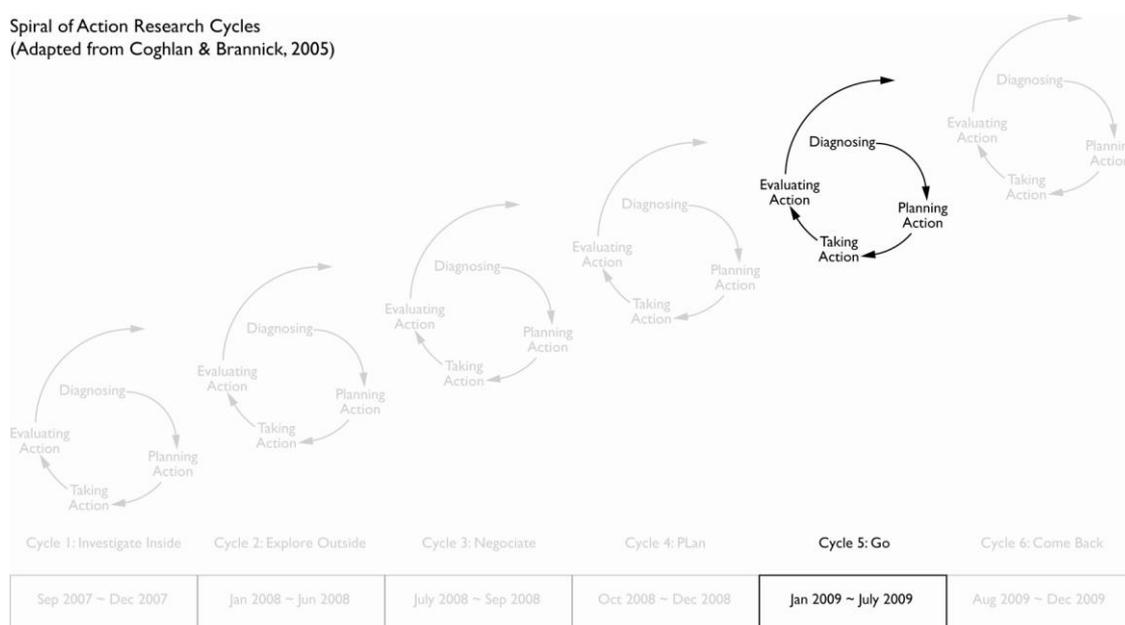
a little local knowledge can be and how important it is to have some foundations in place before moving – was an important contributor to the ultimate success of the planning phase. They stand in stark contrast to the inaction of the institutions and their representatives.

6.5.6.7 Flexibility: Personal and Organisational

Personal flexibility on the part of exchanger, family, counterparts, colleagues and numerous other individuals on the periphery of the project has been further evidenced in the analysis of this Cycle. And yet, a flexible management structure and system, an architecture of roles, responsibilities and resources for exchanges, would work well to facilitate the detailed implementation required in the later stages.

6.6 Cycle Five: Go (January 2009-July 2009)

Spiral of Action Research Cycles
(Adapted from Coghlan & Brannick, 2005)



6.6.1 Step 1: Diagnosing the Difference

After Christmas, and while the children were off school, we tried to finish renovating the bathroom, to move my partner's studio from one building to another and to pack up our Ford transit. It was impossible, however, and we were forced to delay our departure and to leave me alone to finish off in the UK. I reflected on how hard my partner was working to organise and effect the move, how my parents contributed to the childcare we needed and indeed the contribution of the children themselves.

This university 'strategic initiative' is certainly a family affair!

Author's Reflexive Journal

I also reflected on how different my experience was from when I had been expatriated by a commercial corporation.

At [X Corporation] they just threw money into their resource and knowledge gaps, hiring removal companies and agents to sort everything out. Here you do everything yourself. It's as if the university isn't involved.

Author's Reflexive Journal

6.6.2 Step 2: Planning Action to Move

I had spent the last few days trying to organise suitable travel/medical insurance for the family and motor insurance for our van. Unable to find a provider who could offer us more than two months' cover at a time, we set off with only short-term insurance in

place with a view to ‘crossing that bridge when we come to it’ and therefore implementing poorly (Porter & Harper 2003a, Section 4.2.2).

In the knowledge that we were moving into an unfurnished apartment, we bought inflatable beds to take with us and packed bedclothes, crockery and kitchen equipment, including a camping stove and a microwave oven. Our plan was to furnish the flat second-hand and resell before departure. We packed my partner’s work equipment, a large selection of clothes to cover three continental seasons, and a small selection of toys for the children. I took what I would need to continue my research and prepare all my teaching. While we eventually bought both a refrigerator and a washing machine second-hand, we were never to be able to afford a cooker or an oven and used the camping stove and microwave throughout our stay.

Between the date we signed our accommodation contract (November 28th 2008) and when we paid our second rent (January 2009) the value of the pound sterling against the euro had dropped by 30% and so our rent and cost-of-living was correspondingly higher. When I mentioned this to my manager at the Business School, I was promised it would be brought up at senior level but I heard no more about it. More financial shocks were in store for us.

6.6.3 Step 3: Taking Action to Adjust

It took my partner two and a half days to drive the van from Newcastle to Grenoble, a distance of over 900 miles. The children and I followed two days later by air. Our first week was booked as ‘Research & Scholarly Activity’, an individual allowance, demonstrating the university’s inability to accept the move as an organisational initiative. It took two weeks to set up a wireless network in the apartment and I felt anxious about being so out-of-touch, not wanting to fulfil what I guessed to be the worst suspicions of my colleagues – that I would simply disappear. The children were in school by the end of the first week and we gradually sourced second-hand furniture.

When a failure to pay the promised accommodation costs left us with no money in France one month, I was unable to find anyone at the IUT to help me resolve the problem. It was met with a Gallic shrug and a “*c’est la vie*”⁴ by all six people I asked to help me, including the Gatekeeper. Finally, I went in person to the central HR department on a remote campus to remove the administrative block. My fluent French was indispensable.

⁴ Can be translated if necessary as “that’s life” or “such is life”

On my first visit to the IUT I was given a timetable of my teaching sessions and was to find that it could change at any time and that I would not necessarily be informed. It did so several times, with no regard as to whether or not I had childcare arranged, and the session timings became steadily worse with each change. By the end of the second semester all my teaching took place on Wednesdays (a day off school in France) and in the last sessions on Friday afternoons. I wondered why this would be visited on a guest member of staff whom you might want to keep happy. I suspected that I could probably have complained and that other staff would have done. Responding in my own culture, I found myself simply removing my goodwill in subtle ways and it added to my sense of being an outsider.

The facilities in faculty offices at the IUT were poor with, for example, only one computer terminal shared between up to five staff. I had an unpleasant introduction to one person with whom I would be sharing an office, into which she burst, shouting at my counterpart in frustration at the extra work she had been pressured to accept due to the exchange. In my second chance meeting with her in the office, she was openly hostile towards me and I resolved not to use the office facilities again. I worked from home for the remainder of my time in France, visiting the IUT only to teach and for specific meetings. In the meantime, other members of staff were friendly and hospitable, especially my counterpart, who remained in France for the first month I was there, but the prevailing culture meant that no social invitations were ever extended. In France, work and private lives are kept strictly separate.

During my early days at the IUT I was to realise that little or no preparation had been done for my arrival and there was no induction activity. I learned about the functioning of the organisation, quite different from what I was used to, through trial and error. The relaxed atmosphere and attitude to time allowed me to avoid the worst of the potential stress caused by never quite feeling under control or properly prepared. Again, I reflected if my status as the instigator of the exchange meant I was never treated as a guest or if I was surrounded by people who assumed things were the same in the UK, had never experienced anything different and therefore could not empathise.

In fact, I was to discover through interviews with my counterpart and Gatekeeper that it was a combination of both of those issues and also that they each thought someone else was responsible for looking after me.

Q. As far as preparation for me coming here is concerned, was any preparation done do you know?

A. Erm, I don't think so (laughs) really, frankly. No, I don't think so. I think we have to improve our reception of foreign colleagues. For myself I didn't feel responsible. In fact, at first, for your arrival I thought it was Lionel that was arranging everything (...) because he asked me and he was organising that so I do not ask for anything at first and I didn't feel involved in the organisation at all and (...) it was quite different because you wanted to come and you arranged it so that was very different. (...) I thought it was Françoise's job but it's not the case but I think that must be clarified for the next times because someone should be in charge in France of receiving the study teacher. You have to say that I think we have to improve our organisation for foreign teachers here because there is nothing in fact.

Exchange Counterpart, collaborator, (interview)

Through a process of familiarisation and acculturation I was to cope with and flourish in this new environment which greatly enhanced my return to the IUT a year later for a short stay as a guest lecturer. I was also to achieve some lasting benefits for my home university; the exchange had been facilitated by the launch at the IUT of a 'semester in English' to attract international students and on which three Newcastle students were studying. I was to learn a lot about the course and was able to support the 'guinea-pig' students on the ground. This has greatly enhanced by ability to promote the one-semester opportunity to home students. I also interviewed for a guest lecturer role at the high-ranking Grenoble Ecole de Management and secured a regular position there, which has paid dividends in the development of that valuable partnership for the Business School. Had I been able to articulate these potential benefits in the organising of the exchange, I might not have needed the constraining 'hooks' I developed to justify it.

At home, the familiar bustle of family life slipped into a different routine, a radically different school timetable and some new, exciting habits such as getting the tram to school and skiing at the weekend. The children adapted quickly, although not without some difficulties now and again, and rapidly integrated. We suffered from our lack of local knowledge – choosing to live outside the city of Grenoble, for example, and therefore outside the children's schools' 'commune'⁵ meant we could not afford to pay for school dinners (subsidised for locals) and were obliged to spend two hours every day looking after the children at lunchtime. Despite the lack of work-based social life, we were never lonely and the children were an excellent way in to the local community.

⁵ The smallest division of French local government

Meanwhile in the UK, my counterpart was to encounter a very different experience: collected at the airport by my colleagues and chauffeured to the new home I had arranged for her, she was escorted from home on her first day at work to my desk and welcomed by the colleagues with whom she would work closely for two months. A full set of induction meetings and invitations had been organised for her by me (in response to the executive's recommendation) and she was entertained with day trips and evening meals by my colleagues. Her timetable was fixed and materials supplied. She found it difficult to integrate however, as the Business School had no staff room for conversation and mingling.

It's difficult to meet a lot of colleagues, for example, there's no room (...) to have a coffee and it's not so friendly. For French people it's quite surprising because in France we like to discuss and it's very important. I had no opportunity to meet other people in a way.

Exchange Counterpart, collaborator, (interview)

She was not approached by the economists or researchers in the Business School with whom she might have had most in common, indeed she believed there to be none:

Because I was in the Business School there was no economists so that was ... I couldn't meet economists there. Sorry, no, but I think there's no economists in your Business School.

Exchange Counterpart, collaborator, (interview)

She did suffer some isolation despite the best efforts of my colleagues and friendly housemates:

It is quite difficult to leave for two months and to leave (...) a cat, friends and family – it's quite difficult, not so easy. (...). I think it's the same in every country, to meet people and to have really close relations with people in the country, so that was rather difficult. (...) It's not only England, it's everywhere. The problem is that you can feel alone so it may have been a problem if had stayed longer. It would have been a problem in fact to remain because it's difficult to meet people and so in the end I was rather pleased to come back.(...). You have to be prepared for that and you (...) mustn't expect to meet a lot of people and to have a very amazing experience. It's not exactly like that. (Sharing a house) was nice because if had been alone in an apartment it would have been (...) quite sad.

Exchange Counterpart, collaborator, (interview)

More difficult for me than adjusting to the role of remote lecturer in a French university was to adjust to the role of remote employee of a UK Business School.

Marking was delivered to me at home via DHL with some difficulty. When I tried to return the marked papers, I was to discover that the university does not have a 'return account' with DHL. I pleaded for electronic copies of assignments to be e-mailed to me. Instead, hard copies were laboriously scanned by administrative staff. Making expense claims was equally precarious with original receipts sent airmail to Northumbria to avoid a 25 euro charge for recorded delivery. I reflected on how little experience or infrastructure existed in the organisation of the basic logistics of dealing with staff abroad.

I noticed the negative external image e-mail messages gave of the university once one was relying on it as a sole means of communication. Often pompous, authoritarian and peppered with unnecessary jargon, I reflected on how I knew the institution to be quite different and wondered how it was viewed by our franchise and exchange partners. Exposure only to the formal communication stream was an alienating experience.

The telephone was used very little and I became frustrated that my colleagues seemed to behave as if I had disappeared when in fact I was easily contactable. An attempt was made by a colleague to scapegoat me for a minor controversy. Another colleague consulted around the Business School rather than just call me. In six months of working for the university I received fewer than five telephone calls from any UK colleague and most of those from my line manager.

We didn't want to call you as we never knew when you would be free and we didn't want to disturb you – and then there's the time difference.

Middle administrator, School, respondent, (focus group)

I didn't accept this, given the multi-functionality of a basic mobile telephone and also that the difference is only one hour. Meanwhile, my European partners called me regularly. Our eventual interpretation was that university staff are indeed 'bilingual' (Gewirtz et al. 1995, Section 1.5.1): the convenience of e-mail and the formal paper-trail it provides is used widely in the culture of the university alongside the informal stream of 'water-cooler conversations' described in Cycle One. As a combination, this might be quite effective, but once one is deprived through absence of the informal stream, e-mail seems to formalise and amplify informal and trivial issues and is an inadequate way of maintaining the engagement of remote colleagues, it alienates them instead.

6.6.4 Step 4: Evaluating Emerging Themes

6.6.4.1 The Absence of Architecture

The UK university appears to be inadequate in managing expatriated employees in terms of advice, expertise, resources, processes and skills. The French university appears to be inadequate in managing incoming guests and even hostile to them. The British university relied on the will of individuals to welcome a guest.

Neither university was as determined as I was to make the exchange a success or perhaps we had different notions of what ‘success’ looked like. The lack of supporting architecture on both sides created resentment in me as I started to suspect that both institutions were in the business of exploiting my commitment and dedication.

6.6.4.2 Communication Breakdown

Reliance on e-mail, reluctance to telephone (one has to actually formally request and have approved international access on one’s desk and mobile telephone) hampers communication with expatriated employees. Absence is used as an opportunity to scapegoat.

Details left undiscussed through the ‘strategic neglect’ (Burgelman, 1983a, Section 4.3.3.4) of the entrepreneurs now caused bad feeling, inconvenience and miscommunication between the partners and between the entrepreneurs and institutions. This undermines the overall assessment of the initiative as a success and could even compromise institutional partnerships.

6.6.4.3 Work-Family Separation

The contribution of the family to implementing the actual move and to the success of the period abroad is paramount. My partner drove our belongings to France and furnished the empty apartment. He and my children formed a family base for me and provided a “way in” to the community. Staff mobility would be enhanced by a readiness on the part of the university to accept, co-operate with and acknowledge their central position to any international assignment. Any potential disadvantages and complexity are outweighed by their potential contribution.

Fitting in (at work) was the easy bit. The house, the bills, kids settling in, the logistics and crap was the hard stuff, the academic stuff was easy.”

Previous Exchanger, collaborator, (interview)

6.6.4.4 The Value of the Entrepreneurial Individual as Part of a Team

Both exchange counterparts relied on their close colleagues in the implementation of the exchange, both to flex around their own absence and to welcome and host the incoming counterpart. This can be compared to the discussion of the ‘ecosystem’ of ‘collective self-interest’ (Burgelman & Hitt, 2007) in Section 4.3.3.3. This was more successful in the culture of muddling-through and firefighting. Again, the roles of individuals and the efforts they make are crucial to the quality of the exchange experience and the impressions taken back to the home institution.

He really took me under his wing immediately. I actually taught on his course and he invited me around for Sunday dinner and made Yorkshire puddings and that sort of thing. He really took me under his wing and taught me the ropes. (...) A person like that can really make a difference. But you need to make an effort. Very often people think they can go and live their own lives and sink or swim.

Previous Exchanger, respondent, (interview)

6.6.4.5 Flexibility: Conceptual & Personal

6.6.4.5.1 Conceptual

The level of conceptual flexibility required was brought into sharp relief by the actual experience. There will be no such thing as a symmetrical exchange due to cultural and procedural differences between institutions. An amount of conceptual and individual flexibility is necessary to make the exchange work and some ‘strategic neglect’ (Burgelman 1983a; Section 4.3.3.4) is to be recommended: if all the details are required to be negotiated exchanges will be undermined. Headline terms and overall parameters are sufficient. A change of language might help shift the conceptualisation as was discussed by middle managers in the ARSG:

#1. Maybe we should just stop calling it ‘exchange’? Maybe that is a limiting factor in itself!

#2. Is exchange the right word to be using? Should we just call it ‘mobility’? That’s what it’s called under Erasmus.

#3. Mobility reflects better a shadowing idea, it moves people away from thinking about the operational exchange and it brings in an HR perspective – it’s staff development mobility. The concept of exchange is very restrictive in this context. We cannot assume that there will be an exact match. It’s phenomenally unlikely there will be an exact match in two individuals who want to exchange at the same time to cover the same teaching with the same academic interests.

6.6.4.5.2 Personal

Considerable personal flexibility is involved in the acculturation process and will accelerate it. The willingness to make the exchange work, to leave behind a good impression and ‘do a good job’ is crucial and continues throughout, although sorely tested at times. The lack of support from both home and host institution(s) gradually eroded my personal good-feeling towards both of them and left me unable to recommend either to my colleagues. Precedent and momentum were therefore lost and the institutions cannot benefit from a best practice exemplar.

6.6.4.6 The Danger of Assumptions

The level of trust required to leave everything to chance and assume that the university will come to the rescue if needs be does not exist between staff and management, although entrepreneurial attitudes were still in evidence towards the end of the exchange. This is an e-mail from the HR manager who was trying to help me organise the return home in the absence of any architecture.

To avoid any further complications, go ahead as planned. As long as receipts are provided for the expense claim I do not envisage a problem – I’ll face any consequences.

6.6.4.7 The Problem with Strategic Entrepreneurs

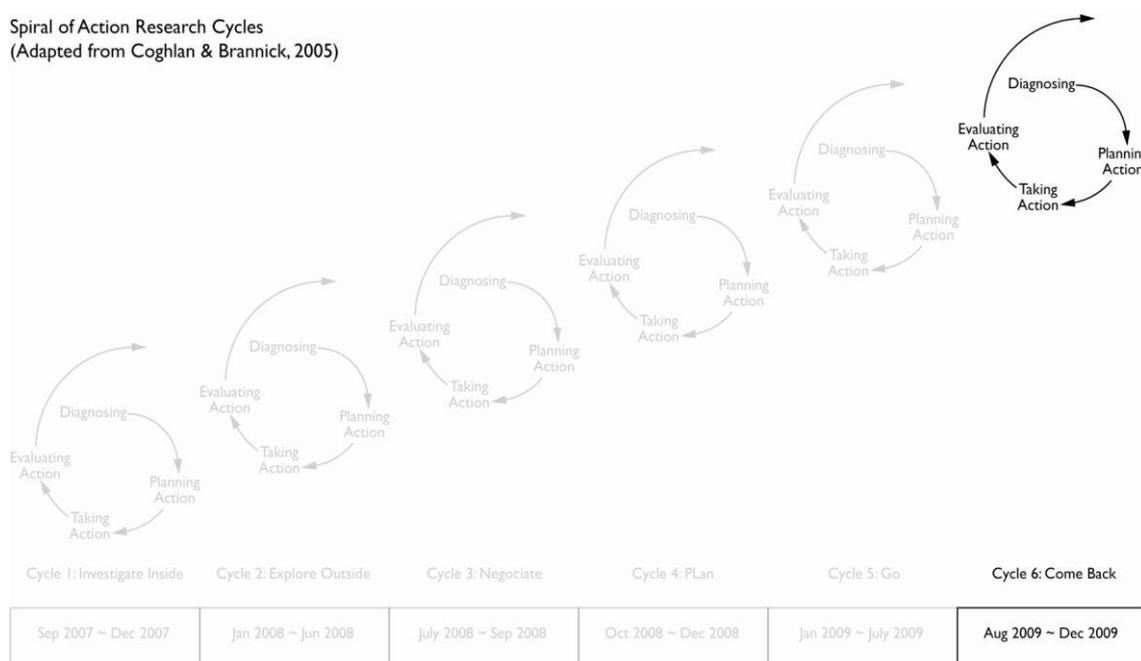
As discussed in Section 4.3.3.4, strategic entrepreneurs wish, or are forced, to ignore administrative details in order to ensure the survival of their initiative. My personal policy was firstly to avoid any unnecessary administration and secondly to ignore, where possible, any theoretical barriers. Indeed, “*il n’y a pas de soucis*”⁶ (sometimes untrue) became a catchphrase (see Section 7.2.4 for further analysis). There are several examples of the consequent problems in implementation and an exchange which, as a result, has limited application throughout the institution. The flexibility and drive of the strategic entrepreneur, deliberately playing down challenges, surmounting or circumventing barriers and practising ‘strategic neglect’ (Burgelman 1983a; Section 4.3.3.4) as they drive to succeed against the odds can result in a precarious structure requiring the complementary skills and attitudes of the organisational manager to buttress it. Furthermore, in order to execute a strategy (as opposed to an autonomous initiative), the addition of an appropriate institutional approach is more effective than an over-reliance on a small number of highly motivated and flexible individuals.

⁶ Best translated as “no worries” or “no problem”

6.7 Cycle Six: Come Back (August 2009-December 2009)

Spiral of Action Research Cycles

(Adapted from Coghlan & Brannick, 2005)



In Cycle Six we made arrangements to leave France and made our way back to the UK. I returned to work in September and reviewed the changes in strategic approach now evident in the university.

6.7.1 Step 1: Diagnosing our Impressions

As we left, we felt that it was a lot of work and adjustment for a very short period. All the acculturation and language learning was just coming to fruition so six months seemed exactly the wrong duration. In fact, Cycle 6 ‘Come Back’ started at the same time as Cycle 5 ‘Go’ as the awareness and planning of the return influences decisions and behaviour from the start. Returning to the UK felt like a mistake. We reminded ourselves that the exchange was not ‘real life’ and a permanent move to France would not be the same.

6.7.2 Step 2: Planning Action to Leave

We were embarrassed to hand in notice on our apartment so soon after our arrival and we dreaded the work and disruption involved in emptying it and reselling all the furniture. The strict tenancy laws in France allowed us to withdraw from the tenancy agreement in a short time.

It was impossible to return the way we had come due to the cessation of winter season low-cost flights and the fact that the van was overloaded. I contacted the HR department, expecting them to have a contract with a removal firm for relocations but

this was not the case. After some argument and the consideration of various impractical solutions (e.g. leaving all our personal belongings in France and buying new in the UK) they reluctantly secured a small budget towards the cost of an international removal from the Business School and agreed to pay for our travel.

6.7.3 Step 3: Taking Action to Return

Once we had packed up, the landlord exploited our situation by disputing the return of a 900 euro deposit. Having been packed and brought down from our seventh floor apartment, our possessions were back-loaded across Europe uninsured and stored while we returned. We resold the furniture piece by piece.

We left Grenoble in July 2009 and spent our summer holiday driving back to the UK. This epic, adventurous journey offset the discomfort of leaving somewhat and eased the transition home, making it easier to look forward to our return.

Returning home was easier than expected. There were not many problems with our house. The tenant left without argument and our belongings were delivered shortly afterwards. Our family and neighbours were pleased to see us and the children were welcomed back to school.

On my return to work, I was greeted happily by my colleagues with no interest at all in my experiences. I tried to present to my preliminary findings in a local academic forum but was allocated a short time and Gresham's Law applied (Kaplan & Norton, 2008a, Section 4.2.1): it was swallowed up by a muddling-through/fire-fighting discussion. A short account of my experiences in an internal publication attracted one comment. I reflected that I was perhaps experiencing the 'resistance in the form of indifference' of which Herr & Anderson (2005) warn. I reverted to working with the willing and a final meeting of the ARSG to review preliminary findings was well attended.

I also found myself invited to take part in an international accreditation event as the only person who had taken part in an exchange. The School's partnerships with institutions in the Grenoble area were hugely strengthened as I secured guest lecturerships at the IUT and at the Grenoble Ecole de Management, a prestigious business school, and expanded our collaborations with them into corporate training bids and extended student exchange activities.

My activities secured me an interview with the new board member responsible for internationalisation strategy and he invited me onto the University's International Committee to whom I plan to present. He also asked me to review the new draft

internationalisation strategy for the university which was nearing completion and approval.

6.7.3.1 Seeking Strategy

In late 2008 (as I was planning the exchange in Cycle 4), the new Vice-Chancellor and Chief Executive of Northumbria University sent an e-mail to all staff entitled “Priorities for Development” as an update in the strategy development process. In it, he signalled the future importance of strategy and evidence-based management:

***Building Strategic Capacity.** To support these developments, and to work effectively in a tightening financial environment, the University needs to become more strategic. This means re-engineering business models, streamlining administrative process, improving analysis and data, and aligning resources and priorities in ways which are driven by the Strategy.*

with specific reference to implementation planning:

(...) as we develop our thinking in the new Corporate Strategy and as we elaborate detailed plans for implementation.

He acknowledged the role of ‘slack’ in facilitating innovation and entrepreneurship:

The aim must be to create headroom, and to release the potential of Northumbria to inspire creativity, innovation and enterprise.

He emphasised the importance of internal collaboration and improved communication:

We need to guard against habits of silo-working that inhibit collaboration internally and externally, and we need to improve our communications.

and even indicated a move towards a more ‘holistic’ approach to internationalisation:

It is time to reconsider the balance between academic and financial drivers, and between investment in ‘brains’ and in ‘bricks’.

*Our international activity is a significant success story, and here the focus of our energies will lie in protecting and improving our international student experience and market position, and in growing our global reputation and presence through **internationalism**. (emphasis added)*

It is not clear whether he defines internationalism in the same way as Welch (2002) (Section 3.1.1) as values-based, idealistic and co-operative, aiming for world peace and social justice. However, ARSG members sensed the existence of a debate:

There's a strategic statement been made about its [internationalisation's] importance but there's still a major debate about what it is: is it declaring that we have to keep abreast with the market or is it a higher-ground thing about our students' experience? – a debate going on in the top corridors. Inevitably, a big bit of [financial/market] 'performance' is there, but I'm quite keen to hang on to the higher ground.

Senior Manager, Central International Office, ARSG meeting participant

In October 2009, a draft 'Corporate Strategy 2009-2014' was circulated. I thought it strange that a strategy for implementation from 2009 was still circulating for approval in October the same year. Internationalisation is now highlighted as a priority:

Our Future: Over the next five years, Northumbria University will work to: Increase global recognition and reputation by building our international presence and partnerships overseas. (...) Our Priorities & Objectives: We will: ensure staff (...) have multiple opportunities to undertake work or study beyond the UK, whether individually or through collaboration with partners abroad, enabling a full range of cultural and learning experiences.

Internal document, no longer available

The reference to 'multiple' opportunities was removed before the final version was published but the rest stands. This final version (UNN, 2009a) has no targets or high level indicators of progress attached to this objective, unlike those relating to student mobility and others. A member of the ARSG was of the view that such details would be expected from the Schools through an ongoing devolvement and planning process. This remains to be seen.

In line with this new focus for the university strategy, the Business School's 'Strategic Development Plan (2009/10-2014/15)' contained a new flavour of internationalisation:

Vision: (to be) recognised both nationally and internationally as one of the leading Business Schools in the UK. This vision will create an international School (...) with a national and international reputation. In delivering the Vision, NBS will be distinctive in the development of individuals through personal and professional development (...) the development of learning partnerships with international academic partners (...) that will establish a global network of practice. (p.3)

A section dedicated to internationalisation strategy has been introduced since the plan was published in November 2005:

Vision is to create an international School (...) through: (...) Recruit and develop international staff and facilitate international faculty exchange. (p.6)

In the following two pages of explanation of how this vision is to be delivered through each programme portfolio, faculty exchange is not mentioned again except in the ‘Strategy for Corporate Engagement’ which involves ‘corporate faculty exchange’ and also the creation of ‘international business communities’ but with no details attached.

In the ‘Faculty Development Plan’ section, 24 days per annum of ‘research and scholarly activity’ are stated as available. Only those who secure funding for research and consultancy activities are able to ‘buy out of teaching and administration’, confirming that this rigid constraint on academic time still exists. There is no mention of international staff exchange whatsoever, nor in the portfolio strategies.

The stated values indicate a move towards entrepreneurship, diversity and internationalisation:

We believe our staff, students and partners should be part of an international community of practice (...) a commitment to (among others) empowerment, development and collegiality, international orientation and partnership, innovation, flexibility and enterprise, diversity (...). (p.4)

In a repeat of the 2005 plan, there appears a section entitled ‘Developing a Research and Innovation Culture’:

A research and innovation culture is one in which research and innovation activities are highly valued, funded and inform learning and teaching and professional practice. This culture is characterised by a commitment to (...) innovation (...). (p.9)

And there is encouraging reference, however brief, to the construction of some architecture in the form of structure, resources and reward:

Structures and facilities which support staff in their research and innovation development and provide career development opportunities. (...) Developing and maintaining (...) international (...) networks and contacts. (p.10)

However, the stated aim of innovation activities is to increase income streams and the ‘Strategic Objectives’ of the overall plan are mainly concerned with income. The membership of the Advisory Board includes only one person from outside the UK.

In October 2009, I was provided with the draft internationalisation plan 2009-2014 which had been an agenda item on the Vice-Chancellor’s Executive Group that month. I was told its approval was imminent. At the time of writing (September 2010) it is yet to be confirmed. It includes the aim

To ensure (...) our staff are active in sharing good practice and expertise internationally while strengthening the brand and reputation of the University worldwide.

and the by now familiar objective to ‘encourage’ international activity (see Section 3.8.3):

*Objectives: **Encourage** Schools and departments to **promote** international opportunities to their staff (...)*

*Capacity-Building and Enterprise: we will **encourage** incoming visiting staff from academic partners (...). Staff development: Through a variety of (unspecified) activities we will **encourage** Schools and services to create opportunities for their staff to gain experience of partner institutions through visits, teaching and research activities.*

However, it does go further by setting a vague target in the form of a key performance indicator (KPI):

KPIs: increase in staff (...) taking up incoming and outgoing exchange and study and work abroad opportunities.

This is one of only three (out of fourteen) KPIs that Schools (as opposed to Central departments) are expected to deliver. An embryonic dual strategic approach is also hinted at:

Identify strategic partners to maximise potential activity across Schools.

There is also an acknowledgement of the architectural gaps:

Key Risks: Insufficient resources to maintain and develop Northumbria’s international profile. Insufficient resources to initiate projects that increase (...) staff mobility. Accommodation problems for incoming and outgoing students at Northumbria.

It is worth noting the focus on student (not staff) accommodation issues. The explicit identification of ‘insufficient resources’ as a key risk in October 2009 does not bode well now that the university faces severe financial restrictions.

6.7.4 Step 4: Evaluating Emerging Themes

6.7.4.1 Absence of Architecture

This theme continues in the same way as in previous Cycles. The lack of structure, skills and resources for managing expatriated staff was evident and the difficulties I had in securing support for our return was interpreted as a lack of support from the

organisation. The need to enter into a personal accommodation contract left us open to financial exploitation but also required us to inconvenience a private landlord.

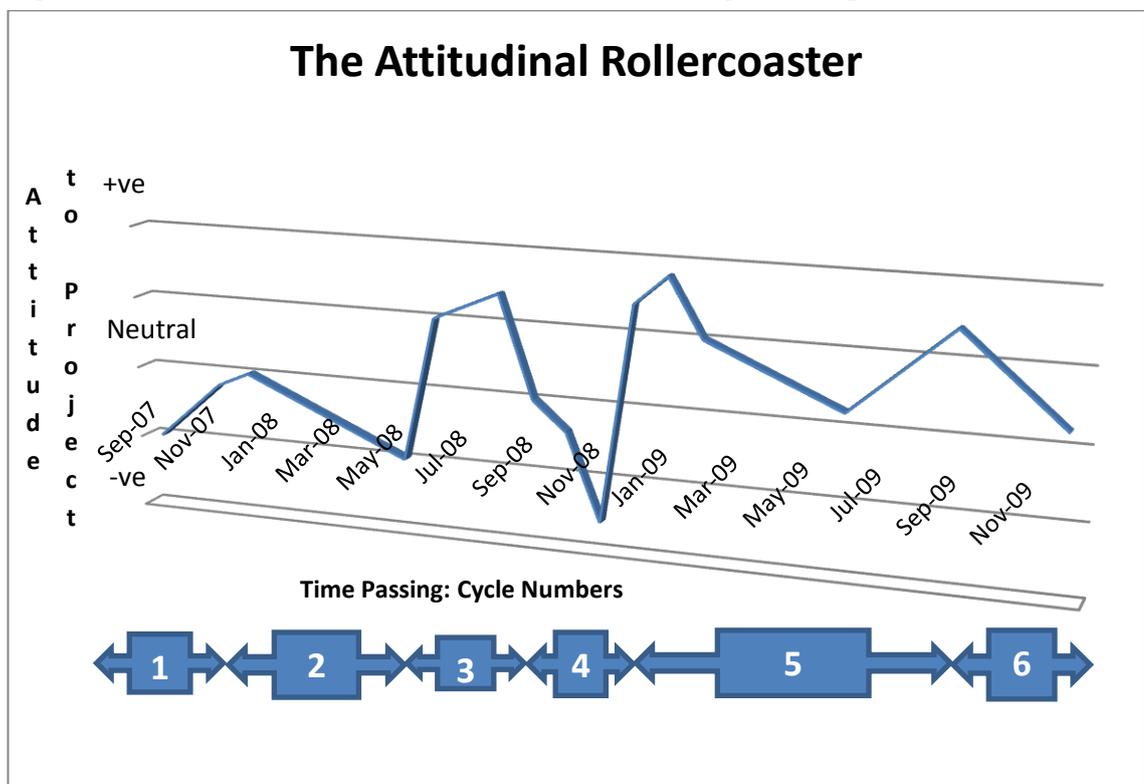
6.7.4.2 Work-Family Separation

As in previous Cycles, family support filled the gap in support from the organisation, which was as reliant on their co-operation and contribution in returning as they had been in going out.

6.7.4.3 The Value of the Entrepreneurial Individual

Initiating, organising and implementing an international exchange as a strategic entrepreneur meant that I embarked on an ‘emotional rollercoaster’ and I experienced significant swings in my attitude to the undertaking, which I have attempted to represent in Figure 6-1 below. This demonstrates some of Timmons et al’s (1985) general management capabilities of entrepreneurs discussed in Section 4.3.3.2, specifically total commitment, determination and perseverance and Thornberry’s (2001) description of passion and resolution in pursuit of opportunities and dreams (Section 4.3.3.2).

Figure 6-1: The Attitudinal Rollercoaster of a Strategic Entrepreneur



6.7.4.4 The New Presence of a Holistic Strategy

There is clear evidence of a new, explicit strategic focus on internationalisation in the University and therefore in the Business School.

*Yeah well, that's the problem with the strategy, is that it was sidelined earlier this year, pending the arrival of the new VC. And with new people in power in the corridors there, it might be back on the **agenda**, on the table.*

Manager, Central International Office, ARSG meeting participant

The aims appear to be further along the continuum towards a holistic, deep approach (Section 3.3) than in earlier documents. Awareness within the ARSG is high:

In the future, the links we've got might not just be about us continually having this arrangement where people send us bunches of students or we franchise programmes but we develop in other ways to sustain this relationship. It's not just about (...) the "same ol' same ol", but we can actually do this together as well and probably capitalise on the links that we've got. We are very interested in the difference between international recruitment and internationalisation. We are increasingly going to be in the situation in the next ten to 15 years whereby it's not enough. There needs to be a lot more give and take.

Senior Manager, Central International Office, ARSG meeting

However, the detailed implementation plans are as yet absent and it remains to be seen whether such documents are Giles' (1991) 'management wish lists' (see Section 4.2.2) and whether a 'rhetoric-reality gap' (Section 3.6) opens up in the face of the difficult financial challenges ahead.

6.8 Summary

This Chapter has told the story of the six AR Cycles, describing how the implementation of an international staff exchange is experienced and thereby answering the fourth of the research questions (Section 1.8). A first phase of analysis using Coghlan & Brannick's (2005) four-by-four step approach has been conducted and discussed. 'Thick' data has been provided from several viewpoints where possible to facilitate 'transcontextual credibility' (Greenwood & Levin, 2007) while the principle of 'subjectivity with transparency' (O'Leary, 2005) continued in the use of the active voice and first person, where appropriate. Findings have been compared to theoretical literature where relevant. Emerging themes have been identified and interpreted in the Evaluation step of each Cycle. These are summarised below:

Table 6-1: A Summary of Emerging Themes

Cycle Numbers	Theme Name
1,2,4	Absence of Strategy
1,2,3,4,5,6	Absence of Architecture
1,2,3,4,5	Communication Breakdown
1,2,3,4,5,6	Work-Family Separation
1,2,3,4,5,6	Value of Entrepreneurial Individuals
1,4	Culture
1,2,3,4,5	Flexibility
2,5	Danger of Assumptions
2	Power of Gatekeepers
3	The Dual Approach
5	The Problem with Strategic Entrepreneurs
6	The New Presence of Holistic Strategy

The thesis will now proceed to subject these findings to a second phase of analysis, the Thesis or Meta-Learning Cycle, answering Coghlan & Brannick's (2005) question 'How do you make sense of what happened?' and from that a new model for implementing staff exchanges will emerge, thereby addressing the fifth research question.

7 DISCUSSION: HOW DO YOU MAKE SENSE OF WHAT HAPPENED?

Any intelligent fool can make things bigger and more complex. It takes a touch of genius – and a lot of courage – to move in the opposite direction.

Albert Einstein

7.1 Introduction: The Thesis or Meta-Learning Cycle

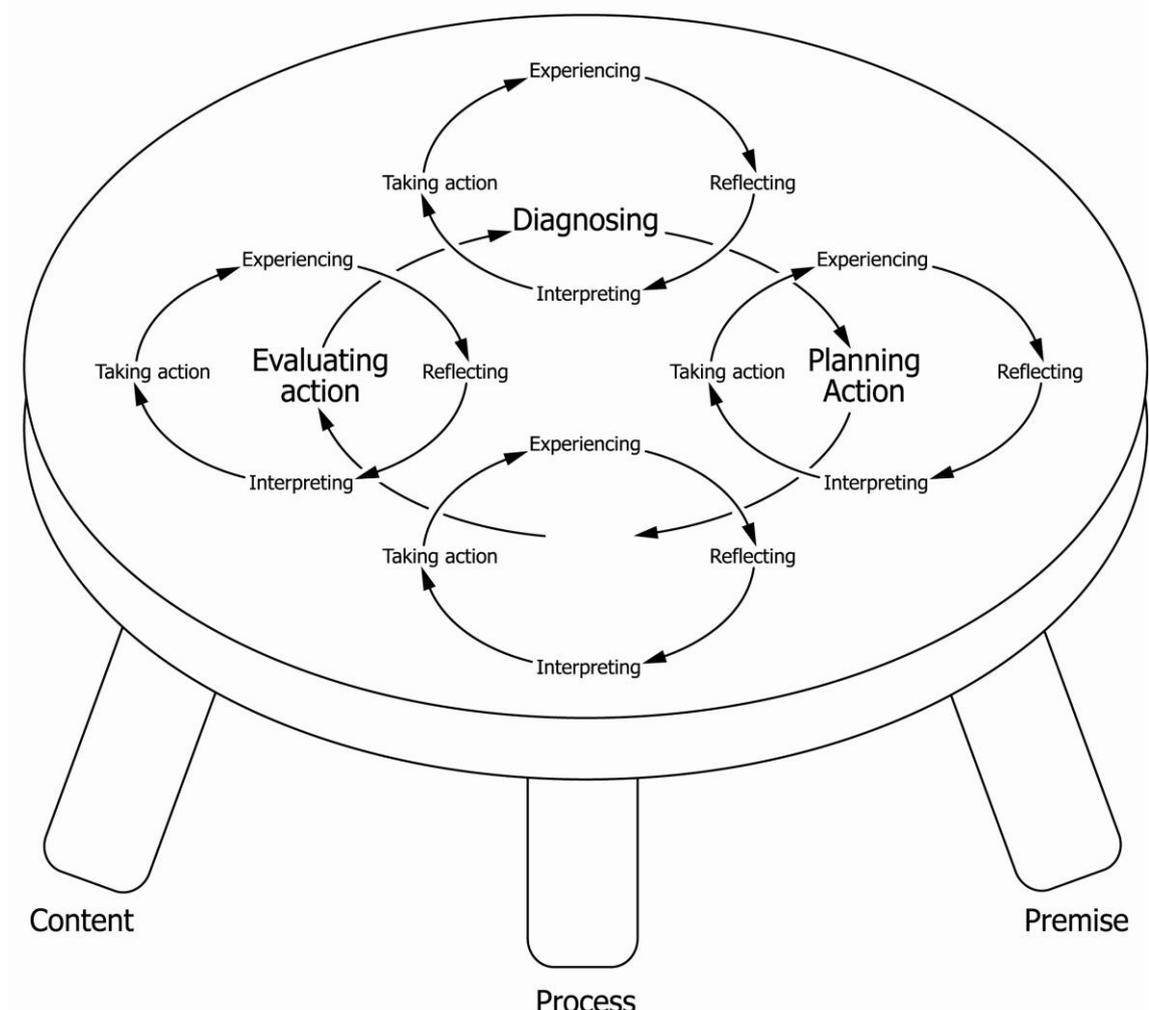
This chapter discusses the ‘meta cycle of inquiry’ (Coghlan & Brannick, 2005) which produces the ‘actionable knowledge’ (Argyris, 2003) required to meet the research’s overall objective. This cycle, using Mezirow’s (1991) three forms of reflection, consists of an analysis of the content, process and premises of the AR project and is represented in Figure 7-1 below. While the Findings Chapter presented ‘What Happened?’ (Coghlan & Brannick, 2005), this chapter answer its sister question, ‘How do you make sense of what happened?’ ‘So what?’ (ibid) is answered in the Conclusion (Chapter 8).

Coghlan & Brannick’s (2005) second AR objective is achieved by using this analysis to ‘make sense of what happened’ and it is through this process that a bridge is constructed across the knowing-going gap (Pfeffer & Sutton, 2000) (see Figure 7-3), addressing the fifth research question of this thesis by proposing how universities can implement staff exchanges in the future.

Although presented by Coghlan & Brannick in the order shown in Figure 7-1, there is no stipulation in their method that ‘content’ must precede ‘process’ or ‘premise’. I have found it more useful to consider first the premises of the project. These are the “(...) *unstated, and often non-conscious, underlying assumptions which govern attitudes and behaviour. For instance the culture of the organization or subculture of the group working on the project (...)*” (p.26). Underlying assumptions emerged early in this work and were influential from the start on both the content and the process. From there I have analysed the ‘content’, “*the issues, what is happening*” (p.25) followed by the ‘process’, “*strategies, procedures and how things are being done*” (p.25). The bulk of the conclusions lie within the ‘process’ area, as one might expect in answering the ‘how’ research questions set out in the Introduction.

Each part of this analysis (premise, content, process) has been structured around the four territories of experience commonly used in AR (Coghlan & Brannick, 2005): intentions, planning, action, outcomes, and at the three levels they operate: individual, interpersonal and organisational (ibid). An example analytical grid can be found in Appendix G. Analysis of the AR cycles and also of the meta-learning cycle was conducted in part using Kember's (2000) 'critical reflection through group discourse', meaning that the ARSG group was involved in drawing, reviewing and commenting on the conclusions. This approach is especially important given the chosen quality criterion of 'relational praxis' (Bradbury & Reason, 2001, see Section 5.6.2).

Figure 7-1: Coghlan & Brannick's Complex Dynamics of Action Research
(Coghlan & Brannick 2005, p. 41)



7.2 Premise

In this section, I analyse the assumptions, attitudes and behaviour which governed the approaches adopted in the research.

Three aspects of assumptions were identified in the analysis of the results. Firstly, that many assumptions existed and they filled the knowledge gap left by inexperience and ignorance within the organisation. They consisted of the assumptions made by members of the organisation about one another, about the institution and its partners and also of my own assumptions about the organisation and its partners. Secondly, some of these assumptions were widespread and conveniently well-accepted, sometimes resulting in Arrow's (1974) 'salutary neglect' (Section 4.2.2). Finally, mistaken assumptions were a barrier to implementation in that they led to the wrong 'implementation levers' (Carpenter & Sanders, 2007) being pulled or a low perceived capability to solve a vaguely defined issue (Stopford & Baden-Fuller, 1994, Figure 4-2) and therefore inaction. Assumptions can be tackled through evidence-based management (Pfeffer & Sutton, 2000, Section 4.3.2.2) and a learning culture.

7.2.1 Conceptual Flexibility

Flexibility is a major theme emerging from all the AR cycles and flexibility in the concept is a crucial premise on which to base international staff mobility. In fact, the broader the premise one can develop to encompass staff mobility, the more successful one will be in implementing it.

My first assumption was to avoid the simplistic transfer of corporate approaches and policies I had experienced in my former career. I assumed that these would not be useful as they would not reflect Grigg's (1994) view that universities are unique organisations (Section 1.5.1). I also assumed that if it were so simple it would already have been done. This led me to develop an approach specifically for a university based on new experiences.

I started the research on the basis that short periods (i.e. a week) of teaching mobility (as it is termed in Erasmus) do not develop cultural intelligence (Earley & Morakowski, 2004). I formed this view from my own experience of being expatriated on several different occasions for different periods, compared with short visits or holidays I had also arranged and on the culturally insensitive behaviour I observed in some colleagues, despite the fact that they took annual foreign holidays and teaching trips abroad.

A lively debate in the ARSG meetings surrounded the concept of staff exchange, which, it was argued, was too restrictive a definition and potentially misleading (Section 6.2.2.2).

But the organisational assumption was clearly focussed on the operational feasibility which dictated to them (and therefore to me) that a direct exchange of teaching was a minimum requirement. This created not only barriers to implementation (in identifying a counterpart and in the complexity of the arrangements) but also a suboptimal exchange in outcome: the focus on teaching preparation and delivery distracted from inclusion of research and other activities.

7.2.2 Dual Approach and Communication

As a strategic entrepreneur, I embarked on the project for my own personal benefit and was less concerned at the beginning with benefitting my colleagues and the organisation (see Section 4.3.3.2). This created a very strong motivation in me to make the project work and increased my readiness to take personal risks. This is important given the chosen quality criteria ‘reflexive-practical outcome’ and ‘significant work’ (Bradbury & Reason, 2001; Section 5.6.2) as I judged that the outcome would be more practical and significant if the exchange actually progressed and was, by that measure, ‘successful’. I simply used the ‘hooks’ in order to influence acceptability in the eyes of the stakeholders, what Blackwell & Blackmore (2003) call “*using the language of both constituencies to uncover unexpected allies*” (p.13) in their discussion of strategies used by ‘tempered radicals’, explored in the Conclusion Chapter (Section 8.7.3).

Section 4.3.3.3 discusses the collective benefit available through leveraging the self-centred motivations of strategic entrepreneurs (Burgelman & Hitt, 2007). In fact, to be most effective, an exchange needs to benefit the exchangers, their colleagues and families and both institutional partners. This would be delivered through a structural ‘dual approach’ linking tactical, individual initiatives in the Schools with strategic corporate plans and opportunities at the university centre. Two-way communication on the subject would facilitate this dual approach, for example, identification of those geographies or partners with whom we wanted to strengthen links, or those partners teaching in English. With support from the central international office, I might have been able to consider an exchange in the USA or Asia. My assumption that these were not feasible was again based on operational constraints on me as an individual.

Such a dual approach was achieved to an extent on this project by inviting members of the central international office to be in the ARSG and their active participation therein. Enhanced relationships and communication between the individuals involved has been a direct consequence. However, they played no part in identifying a potential partner nor in negotiating and planning the exchange even when I appeared desperate.

7.2.3 Strategic Consensus and Communication

My assumption that I would need ‘hooks’ on which to hang the project stemmed from my total ignorance of the fact that staff exchange would be of any interest to anyone within the organisation. Indeed, such was the absence of explicit intent or interest that I assumed the opposite was true: that it would be a very unpopular idea. This was due to the lack of strategic consensus (Section 4.2.1) around internationalisation, or at best, a focus of consensus on something else e.g. applications for external accreditations. These could be enhanced both by my exchange and also by my potential qualification status (through the DBA). The doctoral research ‘hook’ added risk by, for example, driving urgency and expediency in the choice of partner. It also lent authority to the project and some time resource, although the fact that the research could succeed while the exchange was a failure (in that it did not happen) reduced its influence.

The lack of strategic consensus, caused by not knowing what to do about a general strategic issue (Stopford & Baden-Fuller, 1994; see Figure 4-2: Stopford & Baden-Fuller's Connected States of Thought & Action) resulted in Arrow's (1974) ‘salutary neglect’ (Section 4.2.2). The strong management assumption that ‘we already know why this (i.e. staff exchange) doesn't happen’ (and ‘there's nothing we can do about it’) (see Section 6.2.1) leads to it being ignored. Staff members are expecting a strategic lead from the top and the Schools from the Centre. The Centre expects operational initiatives from the Schools and the management from the staff (Section 6.2.4.1, Figure 4-2). These staff-management and School-Centre mismatches are an issue of communication, of communicating about strategy, in an institution where Gresham's Law often applies (Kaplan & Norton, 2008a, Section 4.2.1). *“Micropolitics often exist within the silences that are created in institutions. It is as much about what doesn't get said as it is about what does.”* (Herr & Anderson, 2005, p.65). The lack of ‘slack’ in the organisation results in project ‘failure’ in that it is not replicable and institutionisable, as predicted by Figure 2-3: Burgelman's Generic Situations Concerning the State of Corporate Entrepreneurship in Large, Complex Organisations.

The ARSG was convinced that staff exchange was one of the best ways to cement an international, institutional partnership. It is for this reason that staff mobility often complements that of students in a partnership agreement, but is rarely acted upon. While the conviction of the ARSG is probably correct, and is evidenced in the Findings of this study (Section 6.6.3), universities should be aware that an exchange deemed unsuccessful (by whatever measure) could also compromise a carefully nurtured institutional partnership and create bad feeling. This is an example of the unanticipated side-effect possible from AR (Herr & Anderson, 2005). Since unsuccessful exchanges happen from time-to-time in the case of students who return home early or behave badly and the partnership weathers the small storm. The same involving staff would create a greater 'storm'.

Another strong belief in the ARSG was that potential exchange partners would be easy to come by, especially in Asia and America. In fact, that willingness, if it exists, may well in turn be based on a set of assumptions about the nature of the potential exchange and the level of infrastructure and support in the UK e.g. accommodation provision, research opportunities, limited teaching workload. For this reason, and to ensure that the exchange benefits both partners, as mentioned in the previous section, strategic consensus must exist not only within the School and University but also between it and external partners (Simpson, 1998a; Section 4.2.1). The success of the exchange must have equal importance on both sides and such influential details be agreed equitably beforehand.

7.2.4 Autonomous Strategic Behaviour and Strategic Entrepreneurship

Somewhere out there, there's a world of networks and partnerships which are not to do with contracts. That's what fosters reputation as well. The academic world is not built around institutions; it's a personal network of who you know that can only help enhance the institution's reputation – all those intangible things.

Senior Academic, quoted in Section 6.3.4.5

These beliefs encouraged me to develop a model relying on the autonomous strategic behaviour of individual strategic entrepreneurs, working within an institutional framework to facilitate them. They, in conjunction with my own experience juxtaposed with that of my counterpart and what I read in the literature (e.g. Richardson &

McKenna, 2002) also convinced me in my conclusion that the best candidates are not the most junior academics. The opposite assumption, widely held, is based on matters of (perceived) operational feasibility such as minimal management responsibility and emotional isolation, for which there is no evidence. Strategic entrepreneurs drawn from more mature, senior and/or experienced ranks are likely to be more highly motivated, enjoy more emotional support, have access to greater personal and organisational resources and be able to achieve more on behalf of the organisation, reputation-building, for example.

A strong entrepreneurial attitude is in evidence throughout negotiations, planning and implementation between myself, my counterpart and our Gatekeepers in France and the UK is embodied in the elegant phrase "*Il n'y a pas de soucis*". It is more than a statement of fact: 'there is no problem'. Rather it is a statement of attitude and intention: we will not make this into or allow this to become a problem. Further, if there is a problem, we will simply overcome it. So strong was this will and so oft repeated was the idiom that it became a catchphrase of the project. It was a verbal talisman of the policy of 'strategic neglect' (Burgelman, 1983a; discussed in Section 4.3.3.4 and evidenced in Sections 6.4.4.2, 6.5.1.2, 6.6.4.2, 6.6.4.5.1 & 6.6.4.7) and employed to make the exchange happen. It would ultimately cause a range of 'soucis', or worries/problems, in implementation (see Section 6.6.4.7).

7.3 Content

In this section I investigate the nature of the exchange – what was actually negotiated, planned and implemented, why, and how that changed over the course of the project.

7.3.1 Conceptual Flexibility

I started the project by stipulating a minimum six-month duration, based loosely for convenience around a semester and on the assumptions described above (Section 7.2.1). However, in trying to arrange an exchange, I quickly discovered that this was an onerous barrier and became far more flexible in terms of what I would accept from a potential counterpart. For me and my family, investing so much time and effort, a shorter period would have been less feasible and more difficult to justify. In fact, for the time and effort we invested all the way through, not only in the planning but also in the adjustment once we arrived, six months was not enough: we went through the difficult

period without staying for the payback. This undermined the benefits to us and to the partner organisations.

My stakeholders stipulated a direct, like-for-like exchange, defined as my counterpart delivering the precise teaching sessions for which I was timetabled. Some timetabling flexibility within the teaching teams allowed me to condense these into the two-month and two-week periods in which they were due to be in the UK. My management responsibilities were re-allocated via the ‘muddling-through’ (Lindblom 1959, Section 2.4.1) process and I took my international responsibilities with me. The complex three-way exchange constructed to meet these requirements increased the risk of failure of a precarious ‘house of cards’ (Section 6.4.4.1). The actual exchange was not direct, like-for-like on either side in the end anyway. It was just direct enough to ensure that delivery of the minimum was arguable (number of teaching hours and related subject matter) but in many other fundamental ways was asymmetrical (duration, range of activities, commitment required, initiative).

Requiring incoming teachers to deliver our own pre-prepared material in the way we stipulate means we learn less from them and their methods and fail to internationalise the institution. By preparing my own material to deliver in France and because I was given free rein regarding what and how to teach I learned more by tailoring my practice for a different educational culture and the partner institutions benefitted from a different approach.

Finally, if the objective is to internationalise all staff, not just academic, and I would argue that a ‘deep’ approach to internationalisation means that it is, then one has to flex even further. It was suggested in the ARSG meeting, for example, that job shadowing would be the most valuable approach to providing international experience for administrative and service roles.

7.3.2 Dual Approach and Communication

In the absence of any guidance from the centre regarding the strategic partners on whom they wanted to focus, I was left to make an entirely expedient choice and the potential benefits for the organisation were thereby undermined. I arranged an exchange with a partner to whom I personally had direct access through my international role at the business school. It was in a country I knew well and this facilitated making arrangements such as schooling and accommodation for myself. Better would be an exchange arranged with the guidance and support of the centre, with whom

organisational objectives could be agreed: a methodologically dual approach. Taking a purely individualistic approach limits the scope of an exchange and the institutional benefits.

Entrepreneurial and administrative activities have long been considered essentially opposite forms with little if any connection (Stopford & Baden-Fuller, 1994). Parsons & Fidler (2005), by their own admission, struggle to calculate the relative merits of each of these approaches. I propose that they are combined in a dual approach and this idea is expanded in the analysis of process (Section 7.4).

7.3.3 Strategic Consensus and Communication of Information

Such a dual approach would require the existence of a detailed, agreed internationalisation strategy, identifying, for example, preferred strategic partners or geographies. The consensus would also involve the exploitation of tactical opportunities, such as mine, with support and shared learning.

Several Gatekeepers were extremely influential on the existence and nature of the exchange, as described in the analysis of the research findings (Sections 6.3.3 & 6.3.4.6). Some had a positive and some a negative effect. Strategic consensus within and between partner institutions is crucial to ensure that powerful individuals deliver the objectives of an internationalisation strategy well communicated. This implies a simple, clear goal (output) and some flexibility in how it should be achieved (input).

7.3.4 Autonomous Strategic Behaviour and Strategic Entrepreneurship

Personal autonomy, flexibility and an acceptance of risk are acknowledged characteristics of entrepreneurs and entrepreneurial behaviour (Section 4.3.3.2). My exchange counterpart adopted a flexible and risk-accepting approach in her readiness to deliver pre-prepared material with which she was not familiar in a foreign language in an institution she had never visited. She also moved into a house in a city she had never visited in a country she knew only from a childhood trip. Such behaviour greatly facilitated the implementation of the exchange. However, her reluctance to drive on the left-hand side of the road rendered her use of my house impossible (since no public transport is available) and this created considerable barriers and complexity for the project in locating accommodation. These examples are provided in order to demonstrate the fundamental and significant effect entrepreneurial attitudes (or not) can have on the execution details of a staff exchange.

7.4 Process

This section forms the bulk of the meta-learning cycle in order to address thoroughly the ‘how’ research questions. It is notable, however, how similar themes emerge from all three stages of the second analysis.

7.4.1 Conceptual Flexibility

Not only were my family an important motivator to undertake the exchange, their attitude and contribution hugely facilitated it. My partner prepared our home for rent and found a tenant, packed and drove our belongings to France in a van he bought for the purpose and furnished our new home by buying second-hand furniture and bringing it back to our seventh floor apartment. He arranged the children’s schooling once we were in France (and I was away working), supported the family in a new lifestyle with new demands (and away from the normal support structures) and then helped repatriate us, sacrificing in part his own interests in order to go abroad. My children co-operated in our experience and were not only a grounding but also an effective ‘way-in’ to the local community. Our parents lent us various support in preparing for and coming back from the exchange.

The concept of staff mobility must acknowledge an employee’s family as a powerful influence on the decision to go abroad (as driver as well as inhibitor, as described in Section 3.8.2). It should even welcome them as collaborators and participants, contributing to the success of the initiative and deserving of the organisation’s support. To pretend that employees are not influenced by important people in their lives (at any lifestage) and to base an internationalisation strategy on this premise is foolish. As an organisation, deliberately to exclude the family from the planning and implementation of a staff exchange is not only foolish but immoral and irresponsible and creates a high barrier in the minds of potential participants. If there is one crucial area from which universities should learn from private sector expatriations it is this. Instead, the family should be embraced fully for their role in encouraging, implementing and enhancing the chances of success of staff exchange and in setting successful and attractive precedents for others to follow.

The key is in the university to regard staff mobility more as company-led ‘expatriate assignment’ (Inkson et al., 1997, Section 3.8.4) rather than entirely individual ‘overseas experience’ (ibid), which will lead them to take a greater responsibility and to institutionalise the benefits. Leaving individuals to learn the hard way, experience the

risks and pitfalls and bear the costs alone will result in few volunteers for staff exchange and even fewer success stories, undermining the ‘demonstration effect’ most effective in encouraging entrepreneurship and innovation in HE (Binks & Lumsdaine, 2003, Section 2.5). A dual approach can be described as in Table 7-1.

Table 7-1: Dual Qualities of International Staff Exchange
 (devised by the author through combining research findings with
 Table 3-4: Inkson et al.'s Contrasting Qualities of Expatriate Assignment (1997, p.352)).

	Expat Assignment	University Staff Exchange	Overseas Experience
Initiation:	Company	Dual Approach	Individual
Goals:	Company projects (specific)	University and individual aims (combined)	Individual development (diffuse)
Funding:	Company salary & expenses	Company salary & expenses / Individual contribution	Personal savings & casual earnings
Career Type:	Organizational career	Higher education	Boundaryless career
Research Literature:	Large	Limited	Nil

7.4.2 Autonomous Strategic Behaviour (ASB) and Strategic Entrepreneurship

“All firms fall along a conceptual continuum that ranges from highly conservative to highly entrepreneurial” (Barringer & Bluedorn, 1999, p.422). If one accepts that universities are public sector, academic organisations and therefore somewhat conservative (Reason & Bradbury, 2006), one way of achieving a higher level of ‘entrepreneurial intensity’ (Barringer & Bluedorn, 1999; Sections 4.2.1 & 4.4.2.2) would be through individuals’ ASB. It can be concluded that entrepreneurial behaviour was responsible for the exchange in question through an analysis using Stopford & Baden-Fuller’s (1994) five ‘bundles of attributes’ common to all types of entrepreneurship and other descriptions discussed in Section 4.3.3.2. I, my collaborators and participants were pro-active in initiating, planning and implementing the exchange,

aspiring to something clearly beyond current capabilities and resolving dilemmas through a team-approach. Organisational learning capability is yet to be proven.

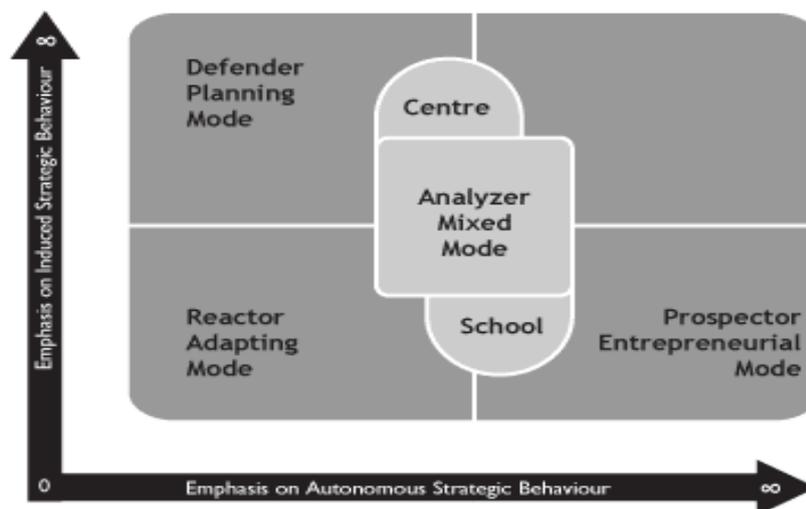
7.4.3 Dual Approach: Corporate Entrepreneurship in the Analyzer Mixed Mode Organisation

A structural, methodological and cultural dual approach can be brought together in the concepts of the 'Analyzer' (Mintzberg, 1973)/'Mixed Mode' (Miles & Snow, 1978) organisation and in the concept of corporate entrepreneurship.

I have applied Burgelman's *Reinterpretation of Mintzberg and Miles & Snow Typologies* (1983c, Figure 2-2) to the concept of staff mobility (Figure 7-2).

Figure 7-2: Burgelman's Reinterpretation of Miles & Snow's and Mintzberg's Typologies Applied to the Dual Approach to International Staff Exchange
(adapted by the author)

Burgelman's Reinterpretation of Miles & Snow and Mintzberg Typologies Applied to the Dual Approach to International Staff Exchanges



It shows structurally how the central university international office and strategy formation function can play the ‘methodological’ role of ‘Defender’ by planning an executable umbrella strategy for internationalisation to produce induced strategic behaviour. Due to the deeply personal nature of going to spend time abroad, relying on induced behaviour alone is not realistic or optimal (Inkson et al., 1997, Section 3.8.4). At the same time and to complement the centre, schools can play the role of ‘Prospector’ by providing a strategic framework targeting outputs instead of controlling inputs, thereby allowing the slack to produce ASB and strategic entrepreneurship (Figure 2-3: Burgelman’s Generic Situations Concerning the State of Corporate Entrepreneurship in Large, Complex Organisations). Overall, this dual approach results in corporate entrepreneurship.

According to Stopford & Baden-Fuller (1994):

It is possible for troubled firms in hostile environments to shed past behaviors and adopt policies fostering entrepreneurship. (...) Innovation is not exclusively the preserve of the new entrant. Some is provoked by established firms that have managed to find and deploy new combinations of resources as a means of retaining leadership. (p.522)

7.4.4 Cultural Foundations

Working together to create successful precedents and momentum (Binks & Lumsdaine’s (2003) ‘demonstration effect’, Section 2.5) might result in the virtuous circle of overperformance, as identified by Mankins & Steele (1995) and described in Section 4.3.2.1.

A hugely supportive culture has developed in the immediate surroundings of the project, and, while it can be argued that this could exist anywhere, in my experience, it does not. This could in part be because participants are largely self-selecting and is a result my own particular circumstances.

Author’s Reflexive Journal

A difference in attitude and approach was evident on different sides of the English Channel. In the UK, the research was an ASB initiative emerging from and driven ‘bottom-up’ with high levels of entrepreneurial behaviour and ownership. The culture of muddling-through (Section 6.2.4.4.2) was manifested in project supporters taking responsibility for various ‘neglected’ (i.e. not explicitly allocated) elements of a successful (for the Incomer) exchange (see Section 6.6.3 for examples.) The response of

the executive team to the proposal focussed on issues of execution (induction, mentoring, responsibility, liaison (see Section 6.5.4.1)) and these were notable by their absence in France. In Grenoble, their response to an initiative born elsewhere and introduced ‘top-down’, via the Gatekeeper, was occasionally one of resentment (Section 6.6.3). The absence of an entrepreneurial attitude and ownership by individuals resulted in many elements continuing to be ‘neglected’ even when they became crises for the Incomer (see Section 6.6.3) and the assumption that ‘it was someone else’s job’ (see Sections 6.5.6.3 and 6.6.3 for examples). Levels of hospitality and support for ‘Incomers’ were considerably lower in France than in the UK, according to both counterparts, resulting in different experiences and residual impressions of the partnership.

A reliance on bureaucracy (as in France) means staff are paralysed in the absence of agreed process or paperwork and, when it does not exist, assume there is a good reason and no-one can help. People really cannot help as they have no role in a non-existent process. Similarly, a reliance on planning will not succeed in international staff exchange since the intensely personal nature of a decision to go abroad renders an institutional, strategic plan alone impotent in implementation. Such dilemmas might explain the strongly opposing views regarding the efficacy of planning to execution evident in the literature (Section 4.4.2).

7.4.5 Execution Architecture

It can be argued that the absence (or at best weakness) of an execution architecture for staff mobility is in itself a product of the absence of strategic consensus in the university and school on internationalisation generally and this aspect in particular. There are examples within the university of a clear capability to build an architecture around strategic initiatives deemed worthy. For example, international accreditations in the Business School, for which there is explicit responsibility at several levels, an imposed process and targets, imposed measures and a clear reward. Dedicated training and resource is even available for some aspects of this initiative (staff sabbaticals for PhDs) but despite the fact that international staff mobility would contribute to the effort to gain such accreditations, it is left to ‘maverick’ entrepreneurs (Section 6.2.4.6). The weakness of the staff mobility architecture sends a powerful message to staff about its priority in the organisation.

7.4.5.1 Structure, Process, Roles & Responsibility

The project largely developed outside of the organisations' formal structures and processes because formalities regarding staff mobility hardly exist. In planning, a process for the application and assignment of Erasmus grants is in place and was used. In implementation, existing processes for expense claims, for example, were applied, with the individuals concerned flexing it as far as possible to accommodate the fact that I was abroad, but this did increase risk and cost (sending receipts through the post, for example). Other processes were invented ad hoc: proposing the exchange to the Executive team and securing a budget for the return home, for example. The lack of structure and process is at first an enabler in the planning in that it allows the entrepreneur to act independently and swiftly when necessary. However, it then becomes a problem in implementation and limits the institutionalisation of the initiative. This issue with strategic entrepreneurs is discussed in Sections 4.3.3.4 and 6.6.4.7.

There is no-one responsible for driving staff mobility in the university. While strategic entrepreneurs are useful, the organisation is over-reliant on existing entrepreneurship for the implementation of an important part of internationalisation strategy. Again, this limits institutionalisation of initiatives such as this one.

The structural dual approach proposed requires a central and local champion who can develop a simple process of communication between them. No more is needed. Bureaucracy should be kept to a minimum in order not to deter the strategic entrepreneur (Section 4.3.3.2).

7.4.5.2 Resources and Targets

Opportunity-seeking behaviour comes from a pool of unused resources and induced strategic behaviour is unlikely to exhaust the potential opportunities perceived by operational level participants [because] much of the firm's knowledge remains tacit.

Burgelman, 1983c, p.1354

The project piggy-backed on existing resources in terms of funding, time and skills. Bringing these resources together in new ways is one of the key skills of the strategic entrepreneur (Burgelman, 1983c, Section 4.4.2.3) and action researcher (Herr & Anderson, 2005; Section 4.4.2.3). Yet it increases the time and effort required to negotiate, plan and implement an exchange, increases the personal financial risk to the entrepreneur determined to execute, while at the same time increasing the risk that it will not happen or fail in the doing. In the short-term this protects the organisation from

the potential harm of ‘pet projects’ (Section 4.3.3.3) but, longer term, prevents the ongoing implementation of staff mobility. This is exacerbated and accelerated as returning or failing entrepreneurs report to their colleagues their experiences of having to do it all themselves. The organisation should therefore always support adequately strategic entrepreneurs to create Binks & Lumsdaine’s (2003) ‘demonstration effect’ (Section 2.5).

7.4.5.3 Skills & Capability

The project was heavily dependent on my own existing, and in some respects rare, skills, such as fluency in French and previous experience of being expatriated to France, allowing me, for example, to arrange my own accommodation in France very quickly. My counterpart was fluent in English. It also benefited from my own entrepreneurial capabilities and attitudes and those of others around me.

Over-reliance on rare combinations of individual skills to implement strategic initiatives can be tempered by the organisation in four ways: recruiting new staff for international skills (such as languages) and entrepreneurial attitudes, developing existing staff in the same, constructing an architecture to compensate for individual deficits and designing strategy or opportunities around existing skills e.g. focus on other Anglophone countries. Each has associated advantages and disadvantages and this could form a stream of further research, as discussed in Section 8.6.

7.4.5.4 Measure & Reward

No measures for the value or success of staff mobility projects have been proposed as part of this work. This might result in the organisation finding it difficult to justify allocating resources especially in the management of public funding and imminent government austerity measures. In the absence of agreed objectives and therefore measures, the danger is that subjective valuations will fill the gap, undermining the possibility of an objective discussion. For the purposes of this project, my suspicion is that within the organisation it is considered successful simply because it happened (it ticks a box.) So far little more has been learned and the existing learning has become part of tacit knowledge.

Writing ten months after returning home and to my job in the UK, my conclusion is that there is no direct professional reward from or within the institution for implementing a staff exchange, even one deemed generally by myself, my colleagues and the management as successful (in that it happened), as this one is. Personal rewards have

been several but these are of limited interest to the organisation since they resulted from personal actions and attitudes (and my original personal motivations), not from any contribution of the organisation, and so cannot be transferred easily to others or supplied as exemplars to encourage replication by others.

7.5 A Model for the Implementation of International Staff Exchanges

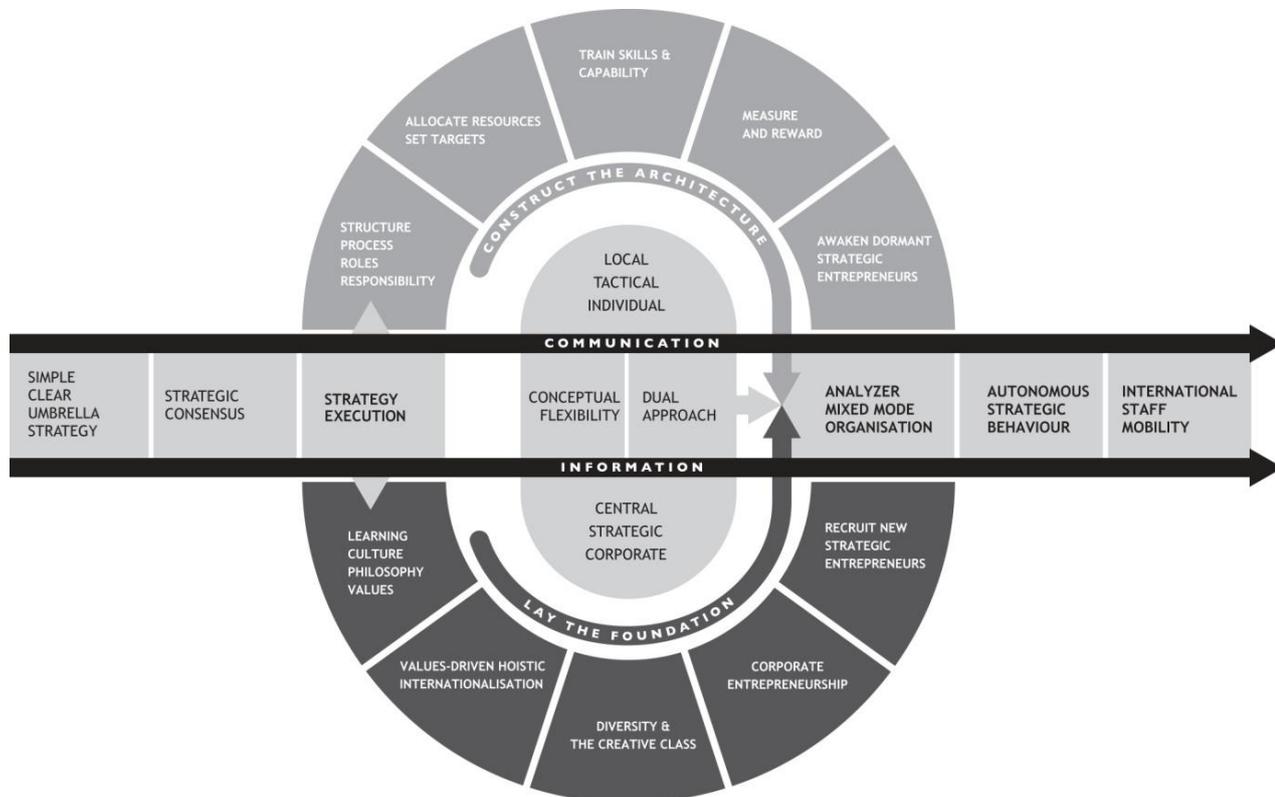
The author proposes a new model (Figure 7-3) focussed on the implementation of international staff exchanges, going beyond the intentions to ‘encourage’ international staff mobility so often found in HE strategy documents (described in Sections 1.5.3.2 & 3.8.3). It avoids the simplistic transfer of corporate approaches and policies and attempts to reflect Grigg’s (1994) view that universities are unique organisations (Section 1.5.1) operating in turbulent times, which would benefit from an approach of ‘corporate entrepreneurship’ (Liu & Dubinsky, 2000, Section 1.5.1).

Indeed, in recommending a values-driven and entrepreneurial (i.e. non-bureaucratic, non-process driven) umbrella strategy, the model capitalises on existing organisational strengths, such as the strong value-systems of staff (Section 3.5) and their ability to ‘muddle-through’ (Section 6.2.4.4.2) while also addressing organisational weakness, such as the absence or quality of strategy and communication about it (evidenced throughout the Findings analysis).

The model has been designed to exploit environmental opportunities such as greater diversity and increased international interdependency by stipulating a holistic, ‘umbrella’ strategy for internationalisation executed in part by members of the ‘creative class’. These are the new strategic entrepreneurs, recruited deliberately (Thornberry, 2001, Section 4.3.3.2), attracted by the environment and culture of a university and the opportunity to be supported in their endeavours. Or they are the dormant strategic entrepreneurs (Thornberry, 2001), awakened by an interest to engage in initiatives akin to ‘academic freedom’ and motivated by the opportunity to be supported and rewarded for experimenting and learning.

Figure 7-3: A Bridge Across the Knowing-Doing Gap: How International Staff Exchange can be Implemented as part of an Internationalisation Strategy in UK HE

(Developed by the author)



The recommendation of the ‘Analyzer’/‘Mixed Mode’ organisation (Figure 2-2 and Figure 7-2) is designed to dilute the power of and reliance on assumptions, to encourage ‘autonomous strategic behaviour’ and promote a dual approach.

The model can be regarded as a counter to a rise in ‘new managerialism’ (Clarke & Newman, 1994). An ‘umbrella’ strategy (Mintzberg & Walters, 1985), founded on strategic consensus, constructed using an equitable, complementary dual approach, revolving around a flexible concept of staff mobility and relying on entrepreneurial attitudes for implementation does not lend itself to the “*worst of managerialism*” (Turner & Robson, 2007, p.67). At the same time and in the same way, external challenges to universities, such as the pressure to operate strategically, entrepreneurially and internationally are met.

Perhaps most importantly in 2010, this model requires no significant injection of funds or increase in resources: many of the building blocks are in place and others require some simple redirection. The proper facilitation and reward of entrepreneurial skills in

existing staff can deliver this strategy. Particularly, adhering to the policy of staff ‘exchange’ (as opposed to sabbatical) can maintain or even increase the number of available staff in the university in the short-term. In the long-term, it can be argued that the advantages of a holistic approach to internationalisation and the specific benefits of an internationalised staff will result in a sustainable or even increasing income stream from satisfied students in future. It lays the foundations and constructs the architecture of a strategic bridge for entrepreneurs to cross.

7.6 Summary

This chapter has reported the results of a second phase of data analysis, the ‘Thesis’ or ‘Meta-Learning’ Cycle, in which the premises, content and process of the research were examined and meta-themes devised. These meta-themes, combined with more specific themes from the initial results analysis and major concepts from the theoretical literature, have been brought together through a series of bi-sociations to construct a bridge across Pfeffer & Sutton’s (2000) ‘knowing-doing gap’. By showing how universities might implement staff exchanges in future, it proposes an answer to research question number 5.

Table 7-2 shows how the themes emerging from the initial analysis feed into the meta-themes resulting from the Meta-Cycle of Enquiry and thence into twenty elements of the model.

The bridge consists of cultural and philosophical foundations and an architectural arch built around the platform of a consensual ‘umbrella’ strategy, a dual approach to internationalisation and a flexible concept of staff exchange. The bridge is to be used to facilitate newly recruited or awakened strategic entrepreneurs to cross the knowing-doing gap of international staff mobility. The thesis will, in its final Chapter, address the last research question by arguing the significance of the contribution to practice, reviewing performance against the selected quality criteria. The principle of ‘subjectivity with transparency’ (O’Leary, 2005) is maintained in reflecting on the central role of the action researcher in shaping the project and influencing the results.

8 CONCLUSION

We shall not cease from exploration and the end of all our exploration will be to arrive where we started and know the place for the first time.

T.S. Eliot, The Four Quartets, Little Gidding IV, 1942.

8.1 Introduction

In this final chapter, I answer Coghlan & Brannick's (2005) final AR question 'So What?', interpreted in the thesis' sixth and final research question 'What is the significance of the work?' (Section 1.8). Overall objectives and specific research questions are revisited and an evaluation of the research's performance against the quality criteria identified in Section 5.6.2 is presented. A bridge over the knowing-doing gap (Pfeffer & Sutton, 2000, Figure 8-1) and some developments as a result of the AR project are proposed as a contribution to practice and two adapted models as a contribution to theory. Finally, I reflect further on my journey into research embarked upon in the Introduction (Section 1.7) and the effect I, as the researcher and author, had on the design, conduct and analysis of the research. This is to conclude the 'subjectivity with transparency' (O'Leary, 2005) policy of the thesis and to contribute to the reader's ability to judge 'transferability' (Herr & Anderson, 2005) and 'transcontextual credibility' (Greenwood & Levin, 2007), as promised in the Introduction to the thesis.

8.2 Review of Research Objectives and Questions

The overall research problem

How can international staff exchange be implemented as part of executing an internationalisation strategy in UK higher education?

has been resolved through the systematic focus on six research questions, as detailed in Section 1.8. The review of literature in three domains addresses questions 1, 2 and 3, investigating strategic management and entrepreneurship in HE, specifically internationalisation strategy, and with a focus on execution through strategic entrepreneurship. In essence, the thesis addresses Coghlan & Brannick's (2005) AR questions 'What happened?', 'How do you make sense of what happened?' and 'So

what?’ The Findings in Chapter Six tell ‘a good story’ (ibid, p.29) to recount and analyse what happened during the AR Cycles and, using Coghlan & Brannick’s (2005) method, how it is experienced (Question 4). Themes emerging from this analysis were subjected to the Meta-Cycle of Enquiry to make sense of what happened and thereby generate a model for the future implementation of staff exchanges (Question 5). This new model and its implementation is proposed as a contribution to the practice of the internationalisation of HE through staff exchange, arguing significance and addressing ‘So What?’ (Question 6). The overall objective and intended contribution to practice was to produce Argyris’ (2003) ‘actionable knowledge’ through ‘bisociation’ (Smith & DiGregorio, 2002). This contribution to practice is expanded below.

8.3 A Contribution to Practice in Two Parts

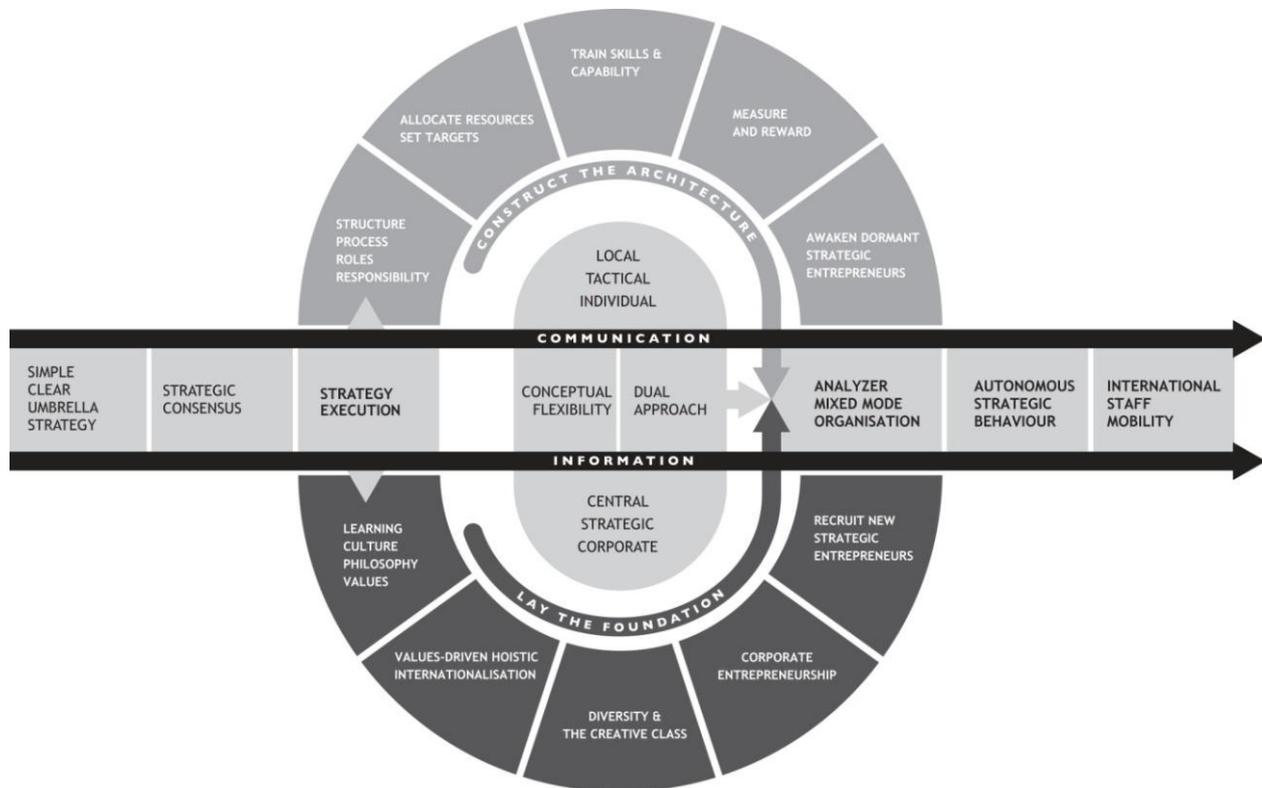
8.3.1 A New Model

In 1983, Burgelman (1983c) reported that the bodies of literature in the areas of corporate strategy and entrepreneurship had developed in isolation from each other. Based on the observation that a degree of entrepreneurial activity was necessary for the viability of corporate organisations, he attempted conceptual integration through the idea of ‘corporate entrepreneurship’. Kyrgidou & Hughes (2010) confirmed that ‘duality’, or Birkinshaw & Gibson’s (2004) organisational ‘ambidexterity’, is required to develop corporate and strategic entrepreneurship. They criticise Ireland et al.’s (2003) model of strategic entrepreneurship for its ‘simple linearity’ which undermines its practical implementation. These views and the approach of ‘bisociation’ (Smith and DiGregorio, 2002) has led the author to consider not only the cultural, ethical and strategic foundation of attracting and encouraging strategic entrepreneurs (through diversity and strong values) but also to include the organisational architecture required to facilitate and reward them in executing elements of the internationalisation strategy of a university. It is a dual bridge across the knowing-doing gap, focussed on executability.

It is possible that the recommended holistic and values-driven approach to internationalisation be ushered into universities on the back of the existing trend towards entrepreneurship (Binks & Lumsdaine, 2003; Grigg, 1994; Tasker & Packham, 1990, see Section 1.5.1), given a better understanding and acceptance of the term (Section 1.6.1) .

Figure 8-1: A Bridge Across the Knowing-Doing Gap: How International Staff Exchange can be Implemented as part of an Internationalisation Strategy in UK HE

(Developed by the author)



The broader, original definition (Schumpeter, 1947; Section 1.6.1 & 2.4.1), including aspects of autonomy and flexibility and building on a strong value culture rather than bureaucratic process, mirrors the precious concept of ‘academic freedom’ and resists the rise of the “*worst of managerialism*” (Turner & Robson, 2007, p.67). It can practise the necessary ‘bilingualism’ (Gewirtz et al., 1995, Sections 1.5.1, 6.2.2.1 and 6.2.4.4.3), ‘ambidexterity’ and ‘duality’ (Kyrgidou & Hughes, 2010; Sections 2.4.2 and 6.2.4.4.3). This thesis accepts the benefits of adopting a more strategic approach and the team-working more common in commercial organisations. These can be described as ‘the best of managerialism’. It can be argued that the ‘clearly competing agendas’ (Welch, 2002, Section 3.1.1) of globalisation (marketisation) and internationalisation (values) could be reconciled by the fact that international students (and soon possibly higher fee-paying UK students), high quality staff and desirable institutional partners will be attracted only by ‘truly’ internationalised organisations that have followed the holistic,

comprehensive route. It is also conceivable that strategic entrepreneurship could alleviate the “*tensions between the logic of managerial control and the conventions of professional autonomy*” described by Deem (1998, p.52) in her discussion of ‘new managerialism’ (Section 1.5.1). Universities will have to move swiftly, however, to avoid developing a history of conservative and bureaucratic management which will undermine the credibility in the eyes of staff of an entrepreneurial vision (Kyrgidou & Hughes, 2010).

Binks & Lumsdaine’s (2003) recommendation to professional staff developers in HE is to identify “*examples of best practice from other institutions and the extent to which they are transferable to the home university*” (p.52). This thesis’ new model’s contribution to practice is to serve as an example, if not of best practice, then of one method of implementing a staff exchange, with recommendations for improvement of outcomes and how to avoid the pitfalls. It suggests the structure of a bridge across the knowing-doing gap and, if crossed, might provide Binks & Lumsdaine’s (ibid) powerful ‘demonstration effect’ (Section 2.5) for other staff and universities. Verification is necessary for the reader to identify the transferable aspects embedded in the model generated in this thesis and to identify the contingency factors that might explain variance across organisations in these aspects. One important element could be the senior management attitude resulting perhaps from their own experience, from the state of development of an internationalisation strategy or from pressures from accrediting bodies. Another might be the degree of conceptual flexibility acceptable to the institution. The difference in the management of universities in UK and France (managerialism vs collegiality) makes a so-called ‘direct’ exchange between such institutions necessarily unequal and difficult. Do we have institutions of which we can be proud, from which incoming exchangers can benefit and who can offer experiences to strengthen institutional partnerships? What is the benefit to us of an exchange if incomers are used simply to deliver our material using our pedagogical methods, ‘ticking a box’ on an accreditation panel’s checklist?

8.3.2 Dissemination and Influence

Herr & Anderson (2005) advise that the final write-up of AR conclusions “*does not automatically mean that there was a successful change effort to document with a happy ending*” (p.127). I was prepared on my return to face what they term “*resistance (...) in the form of indifference*” (p.66) and was received by colleagues with little or no active interest in my experiences. Everyone continued to fight fires and ‘muddle-through’ and

was therefore ‘glad I was back’ to help out. I reflected on Theroux’s (2005) observations and judged that there was no real interest in or commitment to staff internationalisation through exchange on the part of the institution, despite the earlier claims to the contrary:

Just because I wanted to know someone better didn’t mean they wanted to be known better. Because I myself am literal-minded and perhaps a little self-doubting, I assume other people are happy to examine their contradictions. But it wasn’t so. (...) people don’t change their beliefs easily. Even when their deepest convictions are challenged (...) they continue on their way, sticking to the old routine (...) (p.31 & p.286).

I embarked therefore on a pro-active process of dissemination and analysis of influence in the aftermath of my research. The resulting contribution to practice can be presented as follows:

Table 8-1: Dissemination & Influence of the Research

Level	Action	Result
Personal (as an academic)	Taught at UPMF-IUT (Grenoble) as part of exchange	Appointed ‘professeur invité’ on the UPMF-IUT’s ‘semestre en anglais’ initiative
First Person	Interviewed at Grenoble Graduate School of Business	Appointed initially as ‘professeur invité’ and now appointed ‘affiliate professor’ in the participating faculty, delivering teaching and dissertation supervision on globally prestigious Masters programmes
	Presented at Butex conference (July 2010)	Invited to collaborate with University of Arts, London Invited to present at Newcastle University Business School Invited to present at Teesside University
	Joined the HEA: Business Management & Finance (BMAF), Internationalisation Special Interest Group (ISIG)	Invited to present at Internationalisation Special Interest Group (BMAF) seminar
	Interviewed Vice-Chancellor Learning & Teaching	Invited to join University International Committee
	Paper to be submitted to HEA/UKCISA Teaching International Students (TIS) Conference at Warwick University in June 2011 <i>“Internationalisation of Pedagogy & Curriculum in HE: Exploring New</i>	To be confirmed

	<i>Frontiers</i> Employed AR approach in field of strategic management	Broadened use of AR as research strategy / methodology
Departmental (collaborator & colleagues) <i>Second person</i>	Participated in the organisation and implementation of international staff exchange	Experience within team of hosting international visitors 'Centre of excellence' in managing international operations within the School
School (staff and students) <i>Third Person</i>	Facilitated the organisation and implementation of an international staff exchange Allowed enhanced contact with and participation of staff at GGSB Allowed enhanced contact and participation of staff at UPMF-IUT	Evidence of international staff exchange for EPAS accreditation (March 2010) (see Appendix E) Evidence of international engagement of staff (ie teaching abroad) for EPAS accreditation (March 2010) Evidence of above for future EQUIS and AACSB accreditation 'Rescue' of precarious yet prestigious exchange partnership for UG and PG students (GGSB) 'UPMF-IUT' 'semestre en anglais' initiative is successful and welcomes NBS UG students annually on exchange. Broadens study abroad opportunities to poorer students and students with no foreign language knowledge. Internationalisation of the student body. Improved relationships with French partner reps. Incoming exchange students are better understood by staff
Institutional (University) <i>Third Person</i>	Participated in the organisation and implementation an international staff exchange Invited presentation to University International Committee	Significantly improved relations between central International Office and School at operational level Evidence of staff exchange for partnership negotiations Explicit learnings from research
External Partners (UPMF-IUT, GGSB, all other French partners) <i>Third Person</i>	Accepted UK teacher on exchange (UPMF-IUT) and retained as 'maître de conference invité' Recruited UK senior lecturer as 'prof invité' (GGSB) and then as 'participating faculty'	Enhanced 'semestre en anglais' initiative and guaranteed student attendees annually Enhanced programme delivery and reputation Improved relationship with UK partner representatives

8.4 A Contribution to Theory in Two Parts

The meta-cycle of enquiry set out in Section 7.1 resulted in the adaptation and development of two existing models as a contribution to theory. Both emerged from the analysis of the process in Section 7.4.

The first is introduced in Table 7-1 in the section concerning ‘conceptual flexibility’, and reprised below in Table 8-2. Neither the ‘expatriate assignment’ nor the ‘overseas experience’ identified by Inkson et al. (1997) in their original model (p.352) and discussed in Section 3.8.4, were deemed to be appropriate in describing the recommended ‘dual approach’ of the strategic entrepreneur operating within higher education. Instead a ‘middle way’ was inserted into the model to reflect the findings of this research, applied to international staff exchange within a university. This middle column provides a midpoint on what might develop into a continuum of international mobility for individuals and institutions.

Table 8-2 Dual Qualities of International Staff Exchange
(devised by the author through combining research findings with
Table 3-4: Inkson et al.'s Contrasting Qualities of Expatriate Assignment (1997, p.352)).

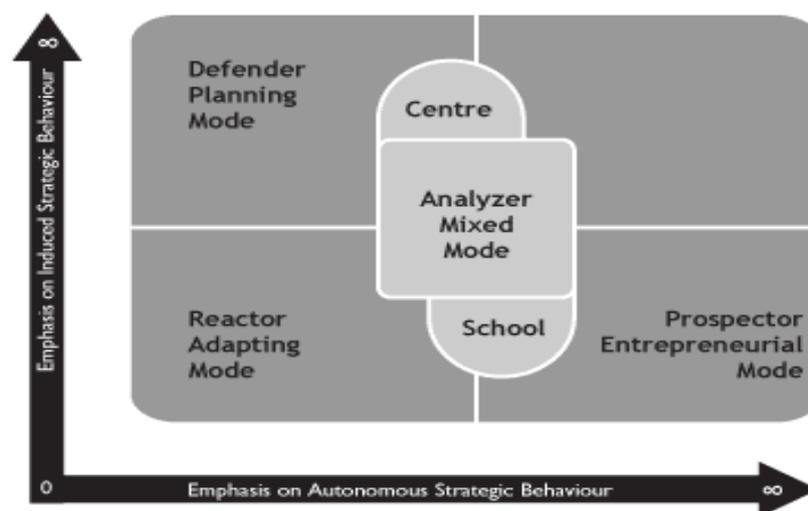
	Expat Assignment	University Staff Exchange	Overseas Experience
Initiation:	Company	Dual Approach	Individual
Goals:	Company projects (specific)	University and individual aims (combined)	Individual development (diffuse)
Funding:	Company salary & expenses	Company salary & expenses / Individual contribution	Personal savings & casual earnings
Career Type:	Organizational career	Higher education	Boundaryless career
Research Literature:	Large	Limited	Nil

The second is introduced in Figure 7-2 and explained in the Section 7.4.3 concerning the ‘dual approach’. It is reprised below in Figure 8-2. It uses Burgelman’s *Reinterpretation of Mintzberg and Miles & Snow Typologies* (1983c, Figure 2-2) to illustrate how a structural, methodological and cultural dual approach can be brought

together in the concepts of the ‘Analyzer’ (Mintzberg, 1973)/‘Mixed Mode’ (Miles & Snow, 1978) organisation and applied to the concept of staff mobility in a university. This concept of a dual approach between central and school-based departments developed into the core of the new ‘Bridge across the Knowing-Doing Gap’ (Figure 8.1) and can be seen reflected in its structure. It is this dual approach that results in corporate entrepreneurship.

Figure 8-2 Burgelman's Reinterpretation of Miles & Snow's and Mintzberg's Typologies (1983c) Applied to the Dual Approach to International Staff Exchange (adapted by the author)

Burgelman's Reinterpretation of Miles & Snow and Mintzberg Typologies Applied to the Dual Approach to International Staff Exchanges



8.5 Performance Against Quality Criteria

Bradbury & Reason (2001) invite the doctoral student to include a review of their work against the quality choices made. The first of the selected quality criteria introduced in Section 5.6.2 was Bradbury & Reason’s (2001) ‘relational praxis’. Herr & Anderson (2005) warn:

Action Researchers working (...) collaboratively are often ill prepared for the resistance (sometimes in the form of indifference) to their efforts. They encounter an institutional culture that values individual effort, professional isolation and conformity. (p.66)

This accurately describes the university context (as evidenced in Section 6.2.4.3) in some areas, but not in all. By disregarding functional and departmental silos, the school/centre divide, hierarchical status and institutional and (to some extent) national boundaries, the project strove to maximize quality against this criterion. Regular team meetings, both of the core ARSG, with various participants, and other Involved groups have been held and recorded as part of data generation. Contributions from members of the organisation through interview and other communications have been collected and have influenced the project. Collaborators have been crucial to its implementation. However, Bradbury & Reason (2001) question whether important decisions were made in order to maximise participation and this was not the case in this research, which, under the constraints of the ‘hooks’ on which it was hung, ‘worked with the willing’ only.

While slightly undermining the first criterion, this modus operandi contributed to the second, ‘quality as reflexive-practical outcomes’ (ibid). Working with the willing was crucial to the fact that the exchange went ahead at all, and the fact that it did contributed considerably to the practical outcomes. While a failed attempt to implement an exchange could yet have been useful in identifying the barriers, a determination to produce a more practical outcome drove the project to fruition. Bradbury & Reason (2001) ask if those involved have changed their behaviour as a result and the evidence presented in Table 8-1 shows that some have.

Finally, significance is potentially delivered on several fronts. As editors of the ‘Action Research’ journal, Bradbury & Reason (no date) expand this criterion to specify that they mean “*having meaning and relevance beyond [the] immediate context in support of the flourishing of persons, communities, (...)*” This research project is in the vanguard of an important and future-focussed part of strategy, not only for the organisation or the nation but also for the European Union which, through the Bologna Process, intends to compete more effectively with the USA and Oceania in the global HE market. It involves significant partners of the Business School, a large school in Northumbria University and the largest Business School in the North East region of the UK. The contribution to practice elaborated in Table 8-1 includes the increase in opportunities for poorer and less skillful students to experience study abroad. The six to eight month

proposed duration of the exchange lends significance beyond the norm of Erasmus teaching mobility (one week). The nature of the author as researcher and as subject, a woman with partner and children, extends the potential scope of the findings: few would experience higher barriers and benefit more.

This work introduces Action Research into the field of strategic management, an area of research too heavily reliant on the case study and purely theoretical approaches regarded as ‘strategy as practice’. The contribution to and influence on first, second and third persons guarantees its significance and quality.

8.6 Suggestions for Further Research

The lack of ‘fellow travellers’ – potential exchangers from my own institution - was disappointing and has limited the scope of the results: other people would experience different barriers and benefits and this might help differentiate the personal from the organisational, but with hindsight this early hope for company now looks naïve.

‘Collaborative entrepreneurship’ combines corporate entrepreneurship (defined as the firm-level combination of advantage seeking and opportunity seeking) with ‘collaborative innovation’ (defined as the creation of innovations across firm and perhaps industry boundaries through the sharing of ideas, knowledge, expertise, and opportunities.) A further research project, confident in its own worth and therefore liberated from a complexity of constraining ‘hooks’, could from the outset insist on a more collaborative AR approach with data generated more equally on both sides of the exchange and shared with the aim of creating a sustainable framework more replicable across an institution or industry.

Over-reliance on rare combinations of individual skills to implement strategic initiatives can be tempered by the organisation in four ways: recruiting new staff for international skills (such as languages) and entrepreneurial attitudes, developing existing staff in the same, constructing an architecture to compensate for individual deficits and designing strategy or opportunities around existing skills e.g. focus on other Anglophone countries. Each has associated advantages and disadvantages and this could form a stream of further research.

A different approach to researching the implementation of an element of internationalisation strategy would have as an objective a framework or process replicable and sustainable across institutions, necessitating perhaps a ‘top-down’

approach. This work is underway at the University of the Arts, London and a future collaboration is envisaged.

8.7 The Reflexive Practitioner: My Journey into Research Continued

To reflect on my first academic research experience, I returned initially to the non-academic writers who had inspired me to start. Reading Pistone & Woodley's (1987) account of Pistone's time working undercover in the Mafia for the FBI, I was struck by what he was told by the prosecutors:

No matter how much evidence we put on, the jury has to believe you. Without your credibility we have nothing.(...) I had to document what I could, and remember what I couldn't document. Finally, it would come down to my word in front of the juries. (p. 12).

I had made myself central to my research and put myself in a similar position, what O'Leary (2005) terms 'the self-centric researcher'. The quality of my research depended on my own credibility in the way I had conducted and analysed it. To fulfill my stated position of "*subjectivity with transparency*" (ibid. p.74), this section intends to explain the approaches I took and the influences on me.

8.7.1 In Framing and Driving the Project

Greenwood & Levin (2007) outline the key feature of their own variety of AR, "*pragmatic action research*" (p.10), thus: "*We bring to the table certain skills and knowledge, and other actors do the same, bringing their own capabilities and experiences to bear on the problems*". This participation must be acknowledged in the influence it can have on the research outcomes (French, 2009b). As described in the Methodology, this is not a simple case study (Section 5.1.1).

My world view and my opinions concerning internationalisation as a "good thing" are strong and my experience in the field of international exchanges and expatriation is relatively broad for someone in my position. My role within the Business School as European Partnership Leader **and** DBA student positively influenced the resources and access at my disposal (examples in Sections 6.3.3 & 6.4.1), while also steering the feasible scope and boundaries of the work in a clear European direction and within certain time limits, which accelerated the process and forced some practical decisions, such as accommodation. My beliefs served to motivate me to start the project, continue

it and see it to successful fruition. My previous experience of living abroad, international removals, renting out a house etc and specific skills, such as fluent French, also helped me to cope with various practical and emotional aspects of moving abroad and probably influenced the choice of destinations open to me. My inexperience and learning lay in expatriating a family with small children, the city in which we went to live and working at a university. Again, my strong belief that the experience would benefit my children, along with the support of my partner and my previous experience of living in France enhanced my motivation and likelihood to succeed.

I have been conscious of this bias (my confidence, belief and motivation), my particular set of circumstances (personal and professional) and my experience and skill set (previously expatriated and a linguist) and the influence they have had on my relationships with collaborators, participants, respondents. At the same time, I have used them, as ‘disruptive questioner’ (Tucker & Edmondson, 2003, Section 1.4), to challenge not only the original organisational perceptions and barriers I encountered in my Pre-Step but also the personal perceptions I came across in meetings and interviews too. I am also conscious that they limit the transferability of my results: I do not represent the ‘lowest common denominator’ while I am also not the ‘obvious candidate’ or ‘usual suspect’ for an international exchange, according to the assumptions of some of those around me. However, as Waddington (2004) comments on his own participant observation: “*no other methodology could have given me such an authentic insight.*” (p.163).

I was clear from the start that if I failed to organise an exchange or that if it ‘failed’ (in that it did not take place), then this was in itself useful data. I never did go as far as formally identifying the success criteria and carrying out an evaluation against them as this fell outside of the scope of the study. However, I decided in my heart that I would consider it successful if it did not cost me too much money, my family (both with me and those left behind) adjusted and were happy and that I fulfilled the professional duties I undertook during the exchange (both in France and the UK), learning something in the process. This reflexive concern for practical outcomes and the significance of the work (Bradbury & Reason, 2001) formed two important quality criteria, as discussed in Sections 5.6.2 & 8.4.

8.7.2 In Generating and Analysing the Data

Building trust is a key skill in O’Leary’s (2005) ‘real-world’ research. She recommends avoiding the “*patronizing organisational rhetoric*” (p.67) normally provided by the

management and which I experienced at times when I first proposed my research. I have no direct reports to concern me or to support me but I have developed very good relations with trusted colleagues around me and they both supported me and facilitated the project. On the other hand, less trusted colleagues were quick to use my absence to scapegoat me for problems arising due to the inability to plan (Sections 6.5.6.1, 6.6.3, 6.6.4.2) in turn caused by the reliance on ‘muddling-through’. While these did not hamper the implementation of the exchange, they would contribute negatively to its evaluation.

These trusted colleagues - I regard them as fellow entrepreneurs - were cultivated in the ARSG, which has possibly given the research an over-positive hue. I worked with the willing: we were positive, optimistic and believed in a ‘deep’, ‘holistic’ internationalisation. We all had something to gain from the research. Theroux (2005) describes my concern perfectly:

In reporting these stories over the years, maintaining relationships partly out of genuine affection and partly out of the vanity of wanting to generate some new material for a programme or a book, I realized I too had created a tiny off-beat subculture, with its own sincerity and its own evasions. (p.287)

This limitation is off-set by my efforts to ‘get the full story’ (O’Leary, 2005) as described in the Methodology (Section 5.6.1.2).

The fact that I am still ‘new’ in a mostly stable organisation undermines trust in that I can be regarded as one of ‘them’, the newcomers from industry and commerce, rather than ‘us’. However, this also allows me to ask the obvious questions and reject the answers given. Doing research in my own organisation, even as an ‘outsider within’ (Collins, 1990, Section 5.4.2), meant that respondents were aware of my interests and stance on the question in hand and this might have affected their response to me. This is almost impossible to avoid in this insider setting (Coghlan & Brannick, 2005).

The effect of prior relationships might have been especially strong in interviewing the elite members of the organisation (Silverman, 2010) that I treated as stakeholders and who would be unhappy about opening up to others lower in the hierarchy. This might have led the senior management to giving all the ‘right’ answers and gave me the strong impression of their support and interest which, in fact, was not forthcoming in any concrete way, except in crises such as returning home.

Silverman (2010) warns against replacing careful data analysis with recording what people said and did. In an attempt to fulfil this criterion of quality, I was deliberate in

my use of two analytical frameworks in analysing firstly the raw Cycle data and then again in analysing the resulting findings in the Meta Cycle.

8.7.3 The Action Researcher as Tempered Radical and Strategic Entrepreneur

Blackwell & Blackmore (2003) identify some strongly value-based, ethical strategies for staff development in universities and question whether or not they can contribute to an organisation's effectiveness. They pinpoint the 'deviant innovator' as useful in challenging a "*dysfunctional community of practice*" (p.13), a description I would apply to the commercial exploitation of international students and their characterisation by university staff as a problem (Section 3.4). They also favour the 'tempered radical' using Meyerson and Scully's (1995) description:

Tempered radicals are individuals who identify with and are committed to their organizations and are also committed to a cause, community or ideology that is fundamentally different from, and possibly at odds with, the dominant culture of their organization. (p.13).

Such individuals recognise the risks of being too radical and this stance is sometimes regarded as more credible than that of the 'traditional' change agent who favours change for its own sake, regardless of the implications. The challenges of such a dual approach (radical, yet tempered) should be acknowledged, however, notably being perceived as a hypocrite, becoming isolated or alternatively co-opted and suffering emotional or psychological stress (ibid).

As I recognised myself as a tempered radical and delved into AR, learning I was suited to it, but before I realised that I was engaged in 'autonomous strategic behaviour' (Burgelman, 1983a), and was therefore a strategic entrepreneur, I worried whether I could go on to demonstrate the range of skills required for AR, which are, according to O'Leary (2005, p.204):

consummate organizer, effective communicator, skilled negotiator, conflict resolution specialist, well-organized time manager, strategic planner, efficient documenter and be willing to get their hands dirty as an on-the-ground implementer.

In fact, it can be argued that these are complementary to Timmons et al.'s (1985) generic management capabilities of entrepreneurs (see Section 4.3.3.2). Describing entrepreneurs, Thornberry (2001) suggests that "*Their genius (...) requires (...) most importantly, an understanding of one's own strengths and weaknesses.*" (p.532) and

this rang true as I engaged in several self-development exercises in order to develop this understanding.

According to Belbin's (1993) Self-Perception Inventory, my natural roles as a 'Resource Investigator', 'Co-ordinator' and 'Shaper' have helped to drive the project and deal with the complexity of the arrangements. Described as 'opportunistic' and 'innovative', Belbin's Resource Investigator "*gets around, meets people, poses questions*" while needing pressure in order to perform well" and this was certainly in evidence in the early Cycles. As a Co-ordinator, I am "*self-confident, (...) self-disciplined (...with a) strong moral commitment*". I tempered the possible inclination to being domineering by being as personally flexible and undemanding as I could in arranging the exchange, as well as somewhat patient, not a typical trait of a 'Shaper', who is "*impulsive (and) opportunistic rather than conscientious*" and "*makes things happen*". Coupled with my ability to play the role of 'Team Worker' and 'Implementer', these characteristics ensured the exchange went ahead. My weaknesses as 'Monitor-Evaluator' and 'Completer-Finisher' have resulted in the lack of detail behind the exchange arrangements and the deliberate 'strategic neglect' (Burgelman 1983a; Section 4.3.3.4) of inconvenient issues which might have jeopardised the exchange negotiations and ultimately made implementation more troublesome. My usual tactic is to work closely with a colleague who is much stronger in these roles and I would have appreciated the support of a dedicated administrator to balance the project. "*She needs someone around with enough common sense to bring up the overlooked facts and take care of important details*" (Insights, 2007, p.7). This would have resulted in a more successful exchange in terms of becoming an example of 'best practice' or an internal exemplar (Binks & Lumsdaine's (2003) 'demonstration effect'), but it might never have been implemented at all.

My Belbin profile (2007) also describes me as "*dynamic and entrepreneurial*", in line with my Insights (2007) profile which describes me as "*a born entrepreneur*" (p.6) and "*an enthusiastic innovator*" (p.5), who "*strives to make things better rather than simply accepting them as they are*" (p.5), is "*prepared to make high risk decisions*" (p.6) and "*tends to look upon failure as a necessary learning curve to climb*" (p.5). Tellingly "*she will introduce colleagues to all sorts of possibilities which challenge convention, but which may appear to many as completely impractical*" (p.6) and "*whilst being prepared to listen to others, will invariably go it alone if all else fails*" (p.6). However, "*only when a strongly-held value is at risk will she willingly attend to the important*

facts and details” (p.5), she will “leap before she looks!” (p.9) and “avoids and is easily bored by detail” (p.9).

My personal preference for action and ease with ‘experimenting’, the value I put on operating in a ‘blame-free’ culture and my deep dislike and distrust of bureaucracy all influenced heavily the way in which I conducted the research with my collaborators, participants and respondents. For example, I deliberately avoided creating any new bureaucracy and fulfilled only the minimum of what was demanded of me and indeed this was surprisingly little. One could argue that I exploited the slow-moving nature of a huge bureaucracy and outmanoeuvred it. Creation of bureaucracy is explicitly advised against in the conclusions, although the establishment of structure and process is not: I envisage one without the other.

Barringer & Bluedorn (1999) observe that

opportunity recognition, which is a precursor to entrepreneurial behaviour, is often associated with a flash of genius, but in reality is probably more often than not the end of result of a laborious process of environmental scanning and industry awareness. (p.436)

My industry awareness (re international staff mobility) was a direct result of my previous corporate experience as an expatriate, as described in the Introduction, and environmental scanning, through which I established that people in HE were historically highly mobile (Section 1.3, Origins of the Research). This scan was conducted in the Pre-Step to this research and strengthened my resolve to ask the ‘counter-intuitive question’, to doubt the ‘pet explanation’ (Greenwood & Levin, 2007) and, challenging the assumptions I received in response, to suggest a better explanation (Heller, 2004) as discussed in Section 1.3. The research did indeed create Atkinson et al.’s (1991) *“conditions ripe for a flash of insight” (p.163).*

Burgelman (1983c) suggests

Why particular individuals choose advancement opportunities in the autonomous rather than the induced strategic behaviour loop may be explained by their particular capabilities relative to the recognized core capabilities of the organisation, as much as by their particular personal inclinations. (p.1354)

and this can be seen in the circumstances, experience and special skill set described in an earlier section of this review. I reflected that my commercial and entrepreneurial background might make me more positive towards and comfortable with entrepreneurial attitudes than the lifelong academics critiquing ‘new managerialism’ and ‘academic entrepreneurship’ with some of whom I work.

As mentioned in the Introduction, Silverman's (2010) "*unashamedly theorizing*" (p.390) is one of several approaches that differentiates this work from journalism and I have had to develop the 'reflector' and 'theorist' preferences (Honey & Mumford, 1992) in learning style, which I have found an enjoyable challenge. Early transcriptions of my interviews and meetings revealed my own enthusiasm for talking and constructing, an issue also addressed by Silverman (2010), and I had to learn sometimes simply to listen.

I stand on the shoulders of giants and am just smart enough to hire people smarter than myself (Thornberry, 2001, Section 4.3.3.3.) Pistone & Woodley (1987) reflects on the personal effect of Pistone's work:

Six years in the Mafia didn't change my values. The time undercover barely changed me on the surface, either. I haven't had any problem dropping any of the habits or mannerisms I adopted during the course of the investigation. I have retained some of the wiseguy attitude however. (...) My years undercover altered my relationships with all of (my family). (...) my whole experience with the Mafia has changed our lives forever." (pp.408-409)

Six months in France (and the two years of preparation) has not changed my values either, except to strengthen them. I have had little problem in readjusting back to the UK lifestyle and working culture, although I have retained some new attitudes to timekeeping and am much more understanding of students from polychronic cultures, going as far as to value this attitude to time and to recommend it as more valuable than our own. The relationships in my family have altered: I have new respect, admiration for them and confidence in them – and the short time in France will change our lives forever.

However, my own satisfaction can best be described by using Pistone & Woodley's (1987) words:

My satisfactions are in the knowledge that I did the best job I could, that we made the cases, and that other agents – my peers – congratulate me and respect me for what I did. My family is proud of me. (p.14)

9 APPENDICES

9.1 APPENDIX A: Action Research Small Group Meeting

Transcript, Cycle One

Um right so I was just explaining that quite a lot of people expressed interest, but getting people's availability was like hen's teeth. And having postponed this meeting once already I just wanted to kick it off, and I have this belief that once a project gets some momentum and they can see its really happening then they can prioritise it. But it's quite difficult with the restraints on people's time to prioritise something that may or may not be of interest to them. So we are just going to kick it off and then it will be in the Vanguard. So to start, some introductions. I have spoken to all of you individually and a couple of you I know really well anyway. But this is my DBA research which is into international staff exchanges and I work in the strategy and international business bit of the business school. So it is an area I work in and it is now also going to be my research area. So that's me. *Person A*, do you want to tell people who you are?

I am *Person A*. I am the senior HR manager, So I manage the operating services team across University developments. Hence that's why I'm here.

I'm *Person B*, I am Ali's room mate hence, that's why I am here – so that's a powerful reason for being here - not just out of loyalty but out of how it might effect me if people start to move around.

I have been teaching here 28 years and have thought about exchanges in the past. I see other people go on them and I see the business school internationalising fast in term of students but perhaps not so much in terms of staff, so that's why I'm interested.

Right, that's great excellent.

Hi I'm *Person C*. I'm from the international office and my title is the international and marketing manager. But my kind of remit and interest is broader than that and we are very interested in the difference between international recruitment and internationalisation. This kind of activity is very much part of internationalisation in terms that it will be developing and ongoing for years in the University and staff exchange is a very important element to that partnership development. We are increasingly going to be in the situation in the next ten to 15 years whereby its not enough to have one main partnership with institution and partners, there needs to be a lot more give and take. There are lot of benefits from staff benefits point of view, from academic work developments and for University developments – having staff go out and spend time with partner institutions, whether that be for their research or to learn about best practice these kind of things. So we are really keen to promote this because it helps our work in developing partnerships. In the past it used to be the case that you would go to China and say I want to do a tour of your integration and nobody would be keen to do it. But increasingly we here things like – one small exchange, what are you going to do for us – we give you all these students. So exchange is a very growing area and part of international activities, so that's why I'm interested.

So I am interested in how long people have been here, because I am conscious that I have only been here for 3 years so it's good to have people who have been around much longer.

Okay I'm *Person D* and I work in the corporate portfolio in the business school and I have been here quite a while, not as long as *Person B*. I have been here 16 years, 17 years. And I work with Alison on various programmes and on one particular programme- the court portfolio, so I was aware of the research I was doing, and when she asked for people who were interested in this thought of thing, my response was that I hadn't considered working abroad and that it wasn't on my immediate agenda. If you want any input from someone I am happy to help where I am, but I suppose it hasn't been on my agenda because of my personal situation with a family and young kids and things like that. Be that in years to come with more developed links with this becoming the norm, it becomes more possible that it has been in the past. Whether that changes my view, remains to be seen.

Well I am not here to change anybody's view necessarily. I want to here from people who would love to do it, have done it, and also who would hate it or just can't see a way that it could practically be done with personal circumstances. So I think all of those people have something to contribute. So I will probably try and do a series of interviews with staff and things like that.

So to give you a little bit of background to the project then, my personal background – where I come from is that I was an exchange student myself about 20 years ago and have always worked on an international basis in private business before I came here. And was expatriated here and saw and heard a lot about student exchange and a lot of preaching to students about the importance of the international experience. And after a couple of years just sort of began to realise that it didn't happen with the staff, well that was certainly my impression. And I was given what I thought was a whole lot of excuses as to why that didn't happen. And well, if you can do it in a different organisation then you can do it in this organisation. So I started to look in to it and as I have been around informally through the University just having chats it's all been extremely positive about someone looking in to it, which is encouraging. Environmentally, everyone knows a bit about globalisation, internationalisation. There is an internationalisation strategy being drawn up in the University and generally you can feel it and see it all around you with the students anyway. So I think Tim gave a better low-down on what is happening environmentally.

Institutionally, I did discover that is an internationalisation strategy being drawn up in the international office, which does touch on staff exchanges – so we are in the right place at the right time. This is what I started to find out when I talked to people and why people were enthusiastic. I would like it to be a University wide project as it were.

At the moment my personal contacts outside the business school are limited. But I still have this in mind that this is not purely for the business school. And I have made contacts with other people in other schools and stuff.

My feeling would be that it is more prevalent elsewhere.

More prevalent elsewhere? Really?

Yeah. I don't know it. But...

Do you mean staff exchanges or internationalisation generally?

Exchanges.

I suppose it depends how you define the exchange. NBS has a hell of a lot of staff going out teaching, but they are teaching on other programmes in other institutions. Whereas there is perhaps not a lot of genuine exchanges there is quite a lot of genuine exchange activity happening with people physically moving back and forth and also some joint project work in some of the other schools.

Perhaps it good to make a definition of exchange? Because in my head it is a semester where you go and live there and be part of their institution.

Yeah that was my perception as well.

It's a point your right and its also where I'm coming from. And it's partly because there is this new buzz word in HR out – the globalisation of people and cultural awareness and cultural development and cultural intelligence and all of this stuff. And it's about how you develop that in staff.

If you are dealing with a load of international students you need staff that can reflect that experience. My own feeling is that I can tell the difference between those people who have never been south of the river and those who are more open-minded. You can tell, even just in their attitudes towards international students. So for me going to Hong Kong and teaching for five days on my own programme does not develop cultural intelligence in people.

Although it's nice to go to Hong Kong and interesting and everything, in terms of being prepared to go and live in the country – from my own experience and what you said, B, it is completely different. So for me the way I have tried to scope this is minimum of a semester. So you would be out there for 6 months to do your preparation to do 3 months of teaching and do some assessment and come home. And anything underneath that then we will see. I don't want to go and put any strict boundaries on this project it won't do me any good. But you said is right, its about people going out..

Yeah it's living in their systems and their ways. As you said going out to deliver our modules.. Well we designed them, we deliver them... (yeah we dictate them) we have this perception about how we think they should be done

And there is another aspect of this, an actual exchange as well where you swap with someone in an institution.

Well the reason this became an exchange and not just expatriation – well when I was expatriated no one came in and did my job in the UK - I was expatriated. But there are so many operational constraints on teachers that I thought just to overcome that hurdle immediately with the powers that be I would be talking about an exchange in operational term, rather than a sabbatical or anything else.

So that got me over the immediate hurdle with all of the management in here about who is going to cover your teaching? That's why it's an exchange.

Well that's what I'm anticipating as well, apart from the whole thing there is somebody else sitting at your desk, which will make our lives different.

Is the expectation that you source that other person? That arrangement?

Yeah well as I came into it I came across this methodology called action research, which is about, just doing it and seeing what happens. And that kind of appeals to me as that is the kind of person I am. So what I will do for my methodologies is go through the process of trying to arrange an exchange for myself. I will experience all the barriers the nightmares, find out what its like, does it work? And that will form the core of my research.

Actually it is better to do that with a group of people – where somebody else tries to do it as well somewhere else etc. And you get this group of all trying to do the same thing and you learn a lot from that.

Um and whether that means that you personally arrange it or whether the institution brokers something, there is none of this is in place – there is no policy, no process, no procedure, no budget, no one responsible, no department, there is absolutely nothing. So I am really starting from scratch.

So are you looking to link with people who are actually interesting in doing this in the short-term as you are so you actually facilitate the thing as a group?

Yeah and probably the people who are able to do that are the people who already have links. But not necessarily we are going from absolute zero. And from my conversations with other people who have done it, they have arranged it all personally. There have made personal contact:, they have made personal contacts with their management and they have even gone to swapping homes because there is not accommodation for anyone who comes in or goes out.

So that is really is a massive personal commitment at the moment and that is clearly one of the barriers is that there is no facilitation on behalf of the people.

The things that have interested me, is that some of the meetings in the last week or two, you were at least one of them, I don't know if you were there, B? About some of the development agenda seems to be grasping at this idea of how to create space and time for people to do something other than what they have been doing for the last year or two or however many years.

Which has always been difficult it has always been the issue of –I would like to do that, that sounds great, that sounds interesting– but how would I get out of doing this in the short-term to enable me to do that? Who would do what I am doing?

And there seems to be moves towards facilitating that. Let's create a culture and environment which allow me to do something and B to do something after me, and Alison to do something...

Is it a development agenda of the individual or is it about the programmes or both?

It's about all of that, it's about what we do through developing individuals as well.

The benefits are multi-layered – if you think about the individual who is taken out of the context where they have done the same thing without much change, without much variety for a long time, so they benefit on a personal level. It maybe informs their activity because they learn something different or they see a different approach to their area. It benefits the division in the schools – because their activity changes and can be informed by other University benefits as well because it enhances links both at a school level and at an institutional level.

I think your point Alison about this complete thing where you have to be completely self motivated and be ready to do things for yourself is one of the biggest hindrances to having a much more active staff exchange programme at this university. I am not saying we are worse than anyone else ; because I don't know what the situation is for a lot of other Universities but I suspect it's broadly similar.

You can imagine, your research notwithstanding, a situation whereby there could be some kind of structure here at the University to support, you know on a kind of HR side or the social and personal side of thing this activity, and the links whether they be more personal or academic links or intuitional - links the opportunities for people to travel to do work overseas would be greatly facilitated because all the people would need to do would be to say I want to do this work - and maybe there would be a slack in staffing facilities in the school to allow somebody to cover and support with the practical side of things like visas, housing arrangements and you mentioned pensions – and important consideration for people who are going to go on secondments and that kind of thing. My feeling is that is going to be quite an important part of things to develop a programme of this kind of activity.

I don't know how far around you have got to see what is available elsewhere. And I am thinking back now like 20 years when I was considering this. I have actually travelled quite a lot independently and thought America would be a good place to be for a year. And that was some organisation, probably called international faculty exchange or something like that, like a database and essentially what they did was match people as individuals and families and look for just a straight swap.

You come over in my house and do my job for a year, and I'll go over there and do all that – I obviously can't remember all that details but that was there and obviously solves a lot of the details and those operational problems.

Therefore all you needed to do was secure the agreement. But there after all you had to do was secure the agreement and vice verser. I can't believe that has gone away and I imagine it has got easier in fact.

I don't know – I will have a look in to it.

I think a theme from some of the meetings we have had is that some of the badges that Business school is looking for is that we require internationalisation. And we have got that to some extent, but it's not – just as we said, about 'we can offer this programme and this programme', its about exchanges and want international staff do we have on faculty here. There is an agenda that is bubbling under here.

Yeah, I have been handling this little project, my pet project, on all sorts of hooks to get it through. I hung it on a research hook- I could be doing it without ever having to do a thesis and getting a DBA for it. But I thought that would give me a bit of time. It's not a lot but it's a little bit

of time. And then I hung it on the hook of the AACSB accreditation and its part of what we have to do. And if you can say the right things to the right people in the right places, then suddenly it becomes facilitated to some extent.

Yeah it fits the strategy about demonstrating this is not just a pie in the sky idea – wouldn't it be nice to live there, but actually in terms of the strategy in terms of the University it will make some sense.

Yeah and that's more luck than judgement..

More than that it is going to be a very important part of the University and internationalisation going forward.

You can see you know, this idea in the future the links we've got might not just be about us continually having this arrangement where people send us bunches of students or we franchise programmes but we develop in other ways to sustain this relationship. It's not just about you know the same old, but we can actually do this together as well and probably capitalise on the links that we've got.

If you start to explore that with institutions and partners you will probably find them more than willing and interested to get involved.

Certainly.

I have been very cautious when I have talked to them because they tend to bite your arm off, and I was not in a position to say we can do it or promise anything.

Because they are basically waiting..

And attaching to it because that might solve some of the problems of what our staff in institutions can deliver, just as the students contribute and the way we do it. I have never been on these weeks away don't know how we train these people but there is no better training than to come and work here for a year to see how things are done. Rather than these patches of views..

And if they came here.. I mean when I go and teach in France I see all sorts of things which I think are good and which we would benefit from if they came back here.

The people who have been around for a while, are you aware of exchanges taking place or what goes on as far as what policies have been?

I remember one member of staff who taught economics

Barry Craven?

Yep, he spent a year in America.

On more than one occasion I think.

Yes I think he did mention he did that a few years.

Did anyone come in his place?

No I don't think so – but he went there for a year.

I don't think he had a direct replacement. But he might have been on this scheme that I mentioned before. But I think an extensions of that is that people don't necessarily go and get a direct flip flop like that. I think Barry might have gone to America and whoever he replaced out there may have gone somewhere else, so a different version of it.

Brian Snowden told me he did that as well, and he said he did do a direct exchange, 10 years ago.

Yeah, I mean I have seen over the years in the staff rooms, typically the Americans, I am not sure exactly what they are doing- and they are doing something and here for year. The only problem with that is that I suspect on of those is somebody from Politics, which is what I was saying that I suspect it goes on elsewhere. We used to share a staff-room with politics and things.

They guy I have had most contact with, David Walker he went to the states..

There has been engineering that were a partnership with Kyambook International University of Technology in Korea which is actually a validated programme on the campus, and they have variously either released or sent members of staff or recently graduated PHD over there to teach for whole years in-fact last year and the year before I forget his name... Ross...was actually there for two years teaching on the programme.

And the exchange has kind of been asymmetric but Professor Wong Jon Ju who leads the programme there actually came over here to do some benchmarking work around quality assurance. So the quality assurance at Korean Universities is very weird and very different and are completely different in different departments as well.

But they are interested in developing an international QA system and he kind of came over here and looked at how things are done in an internal perspective. And though it wasn't subject related it helps inform the practise at his own University. I think he was here for about 8 weeks and did some joint research in his areas as well.

It does happen feely ad-hoc I do think, and you do have to be fairly highly personally motivated. I am not sure I would be considering it if I hadn't already done it in a previous life sort of thing..

So it is more natural for you to do it than somebody else...

Yeah I feel like I know what I am doing and what it will be like, especially if I go back to France where I spent most of my time..

But if systems were in place and it was made available to more people instead of barrier after barrier

I think it would create the momentum as well if there were systems in place it would create the momentum as well it will be like you can talk to someone and say well this is how it worked....

It will work as diffusion, just like any product that goes through its life cycle.

It think it's the same situation that we are feeling with our student mobility. I mean NBS has very good programme to support our student mobility with our international travel fund.

But across the University that hasn't existed and there have been a couple of opportunities in the last two years for quite heavily funded travel overseas, in particular to China. And previously the perception was well British students aren't interested in travelling overseas or studying abroad.

And we found as soon as you give them financial support to pay their visas costs, their airfares and their insurance and the problem goes.

The British council and Chinese Government have run in the last two years a joint programme for summer school where basically the student go for **three** weeks – do some cultural studies, a bit of business studies, some Chinese language studies, and some tourism as well. And both of those because we offer support, Northumbria University has one of the highest applications of any UK University.

And all you have got to do – and I think you would find it the same situation applied to staff exchange is give, so more people would start to look at it in a more positive light...

I did hear from nameless management that it was because the staff would never do it. And speaking to staff its not because the staff don't want to do it. It's because there is not enough.. they don't even feel like they would be supported..

I think you wouldn't even try to overcome the barriers would you?

Yeah you would look at it and go well there is no point...

It's a lot of things you don't know what the degree of interest would be until the barriers are gone – once the barriers are out of the way you might find that or you might not.. But until the barriers are out of the way you won't find out..

I feel a force-field analysis coming on here....

I had an interesting discussion with one member of the exec who was talking about the scope from do you just offer it to people – say yes if they ask. Right through to do you recruit on this basis of only people who are prepared to do it. Do you start to force people or demand people...

It's all about managing the process – you will do a semester overseas.

Yeah, absolutely. And how far along that will you have to go to get some sort of critical mass?

It would be interesting to see what the AACSB, whatever it is says. We know what proportion of staff are professional qualified and academically qualified. It would be interesting to have someone turn around and say out of your colleagues at the business school – what proportion of your staff have had an international experience? (Yes and what qualifies as an international experience) Because that will be a driver.

Yes quite, I must admit I haven't even looked into that yet.

I think there is a really good opportunity with your research to do what we did with the China summer programmes – we regarded that as a pilot. We said right if we can find the money to do this for a couple of years and see how it goes with developing an interest.

So this kind of provides an opportunity to do a pilot work on an exchange, as is your intention – see where the barriers are. But also to broadly assess interest in it and develop it from there.

And I suppose we have the opportunity because of the links we have already and the activity we have. You can almost pilot and say are you interested in going to X, Y an Z? What about going out there for a full night and getting involved in a bit of that. And then we will have a chat about how that went?

Again people are doing that. Going to Hong Kong for a week or so, and gradually moving in that direction.

Yeah I have seen a bit of that.

And once you have been to Hong Kong, you can say yeah I could live here.

Well the partnership leaders here who go abroad regularly like Jamie Weatherston, who wants to be part of this group, and is in Malaysia now.. Those would be the obvious people – its like well you go to Malaysia four times a year – what if..

Mike Easy came to see me yesterday. He is someone senior in international stuff, I don't know what he his job title is, but anyway he is in Hong Kong a lot and he was gong to Hong Kong today. He came to see me to say there are people in Hong Kong who would like to do an exchange.

So I almost imagine it is like a placement office that B was heavily involved in – all you need is a broker you need this faculty of exchange at the level of University and or the school – to collect the opportunities and interest and having a matching service...

I would say there is something out there, in relation to the placement office, we have this ISC plus or whatever that brokers students – you are talking about visas and things like that, they do a lot of international stuff. And the guy that owns that is a personal friend of Christine. I don't know if they do staff things..

What do they do? Sort of visas and paperwork for students?

Yeah.

Our travel agent does that - they run a visa service.

These do everything, health and all that...

We have to go and mark presentations soon and things like that..

Give us two minutes more..

Okay then, B what is stopping you going on an exchange in September?

What are the barriers very specifically?

Well the barriers are – at work, B, who is going to do his teaching?, your invaluable for this, that and the other, we haven't got anybody else who can teach that – who is going to replace you?

So it isn't just about numbers of hours – it is also about sets of skills – you are the only one who knows how to run this module, you have been doing it for twenty years?

Yes and that's linked to planning isn't it. If you are able to plan in advance and say, B it might not be this September but it's next September you might be able to say Alison or C or whoever – you get into what B has been doing so by next September.....

So you are benefit....

Yeah, I looked hard at this in the 1980s particularly America because it aligned with my other interests – mainly rock-climbing and that was then and this is now. I am two years off early retirement and would I really want to do it – from an actual staff development point of view. I am not scared of these things – I have been around a long time, and did French exchanges at school etcetera, etcetera so I am not unsure about it - its more timing of the career.

And the reason I am saying that is if you look at the demographics of a business school you find an awful lot of people at that age and in the University you find a lot of people 55 to 70. And that could work both ways of course because if they are empty nesters with no kids could go to Hong Kong. I mean I have no kids but as you know I have a relationship so it would to be both of us.

Right so there has got to be an element of accommodating the other people who surround the individual – family and kids and stuff like that.

And again the things I looked at in the 1980s was lock stock and barrel- home, kids and family. Which means a lot of stuff goes away.

That is great for the States if you are trying to do a full swap. But if you are talking about China for example you know the cost potential goes up.

If you are going to take the whole family across there is going to be a whole level of social support that is needed

I think its very similar – but language could be a barrier elsewhere

I think America is a first choice for many academics because of the language

Not just the language of instruction – because you can teach in English in Hong Kong but the social language as well (need to get by)

And again not just for yourself but for the whole group that you take out with you.

If you want to chase any of those things up individually, let me know.

Okay thanks B, Bye.

Okay what about you C? You have a family (yes I have)... What happened if you went home and said hey...

Shall I try and tell you what happens?

Because by the same token the management are saying oh the staff will never do it.. I think that there is also an element of people going 'oh the wife she would go notes. Oh the kids would never have it' People do make these assumptions – they have never discussed it – but they assume.. For all you know your wife might be lying in bed every night going, oh I wish we lived in the South of France...

Um, yeah I haven't specifically asked how would you feel. My perception is that it wouldn't go down well in terms of me disappearing and returning 3 or 6 months down the line. But I haven't asked that direct question. I am pretty confident it wouldn't go down well..

What if they were to go with you?

Um, yeah I haven't specifically asked how would you feel. My perception is that it wouldn't go down well in terms of me disappearing and returning 3 or 6 months down the line. But I haven't asked that direct question. I am pretty confident it wouldn't go down well..

I have printed off various bits of documentation and I'll let you have them. - this is an RIS study about the reasons individuals have looked into relocation – partner's job, language responsibilities, care responsibilities (which obviously would be different if you were parental), lack of interest, feeling of being away from the centre of power and we have touched on this power and isolation and feeling of being away of what is happening.

Yeah that definitely happens in my own experience – that you are certainly out of the loop in your career point of view. I am not exactly a great politics player. But some people are and its not exactly a great political move. Except that it depends on the institutions – I have done very little reading on this and I must get into it.

But in the reading I have done, academics are more highly valued by their colleagues when they come back and they seem more special and interesting..

Yeah they have more skills..

And this goes back to the conversation we were having which is you could actually not have a pre-requisite for career progression. But it could certainly be something that could give you more points if you have done this type of overseas activity.

Its going a bit further along the scope the exec were talking about...

An expectation..

I mean I find one of the biggest culture clashes I have found coming from private business to here is the kind of hierarchy of job grades the way you can't negotiate your own salary, the way everything is unionised. I think its very difficult to incentivise people to that because of that! And I am not sure if my research is going to so far as to look at that. But it is difficult to reward good people within this structure of payment and stuff like that.

One of reasons is progression between grades

And the other thing B was saying about the age demographic of staff is that if you are able to offer structured support and a good range potential academic exchange of younger academics that you might want to attract and think that starts to become a positive talent attraction approach and potential as well. As in you don't just get to do it once, you get to do it every 3 or 5 years, I think the people coming in at that age will appreciate that. They are free as they are empty nesters.

Yeah some people have already said to me look it is going to be people like B, younger people with either no kids or young children – I mean my kids are young enough to be able to be able to do this without much disruption.

It is easier when the kids are younger.

You are almost in the worst position when there are these key parts of their education but three of four years down they line I can move to B's position – where there is a whole different scenario and freedom to do things for yourself.

Yeah it sounds to me we would really have to keep things quite flexible though. If we set up some kind of brokering or something like that - the more different places, different languages, different places to exchange with – the more interesting.

And yeah in terms of what you were saying about a selling point in a role in a profession – come and work with us. I don't think you would be twisting peoples arms and saying you will do it. But in terms of the opportunities Valencia, Hong Kong..

My personal view is there is absolutely no point twisting someone's arm up their back as it's a guaranteed fail because even if they do facilitate it. And private businesses through money at agents to find us accommodation and stuff like that - loads of support. You still have to want to do it...

But you can facilitate the wanting by kind of hardwiring the organisation structure the support and the incentives to do that. AS you said before it is about removing the barriers of perception rather than changing peoples underlying interest. I am sure there are loads of people who really like the idea.

..But don't know that it's possible or how it happens...

Yeah there a lot of people who say yeah oh I'd love to do that but you would never get that in here. There is an element of cynicism from people who have been here a long time, but you can forget that, they scraped sabbaticals a few years ago and look at our teaching workloads , all that stuff starts to come out.

I can imagine that aspect of it being the hardest one to deal with. Because we take such a strong line on staffing ratios..

Yeah but the direct exchange certainly can overcome that...

It certainly is all about the flexibility because in a lot of cases it's not the cost of doing it, it is about logistics, and none of us are unique the things we are doing other people actually could do. Even it means we are doing something a bit specialised. It takes time to develop the right things.

It is a way of planning and facilitating that allows this person to step out of what they are doing.

There are moves now that say we going to look at ways to this ...
Saying – we don't have to have Alison suffer that desk for the 12 months we can work around it.

It is frightening for people to think they are not irreplaceable. A lot of what people do in their careers in make themselves irreplaceable.

And then if you can say well anyone can do this actually...
And part of what's happened to me in conversation with my colleagues and line manger is that people have volunteered to take on part of my job. So I am surrounded by supportive people.

Because it is one thing swapping teaching but another thing swapping programme management and module tutoring – all those management roles - those things are all quite different. You need not only need an exchange partner who will teach you subjects – I assume, but I think that you need some colleagues who are really supportive.

But even then the first reaction is or not...right okay...

But yeah I think they might think yeah great go for it, even if Alison leaves for 6 months the place won't fall apart. I remember a guy explaining this many years to me in another job – he said if you feel that you are replaceable, get a bucket of cold water – put your fist in it and take it out again and see what happens in the gap – that's what happens when your not here.

You move on....

My apologise that I can't stay longer, and if I can help you...

Nice to meet you.

Thanks for your contribution anyway C I will be in touch.

Right, I did want to not have this focusing on academic staff. But I did have very, very little response from... admin. I think I had two responses from admin.

I'm sorry if you did send me that email.

No it is a business group on email....

I think if you tried again to the whole wider University administration staff... We have huge numbers of people for starters so there is a bigger pool..

So what were you asking for exactly?

Well I said I was interested in talking to people in four different categories: People who would really love to do it, people who would like to do it but think it is impossible, people who probably aren't very interested in doing it and people who would absolutely hate doing it. So I was just invited people to flag up – I'll talk to you.

I was wondering if it would be worth sending it to the academic registrars schools...

Yes and they have a generic email address don't they?

I had one lady who works in the partnership who says, is this for academic staff only? And I said no definitely not – but I didn't hear anything back.

To be fair she was going on maternity leave, so it wouldn't really make sense or be fair.

And another girl from the graduate office here who said she went to Germany as a student and was really interested but was just about to get married. When I asked here to come to this meeting she backed down very quickly.

There is a cultural thing happening there about the structure, I don't know – how the admin staff are managed I think is very different to the way the academic staff are managed.

I wonder – I hate to use the phrase us and them... but there is very much a sense between the support division and the schools. You know we're academic...

Yeah there is academic verses admin and school verses centre. People sort of know where they stand.

I think the support/service staff exchange is as important

Yeah me too.

I mean I had a fantastic opportunity of a lifetime to go and work in Korea. Seconded to a beautiful University, up in the mountains – (but what stopped you?) A variety of family reasons, and I enjoyed my job here.

My child is just 2 and there is my wife's job as well. So that's unfortunately the reality.

It's interesting that you say you quite like your job here.. Because I quite like my job here too. Over the last three years, I have carved myself out quite a nice little niche and my colleagues are great you know – B and C. My kids are settled at school and to think I am going to through this all up in the year and it probably won't be quite the same...

But you know one year is quite extreme from my perspective – with a two and a half year old and 3 months, but perhaps through the summer or over period when my wife and son could come and visit.

Would you have support here?

I don't know really, I never mentioned it to Sharon – she might be quite interested, as it would be quite a different environment..

But I think again there are a lot of different things that can be learned by support staff, things are done very differently in Universities in other countries, as you know. It's not all bad or good because its different.

Yeah absolutely I have given up on that..

Well, I think the registrars are probably a good place to start if you can tap into the admin side again. And I am really keen to be involved.

It's fantastic to see. Two of my staff are going across for a week to a conference in Arizona in the summer, yeah its important for what they do and their job but yeah its fantastic to be able to do that. And its almost like buying favours if you look at it cynically. But again to attract talent and to get good support staff in the north east its not a particularly big thing.

Some of the jobs I have advertised for I haven't had the range of people to short-list that I would have wanted.

So its difficult to attract into the northeast, so this could be part of the benefits package.

I think a lot of the benefits would be the same for academic staff as for support staff. It would be more difficult to apply progression criteria for overseas working experience to support staff than academic staff, because I think the cultural side would be slightly different.

I know the admin staff here have 1001 grades..

Oh yeah its all here evaluated and linked to the job spec. The academic grade here are evaluated as well but you can move between the grades..

I mean even if you weren't promising people oh you get a promotion when you get back, I think people do just behave in a different way anyway and can contribute..

It's got to enhance the person and linked to the role, same grade – different grade.

I'm not sure anyone's arguing about that.

No I would be very surprised.

It all means keep my focus broad because I do drop into the academic thing and see things from the academic point of view because I am not very familiar with the admin things. Maybe I can contact the registrars and ask them if they would like to volunteers somebody and take part and represent on behalf on this little project..

I think you might have to reassure them and say just because they are interested doesn't mean we would make them go.

The girl from admin who refused to come to the meeting said oh I never said I wanted to be involved in the planning and I am very busy. You could see her just backing out. But I haven't gone and spoken to her face to face and that's what I have done with most people is speak face to face – and it's quite laborious part.

It's that worry that if I get involved I will be expressing an interest and have to do something. And I am too busy and everything...

Um, this is a very exploratory sort of project. A lot of people say to me well what about this and what about that, what about pensions? It's amazing how much pensions come up.

And I can just say I don't have any answers. But I am thinking in the next session when we get together I am thinking we could go as far as thinking about where could these exchange partnerships exist. Literally – which countries and which institutions. I am not sure which people should come, but I am thinking about the people who manage the partnerships and the institutions, what could they be? And what could this brokering process actually look like going from scratch?

And one of the other things I want to do, is to find a University where this is done better than here. But I am not having any luck in that at the moment. Partly because I can't spend all my time working on this. But now that teaching has finished I have more time to look at it.

I will see if we can make some connections from our point of view. Because we do have networks with the University personnel association and local associations as well. So I will see what we can find in terms of international exchange.

I know you have said you haven't done any readings, but what I will give you are some articles I've downloaded on response to the employment law website we subscribe to – as the focus I put was expats because I don't think we would have gone so far as to put an actual exchange. So these are some things in there about potential barriers, and organisations that do send a lot of people have a lot of people but they are more private sector.

Thankyou. And maybe what we have to do is make some comparisons of what goes on in with the private sector.

Possibly, you could make that comparison.

Maybe there isn't a University that is doing this..

There is some stuff that Jo gave me that people in Newcastle University were writing about how they got their internationalisation strategy, with no mention of staff exchange in their at all – the focus is definitely students.

I don't know how far into the vanguard we actually are looking at this.

For this to be a significant part of the internationalisation process we would be looking at adding perhaps not new but within that context something a bit different from the rest of the sector. A lot of people's internationalisation is focused on institutional partnerships, programme partnerships and research and academic exchange. But absolutely having said that to start moving towards – and I may have misunderstood you Alison, thinking about researching and perhaps developing a structured approach to that would be an added dimension that I don't think a lot of places will be thinking of.

And to go back to what you were saying about identifying opportunities. One of the big parts of the internationalisation strategy is the identification and development of five key global partnerships and those will be very strong foci for our partnership approach in the future - over the next ten years or so and we would hope that the majority of opportunities for exchange would develop with those five partners.

Jo is in the process to a conference next week to get that process underway. We have some people already, but obviously if you have a key global partner you have lots of activity going on – joint programmes, research and staff exchanges and you would hope that would be a lot of one for one exchange and not just academic blood.

So that might offer you..

A ready-made structure almost yeah that is what I call a strategic place. What I find in here is partnerships are a complete run on ad-hoc basis, you bump into someone in a bar in Germany and before you know it you have a bloody partnership going.. And I find this completely shocking as a way..

You and rob need to sit down and have a chat about this...

Yeah, I bet that drives him nuts.

He would be an interesting person to talk to.

Just the duplication of effort..

The waste of effort where there is activity going on and you could be doing additional activities – support, broad reins. If you send three members of staff to a city...

Oh people bump into each other and didn't even know they were both going.

The classic one has happened to me a couple of times, is going into an international office and they say – oh your colleague from the business school or engineering school was here last week.

It's just embarrassing.

I find that embarrassing, nobody else seems to.

I find it embarrassing.

I think probably grows out of a culture of academic freedom, quoted in here of basically – we can do what we like. – Don't tell me I can. But also the structure of the University the independence of the schools and things like that.

But who knows what's going to happen. Well I am a strategist, and have worked in strategy and it just makes total common sense to me. I call it slipstreaming make your life easier, if somebody is doing a body of work – like Jo is going to produce a load of five partnerships.. Why am I going to reinvent the wheel..

Well we would like this work be involved with us, as it helps us enhance these partnerships.

I means we will see how it progresses to what extent I am torn between school and centre politically..

It is kind of OAB really but on the topic of student and staff exchange we're close to put a bid in RSIPSC – don't ask me what it stands for – a European project..

RS I what? RCIECP – put it into google and find it. In partnership we are the lead partners and have come aboard with a national Kiumbock University in Korea. We are going to be in partnership with them and Warsaw University of Management

Yeah Bill sent me an email just the other day..

And we yeah we want someone from the business school desperately to lead on it – but it is a very short turn around as the bids need to be together in the next two weeks. But that is very heavily supportive for staff and student exchanges from us to the partner institution.

It is a very nice project and in fact we were talking to Kiambock University about this last December, and this project magically appears so it ties in very nicely and very nice timing.

So you were very pleasantly surprised..

What is the CETL money for this kind of project? Have you spoken to anybody about it?

Yeah I have just got an APT award for about two grand and I am going to go and see Dale who worked with me on my peacock project. So yeah part of what I am doing is going around and tapping into any funds that might help me fund my travel.

But from a point of view of national and EU funding there is a hell of a lot of value to this but it is very piecemeal.

But again it is very time-consuming.

You know the REOs there and the central European office to have an understanding of things that are valuable. So you know there is EU funding, there is other national funding but handing over the information about funding streams – I imagine that could be quite a headache to be honest.

It would be awful to use it to influence staff choice, but you could be like – well if you went to this University in Korea – we wouldn't have to support you so much financially. And with the states we wouldn't have to worry about accommodation because it is a one for one housing swap.

I think the students use those criteria decisions for deciding where they go as well, we have to be realistic.

Um. Well I would just suggest that we try and get together again and try and put some meat on bones. But personally I am trying to arrange a visit to Grenoble in France because they have just set up a semester teaching in English as in France particularly and in Germany they are starting to teach more and more in English. Business students demand a good level of English – it is a great opportunity as it takes the language barrier away to some extent because at least you can teach in your own language.

And for my personal exchange, which is supposed to happen in semester two next year, they are the top runners at the moment because they have this semester and are very interested in it. So I am hoping to go and see them in June and try and get the ball rolling.

If it doesn't happen with them then I will think more broadly.

But again, because of the position I am in, I am going abroad talking to partners all the time anyway. That's why it's sort of easier for me than somebody like C or B.

So if we can get another meeting together with some of the other people who are more interested who are really ready to go – unlike B and C, we can try and put some meat on the bones a bit?

Okay.

Is that a way forward? It doesn't seem very structured but I can't structure at this point because I don't know how to really.

It isn't there yet..

No it's not, so we will have to make it up as we go along.

What I am going to do is a series of interviews with people now. Once I start to establish what the barriers are I can try and structure it into something. So we end up with a very good robust list of - look these are the barriers, so really I am looking to management to say how to do we take down each of these barriers?

Flexibility of what we can do in terms of timing and location for doing things, a brokering service, some kind of promise of promotion or incentive.

If you can turn all those barriers of what you would have to put in place and how would it look..

But I would like to drum up some people who would actually like to come along and try it.. And as they see the barriers fall it might increase in number...

There is a lot you can do..

You have been to Germany haven't you A?

I was a student over there and taught English.

So I can happily get involved from that perspective as well in terms of that perspective.

Good, so next step so I arrange – If I go to France it will be late June.

Before then.

Before then? I was thinking after then...

I'm away from the 18th of July.

I have a conference middle of week July.

What about late June and early July?

If I do manage to get out to France, I will have something concrete on my side.

And from my point of view I will do some assessing about the sector.

And from an academic and admin perspective by the end of June or the students exams will have gone through and things.

It is one of those periods in the year its hard to see each other.

Yeah and when Mike Easley put his head round the door and said, oh do you fancy going to Hong Kong? It took me by surprise because I really hadn't considered it.

And I said that because I can do the French and German, it really didn't make sense to take up an English speaking exchange where there are people who have no language skills.

But yes, I thought it would be good.

But I am much less familiar with that culture, so I felt all the nervousness you would feel. Verses my familiarity with France.

You almost need to encourage that nervousness.

And like when you see that student who arrived in the country last week you really can't understand what is like with the language and everything being so foreign.

I think you really do need members of staff who have been through that.

I mean I was talking to two students who had been on the China exchange last year and they just changed so much it is just astonishing.

Yeah, our students who go out for a year are utterly transformed from children to adults.

Yeah, that's why I did a four year degree because I wanted that opportunity to stretch myself.

But now with the financial pressure students are under, so many of them say I just can't afford to borrow more on my student loan.

It's a big thing.

Right thank you for your input, and I will keep you informed.

I look forward to hearing from you and we will meet up again soon.

9.2 APPENDIX B: International Staff Exchange: First Action Research Small Group Meeting Notes Circulated

DETAILS

Date: Semester 1, 2007

Location: NBS

Attendees:

Alison Pearce – Senior Lecturer, NBS (3.5 years).

Initiated and is leading the project as part of action research methodology for DBA.

Person A – HRM, UNN (18 months)

Person B –Senior Lecturer, NBS (28 years). AP's room-mate.

Will be affected by what she does and has investigated working abroad in the past.

Person C – International Office, UNN (4.5 years)

Broad remit across institutional international partnerships.

Person D –Senior Lecturer, NBS (16 years). AP's Programme Leader.

Has never considered working abroad and it is not on his immediate agenda due to his personal situation, kids etc – might be in future if this becomes the norm. It might become more likely in future and his view might change.

Involved in cross-university initiatives and personal experience of working abroad.

BACKGROUND

External

Globalisation / Internationalisation of HE generally.

In the next 10-15 years one way partnerships will not be enough. Need to have more give and take. Increasingly hear about exchange rather than just sending students to UK. What can we do for our partners?

Internal

Business School / University is internationalising fast but not necessarily the staff.

What is the difference between international recruitment and internationalisation? Staff exchange is part of the internationalisation agenda – important element of partnership development (new VC willing.....)

Generally people have thought about exchanges before and seen other people do them.

Centre want to promote staff exchange.

Internationalisation strategy is being drawn up in the university, which includes staff exchange.

Despite preaching to students re importance of international experience (in business) : a lot of “excuses” about why it can’t be done with staff, although no barriers which are unique to UNN or even a uni.

However, everyone has been v positive about looking into the project – we’re in the right place at the right time. Have spoken informally to people all over the uni and all have been positive.

Some of the badges the uni want require internationalisation – more than just exporting progs, but much more exchange.

THE EMERGING PROJECT: Scope, Objectives, Approach, Definition etc –

What is an exchange?

Many people expressed interest in being involved but people don’t have the availability and it’s not priority because it’s too new. Project will gather momentum as it progresses and gains credibility.

Point is NOT to persuade people just to learn about attitudes etc

Interested in all views even from even those people who do not want to do it. Why they can’t / don’t want to is important to know.

Should be a university wide project but AP personal contacts outside NBS are so far ltd. But will work on this.

Exchange means for an extended period abroad teaching on other programmes and learning systems, culture etc – important to define what “exchange” means. E.g. minimum one semester and you become part of their institution. Lots of staff go out and teach on own progs – this s something more.

Min 6 months – don’t want to be rigid and make strict boundaries but this is about immersion: living their systems, their ways is important - not about dictating how other people deliver our own modules.

Reason it’s an exchange is to overcome initial operational hurdles re teaching cover – ie it’s not a sabbatical. This allows the management to approve it. New teacher will make a difference to colleagues.

Action research methodology – do it yourself and see what happens. Better in a group so that the learning is multiplied.

Project is facilitated by being research and by contribution to AACSB accreditation.

Needs to fit the strategy. Exchange is going to be a v important part of the int strat.

Don't want to restrict it only to academics but have had very little interest from admin staff. The way they are managed is quite different to the way academics are (not)managed. Only 2 in NBS responded in any way at all.

Important to keep the scope broader than just academics. Support / service staff exchange is just as important as academic.

Had APT award. Going to see CETL for funding. National and EU funding is available. REO is there to have an overview of EU funding. Funding is very piecemeal for this kind of project .

Situation Today re Staff Exchange

Does the teacher have to source their own exchange? – yes, at the moment....not necessarily in future.

Genuine exchange and joint project work going on in other schools.

Impression is that exchanges are more prevalent in other part of the university – not all are pure “exchange” – lots of collaboration, brief periods of teaching abroad (on our own programmes). Some disagreement and confusion here – some people have said NBS is the most internationalised.

No system, policy, process, no person responsible, no procedure, no dept, no budget – starting from zero. Need to link up with others who are interested. In the past, it's all been done personally – through personal contacts - even to the point of swapping homes.

Institution does not facilitate it at all – requires massive personal commitment = and that's one of the barriers.

Development s agenda of the NBS is about creating space for people to do something different and CPD. In the short term how can space be created? – there are moves towards allowing staff time / space. (*Formal announcement made since this meeting re hours available for CPD etc– will it really help staff exchange?*)

Partners are more than willing to get involved. Have to be cautious because they bite your arm off – they are waiting for us to do it.

Barrie Craven = spent a year in USA, more than once – wasn't an exchange though although the partner might have been in different dept.

Brian Snowden – direct exchange with USA.

Used to share a floor with Politics dept and they used to see Americans around. David Walker in English dept went to the US on exchange.

Engineering over to USA to teach – validated programme on US campus. Sent staff with recent PhDs. Ros someone was over there 2 years teaching on the programme. Asymmetric exchange. Prof Wong Jong Xiu – came to UK to do benchmarking and QA processes. Also did some research – 8 weeks. Did some

Happens fairly ad hoc. People don't think it happens, don't know it happens. Cynicism contributes to the perception that it's impossible.

Ad hoc approach to partnerships is a duplication and waste of effort. Multiple visits without knowing each other are going. Academic freedom and independence of schools – will that change with new VC?

Financial pressure students are under forces them to abandon the year out , which is a terrible shame. Same with staff?

What could be the benefits?

Link to global citizenship and cultural intelligence – how do you develop that in staff? Dealing with int students – more open minded people have different attitudes. Need to match internationalisation of students.

Multi-layered benefits:

individual (taken into new context - learn something different or see a different approach).

Divisions and schools – can be informed by new practice.

Uni also benefits because it enhances international links.

Exchange will help the staff of our partners to understand what we do – they could come here and would understand far better what we do. No better training than to come to UK for a year.

Everyone would benefit from the development involved in learning to cover the absence of someone else – someone's exchange and incoming partner would actually develop others left behind too.

Exchange is an important part of staff development. A number of benefits are available – spending time in partner institutions for research or to identify best practice.

Academics are more respected on their return (has been read).

Good talent attraction and retention. Maybe you get to go abroad every 3-5 years? and it keeps people happy.

Can be v difficult to attract good people INTO the North East – can't get the quality of shortlist you need, which is recognised at a regional level. Such opportunities would be a great benefit and could be used to recruit.

Selling point for recruitment – there is the opportunity to see HK, Malaysia, for example = fantastic opps.

There is little argument that overseas experience is of great benefit to individuals and they behave differently. Empathy with international students. E.g. lack of familiarity with culture made me feel nervous – and that was a good thing. To empathise with int students. And it doesn't take long – 3 months in China – and people had changed so much.

Lots of important stuff could be experienced by support / service staff – things are done very differently in other places and we could learn. Great staff devt opp for service/support staff.

What are the barriers?

People have to be incredibly self-motivated and have to do everything yourself – this is one of the greatest barriers.

No worse than anywhere else, we suspect.

If you just take away the major barrier, people will do it – staff as well. Managers say the staff don't want to do it but in fact the barriers feel innumerable they don't even feel like they'd be supported. You don't know how interested people are until you remove the barriers.

Who's going to do your teaching? – not just hours, but also skills and experience – you're invaluable for specific things, you have the experience.

2 years off retirement – but what's the point of staff development – demographic of the uni means there are a lot of people of that age. 55+. Empty nesters – could go to HK.

But there is a partner who would have to be considered.

Kids / no kids but also partners.

Individuals make assumptions about their family's attitudes (ie lack of willingness) – *“me wife will never accept it.” How would they feel if I were to disappear?* But haven't asked the direct question.

Kids education is a big barrier – esp round key exam time - GCSEs, A levels etc. But could get easier – empty nest syndrome might make it easier.

Wife has a job – would be good for academic marriage maybe.

Might be difficult to reward / promise progression to support staff . Culture is different – HERA evaluated job spec etc.

It is difficult to incentivise and reward good people in this culture/structure/unionised/collective bargaining process .

IRS study – reasons people are reluctant to be expatriated – partner's job, parental resps, carer resps, away from the centre of power.

People really like their jobs in the UK – reluctant to disrupt them.

Secondment was offered but the “reality” of personal circs made it impossible. A year is maybe extreme but 3 months would be OK.

Can be scary to admit that you're not irreplaceable.

There is a schools vs centre and an academic vs service/support culture / structure which does not help.

The logistics are a bigger issue than the cost.

The Uni takes such a strong line on staffing ratios – everyone has to give their all. A direct exchange can help to overcome that.

What would cross the barriers?

Have to be very motivated – helps if you have done it before .

If the systems were in place and momentum was created. If people didn't think they were going to face multiple barriers– if some people are in the vanguard and pave the way it's easier.

E.G. like student mobility – e.g. international travel fund in NBS = improved outward mobility but that doesn't exist across the uni.

E.G. Heavily subsidised travel to China. Perception is that UK students don't want to go but as soon as you pay for them (fare, visa, insurance) , they are keen to go. China Summer School – tourism and studying - UNN have highest levels of application of any UK uni because of the support available.

Could be planned for someone to take over your role. Possible if it were planned for someone else to learn the job.

Maybe part of the brokering could include the wife / family as well. Could some work for the partner also be available – to fit the partner's skills etc – removes a financial / social barrier. Could partner negotiate to go back into her job with her employer? – Uni could help with that – advocate / reassure. At Lufthansa the expat execs' wives were often working on the ticket counter at the airport – that was part of the deal.

Doesn't have to be the whole family for the whole time – could family visit for a long holiday and be part of it all that way? This could take away the mystery of the ind's spell abroad without the psychological and emotional pressure of knowing everyone is going for the whole time.

Offer structured support and a good range of potential opps to younger academics. Younger will be as free as the empty nesters. When kids are young enough it's easier. – Could go towards your career progression in the uni. – international experience becomes a bit of an expectation, not nec a prerequisite but it becomes extra “points” in your career.

Can't force people – they still have to want to go. But you can facilitate the “wanting”. Hard wire the support and incentives into the inst. Remove the perception of the barriers.

If you think you're irreplaceable, but your fist in a bucket of water and then take it out and see what happens. People work their way round a gap.

No-one is unique and you can always plan succession or a replacement. Need to be allowed to “step out”.

Make exchange/international experience a reason for progression between grades?

USA is relative easy – China would be much harder. The cost goes up – social support would be needed.

Need to have supportive colleagues and line management who will volunteer to pick up the job – esp. the management aspects of the job

The Uni takes such a strong line on staffing ratios – everyone has to give their all. A direct exchange can help to overcome that.

What could it look like? Key Questions to Answer

Do you have to arrange it or does institution have to broker it?

You can imagine some kind of structure to support the personal / social side of such activity (perhaps in HR).

Needs to be kept very flexible – the more diverse, different languages, different places the better.

Links can be personal or institutional – opportunities to travel & work overseas etc would be greatly facilitated b/c people would just have to express interest and the “slack” in the staffing overheads in the school would allow it and allow someone to cover.

Support with visas, accommodation, pensions (esp on secondments) – all this would be v important.

Thinking back 20 years when he was considering it (e.g. for USA) – there was some organisation “International Faculty Exchange” (before the days of big databases etc). Matched people (ind and families) Looking for a straight swap of job etc – that was there long ago. Can’t have gone away – maybe had been developed into something else with internet etc. We should investigate this.

Won’t just be receiving students, sending programmes or franchising – could capitalise better on the links we’ve got and helping to sustain the relationships.

Exec discussed: Do you just “offer” it or do you go right through to demand it or recruit on the basis of applicant’s willingness? And how far along the spectrum of forcing it would you be before there was a critical mass of people doing exchanges? Would be interesting to see how much you have to force it.

What do AACSB demand? International Business School – how many staff have int experience?

Regard China Summer School as a pilot programme – find the money to trial it , pilot it – and broadly assess the interest in it. Find out where are the barriers.

We’ve got the opportunity given the links we have. How about starting with a fortnight in partner X, Y Z – then ask - how did you find it? Once you’ve been there you might think “I could live there”.

Partnership Leaders travel abroad regularly anyway – since you always go, what if you spent more time there?

You need a “Placements” office - a uni-wide / school-wide broker for staff exchange – collecting the opportunities and collecting those who are interested.

ILC (ISC)+ - helping with visas, paperwork, health etc – travel agents run a visa service.

USA is 1st choice because of the lack of language barrier – not just teaching but also social language. Not just teacher, but also family etc.

Maybe we have to base this on a structure in the private sector as there are no universities doing this very well? E.g. Newcastle Uni int strat doesn't seem to include staff exchange.

Project Status and Next Steps

Grenoble Uni have just set up teaching semester in English. French and German places are starting to teach Business in English. – AP visit to France in June.

Would like next meeting with some people who are keener to go.

Will also interview people – esp as barriers become apparent then interview can be structured around the barriers until we have a really good robust list of barriers then turn to HR and management to ask “how can these barriers be taken away?”

HR to use network contacts to see if anyone else is doing this better.

Search for non-academic reps needs to be widened to whole university. Perhaps use the academic registrars – a generic e-mail address.

Need to reassure potential participants that saying you're interested doesn't mean they are going to be forced to do it. People are quickly too busy to attend meetings etc

Might have to contact university registrars in order to recruit support / service / admin staff.

Next meeting: where could the opportunities be? What could the brokering structure look like?

Need to find a university where this is done better than it is here – maybe HR can research this through their network.

If we focus on staff exchanges – and developing a structured way of doing it – we would be doing something a little different to most people in the sector. Most people's international strategy is focussed on institutional and programme partnerships and research exchange. Staff exchange as we discuss it would be an added dimension.

Key global partnerships: 5 institutions to be identified – majority of opportunities should come from these key partnerships. This might offer us a ready-made structure

and the ability to take a strategic approach. Mel Vexey would be interesting to talk to and Rob Carthy.

ICI ECP – Euro project - bid for funding to develop a partnership in S Korea (Kyum buk national uni) (lead partner is Warsaw Uni of Mngmnt) – bd in next 2 weeks Very heavily supported by participating schools: staff and student exchange.

Could it be used to influence staff choice of location e.g. support for housing, don't have to pay for xyz etc.

Seems pointless for someone with European languages to “take up” a place in HK or US.

9.3 APPENDIX C: Interview Transcript with Previous Exchanger Respondent

This is going to be quite unstructured because it was quite a while ago.

How long did you say?

It was end of December 1989 until I came back at the end of August 1990. So as you said 18 years ago, still very vivid though

I think the easiest thing is just to start from the beginning and you just tell me the story of what happened, there are some specific things that I want to explore with you. There some specific things from the work that I have done so far that are turning out to be the issues, so I will just interject when they come up. But I am interested to know why you were interested and how you knew you wanted to go to the States.

Well Barry Craven who you know had done an exchange to the states in the mid eighties and I guy had come across here, so I knew members of staff who had done it so from that point of view, it sounded interesting. What was called an international office, and was then a polytechnic and one of the guys had been to a conference and had met someone from Old Dominion university in Virginia and we got talking about exchanges and decided it would be a good idea if we could find somebody interested to do an exchange, and he mentioned it to me. And there was an economist at the other end who wanted to do an exchange so it started from the international office.

So it was kind of brokered by them?

Well there is still an international office, is it the earlier equivalent of what there is now, I don't know what the set up there now is with that, I have had nothing to do with it for years, presumably it used to be in the law school, in the Sutherland people, a guy used to operate from there. I can't remember the names of the people now, that how I found out about it,

They were a university wide thing it wasn't business school specific thing?

I can't remember what happened from that point onwards. I think I probably wrote to the guy who came across here and we probably exchanged information the main problem then was what to do about wives children and houses.

How did you know you wanted to go over?

I wanted a change. I had always been interested in the United States. At that point I had never been to the United States, I'd been all over Europe but had never been to the states and wanted to go to the states anyway. My kids were 14 and 12 so it wasn't going to interfere with things like A and O levels so it was at the stage where either going to be do it then or have to wait. From their point of view I thought it would be good to live in a different environment. My wife had a job but she was prepared to give it up. So we did a deal whereby we exchanged houses with this guy and his wife, he had one daughter, we exchanged cars, so the deal was I would pay all the bills at his end, my mortgage was paid the same as normal, I was getting paid as normal from here and it would just be getting transferred as normal. So I was getting my UK pay and he would take my house, take my car and I would take his job on. Before I left I had an idea of what I would be teaching, 2 masters teachers and one undergraduate courses for one semester, one masters and one undergrad for one semester, I cant remember what he did when he came here.

He covered for you?

He was covering more or less what I was teaching, I wasn't really covering his work as he was an econometrician I did MBA Macro course and an undergraduate course, 6 hours a week and nothing more.

Do you think it was easier to do 20 years ago than it would be now? Because I am finding the way the workload is managed a real barrier.

I would think it probably is much more flexible those days than it was now. Things were more flexible in terms of timetables, you could shift tables around on an ad-hoc basis, more divisions, it wasn't centralised like it is now.

Do you think you had more say or personal authority over how things were run so you could make this agreement with him?

Yeah that part wasn't so difficult, the main worries for me were taking your families across to the unknown, the academic side wasn't really that much of a concern to me. So on about the 27th or 28th of December we flew across there. They were still there, so we actually lived in the house with them for three or four days.

It must be quite useful yeah?

Yep they showed us around, and then they took off here, and I arranged with one of my friends to meet up with and show them where things were. I paid all the bills at his house, and he paid all the bills at mine, I can't remember how we shorted out interest but I am sure we had to do lots of little logistical things like that. Telling the school there would be an American girl coming to the school and the same at their end.

So they went to same school?

Yep their daughter was quite long so she went to the same school my kids had been too.

So you could recommend a local school and the same at the other end yep?

So my kids went off in to school a big yellow bus at the end of the street and off they went. My daughter found it quite easy, my son found it quite traumatic, as American boys were twice his sizes you know American kids are like huge.

Tall or fat?

Well both. And if they don't do successfully do a year a year kids stay behind, so there would literally be kids who were a year older than him who were like 6 foot two and like 15 stone. He's bigger now but. I think he felt a bit intimidated then, but my daughter too to it like a duck to water. There used to go out at like half past seven in the morning back bright and early in afternoon. The university was only a bike ride away

What city was this in?

Norfolk Virginia, and the university called Old Dominion, only about a mile and a half I could walk, it was going to work out quite expensive for us as the dollar isn't like what it is now. So the next thing was to try and fix my wife up with a job, which was difficult because of working

restrictions. So I had to make plain that it was difficult for us to exist on my wage for her to get a job, so she ended up working for JC Penney.

To whom did you have to make this clear?

To immigration, and I had to write a letter and give details, but she got fixed up with a job at JC pennies.

Similar to what she had here?

At the time she we left she was selling books going round school, before that she had worked part time on the perfume counter and she got that at JC Penneys. She got to earn and meet people. After the first couple of weeks, it was a piece of cake. The bureaucracy is a lot less than it is here, even there and there is a basically lot more academic freedom than there is here. Exams you write your exam paper, they organise a room for you, get the exam and post your results on your door within a week, no external examiners, no double marking nothing, that's it, piece of cakes.

So actually quite an easy transition from here to there, might be a bit more difficult the other way around?

Yeah I think it would be more difficult the other way around.

Did you keep in touch with your exchange partner as the time went on?

Well this is pre email, but he was a bit of a computer buff and knew actually how to communicate through computers even then in 1989, and I didn't have a clue, so mainly it was through telephone.

Did you feel some kind of responsibility for if he thriving, settling in or that kind of thing?

My friend took him to few different things, but they were quite different people. They did involve him with a few things, but I think they were pretty family-orientated and used to go off to York and things in the weekend. They were quite environmentalist people in a way and enjoyed having a look around Britain. So I worked through to the end of that semester which was till Easter or whenever that is, after that they have summer school, I wanted to go travelling and I need some money to do that, so I entered an MBA evening class micro economics and a day class in microeconomics which I got money for, I got about \$500 0 dollars for that so about the end of June, can't remember the exact timing we just went off and toured around America using that money. So for about two months we did an auto-drive, I don't know if you want to know all this stuff

Yeah go on.

In America you have this auto-driving systems, they always have about two or three cars Americas, so if they are moving they have a bit of a problem

About who is going to drive all the cars?

So this company in Richmond I just contacted them and ask do you have a car that needs driving to California around the end of June and they said yes we have one from Richmond from Montreal thank you very much, so that gave me ten days to drive across America. You just leave a deposit of a few hundred dollars and collect it at the other end, so all you pay for is your

petrol. We hired a car at the other end. We drove through Dakota places I wanted to do, once we hired a car at the other end we went up to Canada, down to Mexico and did the whole thing.

A couple of months yeah?

I can't remember was ten and half thousand miles or something about two months, it was brilliant, it was good for the kids as they saw a whole lot of things. I visited quite a few Universities while they were there, because the international office who sent me across were interested in establishing links, so I went up to Portland, Maine, to the University of Massachusetts, all the university of Massachusetts. I went to, they paid for me to go to a conference in Washington while I was there.

So they used a bit while you were there the fact that you were out there on the continent.

The people here? Yep I established some contacts at two or three different universities.

Had you and your wife talked about this as an idea, or did you walk home and think of it, (probably) or knew she would be up for it?

Yeah, as she loves travel, no she wasn't especially attached to a career.

Because I think sometimes people say yes, but when you ask have you actually asked here, or if their kids will like it. Everyone could be very negative about it..

I can't remember the reaction of my kids, I don't think there were very negative, I think it was the first time they had flown, I must have discussed it with Jean, I think she knew she was going to get a job.

The kids didn't through up objections like what about my friends what about the football team will I be involved in?

I don't think so, they didn't think it was going to be a big burden, they were pretty much up for it.

And even though your son found it difficult at first, did he enjoy it at end

Yeah he eventually found a way of sitting in kids find a way of fitting in, I think in the end some big black kids took him under his wing, this English boy.

He was like oh aye fair enough. I think he struggling a bit academically, it was quite old-fashioned, the teaching there was very traditional, emphasis on spelling, none of the lets think about this, it was all boom boom boom. He struggled a bit I think. My daughter had no problems and was always getting prizes etcetera. On the academic side American students pretty much the same kids of level, but there were much more vocal than they were here in terms of seminars, even though they were often a bit ridiculous. At least they were voicing them. I think they enjoyed having me, someone from England, I have feedback forms somewhere, I can give it to you if I want. Always really good comments, they like having someone form outside the states. I really enjoyed it actually, it was the best thing I ever did. I came back refreshed. I found America very, there are lots of things I don't like about America, but you feel very young when you are there, there is something very uplifting and dynamic about it.

I find just working abroad does that for you too, you are not totally integrated, so I find you are totally freed up from a lot of stuff I find when you get out of your own city and own job.

Generally things worked out pretty well, my colleague almost dropped off in Switzerland, the fridge broke down, their central heating was a problem. The humidity was horrific in Virginia, after February onwards,

After February!

Yeah it's the same altitude as Morocco, you forget how south America is, it is unbelievable humid if you walked to work you would be drenched. But I saw the whole east coast, and since then I have been back numerous times. It was actually the start of a lot of publishing for me and it set me off quite positively. While I was there I read a book by a Dutch guy who had done some interviews with economists, and it started me thinking about doing that, I loved the book and thought it was really interesting just listening to different people. From that I got in contact with a guy in Liverpool for a mutual friend, and that is where that idea came from and from that I built a huge amount of publications. And having been to America, it's on a real different wavelength to here there are really good ones (universities) Harvard, Chicago, Yale, Berkeley, Stanford I have been to them all. It is a bit embarrassing really.

In terms of what?

Resources, academic environment, seriousness - in which people treat the subject,

From that point onwards I have been back to America about 20 times.

For extended periods?

I have been back for a few holidays, but normally I would go for minimum of 5 days or probably a week, and I am usually visiting leading economists and leading Universities, so I've been back to Harvard at least 5 times, interviewing people.

Were those contacts that you developed while in Virginia?

No, but the idea was sparked, having been there, you felt comfortable

It paves the way to go back doesn't it?

When I went to Portland, Maine, which is right at the top of the right hand corner. I had arranged to visit a couple of universities to do with links for the international office, one was in Portland, Maine, and the other was in Massachusetts, so I think it was semester break or something, that week I went off and I stayed in New York the first night, had to go past Newhaven, stopped and had a walk round Yale is, went to Boston, went to Harvard and had a look around Harvard and MIT and saw the names of all the people, and then with the name of that particular book, I thought this could work. And I had about 20 or 30 publications coming out of that. I got pulled out of that, I can't imagine if it had happened I hadn't gone to America, reading that book when I was there and visiting all the places,

How much of all of this did you have to pay for, did it cost you financially.

I had to pay for the flights there and back, there were no housing costs, I can't remember the costs the bills were more or less the same, driving and transport costs were ridiculously cheap.

It costs you wife a bit temporarily

She probably earned the same

Were the salaries and the costs of living the same?

Yep generally, it was probably a little bit expensive with food but not that much. Financially, if Jean hadn't got the job we would have been tight, well actually we just wouldn't have been able to do all the travelling one weekend we went to Washington 26.29, we used to little trips every 3 weeks or something. Having money really paid for that. And that was part of the enjoyment = to see things.

You didn't have any specific immigration issues?

Well there's a story, the only day I went down was the only day in the year it was shut, Thanksgiving Day, I couldn't believe, so I went the next day, but I couldn't remember what it was for. There was form filling etc

It was just a formality and there wasn't a problem?

Yeah I don't think it is probably different now with terrorism and things

But basically you had a 12 month visa?

Yeah I can't remember the formalities exactly, but there was a lot of paperwork to do. It was done over a 6 month period I guess, I suppose we started setting the thing up about this time of year and I went through to about December, that sort of timeframe.

Well that is interesting, I want to go in January, and am trying to sort things out, not to America but to France.

Yeah, we had to get everything sorted out, and had to mess around for a while

And what was the response at the university, within the school, with your colleagues and that sort of thing?

No problem, I don't remember there being any issues at all

Happy for you to go? Encouraged you to go? Or just said do what you want?

It just wasn't an issue

Not bothered about who was coming in to take your job?

Yeah, but they could see that he was a doctor from Washington, a good university, they could see what he was teaching,

So he came in, and they gave him a key?

Yeah he came and sat in my office, I am not sure who he was sharing with actually, but ah I think it was Dorothy, you might want to talk to her actually.

Okay maybe I will

I am just interested to know the impact it would have on the people around to have someone that is new.

Yeah it might be good to talk to Dorothy.

My assumption is that someone would have to do a certain amount of handholding and you are not there to do it?

When I first arrived, I actually had someone, Eric and Martha organised a sort of house warming for us, for people who worked in the department. One guy called Charlie bleach, about a year before he was going to retire, he had been on exchange to Swansea and was an Anglophile loved England and had lots of friends in England. He really took me under his wing immediately, I actually taught on his course and he invited me around for Sunday dinner and made Yorkshire puddings and that sort of thing. He really took me under his wing and taught me the ropes. He unfortunately died last year. But we have stayed at his house before then and he at ours. But he actually retired, as I left - he retired. But he was a great help, he was brilliant, a person like that can really make a difference. But you need to make an effort, very often people just think people can go and live their own lives and sink or swim. I am not sure how helpful people were to Eric. I think he was less of a social animal than I am, I enjoy going for a drink. You would have to ask Dorothy I think.

Did you have to get permission, from someone in your department or was there a formal process for doing it, or chat to somebody over the water cooler?

Well I think at the time, the international office had a link, they had this person in economics who wanted someone who wanted to do an exchange, and there really was a case of finding someone who wanted to do an exchange, and I wanted to do it, so they went and discussed it with Dick Bailey who I think was head then. But I don't think there are any issues I can recall whatsoever.

So you were talking about how this trip sort of sparked your writing and publishing and stuff?

I was already publishing but that particular line of thought was that trip yeah.

Do you think it enhanced your career in any other way?

No, I think that was the main way, prior to that I published two books, 5 or 6 articles, but I went off to a different level after that the books and the other stuff. But after that it was different, so it was life changing I guess.

What about your teaching? Did you come back with a different view a different idea, a different approach? Or did you come and think

Not really, even if you go to America now, it will surprise you, if you walk around, I did this two years ago, Dept Chicago of economics, they have more Nobel prizes from that department than any other department in the world, but what do you see.. blackboards, chalk.

In classrooms?

Yep and if you look through the doors at lectures, and you see people giving lectures using chalk, same at Yale, Berkley, Harvard.

So in terms of using modern paraphernalia I wasn't confronted with that when I got there. I am very much a stand up and talk person, so no don't really change the way I taught, no.

I am interested in the benefits for you as a person, but also for the organisation, was anyone interested?

One benefit or one spin-off was that I subsequently taught a course on the American economy, which I had never done, historical revolution of the American economy. So that grew out of that.

So you brought some knowledge that spurred you on to develop specialist knowledge.

Yeah I know about America, when you lived there for a while you know a lot more about it, I have an interest to develop that and I still use a lot of examples from America when I am teaching. David Albertti for example America is phenomenal you talk to someone in America, you talk to someone from America and they say 'I had a few years in California, then spent a few years in Chicago, then went to Florida', people just bounce around everywhere.

I suppose there is a lot of room yeah?

You don't have the linguistic problems and it is pretty much the same culture, some different between north and south but The geography changes but it is a very similar culture so it is easy to move around, same language, it is not like moving to Croatia from England.

Do they have this tenure idea in the states? Does it give you a job at a particular University?

No you start off at a assistant professor, and to get tenure you have to meet publishing requirements and have satisfactory feedback on your teaching. So they take much more seriously your student feedback than they have here, it's done here but not that seriously. You are left very much to get on with your own, and at the end of the year you get your feedback , so after few years you get a tenure track, what you have published, are you getting good feedback. And if it's satisfactory you become an associate professor, and if you are an associate professor it means that you have tenure. And you go from associate professor to full professor, so there are 3 grades. Assistant professor means you are tenure track.

And that's right from the start of your career?

Yep and if you don't publish, that's it, finito. So all the crap that you get here about having to organise people to do that, you just get on with

So there are incentives

Yeah there is less bureaucracy; the incentive is just personal you get on with it.

Does their mobility also feed into that? I can imagine why someone wants to go to America, but I can't imagine why someone wants to come here.

Well, there is visiting Europe, not sure if he (Eric) had been to Europe before, I am not sure if he had tenure or not, I think he was an associate professor. But they travelled around England a

lot, they loved and spent a lot of time at Oxford and Cambridge and Edinburgh, the Lake District, did a lot of walking. So pretty much the same as I did.

When they anyone interested when you came back, in hearing about what you had been doing, exploiting what you had been doing, encouraging other people to follow you?

Yeah they were all interested; there are millions of amusing tales to tell people and stuff like that. Barry Croyden did another exchange, he has been to America twice and Australia, he has done three exchanges. But each time I think he wife stayed here, and he doesn't have any kids, I think she went across for holidays.

What about dealing with international students, once have been abroad and know what it's like to experience a bit of a culture shock and that type of thing, does it make you more emphatic to foreign students who are here, or American students.

There used to be a free American students in the 90s that we used to get, they used to come and do modules, so I would talk to them about things. As far as students who come here are concerned, I understand what their problems are but I don't know that I am specifically very good at helping them deal with their problems, though if someone comes and knocks on my door. I think a Chinese student coming here is a completely different experience; they are the thought of people who take what the professor says as must being right, American students they think they know it all. They will argue with you whether it is nonsense or not, you couldn't get further apart from Chinese and American students.

But even American student and British students?

British students lie somewhere in between. I don't think there were any overseas student's in the groups I was teaching there, but the thing is when you are in America, you have a class of students, and because it is such a multicultural society you have a class of students, black, brown, Chinese, every shape, size, you look done the names, and there are clearer people from all different European backgrounds, Russian, you are really not sure who is first generation, second generation or not. I think it is only in recent years that I have taught groups where there were a large number of overseas students in any way, we did have a lot of Malaysian students in Economics in the 80s. I think we do a good job with them, get involved, take them round, that was before I went to America.

When you came back, was the adjustment back straight forward?

After a while. I think we had got used to living in a different climate and really enjoyed the fact that if you wanted to have a barbeque on a Sunday you could have one, that it was going to be sunny or at least warm. If the sun doesn't shine it would be at least 75 or 80 degrees.

We were always out at weekends. I think as a family we did a lot more together than we did here.

It threw you together?

Yeah

I have read that about this

My kids were absolutely sick of..., I don't know you much you know much about America and the Civil War but it started in Virginia and ended in Virginia, so it became a civil war ongoing story, right we are going to go to fort smother in south Carolina because that is where the first shot of the civil war happened, we went to gettysburg, we wanted to go to aplematics because that is

where the rebels surrendered, so the kids got exposed to this – so it was like oh no not another civil war battlefield. I was really taken by Washington as there is a lot to look at in terms of history, so we were dragging the kids around to museums, capital buildings, the white house, there was so much to do and I wanted to do it, not coming back and regret things. So we were always doing things, we came back to England and it was like we have seen all this and don't need to do it.

So you were bored weren't you..

So that was the most noticeable thing coming back, slipping back into becoming lazy.

I lived in France for 3 years, and got quite depressed when I came back, I was quite bored with everything, and there was no challenge in life.

Yeah I really found it quite liberating living over there because the lifestyle and atmosphere, it is very much a glass of full not half empty thing, they are much more upbeat about things. You come across an American who is on his third divorce and you think fuck, what a mess their life is in, but next week I am doing this and doing that. Very different to pessimistic, English people, if I was in that situation..

Do you think your kids still appreciate that?

Yeah I think now more that at the time, they will say do you remember funny time and you dragged us around that battlefield? And they know where places are.

It's a good education.

Yeah, I took them to a Little Big Horn where there were massacres in Montana, and Yellowstone park.

When I go to the states I am excited by seeing big yellow taxis, and things that you see on the telly, I guess you are a bit familiar with American culture because of things you see on the Telly, I find it exciting to see things in real life, see where JFK was shot in Dallas.

I saw that on a separate trip, we had an exchange with the University of Dallas, I went a couple of times in 92 and 93, and I came as well, they wanted people to go as well, and I jumped at the chance, having been – I have always jumped at the chance to go to the states since.

How come you never did it again then? It was the best thing you ever did, it was successful, every one coped...

We had the kids A-levels, O-levels, University, wife had a much more fixed career, rather than being an extra thing to earn money. But now that I am leaving here it is something I would certainly do again if I had the opportunity, the only thing I would again, the only thing that would be a problem would be leaving the house, more practical problems like that that stop me from coming, if I could do it again I would, and my wife would jump at the chance. Definitely.

If you weren't retiring, could you go again if you wanted to in the current environment, I think it would be a lot more difficult. I think there would be a lot more bureaucratic obstacles and I think the person coming from the other end would have a real culture shock the way things are run here, compared to America, I don't know how much things have changed in America, in terms of paperwork. Probably a lot more that it was then, but I couldn't believe how simple things were then, students could just sign up for courses. You teaching that that and that, exam should be

done by that, no one comes and bothers you, no data collection for whatever purposes. I don't know what it is like now, it would have changed and increased, but I think the person coming here, I would feel embarrassed – is that the right word? I would feel worried about what they would be confronted with if they came here, in terms of academic freedom. Academic freedom here has been squeezed beyond belief. I don't what you have here The bureaucracy here is driven by QA I am told, that we get paid for being able to demonstrate certain quality processes and that generate bureaucracy and that generates bureaucracy ... ?

But the control of the workloads, and the workload model, just while I have been here in the last 3 years, I have to find somebody who will cover exactly what I teach.

As I said the guy who came, his specialism was different to mine; I think all they did was shifted people around. They just played to his strengths, and he did what he did.

Did you get feedback from students about having him here?

No Dorothy might be able to tell you, probably carefree. We must have had a talk about it when we came back, but I can't remember it. Fitting in was the easy bit, the house, the bills, kids settling in, the logistics and crap was the hard stuff, the academic stuff was easy.

But you did actually get help with the University for these things? Did they pay for anything?, did they help you with Visa applications? I think they probably gave us advice, I probably asked Barry and must have had some assistance. One of the reasons people quote for not wanting to go to work abroad is that they move away from the seat of power. People who are managing there careers very carefully, you are sort of out of sight and out of mind, if a position comes up and that kind of thing..

Well I was a PL then and didn't have aspirations apart from being an academic and write and teach and do research, but everything else doesn't interest me one bit. So that wasn't a problem for me, I had been a PL for about six years since then, since I was about 34 by then. In terms of being a professor it wasn't really on the radar, as I hadn't published enough, so it wasn't an issue what so ever. There wasn't that kind of atmosphere then anyway.

It probably doesn't exist as much as it would in a big corporation where people are juggling for positions and promotions and that sort of thing...?.

There wasn't any promotions, or anything to be promoted to, because I wasn't interested in becoming head of department or going in that direction at all, so it wasn't an issue for me.

Great I think we have covered absolutely everything that I have thought about, that I have been reading about.

I will send you that stuff, I will find it, have a look.

Great well thank you very much, I hope you get over there again.

9.4 APPENDIX D: INTERNATIONAL STAFF EXCHANGE – A PROPOSAL TO THE NBS EXECUTIVE TEAM, SEPTEMBER 2008

BACKGROUND

Staff Exchange is a key part of UNN's internationalisation strategy and my DBA research takes an Action Research approach to investigating the implementation of this one element of the strategy. My methodology requires me (among other things) to organise an exchange for myself and family in Europe with the aim of learning about the challenges, issues, barriers and benefits at first hand. The overall objective is to make recommendations to the university about facilitating international staff exchanges in future.

The following exchange arrangements have been made over the last 6-7 months and this paper seeks *final approval* for the plan in order that professional and personal plans can be progressed in good time to maximise the chances of a successful exchange. "Conventions d'échange" will be drawn up covering the mutual understandings between NBS and the partner organisations involved.

During this preparation period, I have consulted widely with colleagues and management in NBS and the university and have had full support. This proposal has been drawn up in consultation with the HR department. Bill Houston and Andy Robson have met one of the exchange partners in person and I have met both.

The experience of the incoming personnel will be a critical success factor in this exchange plan and those in future. It will be important that all colleagues are actively welcoming, hospitable and helpful to visiting staff. Thorough inductions will be arranged and consultations with staff immediately affected will be conducted to ensure their support and involvement.

TIMING & DURATION

January 2009 – July 2009

INSTITUTIONS (see Appendix 1 for details)

Université Pierre-Mendes-France, Grenoble, France

Ecole de Management, Grenoble, France

IDRAC Lyon, Nantes & Paris, France

PERSONNEL (see Appendix 2 for CVs)

Ms. Alison Pearce, Senior Lecturer (SMIB – UG/CMDC), European Partnership Leader, NBS (and her family).

Dr. Fanny Coulomb, Senior Lecturer in Economics and Geopolitics, CREPPEM Researcher, University of Grenoble (February & March)

Ms. Jessica Lichy, Principal Lecturer & Professeur Chercheur, IDRAC Lyon (2 weeks in May)

PROFESSIONAL ARRANGEMENTS

While in France, Alison will

1. Expand her roles as European Partnership Leader and Exchange Tutor including management of the German franchise, visiting exchange students, marketing NBS to European partner institutions, recruitment visits and ongoing management of those partnerships etc.
2. Develop level 5 module for Project Renewal 2010.
3. Help to develop joint MBA programme with IDRAC Lyon.
4. Contribute to launch, development and delivery of the "Entrepreneurship in Europe" one semester programme in Grenoble to be offered to all NBS UG students next year.
5. Facilitate development of DBA collaboration with Grenoble University.
6. Progress her own DBA research & thesis preparation, aiming for 2010 completion.
7. Teach on a variety of modules in Grenoble, Lyon, Nantes and Paris at both under- and post-graduate levels, including the joint MBA in Lyon.
8. Contribute to admission / selection procedures conducted in English.
9. Contribute to administration conducted in English: translations etc

While in the UK, exchange partners will

1. Teach on a variety of modules in NBS Semester 2/3 at various levels including strategic management, international business, economics and marketing.
2. Contribute to the development of level 5 modules for Project Renewal 2009.
3. Contribute to administration and management as required.
4. Contribute to the pastoral care of incoming exchange students.
5. Progress their doctoral research and writing for publication in their chosen fields and participate in the NBS research community.
6. Both partners will be accommodated at Alison Pearce's desk at NBS.

While Alison is in France

1. She will continue and expand her European Partnership Leader role (as described above), with support from NBS-based admin staff.
2. She will continue to contribute to marking / moderating BACM assessments submitted electronically (modules NX133, SM265, SM371).
3. Her Module Tutorships (BACM x 3 + SM258) will be temporarily assigned to other members of the relevant teaching teams. Modules will be left in good order at the end of S1.
4. Programme Leadership of CBC will revert temporarily to Bill Houston (student numbers are minimal in S2).
5. Exchange Tutor responsibilities in the UK (e.g. counselling outgoing students) will be well advanced by the end of S1 and will be continued on-line and with support from the Placements Office.

Incoming teachers will be expected to teach at least as many hours (between them) as Alison Pearce would have done in S2, although it is not expected that her precise timetable will be covered by them. While appropriate teaching might be drawn from other portfolios / subject areas, the net teaching resource effect will be neutral. Detailed timetables will be agreed with Resource Managers during S1.

PERSONAL ARRANGEMENTS

Alison will live in Grenoble with her partner and children in accommodation provided by Grenoble University. Her children will go to school in Grenoble. She will travel to Lyon, Nantes and Paris to work at IDRAC.

Fanny Coulomb will live for approx 8-9 weeks in university or private accommodation in / near Newcastle.

Jessica Lichy will live for approx 2 weeks in university, student or private accommodation near the city campus.

HUMAN RESOURCE CONSIDERATIONS

Terms & Conditions of Employment

Will remain unchanged for all participants.

Annual Leave Entitlement

Will remain unchanged. Participants will be subject to the public holidays of their host country for the duration of their stay.

Occupational Sick Pay Scheme

Eligibility will remain the same.

Salary

The home institutions will continue to pay the salaries of their employees, plus on-costs.

Teachers Pension

Contributions will continue uninterrupted.

Liability Insurance

Outgoing personnel will NOT be covered by the universities' Employer's Liability Insurance while abroad. Incoming personnel will be covered by the universities' Third Party Liability Insurance.

Travel Expenses

Outward and return journeys for Alison Pearce will be funded by an Erasmus Teaching Mobility Grant. NBS will be requested to contribute to further international removal costs for her and her family. Travel on NBS business will be funded by NBS (as today). Travel on partner business (e.g. to teach in different locations) will be funded by host institutions.

Outward and return journeys for exchange partners will be funded by the home institutions.

Additional Expenses

Further legitimate expenses and subsistence for Alison Pearce will be funded by Erasmus Teaching Mobility Grants for limited periods. All further expenses will be the responsibility of Alison Pearce.

Medical Cover

The European Union has a reciprocal healthcare agreement covering the costs of most treatments. Additional, "top-up" medical / travel insurance will be required for AP and family.

ACADEMIC CONSIDERATIONS

Incoming teachers should be provided with module teaching materials and invited to contribute as desired. System access (Desktop Anywhere, E-Learning Portal etc) for visiting staff will be arranged.

Incoming partners should be welcomed into the Research community in NBS. Intellectual property rights remain with the home institutions. Existing confidentiality guidelines will apply.

FINANCIAL CONSIDERATIONS

A familiarisation visit for AP and family to Rhône-Alpes in order to research accommodation and schooling options has been funded from the APT award to this project.

At least two and up to four Erasmus Teacher Mobility and Staff Training grants will be used to support Alison Pearce's involvement in the exchange project (definite availability will be confirmed in Jan 2009 by the International Office.) Each grant is worth 450 euros of travel expenses and up to 800 euros of subsistence (minimum £1,950, maximum £3,900).

NBS should plan to contribute to the costs of removing Alison Pearce's family and personal effects circa £500 (not eligible for Erasmus).

NBS should fund UK accommodation for incoming partners. A university apartment on Northumberland Rd might be available (details available in a couple of weeks) or accommodation in the private sector is also an option. A maximum budget of £2,000 should be allowed for this.

Approval to go ahead by **Friday 10th October** would be much appreciated by all involved. Any comments are welcome.

APPENDIX ONE

The Institutions

Université Pierre-Mendes-France, Grenoble, France

The largest institution in the Grenoble Academy, the university welcomes students from all over the world. Alain Spalanzani, Anglophile, founder of the relationship with Northumbria University (25 years ago) and former director of the IUT (NBS partner faculty) has just been confirmed as Vice Chancellor and Grenoble has received an 8 million euro grant from the French government to develop its facilities. We exchange Erasmus and fee-paying students on a regular basis. In 2009, the IUT is launching a one-semester programme taught in English, in collaboration with NBS, in order to offer all NBS undergraduate students the opportunity to study internationally while gaining credits towards their UK degree programmes.

ESC Ecole de Management, Grenoble, France

Triple accredited (AACSB, EQUIS, AMBA), the Ecole has been ranked 6th in six different published league tables of French business schools. Their Master in International Business was ranked 7th in the Financial Times Global Masters ranking in 2007. Our partnership is healthy, with regular exchange of students, and a graduate of NBS, the former President of UNN students union, is a current Masters student there. Bachelor, Masters and a DBA programme are all offered. Influential in the *Alliance des Grandes Ecoles Rhône-Alpes*, this should be a key strategic partner in Europe in future and the relationship will benefit from nurturing.

IDRAC Lyon, Nantes & Paris, France

Based in Lyon, with branches in 7 French cities and 61 partners in 28 countries, IDRAC is a long-standing NBS partner who send large numbers of fee-paying students to NBS every year. Government-approved, working towards their AACSB accreditation and in the process of developing a joint MBA with NBS, they are also members of the *Alliance des Grandes Ecoles Rhône-Alpes* and are expanding aggressively on an international basis.

APPENDIX TWO

The Personnel

Alison Pearce is British and speaks English as a mother-tongue and fluent French. She graduated in 1989 with a joint Modern Languages + Politics degree (Newcastle Polytechnic / Université de Dijon / Universität Heidelberg), holds an MBA from Stirling University, a PGCAPL from Northumbria University and is currently studying part-time for a DBA based at Newcastle Business School. Her research concerns the execution of internationalisation strategy by new universities, using international staff exchange as a focus.

After 15 years' international corporate strategy / marketing experience in Europe, Hong Kong and USA, Alison has worked as a SMIB Senior Lecturer in UG, PG and CMDC, as Partnership Leader and Exchange Tutor at NBS since 2005. She delivers guest lectures at variety of partners such as ABW Stuttgart, Sup de Co La Rochelle and is an examiner at Université de Marseille.

Jessica Lichy is British and speaks English as a mother-tongue and fluent French. She graduated in 1992 with a joint Marketing + French degree (University of Portsmouth / Université d'Aix-en-Provence), holds MBAs from Portsmouth Business School & Liverpool Business School, a PGCE from Manchester University and is currently studying part-time for a PhD based at the Centre for European & International Studies Research at the University of Portsmouth. Her research concerns a critical analysis of innovation diffusion in different cultures and linguistic communities and she has had conference papers accepted for ANZMAC 2007, AM 2007 and AM2008. She is currently working on a paper focussing on converging on-line consumer behaviour in Europe.

After 10 years commercial / marketing experience in the UK and France, Jessica has worked as a lecturer at IDRAC Lyon since 2002. She has designed and delivered modules for international students in International Management, International Marketing and e-Business Strategy, at UG and PG level, and delivers guest lectures at partners such as St. Petersburg State Polytechnic University and Centre d'Etudes Franco-Américain de Management. She also supervises dissertations and is a member of the *Comité Scientifique* (faculty research steering group).

Dr. Fanny Coulomb is French and speaks French as a mother-tongue and fluent English. She graduated in 1993 with a degree in Economics + Finance from the University of Grenoble, holds a Masters degree in Economics from the Institute of Political Studies, a post-graduate Certificate in International Economics and a PhD in Economic Science from the University of Grenoble. She is an active researcher in the fields of defence economics and international economic policy and has extensively published individually and in collaboration - in both French and English - (a book, approx 20 book chapters and 10 journal articles).

She has been a Senior Lecturer at the Université de Grenoble since 1999 and is a researcher at Centre des recherches économiques sur la politique publique en économie de marché. She teaches international economics, defence economics, multinational corporations, geopolitics and geoeconomics, economic conflicts and economic analysis at undergraduate level at the IUT. She also teaches *Security Economics* at the Institute of Political Studies and *Economic Conflicts* at the Institut Supérieur des Affaires de Defense, both part of the University of Paris II.

9.5 APPENDIX E: POSTSCRIPT

In 2010, NBS undergraduate provision was accredited by the European Foundation for Management Development. The homogenous and ‘local’ nature of the senior team within the school was commented upon and a discussion paper ‘*Organizing Meaningful Student Exchange with Foreign Partner Institutions: General Management Principles*’, drawn up by participants of the EFMD Advisory Seminar ‘Creating an International Learning Experience for the Home Students’ (22 June 2010) was provided to the school.

The following is an extract. Note the recommendation to engage in direct exchange in order to limit resource commitment, to include exchange in an overall strategy, to recruit and promote staff on the basis of willingness to participate in exchanges.

Student exchange partnerships should ideally be combined with faculty exchanges in order to give the faculty on-the-ground teaching experience in the relevant programmes of the foreign partner. Doing so can be accomplished with limited resource commitments if teaching loads are swapped between institutions (reciprocal exchange). Encouraging faculty to teach abroad on a regular basis can become an integral part of a business school’s faculty development strategy (with the general willingness and ability to participate as a binding constraint for the faculty recruitment and appointment process). The accumulation of international teaching experience leads to a better coverage of the international dimension at home and will enhance the faculty’s pedagogical versatility. Faculty exchanges may also be used to develop cross-border research links, which will enhance the international relevance and visibility of research. The inability to recruit faculty for a particular partner institution may serve as a signal for school management re-assess the usefulness of the partnership.

9.7 APPENDIX G: EXAMPLE ANALYSIS GRID, META-CYCLE of ENQUIRY (Process Stage)

PROCESS <i>How diagnosis is undertaken, plans flow from it, actions follow and evaluation is conducted (C&B p.25)</i>						
Territories →	Intentions	Planning	Action	Outcomes	CONCLUSIONS LINKING TO MODEL:	LINKS TO RESULTS THEMES
Levels ↓	<i>purpose, goals, aims and visions</i>	<i>plans, strategy, tactics, schemes</i>	<i>implementation, performance</i>	<i>results, consequences, effects</i>		
Individual	Induced strat behaviour only I relied on auto strat beh be resp for making it happen be resp for making it happen be resp for making it happen want to take a strat approach get it approved make it happen	do what you know of the strat did it myself involve my partner no resources available no advice / expertise avail no exp can't plan stakeholders focus on the willing / least res	do what SM tell you - they set priorities follow up - get SM agreeemnt disruption and actual contribution piggy-backed my role took too many risks = lucky! hard way, pitfalls, risks, cost firefight, muddle through, strategic forcing / product champ strategic neglect	no innovation innovation & Learning successful exch made it happen for myself only potential failure no staff exchanges suboptimal, potential failure asked for no resources / disruption ignored potential probs can't recommend it to others failed to create momentum - people could see that I did it all myself	dual approach = s/e and asb strategic consensus, simplicity, comms etc concept flex to include families architecture- skills / expertise / advisory service strat, culture, arch, dual app strat consensus strat ent / asb	muddling through, firefighting, tac absence of strat WFS, CF abs of arch prob with s/e, value of ind, abs of abs of strat, abs of arch flex prob with s/es value of ind, ind flex, wfs, abs of a
Interpersonal	doing everything myself work with fellow traveller mutual understanding needed motivations are twofold	quite ind changed plan none discussed past teach cover try to benefit ind and org	had to take on many risks & extra work alone, with colleagues support focus on teaching cover inc in initiative	value of team, ltd learning friction and misund better benefits	need an institutional framework at least comms dual approach meaure and reward	value of team comms bkdn incentives and rewards
Organisational	in planning mode no clear int strat some clear strat SM by input instead of obj unclear re int control staff to encourage / facilitate? to know how to do it to do staff mobility	try to control everything react to everything try to control everything try to control inputs ad hoc / react ind sb only none can't force people put structure/people in place create space, approve mechanism	max returns from staff no asb by staff no asb by staff work to inputs - more of the same opportunistic, risky, ltd, suboptimal no recruitment, retention or skills for entship no entrepreneurs, dormant ents only none rely on mavericks alone est ptrnr opps and ind tactical opps resource slack, decision process	no slack for innovation "Reactor" mode "Defender" mode no slack for innovation mechanastic exchanges with ltd benefits ltd mass, ltd benefits over-reliance on maverick ind over-reliance on maverick ind ltd learning, no precedents, no momentum more, better mobility for inds and org more, better mobility for inds and org	Dual Approach Need to be Mixed Mode (plan & entre) Need to be "Analyzer" (see burgelman model) strategic consensus dual approach / analyzer / mixed strategy execution architecture foundations arch / dual approach exchange shop centralised facilitator? Val+? dual approach	org flexibility absence of strategy muddling through - culture absence of strat organisational flexibility absence of architecture flexibility value of the ind abs of arch culture abs of arch abs of strat / arch, flex strat & arch flex

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