RMIT University

Graduate School of Business

‘There is a World Outside Verona’

Global Capabilities and the Global Workforce

A case study of a Masters Program

By

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Declaration

I certify that except where due acknowledgement has been made, the work is that of the author alone; the work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of the thesis is the result of work which has been carried out since the official commencement date of the approved research program; and, any editorial work, paid or unpaid, carried out by a third party is acknowledged.

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ABSTRACT

This is a study of global capabilities needed in postgraduate students. International education and the globalization process, evident in their impact on a business student’s global capabilities in tertiary education, have gained momentum in the past decade. The knowledge-intensive economy demands that business students seeking a global career possess global capabilities.

RMIT University has a set of generic teaching and learning capabilities that are ostensibly applied to its many degree courses. There exists no explicit set of global capabilities that address what is needed to work globally. Further, neither RMIT University nor RMIT Business possesses a definitive set of global capabilities for business students. The aim of this research is to contribute to the body of knowledge on global capabilities in the Master of Business Information Technology (MBIT).

Semi-structured interviews were conducted with three distinct sets of subjects, whose views contextualised the data gathered from both the business and education environments. University, corporate, and students’ perspectives into the global capabilities needed by postgraduate students were gathered. Results from this research have identified the importance of global capabilities whether you are a student, an employer or an academic. The most important capabilities are an understanding of globalization, global work, and the global organisation. Clear themes were the comprehension of cross cultural sensitivity and an ability to adapt to a globalized ever changing world. These capabilities can be acquired though exposure in an academic setting that is acutely sensitive to the world of globalization. Students in a liminal career state need to adopt these capabilities in order function globally.
# Table of Contents

**Table of Contents**................................................................................................................................vii

Chapter 1 - Introduction ..........................................................................................................................1

Introduction: ........................................................................................................................................1

Studying the Global Business Capabilities .........................................................................................2

The Global Business Capabilities of postgraduate students ...............................................................4

Rationale .............................................................................................................................................6

Methodology .......................................................................................................................................7

Outline of the Thesis ...........................................................................................................................8

Chapter 2 – Literature Review ..............................................................................................................10

Introduction .......................................................................................................................................10

What is globalization? .......................................................................................................................10

Definitions of Globalization .............................................................................................................10

Globalization Debate ........................................................................................................................18

Global Work ......................................................................................................................................33

Global Capabilities ............................................................................................................................40

Conclusion ........................................................................................................................................43

Chapter 3 Global Capabilities .....................................................................................................44

Global Mindset and Culture ..............................................................................................................44

Capabilities for Working Globally ....................................................................................................53

The London Business School Research ............................................................................................67

Global Business Capabilities and the Master of Business in Information Technology (MBIT) ..... 70

Conclusion ........................................................................................................................................76

Chapter 4 Research Methodology .........................................................................................................78

Introduction .......................................................................................................................................78

Research Paradigm ...........................................................................................................................78

Differences between Qualitative and Quantitative Research .............................................................81
Summary: The Global Capability Themes – according to the students ................................................. 130

An analysis: Similarities within the Themes ................................................................................... 134

Differences within the Themes ....................................................................................................... 135

The Importance of the Themes and Capabilities ............................................................................. 136

MBIT Student Capability Table ...................................................................................................... 137

Chapter 6 - Results from the interviews conducted with the RMIT Corporate Community. ............ 140

RMIT Corporate Community that employs RMIT MBIT students ................................................ 140

Themes from the RMIT Corporate Community ............................................................................. 142

Globalization ............................................................................................................................... 142

Global Mindset .......................................................................................................................... 146

Awareness of Diversity ................................................................................................................ 151

Communication Skills ................................................................................................................ 153

Teamwork ..................................................................................................................................... 155

Knowledge of Discipline ............................................................................................................. 156

Social Responsibility and Ethics .................................................................................................. 160

An Analysis: Similarities within the Themes ................................................................................. 166

Differences within the Themes ....................................................................................................... 167

The Importance of the Themes and Capabilities ............................................................................. 168

Chapter 7 - Reports on the results from the interviews conducted with the RMIT Educators and Policy Makers. .......................................................................................................................................................... 173

RMIT Educators and Policy Makers ............................................................................................... 173

Themes from RMIT Policy Makers/Educators Interviews ............................................................. 174

Globalization ............................................................................................................................... 174

Awareness of Diversity ................................................................................................................ 180

Communication Skills ................................................................................................................ 181

Language Skills .......................................................................................................................... 182

Training of Educators .................................................................................................................. 185

Internationalisation of the Curriculum ......................................................................................... 187
List of Figures

Figure 1 Australian Tertiary Students studying overseas………………...16

Figure 4.1 An outline of the main steps of qualitative research…………94

Figure 4.2 Six Steps of Qualitative Research…………………………….98

Figure 4.3 The continuum model for interviews ..........................101

Figure 4.3 Interview structures – continuum of formality ............103
List of Tables

Table 3.1 The new global business capabilities .......................................................81
Table 4.1 Themes table from interviews conducted with the three sets of informants
.......................................................................................................................................110
Table 5.1 Gender ........................................................................................................117
Table 5.2 Age ..............................................................................................................117
Table 5.3 Nationality .................................................................................................118
Table 5.4 Study Load .................................................................................................118
Table 5.5 The global business capabilities as articulated by the MBIT students...........148
Table 6.1 The global business capabilities as articulated by the RMIT corporate community
........................................................................................................................................180
Table 7.1 The global business capabilities as articulated by the RMIT University educators and policy makers ..........................................................................................203
Table 8.1 The new global business capabilities .........................................................209
Table 8.2 The Global Business capabilities ................................................................210
Table 8.3.1 The key similarities between the two tables – knowledge ......................215
Table 8.3.2 The key similarities between the two tables – skills .............................217
Table 8.3.3 The key similarities between the two tables – attributes ....................218
Table 8.4.1 The key differences between the two tables – knowledge .................220
Table 8.4.2 The key differences between the two tables – skills .............................221
Table 8.4.3 The key differences between the two tables – attributes ....................222
Chapter 1 - Introduction

‘Education, then beyond all other devices of human origin is a great equalizer’.

(Horace Mann, 19\textsuperscript{th} century American Educator)

Introduction:

This thesis is a study of the global business capabilities that are needed by postgraduate students as they enter the global workforce. In particular, this study investigates the specific global business capabilities needed by postgraduate students, using the Master of Business in Information Technology (MBIT) program of RMIT University as a case study. The global business capabilities are articulated by three distinct set of respondents (postgraduate students, educators and policy makers and the corporate university community) who are all stakeholders in postgraduate programs. The global business capabilities that are required of postgraduate students are crucial in obtaining and maintaining a corporate position in a company that conducts a large portion of its work globally.

The amalgamation of responses from the stakeholders regarding the global business capabilities and literature surrounding generic business capabilities, and especially the research conducted by Andrews and Tyson (2004), assisted in framing the research question and in the development of a model for universities and postgraduate students.
**Studying the Global Business Capabilities**

One of the major reasons for studying the global business capabilities at this time is that:

‘multinational corporations have played a central role in globalization…to bring together the markets, technology and capital of the developed countries with the production capacities of the developing ones’ (Stiglitz 2006, pp. 197-198). This context makes it imperative to research what global business capabilities one needs to possess to enter and continue to work in today’s multinational corporations that play a central role in globalization.

The explosive growth of international corporate alliances, involving technology transfer, and global co-operation, the development of products, services and manufacturing processes increasingly requires the growth of trans-national education and co-operation among all personnel whether they are based in two or twenty countries (Friedman, 2005). Speed to market, efficiency in product development, human resources and adapting to different cultures all over the world depend on the performance of people working in international settings with teams spanning diverse cultures.

Over the last 20 years, there has been strong growth in trans-national education. According to the OECD there were 2.7 million tertiary students worldwide enrolled outside their country of residence in 2004, an increase of 41% since 2000 (1.9 million students) and over 200% since 1985 (0.9 million students). In 2004, there were 9,400 Australian tertiary students studying overseas, representing less than 1% of Australian tertiary students. Of these students, 29% were studying in the United States of America, and a further 28% in New Zealand. Australian students predominately chose to study in other English speaking countries. These statistics, although small, indicate a global trend in trans-national education and the increase is significant for Australia. The significance is related to the fact that Australian students traditionally do not travel for education as do the European and Asian students. The table
below illustrates the growing trend of students studying offshore and there is a correlation to this study overseas and the global business capabilities that are required by postgraduate students to enter the global corporate world.

AUSTRALIAN TERTIARY STUDENTS STUDYING OVERSEAS — 2004

<table>
<thead>
<tr>
<th>Destination country</th>
<th>'000</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada(a)</td>
<td>0.6</td>
<td>6.9</td>
</tr>
<tr>
<td>Germany(b)</td>
<td>0.3</td>
<td>3.5</td>
</tr>
<tr>
<td>New Zealand</td>
<td>2.6</td>
<td>27.6</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1.5</td>
<td>16.0</td>
</tr>
<tr>
<td>United States of America</td>
<td>2.7</td>
<td>28.9</td>
</tr>
<tr>
<td>Other</td>
<td>1.6</td>
<td>17.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9.4</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

(a) Year of reference 2002.
(b) Excludes tertiary-type B programmes and advanced research programmes.


Figure 1

Trans-national education forms the foundation for working globally and, coupled with global business capabilities for working globally, completes the new global corporate citizen (Deardoff 2006).

For this research the author has been able to identify literature that discusses ‘global capabilities’. Andrews and Tyson (2004), who have conducted research on global business capabilities have grouped their capabilities into (1) Knowledge: defined as basic functional areas, macro and micro economic, finance, supply chain management, organisations structures and dynamics, sales and account management, accounting, marketing and brand management strategy, human resource management, technology management, decision sciences and corporate governance, all of which have a global perspective; and (2) Skills: assessing skills, decision skills, communication skills and action skills; with (3) Attributes:
categorized as the acquisition of leadership attributes, assessing attributes, decision attributes, communication attributes and finally action attributes.

The landmark research project by Andrews and Tyson into the new global business capabilities needed by postgraduate students for the 21st Century corporate world is a seminal study in postgraduate education requirements. For the first time the London Business School (LBS) was able to develop a model and a prescriptive list of the necessary capabilities for working globally. This model was able to be put into practice and major changes made to the design of the curriculum so as to accommodate the new global business capabilities.

Andrews and Tyson (2004) provided a framework from which the research into global business capabilities for postgraduate students was able to be conducted, using a similar interview technique with the dedicated stakeholders as already discussed. Once the data collection was completed, the researcher was then able to construct a series of tables, which articulated what each of the respondents for the research defined as necessary global capabilities. In the final chapter, the researcher was able to integrate all of the previous three tables into one definitive table that articulates the global business capabilities required for working globally.

The Global Business Capabilities of postgraduate students

The necessary global business capabilities of a Master student have become a considerable issue for universities, educationalists, and organizations who currently employ a large number of Master students. The reason this has become an issue is because of the increased globalization of economies and the fact that intercultural scholars are in 100 per cent agreement when discussing the most prized capability, which, according to Deardoff (2006, p. 248) is the “understanding of other’s world views” or, viewed differently, an understanding
of globalization. It is this understanding that will contribute to a successful career and work environment in a globalized world Gannon (2007).

Increasingly business students are aspiring towards a global corporate career. The globalization of a student’s education is an integral part of any university and Business School or any academic program that seeks to produce global-ready graduates: Altbach (2000) supports this view in that he says:

‘Postsecondary education is more international than at any time since its origins in medieval Europe, when the common language of instruction was Latin. An unprecedented number of students; more than one million are studying outside the borders of their home countries. There is an international academic labor market, with scholars and researchers routinely crossing borders for jobs. Perhaps most important, knowledge production and dissemination are international in scope, with research teams cooperating across borders and much of scientific communication taking place in English-in many ways the Latin of the 21st century’ (Altbach 2000, p. 23).

International education and the globalization process of a business student’s capabilities in tertiary education have gained momentum in the last decade. Globalization is all around us whether it relates to business, culture or education, Friedman (2005).

Castles (1997) discusses multicultural citizenship, which he characterizes as a system of rights and obligations that protects the integrity of the individual while recognizing that individuality is formed in a variety of social and cultural contexts. This multicultural citizenship can only occur if a student becomes part of the globalization process.

RMIT University has a set of generic teaching and learning capabilities that are ostensibly applied to its many degree courses. At this time it is not evident to the author that there exists
an explicit set of capabilities, which address what is needed by postgraduate students in order to work in the global corporate sector. The case study of the Master of Business Information Technology (MBIT) illustrates that this program did not have a definitive set of global business capabilities for postgraduate students. The definition that will be used for this study is: ‘having an open mind, while actively seeking to understand cultural norm and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment’ (Hunter, White and Godbey 2004, p. 130-131).

This study identifies what global business capabilities postgraduate students will need in order to enter the global corporate workforce. This study draws upon the literature in the field, and semi-structured interviews with three distinct set of respondents: postgraduate students, a University corporate community and educators and policy makers.

**Rationale**

The research question for this study was: *What are the necessary global business capabilities for postgraduate students to enter the global workforce?*

To answer this question the research focused on a specific postgraduate program offered by RMIT University, Australia. The research focused on what capabilities are needed by a postgraduate student to work globally, how capabilities can be integrated into postgraduate programs and who will deliver the global business capabilities. The stakeholders of the global business capabilities are the postgraduate students, the university corporate community and the educators and policy makers.

Upon embarking on this study it was evident that there was a gap in the knowledge surrounding the global business capabilities of postgraduate students. Lambert (1996), Hunter White and Godbey (2006) and Deardoff (2006) have discussed that global
competence and global capabilities are a necessary aspect of a student’s set of skills and attributes in the new corporate world of the 21st century. It is important for all stakeholders to comprehend the importance that global business capabilities can play in a postgraduate student’s corporate career as he or she wishes to work globally.

The research for the thesis developed as a consequence of an interest in globalization and global careers. A career in international education and academia in one of the world’s largest postgraduate education providers (Palmer 2008) and in teaching Australian and international students in postgraduate programs, raised the question: Are we adequately preparing these graduates for working globally?

During the past decade the world has experienced many changes. The world of work, the organisations, the business requirements, the customers and the actual capabilities of a postgraduate student have changed. Due to this change there has been a need to identify, in light of this tide of globalization, whether the capabilities that postgraduate students possess are comparable with the corporate world of globalization. Thus research evolved out of this question that was present during the researcher’s years of teaching. The researcher was also aware of the need for an articulation of the global business capabilities for postgraduate programs prior to a pragmatic redesign of curricula, which facilitate the integration of capabilities across postgraduate programs in Universities.

Methodology

The research for this thesis was qualitative (Denzin and Lincoln 2005). A series of interviews took place to elicit qualitative responses. The process adopted was aligned with standard qualitative methodologies. The paradigm of the research was interpretivist:

‘the meanings and interpretations, the motives and intentions, that people use in their everyday lives and that direct their behaviour – and it elevates them to the central
place in social theory and research. For Interpretivism, the social world is the world interpreted and experienced by its members from the “inside”’ (Blaikie 2003 p. 115).

The research was undertaken by conducting a literature review and a series of semi-structured interviews with three distinct sets of respondents who all had an interest in the set of capabilities that are needed to enter the global corporate workforce. A number of stakeholders views were required to contextualise the data gathered in the business and education environments.

This is the first study in Australia to identify the global business capabilities needed by postgraduate students. Chapter Four outlines the research methodology for this study in-depth and takes into account the interviews and the ethical issues surrounding the study, among other factors.

**Outline of the Thesis**

This thesis is structured as follows:

Chapter One presents a brief discussion of the background and motivation for the research. The research question and the problems are discussed. Chapter 1 also describes the structure of the thesis.

Chapter Two is a review of the literature concerning globalization, including definitions of important concepts and an analysis of the literature surrounding the globalization debate, global work and global capabilities.

Chapter Three continues to review of the literature and focuses on an analysis of the literature that surrounds the global mindset, culture, and capabilities for working globally. The London Business School research created a framework to identify the global business capabilities for postgraduate students.
Chapter Four describes and justifies the research methodology conducted for this research. The discussion includes the research paradigm, a comparison between qualitative and quantitative research, and the research strategy implemented. Chapter Four also contains an explanation of the method used in the data collection, control and analysis.

Chapters Five, Six and Seven describe and discuss the three sets of semi structured interviews that took place to form the data for this research. Each chapter is structured consistently. Chapter Five focuses on the responses from 58 postgraduate students on what are necessary capabilities needed to enter the global workforce. A table was developed articulating the global business capabilities needed as perceived by postgraduate students. This structure is repeated twice, once with a University corporate community (Chapter Six) and finally with a set of university educators and policy makers (Chapter Seven). Each of the three chapters includes a discussion on the similarities, differences and importance of the themes and capabilities.

Chapter Eight specifies the contributions of the research outcomes. A synopsis of the thesis is present in this chapter, including a summary of the research results in the form of a table that combines all of the capabilities articulated by the three sets of respondents. Chapter Eight includes the limitations of the research as well as outlining the further research that could be conducted in this area, before presenting an overall conclusion for the study.
Chapter 2 – Literature Review

Introduction

This research will investigate ‘What are the global capabilities needed for an MBIT student to enter the global workforce’. This chapter will commence with an analysis of the history and issues surrounding the concept of globalization, how globalization started, who is driving it, and what globalization could mean to a graduate in 2008 and beyond. A description of the existing globalization landscape, both positive and negative, for one who wishes to work globally is discussed along with the concept of global work and capabilities needed for this era of globalization.

What is globalization?

The era of globalization is fast becoming the preferred term for describing the period from approximately the mid-’90s to the present. Just as the Depression, the Cold War Era, the Space Age, the Roaring 20’s, the Swinging 60’s, are used to describe particular periods of history; globalization describes the political, economic, and cultural atmosphere of today.

Definitions of Globalization

It is evident that there are numerous definitions of globalization and it is difficult to select one that encompasses exactly what ‘globalization’ means to everyone. An enormous array of books are available with the word ‘Globalization’, in its title as illustrated by a search in April 2008 of Amazon.com, by the researcher, that revealed 55, 921 titles in print (based on the concept of globalization).

In Victorian times the term globalization was already being discussed by politicians on the world stage of politics and ideology? The Victorian era recognized the importance of transportation systems, and communication systems and how these systems would further
economic, political and cultural aspects across the globe. Marx and Engels (1848) state that: “The bourgeoisie, by the rapid improvement of all instruments of production, by the immensely facilitated means of communication, draws all, even the most barbarian nations into civilization…In one world, it creates a world after its own image” (Marx and Engels 1848, p.56).

As early as 1873 one can see that the importance of the transfer of knowledge and a common language as recognised by USA President Ulysses S. Grant, who in an inaugural address (1873), spoke of the world becoming one and how new inventions such as the telegraph and the steam engine were changing society as a whole. The concept of one world where harmony and peace reigned was also noted by Hobsbawn: “the great Maker is preparing the world to become one nation, speaking one language, a consummation which will render armies and navies no longer necessary” (Hobsbawn cited in Lechner & Boli 2004, p. 58).

English has become the lingua franca around the world, as Marginson and van der Wende, (2006) state ‘English is the premier language of business…the only global language…English stands at the very centre of the global knowledge systems’ (Marginson et al. 2006, p. 21) but other languages are also dominant in the world such as Mandarin with 1.2 billion people speaking Mandarin, however at the same time, they are moving towards learning English. The premier position of English is a result of their Imperialism during the 18th and 19th centuries whereby Britain colonized many countries including USA, Canada, Australia, large parts of Africa and South East Asia and India. Besides English and Mandarin the other dominant languages are Spanish and Arabic. Commerce and language are mediums that connect people around the world.

Apart from language being a commonality among nations, the last century also witnessed a number of nations join forces to become commercial partners and benefit from collaborative
association. Cultural and trading blocs such as the Asia–Pacific Economic Cooperation (APEC), European Union (EU), North American Free Trade Agreement (NAFTA), (MERCOSUR) (an economic pact between Argentina, Brazil, Paraguay and Uruguay for economic co-operation) and the Association of the South East Asian Nations (ASEAN), have been designed to enhance economic co-operation. In the new economic order trade is more powerful than armies and navies (Grant 1873).

Karl Marx called globalization ‘the universal interdependence of nations’. (Marx & Engels 1848). ‘The Communist Manifesto’, which was co-authored with Engels in 1848, discussed the importance of global cultural understanding to expand markets: “The need of a constantly expanding market for its products chases the bourgeoisie over the entire surface of the globe. It nestles everywhere, settles everywhere, establish connections everywhere” (Miclethwait & Woodridge, cited in Lechner & Boli 2004, p. 9). Marx and Engels unwittingly discuss globalization at great length when they concentrate on issues such as cosmopolitan nature of products and how people in the 1840s were already seeking goods from all over the world, not entirely content to purchase or live with products from a homogenous culture. One could say that the bourgeoisie of the time was a precursor of the upper middle classes in the 21st and 20th century who craved and are still craving imported goods, and who are of the opinion that imported goods are far superior to locally made goods. During this time the wealthy embarked on the grand tours of Europe whereby most of their possessions could claim provenance abroad (Marx & Engels 1848).

According to research by MacGillivray (2006) the first time the word ‘global’ was used was in a published article in 1892. MacGillivray (2006) states that this was a good time for the word to emerge as it was used to describe a certain Monsieur de Vogue a Frenchman who loved to travel ‘ in his ambition, to use a word of his own, is to be global’. Thus the term
globalization existed in the nineteenth century. It was not coined by the Americans or the British, but was a collaborative effort of many cultures including Greek, Mongol, Islamic, Chinese, Dutch and Irish. Monsieur de Vogue is thus referring to what is now called jet setting, but in the 1890s it was referred to as being global.

The Times newspaper (MacGillivray 2006, p. 11) started to use the word global to describe trade discussions in the 1920s, in the 1940s the expression ‘global warfare’ was used for the first time. By the 1950s B-36s became ‘global bombers’. Webster’s Dictionary listed the world ‘globalization’ for the first time in 1961. During the 1960s and 1970s the arts and academia played with words such as mondialization and worldization (MacGillivray 2006). But by the early 1980s the word global had come into the vernacular.

Reinicke (1998, p. 234) states that: ‘Globalization is a hideous word of obscure meaning, coined in the 1960s that came into ever-greater vogue in the 1990s’. Dent (Cited in MacGillivray 2006, p. 11-13) recognized the association between market capitalisation and globalization: ‘in the 1960s and 1970s the word globalization still needed to be explained; it was only in the 1980s that we start to see the free-standing word as shorthand for the process of global market capitalism…Globalization became irrevocably associated with US multinationals’ (MacGillivray 2006, p. 12-13). Thus, it is in the 1980s that the word global is finally part of the vernacular and is being used by academics, and business. In the 1990s one witnesses the beginning of the golden age of the word global in that everyone is using the word but maybe at times incorrectly.

Krueger (2000), the first deputy managing director of the International Monetary Fund (IMF), gives what Wolf believes the simplest definition of globalization: Globalization is a phenomenon by which economic agents in any given part of the world are much more affected by events elsewhere in the world than before’. Krueger’s definition finally delivers a
clear description of what was and is happening around the world on any given day. We no longer live in isolation, events such as fluctuation of exchange rates, wars and revolutions in the Middle East, terrorist acts in London, Madrid and New York City, earthquakes in China all have an effect on people living all over the world. Suddenly no one is immune from world events.

Henderson (1999) provides a more precise idea of globalization: ‘Free movement of goods, services, labour and capital thereby creating a single market in inputs and outputs; and full national treatment for foreign investors (and nationals working abroad) so that economically speaking there are no foreigner’ (Wolf 2004, p. 14). Suddenly we become one, according to Henderson with his definition; but are we really one?

Lindsey (2002) discusses how globalization incorporates economic and political impacts and makes reference to the continual spread of the phenomenon in both domestic and international markets: The connection between the forces is also discussed:

‘in three distinct but interrelated senses; first, to describe the economic phenomenon of increasing integration of markets across political boundaries (whether due to political or technological causes); second to describe the strictly political phenomenon of falling government imposed barriers to international flows of goods, services, and capital and finally to describe the much broader political phenomenon of the global spread of market oriented policies’ (Lindsey 2002, p. 275).

McGillivray (2006) concentrates on the role of trade and money: ‘The present world-wide drive toward a globalized economic system dominated by supranational corporate trade and banking institutions that are not accountable to democratic processes or national
governments’ (MacGillivray 2006, p. 5). This definition alludes to the loss of sovereignty by nations around the world and we witness some Multi National Enterprises (MNEs), such as Microsoft and Wal-Mart, become powerful than nations. This loss of sovereignty has implications that go beyond healthcare, education, transportation systems and welfare. Will MNEs become the governments of this knowledge intensive economy and thus absorb all of the responsibilities?

Steger (2003) is of the opinion that globalization is once again all about being connected, being aware of greater connectivity than ever before and that it will only increase in the years ahead; and globalization he says: ‘is a multidimensional set of social processes that create, multiply, stretch and intensify worldwide social interdependencies and exchanges while at the same time fostering in people a growing awareness of deepening connections between the local and the distant’ (Steger 2003, p. 13). Never before in world history has there been this awareness and connection between the local and distant (Friedman 2005). It is seen in the day-to-day work of people in business, academia, healthcare, transportation, the arts and just about any facet of life that one discusses.

Freedom of thought is discussed (Micklethwait and Wooldridge Cited in Lechner and Boli 2004) as a product of globalization. It is this freedom of thought, such as the collapse of former Iron Curtain countries, the availability of the Internet that allowed us to witness the events of Tiananmen Square and the first war in Iraq, as well as talk to people all around the world. This connectivity and open door is something that certain societies and cultures have never witnessed before, such as the country of Cambodia (Men 2007).

The tyranny of distance (Blainey 1983) or place, which has impeded many to travel or witness a world away, has suddenly disintegrated due to information systems, air travel and the globalization movement. Globalization has not only made some countries and people richer in monetary terms
(China, South Korea, Thailand) but it has also contributed to the richness of thought and discussion around the world. “Globalization produces greater economic efficiency and prosperity, and it also extends the ‘idea of liberty’, opens up societies and reduces the ‘tyranny of place’…Globalization makes us richer …Globalization clearly benefits producers by giving them greater choice over…human talent” (Micklethwait & Wooldridge cited in Lechner & Boli 2004, pp. 10-11).

These concepts take into account the globalization of ideas, the liberty to think differently and ask why. The luxury to think outside the square or the political regime or restrictions suddenly is eroded for some. The global human talent pool is discussed in that wherever you are in the world you are competing in a global human talent market place for ideas, liberty and, at times, for a job. No one has a monopoly on talent, innovation or entrepreneurship because we are free to think, but this is an ideal only for some as will be discussed later. For now and in the years ahead our competition is no longer just local or national, but global (Friedman 2005).

Wallerstein (1974) says that the concept of globalization is ‘old’, arguing that the developments associated with globalization date back to the fifteenth century, when families such as De Medici started to open banks and trading centres around Europe (Ferguson, 1962). This is supported by Schaeffer (2003) who says globalization is just the most contemporary expression of familiar processes. A familiar process, in existence since ancient times, is a business in a market place in Rome, Alexandria, Athens, or Carthage. All of these cities were involved in arguably the global business of the day (albeit the Mediterranean world) when they traded goods from the, then, known world. This was the world of business well before Britain and the rest of the globe commenced engaging in commerce and business in the modern sense.

During the past 15 years, the word ‘globalization’ has been widely used in the world of business and education at all levels. Students in Year Nine and Ten at Sacre Coeur College
Glen Iris, Melbourne have classroom discussions on the globalization of MacDonald’s;\textsuperscript{1} higher education students analyse what globalization means in their discipline of study, in courses such as ISYS 2394 Globalization and Business Information Technology at RMIT University.\textsuperscript{2} Presidents, prime ministers, royalty, Nobel Prize winners, business people and academics around the world use the word globalization to describe a myriad of activities such as architecture, the arts, trade, Information Technology (IT), medicine, banking and finance, ethics, human resource management and education.

Globalization is not new phenomenon. An analysis of history illustrates that globalization in some shape or form has been around for centuries. Marco Polo could be considered an agent for globalization when he brought the wonders of Cathay back to Europe and beyond. One could argue that globalization was evident during the Roman times when one visited a market in the Roman empire, there one would find spices from the Orient, food from Africa, flowers from Persia, silk from India and China, and knowledge (information) in the form of tales from distant lands (Cavafy 1897).

After the economic ravages of the stock market crash of 1987, and the various issues that arose in the late 1980s such as high interest rates, glimpses of recession around the world, suddenly there seemed to be a panacea for all of the troubles of the world and that was thought to be globalization, but was it the panacea for all of the economic and cultural problems of the world?

\textsuperscript{1} The year nine and ten students at Sacre Coeur College Glen Iris, Melbourne study a semester course entitled ‘Globalize Me’, whereby they study what it means to be global and a number of case studies on MacDonald’s and the LVMH group are analysed. The issue of social responsibility and global ethics is also covered so as to prepare global citizens.

\textsuperscript{2} At RMIT Business in the Master of Business Information Technology, students study a course entitled ‘Globalization and Business I.T., whereby they study globalization in detail and then very specifically focus on the role of I.T. in globalization with case studied in the health industry, and international business with an emphasis on e-commerce technologies.
Globalization Debate

Lechner and Boli (2004, p. 1) discuss how good globalization is for the world when they state that ‘The world is becoming a single place, in which different institutions function as part of one system and distant peoples share a common understanding of living together on one planet’.

This discussion by Lechner and Boli (2004) has had some validity to it over the years as one has witnessed a revolution in the way certain countries such as Singapore, Ireland, India and lately parts of China have benefited from globalization. Singapore and Ireland shared the honour of being crowned the most globalized nations in the world by the Globalization Index that is conducted by ‘FOREIGN POLICY’ who partners with A.T. Kearney to measure countries on their economic, personal, technological, and political integration. Powerhouse cities such as Shenzhen, Guangzhou, Shanghai and Beijing have become beacons of globalization with the towering skyscrapers and businesses that rival New York, London, Tokyo and Hong Kong. India since 2000 has joined the globalization race with its software development in Bangalore and its steel giant Tata as well as being the ‘home’ of outsourcing and off shoring.

Last year a census in India revealed that there are over 500 million Indians aged under 25, all seeking some type of employment in the new Indian economy. More to the point for graduates all over the world, the Indian students who are tertiary educated are seeking employment around the globe (Friedman 2006).

These global cities and globalized nations are the new playing field of the new graduate wishing to work globally. Wal-Mart, the world’s number one retailer (Slater 2003), is

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3 For the seventh year, FOREIGN POLICY partners with A.T. Kearney to measure countries on their economic, personal, technological, and political integration. For the fourth time in seven years, Singapore tops the list as the most globalized country in the world.
globalization in practice especially when one views its relationship with China. More people are joining the Wal-Mart juggernaut with new skills, new systems, and new work practices to revolutionise the world of retail and big business.

Wal-Mart has become so rich that its wealth is greater than Microsoft, GE and Google combined and then there is still another billion dollars left over. When comparing the top 100 economies’ Gross Domestic Profit (GDP) with company revenues Wal-Mart is ranked as number 22 ahead of countries such as Singapore and Poland (Peng 2008). Other companies such as Exxon Mobil, Google, Carrefour, Microsoft, Coca Cola Amatil and Louis Vuitton Moet Hennessy (LVMH) have all recorded high profits and have made millions for themselves and their shareholders. During the past 30 years we suddenly inhabit a world where there is an immeasurable selection of goods and services, the like the world has never seen before (Micklethwait & Wooldridge cited in Lechner & Boli 2004).

Consumer products and services such as Levi Jeans, Chanel, Starbucks, Hermes Scarves, Kentucky Fried Chicken (KFC), Microsoft software, Rolex watches, Ferrari cars, McDonalds Food, American Express, English language classes, Citibank and Louis Vuitton are available almost everywhere one travels to, the choice and availability of consumer goods and services is vast Nowhere is this more evident than in the USA, even when purchasing a cup of coffee at Starbucks or ordering a salad (L.A. Story, 1991).

The catch-cry of Wal-Mart is ‘Everyday Low Prices’ and the company (Wal-Mart.com), states that it has improved the living standards of millions of Americans by providing them with goods and services at incredibly low prices and thus increased the standard of living of Americans and that of some Chinese and Asian businesses. Micklethwait and Wooldridge (2004) concur with this argument: ‘globalization benefits consumers by providing them with better goods at better prices. Globalization increases efficiency and thus prosperity’.
The Chinese, Vietnamese and South Korean economies are only three of many examples where a nation’s economy has changed dramatically due to globalization. All three countries have been able to reinvent themselves in the new economic order: ‘Globalization is helping to give birth to an economy that is closer to the classic theoretical model of capitalism, under which rational individuals pursue their interests in light of perfect information, relatively free from government and geographical obstacles’ (Micklethwait & Wooldridge cited in Lechner & Boli 2004, p. 11). The tyranny of distance for many countries around the world dissolved once the IT revolution came of age with the internet and information systems that have allowed multi-nationals, and sometimes small business, to work globally using a 24 hour working clock.

The connectivity of the world is evident in many areas and at times it seems that we are living in a borderless world (Ohmae 1990). Events such as September 11, earthquakes in China, demonstrations in Tiananmen Square, wars in the middle east, elections in the USA, Olympic games, stock market crashes and surges, shopping on line, chatting on line across the world are testimonies to the fact that we are suddenly one: ‘Globalization compresses the world into a single entity, and people necessarily become more and more aware of their new global existence’ (Lechner & Boli 2004, p. 57).

Multinational corporations now seek a new kind of professional with global capabilities to work in this new world where globalization is good for all. Or is it?

The word and the concept of globalization are not without critics and negative currents. Some would say that globalization is an extravagant concept laden with far too many promises of a Utopian world. Cornia, Addison and Kiiski (2003) discuss the fact that global unemployment in 2003 reached a new height of 185.9 million with 59% of the world population living in countries with ever-growing inequality, with only 5% in countries with improving equality.
The above authors are of the opinion that globalization obviously means many things to many different people and as one travels around the world one can easily ascertain that globalization, like Janus, 4 has two heads: one positive and one negative. One of the negative heads would have to be control at many levels when discussing global capitalism. It is the trans-national organizations that aim to control global capital and the material resources, while the capitalists working trans-nationally strive to control global power. Trans-national agents aim to control free speech, ideas and the world of consumerism (Sklair, cited in Lechner & Boli 2004). Similar arguments on freedom of thought and ideas have been discussed by Henderson (1999), Wolf (2004), Steger (2003) and Micklethwait & Wooldridge (2000).

In ‘Globalization and Its Discontents’, Stiglitz (2003), discussing what happens to people around the world in places such as Niger, Darfur and Guyana, says, Guyana is one of the most highly indebted nations…and is documented as one of the poorest country in the Western Hemisphere. A concern for Pinder (2007) is that ‘as globalization intensifies, the gap between per capita incomes in rich and poor countries has widened’ (Pinder 2007, p. 6). These nations lack the key strategic information that bears on the decisions they have to make; for example, when markets for important kinds of transactions are inadequate (deficiency of technology, transfer of knowledge and connectivity) or don't exist, or when other institutions that standard economic thinking takes for granted, are absent or flawed.

Stiglitz (2003) discusses each of these flaws in the context of globalization. He is of the opinion that free markets, left to their own devices, do not necessarily deliver the positive outcomes claimed for them by textbook economic reasoning, which assumes that people all

4 In Roman mythology, Janus was the god of gates, doors, doorways, beginnings, and endings. Janus was usually depicted with two heads (not faces) looking in opposite directions, and was frequently used to symbolize change and transitions such as the progression of past to future, of one condition to another.
over the world have full information, can trade in complete and efficient markets, and can
depend on satisfactory legal and other institutions as the USA and other western economic
powers do.

Recent advances in economic theory, Stiglitz (2003) states, have illustrated that whenever
information is not perfect and markets are not sophisticated, which is to say always, and
especially in developing countries such as Laos, Cambodia, Niger, Darfur and other Sub-
Saharan African countries, then the invisible hand of globalization delivers little or no
economic prosperity and equality for all.

Stiglitz (2006, p. 5) describes the initial reaction to the, so called, new phenomenon: ‘In the
early 1990s globalization was greeted with euphoria. Capital flows to developing countries
had increased six fold in six years, from 1990-1996. Everyone was supposed to be a winner-
those in both the developed and the developing world. Globalization was to bring
unprecedented prosperity to all’. At the time of this research there is a wealth of information
that is testimony that the unprecedented prosperity has not been delivered to all and we are
witnessing some cultures and people actually being exploited rather than being handed riches
(Pinder 2007).

The concerns regarding the vilification of globalization, the unfairness of globalization, how
it has not delivered the Golden Fleece to everyone around the world is discussed and
analysed at great length by many authors such as (Stiglitz 2006, Chomsky 2003, Wallerstein
academics (Guerrero 2007, Corbitt 2007, Krapfel 2006 and 2007, Gannon 2004) and various
think tanks such as the Cato Institute and the Brookings Institute. In addition there are
movements such as the ‘Anti-globalization movement’ and the ‘People’s Global Action’
group who demonstrate against globalization around the world.

Stiglitz (2006) says: ‘…globalization was supposed to bring unprecedented benefits to all.
Yet, curiously, it has come to be vilified both in the developed and developing world’
(Stiglitz 2006, p. 269), reinforces the notion that globalization has not delivered riches to all.
These ideas are affirmed by the ‘World Commission on the Social Dimensions of
Globalization’ in the following quote ‘The current process of globalization is generating
unbalanced outcomes, both between and within countries. Wealth is being created, but too
many countries and people are not sharing in its benefits’

The unfairness of globalization is evident all around us. Inequality is not only obvious in
Burma, Laos, Cambodia, parts of South America and parts of Africa but also witnessed in
garment sweatshops and factories in Melbourne, New York City, Milan, and other global
western and Asian cities. One may be amazed that this is happening in these global
prosperous cities but there is a whole dark side to globalization all over the world and people
who are ‘work’ or ‘sex’ slaves, so to speak have no formal rights and live on the margins of
the global economy (Schaeffer 2003, Schuster and Copeland 2006).

Hirst and Thompson (1999) state that: ‘Globalization has become the new grand narrative of
the social sciences. We say this less out of any commitment to the sensibilities of
postmodernism - we have none - than because we feel the concept offers more than it can
deliver’ (Hirst and Thompson cited in Wolf 2004, p. 13).

Does globalization promise more than it delivers? This would most certainly be the case for
the sweatshop workers of the world, and it would be the case for millions of people living in
parts of Africa, Asia, and South America. The United Nations Save the Children Fund (2002) informs the world that there are over 80 million children working in factories, prostitution and sub-standard conditions on any given day around the world. Globalization has also denied basic human needs such as fresh running water and telephone lines to some people living out of the Chicago metropolitan area (Winfrey 2007). Some of the issues outlined above illustrate that economic globalization has not delivered the riches and benefits that globalization was supposed to deliver to the world at large.

Stiglitz (2006) states that the people who are disconnected with economic globalization raise five concerns. In summary they are:

1. The rules of the game that govern globalization are unfair, specifically designed to benefit the advanced in industrial countries….some of the poorest countries actually worse off.

2. Globalization advances material values over other values, such as a concern for the environment or for life itself.

3. Globalization has eliminated much of the developing countries’ sovereignty…it had undermined democracy.

4. Advocates have claimed that everyone will benefit economically, there is plenty of evidence from both developing and developed countries there are many losers in both.

5. Most importantly the economic system that has been pressed upon developing countries…forced upon them…inappropriate, often grossly damaging.

Globalization should not mean the Americanization of either economic policy or culture, but often it does, and that has caused resentment (Stiglitz 2006). The five concerns highlighted by Stiglitz, are only some of the concerns that millions of people around the world have in
relation to the inequality of globalization. There is inequality all around the globe and this is no more evident than in the area of IT, New York City has more IT infrastructure than the whole continent of Africa (Davison & Davison 2006).

This disparity in IT infrastructure between countries also adds a great deal to the unfairness of globalization: ‘You know the “IT Revolution” that the business press has been touting for the last twenty years? … Now the real IT revolution is about to begin’ (Friedman 2006, p. 233). But for some the IT revolution has not even begun and there is no connectivity for a myriad of people around the world. The author has personally witnessed that: A five hour journey outside Shanghai reveals the fact that hardly anyone has a telephone or a computer, so how will the IT revolution assist and enhance the lives of people around the world that find themselves in similar situations. But IT is a great partner with globalization (Fung, Fung and Wind 2008) as will be discussed in the next section.

Corbitt (2007) states that globalization should be viewed in conjunction with its partner: technological innovation. These two concepts go hand in hand and one leads to the other. Bradley (1993) states that our world is dynamic, it is constantly changing. Today, change is occurring more rapidly as a result of innovative technologies and globalization. The process of globalization has meant that technological change is accelerating. New technologies have changed the nature of work.

In this information age, workers are now becoming global team members working within global companies, sharing ideas, research, innovation and products irrespective of their geographic location, living standards or economic development: ‘Technology enables firms within an industry to capture economies of scale and scope by going global; global firms rely on technological innovation to enhance their capabilities. Technology is thus both driven by, and a key driver of, globalization’ (Bradley et al. 1993, p. 3).
The use of IT in global markets, whether for automobile production, garment production, food production or financial services is reshaping whole economies and continually changing the way organisations conduct business, whether it be New York City or Cambodia. In Cambodia, IT is essential in the garment production business as garment designs are downloaded via the internet to garment factories in Phnom Penh. These designs are used to create prototypes of a singular garment. Once the garment meets the quality control process, a multitude of garments are then produced and shipped to Singapore for California (Men 2006). Most of the factories in these underdeveloped, but globally-competitive nations, use IT as a major component of design and production (Fung, Fung and Wind, 2008).

Globalization and technology work together to re-engineer almost everything we do. The kind of work being carried out on a global level engages global customers, for global products, produced by global companies with workers that have a global mindset and set of capabilities that make all of this globality possible (Govindarajan & Gupta 2001). This re-engineering is evidenced everyday in offices, factories, universities, schools, hospitals, airports, commercial centres, supermarkets, farms, wineries and research laboratories to mention a few all over the world. In most nations today we are constantly re inventing ourselves and our work on a daily basis to meet the demands of globalization.

Bartlett and Goshal (1989) discussed the emerging organizational model of the transnational firm. The transnational company has the organizational structure that facilitates the simultaneous achievement of three objectives – global efficiency, national responsiveness, and the ability to develop and access knowledge on a worldwide basis.

Once again the collaboration of globalization and information technology comes to the forefront and this is one of the reasons that this research is important. The need to articulate ‘global capabilities’ is becoming more relevant today than it was in 1989 or in 1993 as stated
in the following quote: ‘Information Technology clearly makes it easier for people to interact over long distances…for example, many of today’s global corporations increasingly use adhocracy-like project teams with participants from all over the world to design new products and plan new strategies’ (Malone & Rockmart, cited in Bradley et al. 1993, p. 49).

This novel mode of working is clearly evident in many organizations. At BHPBilliton the use of the 24 hour clock is widely used with disparate groups of people in New York City, Tokyo and London, all working on the same project, during different time zones, so that there is never a fallow time on the project (Goodyear 2006). IT allows teams of people all over the world to work continuously on projects so as to bring the strategies, products and services to market quicker than ever before. Both IBM and Microsoft are part of this working phenomenon, as are financial service organisations such as BHPBilliton, AXA and Goldman Sachs (Goodyear 2006), (Penn 2007) and (Alexander 2008).

Who is driving globalization? Who are the disciples of this movement? Who comments on globalization? Is it the IMF, the World Bank, or the World Trade Organisation (WTO).

It seems that nearly everyone on the global stage has had something to say about globalization and its meaning. Current World Bank President Robert Zoellick wrote: ‘…globalization has become the defining mark of our time. It has lifted barriers and boundaries and unleashed movement of ideas, goods, capital and people. It has created opportunities where there were none…Yet globalization has not embraced all and some are falling further behind. Exclusion, grinding powers and environmental damage create dangers’ (Zoellick, 2007 p 5).

Due to this unequal equation the World Bank is advocating an inclusive and sustainable globalization whereby all will benefit from the phenomenon. The World Bank, one of the
main promoters of globalization, does comprehend that globalization has not been the Golden Fleece for all and it is endeavouring to rectify this situation, as in its address to the board of Governors (Zoellick 2007) with the catch cry, ‘Catalyzing the Future’. Obviously the World Bank is trying to rectify some of the ills of the past with the above catch cry in that as discussed above not everyone in the world has benefited from globalization, neither has it been embraced by everyone, nor will it be?

Over the past 20 years major world leaders, leading academics, even Nobel peace prize winners, have defined globalization. For President Clinton ‘it (globalization) was the ‘world without walls’; for Joseph Stiglitz it is ‘the removal of barriers to free trade and the closer integration of national economies’; for Prime Minister Blair ‘it is inevitable and irresistible’; for analysts Marshall McLuhan it is a global village; for President (George W) Bush it is ‘ties and of trade and trust’ (MacGillivray 2006).

Pope Benedict XVI (2007), an unlikely leader in the globalization debate, refers to globalization when proposing that we should all work together and be one. When one looks at the readings of the Bible, ‘Divided tongues, as of fire, appear among them, and the tongue rested on each of them. All of them were filled with the Holy Spirit and became to speak in other languages, as the Spirit gave them ability’ (Acts 2: Verses 3-4) did some of these social ideas refer to the globalization of one people in one place? Another reading from Corinthians (1 Cor. 12.7-11), also speaks of the concept of becoming one people and developing a sense of community among all. These words illustrate the fact that all of us are given gifts and talents to work as a community for the good of all. These words illuminated and united millions of people in believing they were all working together for the good of the world. This religious/Catholic approach to globalization of being one, has never really delivered as it has
prophesied over the centuries. Many wars have been fought on religion (Crusades) and continue to be fought on religious issues.

Difficulties in the determination of shared visions and value systems associated with the integration of distinct cultures bound by common purpose on a global scale are documented by Lechner and Boli (2004, pp. 2-4) who state: ‘The world is becoming a single place…’. They further state: ‘Globalization compresses the world into a single entity. Can it be possible?’ The possibility of the world becoming one is still remote as there are so many individual national and international interests still in existence, that it seems a Utopia will not be a reality for some time, if ever. One asks the questions: Has the world ever been a Utopia? Could the concept of Christendom, uniting the then-known world in Europe, only be a concept that one could entertain? What about the Middle East, Asia, and the Americas at the time? They were not part of Christendom (Ferguson 1962).

Sen, a Nobel Prize-winning economist, has stated that ‘Globalization is neither new or a folly… but a global movement of ideas, and people, technology and goods from one region to others, benefiting the people at large’. The concept of global ideas (transfer technology, products, services, knowledge, skills and people) is further expanded by Sen’s discussions of one of the key drivers of globalization (Sen cited in Friedman, 2005, p.53).

According to Friedman (2005) ‘The Berlin Wall was not only a symbol of keeping people inside East Germany, it was a way of preventing a kind of global view of our time…if I celebrate the fall of the wall it is because I am convinced of how much we can learn from each other. Most knowledge is learning from the other across the border’ (Friedman, 2005, pp.53-55).
This global learning is very evident, especially when one opens the door, as Alice did in the children’s classic ‘Alice in Wonderland’ (Carroll 1907). The viewing of television programs and the movies, reading newspapers, magazines and surfing the internet, suddenly without realizing it many people are learning from each other about how to behave, how to eat, dress, cook, teach, act, travel, and people with connectivity are exposed to a myriad of ideas good and bad: about cooking, hobbies, gambling, music, sex, academia, work practices, language. The list goes on and there is no facet of life and culture that is not available to people at the click of a mouse. Connected individuals and groups will experience a life whereby they will not leave their network connection behind at the office or in the classroom (Gates 1996) We find ourselves in the age of learning and homework (Peters 1994).

Bhargava, (2006, p. 2) defines globalization as the concept of information (ideas) transfer of knowledge around the globe, which is becoming a dominant phenomenon due to the increased connectivity around the world: ‘the increasing integration of economies around the world, particularly through trade, production chains…The term increasingly refers to the movement of people and information’. Again the concept of information (ideas) comes to the forefront.

Schuster and Copeland (2006, p. 3) describe the impact of the transfer of ideas across the globe and refer to globalization as a past event and also as a continuing event or phenomena: ‘Despite the sincere efforts of people opposed to globalization, it has already happened and cannot be undone.’ Fortunately, or unfortunately, globalization is unalterable. Some will benefit and others will not. Hasn’t this always been the story of humankind? Does the knowledge of all the ills that are presented before us in this connected world suddenly make us aware that all is not right with the world? But wasn’t this always the case. One would say that the concept of a garden of Eden is not possible, nor will it ever be possible.
The globalization of ideas, information, trade, goods and services cannot be stopped at this time. If anything is constant, we will witness more change (Drucker 1985) in the area of globalization and more facets of our lives, business, and academia will become globalized, but maybe not so much Americanization or Californization will occur as it has.

There are many positive definitions about globalization and its effects on the world, but for every positive definition there are negative definitions and aspects that one comes across in the literature on the issue. Ohmae (2004) argues that some critics define globalization as a commercial event, an American takeover of the world, so that the world is one homogenous culture, but Ohmae (2004, p. 122) differs from these opinions and clearly states that globalization is all about being connected and dependent on each other: ‘Others argue that globalization is the same as Americanization. Globalization is nothing of the sort. It realizes and affirms our interdependence as human beings and societies’.

Many think that globalization is Americanization because all over the world people are able to enter KFC, Starbucks, McDonald’s, and Microsoft. The world has adopted an American style of dress (blue jeans, T-shirts, baseball caps and sneakers), Pop culture, and in the west we live in a Macmansion (Westervelt 1990) and eat Macdonald’s food. Hollywood and Harvard University have sold the world the American dream to which nearly all aspire. The world on the whole has swallowed the Hollywood legend and the fact that last century was the American Century⁵ (Luce 1999). Luce states that never before in the history of humankind has one country had so much power and influence on our everyday lives whether it be business, music, movies, IT, education, lifestyle, shopping habits or food, to name a few.

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⁵ “American Century” is a term coined by Time Publisher Henry Luce – “It is in this spirit that all of us are called, each to his own measure of capacity, and each in the widest horizon of his vision, to create the first great American Century. – Luce H.R. “The American Century”, reprinted in The Ambiguous Legacy, M.J. Hogan ed. Cambridge, UK: Cambridge University Press, 1999. This term has been used widely by the American media to badge the last century.
Corbitt (2008), on the other hand, is of the opinion that we are not witnessing an Americanization of the world but an Easternization, in the way that all over the world we have adopted Asian ideas, concepts, lifestyle, food and religion. Maybe one could say that there is suddenly convergence of East and West.

Govindarajan and Gupta (2001, p. 4) discuss globalization as taking into account knowledge, and the transfer of ideas from one place to another or, one could say, a global mindset:

‘Globalization refers to growing economic interdependence among countries as reflected in increasing cross border flows of three types of entities: goods and services, capital and know-how’. The concept of a global mindset is a new phenomenon in the world of recruitment. Suddenly young graduates are asked how globally-aware they are they, whether they have a global mindset whereby they can collect and synthesise information from all over the world and give globally-sensitive and culturally-aware answers to problems and ideas.

There is still a great deal of debate in all parts of the globe about globalization but Friedman has this to say: ‘The next phase of globalization is not going to be more Americanization, but more “glocalization”, more and more local content (web and free technology) made global’ (Friedman, 2005, p.5).

Crawley an IBM strategist agrees with Friedman (2005) in that he calls this ‘localizing the global’ He further states: ‘There is going to be a huge amount of business for those small and medium-size firms that learn how to take all the global capabilities that are now out there and tailor them to the needs of a local community’. ‘It’s the localization of the global and we’re just at the beginning’ he writes, adding, ‘It has enormous potential to very job creating’ (Friedman 2005, p. 295).
Job creation will most certainly occur in many parts of the developing (former USSR nations) and developed world (Australia and Canada) and increasingly collaboration will happen at a deeper level than before and will thus require a special set of capabilities. Vivek Paul the Wipro president informs Friedman (2005, p. 443) that once you have your first position out of business school, ‘you could be melding the specialities of a knowledge team that is one third in India, one third in China and a sixth each in Palo Alto and Boston. That takes a very special kind of skill and it is going to be much in demand in the flat world’. The phenomena of global work and what capabilities are needed in order to work globally are discussed in the next section.

Global Work

Technological advancements have provided the facility for information flow and communication across the globe. Andrews and Tyson (2004) discuss the importance globalization plays in our everyday life and how it has changed the way one works and how the interactions between individuals and organizations around the world have developed, whether they are small, medium or large scale businesses. The globalization journey is one in which all can benefit if exposed to the teachings and to the experiences of being abroad in a business or academic setting.

The insights gained by travelling and working globally are immeasurable, as is stated below: ‘Globalization is not simply the transfer of work to emerging economies. Globalization is an art – an art of human relations that… is premised on insights gleaned from teaching and from experience and honed by continual practice day in and day out, in the executive suites of the world’s corporations’ (Andrews & Tyson 2004, p. 6). Managing relationships and possessing effective soft skills is a great asset in the world of international business since eighty percent of your business day (Penn 2007) is spent in meetings and discussions both
locally and internationally. Williams, Bynham and Wilson (1991), Penn (2007), Goodyear (2006) and Alexander (2008) all concur that globalization requires empowered business teams to work globally around the world and that soft skills in dealing with people from different cultures is one of the most important aspects of global work as teams are no longer homogenous.

As discussed globalization is beyond anyone’s control, neither the IMF, World Bank, WTO nor any nation in the world can stop the juggernaut or the flow of education, technology, knowledge, people, culture, values, economy, and ideas across thousands of borders in every city, state and country around the world.

Education and especially universities are not immune to globalization and Knight (2003) states that internationalization is changing the world of education and globalization is changing the world of internationalization. Around the world since the middle ages when the Universita’ di Bologna⁶ was founded, universities have been agents of globalization and great influence, more so than ever before in the current knowledge intensive society.

Universities have grown and expanded during the past 30 years and globalization has contributed enormously to the wealth, scope, volume and complexity of universities. Globalization has given the university communities around the world access to Global capital and for the first time this capital has been invested in higher education (Altbach & Knight 2007).

The rise of a knowledge society, the increase of the service sector, the heavy dependence of many societies, businesses and organizations on knowledge products and the increasing

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⁶ L’Universita’ di Bologna, was founded in 1088 A.D. and is recognised as the first university in the western world and still operates today and enjoys a world wide reputation of academic excellence.
demand for highly educated global personnel for economic growth has demanded that universities like all else in the world became globalised.

Evidence of this globalization is illustrated around the world with education demand increasing rapidly in countries still enrolling 20 percent of the age group (18-25) such as India and China and much of Africa. Traditional internationalization still occurs in the form of traditional student exchange programs and study tours abroad. Europe has heavily promoted ERASMUS\(^7\) and with the Bologna process\(^8\), which guarantees harmony of the entire academic systems to assure compatible degree structures, transferable credits, and equal academic qualifications throughout the EU. These are solid initiatives toward building a global community of highly educated global personnel.

The internationalization of education does not only occur in the USA or in Europe, it is interesting to note that countries such as India and the Phillipines teach significant numbers of students from other developing countries. India hosts more than 8,000 students from abroad, 95 percent from developing countries (Bhalla 2005). Other countries like Singapore, Malaysia and China are aggressively seeking students from abroad at this time.

International education exists in almost every country, but obviously the developed countries, especially those large English-speaking nations such as USA, Britain, Canada and Australia and to a lesser extent the larger European Union (EU) countries, attract robust enrolments.

\[^7\] The ERASMUS programme, also known as *European Community Action Scheme for the Mobility of University Students*, was established in 1987 and forms a major part of the [European Union Lifelong Learning Programme 2007–2013](https://ec.europa.eu/education/lifelong-learning-programme_en). It is the operational framework for the European Commission's initiatives in [higher education](https://ec.europa.eu/education/higher-education_en). The aim of the ERASMUS Programme is to encourage and support [academic mobility](https://ec.europa.eu/education/higher-education_en) of [higher education](https://ec.europa.eu/education/higher-education_en) students and teachers within the [European Union](https://europa.eu/

\[^8\] The [Bologna Process](https://ec.europa.eu/education/bologna-process_en) is the process of creating the European Higher Education Area (EHEA) and is based on cooperation between ministries, higher education institutions, students and staff from 46 countries, with the participation of international organisations.
This integrated world economy is now demanding that university programs benefit the public at large, especially the global organisation. In order to work effectively around the world, people require capabilities that enables cross-cultural common flows and a global understanding of the new organization and what type of personnel it is looking for.

RMIT University, among many, is an exemplar education provider with one of its primary priorities to ‘build a global university grounded in Melbourne and connected to communities, enterprises and industry across the world providing our students with a global passport to learning and work’ (RMIT Learning and Teaching Strategy 2007 – 2010). This vision requires programs, courses and activities that enable graduates in the global workplace to journey through an internationalization process as the vision states; ‘internationalization of our curriculum and pedagogy. It requires opportunities for RMIT students to have an international experience as part of their study program and for RMIT staff to engage with international peers and networks’ (RMIT University Learning and Teaching Strategy 2007 – 2010).

This vision discusses the issue of internationalization of the curriculum, and teaching and learning, as well as being connected with partners and opportunities all over the world. A globally-relevant education that is transferable around the world is the type of education that everyone is seeking, since we can no longer guarantee a job for life in Australia, China, USA, Japan or any country.

The RMIT Vision 2010 aligns with the changes that have occurred in the workforce during the past twenty years. A business graduate’s life at work has altered. Andrews and Tyson (2004) discuss the idea that twenty years ago, the capabilities required of a successful executive were functionally-oriented. An executive’s life in a global corporation was monocultural, the communication was local, personal and managed to fit the executive’s time
frame and personal style. This was happening when the markets were monolithic and stable, but with the advent of the 1980s and 1990s, technological innovations and the emergence of an interdependent globe of business have welcomed a new world.

The world of work demands a global business graduate to be: experienced in a number of global markets; experienced in marketing, operations, finance, information technology; able to lead and motivate; adept at applying analytical skills and emotional skills at the right time; comfortable with people from a range of cultures; able to make sense of complex market data and strategic planning.

Changing trends, results of research, societal expectations, values, government directives and the demands of future employers mean that education is a business that must constantly reinvent itself. RMIT University can be seen as an exemplar of excellence with its set of objectives and principles for academic and administrative staff. Andrews and Tyson (2004, p. 10) discuss the issue that ‘business schools have an impressive capacity for self renewal… they are eminently capable of providing the global business capabilities individuals and organizations require’.

Universities, like all businesses, constantly have to change and adapt to the changing business climate if they are to survive in the current global commercially oriented world. Universities such as RMIT University, London Business School and Harvard University have all participated in major reforms and changes to their curriculum and course delivery to meet the current changes and demands of industry. In 2007 Harvard University in the document ‘Report of the Task Force on General Education Harvard University – Faculty of Arts and Sciences’, delivered its findings on general education to the courses and programs within the Faculty of Arts and Sciences that will address the whole issue of an education without
concern for topical relevance or vocational utility, but one that is for the enrichments of existence and one for the achievements of civilization (Harvard University 2007).

The RMIT vision addresses the issue of the global work front and center as more graduates from RMIT are endeavouring to work around the globe. Andrews and Tyson (2004) state, this is now a fact of life for businesses and students. The academic staff experience, the global work phenomenon on a daily basis as international students from various parts of Asia and the sub-continent wish to work in Australia or apply for British or American study and visas.

Australian students also wish to participate in global work or study. On 25th August 2007, the then Prime Minister John Howard announced a new initiative concerning gap year visas for Australian students wishing to work in the USA. This initiative was greeted positively and the opposition party stated that this type of global activity should be expanded to other nations (National Nine News, 6.00pm, August 25, 2007).

The global passport concept is one business leaders have been referring to for many years, as globalization is not only about trade and: ‘Market success is only part of globalization…our challenge is to go beyond that – to capitalize the vast intellectual capital available around the globe’ (Welch 2001, p. 203). Welch (former CEO of GE) is addressing the issue that global talent is available from all over the world and this is an ideal that all businesses should aspire to. Talented professionals exist in all parts of the world and one of Welch’s hopes, as he was retiring from GE, was that the next CEO of GE would be someone other than an American. He realised that a global company needed a global player who had not lived their whole life in the USA (Welch 2001).
Globalization is primarily a synonym for global business, however globalization is so much more. It allows businesses to operate across international borders but globalization also allows social activists, labour organizers, journalists, academics, and many others to work on a global stage. This is exemplified in the following quote: ‘The reality is that as the business world has globalized, so has the executive job market, and the job of a CEO… Measures of corporate or personal success are now gauged in global terms’ (Goodyear 2000). Thus we suddenly find ourselves being evaluated globally against the standards of an international job market. Globalization has suddenly become personal.

Working globally is almost a natural journey for many graduates around the globe as most organisations think globally and the work is conducted within and outside the organization is on a global level daily and hourly. Global work can be defined in many different ways and the speed of working globally is still something that few comprehend.

A former Japanese government minister and currently the President of the Institute for International Monetary Affairs, who outlines a glimpse of the nanosecond world in which the new global graduate works, claims that in a discussion with the one of Japan’s best foreign exchange dealers he asked the question: What do you mean by long term? ‘He paused a few seconds and replied with genuine seriousness. Probably ten minutes, that is the way the market is moving these days’ (Volker & Gyohten 1992, p. 161). Considering the fact that this discussion took place in 1992, the world has moved even faster and one would hazard a guess and say that long term today maybe described as 2 or 3 minutes.

This new global platform illustrates the fact that graduates must think differently, must acquire new skill-sets and have a strong capability for flexible attitudes towards changes in work practices. Binder in Friedman (2006, p. 306) states: ‘Perhaps contrary to what we have
come to believe in recent years, people skills will become more valuable than computer skills’.

Gerstner (2002, p. 301) during his tenure as IBM CEO, espoused some revolutionary ideas about the reinvention of the corporate person. ‘The rise of a globally connected world offers a truly rare opportunity: The chance to start something totally new… how to seize this unique moment and rethink what you do…and, along the way, reinvent who you are’.

Gerstner in the above quote is alluding to the new global worker, who will have to seize the moment of globalization, rethink what type of work is being done or how it is done, and how this will affect the new global organization. When one reflects on these issues, one challenges who they are and what capabilities they possess - or need to have - in order to work in this globally connected world.

**Global Capabilities**

A preliminary and brief discussion on global capabilities occurs here but a full literature analysis will be conducted in Chapter Three. Defining global capabilities is a complex task, but once the research commenced not only did a myriad of definitions arise but also the terminology was also evident and words such as ‘global competence, global citizen, global-ready graduate, intercultural competence, and cross-culturally aware’ arose from the literature.

The great number of terms available to describe global capabilities had to be narrowed to those necessary for this research. The selection of the definition that is used for this research investigation was conducted by a literature search and after much debate, the definition by Hunter,White and Godbey (2006) was selected as the all encompassing one that accurately resonated with the author.
The definition of ‘global capabilities’ is still problematic as Gallie (1956) explains in his old but still relevant essay: ‘Essentially contested concepts do not succumb—as most scientific theories eventually do—to a definite or judicial knockout’ (Gallie, cited in Hunter et al 2006).

Gallie goes on to argue that a final and complete definition is almost impossible as every person interviewed had a different definition of ‘global capabilities’ and every piece of literature read proposes a different definition. Hunter, White and Godbey (2006, p. 268) argue that ‘there is little commonality and, in almost all cases, (global capabilities) are American derived’, and once again we are presented with an American model with regard to capabilities. As stated previously, America is at the forefront with these concepts and innovations regarding what graduates need in order to work globally. Evidence we are working and living in an Americanized world, especially at the corporate end of the spectrum.

Despite the issues of little commonality and current definitions being US-centric, a definition must be put forward for this study and the one that the author has selected is the one which Hunter, White and Godbey (2006) also uses extensively in their work, that arose out of an international meeting of experts from the United Nations (UN), embassy officials, intercultural specialists, senior international educators, multinational businesses, and human resource managers of trans-national corporations.

The definition that will be used for this study is: ‘having an open mind, while actively seeking to understand cultural norm and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment’ (Hunter, White and Godbey 2004, p. 130-131).
Globalization has resulted in a borderless world with a different type of business person, one that knows no borders or boundaries to his or her business. The new business person of the 21st century has a new set of capabilities to deal with the nanosecond business world. The graduates of this millennium must have a set of global business capabilities that are functional tools for the global business culture and the global platform.

The new business person speaks the same language anywhere in the world (English); they possess the same networks, read the same magazines and books, belong to the same business and social clubs, and have the same motivation and professional interests. All of them engage on a platform that facilitates communication and the transfer of ideas in a global business culture (Ohmae 2004).

Generation Y have adjusted fully to the globalized world in that they are dramatically different from their parents and represent appointed change in the world, social and economic history. With a transcendent certitude, among the majority comes a robust sense of self-reliance. The ambitions of Generation Y are in the main, materialistic and conventional – the car, the house, marriage and then children, few expressing a desire to change the world.

In order to be a global player and understand the various global capabilities that have to be utilized, and in order be a successful global business person, Ohmae (2004, p.272) in concluding his book states: ‘Now it is your turn to climb up onto the global stage and perform’. Thus generation Y and other generations must be ready to take up the new challenges of a new business order if they are to achieve their materialistic goals (Aulwick & Mueller 2001).

Moss Kanter (1990) discusses the new organization in relation to the changes that it faces at this time, changes that are more extensive and far reaching than anything the world has
witnessed since the industrial revolution. Change delivers positives and negatives to people
and, as discussed before, it is a time where we must change in order to survive the new
business models of the future.

The transformation and globality of work and the new organisation has only just commenced,
as is illustrated by the scenario at Standard and Poors which states that leading companies
and thereby their works are becoming more global: ‘More than half the S&P 500 now report
revenues by geography…Not only is trade becoming more global, the leading companies are
as well’ (Andrews & Tyson 2004, p. 5).

The years ahead will no doubt present a totally new type of company and working globally in
the future will be different to what is being discussed in this research. No doubt the above
figures will increase enormously in the years ahead as we become more interdependence on
each other and globalization forges ahead both positively and negatively.

Conclusion

The subject of globalization, global work and global capabilities has been researched from
many areas such as globalization (Lechner & Boli 2004, Macgillvray 2006, Stiglitz 2003 and
2006, Friedman 2006), global work (Andrews & Tyson 2004), and global capabilities

There is little research on the study of global capabilities or of postgraduate students wishing
to work globally. The next chapter discusses the generic capabilities and a model will be
presented of the capabilities needed by a postgraduate student incorporating the capabilities
model developed by the London Business School (LBS).
Chapter 3 Global Capabilities

‘The power of employers in the graduate labour market, coupled with their growing role in education policy, explains the rise of generic skills in policy and educational practice’ (Marginson 1994, p. 9).

Chapter Three will discuss the literature that surrounds the global mindset, culture, the capabilities for working globally as well as the research conducted into global business capabilities by the London Business School, as well as the generic and business capabilities that are currently present in a postgraduate program in Australia.

Global Mindset and Culture

‘For the new emerging competition in the globalizing economy, the old mindsets will not suffice and a global mindset will become necessary’ (Jeannet 2000, p. 30). The old domestic mindset is characterised by a reliance on one market as the key reference and is the mindset most managers are born with. The global perspective differs substantially from the more traditional single-country, or domestic and multinational perspective so much more typical today (Jeannet 2000).

Gupta and Govindarajan (2004), Carlori, Johnson and cited in Bouquet (2005), Terpstra, Sarathy and Russow (2006), Scullion and Collings (2006) all agree that the global mindset is an essential capability of global workers who are expected to work and lead organisations into the future across borders.

A global mindset allows a manager to scan the global environment from a very broad prospective (Cant, 2004). The Thunderbird School of Global Management (2005) provided a definition of a global mindset, stating that: a ‘global mindset’ is a confluence of attributes that
enables an individual to influence individuals, groups and or organisations in different
social/cultural systems. The latter definition goes beyond observing that an individual
requires a broad perspective in the global environment, it summarises that an individual
requires specific attributes to be effective in the global environment. Three such attributes
were identified as ‘passion for cultural diversity, cosmopolitanism and cultural intelligence’
(Thunderbird School of Global Management 2005).

These three attributes have a great deal of merit as one enters the global workforce. Cultural
diversity is evident in most of the large global cities around the world and even Melbourne
has a large share of diverse cultures, especially if one is living in the Central Business District
(CBD). Cosmopolitanism is all around us in the way we dress, eat, and has became part of
our daily lives. The concept of cosmopolitanism been used to describe a wide variety of
important views in moral and socio-political philosophy. The nebulous core shared by all
cosmopolitan views is the idea that all human beings, regardless of their political affiliation,
do (or at least can) belong to a single community (Stanford 2006). Cultural intelligence
refers to the method in which we interact with different cultures and the respect we pay to
different cultures. All three are important in working towards a global mindset (Thomas &
Inkson 2005).

Individuals within a global team are characteristically heterogeneous and are globally
dispersed (Maloney & Zellmer-Bruhn 2006). There are a variety of ways that these
individuals can achieve a global mindset. Firstly, it is important to understand the types of
heterogeneity that may be present in global teams; deliberate heterogeneity and collateral
heterogeneity (Maloney & Zellmer-Bruhn 2006). For example a global team within a
German automobile company may require an expert on automobile emissions standards in the
European Union. Although it is likely that the expert that the organisation employs will be knowledgeable on European emissions, the individual does not need to be from Europe.

Collateral heterogeneity occurs when team members are heterogeneous on a dimension that is not task-related, such as cultural differences (Gannon 2004). It is worth noting that in some instances members of global teams will be selected based on their differing cultural background as well as their expertise. For example, if the team’s task requires the implementation of a global Human Resource (HR) policy, cultural differences are important in establishing a policy that will be effective in all cultures.

Self-categorisation theory states that heterogeneity threatens the success of a global team because team members cognitively place each other into categories based on stereotypes (Maloney & Zellmer-Bruhn 2006). To minimise stereotyping, team members can focus on a superior group identity, or they can emphasize shared qualities (Turner cited in Maloney & Zeller-Bruhn 2006, p. 6). These unique individual qualities often relate to deliberate heterogeneity. That is the decision to introduce the individual into the team and if these qualities are repressed the team fails to benefit from the diversity of its members.

Global teams need to find ways to present their differences without encouraging stereotyping (Wellins Byham and Wilson 1991). This can be achieved via self-verification where individuals attempt to have others see them as they see themselves. Individuals recognise and acknowledge deliberate heterogeneity and strive to understand the value that each unique individual can bring to the group. When an individual’s view is verified, they feel comfortable sharing their unique knowledge with the group (Swann et al, cited in Maloney & Zeller -Bruhn 2006, p. 7). Self verification can also assist social integration and trust between members and minimise issues arising from collateral heterogeneity. Self-verification may help to ensure the individuals within a global team value the contributions of
one another but it does not ensure that the contributions of others are interpreted correctly. ‘Decentering’ is a technique that has individuals step out of their culture and suspend judgement in order to adapt to the culture of other team members to find a shared understanding (DiStefano & Maznevski, cited in Maloney & Zeller – Bruhn 2006, p. 18).

The research of Marquardt and Horvath (2001) indicates that global teams should rotate their meeting sites to help to remove interpretive barriers. Barczak et al (2006) highlight that both oral and written communication in the team’s shared language (often English) are interpreted differently by each member, including the native English speakers in the group. A global team must acknowledge that such communications may take several iterations before they are correctly understood by each team member (Barczak et al. 2006).

By effectively managing deliberate heterogeneity to ensure individual knowledge is fully utilised whilst acknowledging and managing collateral heterogeneity, a global team can achieve greater success (Maloney & Zellmer-Bruhn 2006). Self-categorisation, self-verification, decentering (DiStefano & Maznevski, cited in Maloney et al. 2006, p.18) rotating meeting sites (Marquardt & Horvath, cited in Maloney et al. 2006, p. 18) and increased understanding of effective communication (Barczak, McDonough & Athanassiou 2006) will assist the individuals in a global team or solo in achieving cultural intelligence and consequently a global mindset. The development of a global mindset is one of the attributes that a student would need to address as they begin working globally.

Govindarajan and Gupta (2001) in their research on transforming global presence into global competitive advantage argue that “no one can ignore global competition or global opportunities”. Parallax (cited in Govindarajan and Gupta 2001, p. xiii ) agrees with this premise: “no one in business can afford not to have a ‘global mindset – one that fully recognizes the seamless flow of capital, technology, products and increasingly talent across borders’’. The concept of global talent is
once again brought to the forefront of the discussion on how important it is to have a global view of
the world if one wishes to enter the global workforce.

Think Global Act Local (Morita 1992), refers to management belief that a powerful brand
name such as GE or Disney combined with standard products, packaging and advertising will
amount to an effective global business strategy (Herbert 2000). This approach fails to take
advantage of the diversity of global markets (Herbert 2000) and it also fails to comprehend
that: ‘Globalization of the corporate mindset which refers to the extent to which the
corporation as a collectivist reflects an understanding of diversity across cultures and markets
coupled with an ability to integrate across this diversity’ (Govindarajan & Gupta, 2001, p. 9-10).

The optimum approach to expanding globally is to adapt to local insights and initiatives (Herbert
2000). This method accepts that local diversity represents opportunity; however, this integration
and synthesis also makes it more difficult for an organisation to achieve a consistent global
strategy. Herbert (2000) and Govindaarajan and Gupta (2001) advocate that not only is the
mindset of the individual important but that, in order for an individual to nurture and ascertain
the benefits of a global mindset, the organisation itself must posses a global mindset; it must part
of the DNA of the organisation. This global DNA of the organisation will determine how people
mix and what knowledge is collected, how it is processed and how global decisions will be made
(Govindarajan & Gupta, 2001).

The individuals within the organisation need to acquire the global mindset in order to have access
to timely and accurate information/knowledge, which is required to make significant global
decisions that have an impact all around the world when one is working globally. GE is cited by
many authors, Peters (1992) and Friedman (2006), as an excellent example of a corporation that
is putting into practice the concept of the ‘global mindset’, at every level of the corporation. As
GE has become more global as a company it has looked at every level of the organisation to make the company global. Every project whether it be a business structure or an investment opportunity or a take over of an organisation (for example the take over of Wizard in Australia) is identified and assessed on a global basis as to what bearing the business decision will have on the company globally. Both Welch and Immelt, GE CEO’s were and are still pursuing the concept of a global workforce comprising diverse nationalities. This strategy to globalise every facet of GE is one of the reasons that the organisation is successful around the world. GE is regularly featured on the ‘Fortune 500 Most Admired Companies list’ (Govindarajan & Gupta 2001).

As well as daily business decisions, GE is also globalising the intellect of the company, that is, the workforce; it is constantly seeking intellectual capital at its many businesses around the world to work within the organisation and respond globally. This concept is verified as workers comment on the fact that they were part of a global employment pool and that their profession has currency all over the world (Friedman 2005). The globalization of intellect and nationalities in organisations around the world brings the concept of culture to the forefront and how we, as global workers, understand culture.

Culture is a deep and wide topic that really entails its own research but a brief discussion of culture does take place in this section. Culture is an aggregate of so many meanings and interpretations (Gannon 2004). For example when discussing culture one could be referring to the culture of fashion, music, dance, food, literature, customs, language, business etc. and one would not be entirely wrong.

9 Each Year the FORTUNE Magazine publishes an issue entitled ‘The Most Admired Companies in the World and in recent times, GE, Google and Wal-Mart have all held the number one spot in the rankings.
A classical definition by Hofstede (2001) in his seminal work states that culture is the collective programming of the mind that distinguishes the members of one group or category of people from others. It is always a collective phenomenon, but it can be connected to different collectives. Within each collective there is a variety of individuals. If characteristics of individuals are imagined as varying according to some bell curve; the variation between cultures is the shift of the bell curve when one moves from one society to the other (Hofstede 2001).

Trompenaars’ (2002) research on culture identified and modelled the source of national cultural differences alongside corporate culture. Undertook research to identify and model the source of national cultural differences alongside corporate culture. He also identifies a number of dimensions in which cultures can differ:

* Universalism v pluralism (rules and procedures or relationships)
* Individualism v communitarianism (me or the group)
* Specific v diffuse (superficial or deep relationships, are bits of life kept apart or brought together)
* Neutrality v affectivity (conceal or show emotions)
* Inner directed v outer directed (the environment around) achieved status v ascribed status (from who you are or what you do)
* Sequential time v synchronic time (one after another or all at once)

Evia (2004) in his research, states that all cultural differences must be dealt within a professional communication classroom to create a cross-culturally competent system of individuals working toward a common goal. Cross-cultural competence (or transcultural competence) is used in the same way as Trompenaars (2002) and Hampden-Turner (2002) and Evia (2004). The concept of culture being taught in a professional academic setting is
given a voice in the comments made by Evia (2004) that concur with the research of Trompenaars (2002), Hostede (2001) and Hampden-Turner (2002). A deep understanding of culture and its dynamics is essential in today’s global workforce, as many nationalities work side by side as never before. For example, in the School of Business Information Technology, at RMIT University where the author works, over 23 nationalities are represented (Corbitt 2007). This is a sign of the times of 2008 and beyond. In the early 1990s the same School was predominantly Anglo-Saxon. One not only witnesses a myriad of cultures in academia, but they are omnipresent in the corporate world and especially in IT services. Global organizations such as GE, Infosys, Lenovo and Microsoft wear the multicultural badge with pride and this combination of cultures has contributed to their global success.

Schwartz (1999, p. 2) conducted extensive research on cultural values and implications for work. The research focused on how ‘the meaning of work in the life of individuals was influenced by prevailing cultural value priorities. These suggestions illustrate how cultural values can be used to generate hypotheses about work-related variables’, he wrote. The research of Schwartz highlights the importance of a single culture when working outside one’s culture and how one needs to understand culture from many different facets in order to successfully work globally with other cultures and deal with the variables than can occur in any work situation.

Hall (2006) defines culture as high and low context cultures and discovered the culturally bound concept of personal space. He discusses the different characteristics of cultures and the problem to overcoming your own cultural heritage and the call to engage in cross-cultural encounters. When working across cultures, pay attention to high and low cultures through the actions of others. For example if people are late for meetings it may be because they are
polychronic, not because they are disrespectful or lazy. When one understands the personal, national or organizational culture, then you can seek to align with them and hence gain greater influence. This understanding is a positive contribution to working globally.

Ohmae (1995) discusses the sameness of cultural icons that have infiltrated our lives and makes reference to the ‘Californiazation’ of taste around the world, which thus make culture almost not existent in some circles where we all have the same things, eat the same food, wear the same clothes but are still fundamentally different in our beliefs and values. However, a process of convergence is clearly evident in the mindset of many as we try to become one global consumer culture: ‘Today, however, the process of convergence goes faster and deeper. It reaches well beyond taste to much more fundamental dimension of world view, mind-set and even thought process’ (Ohmae 1995, p. 7).

Culture involves a communication system of acquired beliefs, perceptions, and attitudes that serves to supplement and channel instinctive or inborn behaviour (Jordan and Rowntree, 1986). Culture is that phenomenon that sets the pattern of how people view the world, work, live and interact with each other; make decisions about life, love and business. One must be aware that business practitioners are members of a particular cultural group no matter what country they operate in, and as such do not always have the same global view of values, goals, assumptions, or perceptions of space and time (Schuster & Copeland 2006).

In order to successfully engage in global business and understand culture one must posses an understanding of the work of Hofstede (2001), Trompenaars (2002), Hall (2006) Schwartz (1999), Ohmae (1995), Gannon (2004) and Evia (2004), as each has identified a set of concepts that differs across cultures of the world. We must understand the application of these concepts with regard to behavioural business practices when working globally and developing global business capabilities.
Any postgraduate student must also be cognizant that the links between knowledge and culture are changing as everything else has changed and Rizvi and Lingard (2000, p. 2) state: ‘The traditional links between knowledge and culture are also changing, with a greater recognition that knowledge creating and use is mediated by cultures. The changing nature of the knowledge economy involves an intricate global-local relationship’. It suggests that the nature of knowledge use and innovation demands a simultaneous engagement with local factors as well as global processes. This is so because in cultural terms, the local is now reshaped globally, and because the idea of global is meaningless without its local references.

Thus what are the capabilities needed to work in a culturally diverse, global market place and organization?

**Capabilities for Working Globally**

According to the literature explored, a postgraduate student in 2008 should possess capabilities that align the global landscape (Wallerstein 1974; Ohmae 1995;, Lechner & Boli 2004; Friedman 2006; Stiglitz 2003 and 2006) global organization (Guerrero 2007; Corbitt 2007; Krapfel 2006; Gannon 2007; and Goodyear 2006) and discharge the goals and objectives of an organization, (Bartlett & Goshal 1989 and Malone and Rockmart cited in Bradley et al 1993), and (Govindarajan & Gupta 2001). Global graduates need to posses the ‘required skills for IT workforce that may be related to management or finance, but increasingly need to be acquired by IT staff who are interested in emphasizing the achievement of business goals in organizations’ (Kaarst-Brown & Guzman 2005, p. 6). A student can no longer hide behind a veil of technical skills. The new graduate must be *au-fait* with the business goals and comprehend the whole business not just the IT part of the business. This integrated approach to capability acquirement is consistent with the belief expressed by Dewey (1938, p. 25) that: ‘all genuine education comes through experience’. 
This experience can only occur when a student is taught the necessary global capabilities that industry requires in this globalized world.

In 1993, the Nolan Norton Institute conducted a study entitled ‘Becoming Global’. The key issues that arose from this research were: barriers to trade were dissolving and reshaping logistics and outsourcing; technological advancements were allowing IT networks to emerge; people traveled more than ever before across many borders; multicountry partnerships and collaboration in business increased; corporate customers were wanting and needing suppliers to provide their products and services globally; customizing global products to local needs was increasing so as to capture more of the market around the world; customers were asking companies to make their products and services increasingly information intensive; and finally that competition was global (Hessler cited in Bradley et al. 1993). The issues of the above study still have currency today as the issues are still in force and becoming more visible in 2008 in the global knowledge-intensive economy, more so than in 1993.

In the ‘Nolan Norton Institute’ study, Hessler (1993) discussed six key ingredients that graduates would need in order to be considered global graduates and meet the global needs of the new global organization. These are:

2. Measurement (ability to set priorities and measure progress towards globalization). The effectiveness and efficiency of globalization is an issue that binds all of us and it is here to stay (Friedman 2006);
3. Local-Global Balancing. The local global is another concept that is still valid in 2008 (Friedman 2005 a);
4. Information Technology (nine of the ten companies listed IT as one of the five factors essential to accomplishing global objectives). It is an essential ingredient to all companies operating in the current knowledge intensive economy (Corbitt 2008);

5. Understanding Global Customers. The comprehension of global customers is still a primary concern for most organizations (De Feo 2006);

6. Alliance Partners. Business alliances are the norm as companies recognize the value of competing through co-operation. Alliances are becoming a mainstay of competitive strategy (Parkhe 2000.)

Professional associations such as the Association for Computing Machinery (ACM) and the Australian Computer Society (ACS) demand that the curriculum in Master programs reflect the needs of the external and internal stakeholders. Global needs, and continuous improvement are in sympathy with the ACM Computing Curricula: ‘Discipline-specific (or program) accreditation involves an evaluation of specific degree programs and certifies that a program meets established criteria and has rigorous processes for ongoing improvement’ (ACM Computing Curricula 2005, p. 45). Drucker (1985) states that the only constant in business is continual change and the ACM, like many professional associations, understands that business is dynamic and the curriculum must be dynamic and receptive to change.

As discussed in Chapter 2, global work and the global organizations have changed during the past 15 years and in 2008, most organizations need IT graduates that cannot only deal professionally with IT issues but must be able to integrate their knowledge and capabilities into every facet of the business. The integration and synthesis are major requirements of the current job market and the ACM understands that this issue must be addressed.

The current knowledge intensive economy requires and expects a highly professional global graduate. This is a unique era as the IT business graduate in 2008 is different from a similar
graduate 21 years ago when various Masters in IT commenced. As Giddens (1999, p. 1) states: ‘this is a society where the pace and scope of change deepens and accelerated – we break free from traditions, our sense of time and space gets re-ordered and globalization becomes a central process’. The globalization of teaching and learning is addressed in the academic content of Master and Bachelor programs in Australian universities. Traditional content has given way to the leading edge concepts and technologies that are essential for global work. The rapid acceleration of time and the disintegration of distance have altered the status quo of what business was used to doing and now it is no longer acceptable to be conservative in business (Peters 1994).

Emiliani (2006) states that the issue of relevance and identifying exactly what industry and its customers need in the order of global capabilities to conduct a successful enterprise is becoming more imperative than ever. Students find themselves on the global market place as argued by Friedman (2005) and Emiliani (2006). Students no longer wish to study programs that do not ‘value add’ to their employability and capabilities. In this global economy, students crave knowledge that allows them to be creative thinkers, problem solvers, innovative leaders and increase the triple bottom line in business (Emiliani 2006).

The design of educational programs irrespective of the education sector or position in Higher Education must address vocational outcomes: ‘personal development and conceptions of generic skills have become important in defining the attributes required at work, and in talking about the desired outcomes of education’ (Marginson 1994, p. 8). The generic capabilities/skills as opposed to the specific business IT/IS capabilities/skills are given importance in today’s business and world, and some business leaders have stated that they do not need the specific capabilities/skills but that the generic skills, as these are the foundations of a excellent business graduate (Penn 2007).
Universities have became aware that the purpose of a course or program is not purely academic but must ensure that graduates can transfer knowledge and have the necessary global capabilities discussed in this research. Universities, Schools and program leaders must focus on a cycle of continual and timely improvement of the curriculum, just like a research and development unit in a corporation, using a structured process akin to ‘kaizen’\(^\text{10}\) (Emiliani 2004).

The race to research, develop, design, market and ensure timely delivery of products and ideas and the transfer of information happens simultaneously all over the globe and is becoming an imperative for business, such as the ability to operationalize a myriad of tasks that allow the fast development of concepts and products in response to a global market. This rapid response to global markets armed with greater knowledge than ever before allows individuals and organizations to customize and innovate products and services (RMIT University Working paper, 2004). The concepts of customization and innovation are undoubtedly valuable capabilities that will be addressed via the data collection in the semi-structured interviews in Chapter 5, 6 and 7. The rapid pace of technology allows one to customize and innovate products like never before as is being currently achieved at General Motors (GM) with the Saturn car\(^\text{11}\). The word ‘Saturnize’ has made its way into the English language in the U.S.A which means to become closer to the customer (Stumpf 2000) and his or her needs. Innovation and customization are capabilities that are highly prized in the business world (Friedman 2006) and there is no doubt that in the cycle of continuous improvement graduates will be seeking this capability.

\(^{10}\text{Kaizen (改善, Japanese for “improvement”) is a Japanese philosophy that focuses on continuous improvement throughout all aspects of life. When applied to the workplace, Kaizen activities continually improve all functions of a business, from manufacturing to management and from the CEO to the assembly line workers.}\)

\(^{11}\text{Saturn Corporation is (a) division of General Motors (GM) and a brand of automobiles. It was established on January 7, 1985 as a wholly-owned subsidiary of GM, and is active almost exclusively in the United States and Canada.}\)
The integration of capabilities is another important concept for students. Global postgraduate students need to integrate generic and academic-specific capabilities across all of the courses and programs studies. When postgraduate students are placed in a liminal setting such as on an academic intensive global study tour, all at once students are in collaboration with a non-traditional team, e.g. consisting of an engineer, marketer, accountant, nurse, and business IT student. The critical skill to understand and work with non-traditional teams will ensure integration. The collaboration of multi-disciplinary students is one of the benefits of the intensive academic programs offshore and the completion and development of assignments are richer and more complex than if the team consisted solely of accountants.

Due to current global interdependence, global business is increasingly engaging in partnerships, relationships, collaborative work, co-operative work on many different levels and the world of business, especially services and consumer products, is richer due to these many multi-disciplinary collaborations.

The concept of a business team whereby its members are from different spheres of business and specialisations is common place (Katzenbach and Smith, 1999). In the current global economy, business IT/IS graduates finds themselves working, learning, reflecting and delivering products and services across the globe that have been devised by multi-disciplinary and multi-skilled groups of people all working for a common goal. Thus graduates journey from generic capabilities to specialist capabilities all the while integrating them with specialist skills, as is evident at this time with business graduates currently working around the globe (Goodyear 2006, Penn 2007, & Alexander 2008).

Andrews and Tyson (2004, p. 8) are of the opinion: ‘that business schools must change on three fronts: They must become more global, They must rethink the learning process, moving away from functional silos designed for delivering knowledge and embracing
interdisciplinary learning methods to deliver the capabilities required, and they must become more action oriented’. Universities are already moving towards a global response and embracing interdisciplinary learning methods as was discussed in the scenario where students from multidisciplinary groups worked in collaboration in delivering a project. (Hopkins 1999) This collaboration of multidisciplinary groups only occurs when academic-intensive programs offshore take place and this deficiency in various Masters programs would need to be addressed alongside the deficiency of the global business capabilities that currently exists in Masters programs in IT in Australia.

Emiliani (2006) concurs with Andrews and Tyson (2004) in that he believes that academic staff can do a great deal more in the area of educating students for life and success in the business world. Universities around the world need to be more focused on preparing students for business and provide them with life as well as business skills to meet the challenges of the global corporate market (Baraya, Budden and Juban 2005; Wertsch 2007; and Molla, Deng, and Corbitt 2008).

This notion is valid of postgraduate students in 2008 and beyond who desire vocational and practical skills that they can adopt in industry. Students are much more sophisticated in the current knowledge-intensive economy and have a greater understanding of global issues. They do understand that they are judged globally on what value they can deliver to the organization (Friedman 2006). Emiliani (2006) is a believer in the action-oriented approach when he discusses the fact that students will become managers in the future and we must instill in them a new way of thinking and a new way of working globally in the future will need greater power and control on the learning process.

Product alignment with the needs of students and industry is important when discussing both generic and niche capabilities and the knowledge taught requires a continuous renaissance.
approach as do the delivery styles, technology and learning experiences (Marginson 1994). This renaissance of delivery styles, technology and learning experiences is needed as the business landscape is continually evolving and globalization demands leading edge graduates that can work across time zones, distance and across cultures (Friedman 2006; Gannon 2008).

Relevance of the educational product with the marketplace to create ‘work-ready’ graduates with a global passport requires a cycle of continuous alignment between the program and the industry stakeholders. This creates complexity within the organization with reference to the management of information flows and interactions: ‘the problems of managing information became extremely complex and the challenges of making proper use of information and technology to support organizational efficiency and effectiveness became crucial issues’ (ACM Computing Curricula 2005, p. 11). Postgraduate students do question the relevance of courses and content matter and there is a continuous dialogue on whether all aspects of a course are relevant to a graduate who is seeking a job, or one who wants capabilities and knowledge that they can put into practice on day one of their job.

Postgraduate students need to apply the knowledge and capabilities learnt from their university qualification to the business environment which requires ‘both general intellectual abilities and knowledge of specific content areas which is believed to influence IT usage’ (Nelson 2002, p. 192). A whole range of capabilities are now required of a graduate as they move into the global business arena and become part of the fabric of the globalized world. Industry is no longer content with a graduate that is only technology savvy. Industry requires graduates to posses a suite of capabilities beyond technology (Penn 2007) and to be able to integrate these capabilities into the whole organization. Businesses no longer work in isolated areas such as accountancy, marketing, IT and so on. Organizations discuss the
business as a whole entity and a graduate must comprehend every facet of the business and how it operates as a whole.

‘We recognise that information technology is now pervasive throughout the business school curriculum and that many faculty feel very comfortable discussing IT applications and introducing tools in their own disciplines’ (Ives et al. 2002, p. 470). This pervasiveness of IT in the business curriculum is true as it is in business and almost every facet of life. There is hardly any business or aspect of modern life in most of the knowledge intensive economies that does not use IT in some form to deliver a service, product, information, knowledge or solve a problem. These problems may be financial, managerial, or may be in the areas of marketing, logistics, accounting and knowledge management. Apart from the areas of business, IT is used in health care, hospitality, travel, advertising, cinema, entertainment, fashion, food and the arts. Thus a global approach to IT in whatever curriculum is necessary today.

Postgraduate students in business IT/IS not only require specialist knowledge but they need to have a myriad of capabilities as discussed by Andrews and Tyson (2004) Hunter et al. (2004) and Deardoff (2006), and be able to engage with solving real problems in business. The ACM Computing Curricula (2005) clearly articulates the type of capabilities that one needs in IS/IT whether they are in London, Tokyo, Melbourne or Mumbai. For students of IT this requires the acquisition of the ACM skills (2005) which are: Teamwork – a greater emphasis on educational experiences that facilitate work behaviours; Problem solving; Creativity and flair – synthesis, pattern identification and innovation; Oral and digital business communication; Confidence, learning to learn – Work on the skills and knowledge that enhance the capacity to transfer; and Reflective practice. The curricula is a global one in that all businesses and individuals need tailored applications that meet the needs of the
business on any given day in any country to any specific problem around the world as these problems arise. More people are using some form of business IT to solve the problems.

The generic capabilities discussed by Marginson (1994, p. 238) included organizational ability, communication and problem solutions underpin a graduate’s capacity to apply the knowledge acquired in the work environment. Components of a generic capabilities suite of attributes are described as:

‘ interpersonal relations (Interpersonal skills) written and oral communications, problem solving, analytical thinking, teamwork; and often self-organisation, information management, flexibility and responsiveness, the capacity to take initiatives, sometimes critical thinking. …The Mayer committee’s Key competencies are one set of generic skills; collecting, analysing and organizing ideas and information; planning and organizing activities; working with others and in teams; using mathematical ideas and techniques; solving problems; using technology’.

The capabilities discussed by Marginson (1994) have come to be known as the ‘work ready’ capabilities and are the same capabilities discussed by other authors. (Baraya, Buden and Juban 2005; Andrews and Tyson 2004; the ACM Computing Curricula 2005; Hunter, White and Godbey 2006; and Deardoff 2006).

Marginson’s (1994) capabilities are not dissimilar to many of the generic capabilities discussed in this chapter that postgraduate students in business, irrespective of the business discipline, require to enter the global workforce.

The capabilities discussed by the ACM (2005) which are listed below are in alignment with the work of Marginson (1994), the RMIT University Working Paper (2004), Friedman
(2005), and Emiliani (2006). These above authors engage in a similar dialogue when discussing capabilities. The capabilities required of a business IS/IT graduate encompass a variety of capabilities that go beyond the realm of computing, such as: collaborative work, oral communication, learning to learn and the practice of reflection on what one has achieved in the world of business, further asking whether one has delivered a quality tailor made product that will solve the problems at hand. These capabilities coupled with creativity, confidence and the hunger of wanting to continually learn, are a foundation for a graduate wishing to enter the global workforce (ACM Computing Curricula 2005).

The Australian Computer Society (ACS) discusses the capabilities of a business IT/IS at a different level. The compulsory areas of knowledge encompass personal development capabilities that support people-to-people interaction and people-to-information interaction.

The ACS’ ‘Mandatory Knowledge Areas’ (2005) are: interpersonal communication, project management and quality assurance; ethics/social implications and professional practice. Ethics and social responsibility make an appearance on this list by the ACS. The whole world of business is demanding that individuals as well as global corporations in business are aware of their actions in business (Seglin 2003; Hartman 2004).

Social responsibility and business ethics are on the agenda of most curriculums in the western world and there are classes or modules in most universities that address how to be green and socially responsible. Al Gore’s book and documentary film ‘An Inconvenient Truth’, (Gore 2006) is suddenly ‘de rigeur’ in the university curriculum. The call of the whole world to be more socially responsible towards each other and to practice ethical behaviour at all levels of society is on the horizon of governments and political parties like never before.

Beckett et al. (2004) and Andrews and Tyson (2004) agree that at times it is difficult to describe the capabilities and the connection to industry when considering a business IT graduate. Besides this ambiguity, what is evident is that a business IT graduate needs to possess a combination of knowledge, skills and attributes in order to work in business, as well as knowledge and capabilities from pertinent functional areas (Beckett et al. 2004).

IT embraces every aspect of business from finance and accounting through to marketing and education. This is evident in many Masters in higher education which blends all of the business disciplines in the context of IT. Graduates are aware of the importance of IT in enhancing and driving other business disciplines to a higher plane, as is evidenced in the area of supply chain management. The level of sophistication that has been achieved in the world of supply chain management would not have been possible without IT. Wal-Mart would not be the number one retailer in the world if it was not for IT being applied to many of its business applications and processes (Slater 2003).
Learning and continual change as discussed by Ohmae (2004, pp. 15-20) is paramount in the current global knowledge-intensive society: ‘the global economy has its own dynamic and its own logic… the emphasis here is on learning because success and even survival depends on acquiring novel outlooks and relationships with the rest of the world.… The world is an increasingly borderless place.’ This borderless place is evident in most parts of the world with the continual introduction of novel ideas, products and services that enrich people’s lives in certain parts of the world but do not benefit other parts of the world. The need to be novel and to learn continuously is not decreasing. Current graduates yearn to be at the forefront of the next frontier of technology, management, product or service because that is where the future lies (Heller 2006).

The discovery of the future at this time cannot occur in the classroom or in the laboratories of the world, but on the ground and travelling and talking to people both onshore and offshore is one of the key strategies in meeting the business needs of the future. Travelling allows an understanding of the transformational changes that one faces in business and allows one to accrue the global capabilities in a global setting. Ohmae (2004) is in agreement that nothing is more important than travelling around the world and discussing business concepts and ideas with customers, managers, Chief Executive Officers (CEOs) and companies as highlighted above.

The differences in pedagogy and surroundings spark curiosity and engagement in students. Students need to be prepared to: ‘participate responsibly in and be actively engaged in the learning process’ (Rogers 1969, p. 157). It is by this deep involvement into the learning outcomes of the academic intensive study tours that through reflection and conceptualisation, students are able to translate their experiences into learning outcomes and engage in deep level learning that one could never imagine arising out of a textbook. This deep-level learning occurs when a student’s experiences are integrated into the learner’s body of
knowledge and understanding and connections are made to the previous lessons (Ramsden 1992).

Morita at Sony was considered avant-garde in the world of globalization, when he coined the term ‘glocalization\(^\text{12}\). ‘Think Globally, Act Locally’, is the advice that Morita (1992) advocates and the main message is articulated as follows: the globalization of the world economy demands a global response. Strategically it is no longer viable to hide behind national economic insularity and pretend you only compete in a narrowly defined marketplace or country. Today’s and tomorrow’s business graduates and leaders must be global thinkers and doers, no matter how large or small their enterprises. The issue of addressing work and business from a global perspective is imperative in today’s economy in that the knowledge intensive economy is demanding it (Ohame 2004).

Ohmae (2004, p.5) quotes Shakespeare, stating that: ‘All the world’s a stage, and all the men and women merely players’. This may have been metaphorical in the 16\(^\text{th}\) century but now this is a reality in that the world is one and we are part of one large team of interdependent actors who are and will be working globally for a long time. In order to work globally we need to comprehend the different cultures and posses the capabilities to comprehend and solve problems globally.

The London Business School has developed a model of global business capabilities for working globally that will be discussed in the next section.

\(^{12}\) Glocalisation (or glocalization) is a portmanteau of globalization and localization. By definition, the term “glocal” refers to the individual, group, division, unit, organisation, and community which is willing and is able to “think globally and act locally.” The term has been used to show the human capacity to bridge scales (from local to global) and to help overcome meso-scale, bounded, "little-box" thinking.
The London Business School Research

‘A survey of 100 plus executives in more than 20 countries identifies the knowledge, skills and attributes young business leaders need to succeed in the world of global business’ (Andrews and Tyson 2004 p. 2).

The research by Andrews and Tyson (2004) in their seminal work is the model that inspired the current research: ‘What global capabilities are needed by the MBIT students to enter the global workforce?’.

Andrews and Tyson (2004) surveyed over 100 global executives with the following questions:

- What are the skills executives require?
- How might they change in the future?
- What must your people be able to do for your company to remain successful?
- And how can we help you meet these needs?

The study was prompted by the concern that the LBS was not teaching their MBAs what they needed to learn in order to be effective in the global marketplace. The results from their research justified the concerns of Andrews and Tyson. The global executives that were interviewed stated that the focus of the LBS on content - on teaching students what they needed to know - was insufficient.

Andrews and Tyson (2004, p. 3) reported that global leaders of the future need knowledge, skills and attributes and: ‘MBAs must be trained to think, decide and act efficiently and innovatively in an unpredictable global business environment’. The global business leaders that were interviewed were in North America, Europe, Asia, South America, and, in the Middle East, which gave the research global flavour.
Table 3.1 outlines the result of their research which Andrews and Tyson have labelled; ‘the new global business capabilities’

Table 3.1 (Andrews and Tyson, 2004, p. 3)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global macroeconomics</td>
<td>Managing diverse cultures</td>
<td>Unyielding integrity</td>
</tr>
<tr>
<td>Global finance</td>
<td>Dealing with ambiguity, uncertainty and paradox</td>
<td>Worldly awareness</td>
</tr>
<tr>
<td>Global strategy</td>
<td>Decision making</td>
<td>Thrive on change</td>
</tr>
<tr>
<td>Organizational structure and dynamics</td>
<td>Accountability</td>
<td>Judgement and intuition</td>
</tr>
<tr>
<td>Competitive microeconomics</td>
<td>Managing performance</td>
<td>Demanding excellence</td>
</tr>
<tr>
<td>Decision sciences</td>
<td>Project management</td>
<td>Perseverance and tenacity</td>
</tr>
<tr>
<td>Global marketing and brand management</td>
<td>Ability to make the complex simple</td>
<td>Adaptability and responsiveness</td>
</tr>
<tr>
<td>Sales and account management</td>
<td>Presentation skills</td>
<td>Passionate and persuasive</td>
</tr>
<tr>
<td>Technology management</td>
<td>Listening and observation</td>
<td>Curiosity and creativity</td>
</tr>
<tr>
<td>Accounting</td>
<td>Networking and collaboration</td>
<td>Self awareness</td>
</tr>
<tr>
<td>Human resource management</td>
<td>Team building and teamwork</td>
<td>Self confidence to involve others</td>
</tr>
<tr>
<td>Corporate governance</td>
<td>Talent assessment</td>
<td>Boundless energy to motivate and energise</td>
</tr>
<tr>
<td></td>
<td>Interpersonal skills giving feedback</td>
<td>Judging performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capacity and desire to learn, coachable</td>
</tr>
</tbody>
</table>

The new global business capabilities developed by Andrews and Tyson resulted in 39 most frequently cited capabilities and these were then categorized into three basic categories: Knowledge, Skills and Attributes:

- **Knowledge**: the foundation of global business capabilities is knowledge. Knowledge can be defined as understanding gained through experience or study.

- **Skills**: skills are practiced ability; the learning acquired through the repeated application of knowledge. They are applied in management, and include decision
making, managing performance, and cultural sensitivity: ‘The abilities most valued in industrial, commercial and professional life as well in the public and social administration are the transferable intellectual and personal skills’ (Marginson 1994, p. 238).

• **Attributes:** which are defined as individual qualities, characteristics, or behaviours focused on leadership (Andrews and Tyson, 2004).

Since this research was conducted in 2004 by Andrews and Tyson, there has been no further research conducted into the area of global capabilities. At the time of writing this study, further investigation has revealed that the study by Andrews and Tyson has not been updated. In fact it is almost four years old, however the author is of the opinion that the research is still applicable.

This set of global business capabilities applies to current postgraduate students when one considers the implications of managing or working in a global enterprise. An international orientation toward business is prevalent in most countries outside the USA in this study. The global leader as advocated by Andrews and Tyson (2004) must be open-minded and able to appreciate diverse cultural values and patterns of behaviour, other authors concur with this statement (Matveev and Milter 2004; Bataya, Budden and Juban 2005; Hunter, White and Godbey 2006; and Wertsch 2007)

Andrews and Tyson’s research (2004) confirmed that executive education must be global in its outlook and content: ‘Business school customers require executives with global business capabilities – what one executive in our research labelled ‘global savoir-faire’. For our end-users, global business is more than a political discussion point, marketing mantra, or corporate aspiration; it is a burgeoning day to day reality’ (Andrews & Tyson 2004, p. 4).
Global business and global capabilities are a daily reality that resonates clearly in today’s business market place for postgraduate business students in 2008 and beyond.

**Global Business Capabilities and the Master of Business in Information Technology (MBIT)**

This section of chapter three is a quasi-literature review in that some literature is discussed and reviewed in the context of the Master of Business Information Technology, (MBIT) program at RMIT University. Since its inception in 1987, the MBIT has metamorphosed considerably. As stated the MBIT program commenced in 1987 as a response to industry at the time. Its first intake consisted of mainly local part time students who had a great deal of IT experience but no formal concepts or study to substantiate what they had learned on the job. In 1991 the MBIT was launched in Singapore with a small intake of 15 students and it continues to be delivered in Singapore in 2009 with an average intake of 20-25 students. On the other hand the MBIT in Melbourne has grown enormously to be the second most popular program at the College of Business at RMIT University with an annual intake of over 300 students both local and international students. The philosophy of the MBIT program is that it focuses on Information Technology and how it is used in the world of business so as to make a business more efficient, effective, more profitable and encourage value adding processes and products. The international intake comprises of students from China, India, Taiwan, Singapore, Malaysia, Hong Kong, Cambodia, Laos, Vietnam, Pakistan, Saudia Arabia, France, Italy and the Scandinavian region. There is an almost 50/50 split of both male and female students both local and international. The program has an Australian Computer Society (ACS) stream and a non ACS stream. The MBIT has exit points at the Graduate Certificate and Graduate Diploma level should students wish to exit early from the program. The program has four compulsory core courses and over 30 prescribed and non prescribed electives to select from.
The world has changed in the past twenty years with the golden age of ‘Globalization’. Given this change, many of the MBIT students have selected to participate in a global study tour during the past 10 years so as to increase their employability globally and to also learn about the world at large. The global study tours currently take place in the USA, China, Vietnam and Canada.

Change too has occurred across universities have changed, the various professions and demands of the professions for which students are being educated, student profiles have changed as have the resources and infrastructure provided to perform in this environment.

The MBIT program at RMIT University, like many other master programs, has been through many changes over the years. These changes, whether large or small, are at times difficult to put into practice as a number of stakeholders are territorial and there are some purists who believe that the program should contain in the classical information technology courses.

Typically RMIT University is a large bureaucratic organisation, changes take a long time to process and they are always discussed and analysed at various committees before implementation takes place. A decision in one program has ramifications for another program or programs, thus the harmony of the whole must be addressed, not just the harmony and wishes of an individual course or program or individual.

The ACM states that ‘when we look at high quality programs, we see coherent programs that are driven and developed from within’ (ACM Computing Curricula 2005, p. 44). This statement is in-line with what has occurred with the MBIT over the years in that the accreditation and numerous changes that occurred in the program started within the School of Business Information Technology with the aid of industry and student focus groups.

In 1987, when the MBIT commenced, it may have been appropriate to have a product that was heavily dependent on end-user computing and programming skills, but in 2008 and
beyond the scenario for business IT degrees has changed and ‘faculty and administrators contribute as they have looked beyond the boundaries of conventional subject-matter areas recognised that their students and their community need something new and different, and innovated to solve what they see as a legitimate, substantive problem’ (ACM Computing Curricula 2005, p. 44).

‘The capacity to transfer knowledge itself is a skill’ (Marginson 1994, p. 245). Graduates with global capabilities are currently determining the curriculum. In 2006, a new course ‘Globalization and Business IT’ was introduced into the curriculum of the MBIT as a compulsory course. This course allows postgraduate students to understand globalization and how it is linked to the world of business information technology, globalization, generic skills, ACS project management, ethics and communication management as well as specific case studies on global health systems all form part of the course content.

‘Globalization and Business IT’ is one of the foundation stones for students to understand the role of IT in a global context and, through research, fully comprehend the collaboration of business and IT and how this collaboration has spawned many new business models and products around the world.

In a global economy, students possessing no value-adding capabilities are placed at risk of future job elimination, which does not reflect favourably on the University, the School, or its faculty (Emiliani, 2006). RMIT University, as an exemplar vocational university is acutely aware of the need to produce ‘work ready’ graduates. This commitment to an innovative curriculum, cutting edge technology in teaching and learning, as well as continuous improvement in the area of curriculum, are all testimony that all graduates from a Masters program are ‘work ready’ graduates in many ways. The strong link with industry and
professional accreditation bodies are assets that the MBIT can claim, as it exposes its students to many senior managers in many different types of industries.

In the workplace personal development is a vocational outcome: ‘It is claimed that by renovating and broadening vocational education, rescuing it from its often narrow origins, a redefined vocational education can absorb most (and in some versions of the claim, all) of the old conceptions of general education as liberal education, as academic education and as preparation for life’ (Marginson 1994, p. 7). The preparation for life that is discussed by Marginson (1994) has currency in that the MBIT’s claim of ‘work ready’ graduates is in accord with this statement because the graduates within the program are presented with many real life scenarios as well as industry case studies. As of 2009, Masters students will engage in ‘Work Integrated Learning’ (WIL), projects where case study research is conducted by immersing the students in organisations that have business problems to be solved in real time.

The RMIT University corporate community (Goodyear 2006, Penn 2007 and Alexander 2008) demands that MBIT graduates have a definite set of global business capabilities such as: (1) an understanding of globalization and culture, (2) possessing a global mindset, (3) an understanding of diversity in the workforce, communication skills, professional networking skills, teamwork, change management, deep knowledge of the academic discipline, project management and ethical behaviour. The RMIT University paper (2004) discusses the importance of these skills and how students will be in a nanosecond-globally-interactive-video game where a twenty four hour, seven day a week, 365 days of the year working clock will be operating (Stalk, Evans & Shullman 1992).

Changes in the curriculum are driven by the marketplace encompassing new technologies and shifts towards capability-driven and vocationally-orientated curriculum: ‘Dedicated teachers, with research capacity and practice who adopt the world view of the employer when
organizing learning experiences also assist students in the capacity to transfer skills between contexts’ (Marginson 1994, p. 17). This experiential learning culture is one that many educators at RMIT University have adopted in the classroom as well as having real projects for the students to work on in WIL. One course in the MBIT asks the students to conduct interviews with practitioners in business and discuss their achievements in the business world. This research/vocational project, teaches students the art of interviewing, communicating, researching, writing, editing and presenting findings all in a business context. Over the last ten years students have gained real benefits from projects such as this and from global strategy and global business plan classes, in that they are able to meet senior managers and research a business issue in their teaching and learning experience and talk the language of business.

Ohmae (2004) discusses the concept of global learning, e.g. when one travels, one acquires new skills. To highlight this fact, the researcher mentors groups of MBIT students around the world on academic intensive study tours: not only to participate in global academic settings but to also visit many global organizations such as: Marriott International, Black and Decker and Intelsat. A number of visits also take place to Non Government Organisations (NGO’s) such as the World Bank (WB) and the International Monetary Fund (IMF). These academic intensive study tours contain considerable cultural and historical components. Like the business leaders who engage on these tours, students have undergone a remarkable transformation in the area of global awareness (Ortiz 2004). The ACS discusses the concept of reflection and students are afforded ample time to reflect on their work. During the academic intensive programs offshore students are asked to write a reflection piece on how they have changed during their time offshore whilst engaging in a different setting and culture (Nadkarni 2003).
Discussions abound about the new skills that have been acquired along the journey whether it is cross cultural management, learning about the business etiquette in China, USA, Vietnam and Canada, or understanding patriotism in the USA and how patriotism affects business decisions for example. This is a small sample of the new global business capabilities that an MBIT graduate acquires when travelling and engaging with individuals and organisations around the world.

Virgin Group’s CEO recently stated in an interview that: ‘the best asset that a university student can have is a passport…it opens up the world’ (Branson 2007). A number of the MBIT students have engaged in an international experience such as a semester abroad in South Korea, China, Sweden, UK and the USA. Whenever MBIT students engage on international student exchanges, academic intensive study tours, international internships or an international WIL assignment, the MBIT students nearly always arrive back to their home country with a ‘new set of eyes’ (Buraya, Budden, and Juban 2005; Redford 2006; Molla, Deng, and Corbitt 2008). These ‘new set of eyes’, are the words of an MBIT student that completed two semesters abroad, one at the University of Maryland (UM) and another at the Korean Advanced Institute of Science and Technology (KAIST), during his MBIT program. The experience at UM and KAIST liberated the student’ mindset and suddenly the braces come off his mind (Dennis 1956). As managers in the Ohmae example found MBIT students also discovered that their views were broadened, they became more comfortable on the global stage and new global business capabilities were acquired (Ohmae 2004).

As discussed earlier in this chapter the research is focused on articulating which capabilities if any, MBIT graduates need to posses if they are to enter the workforce. A literature review has revealed a number of authors and professional bodies who comment and write about global business capabilities but no study has been conducted on the MBIT and its need for
global business capabilities. The LBS table (The New Global Business Capabilities Table 3.1) proved to be the table the author replicated in Australia with some major modifications. Instead of interviewing global CEOs around the world on what is needed by an MBA student, this research, questions what is needed by an MBIT graduate who seeks to enter the global workforce.

**Conclusion**

The areas of global capabilities, global mindset, and culture have been explored and presented above. There is little research conducted on the study of global business capabilities required by a postgraduate student wishing to enter the global workforce.

All of the above literature affords the reader information about global business capabilities and how important culture and a global mindset is in preparing students for the global workforce. However there is no specific literature that specifically answers the question that is put forward in this thesis: ‘**What are the necessary global capabilities needed for a postgraduate student to enter the global workforce?**’

What is evident from this research is that RMIT University and the teaching and learning team have a substantial amount of work that will need to be conducted if it wishes to prepare MBIT students for the global workforce. This information will be used to answer the question of which global business capabilities are the most important ones for a global graduate.

This review has shown that the collective views of globalization and the work capabilities needed in a global workforce are incorporated in the LBS model of global workforce capabilities (Table 8.1). The model focuses not only on the knowledge capabilities embedded in academic courses but sets them in the context of cultural differences needed, skill sets and
personal behavioural attributes. This model then will enable a benchmark for analysis of data
collected from each of the cohorts researched in this study.

The next chapter will focus on the research methodology chosen.
Chapter 4 Research Methodology

Introduction

The research methodology outlined in this chapter is the blueprint or the road map of how the research for this study was conducted. This research affords the researcher the opportunity to apply a deal to a real problem. (Hussey & Hussey, 1997)

The aim of this research is to study the question ‘What are the necessary global capabilities needed by RMIT University MBIT students to enter the global workforce?’ A qualitative approach has been used by the researcher to endeavour to determine which capabilities are needed to work in the global workforce. ‘The research questions provide the framework for the literature review: determining the boundaries of what is relevant’ (Blakie 2000, p. 24)

This chapter outlines the justification for the selection of the research methodology including research paradigm, research approach, research strategy, data collection technique and analysis. In Chapters Two and Three the literature on globalization, global work, global capabilities, global mindset, culture and the LBS model of global capabilities was reviewed from the data collection and analysis.

Research Paradigm

The interview questions were designed to elicit qualitative responses, so that the researcher was able to study a social and cultural phenomena surrounding the research question.

The process adopted for this study was aligned with standard qualitative methodologies. Qualitative data sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher’s impressions and reactions. Qualitative research methods are designed to help researchers understand people and the social and cultural contexts within which they live. Kaplan and Maxwell (1994) argue
that the goal of understanding a phenomenon from the point of view of the participants and its particular social and institutional context is largely lost when textual data are quantified.

A qualitative approach was selected because the study being conducted around this research is an exploratory one: ‘Exploratory research is intertwined with the need for a clear and precise statement of the recognized problem. There are three interrelated purposes for exploratory research: (1) diagnosing a situation (2) screening alternatives, and (3) discovering new ideas’, (Zikmund 2003, p. 111). The research is determining what is needed for a particular type of work to be undertaken. The type of exploratory research that is being undertaken for this research investigation is in line with the definition by Hussey and Hussey (1997): ‘Exploratory research is conducted into a research problem or issue when there are very few or no earlier studies to which we can refer for information about the issue or problem. The aim of this type of study is to look for patterns, ideas or hypotheses, rather than testing or confirming a hypothesis’ (Hussey & Hussey 1997, p. 10). The research has not been conducted before in Australia thus this research is dealing with an unknown application of a set of factors and, at the time of writing this study, there is no definitive set of global capabilities being put forward to the students of the MBIT program at RMIT University.

The paradigm of the research is interpretist because the research question focuses on what the MBIT students need in the way of capabilities to work globally. The views that have arisen from the data collection are the discovery and description of the ‘insider’ view (Blaikie 2003). The researcher will use the literature and the LBS model to interpret the views of each cohort of subject interviewed.

Blaikie further states that; ‘Interpretivism takes…the meanings and interpretations, the motives and intentions, that people use in their everyday lives and that direct their behaviour – and it elevates them to the central place in social theory and research. For Interpretivism,
the social world is the world interpreted and experienced by its members from the “inside’ (Blaikie 2003, p. 115).

Reflecting for some years on the issue of global mobility of graduates and the skills needed by graduates who wish to work globally, the researcher became aware that a number of the graduates from the MBIT program were not well equipped to work globally. This raises the question about why this situation occurs. A number of anecdotal stories illustrated the fact that many of the students in the MBIT had been too insular, too narrow in their course selection, or demonstrated a reluctance to be involved in student mobility and had little or no cognisance of the global workforce and its new demands on the IT/IS professional. In the past few years, as the world continues to change to a global economy, the graduate competencies did not always match what the market place was seeking. The time of reflection coupled with a desire to try and answer the question ‘why weren’t these students adequately prepared for the global workforce?’ demanded that the researcher conduct some formal exploratory work. This exploratory work resulted in many discussions with senior academics both at home and abroad. One of the senior academics suggested that the researcher address the question in the form of doctoral studies. And thus began this research journey.

The research for this thesis was undertaken by conducting an extensive literature review and a series of semi-structured interviews with three distinct groups of individuals, all of whom have an interest in the set of capabilities needed by graduates to be successful in the global corporate workforce. A number of stakeholders’ views were required to contextualise the data gathered in the business and education environments. The following discussion describes the development of the research paradigm.
Differences between Qualitative and Quantitative Research

Quantitative and qualitative research methods are the most common strategies applied in research. Blaikie (2003) states: ‘it has become common practiced to divide research methods into two broad types, quantitative and qualitative’ (Blaikie 2003, p. 231). The selection of either research method rests upon the different purpose of each research. Bryman (2004, p. 19) believes that, on the face of it, there is a fair distinction between quantitative and qualitative research besides the fact that ‘quantitative research employs measurement while qualitative research does not while others consider the differences among them to be much deeper.’ Bryman (2004) further classifies quantitative and qualitative research based on the connection between research and theory, epistemological considerations, and ontological considerations. The ontological assumption for this research investigation is that students who wish to work globally will need to acquire global capabilities. On the other hand the epistemological assumption for this research investigation is what students tell the researcher regarding the capabilities they need in order to work globally.

The ontological assumption is that students who engage in mobility and take courses in globalization will increase their global knowledge and capabilities. There are trends in their personal accounts, which are based on real experiences rather than on dreams and aspirations.

The epistemological assumption is that students cannot have a global business capabilities if they have not been exposed to a globalization process either in an educational or corporate setting (Blaikie 2003).
The Major differences between quantitative and qualitative research methods are indicated in Figure 4.1

<table>
<thead>
<tr>
<th></th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal orientation to the role of theory in relation to research</td>
<td>Deductive; testing of theory</td>
<td>Inductive; generation of theory</td>
</tr>
<tr>
<td>Epistemological orientation</td>
<td>Natural science model, in particular positivism</td>
<td>Interpretivism</td>
</tr>
<tr>
<td>Ontological orientation</td>
<td>Objectivism</td>
<td>Constructionism</td>
</tr>
</tbody>
</table>

Fundamental differences between quantitative and qualitative research strategies

(Source: Bryman 2004, p. 20) Figure 4.1

**What is Qualitative Research?**

Denzin and Lincoln (2000 pp.4-8) stated that ‘qualitative research involves the study use and collection of a variety of empirical materials’. Qualitative research involves a philosophy of knowing the many ways of collecting and analysing data; and it assumes that that ‘reality is subjective and dependent on context’ (McMillan & Wergin 2006, p. 94). The authors further indicated that ‘qualitative research focuses on understanding from the perspective of whoever and whatever is being studied, rather than establishing objective descriptions and relationships’. Bryman (2004) explained that the emphasis of qualitative research method is on words rather than quantification in the data collection and analysis.

Qualitative research aims to investigate attitudes, behaviour and experiences through interviews or focus groups and attempts to collect in-depth opinions from participants.
(Dawson 2006). Attitudes, behaviour and experiences are difficult to measure through scaling and ranking since it involves a great deal of personal opinion. Therefore qualitative research was the most suitable strategy to be applied in the collection of the data with such attributes for this research investigation.

Since qualitative research tends to be concerned with words rather than numbers, there are three features to be taken into consideration, according to Bryman (2004):

1. ‘There is an inductive view of the relationship between theory and research; the theory is generated out of the research.

2. ‘It is an epistemological position described as interpretivist, which means that in contrast to applying a natural scientific model in quantitative research, the stress is on the understanding of the social world through an examination of the interpretation of that world by its participants.

3. ‘An ontological position described as constructionist, which implies that social properties are outcomes of the interactions between individuals, rather than phenomena ‘out there’ and separate from those involved in its construction.’ (Bryman 2004, p. 266)

Qualitative research is a general term, but has characteristics, says Colwell that include: ‘the noninterventionist observation in natural settings; emphasis on interpretation of both emic issues (those of the participants) and etic issues (those of the writer); highly contextual description of people and events; and lastly, the validation of information through triangulation’ Colwell (2006, p. 271). Moreover, qualitative research is being considered holistic, empirical, descriptive, interpretive, and empathic (Colwell 2006). He offers another view, supported by other researchers, which suggests qualitative research should be worked
from bottom up, with the result that ‘its observations and immediate interpretations would be validated’ (Colwell 2006, p. 278). This assumes it has been completed successfully.

Good qualitative research requires a great deal of effort and is not limited to the task of collecting the data and information only to satisfy a particular question. McMillan and Wergin (2006) discuss how to conduct good qualitative studies, suggesting that a good qualitative study is much more than simply collecting data about a topic through various approaches. Moreover, it is suggested to spend a considerable time on people or places involved; to gather other relevant information; and to present the findings as in-depth narratives in order to be a successful and well done qualitative research (McMillan & Wergin 2006). The researcher agrees with the approach of McMillan and Wergin 2006 in that it suited the researcher’s style and the research domain was better suited to the qualitative approach.

**Research Approach**

Blaikie 2003 outlines four major research approaches in his book that are deductive, inductive, retroductive and abductive. When a researcher selects an approach it is based on what they wish to do with the theory in the research. A deductive approach is one where the data is collected and is used to test a theory or hypothesis. In this case the researcher would develop the theory, then design the research approach, then proceed to test the theory.

If a researcher wished to discover new theories then one could adopt the inductive or abductive research approach. These two theories require a different process of data collection and verification of theory but they are also somewhat similar. The retroductive approach is similar to the deductive approach, but the collection of the data is qualitative and the method of verification is completely different.
This study has adopted the abductive approach to research. It follows Blaikie (2003, p.25) who states:

‘The starting point is the social world of the social actors being investigated; their construction of reality, their way of conceptualizing and giving meaning to their world, their tacit knowledge. This can only be discovered from the accounts which social actors provide. Their reality, the way they have constructed and interpreted their activities together is embedded in their language. Hence, the researcher has to enter their world in order to discover the motives and actions, and the situations in which they occur, in the technical language of social scientific discourse’.

The abductive approach is most suited to this research since the researcher is asking a ‘what’ question, that question being: ‘What are the necessary capabilities that an RMIT – MBIT (Master of Business Information Technology) graduate needs in order to enter the global workforce?’

**Research Strategy**

A research strategy is defined as a general plan of the steps taken to answer the research questions (Blaikie 2001).

Yin (1994) states that there are five important components in every research strategy:

‘A study’s questions,

Its propositions, if any,

Its unit(s) of analysis,

The logic linking the data to the propositions, and
The criteria for interpreting the findings’.

(Yin 1994, p. 20)

This study will adopt the semi-structured interviews strategy.

**Six Main Steps of Qualitative Research**

The discussion of the main steps required to carry out qualitative research has assisted the researcher to form a clear mind map of the process. Bryman (2004, p. 89) concluded that there are six main steps of qualitative research illustrated in the following figure 4.2:

1. General research questions
2. Selecting relevant site(s) and subjects
3. Collection of relevant data
4. Interpretation of data
5. Conceptual and theoretical work
   - 5a. tighter specification of the research question(s)
5b. Collection of further data
6. Write up findings/ conclusions

Figure 4.2: An outline of the main steps of qualitative research,
(Source: Bryman 2004, p. 269)

The next section discusses the process of how this research project used these steps in a qualitative research framework.
Step 1.

This research started with the exploration of relevant information and literature, on globalization and global capabilities in order to gain an overview of the current global corporate business. At this stage, the research question would be general since researchers usually understand little about the real issues underneath. Therefore, it required a broad and great amount of researching as to narrow down the research topic to a feasible area. As discussed in Chapter Two, this research then was focused on globalization, the future of work and global capabilities.

Step 2

After deciding the area of study, the research case study was narrowed down to study what global capabilities are needed by postgraduate students (specifically in the MBIT program at RMIT University) to work in the global workforce.

Step 3

The researcher then started to collect all relevant data and information by conducting 50 semi-structured interviews with three distinct sets of informants.

Step 4

The data that was collected from the informants was coded into tables in order to understand the similarity and differences of all of the capabilities that resulted from the various interviews conducted. Findings from this research were able to provide valuable information about what global capabilities are needed to work in the global workforce according to the students, educators and the corporate sector who employs the MBIT graduates.
Step 5

This stage required the researcher to compare the collected data with current literature so as to ascertain its consistency. The literature might support the findings, or sometimes it might disagree with the findings, but it would not affect the outcome of the research. The most important idea was to build a linkage between the literature and the data.

Step 6

The final step was to write the conclusions for the findings in this thesis and conclude practical recommendations for the research question as this research is considered useful and will contribute valuable information to all of the stakeholders. It is also necessary to provide suggestions for future research in this area of investigation.

**Structured Interview Design**

There are various ways of categorizing interviews. (Minichiello et al., 1990 cited in Punch 2005, p. 267) provided the ‘continuum model for interviews’ based on the degree of structure involved. This model indicates the different degree of structure involved and the application of each interview. Fontana and Frey (1994) classified interviews into structured, semi-structured, and unstructured interviews. There are hundreds of ways to classify interviews, but it is important to keep in mind that different interviews should be carefully selected to suit the purposes of each research project.
This research was designed to be conducted through semi-structured interviews as discussed above.

In structured interviews, the interview questions are planned and standardised in advance (Punch 2005). Structured interviews can be face-to-face or by telephone, which requires cautious phrasing of each question before the interview takes place (Patton 2002). This can also ensure interviewees get the same questions in the same order, including standardised queries. Denzin and Lincoln (2000) define structured interviews as, the interviewer asks all the informants the same series of pre-established questions with limited set of responses. Whereas Punch (2005) indicated that there is hardly any latitude for variations in the answers, although sometimes a researcher could use open-ended questions. Adhering to these rules assures the reliability of collected answers and the comparison between them will have greater validity. Market research is frequently conducted through structured interviews (Dawson 2006).
Semi-structured interviews are similar to structured interviews. Both of them are widely applied in flexible, qualitative researches (Robson 2002). But the degree of structure may vary from different interviews. Berg (2004) illustrates the main differences with regard to standardised, semi-standardised, unstandardised interviews (See Figure 7).

Dawson (2006) stated that in qualitative research, semi-structured interviews are one of the most general type of interview to be used. This method always assists researchers to gain specific information, and information collected from different interviewees would be able to be compared and contrasted (Dawson 2006). The goal of semi-structured interviews say Van der Molen and Gramsbergen-Hoogland (2005, p. 36) is to ‘deal with all the subjects within an open question and tries to use basic listening skills in order to get as much information on the subject as possible’.
In semi-structured interviews, the questions designed for the interviews are prepared in advance.

During interviews, it is always necessary to ask the same questions in the same order in each interview so as to maximize validity. Berg (2004 p.80) stated that ‘a semi-structured interview involves the implementation of a number of predetermined questions and special topics’; questions are typically asked in a systematic and consistent order’. He also pointed out that questions used in a semi-structured interview can reflect an awareness that individuals understand the world in varying ways, in other words, researchers can approach the world from the interviewees perspective.

Similar ideas are also indicated by Bryman (2004), who states that the interviewer would have some scheduled questions or specific topics to be discussed, but the interviewee has freedom in how they choose to reply to these questions.
Although interviewees can answer the questions in their own way, they are not free to choose the topics to be discussed (Van der Molen & Gramsbergen-Hoogland 2005). However, the researcher would still want to maintain the flexibility with interviews so that other important information can arise (Dawson 2006). Interviewers may ask questions that are not included in the interviewer’s schedule. It is important to remember that, although the semi-structured interview ‘has predetermined questions, the order can be modified based upon the interviewer’s perception of what seems most appropriate; particular questions which seem inappropriate with a particular interviewee can be omitted, or additional ones included’ (Robson 2002, p. 278).

However, Robson (2002) indicated that when conducting semi-structured interviews, it is usual to incorporate some more highly structured sequences. The recommendations are:

- Have different topics and associated questions and prompts on a series of cards. – interviewers can prepare further extended question on cards as to obtain more information based on interviewees’ response.
- Allow a substantial amount of space for each topic as the interviewer won’t know in advance how much material the interviewer will be obtained in any particular area. – in this way, more information will be successfully gained.

‘Interviews are an essential source of case study evidence because most case studies are about human affairs’ (Yin 1994, p. 85). Semi-structured interviews are those conducted when it is known at the outset what information is needed. The interviewer has a list of predetermined questions to be asked of the respondents either personally through the telephone or through the medium of a Personal Computer. The questions are likely to focus on factors that had surfaced during the unstructured interviews and are considered relevant to the problem. As
the respondents express their views, the researcher would note them down. ‘The same
questions will be asked of everybody in the same manner’(Sekaran 2003, p. 227).

Flick (2006) suggested one major limitation of semi-structured interviews is that the
interpretation of the data would be difficult since there are no clear suggestions for how to
proceed. Moreover, there will be difficulties with the generalisation and application of the
results because summarising various respondents of each interview into groups is rather
complicated (Flick 2006). The researcher is in full agreement with Flick (2006) in that it was
a Herculean task to summarize the 58 respondents’ answers to the questions that were asked
at the semi-structured interviews. The three sets of questions that were selected for the semi-
structured interviews, although similar, were varied slightly so as to gain a rich collection of
data on the global business capabilities needed by MBIT students to work globally. The semi
structured questions used in this study were designed to maximize responses from the
respondents.

In this study, the researcher conducted semi-structured interviews to collect data from the
informants. The rationale for conducting the structured interviews was adapted from a
similar methodology employed by Andrews and Tyson (2004). As seen in this research, one
hundred semi structured interviews were conducted to capture the themes of the global
capabilities needed by global young leaders and CEOs around the world.

This qualitative research investigation focused on a set of postgraduate students studying at
RMIT University. The researcher identified that there was a low variance of themes and
therefore the researcher could justify that fifty-eight semi structured interviews. This was an
adequate sample set to identify reoccurring themes and trends. The three groups that were
identified for this research were:
1. RMIT Educators and Policy Makers

2. The RMIT Corporate Community

3. MBIT students past and current.

The researcher chose to interview 38 students from the MBIT program, 10 senior academics and administrators at RMIT and 10 members from the university corporate community in Australia (some of these being international corporates working in Australia at the time that the research was conducted).

The interviews for this research, in the style advocated by Hussey & Hussey, were conducted in semi-formal settings:

‘Interviews are associated with both positivist and phenomenological methodologies. They are a method of collecting data in which selected participants are asked questions in order to find out what they do, think or feel. Interviews make it easy to compare answers and may face to face, voice to voice or screen to screen; conducted with individuals or a group of individuals’ (Hussey & Hussey 1997, p. 156).

Before commencing formal research, this set of questions was pilot tested with a random sample of people from each target segment/group to ensure comprehension and to ensure that the questions would deliver quality data. As a result of this pre-testing, some minor modifications to the interview questions were made.

The first set of questions developed were given to the Educators and Policy makers at RMIT and within the School of BIT to obtain the status of capabilities and, more specifically, global capabilities within the RMIT academic community. The interviewer also sought to discover what were requirements of the academic community at RMIT with regard to addressing the whole issue of global business capabilities.
The second set of questions was developed for the corporate community that employs and engages with MBIT graduates. This set of questions was developed so that the corporate community could answer and comment on the question of capabilities, specifically global capabilities.

The third set of questions was developed for the MBIT student body. This set of questions was used to ascertain what global capabilities students thought were necessary in order to enter the global workforce? A number of students needed some time to think about the words ‘global’ and ‘capability’ and at times the researcher had to use more familiar terminology with students from abroad such as ‘skills’, ‘qualities’, to make the questions easier for some of the student body.

Data Generation

All of the interviews were conducted in Melbourne in the winter and spring of 2006. The three sets of informants (RMIT academic community, Corporate Community and MBIT student community) were selected because they could give valuable answers that would contribute to this study.

The process for informant selection and interviews of participants for this study were:

1. Identify the key RMIT academic community members who were part of the decision making in developing and implementing the capabilities framework at RMIT University. Identify key corporate community members who employ MBIT graduates as well as being global companies. Organisations such as AXA Austalasia (one of the world’s largest insurance companies and BHPbilliton (largest mining company in the world) actually spoke about the global mindset in their interviews.
(2) Identify thirty students who were studying or had studied the MBIT in Melbourne. The MBIT graduates who were selected were in the age group of 24 – 39, and some of the students were working full time and some were working part time, whilst others had never worked.

(3) Contact all informants for this study and send an email letter of invitation outlining the research objectives coupled with the Plain English Statement, asking for permission to conduct the interview.

(3) Conduct face to face semi-structured interviews. Notes were taken at all of the interviews. Once the interviews were completed the researcher would lapse into a discussion on many different areas of the study with the informants.

**Unit of Analysis**

The units of analysis are firstly, the global capabilities (discussed in Chapter Two and Three) that the MBIT graduates at RMIT need so that the graduates of this program can enter the global workforce; secondly what model from the research of the London Business School model could be adopted as a model of global capabilities for the MBIT program. Thus the study is limited to what is needed and what model can be introduced to the RMIT program to overcome the deficiency of the program.

**Interpreting the Findings**

The data was interpreted based on the LBS developed model along with the researcher’s experience as an educator within RMIT University and especially in the MBIT program. The findings from the interviews were compared with the available literature on global capabilities to ascertain if there was a synergy of ideas between the literature and the data from the interviews. All of the 58 interviews were read and analysed to identify the various
themes and the most prevalent of them. As the analysis took place and lists were made of the themes, there occurred a synergy of themes across the three sets of interviews. Once the major themes were identified, these were placed into a table format following the LBS model for each of the set of respondents. (See Chapter Five for detailed tables and themes of the interviews)

**Data Analysis**

The steps that were taken for the data analysis were:

1. Interviews were conducted. This formed the first step of the data analysis. The researcher wrote down the answers to the various questions put to the informants, then noted the key issues and themes that arose from the interviews.

2. The researcher transcribed the various interviews and made notes of any links or similar threads that arose from the interviews. Once all of the interviews were completed the researcher tried to identify themes that were similar in each of the three categories of informants interviewed. The researcher then established a table with three columns headed with the categories of the interviewees and then proceeded to identify the main themes that arose from the interviews. It became apparent that some of the themes were similar across the three sets of informants.

The analysis of the data will be discussed in depth in Chapter Five, Six and Seven, in conjunction with a number of quotations which articulate why the themes occurred and what they mean to the different set of informants. As stated, various themes emerged whilst the coding was being conducted for this study.
The table on this page illustrates the various themes that emerged from the interviews:

Table 4.1 Themes table from the interviews conducted with the three sets of informants

<table>
<thead>
<tr>
<th>MBIT Students</th>
<th>RMIT Educators/Policy Makers</th>
<th>RMIT/MBIT Corporate Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization</td>
<td>Globalization</td>
<td>Globalization</td>
</tr>
<tr>
<td>Global Mindset</td>
<td>Communication and Interpersonal Skills</td>
<td>Communication and Interpersonal Skills</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Professional Networking</td>
<td>Global Mindset</td>
</tr>
<tr>
<td>Language</td>
<td>Language Skills</td>
<td>Professional Networking</td>
</tr>
<tr>
<td>Diversity</td>
<td>Awareness of Diversity</td>
<td>Awareness of Diversity</td>
</tr>
<tr>
<td>Global Competition and Global Work</td>
<td>Training of Educators</td>
<td>Teamwork</td>
</tr>
<tr>
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<td>Internationalisation of the Curriculum</td>
<td>Global Awareness</td>
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<td>Global mindset</td>
<td>Adapting to Change</td>
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<td>Knowledge of Discipline</td>
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<td>Project Management</td>
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<td>Social Responsibility and Ethics</td>
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</table>

**Local Integration**

When all of the data from the interviews had been coded, the next step was to make a summary of all data collected. Once the tables of global capabilities were established the researcher looked for any overlap between the three sets of informants and also tried to ascertain any variants. The researcher sought to ascertain if the results from the interviews
concurred with existing research. How was this achieved? The researcher reflected upon the relevant globalization and global capabilities literature (Chapters Two and Three) which stated that one of the most important capabilities needed in order to work globally was an understanding of ‘globalization’ and ‘global competence’, coupled with other capabilities as discussed in Chapters Five, Six and Seven. Forty Five of the 58 informants interviewed for this study gave responses that concurred with the literature regarding globalization and global competence.

Armed with this data could the researcher formulate any theory that was similar to what the literature was proposing, or to the LBS model? In early 2008 the researcher was conscious that the data collected was almost 12 months old, thus a refresher set of informants were contacted and another six semi-structured interviews were conducted to give the study an up to date collection of data from a sample of a 2008 group of MBIT students.

**Inclusive integration**

All of the findings from the interviews were brought together to form initial conclusions. The inclusive integration of the data allowed the researcher to write the analysis of the results of the interviews into three sets of models based on the LBS model. This will be discussed in Chapters Five, Six and Seven.

**Participant observer**

When conducting semi-structured interviews, it is imperative for the researcher to play a neutral role, never interjecting opinions of a respondent’s answer. Interviewers must establish a ‘balanced rapport’, which means he/she must be casual and friendly on the one hand, but directive and impersonal on the other Denzin & Lincoln (2000). Blaikie claims that the researcher’s position can change from complete detachment to committed involvement
(Blaikie 2003). This researcher decided to take the role of committed involvement, coupled with balanced support, thus assuming the role of participant observer.

The researcher for this study was able to access ‘certain unusual opportunities for collecting data’ (Yin 1994, p. 88).

The opportunities that were evident in this research were:

1. Complete access to the three sets of informants (working with many of the informants from the RMIT academic community) used for the data collection.

2. Reality of working in the School of BIT where the research was being conducted for this study, thus being at the forefront of the issues that are being researched on a daily basis and being able to witness events and changes in the area of research on a daily basis. The researcher also had accessibility to the RMIT student community.

As with all opportunities, there is a risk factor attached, and in this instance the risk is that the researcher may be biased. Both Yin (1994) and Saunders et al. (2000) discuss this risk.

**Researcher bias**

As stated previously, the research for this study was predominantly conducted in the researcher’s place of work (RMIT University). When one researches in one’s own organization a certain amount of researcher bias will undoubtedly arise. Creswell (2003) states that when a researcher conducts research in his or her own organisation it can be called ‘in-house’. A major issue with conducting ‘in-house’ research is that ‘problems of reporting data are biased, incomplete, or compromised’ (Creswell 2003, p. 184).

Concurring with Creswell, Hussey & Hussey (1997, p. 155-156) say: ‘With any type of interview there is the problem of the effect the interviewer has on the process; for example,
there may be an element of class, race or sex bias.’ Apparently observer bias can’t be avoided according to Saunders et al, (2000) and the researcher should ensure that all possible means are undertaken to avoid bias and be very aware of the issue of bias and try to manage any bias that may be in evidence in the study in question. The triangulation of the data between the three cohorts as used to reduce the potential impact of bias.

**Ethics**

In business research there are no specific rules as prescriptive and detailed as the ones that the American Psychological Association has established for conducting research. When conducting this research the researcher had to be cognisant of the issues raised by Kervin (cited in Hussey and Hussey 1997) in the following checklist:

- ‘Will the research process harm participants or those about whom information is gathered (indirect participants)?
- Are findings of this research likely to cause harm to others not involved in the research?
- Are you violating accepted research practice in conducting the researching and data analysis, and drawing conclusions?

(1) Are you violating community standards of conduct.’

(Kervin cited in Hussey & Hussey 1997, p. 39)

**Invitation to interview**

Before the interviews were conducted the participants in this research were contacted by phone. Once the participants agreed to meet for the interviews, a letter was forwarded to them with the list of the questions that would be asked at the interview. All participants had
the right to withdraw from the process at any time. The privacy and confidentiality of participants was and is strictly protected.

**During the interview**

All of the interviews for this study commenced with the researcher introducing himself to the informants and giving them a very clear explanation of the study and why their participation was needed for the research being conducted. Each informant was told that he or she would be able to terminate the interview and research at any time. During all of the interviews each informant was guaranteed anonymity and confidentiality. Only the position titles, such as Chief Information Officer (CIO), General Manager (GM), or Chief Executive Officer (CEO), within the various organisations of the various informants were used in this study. Due to the fact that all of the informants were colleagues, acquaintances and students of the researcher none of the informants denied the researcher an interview. The researcher committed to conduct this study objectively throughout all the stages of this research and guarantees no misrepresentation of the collected data.

**Analysis and completion of the thesis**

The privacy and confidentiality of all of the informants of this study is strictly protected. The researcher gave a guarantee to all of the informants that pseudonyms will be provided for all informants. The data from this research is secured in a locked filing cabinet at RMIT University, and the data in question will be destroyed at the end of five years.

**Conclusion**

The aim of this chapter was to present a description of the research approach and research design used for this study. A qualitative approach was adopted using an interpretist approach as the research paradigm. By taking this approach the researcher was cognizant that
interpretivist refers to the acquisition of the meanings and interpretations, motives and intentions, that people use in their everyday lives to direct their behaviour. People are elevated to the central place in social theory through the use of this interpretive approach which enables research that provides an understanding of the global capabilities required by graduates to work effectively on a global scale.

A semi-structured interview methodology was implemented with representatives of all stakeholder groups. The questions allowed the researcher to collect all of the necessary data to evaluate global capabilities currently developed in the MBIT. Further analysis using all stakeholder views enabled comparisons of internal and external capability requirements which led to identification of gaps and recommendations for improvements called for by the community.

The data was analysed by coding the various responses into themes that summarized the opinions of those interviewed. The researcher was able to read the complete transcripts of each interview conducted in 2006/07 and then undertook to complete a further six interviews in late 2007 to give the study added credibility and currency.

Chapters Five, Six and Seven will focus on presenting the data that was collected, the various themes that arose from the data collection and recommendations based on the analysis completed.
Chapter 5 - Results from the interviews conducted with postgraduate students

Introduction

This chapter focuses on gaining an understanding of the participants’ perceptions of requisite global capabilities. Three sets of participants were interviewed for this research: RMIT MBIT students, RMIT senior educators and the RMIT business community. Each of the three sets of participants were selected as they are key stakeholders in the quest to outline which global capabilities are needed for MBIT student’s to enter the global workforce, from each respective perspective. The key question asked of all 58 respondents was, ‘What capabilities do MBIT students need to enter the global workforce?’ The purpose of the question was to enable identification of capabilities that the MBIT students thought they needed to work globally, what capabilities the educators thought the students needed and finally what capabilities the corporate sector seeks from graduates.

At this stage of the research, the study has described what the literature states about globalization (Chapter Two), what the London Business School model advocates as the new global business capabilities (Chapter Three) and how the MBIT program currently views and teaches global capabilities (Chapter Three). To gain some understanding of what global capabilities are needed to enter the global workforce, this chapter outlines participant’s perceptions of requisite global capabilities. This chapter is important in that it provides detailed accounts of the global capabilities and why participants thought them important for global workforce entry.
The Responses of the Participants (MBIT Students)

Background to the MBIT student participants

In the Australian summer of 2006, autumn of 2007 and early summer of 2007, 38 MBIT students provided detailed responses to a set of questions in semi-structured interviews (discussed in Chapter Four) about the global capabilities needed to enter the global workforce. The students for this study were selected randomly from a pool of MBIT students. Within the 38 students interviewed there is a good mix of local, international, female, male and mature age students (students over 22 years of age).

The tables below illustrate the Bio-demographics of the MBIT students selected for this study.

Table 5.1 Gender

<table>
<thead>
<tr>
<th>Category</th>
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<td>Female</td>
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Table 5.2 Age

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<tbody>
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<td>21</td>
<td>55.3</td>
</tr>
<tr>
<td>&lt;25</td>
<td>17</td>
<td>44.7</td>
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Table 5.3 Nationality

<table>
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<tr>
<th>Category</th>
<th>Total Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>17</td>
<td>44.7</td>
</tr>
<tr>
<td>Local</td>
<td>21</td>
<td>55.3</td>
</tr>
</tbody>
</table>

Table 5.4 Study Load.

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Number</th>
<th>%</th>
</tr>
</thead>
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<tr>
<td>Part-time</td>
<td>10</td>
<td>26.3</td>
</tr>
<tr>
<td>Fulltime</td>
<td>20</td>
<td>52.6</td>
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</tbody>
</table>

All of the semi-structured interviews were conducted face-to-face for approximately 40 minutes to an hour. In some cases when the interviewees became passionate about the research area some interviews were up to two hours in duration. The interviews were tape recorded and transcribed with permission of the interviewees. The data from these interviews was then analysed and tabulated to illustrate the themes that emerged relating to which capabilities were necessary to enter the global workforce.

The first question asked of the MBIT students was: ‘What do you think is meant by the term global workforce?’ This question was designed to set a context for the remaining questions. Once the students understood that the semi-structured interviews and questions were dealing with the issues surrounding global work and globalization, the second, and more important,
question was asked of the students: ‘What are the global capabilities that you think you need to enter the global workforce?’ Further unplanned questions and comments were made during these interviews so as to clarify the point(s) made by the students during the interviews.

The researcher used what has been referred to as ‘reflection-on-experience’ (Boud 1993; Schön 1987; Yoong 1999), which involves ‘the trainee [interviewer] revisiting the experience [first and subsequent interviews] …The interviewer re-evaluates the experience, makes connections with prior experience, and plans the appropriate strategy to deal with similar events in the future [in this case, modifying the questions in order to achieve the appropriate answer to the research question, or further identify issues that arose in the first interview’ (Yoong, 1999, p. 94), Boud (1993), Schön (1987), Yoong (1999).

Not all of the material from the semi-structured interviews has been highlighted in this section due to the enormous volume of data gathered. However, selected quotes that provide a representation of the patterns identified from the semi-structured interviews are presented. Each of the MBIT students from RMIT University has been given a pseudonym to keep their real name and origin confidential. All 38 student interviewees stated, without any prompting, that the global capabilities that they needed to enter the global workforce were (in no specific order):

- Globalization
- Global Mindset
- Teamwork
- Fluency in a foreign language
- Diversity
- Global Competition and Global Work in business
All 38 MBIT students interviewed spoke about the importance of globalization. All 38 students were Generation Y with a couple of exceptions - discussed the concept of globalization of business, which they said was a basic requirement so as to deepen their understanding of globalization.

Globalization

The responses from the students identified that an understanding of globalization and how this phenomena affects the world of business was crucial for those who wish to enter the global workforce.

A senior manager (currently completing the MBIT part time) at a large multinational resources organization in Melbourne, made the following statement: Hubbell said: ‘Understanding globalization and how it affects international business is necessary if you are going to work globally and this is an important capability’. Hubbell has completed a bachelor’s degree in Marine biology and his a local student but has travelled overseas for holidays and short professional assignments.

Robert a current MBIT student stated that as a global worker in the corporate world he believes that studying globalization in a Masters program is important as he obviously wants to be a player in the global economy. Robert is a full time local student in the MBIT, born and bred in Melbourne who is anticipating an international career in the world of business.

Robert said: ‘As a participant of this world I think that the study of globalization of business is very important’.

Both Hubbell and Robert are of a similar opinion in that they believe an understanding of globalization is imperative for working globally. Bvgari also agrees with Hubbell and Robert when he discusses the issue of the importance of globalization. This is in agreement
with the literature that discusses the importance of globalization as a concept in Chapter 2 and with the experts of globalization such as (Lechner & Boli 2004, Macgillvray 2006, Stiglitz 2003 and 2006, Friedman 2006),

Bvlgari further emphasised that globalization is an important capability especially for working globally. If you are going to work in different countries and have a position in the global economy it is vitally important to comprehend all of the facets of globalization as highlighted below.

Bvlgari noted similarly that: ‘I hope to travel the world and work in different countries and have a position in the global economy; being globalized is an important thing for someone like me who wishes to work around the world’. Bvlgari is a local student but of migrant parents who is studying full time the MBIT.

Polo discusses how the MBIT program at RMIT University has opened up a new window for him and how he is thinking about a global career and how globalization will be the focus of his studies. As stated in Chapter Three exposure to a global world and to people from different countries and cultures establishes a set of new eyes for students (Buraya, Budden and Juban 2005; Redford 2006; Molla, Deng and Corbitt). Polo has now decided on a global career and being capable the area of globalization and how it affects the world of business is extremely important for someone like Polo if he is to use Andrew Penn (CEO of AXA Australasia) as a role model. Polo is another local student who is studying the MBIT full time and he is also a recent graduate of the Bachelor of Business Information Systems degree.

Polo said: ‘As an MBIT student I never really thought much about working outside Australia or working with different cultures as being important but after having been here for a semester and seeing so many students from different countries and hearing Andrew Penn...”
CEO of AXA talk about global careers and how he started his global career in the Navy, I am beginning to think more about the importance of working globally and understanding globalization and this will be my focus in my studies’. This statement concurs with the literature as discussed by Andrews and Tyson 2004.

Globalization whether we like it or not is a part of everyone’s life whether you live in New York City or a small village in Africa, its effects, Polo in the above quote is well aware of this issue.

The issue of the tyranny of distance for Australia is discussed by Caroline and the comment that globalization is far more important for Australia than some other countries who do not suffer the tyranny of distance or time as Australia does. Caroline commented positively on the importance of globalization for all business students not just MBIT students at RMIT University. This is in agreement with the literature that is discussed in Chapter Three of this this thesis whereby the following authors discuss this concept: Marginson 1994, Ohmae,2004, Branson 2007, , Good year 2006, Penn 2007 and Lexander 2008.

Caroline stated: ‘Living and working in a global world is an important part of life today and we need to know how to do this and manage being a global worker, especially in Australia as we are so far from the rest of the world. Globalization is important to all students no matter what area of business you are in’. Caroline is a local student currently completing the MBIT part time, after having worked for many years in the financial sector in one of Australia’s largest banks

Eros discussed how a career in the world of IT was a global one and if he was going to work in the UK or Asia he understood that being capable of understanding globalization from all spheres was an important capability. What is also interesting about the quote below was the
reference to an understanding of global corporations, how they operated globally and how one works in a global setting. Eros commented that these capabilities are important for him and others who wish to enter the global workforce. Eros is a Chinese student who came to Australia at an early age and speaks Chinese at home with his family, he recently completed a Bachelor in Economics and Finance and is now studying the MBIT full time.

Eros said: ‘I know that IT is a global thing and maybe I can work in London or even in parts of Asia. I now realize that I will need to have a really good understanding of globalization, global corporations and global work that goes across time zones and borders’.

Eros is of a similar mindset to Brett in that both students believe in the importance of understanding and dealing with the concept of globalization and its importance to their future careers. Once again these ideas from RMIT business students concur with the literature discussed in both Chapters Two and Three.

Brett similarly spoke about the importance of studying globalization and having this capability if one wishes to work globally and especially in the area of IT

Brett mentioned: ‘The most important thing for me sitting in classes with different nationalities like French, Indian, American, Arabic students listening to business examples from around the world and from my professor, which I can never learn about that from my books. I now realize the importance of globalization - both the positives and the negatives - and we cannot really work in this new knowledge economy without the understanding of global business. Thus it is imperative that all courses focus on the globalization of business and IT’. Brett is an Australian student who is currently studying the MBIT part time whilst he works at his project management position with an insurance company located in Melbourne. He is married with two children.
The account above goes one step further than the previous quotes in stating that it is imperative that all courses focus on the globalization of business and IT. This is one of the major themes of this study and students are agreeing with the researcher on the importance of globalization as a necessary capability for entering the global workforce. Students who were of a similar mindset to Brett stated the following about the importance of globalization as a capability:

Bijoux said: ‘I think that understanding the globalization debate that is currently raging throughout the world is paramount to any student studying business and IT’. Bijoux is one of the French students who is currently completing the MBIT full time as part of an articulation agreement between the College of Business and EPITECH in Paris. He was born in France and is pursuing a global career.

Lucrezia stated: ‘I think that RMIT has given me the opportunity to have a very good foundation for working globally with the understanding of globalization, but once I start working in Norway I will need a deeper understanding of the EU and globalization’. Lucrezia is another one of RMIT’s many exchange students who came to Australia for one semester to study some courses at an Australian University. Since this interview took place Lucrezia has gone back to Norway and is employed full time in a government position in IT.

Lorenzo was of the opinion that: ‘I would like more international business in MBIT so that I can understand globalization. Lorenzo was a Chinese student who had completed a bachelor’s degree back in China at Guangzhou Normal University and was studying the MBIT full time with a hope to organize Permanent Residency in Australia at the end of the academic program.
All three of the above students are in agreement in that they recognize the importance of globalization and how this issue will affect them both in their studies and future careers. Both Lorenzo and Bijoux state the importance of globalization and Lucrezia is also in agreement but adds that not only globalization is important but a European centric understanding of globalization is important to her as she is returning to work in Norway.

Allegra discusses one of the main issues that arose from this research in that we are all working in a globalized world, sometimes harmoniously and sometimes not. Classrooms at times mirror global organisations with global diversity in the classroom.

Allegra mentioned: ‘There are lots of students who come from many different countries in my class. That means that the School is a globalized setting, therefore this can make me more global. At times this is like a global company in that I work globally on assignments with different people who come from a different part of the world to me’. Allegra is another international student from India who at the time that these interviews took place was completing her MBIT and then going on to study the Master of Commerce. Allegra was enchanted with the idea of meeting people from all over the world in her classroom.

The five statements above clearly identify that an understanding of, appreciation of and a value placed on the debate of globalization are identified as an important capability. The accounts illustrate what was an overwhelming response about the importance of globalization as a necessary capability for entering the global workforce. It is evident that although the interviews were conducted in isolation of each other, the students gave similar responses on the issue of globalization. The responses illustrate a similarity of thought between the students on the value of globalization when working across the globe. This similarity of thought traverses age groups, nationalities and gender as is illustrated in the above sample quotes. Globalization is in many
aspects a partner with the concept of a global mindset which was the second biggest capability that the students discussed in this study.

**Global Mindset**

The concept of the global mindset, as discussed in Chapter Two (pp. 45-49), is one that is gaining momentum as part of the globalization juggernaut that the world is experiencing. A global mindset is a capability that has been highlighted at RMIT business in a number of courses and students are introduced to what constitutes a global mindset, how one can attain a global mindset, and how it assists one in working globally. A number of case studies of organisations such as the Disney Corporation, Vodafone and Ford are studied and discussed in class. Of the 38 students interviewed for this research, 29 discussed the concept of a global mindset as a necessary capability, not only for people who wanted to enter the global workforce, but also for people working in Australia. The students highlighted its importance because of the interconnectivity of global business. The following five quotes have been selected as a sample of what the students said about the global mindset.

Rosanna discusses the global mindset as being a by-product of the globalization of business and our lifestyle. The need for a global mindset is identified by Rosanna as one of the necessary concepts that should be built into the capabilities one needs in order to enter the global workforce. Rosanna is a female student who was born in Melbourne and is studying the MBIT part time as well as working in the travel industry.

Rosanna said: ‘*RMIT has taught me that you need to have a global mindset and to be always thinking globally. I am aware of its importance. I think it is a by-product of the globalization era that we are currently living in. Whether we like it or not all of us are connected now and not just in the world of IT. I know that we are all dependent on each*'}
other. If we are dependent on each other we should think about the world not just one
country thus a global mind is really important'.

A global mindset is given importance in the above quote as Rosanna discusses how we are all
connected and inter-dependent, how we should view the world globally think across borders
and cultures and synthesize this knowledge when working globally, which means nurturing a
global mindset.

The global mindset is one of the main concepts evident in the quote below, since more than
once the interviewee, Gastone, stressed how important it was to think globally about issues,
not just business, if one were hoping to enter the global workforce. The global mindset opens
one’s mind to a myriad of new ideas and this is one of the capabilities that organisations are
identifying when recruiting business graduates. Gastone is an MBIT student studying part
time and is in his mid 50’s and has been in the business of IT for over 20 years at a large
multinational organization in Melbourne.

Gastone stated: ‘I understand that I need to think globally and have a global mindset and I
must think of the world as one huge marketplace’.

Like many people in business, Gastone views the world as one marketplace and, in his
opinion, a global business person needs to think globally and have a global mindset. Cesare
discusses the fact that RMIT University is giving him the capabilities to be a global worker
because in his classes he feels that his professors are encouraging him to have a global
mindset. Cesare believed: ‘I do believe that RMIT is working towards giving me the
capabilities to work globally because it encourages us to have a global mindset. Thinking
globally for me is a must as I work in one of the big four banks and we are a global company.
But for me, being in IT, I never thought I had to think globally until I went on an overseas
assignment’. Cesare is male student in his early 30’s and is involved in working with one of Australia’s major banks and is in the IT support area and he is studying part time.

Working in a global company such as one of Australia’s major banks has made Cesare realise the importance of the global knowledge intensive economy and how his work, although not in banking but in IT, has made it also important for him to acquire and develop a global mindset. An overseas assignment for the bank obviously made Cesare very aware of the importance of thinking globally when he was working in a different country.

Elisabetta is an international student from India who, when interviewed about the global capabilities, had this to say: ‘I hope to develop my mind globally and my understanding of markets more globally and use my global knowledge to have a successful career around the world, maybe back in India or maybe here in Australia’. Elisabetta is a female student from Mumbai who is currently studying the MBIT full time and will on and complete a second masters the Master of Commerce and hopes to gain Permanent Residency and have a career both in Australia and India.

Elisabetta is thinking about her future career prospects in the above statement. She is aware that her career may not rest only in India but it could be Australia or somewhere else in the world. With this global career view Elisabetta states that she will need to develop her mind globally as well as her understanding of the global markets if she is to be successful. The global mindset concept is evident once again in this student’s perception of what is necessary for a global career.

Thinking about the world as an exciting global market as well as China and Hong Kong are the thoughts of Isotta, who is a female Taiwanese student in her early 20’s studying the MBIT at RMIT full time, stated that: ‘A global mindset or thinking about global business is
very important. In Taiwan now we do a lot of business with mainland China and Hong Kong and hopefully my country will expand even more around the world that is why it is important. This is exciting’.

Isotta like the other MBIT students above similarly speaks of the importance of acquiring and constantly developing a global mindset as a capability. Isotta being in the Taiwanese market is very aware of the importance of global trade as this is already happening in her country with mainland China and Hong Kong and the future for her is a market all over the world. This global market is viewed as an exciting prospect that is at the same time important to the survival of Taiwan as a player in the global economy.

As stated above, not all students were of the opinion that RMIT University was particularly good at teaching and developing a global mindset for students studying the MBIT at RMIT. Ugo is a male full time student from the Middle East was negative about RMIT and its teaching or nurturing of the global mindset. Ugo said: ‘I do not think that RMIT teaches us a global mindset and some of the students that I have met have very little knowledge about the Middle East. All they know is what they watch on TV. A global way of thinking is so important as the world is one and we need to help each other and our interests should not just be national but international’.

Ugo found Australian and Asian students to have little deep understanding of the current situation of the Middle East crisis. He is negative in that the students that he came into contact with did not discuss politics or world events and only watched the six o’clock news.

Despite the negative comments about RMIT and the students within the program, he was very aware of the importance of thinking globally and of having a global mindset. His comment about helping each other is illuminating in that he stressed the importance of
solidarity as a global people thinking about helping each other as opposed to a selfish personal or national agenda.

The concept of the global mindset discussed in this section by the RMIT postgraduate students concurs with the literature discussed in Chapter Three whereby Jeannet (2000), Gupta and Govindarajan (2001) and (2004), Cant (2004), Carlori, Johnson and cited in Bouquet (2005), Terpstra, Sarathy and Russow (2006), Scullion and Collings (2006) all agree that the global mindset is an essential capability of global workers who are expected to work and lead organisations into the future across borders.

A third important factor raised through the interviews – teamwork - emerged from the discussions reported above.

**Teamwork**

All 38 students agreed that teamwork is a crucial capability that one would need, not only to work globally, but for any kind of work, whether it be in a small, medium or large organisation. Nearly all students interviewed agreed that RMIT University, and especially the MBIT program, really encourages and nurtures teamwork. Some did mention that maybe at times there is too much teamwork in the MBIT, but all recognized how important teamwork is in the modern corporation.

Working with teams of students from different countries is one of the highlights of studying for Mila, an Australian female student, married with 3 children, studying part time in the MBIT program, discussed the benefits of teamwork in multicultural groups and how this is allowing her to be open minded, observant and analytical about the global dynamics of the teams she has been working with at RMIT.
Mila said: ‘I really like working with teams of various nationalities. Being open minded, observant and analytical about team dynamics one is exposed to, be it in a different society in one’s own nation, or a different nation altogether, is assisting me in being a more global person’.

One of the many positives of teamwork for Mila has been the fact that working in these multicultural teams has assisted her in development of a global business person. In this interview Mila further discussed the issue of cultural diplomacy and how important it was to be diplomatic about a number of issues when working with different team members, such as a Muslim woman and an Indian man.

Teresa on the other hand is an Australian female who has recently completed her bachelor’s degree and is commencing the MBIT full time and who, unlike Mila, has not had a corporate career, and her statement once again focuses on the importance of being part of a team. Similarly there is recognition of the importance of a multicultural team and how a great deal is learnt in classes listening to other students discussing the global business case studies.

Teresa stated: ‘The most important thing that RMIT has done for me is of sitting in classes with different nationalities and listening to business examples from around the world from students and being part of a team. This is invaluable, as I can never learn teamwork from books. You have to do it’.

The value of team work is highlighted by Teresa as an invaluable part of her teaching and learning. The fact that this was recognized as being important and also that it cannot be learnt from books, further highlights the importance of ‘team’ as a global capability all over the world.
Bruno is a Chinese male student who has never had a great deal of interaction with Western people prior to coming to RMIT to study. He is a full time international student from Hong Kong and has stated that in the MBIT program he has been taught teamwork and the importance of teamwork. Bruno was excited during our discussion about how much informal learning had occurred during his time in the program, as he spoke about all the things he had learnt from his colleagues and professors. Bruno also discussed the fact that in China teamwork is very important. In Chinese culture he stated that the harmony of the group is far more important than the harmony of the individual. Upon arriving in Australia he was told that Australians were an individualistic society. After a semester in Australia, Bruno stated that there is a lot of team spirit in Australia and was relieved to see and experience how important teamwork was. Bruno mentioned that: ‘RMIT has taught me a lot about teamwork and we had one lecturer who said no one is perfect but a team can be and that there is a lot to learn from all peoples. This is my first time outside China and I have never met and spoken for a long time to western people’.

A similar comment to Bruno is made by Piero, who, in his interview stated: ‘Teamwork at RMIT has helped me a lot. It is because of teamwork assignments and people from different cultures that I now know a lot about other parts of the world. I have a friend that is from Dubai and I am Indian. He is like a brother for me’. Bruno is an Indian full time student who has come to Australia with his family in order to study and hopefully gain Permanent Residency. And Carmen said: ‘RMIT has given me the opportunity to work in teams from different countries and learn about the global business world. Also I have been invited to an Australian house and this is a first time to be invited to a western house’. Carmen is a full time international student from Mexico and once again is in Australia on a one year exchange program.
Both of the above statements discuss teamwork at RMIT University but they go beyond the realm of study and discuss the importance of friendship that has arisen out of teamwork in an academic setting. Piero spoke about his great friendship that has developed with an Indian student and how this evolved out of completing an assignment together. The words ‘he is like a brother for me’, are meaningful in that they highlight the importance and the outcomes of teamwork. Not only has friendship evolved out of teamwork but also a deep level of understanding and value of different ethnic groups. Carmen, like Piero has seen the benefits of teamwork. But in her case, working with an Australian girl resulted in an invitation to dinner at the student’s home. The comment ‘this is the first time to be invited to a western house’, is another by-product of students working in teams, firstly in academic settings and then developing strong friendships that will hopefully translate into global business understanding and partnerships. As most of the above students discussed ‘we are all connected in some way around the world’.

All of the above statements by students who discussed teamwork were on the whole positive to very positive about the benefits of teamwork. One of the students Pamela an Australian female student in her late 30’s, working full time in the health industry in Melbourne was negative about teamwork and how teamwork was being instilled into the students in the MBIT program.

Pamela stated the following in her interview: ‘RMIT provides some of the capabilities for working globally but its easy to meet people from different culture and be involved in teamwork. But working and studying are two totally different things and at RMIT it is an artificial setting. I am sure that if we were in a working situation the pressures would be different and thus I think you cannot feel the same cultural conflicts and pressures as if we were all working as a team in a real world setting’.
Thus Pamela on one hand does believe that RMIT and the MBIT program does teach and nurture some of the capabilities for working globally. But she states that teamwork for academic assignments is an artificial setting, as opposed to a real life situation where the pressure to deliver on time and within a budgetary constraint, changes the teamwork landscape somewhat. In her interview Pamela continued to discuss that a Masters program should contain a work placement and then, and only then, will students comprehend the pressure of working in a team within a setting that is very similar to the corporate career that one day awaits them. One of the key issues in regards to teamwork for Pamela was that of language, the next factor raised through the interviews. Teamwork and its importance in this section by the postgraduate students concurs with the literature discussed in Chapter Three by the authors Wellins, Byham and Wilson (1991) and Swan et al cited in Maloney & Zeller-Bruhn (2006).

Language

In this research the question of language was identified by 15 of the students. Both Australian and international students stated that possessing a foreign language was not much of a problem. The Australians saw themselves as possessing an advantage as English is the current *lingua franca* of business and especially of the IT sector. The international students did not see the need to learn a third language since they had very competent English skills and their own language. International students were of the opinion that their careers would flourish once they went home as being bilingual was a bonus especially in the mainland Chinese market. The English language advantage of course was deemed to have no value in the Indian market as nearly all of the students of University age and under already spoke English at an advanced level. Their comments on English language in Australia was that
living in Australia they were able to pick up the idioms and culturally sensitive language phrases that are peculiar to Australia only.

Five Australian students spoke about the importance of a foreign language as a global capability and these were students who were hoping to work in a non Anglo-Saxon market. A couple of these students were hoping to work in France, one in Italy and two in Japan. Their comments were that being able to be fluent in a foreign language would be a necessary capability for working globally as the above markets do not speak English. The comment by Rosanna clearly articulates the thoughts of the five students who stated that language was important to their future careers.

Rosanna in discussing language stated that: ‘Speaking a foreign language is a very useful capability. If I was going to travel to a foreign destination I think that the learning of a foreign language is very important’.

Rosanna’s comments about a foreign language as a valuable capability clearly indicate that, for students wishing to pursue a career in a country where English is not the lingua franca, knowledge of the said language is a must. These students may work in a multinational organization where English will be used for business purposes, but daily interactions in both their business and social life would be more meaningful according to them if they possessed language skills. The importance of another language is gaining more momentum as other languages other than English commence to dominate the business landscape Marginson and van der Wende (2006).

The next section will discuss the issue of diversity and how the students felt it was an important capability to have for working globally.

**Diversity**
Diversity was an issue that emerged from 35 of the 38 interviews that took place with the MBIT students. The students were vocal about how important the question of diversity is to them, not only in the workplace but also in social settings. In the interviews students discussed a range of issues that came under the umbrella of diversity such as: colour, religion, sexual orientation, value systems, and ethnicity.

Mary spells out how important diversity is in her opinion below. Working globally definitely requires one to be open to all the facets of diversity and here the kind of diversity is spelt out for the reader: culture, religion, sexual orientation and colour. Harmony is also discussed as an important by product of placing value on diversity. Mary, in her interview, discussed how the workplace had changed over the years and at her organization, a large Australian insurance firm that prides itself on the diversity of its staff and respects the diversity within the people it hires.

Mary was of the opinion that: ‘In order to work in a global company, students should be open themselves to diverse cultures, religions, sexual orientation and colour around the world to harmoniously co-operate with people from other countries and to respect these different cultures. Only a couple of courses in the MBIT do this. There should be more integration of business, culture and IT, a respect for diversity’.

Although Mary is an advocate for diversity she does not believe that the MBIT program adequately addresses the issue of how important diversity is for someone who wishes to work globally. A couple of courses are mentioned where the question of diversity is addressed by Mary, who is of the opinion that there needs to be a greater integration of business, cultural studies and a respect for diversity within the IT sector.
Colin discusses the fact that in the MBIT program you can meet people from all over the world which is a benefit of a multinational program such as this Masters program. The international staff who teach in the MBIT scored highly in this interview in that Colin was impressed with the global knowledge of business and culture that was discussed in the classes that he has attended.

The issue of diversity arises out of the interview and Colin states that he does indeed like the diversity but he is of the opinion that there should be more practical skills delivered in the program on how to deal with the issue of diversity in the corporate world. He is currently working part time in an Accounting firm and he believes that with increased migration of skilled workers and the influx of highly educated international students who gain permanent residency in Australia, an appreciation and understanding of diversity in the workplace is paramount to the success of a harmonious workplace. Colin noted that: ‘You can meet people from all over the world and furthermore the staff also has an international background. I like the diversity a lot I think there should be more case studies and life skills on how to deal with the whole issue of diversity in the workplace’.

Toby has a similar opinion of diversity to Colin. What makes Colin’s discussion interesting and, in parts, different was the fact that he completed a Bachelor of Business Management at RMIT and in his undergraduate degree spent three years studying Management where many courses dealt with cultural diversity, workplace relations and international management. Having commenced an MBIT, Toby was of the opinion that the program would be more practical in the area of life skills and in dealing with diversity in the global marketplace. Toby does believe that his undergraduate degree has given him an advantage in the area of managing diversity but now he is hoping that the MBIT would have delivered some real
practical life examples of successful diversity management from the perspective of global companies especially in the IT sector, as this is where Toby hoped to work in the future.

Toby stated: *‘RMIT has given us lot of practice on how to speak and deal with people from different cultures. The classes are well mixed with students from different parts of the world and we have to interact with each other to be able to co-operate and have a world of harmony. More courses should focus on global companies and how they manage the diversity of their staff around the world and keep the company being successful’.*

Thus Toby believed that a company’s success to a great extent relied on how successful it managed the diversity of its global workforce.

Despite listing globalization as a necessary capability for working offshore, the MBIT students also discussed the importance of understanding global competition in business, which will be discussed in the next section.

**Global Competition in Business**

An understanding of global competition in business was deemed by all 38 students to be an important global capability. All of them saw that the world is dominated by global competition and deals are made and broken in minutes in the current knowledge-intensive economy. An appreciation and cognisance of how competition in business manifests itself was important to all of these students, although some of them were not going to enter the global workforce. The students who were looking at a career in Australia were of the opinion that, although we are working in Australia, we must be aware of the global work practices and especially the global competition that surrounds Australia.

Mila discusses the issue of global competition and its importance in the following statement: *‘I do not think that RMIT has taught us how to deal with global competition. This is an IT
masters and we do not cover a lot of international business. The capabilities that are taught to us are very theoretical; we lack practice, and there should be a three to six month internship for MBIT students’.

Mila recognizes the importance of understanding what global competition means for a business person and here discusses the issue that arose in several of the student interviews about the importance of a practical work placement. Her opinion on what the program addresses in the area of international business is negative. Mila believes that the program is deficient in the area of global business and competition and work practices.

Mila goes on to discuss that possessing and understanding of global competition is crucial for any business student. An understanding of how critical competition is in today’s market place is evident in the above discussion. Mila wants the University or the MBIT to address this issue with courses that contain content about global competition: ‘Learning to compete in a global market is very important, no matter what type of business you are in. Business today is all about getting to market first and thus the issues surrounding global competitive businesses should be addressed in courses at University’.

Pamela on the other hand is positive about the curriculum that addresses globalization and business, but speaks negatively about the fact that she did not know how fierce the competition for business was in the global marketplace until she studied the MBIT. Pamela stated that: ‘I have been able to learn a great deal about globalization and business and more importantly about how the other half of the world thinks about global competition. I knew that we were a global village, but I do no think that I was quite ready for the competition that exists out there for business opportunities. Everyone is out there looking for the same slice of global business that we are trying to gain. It certainly is a global competitive market and we need the knowledge and capabilities to address this competition’.
The concept of a global village with fierce competition for a slice of business is one of the issues that Pamela discusses and how important it is to understand how the world works at a global level and how it addresses its competition and its rivals in business. Pamela is of the opinion, like all of the students, that a deep understanding of work practices on how to address the issue of being competitive in the marketplace is an important capability for students entering the global marketplace.

Gertrude, a mature age Australian student, studying full time who worked in the hospitality sector at the time of the interview, stated that the MBIT program needed some courses or modules that would instruct students on how to work globally; that is, give them examples of work practices for a global market. Her opinion about this issue is based on the fact that she believed that the students in the class at that time did not have an understanding of what it means to work in diverse markets, such as Sweden and South Korea. Not only were global work practices addressed in this interview but at the same time global competition was also discussed and clearly Gertrude is of the belief that Australia as a nation needs to be more competitive, raising the question: ‘Is this too much to ask of a university course?’ Gertrude noted that: ‘At RMIT the discussions on global topics and examples have allowed me to interact and exchange ideas. What I think we need is a course or a series of modules that investigate work practices around the world. How would we work in say, Sweden or South Korea, if we had to?’

She continued: ‘Australia needs to be more competitive in the world and how will we do this? Is this too much to ask of a course? I just don’t know. I have studied three courses now that deal with the global business idea and they have all contributed to my understanding of global markets, but I feel there should be more’.
Although satisfied in many ways with the program, Gertrude states that she felt the program should have contained more content on global business and work practices and global competition.

Noel, a Chinese male, full time student, is lucid about the global capabilities that he hoped to acquire when he commenced studying the MBIT program at RMIT. Noel in his interview discussed the following issues as his concerns: ‘No, RMIT does not give us global capabilities. As a Chinese student I was hoping that RMIT would give me the chance to go and work in a western company so that when I go back to China I will have international experience and understand the Australian way of business and global competition. It is important for me to understand global competition so that China will be a successful country. In some of my classes there is a great deal of focus on China, I want to learn about American business and the global workforce. I think RMIT focuses too much on Asia and Australia and never on Europe and USA’.

There seems to have been some anger in the voice of Noel as he is clearly dissatisfied with the content of the MBIT program. He does understand the importance of studying global competition in business as a necessary capability for working globally but in his discussion states that RMIT has not addressed this and nor has it been possible for him to engage in a work placement. Also Noel states that there is a great deal of emphasis in some of the classes on China and Asia and, since he is Chinese, he thought that there should have been more American or European content. He clearly wants to learn about global business, global competition and work practices but not in a Chinese context.

Noel was the only student that although understood how important global business was to his career voiced negativity about studying it in an Asian context. Should the MBIT ensure that
it presents a more balanced curriculum? That is a question that cannot be addressed within the scope of this research.

Millie similarly to Noel discusses the issue of a work placement as being a very important aspect that the MBIT does not address. Although positive in that RMIT has set the foundation stone for the capabilities needed to work globally, there are still some doubts about whether the program has adequately addressed all of the criteria that is needed to work globally. Millie is positive about the studies that focused on Wal-Mart and how important it is to have an understanding of global competition and how companies work globally.

Millie stated: ‘Has RMIT given me the necessary capabilities to work globally? This is a hard question to answer. However, I think RMIT business cannot give us the necessary capabilities to work in detail, but it can give us a big picture of what is needed to work globally. We have studied globalization and we have done many case studies and we hear of Wal-Mart and its competition strategy for the global market but we need to have some work experience in a global company. How can I work in a global company when my studies both here and in China give me no practical experience?’

The fact that Millie has had no work experience as she was completing her MBIT seems to be a major concern similar to Noel. Both students were academically strong in their grades and ambitious to pursue an international career.

Summary: The Global Capability Themes – according to the students

The themes that have arisen from the semi structured interviews were enlightening in that all of the students interviewed were completing a Masters of Business in Business Information Technology and all of the capabilities that were addressed in the interviews had little if
nothing to do with IT skills, or IS course content. They were satisfied with those skills being taught.

All 38 students that were interviewed discussed ‘Globalization’ as their first concern and how important it is to understand the concept if one is going to be working globally. Understanding globalization, the ability to work in different cultures and being sensitive to the many issues that surround globalization was the most paramount thought that was expressed over and over as can be evidenced by the representative quotes presented above. The importance placed on globalization as a course, module or spread across a program was given equal importance by the local Australian students and the International students.

The second theme that arose from the semi structured interviews was the concept of a global mindset or being globally minded, thinking about the world as a whole, being globally aware of all the different people and how they interact makes us one was also given a fair amount of importance. Some of the interviews that took place were with students who had recently completed a whole module on the global mindset in one of their courses. This module and the teaching and learning that occurred in the module may have influenced some of the responses that are outlined above. On the other hand some of the respondents were very firm about the idea of having a global mindset and synthesizing the information of what it means to be globally minded.

Teamwork was also another dominant theme that all of the respondents articulated in their semi structured interviews. Many of the comments about teamwork arose because the respondents spoke about how they had been told repeatedly by many corporations how teamwork is valued in the new organization especially in the large western multinational organizations like the big four accounting firms and especially at firms like Accenture.
The respondents also spoke about the importance that RMIT University places on teamwork. All of the respondents commented on the fact that of the four courses that were being studied, all four contained at least one group assignment, presentation or piece of work. The international students commented very favourably on teamwork as they saw it as an opportunity to make new friends, acquire new skills and hopefully increase their academic scores. Some of the Australian students were not as favourable towards team work if they were in teams that contained non native speakers as they were fearful that the academic scores would suffer.

All students were cognisant that more organizations are looking for team players and many interviews placed a great deal of emphasis on being a team player, especially in sports. Many of the students felt that RMIT did a great job of team work but more work should be done in the area of mixing the teams up and maybe introduce some of the technology that is being used by virtual teams around the world. One of the Norwegian students spoke about how in Norway they conduct a virtual classroom with students in the USA and they work virtually with the technology.

The capability of being fluent in a foreign language was addressed by the majority of students both local and international. All of the respondents commented on the fact that they all had a strong command of the English language and that they were lucky that English was the language of business. In conducting daily business all of the students were satisfied with English. On the other hand as they spoke about informal networks and becoming closer to foreigners the respondents commented that it was really important to know a foreign language, especially of the country where you were going to be working. Many respondents commented that unless you know the language you will deficient in truly understanding the culture and its nuances.
The Chinese students commented that they did not expect Western students to know the 300 plus dialects, which is impossible for the Chinese, but a basic understanding of Mandarin they thought was a good idea. In the most recently-conducted interviews, all of the mainland Chinese students were amazed that the current Australian Prime Minister, Kevin Rudd, was able to communicate in Mandarin.

The Indian students stated that there was no need to learn Hindi or any of the dialects of India, as all Indians speak English and English is everywhere in India.

The French students said that although English was the language of business, the French were still very proud of their language and some French companies and people resent speaking English because they state that it is an imprecise language and English speaking people do not use their adjectives correctly. Thus, a knowledge of intermediate French was considered a great capability if you were going to do business in France.

The Scandinavian students stated like the Indian students that there was no need to learn one of the Scandinavian languages as English is widely used. These respondents placed more importance on culture and how it more important to be able to share a sauna and a massage together than to speak Swedish. Diversity was another major concept that was addressed by over 90% of the respondents. There is some doubt as to whether it was totally understood by all of the respondents. Some respondents spoke about diversity, but meant culture. Then some respondents did make more sense of the capability when it was stated that it was important to be able to work, socialize and live with diverse groups of people and recognise the value of diversity.

Understanding global competition, global work practices, and how we can work towards having a global competitive advantage, was a highly-prized capability by all of the students.
interviewed. All of them recognized that the competition for business was fierce in the current global market. Few admitted that they had mastered this capability and all of them wanted to possess knowledge and skill so that they could deal with the global competition.

**An analysis: Similarities within the Themes**

All of the respondents in the semi-structured interviews had very similar concepts about the type of capabilities needed to work globally. As is evidenced from the statements above, a 100% of respondents articulated that the study of globalization, and managing globalization was the most important capability that all agreed upon.

All 38 respondents spoke about the importance of globalization when they were presented with the question ‘Do you have a perception of which capabilities are needed for the global workforce?’ One hundred percent of the respondents spoke about the need to have the skill, capability, knowledge of globalization and how important it was to them to work globally.

Some of the mature age respondents who had worked globally also commented on the importance of globalization. Most of the quotes provided relate to globalization or some aspect of globalization and the respondents seemed very comfortable in articulating their concerns about globalization and how RMIT and other universities should make this a focus of the teaching and learning strategy if they profess to be global universities delivering global graduates.

Of the 38 respondents, 30 had similar answers to the second most important capability, that being a global mindset. Many of the students spoke of the global mindset, being globally aware, and understanding what makes the world go around. The quotes above are testimony to how the respondents focused on the ability to use the global mindset in business scenarios and how they yearned to develop a global mindset if they thought they did not posses one.

The concept of the global mindset was one of the capabilities that the students thought was of
paramount importance since the words spelled out almost what the concept means; global, mind, set. These three words were important in the understanding of what was needed to work globally. Both sets of students, local and international, concurred that the global mindset was a capability that needed to be taught, analysed and nurtured in the MBIT program.

**Differences within the Themes**

Once all of the interviews were completed, it was interesting to see that there were not many differences in the interviews. All of the students agreed on the issue of globalization, global mindset, teamwork, diversity, global competition and global work practices. Of course some students placed more emphasis on one capability than another.

There were two major issues that were different and these were:

- Foreign language as a necessary capability to enter the global workforce
- Work Integrated Learning as a necessary part of the MBIT program

In this research investigation, although rated highly, learning a foreign language was not considered an essential global capability. This could be the case due to the fact that the research was conducted in an English speaking country. One wonders if the respondents’ answers would be totally different if the investigation had been conducted in Spain, Italy, Greece, China, or in Mexico. Nearly all of the respondents spoke about the advantage of being able to communicate in English. Some of the South East Asian students said their English language proficiency was not perfect but they felt very comfortable about their language skills. The same students commented that it would be easy to obtain a position in a multi-national organisation back in their home country because they had spent at least two years in a western English speaking country.
Only five local students discussed the fact that learning a foreign language was important if they were going to work globally. These five students spelled out the various countries that they were hoping to work in. The selection of countries was a result of studying the language at high school or engaging in a student exchange program in both high school or at the undergraduate level at University.

The other major difference that arose within this research was the issue of Work Integrated Learning. The students that expressed their dissatisfaction with the MBIT program were all about the deficiency of a practical work placement. Twelve students commented on the importance of work experience and internships. The quotes provided above clearly articulate their concerns about how will they be able to work globally if they have never had any work experience in a global setting. Many of them had an expectation that RMIT would locate graduate positions for them whilst studying or at least guide them through the rigors of locating their first industry placement both in Australia and in their home country.

**The Importance of the Themes and Capabilities**

What becomes interesting and important in this research investigation is how much time and effort is spent by the respondents in thinking, locating and preparing for their first corporate position.

As the semi-structured interviews were being conducted, all of the students spoke about their anxiety in locating the so called ‘dream job’. The informal discussions were about how well prepared would they be once they had completed their masters program. As stated above all of them wanted a form of work experience as a dress rehearsal for the big day when they eventually landed the job of their dreams. What is also interesting out of this research is the fact that many of them felt very prepared with regard to their discipline and the relevant IT skills but not very comfortable with the soft skills.
The soft skills that the respondents spoke about were the themes that have been discussed above. The quotes from the various students are interesting in that a high level of priority is given to the soft skills such as culture, communication, global mindset and teamwork. These were very desirable capabilities they felt they must have in order to work globally and sometimes even if they were going to work locally.

Both Australian and international students were very firm on the importance of having these so called global capabilities. In particular, two students who had gone for graduate positions at Siemens in Australia were asked by the organization to discuss their global study experiences and global competencies for a global organization such as Siemens.

University graduates today, are very aware that they form part of a global workforce and that when an application is lodged for a position, hundreds, if not thousands, also apply from around the world. One has only to think of Infosys in India. Around the time that the organisation is seeking internships, over 100,000 applications are received by them, not only from India, but from the USA, Canada, Australia, Scandinavia and the UK (Friedman 2005). This is the way that the global job market is moving these days and to have a competitive edge, to have a set of clearly defined global capabilities that prepare an MBIT graduate for the global workforce, is a powerful education asset.

**MBIT Student Capability Table**

The main themes and capabilities have been outlined in the table below using the Andrews and Tyson model from the London Business School, as discussed in Chapter Three. These are the global capabilities that the MBIT students stated were important for them if they were to enter to the global workforce.
Table 5.5 The Global Business Capabilities as articulated by the MBIT students

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>An understanding of globalization</td>
<td>An ability to work in the global landscape</td>
<td>Sensitive to working globally</td>
</tr>
<tr>
<td>Possessing a global mindset</td>
<td>An ability to use the global mindset in business scenarios</td>
<td>Developing a global mindset</td>
</tr>
<tr>
<td>An understanding of the importance of teamwork</td>
<td>Being successful in teams and making teams work</td>
<td>Nurturing teamwork</td>
</tr>
<tr>
<td>Fluency in a foreign language</td>
<td>An ability to use a foreign language in business scenarios</td>
<td>Upgrading foreign language skills</td>
</tr>
<tr>
<td>An understanding of the importance of diversity</td>
<td>Being able to work with diverse groups of people</td>
<td>Recognition of diversity</td>
</tr>
<tr>
<td>An understanding of the global competition and global work practices in business</td>
<td>An ability on how to manage global competition</td>
<td>Recognition of the global competition and global work practices in business</td>
</tr>
</tbody>
</table>

Similarly to the study by Andrews and Tyson (2004) the new global business capabilities as articulated by the MBIT students have been categorized into three basic categories:

- Knowledge - the foundation of global business capabilities is knowledge. Knowledge can be defined as understanding gained through experience or study.
• Skills - skills are practiced ability; the learning acquired through the repeated application of knowledge. They are applied in management, and include teamwork, managing global competition, and using a global mindset

• Attributes - which are defined as individual qualities, characteristics, or behaviours focus on recognition, upgrading, or nurturing certain attributes which include being sensitive to working globally.

An analysis of how this table compares to that of Andrews and Tyson is presented in Chapter Eight.

The next chapter details the responses in relation to the global business capabilities as perceived the RMIT Corporate Community.
Chapter 6 - Results from the interviews conducted with the RMIT Corporate Community.

RMIT Corporate Community that employs RMIT MBIT students

In the Australian summer of 2006, autumn of 2007 and early summer of 2007, 10 members of the RMIT Corporate Community (RMIT CC) provided detailed responses to a set of questions in semi-structured interviews (discussed in Chapter Four) about the global capabilities needed to enter the global workforce. The 10 RMIT CC members this study were selected randomly from a pool of dozens of RMIT CC members. The corporate community for this study was selected randomly from list of corporations that have employed MBIT students and continue to employ the students. Within the 10 members interviewed there is a good mix of local, international, female, male members.

All 10 members of the RMIT CC interviewed and all of the companies had, and continue to have, a global presence around the world with offices in the major business centres. Some of the companies represented in this study are: AXA Australasia, BHPBilliton, Goldman Sachs and Marriott International to name a few. The corporate sector interviews form part of the judgmental sample of people currently in positions in Australia and America.

All of the semi-structured interviews were conducted face-to-face for approximately 30 minutes. The interviews were tape recorded and transcribed with permission of the interviewees. The data from these interviews was then analysed and tabulated to illustrate the themes that emerged relating to which capabilities were necessary to enter the global workforce as identified by the RMIT CC.

The first question that was asked of the subjects was: ‘What are the global capabilities that you think MBIT students need to enter the global workforce?’ The other question that was
asked of these subjects was: ‘Do you want business students trained in the global capabilities or will these capabilities form part of the organisations’ induction and training program?’

Further unplanned questions and comments were made during these interviews by the MBIT Corporate Community. Due to the fact that some of the people interviewed for this study are acquaintances of the researcher and a couple are actually friends who the researcher sees on a regular basis, a number of comments and observations were recorded outside the parameters of the scheduled interviews. These comments were recorded informally in the researcher’s notebook and where appropriate these have been added to the interview comments made by the various members interviewed for this section of the study.

All 10 interviewees, without any prompting, stated that the global capabilities they needed to enter the global workforce were (in no specific order):

- Globalization
- Global Mindset
- Communication Skills
- Teamwork
- Professional Networking
- Diversity
- Understanding of Change
- Knowledge of specific business discipline

All of the 10 (RMIT CC) members interviewed spoke about the importance of globalization. This was considered a basic requirement for working globally.

All of these managers were adamant that the biggest issue facing a young business graduate was a knowledge and deep understanding of globalization.
Themes from the RMIT Corporate Community

Globalization

The responses from all 10 subjects from the corporate sector identified that an understanding of globalization and how this phenomena affects the world of business was paramount for those MBIT students who were seeking to enter the global workforce. Since most of the responses support this view only two have been utilized to illustrate the importance of globalization.

Brad, an American who has a Bachelor degree from Yale in Botany and a MBA from Harvard, has travelled extensively and until recently was the CEO of Australia’s largest organisation. When asked ‘As an employer of business graduates what are the capabilities that these graduates need in order to enter the global workforce?’,

Brad, Chief Executive Officer, Triple B said: ‘As a CEO I have been very fortunate to have travelled extensively during my corporate career and I have recently worked in London for over a year and I have visited every site of the company and spent a great deal of time just talking to the people and trying to get a handle of what it is that is working and what is not working for them at the company. I have a very good understanding of globalization which I believe has prepared me very well for working in different countries’.

Brad discusses the importance of understanding globalization and how this deep level of understanding is a result of extensive travel in the early years as a student then as a business man. Brad, in the interview, highlighted some further issues that would contribute to a person being successful in the global corporate market: ‘My mother attributes my success to having travelled extensively and to having been exposed to many different cultures from an early age. I suppose this is true in that I adapt very quickly to the situation that I find myself.'
If I was to highlight the one capability that I was looking for in employees to work globally it would be a really deep understanding of globalization and the interdependence of nations’.

Once again Brad discusses how being exposed to different countries and cultures and the issues surrounding globalization prepare him or her for a global career. Brad continues to discuss the importance of globalization in the statement below when he states that once an employee travels on behalf of the organisation he or she is an ambassador of the organisation and thus needs to be a globalization expert: ‘I recently read an article in Business Week about the five faces of the 21st century CEO and a lot of that stuff in the article really did ring true with the new type of CEO that organisations are looking for. One of the main categories that was addressed was the CEO as ambassador, and if anyone needs to understand globalization it is an ambassador’.

Brad’s discussion of the necessary capabilities continued as he stated that: ‘I always instil in everyone that whenever they travel or work overseas, they are ambassadors of the company. Our ambassadors need to be familiar with all of the issues that come under the heading of globalization: politics, economics, legal issues, governments, families and business people in the countries they are working’.

Thus Brad, in his role as a CEO, is looking for graduates who are familiar with all of the facets of the diamond that is globalization. Globalization has many facets as Brad has mentioned e.g. politics, economics, legal issues, government, families, and business people. This discussion went on for some time during the interview and to summarize, Brad stated that working overseas is one of the hardest tasks because you are continually faced with a myriad of issues whether it be culture, religion, value systems, finance, logistics, etc. All of these require great knowledge and sometimes you are not even prepared for what will happen in a foreign location, but if you are well versed in the many issues that surround the study of
globalization, Brad was of the opinion that this would be an excellent foundation to build upon for a continuing career in the global workforce.

David an Englishman in his mid 40’s who has worked in England, France and Thailand, and who is the current CEO of a multinational insurance company in AustralAsia, agreed with Brad’s comments on the capabilities need to work globally. David was educated in England and then completed an MBA at Harvard University in Boston. At Australia’s second largest insurance company, David commenced his career as the Chief Financial Officer and was promoted to CEO in the past 3 years. Tripla A is an insurance company that deals with not only insurance but with investment portfolios and wealth management. Tripla A is a publicly listed company with billions in assets and its headquarters are in Paris France. David continues to work in Australia as well as around the world especially in the USA, and France. In the statement below he also discusses the issue of globalization and how, once you engage in international work, you will deal with globalization on a daily basis. David CEO Triple A Australasia stated that: ‘I guess the difference about working globally as opposed to working locally is dealing with globalization head on. Most of the technical differences between working in a different country when you are an accountant or a lawyer could be easy to acquire on the ground (if you want to sub corporate across global boundaries)...I think one of the key issues is to have some global sensitivity and for me you need to acquire a sense of globalization. You need to be someone who is able to listen and appreciate rather than somebody who comes along and starts giving an opinion without actually trying to understand the phenomena of globalization with its partner culture’.

David incorporates the notion of global sensitivity into the discussion of capabilities and the importance of listening and appreciating other people’s views, opinions, value systems and judgments. He discusses the importance of understanding globalization and why this
phenomenon has happened and what it means to working globally in this current time. David also states that globalization’s partner is culture.

This interview continued with a discussion the importance of culture and how at Triple A, due to the global nature of the company (Triple A, a French-based organisation) culture is becoming a primary concern for the employees and for the company, especially in designing products for a global market. David discussed the importance of customization and how, although we look at the market globally, we must also take into account that each country has a culture that must be considered when working and when delivering products.

The above two CEOs agreed that the most important capability for business students to acquire, understand, and practise, was globalization. Both men are in completely different sectors. One is in raw materials and the other in financial services.

The similarities of both opinions was interesting in that the CEOs deal on a daily basis with massive global businesses and employ thousands of people, both in Australia and around the world. Both individuals came to the same conclusion that it’s all about globality. It is interesting to note that, without prompting, these views by senior businessmen in the global market place, in many ways mirrored the views given by the RMIT students who were interviewed for this study.

The capability of globalization is clearly accruing momentum in academia and in business. It is now a recognized academic discipline and in business it is being discussed as a requirement for working globally. Brad and David both discussed this several times in the interview stating how important it is for young corporates to possess, in David’s words: ‘an awareness of globalization and what is going on around the world is really important for our young graduates so many of them are still not thinking about studying and working overseas’.
The next section discusses the importance of a global mindset as a necessary capability for MBIT students to possess when entering the global workforce.

Global Mindset

As previously discussed, the concept of the global mindset (See Chapter Two, pp. 45-49) was one of the other capabilities that was discussed by the RMIT corporate community when interviewed for this study. Six of the 10 interviewees focused on the importance of the global mindset as a necessary capability for working globally. The following six quotes illustrate the importance given to this capability.

Tom, KK Software CEO discussed the global mindset: ‘The concept of a global mind or thinking globally seems to be one of those American fads that come along every now and again. I understand what it is but I think that we should call it globalization and being aware of the world. We have employed two of your graduates, one an Indonesian Muslim girl and the other an Australian male from the country… I would have to say that both have a global mindset’. Tom is an Australian in his yearly 50’s who completed a bachelor degree at the University of Melbourne and during his final years developed a piece of software that able to be sold around the world. KK is a small software development company with 25 staff and a turnover of 20 million Australian dollars. He is currently the owner and CEO of the company with small offices in the USA, UK and Korea.

Tom discusses the concept of the global mindset by stating that he is not comfortable with the terminology but likes the concept and calls it ‘globalization and being aware of the world’. Both of the MBIT students that currently work for Tom we are informed clearly have a global mindset. Tom further states: ‘This is a very sophisticated concept for the Australian worker and only people who have been exposed to travelling, working overseas or who have come here to Australia would know about understanding things globally’.
The global mindset is highlighted as a sophisticated concept by Tom and he states that one can only understand the concept if you have come to Australia from another country or if you have worked or travelled extensively and this notion does fit the profile of the two MBIT students working at KK: one being an Indonesian girl, the other an Australian, who undertook a semester exchange in Korea and worked in London for one year. ‘Ben our other graduate came to us after having completed a semester in Korea at KAIST and what was amazing to us was that he developed a business plan to take our business to Korea. He also took Korean language classes at Swinburne while completing his degree and started to work with a Korean in translating the documentation for one of our pieces of software. This to me is a global mindset or being aware of a global market, here is a country boy from Victoria working for a small Australian company whose biggest client is the Smithsonian in the US and he is planning to expand our business to Seoul’. According to Tom this seems to be the very essence of what constitutes a global mindset.

Tom concluded his interview with the following statement reaffirming the importance of the global mindset as a necessary capability for young graduates: ‘I would like to say that we are very aware of the global mindset of business and how important it is for young graduates to have this understanding if they are to thrive in the knowledge economy’.

Penelope, Human Resource Manager, Triple G: mentioned the importance of the global mindset: ‘A global mindset or being aware of the world and being able to put all of the things you have learnt during your work and travel into practice we would consider here (at Triple G’s) to be an admirable quality’. Penelope is a Human Resource Manager at one of Australia’s oldest and most respected stock broking firms and is responsible for the interviewing, recruitment and hiring of young business graduates for entry level positions within the organization. Penelope has a Bachelor of Business in HR and has worked
extensively in the financial sector during the past 20 years. During a recent merger in the organization Penelope was in charge of the redundancy and redeployment of over 200 staff across Australia.

The above agreement illustrates once again the importance of the global mindset for a major global organisation with offices all over the world. Penelope in her role as an HRM interviews graduates weekly for a whole range of positions and in the interview was very definite about the value of a global mindset to her organisation.

As the interview progressed Penelope further highlighted that having a global outlook/global mindset was one of the basic requirements of the staff. Some staff members are actually working in Melbourne with offices offshore in different time zones and at the same addressing different styles of working and being cognizant of different cultures and value systems: ‘We are global thus being aware of the global issues in our sector and at large is a basic requirement of our staff. Our graduate program does seek people who have a global outlook and who are ready to travel or be transferred to foreign locations. The stock-market is a global business and people come (to Triple G’s) to be a part of the global workforce and thus we need to be connected globally both mentally and physically’.

Being receptive to travel and being connected both mentally and at times physically was also discussed at length as being necessary attributes that were needed in an organisation that was essentially working 24 hours a day somewhere in the world.

Monique, Chief Information Officer, Tricorp stated in the interview that: ‘Our staff, I don’t think, have a global mindset but we do look to the world for ideas so I suppose you could say that we are thinking globally about our business and operations’. At Tricorp Monique was very clear that you did not need to have a global mindset to be an employee. But as the
discussion continued about the whole issue of being globally minded, Monique stated that at Tricorp the organisation and its internal systems are constantly being benchmarked globally especially with best practice in the USA and UK. Thus, a global mindset was not strictly needed as an employee in the graduate area, but a global awareness of the business practices and what can be transferred to Australia is certainly investigated. Monique currently works in Victoria and is the Chief Information Officer for a large government body involving thousands of staff both male and female. Confidentiality prohibits the author from giving any further details as it would reveal the identity of the interviewee.

This discussion of the global mindset by Monique was totally different to the interview that took place with Caroline at the Triple C. Caroline, Chief Financial Officer, Triple C International said: ‘As a leading member of the global hospitality business it goes without saying that we believe all of our employees have a global mindset and this is necessary if you are going to work globally’.

Caroline is very clear about the expectations of a graduate joining the Triple C organisation, a global mindset is necessary and very important if they are to thrive in one of the most global of all businesses. The quote below from the Wizard of OZ, states the situation clearly for someone joining the Triple C, the notion that you are suddenly somewhere completely different and you had better shift your mind to a different place is exactly what Caroline means as she discussed survival and states you are no longer in the same place, using often-misquoted words from Baum’s famous book: ‘We thrive and encourage global awareness otherwise we would not survive... I always quote, “Dorothy you are not in Kansas anymore”.’

Towards the end of the interview, Caroline by way of the quote below, illustrated the path that Triple C, is moving towards when selecting and promoting their employees for global
work: ‘A global mindset prepares you for working globally. The global mindset is a mosaic of many different minds all meshed together to form what we would call the (Triple C) global mindset’.

The concept of the mind being a mosaic of different minds e.g. one Chinese, one Italian, one Greek, one Persian and so on all synthesized together is an interesting idea but that is what Caroline called the ‘The (Triple C) Global Mindset’, which is one of the induction and training ideas that Triple C are instilling into their employees so that they are prepared to work globally and this what the organisation is seeking from graduates who wish to join this global company. Caroline is the global Chief Financial Officer for one of the world’s largest hotel chains in the world, with thousands of hotels and resorts located in every part of the globe. Caroline has a Bachelor’s degree in Finance and an MBA from an American university on the east coast. Triple C headquarters is located between Washington and Philadelphia and Caroline is in charge of the financial status of the organisation with assets over $1 billion American dollars. Caroline is in a position where she constantly sits on selection panels for young university graduates from around the world.

Sandy the Human Resource Manager (HRM) at the NANA Bank was very definite about the employing MBIT students and what they needed so as to enter the global workforce: ‘Increasingly companies are becoming transnational and therefore it is vitally important to possess a global mindset. Students need to understand how a global mindset can influence the way you do business’. Sandy is currently one many of the Human Resource Managers at one of Australia’s largest banks. Sandy commenced her career at the bank in her early 20’s after having completed a Bachelor of Business Administration at RMIT University. Her role at the NANA Banks is to employ young graduates and conduct interviews at various campuses around the Melbourne.
The understanding of how to influence and how to conduct business globally is the key ingredient that this study seeks to find. This is what graduates need to know and understand that this is a capability that needs to be developed and nurtured over many years. Sandy is clear in the requirements of the NANA as she states that it is ‘vitally important to possess a global mindset’. Both the NANA and Triple C are in sympathy when discussing the importance of a global mindset as a necessary capability of graduates.

Being aware that the world is made up of different people, religions, sexual orientations, skin colour and many other aspects led the RMIT Corporate Community to list and discuss the relevance of possessing an awareness of diversity.

**Awareness of Diversity**

The whole issue of diversity and the possession of an awareness of diversity came through in all of the 10 interviews conducted with the corporate sector. All of the subjects rated this as a necessary capability, but at the same time there was a great deal of discussion about the complexity of this issue. Diversity was discussed as being a complex notion that is not readily grasped and understood by young graduates exiting a Masters degree.

The following two quotes are used to illustrate the opinions of the group of subjects when diversity was discussed. Monique, Chief Information Officer, Tricorp stated that: ‘An awareness of diversity is one of those qualities that I think can only be gained once one has travelled extensively and has lived in other parts of the world. This is a big ask of young graduates. Certainly they can be aware of diversity but will they fully understand diversity? I think not. But of course I do think we need to address the issue not only at university but also in schools’.
Monique clearly stated that this is a very important capability that many young graduates may not possess. But there is agreement that it is a capability that needs to be addressed, not only in universities but also in schools. Monique stated that an understanding of diversity was a life skill that should be taught in the home, at school, in universities and in the workplace. If the concept of diversity was managed at all levels of society, there would be a reduction in bullying and in disrespect in the community Monique said.

Penelope was of a similar opinion as Monique in that her major concern was that once again this was a necessary capability for graduates who wished to pursue a career in the global market place. Penelope, HRM, Triple G, said: ‘Learning to live and work in another culture and respect all sorts of different people is one of those capabilities that all of us should posses but very few do. Embracing another culture and respecting it, is what we should aim for in Australia because we are a multicultural society’.

Similar to Monique, Penelope is of the opinion that the capability of diversity is one that everyone in the community should possess, and this should especially be the case for Australia since we pride ourselves on being a multicultural society.

Penelope further stated: ‘After nearly ten years of all sorts of migration, intermarriage, travel, and wars we still do not practice a respect for diversity, I hope that this is addressed with Generation Y and Z’.

Generation Y and Z are mentioned in the final words of Penelope as she discusses the issue of diversity. There is a real hope in this quote that this is a paramount capability for young graduates who will one day work globally but also for the whole community. This understanding of diversity should translate into the eradication of wars and disrespect according to Penelope.
The next section focuses on the important capability of communication and how without communication nothing can be achieved both internally and externally.

**Communication Skills**

Communication skills were considered to be the most important of all the capabilities discussed with the 10 subjects from the RMIT corporate community. All interviewees stated that if you could not communicate your vision to people it did not matter how good you were at the other parts of your job, you would eventually fail in climbing the corporate ladder.

Now in communication-heavy organisations, clear, concise, lucid and transparent communication is considered by Manz and Sims (1999) to be one of the keys to building a solid corporate career especially in the global workforce.

For this section of the investigation only one quote is used by the researcher, but its selection clearly articulates the message that came across all of the quotes that dealt with the issue of communication skills as a necessary capability for graduates entering the global workforce.

David, Chief Executive Officer, Triple A discussed communication skills in the following context: ‘One of the most important capabilities that I always talk about with my senior management team - and I tell them they must instil it into their teams - is transparent communication. For a CEO and for any manager or employee at what ever level, communication is the most important part of the job’.

Many universities no longer teach communication skills as a sole course and the researcher is well aware that in programs in many universities this soft skill is looked at as a secondary type of course or it is part of some other course that is hopefully addressed. But as can be seen in the above quote from a global CEO of a major global company it is considered to be
the most important of all capabilities whether working at home and especially working globally.

David continues his discussion on communication skills when he says: ‘A CEO these days is spending most of his/her life communicating. That’s their job basically …80% of the time is spent communicating. Communication skills are paramount for any business graduate’.

This is a significant statistic in that 80% of one person’s time is spent communicating. This statistic and the following quote from David clearly illustrate to universities the importance that an organisation and for that matter all of the organisations that were interviewed as part of this study are in total agreement with the words of David when he says ‘Communication skills are paramount for any business’. The interview with David also revealed the importance that is placed on being competent with information and communication technology systems and at same times maintaining cultural sensitivity when using the various systems that are available to us in the modern organisation. David stated: ‘Communication can be via email, videoconferencing etc., thus you need to be au-fait with the communication information technology and how to communicate and at the same time maintaining cultural sensitivity when using these systems’. Therefore David is of the opinion that communication can take many forms and the current graduates, especially from the MBIT program, need to be competent with the current information systems, at the same time maintaining cultural sensitivity.

Teamwork is one of the most highly prized capabilities in the corporate world and is discussed in the next section.
**Teamwork**

All of the subjects interviewed for this study were in unison once again on the capability of teamwork. The subjects from the various organisations both local and international all commented on the importance of teamwork as a necessary capability to work both onshore and offshore.

Penelope had some interesting comments to make on the issue of teamwork since her organisation had just been through a merger. A merger in Penelope’s opinion is one of the most trying times for any organisation and it places a large spotlight on teams trying to work together. This is what Penelope said: ‘Since our merger we have found that building productive global teams has become one of our main goals and also one of our main challenges. Being part of a 24 hour business means that the rules of teamwork have changed dramatically. Our challenge here at (Triple G) is to mesh together these vast globally dispersed teams into superfast, efficient work teams that can get the job done. Technology and globalization has revolutionized our teams’ (Penelope, Human Resource Manager: Triple G).

Once again technology is discussed as being revolutionary in the nurturing of teams and in their development since many of the teams in this organisation are globally dispersed. The building of productive global teams is one of the goals of the organisation being discussed, but as the interviews continued with other corporate subjects nearly all mentioned that teams were global and sometimes virtual, and they required a new skill set from graduates entering the global workforce. Penelope continued: ‘One of my friends works at a large IT consulting firm Accenture and I think last year they spent around $US700 million on educating their 30,000 consultants and what you have to understand is that most of its services staff were trained in collaborating with offshore colleagues and business partners’.
Once again statistics were provided during the interview concerning the amount of money that one of the world’s largest IT consulting firms felt was needed in training their consultants around the world in effective teamwork. The above quote illustrates the importance that is afforded to the capability of teamwork. This statement was mentioned to the other subjects interviewed and all stated that if that is what it takes to build a productive global team, the investment is a sound one and the benefits will be visible as the business grows and teams succeed. Penelope concluded the interview when she said: ‘I think it’s really important that you surround yourself with excellent people and establish teams that you can trust and teams that have excellent skills and qualities to work globally’.

The above statement although it is from only one subject is represents a composite answer that mirrors all of the statements made about communication by the other nine subjects that were interviewed for this study. All stated that universities needed to be mindful of the importance of teaching communication skills and of also addressing the issue of cross cultural communication skills. This is an area that some of the global organisations visited for this study were now focusing on in their induction and training program.

**Knowledge of Discipline**

In the interviews with the RMIT Corporate Community, the knowledge of discipline as a necessary capability for global work arose in all 10 interviews. All of the subjects felt that all graduate students, whether they were completing an MBIT or a Master of Professional Accounting (MPA), had to have a solid foundation with regard to the discipline knowledge. Many of the individual spoke of the knowledge of discipline as a foundation stone upon which to build the many other capabilities and increase the knowledge base as they entered the various organisations and became au fait with corporate procedures and as one of the subjects put it: ‘the business of business’.
Although all members of the community were in harmony with the knowledge of discipline as being an important step in the further development of other knowledge and skills, Brad the former CEO of Triple B stated that: ‘I do not look specifically at the knowledge discipline but more at the whole person. We are interested in people that have enormous energy, excitement and ambition to get the job done and to constantly look at how can we do things better and is there a different way of doing our jobs but at the same time maintaining our integrity and responsibility to our customers, employers and shareholders’.

The above statement by Brad is definite in that he and the organisation during his time Triple B, was not particularly focusing on knowledge specific graduates, but more on intelligence, energy, demeanour, ambition, and someone who questioned process and systems within the organisation. The outlook was how this can be better, more cost efficient, more effective, save time, while always maintaining a very high level of responsibility and integrity for all concerned with the organisation.

Brad further discussed what he was seeking in a business graduate joining the organisation, commenting: ‘We believe that if the individual is intelligent and is able to learn fast then we have the necessary training to develop that person to their full potential’. Once again the issue of intelligence arises and the ability to be a fast thinker, doer and developer is what this particular organisation is seeking, rather than a great deal of knowledge learned at university.

In the full interview regarding training, Brad was confident that at Triple B the organisation had all of the necessary, experts, data, knowledge and systems to develop a person to their full potential if they are willing to be on the learning journey. Brad mentioned that there is a Triple B culture of learning and project process that has been in practice over the past five to eight years. He said the organisation is extremely happy with the results that they have been
able to achieve with their in-house training and professional development, especially with younger business graduates and irrespective of the field of business.

David’s comments on the discipline of knowledge for young graduates almost shadows Brad’s comments. David stated: ‘I always look for people from different disciplines I am not fixated on a particular discipline of knowledge because we have amazing systems and the learning curve is steep for a young graduate coming into the insurance business, not many courses prepare a graduate for insurance’. David once again, like Brad, discusses the issue that large organisations are not fixated on specific disciplines, but more on the whole person who can learn and learn fast, who is intuitive and can synthesize information. The comment that not many university programs prepare a graduate for the insurance business, is probably true, as Australia only has one or two academic programs that deal with insurance according to David.

David comments further on the type of recruit his organisation is seeking: ‘A person who is very bright, and hungry and has a yearning for learning and can solve problems quickly and creatively is what I would be looking for working on my team’. (David, Chief Executive Officer, Triple A, Australasia). Thus once again the desired capabilities: intelligence, an appetite for learning, a creative mind, a problem solver are sought by one of Australia’s largest financial services organisation. It is interesting to note that both of the above organisations are extremely large, and contain highly developed induction and training programs that are considered world class.

This disinterest in the particular discipline of knowledge was commented upon by individuals in the interviews and it was mentioned that an Arts, Management, Business graduate etc. was treated in much the same way; that is like a blank sheet of paper. These large organisations
were really focusing on developing and teaching the individual a corporate mindset that would work within the organisation.

David’s final comments on the discipline of knowledge articulate the wishes of the 10 subjects interviewed for this study when he said: ‘The discipline of knowledge is not necessarily paramount to a student’s success in the workplace due to the fact that more often than not workers find themselves working in an area outside of their discipline…’. This is an interesting comment that was evident with both individuals; both Brad and David have risen the corporate ladder and work in areas that were not part of their formal education at university. On the other hand the other eight subjects interviewed stated that a discipline was important but, more often than not, the individuals rarely worked in the said discipline. Thus it is more the rigour of study and the discipline that one is engaged in that impresses these large organisation, rather than the discipline itself.

David continued: ‘It is more important for students to be willing to take up challenges be resilient, willing to learn and have an inquiring mind and adapt to change, than to be locked into a discipline-specific career, especially with the growth of new jobs which requires a high level of technology expertise’.

The inquiring mind, the willingness to learn, the adaptation to change, meeting daily challenges seem to be more highly prized qualities or capabilities by both David and Brad than discipline-specific capabilities. The issue of adapting to changes as time changes, as technology changes, as work changes and whole businesses change, is one of the most important capabilities highlighted by these CEOs. As discussed by Andrews and Tyson (2004), the new CEO needs to be heavily involved in corporate social responsibility and global ethical behaviour. This is also one of the capabilities that all of the 10 members from the RMIT Corporate Community commented upon.
Social Responsibility and Ethics

The new business landscape calls for the organisation and its people to be more socially responsible and more ethical than ever before. This could be seen as a by-product of the excesses of the 1980s or as a result that technology allows the transparency of information and communication at a greater level than ever before. Organisations are more accountable than ever before in their dealings especially after such business disasters as Exxon Valdez, Enron, Parmalat, and most recently the events surrounding Fannie Mae, Freddie Mac, Lehman Brothers and AIG Insurance.

When a graduate joins an organisation in any part of the world he or she must be cognisant of the issues that surround social responsibility and ethics in business and it is more than just being au fait with green issues.

During his interview Brad stated: ‘Being socially responsible in our business is one of the most important aspects of the company. If one small thing goes wrong we make front page news, thus it is imperative that we all understand the social responsibility and ethical behaviour of the company’. (Brad, Chief Executive Officer, Triple B). ‘The mining industry is like in no other industry, the capability of social responsibility and ethical behaviour is supreme’. Brad also stated that due to the nature of the business and because of the high profile of the business, every step that company puts wrong is spotlighted and eventually makes front page news. It is because of this situation that all young graduates who commence at the organisation must be aware of the issue of social responsibility and ethical behaviour. Brad was aware that many courses in Universities formally addressed these issues. His concern was that the graduates’ knowledge of social responsibility and ethics really need to be addressed in-house as each organisation has its own set of ethical standards and Social Responsibility, depending on the type of business engagement.
Brad further commented that: ‘Young graduates are very knowledgeable about the green issues, but sometimes they are not very clear about the ethical issues surrounding the mining business, but I believe once they enter the organisation they do become aware of how important it is to us’.

The importance of addressing social responsibility and ethics in a specific industry is given more importance than in the previous comment by Brad. The capability of understanding the issue of social responsibility and ethics in a global sense was taught to be a good foundation but once the graduate in question joined a particular company both Brad and David felt, he or she really need to understand these concepts in context.

David goes even one step further than Brad in his remarks about ethics in business when he states: ‘Being ethical in business is absolutely essential, today more so than years ago. You are under enormous scrutiny in everything that you do. Your whole business depends on being ethical. Customers demand it of you and I would urge all business schools to devote considerable time to teaching ethics and social responsibility into their programs’. (David, Chief Executive Officer, Triple A, Australasia).

David is firm about the importance of the capability of being socially responsible and ethically minded. He states that business schools really need to devote class time to teaching this capability. The importance that is accrued to this knowledge is evident in the line ‘your business depends on it and your customers demand this of you’. David further discussed the issue in that companies today are expected to be ethical in their business practices - environmentally ethical, ethical to their stakeholders and ethical to their corporations. David stated that companies are expected to reduce their impact on global warming and this is an issue that all students, both at school and university need to be aware of and embrace. Thus for both CEOs the capability of being, and practising social responsibility and ethics in all
facets of the business is one that is afforded a great deal of importance for young business graduates joining the global workforce.

During the interviews with the RMIT corporate community, two other questions were asked of the respondents. Below are four exemplar answers of a common theme to these questions:

*Do you think that Business Schools are doing enough to prepare business students for a global corporate career?*

*Do you want business students trained in the global capabilities or will these capabilities form part of the organisations’ induction and training program?*

Exemplar answer no. 1: ‘*My observation on the Australian education system is that it is far too narrow and far too, what I would call, vocationally oriented. Youngsters have to be quite clear about the subjects they are going to pick for what they are going to study at university…so I think the answer is “no”, business schools in Australia are not doing enough to prepare students for a global career, because we force vocationally-oriented programs*.’

(David CEO Triple A, Australasia)

Of the 10 subjects interviewed six of them were not born or educated (secondary and tertiary studies) in Australia. All of the subjects stated variously that the Australian education system was narrow and everyone in education or studying and the parents were always discussing the discipline that would eventually lead to a job. According to the subjects there was little evidence of young people studying for studying sake and learning about the world at large or being enrolled in courses along the ‘liberal arts’ scheme. It was always about skills that could be used in the workplace.
Nine of the ten interviewees commented on the fact that at year 10 in secondary school, students had to decide on their future study with little or no knowledge of what the future repercussions meant for them and for the rest of their lives. Once again the comments were that this was too soon, too narrow and lead to some students being in courses that were not totally positive for their future lives and employability.

This study focuses on what capabilities are needed by MBIT graduates to enter the global workforce and, as stated above it was thought by all 10 subjects that not enough was being achieved by the Universities to prepare students for a global career. In addition the subjects stated in their interviews that Australia still had a rather parochial view to working globally. Many young graduates are happy to holiday in Britain and maybe Bali, but the statistics of young people actually seeking a position overseas was low, as revealed by Adams (2008). Many of these graduates do work in multinational organisations in Australia and do have contact with business people all over the world, but very few physically engage in overseas assignments. The consensus of opinion from the 10 subjects was that the Australian graduates would be capable of filling the overseas assignments but the culture and the universities had not adequately prepared them for a global career.

Another exemplar answer to arise from the interviews is the following: ‘Students in Australia have a very closed view and preparing young people for a global market is actually about opening up their opportunities for learning and exploring what they can get out of that learning, for as long as possible, before they actually have to select a particular career’. (Brad, CEO Triple B). It is the culture and the country itself that has a very closed or parochial view.

Respondents commented on the fact that one needs to prepare young business graduates for a global career but opening up international opportunities for learning and exploring all types
of teaching and learning modes. The liberal arts model is once again alluded to in that it was discussed that Australian students locked in to their discipline far too early in their academic career and that it was almost impossible to exit this path without penalties or re-starting studies in a particular area. The issue of vocationally oriented courses and programs arose again in the interviews as being narrowly focused, which did not allow freedom of mind, choice and growth.

Exemplar answer No. 2

‘I think that the American business schools do a lot better than the Australian business schools. We usually start with a liberal arts program. In American most students go and study somewhere other than their domestic location where they were born and some of the Colleges in the USA offer great semester abroad programs, internships abroad, the peace corps abroad, camps abroad etc’ (Stephen, PVC, Harrington University). Stephen is one of the youngest Pro Vice Chancellors in Australia. He has a wealth of experience having worked in South East Asia and America for a number of years. Harrington University has over 20,000 students and is very strong in international programs.

The statement that American Colleges or Universities prepare business graduates for a global career more effectively once again comes to the forefront of the discussion the role of Australian universities in this area. The issue of the liberal arts program as an excellent foundation for a global career was discussed in that student studies included: Spanish, French, English 18th century literature and Renaissance literature. These and other general courses were mentioned as building a solid foundation for the whole person who then later can specialise, but draw upon this knowledge in their particular field of expertise. The question of geography also arose in the interviews and moving away from home when studying at University was highlighted as a positive. Students developed a whole range of
self survival skills, renting an apartment, managing a home and socializing outside one’s comfort zone.

The USA was highlighted as a leader in study abroad programs, exchange programs, internships, both local and international, while Peace Corps and other type of camp placements were mentioned as being very productive in building global capabilities whilst studying at university.

These skills were discussed by the majority of the subjects (RMIT CC subjects.) interviewed for this study. The various initiatives were highlighted as a road map that Australian universities could investigate in the future so as to develop global capabilities for business students. Although the above initiatives were discussed the subjects in question wanted to highlight that they were not aware if these global educational initiatives in the USA were best practice. There was little or no knowledge of similar programs occurring in the European tertiary education sector.

Exemplar answer No. 3

‘Do we want business students trained in global capabilities? I don’t necessarily anticipate that all students are going to have had the benefit of having a global experience. I think in a sense we probably would like business schools to train graduates in global capabilities but at the same time we would also like to be involved in the training’. (Caroline Triple C)

The above comments also arose from the interviews conducted with the 10 subjects. There was an overall sense in the interviews that it would be beneficial to have graduates trained in global capabilities, but for most of the organisations this was only a wish list, in that few students would arrive at an organisation with the stated global capabilities. The comment that ‘we would like to be involved in the education of the graduates’ is an interesting one,
especially for RMIT University. RMIT University prides itself in having strong corporate ties and long-established collaboration between academia and industry. Many of the industries located nationally or internationally have been a part of the university in varying capacities from teaching to curriculum design.

The following statement by David at Triple A is a good conclusion to this section as it represents what most of the RMIT Corporate Community stated: ‘We believe you have to find ways of actually creating those global experiences and capabilities for people once they join the organisation and display a hunger to be a global player’.

An Analysis: Similarities within the Themes

Nine of the 10 corporate respondents were based in Australia during this study; one was in USA. There was a mix of local, international, male and female respondents who were delighted to participate in the interviews. Some of the respondents, upon reflection, stated that ultimately it would be the organisation that the graduate joined that would train them and instil the global capabilities needed to enter the global workforce.

Despite all of the positive and negative discussion surrounding the issue of global capabilities about MBIT students, the RMIT corporate community was able to respond with an array of comments that resulted in the development of a specific table of necessary global business capabilities according to their requirements for a corporate career around the world.

All of the respondents within the RMIT Corporate Community who participated in the semi-structured interviews had similar concepts about that type of capabilities MBIT students needed to work globally. As is evidenced from the statements above, all 10 respondents articulated that the study of globalization and managing globalization was, in their professional opinions, the most important capability. The study and continual awareness of
globalization was the one capability that the respondents discussed as being important not only to MBIT graduates but for all business and non-business graduates.

All of the quotes provided relate to globalization or some aspect of globalization. The respondents were definite in articulating their concerns about globalization and how RMIT and other universities should make this a focus of the teaching and learning strategy. The reason for being so definite in this area was that too many universities discuss global graduates but rarely deliver graduates who can work on the volatile global business stage.

All of the respondents spoke about the global mindset, being globally aware, understanding what makes the world go around. These were issues that the respondents articulated as necessary capabilities and knowledge for the worker of the 21st century. The quotes testify as to how important the global mindset is for young graduates and how industry views this capability and mindset. The RMIT Corporate Community viewed the global mindset as a capability that needed to be taught, analysed and nurtured in the MBIT program, in fact for all business programs at the Masters level.

On the whole the 10 interviewees expressed similar wants and needs in the area of global business capabilities. But there were differences.

Differences within the Themes

At the completion of the interviews with the RMIT Corporate Community it was interesting to note that there were not many differences in the interviews. All of the subjects agreed on the issue of globalization, global mindset, teamwork, diversity, knowledge of business discipline and social responsibility and ethics. During the interviews, depending on the industry and the personal and social background of the respondents, some placed more emphasis on one capability than another. Only one of the 10 organisations interviewed was
heavily focused on the graduates having very definite IT skills that could be put into action on day one of work. It should be noted that this was a small organisation compared with the other organisations that were employing more than 10 people in their Melbourne offices. The larger organisations were not particularly concerned with the MBIT graduates possessing every IT and business skill, as long as there was a foundation upon which they could build. The uniformity of the responses seemed to articulate that, in general, businesses in the global arena all seek similar capabilities from an MBIT graduate.

The Importance of the Themes and Capabilities

The important themes and capabilities as articulated by the RMIT Corporate Community were interesting and important. This study, for the first time since the commencement of the MBIT in 1987, was able to illustrate exactly which capabilities the RMIT Corporate Community valued when employing MBIT graduates into organisations, whether local or international. This is important as the new organisation of the 21st century is seeking an intelligent, energetic and enthusiastic graduate who is a problem solver, a quick learner, and able to quickly adapt to change.

All of the respondents except for Tom, at a small but global software company located in Melbourne, were not overly-focused on a graduate possessing a deep level of knowledge from their discipline. As stated before, respondents were more interested in the whole person, whether he or she displayed discipline, commitment and readiness to work in often difficult and challenging environments. These qualities were the main focus of the interviews with all 9 of the respondents. The two CEOs interviewed for this study were adamant that the specific discipline did not matter short term and definitely not long term, as young graduates moved up the corporate ladder.
Tom’s interview offered a different mindset from other respondents. He was a strong advocate for students to possess very strong IT skills. He stated that although he and his team would spend time training the graduate, it was imperative that the person in question be ready to start work almost immediately. One of the reasons for an immediate start, without the usual honeymoon period of induction and training, was that KK is a small software engineering business with only 20 employees.

All other respondents were from very large organisations, one of them Australia’s largest company. These organisations posses a wealth of programs for inducting and training a young graduate into the organisation. A degree of confidence was evident (multinational organizations) when discussing training and preparing a graduate for continuing employment. It was stated by both Brad and David that large multinational organisations were better working with raw material that could be shaped and moulded into a particular corporate culture.

In summary, all of the respondents from the RMIT Corporate Community were focused on possessing a competitive edge and all of them stated that having MBIT graduates who possessed global capabilities, or were on the path to possessing global corporate capabilities, was a definite and desirable advantage. The following section articulates and illustrates the necessary global business capabilities that the RMIT Corporate Community stated was necessary for an MBIT graduate to enter the global workforce. It should be noted that this is the most comprehensive of the three tables, since the RMIT Corporate Community was very detailed on the various capabilities it required of people entering the global workforce. The discussions on the knowledge, attributes and skills were lengthy during the interviews. The differences between the RMIT Corporate Community table and the students table are discussed in Chapter Eight.
The importance of the table below is significant in that for the first time the employers of the MBIT graduates specify exactly what they would like a commencing MBIT graduate to possess as he or she enters the new global work force.

**The RMIT Corporate Community Table**

The main themes and capabilities have been outlined in the table below using the Andrews and Tyson (2004) from the London Business School model discussed in Chapter Three. These are the new global capabilities that the RMIT Corporate Community stated were important for MBIT graduates if they were to enter the global workforce. The table that was developed from the responses is illustrated in Table 6.1.
Table 6.1 The Global Business Capabilities as articulated by the RMIT Corporate Community.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>An understanding of globalization</td>
<td>An ability to analyse and synthesise the global issues</td>
<td>Developing a global awareness of the cultural, political, business scene that affects business</td>
</tr>
<tr>
<td>Possessing a global mindset</td>
<td>An ability to use the global mindset in business scenarios</td>
<td>Developing a global mindset</td>
</tr>
<tr>
<td>An understanding of diversity in the workforce</td>
<td>An ability to work with diverse groups of people</td>
<td>Nurturing and encouraging diversity and the recognition of diversity as a value to the group</td>
</tr>
<tr>
<td>An understanding of communication skills</td>
<td>An ability to use communication skills in business scenarios</td>
<td>Developing global communication skills</td>
</tr>
<tr>
<td>An understanding of the importance of teamwork</td>
<td>An ability to work in a team collaboratively and co-operatively</td>
<td>Recognizing the importance of teamwork in completing tasks</td>
</tr>
<tr>
<td>A deep knowledge of the business discipline</td>
<td>An ability to use the knowledge of the discipline in global business scenarios</td>
<td>Professionally developing in the knowledge discipline</td>
</tr>
<tr>
<td>An appreciation and understanding of social responsibility and business ethics</td>
<td>An ability to implement, and evaluate social responsibility and business ethics in global business scenarios</td>
<td>Recognizing the importance of social responsibility and business ethics in sustaining a business in the current ecological environment</td>
</tr>
</tbody>
</table>
Similarly to the study by Andrews and Tyson (2004) the new global business capabilities as articulated by the RMIT Corporate Community have been categorized into three basic categories:

- **Knowledge** – the foundation of global business capabilities is knowledge. Knowledge can be defined as understanding gained through experience or study.

- **Skills** – skills are practiced ability; the learning acquired through the repeated application of knowledge. They are applied in management, and include diversity, communication skills and social responsibility and ethical behaviour in business at all times.

- **Attributes** – which are defined as individual qualities, characteristics or behaviours focus on recognition upgrading or nurturing certain attributes which include being sensitive to working globally.

The next chapter will detail the responses in relation to global capabilities as perceived by the RMIT Educators and Policy Makers.
Chapter 7 - Reports on the results from the interviews conducted with the RMIT Educators and Policy Makers.

RMIT Educators and Policy Makers

In the Australian summer of 2006, autumn of 2007 and early summer of 2007, 10 members from the vast pool of RMIT Educators and Policy Makers (RMIT EPM) provided detailed responses to a set of questions in semi-structured interviews (discussed in Chapter Four) about the global capabilities needed to enter the global workforce. The 10 RMIT EPM members this study were selected randomly from a pool of RMIT EPM members. Within the 10 members interviewed there was a good mix of female, male members. This cohort consisted of four males and six females.

All of the semi-structured interviews were face-to-face and of approximately 30 minutes in duration. The interviews were tape recorded and transcribed with permission of the interviewees. The data from these interviews was then analysed in a table to illustrate the themes that emerged relating to which capabilities were necessary to enter the global workforce as identified by the RMIT EPM.

The first question that was asked of the subjects was: ‘What are the global capabilities that you think MBIT students need to enter the global workforce?’ Further unplanned questions and comments were made during these interviews so as to clarify the point(s) made by the subjects during the interviews.

All of the 10 subjects that were interviewed without any prompting stated that the global capabilities that MBIT students needed to enter the global workforce were (in no specific order):

- Globalization
- Communication Skills
• Fluency in a foreign language
• Diversity

Apart from the above capabilities that students needed as articulated by the RMIT Educators and Policy Makers in order to work globally, two important issues arose out of these interviews that the RMIT EPM wanted to discuss during this study which were the:

• Internationalisation of the Curriculum
• Training of Educators

The question that was asked of the Policy Makers/Educators was:

‘As an educator what capabilities do you think are necessary by MBIT graduates to enter the global workforce?’

All of the 10 (RMIT EPM) members interviewed spoke about the importance of globalization. This was considered a basic requirement for working globally.

**Themes from RMIT Policy Makers/Educators Interviews**

**Globalization**

The teaching and learning of globalization is once again the main capability that is highlighted during these 10 interviews with the RMIT Policy Makers and Educators. They, similarly to the MBIT students and the RMIT Corporate Community, commented and discussed the issue of globalization as being one of paramount importance in that it gives students a complete picture of the world as it is now. Globalization is that rare discipline that traverses all academic disciplines whether it is business, architecture, botany, engineering, medicine, law, accounting arts, etc. All of the respondents from this sector of the study were in agreement that this should be the focus of the Teaching and Learning committee as it will no doubt (according to these 10 respondents) prepare them for a global career.
Peter Pro Vice Chancellor (PVC) Business

One of the first interviews that was conducted for this study with the (RMIT EPM) was with the PVC Business of RMIT University. The PVC of business at the time that these interviews took place was an Australian in his late 50’s who had worked for many years in the area of logistics and supply chain management and had a very senior role with Melbourne Ports. As the PVC of Australia’s largest business college he was in charge of over 12,000 students and 1,000 staff with programs in Australia, Singapore, Malaysia, China and Vietnam. Peter was very receptive to the interview for this research and made the following statement: ‘One of the best pieces of advice that I would give a graduate who wishes to work overseas is that they need to first engage in some sort of international experience and by doing this they can then gain a great understanding of globalization’. He suggests that an MBIT graduate needs to: work or engage in some sort of international activity whether that be an internship, work integrated learning (WIL), student exchange or an international camp experience and preferably an overseas position this will achieve the inevitable – knowledge of globalization.

Peter also stated that: ‘Strategically we should have a curriculum that addresses the whole issue of global capabilities but I am not the most qualified person to ask about this as I am not involved in designing curriculum’. Peter was of the opinion that the curriculum in place should address the issue of global capabilities especially in the Masters programs in the Portfolio, but as he continued to discuss this idea he lamented that he was not entirely au fait with curriculum matters and would not be the best person to discuss what is included in the curriculum. He stated that as a parent he knew of the importance of globalization even in the music field where his daughter is currently employed offshore.
The next interview with Margot from the PVC International Office was completely different with regard to globalization. Margot at the time of conducting this interview was second in charge of all international programs across the university. Her education comprised of a bachelor’s degree and an MBA from RMIT University. RMIT University is one of the largest universities in Australia with over 55,000 students both onshore and offshore.

Margot’s role was to manage international policy, staff, student exchange, study tours, staff exchange and ensure efficient management of all international programs across the university. Soon after this interview took place Margot resigned her position. Margot the former Director of International Programs within the PVC International Office discussed the concept of globalization as an understanding: ‘A highly developed understanding of self as psychologically, socially and culturally constructed. An awareness of differences in people, cultures, attitudes and values preferably informed by some understanding of the historical, political, social and economic factors which have shaped them’.

Margot an international educator says that she believed that students at RMIT, especially Master students, needed this understanding of globalization, if they were going to work globally. More specifically, Margot said: ‘A demonstrated understanding that ‘business may be constructed differently in different countries and regions of the world necessitating a capacity to adapt one’s own style of doing business/working accordingly. A willingness to learn about other ways of “doing business” and/or practicing ones profession/discipline in different globalization contexts preferably in some depth’.

Globalization in Margot’s view calls for that rare breed whereby one adapts to one’s circumstances and this is important in the current global world and especially in the new global work where adapting is one of the keys to success as discussed in Chapter Three
section 3.1 (Govindarajan & Gupta 2001; Friedman 2005; and Tapscott and Williams 2006; Hamel 2008)

Margo further comments that: ‘A capacity to remain open, flexible and to ask and seek answers to relevant questions in culturally nuanced and often complex environment: an attitude of respect for all peoples and a genuine valuing of differences’. Margot once again articulates the importance of participation and learning intercultural teams and being able to develop both short and long term intercultural relationships that are fundamental to success when one enters the global workforce. In further discussions, Margot stated that business masters students needed to demonstrate a commitment to working in the global good rather than national good only, that is, a commitment to thinking and acting as a global citizen.

Gigi, the PVC Teaching and Learning when questioned about global capabilities within the MBIT program stated that this idea was five years ahead of its time. Gigi said the following: ‘I think that the capability that I would like all RMIT students to posses is curiosity about globalization…curiosity about the world, about people, about culture and customs. It is this curiosity that gives you an edge over other people. At RMIT there is a great deal of work to be done in the area of Teaching and Learning and I think you are about five years down the track (interview conducted in 2005) from where we are now’. This time the capability of globalization is coupled with curiosity and it is this curiosity that according to Gigi will give the RMIT students a competitive edge. At the interview Gigi was enthusiastic about curiosity and stated that if one is curious about all things then this curiosity articulates into knowledge and of course globalization at this time especially for business graduates and MBIT students was a necessary curiosity and capability. Gigi has since left RMIT University to take up a similar position in Western Australia. During her time as PVC Teaching and Learning many advancements were made in the area of internationalising the curriculum.
Gigi commented further on the issue of global capabilities: ‘Not many programs at RMIT focus on global capabilities as we are still getting our house in order but it is something that I would like to work towards…Understanding the globalization of the world is one of the most important capabilities, and it is a real advantage when you go working overseas’. Gigi, like other subjects who were interviewed for this study, is in agreement on the issue of the most important capability. In all of the interviews conducted for this study, globalization ranked highly as the prized capability that not only MBIT students need, but that all students need. Gigi admitted that at this stage, global capabilities, internationalization of the curriculum are issues that are on a future agenda but have not yet been seriously addressed.

Connie, Dean of Teaching, stated the following when interviewed about global capabilities for MBIT students: ‘When I think of global capabilities or internationalizing the curriculum I think one has to say that the traditional links between knowledge and culture are also changing, with a greater recognition that knowledge creating and use is mediated by cultures. The changing nature of the knowledge economy involves an intricate global-local relationship. It suggests that the nature of knowledge use and innovation demands a simultaneous engagement with local factors as well as global processes. This is so because in cultural terms, the local is now re-shaped globally, and because the idea of global is meaningless without is local references’. Connie is still the Dean of teaching at RMIT University and she is an Irish woman educated overseas with a Masters from Trinity College and a wealth of experience in internationalization of teaching and learning having taught in America and many parts of South America during a 30 year career. All of the managers of teaching and learning in the College report to Connie to ensure excellence in teaching.

Connie discusses the importance of global capabilities and states that this is all about knowledge and culture and how the two are entwined with each other and the importance of
the global is discussed but this time within a local context and how the two concepts work hand in hand. Connie who is passionate about technology and innovation in disseminating knowledge was articulate about the importance of globalization in the curriculum and as an outcome from the teaching and learning that occurs in the classroom.

Mark, Planning Quality and as a former lecturer in the School of Art and then a Director of Teaching and Learning, has had a career in academia for over 30 years at RMIT University, and has recently completed his PhD. He is currently the head of School and was happy to discuss globalization as a capability for MBIT students in the following statement: ‘I believe that RMIT should give business students deep level teaching and learning about globalization. Every course should address this issue. We talk about globalization a whole lot but very few courses really address the whole issue’.

Mark worked in many levels at RMIT and is clear about the importance of globalization as a capability that is needed by the students and especially by the MBIT students. The statement that RMIT discusses the issue of how to teach globalization but few courses actually address the issue is a concern in that the PVC Business, the PVC Teaching and Learning and also a Manager, all state that the issue is important but it is not being adequately addressed at this time. This lack of commitment on the part of the individuals or the University is something that would need to be addressed if the University continues to claim that it is producing global graduates.

Mark also stated that as educators we are not really training our students to be global citizens. The comment was made that the University and the Faculties are so busy teaching students vocational skills that we have forgotten to engage the students in deep level thinking about the whole process of globalization, students just accept this idea as a fait accompli but they
are not taught to stop and think about what are the serious issues surrounding globalization and culture.

Diversity is discussed as necessary capability by the RMIT Educators and Policy Makers in the next section.

**Awareness of Diversity**

Diversity was once again a capability that all of the 10 members of the (RMIT EPM) discussed as a necessary capability if you were hoping to enter the global workforce. This study utilized two quotes to illustrate the importance of diversity.

Gigi, Pro Vice Chancellor Teaching and Learning, commented that: *‘Understanding what diversity means is a real challenge and once again I do not know if RMIT students are aware of the real meaning of diversity and how the awareness of diversity makes you global. We have many amazing programs at RMIT that allow one to come face to face with diversity. I know many of our classrooms are filled with diversity. Are doing it well? I would have to say no as once again this has not been a focus of the university’.*

Gigi discussed diversity and its importance but since this is not an explicit piece of knowledge that has a real place in many courses and not especially in business according to Gigi, there is no real forum that addresses whether or not diversity is taught in business classrooms. There is an understanding that students come into contact with diversity in a myriad of ways but are they taught this as a necessary capability that employers will positively comment upon, the answer from Gigi was no. Although it is a capability that the MBIT students identified as being important, the university itself has not addressed the issue in the curriculum.
Mark discussed the issue of diversity in a completely different manner to Gigi and went so far as to state that it is a problem with the academic staff not the students learning the concept. Mark discussed: ‘Diversity is not taught in the curriculum at RMIT but I consider it very important. We all need to understand, respect and practice diversity, but how can we expect this from the students when our staff are not even addressing this issue. The whole issue of diversity is one that needs to be part of the agenda that comes out of the DVC Teaching and Learning but also the PVC Business needs to make this a priority especially as more and more of our students come from outside Australia’.

Thus Mark’s discussion centred on the issue that the staff need to be trained in diversity, its meaning and importance and also that they need to practice a respect for diversity and then only then can this important capability be taught to the students. The issue that these types of initiatives need to come from the top is once again discussed as a major communication issue amongst the staff within the University and Faculties. The following section focuses on communication skills as being one of the most important capabilities.

**Communication Skills**

All of the 10 subjects from the (RMIT EPM) were in agreement concerning the importance of communication skills as one if not the most important capability for being able to enter the global workforce. In the context of the MBIT program all of the 10 subjects interviewed stated that due to the nature of the program there was a perception in the community that technology oriented programs produced non communicative graduates. Thus communication skills were highlighted to a greater degree for the MBIT graduates wishing to work globally.

The following statement was made by Gigi, Pro Vice Chancellor Teaching and Learning: ‘Communication skills I would have to say are one of our strengths at RMIT, as I visit many of the Schools around the university I am always amazed at how young people communicate...’
today. And it is not only the Australian students, many of our international students communicate extremely well. I know that the current Teaching and Learning team is addressing the issue and that all courses have imbedded in them communication skills. RMIT being vocationally oriented must produce graduates that are very comfortable with communicating their ideas as most of our employers demand a high level of communication skills’.

This quote is important when discussing necessary global capabilities in that the PVC Teaching and Learning rates communication skills highly on the agenda as a capability that is being addressed by the teaching and learning committees at every level of the university and by the teaching teams within every course.

The demand that all graduates possess the necessary skills in communication is a one of the basic requirements in business and, as Gigi highlighted in the interview, ‘just look at any advertisement for a position whether in the newspaper or on line, all of them demand a high level of communication skills’. This capability was one that all three sectors of the study agreed upon; whether it was the MBIT students, the RMIT Corporate Community and the RMIT Educators and Policy Makers.

The partner to communication skills is language, but in this instance it is the fluency of foreign languages that will be discussed in the next section.

**Language Skills**

This section illustrates the comments that were made about the importance of being fluent in a foreign language and whether it is viewed by the RMIT Educators and Policy Makers as a necessary capability for working globally. Margot, Director of International Programs, PVC International Office, stated that: ‘Bi-lingual language proficiency relevant to the labour
markets in which graduates are operating may also be increasingly necessary. I realise that young people are thinking about global careers'.

Similarly to the comments made by the RMIT Corporate Community and the students, the proficiency of a foreign language is mentioned by all three groups interviewed for this study. Although mentioned the learning of a foreign language is never given great importance as a necessary capability but it is mentioned in the context, it would be good to have it if you can, but do not worry too much about it.

Margot commented that bi-lingual language proficiency is relevant as people are thinking about global careers. It may not be important in an Anglo-Saxon context but in countries such as China, Thailand, and South American countries, bi-lingual language proficiency of English would be of enormous importance. The issue of foreign language skills must be addressed in context. As for the MBIT students, since all of them must have a minimum of 6.5 (International English Language Testing Scheme) IELTS in English proficiency, this is not an issue. This is also the proficiency that is required to gain a visa for Australia and once a visa is obtained an international student is allowed to work a minimum of twenty hours a week to cover local expenses. Gigi stated that during her time at RMIT, proficiency in a foreign language was a great asset. Gigi discussed foreign language in her interview by saying: ‘Learning a foreign language is a great asset and of course if you are going to work globally it would be an enormous advantage. Would RMIT introduce the learning of a foreign language into your teaching and learning strategy and make semi-compulsory? I don’t think so’.

The personal opinion of the PVC is that the possession of foreign language skills would be a great asset, especially if you are engaged in international business. On the issue of introducing a foreign language at RMIT, and especially in the Business Portfolio, Gigi made
the statement because statistics illustrate that Australians are not that good at studying foreign languages, secondly there is an imperial belief that since Australians speak English, that is all that is needed because English is the language of business and aviation, plus the whole of Asia is learning English. (Qin 2003) Thus some subjects interviewed stated that a foreign language was a bonus but nearly all stated that in the current English context it was not of paramount importance.

Both Calvin and Mark when interviewed regarding foreign language proficiency, or the introduction of foreign languages into the MBIT program or other Business Masters, made the following comments: Calvin Director of Higher Education: ‘I don’t think there are any plans to introduce a foreign language into the business masters degrees’.

Whereas Mark stated that: ‘The introduction of foreign languages into the business curriculum would be a nice idea, but I do not see that happening any time soon. Once again we are so busy teaching vocationally oriented courses and meeting the demands of employers, industry groups and accreditation bodies. I know there are a couple of students who are currently taking language courses but these students are an exception to the rule’.

Both Mark and Calvin state that in their professional opinion there are no plans for the introduction of a foreign language into any Business Masters degree. The curriculum is filled with far too many courses and there is no room for the addition of any new courses that are not traditional business courses according to the above respondents.

The above global capabilities were the ones that the RMIT Educators and Policy Makers articulated in the interviews. Apart from the capabilities, a great deal of the interviews and the ensuing discussions comprised two important issues that were mentioned by the majority of the subjects interviewed for this section:
• Training of Educators

• Internationalization of the Curriculum

Both issues were given importance at the interviews and it was stated by all subjects that, rather than focus on the capabilities needed by MBIT students, it was more imperative to focus on two important issues. Once these issues were addressed by RMIT, this would lead the educators to provide the capabilities needed for working globally.

Training of Educators

Margot, who at the time that of the interview was heavily involved in international education both at the national and international level, stated: ‘RMIT staff have the capacity to model the attitudes, values and capabilities required of graduates working globally’.

This is an important statement by a senior academic staff member who articulates that it is the teaching staff who in the final analysis, have the capacity to shape and mould our graduates into global graduates. She added that: ‘Academic teaching staff have demonstrated in depth knowledge and understanding of the cultural context of their discipline/profession and preferably, an understanding of it can vary across cultures. The Business Faculties’ staffing profile reflects its commitment to cultural diversity and this need to continue. I would hope that in the future more academic and administrative staff are afforded to opportunity to globalize themselves and in turn globalize the students’.

This statement by Margot further highlights the importance of training the educators. Margot states there is already a wealth of knowledge in the Business Portfolio, but there needs to be more and the university needs to encourage the opportunities of the staff to globalize themselves and, in turn, globalize the students. The cultural mix of the staff is applauded in the above quote and it is stated that this movement needs to continue (Margot, Director of International Programs PVC International Office).
Gigi concurs with Margot on the issue of training educators, saying it is of paramount importance, because young people are heavily influenced by role models. Further, Gigi says, the academic role models need to be largely international ones and stated that: ‘I think that the training of educators in internationalization is paramount because it is they who will encourage and stir the curiosity of our students. I think these lines from our strategy address this issue very well Paul: “Imbed international perspectives and opportunities into the teaching and learning experiences so as to develop the international capabilities of students. Professionally develop staff to focus on fostering an appreciation of the global environment and the role of internationalization in the experiences of students through teaching and learning. Actively encourage staff to undertake a global experience, to enable them to deliver quality global teaching and learning programs”.

Gigi notes the importance of training educators across the whole university but especially in business given the focus of this study. The Teaching and Learning policy of the day (2005) is quoted verbatim during the interview and as can be seen above it is a policy that does address the issue of training educators and developing capabilities and encouraging staff to engage in global experiences so as to deliver global teaching and learning programs that are filled with quality and diversity.

Peter, like Margot and Gigi, also states that it is important for RMIT to train educators in a global outlook or, in his words, ‘in globalization’. This, in turn, will be transmitted to the students in the classroom. He is also a strong advocate for international recruitment. Peter, Pro Vice Chancellor Business, stated the following on training educators when discussing how one would arrive at delivering global capabilities to students at RMIT Business: ‘We are more and more internationalizing our academic staff and in our recruitment I always encourage the Heads of Schools, to think about staff outside of Australia, I know that as I
travel more and more universities are attracting a global teaching staff and this is crucial if we are going to call ourselves a global university and of course one of the aspects that EQUIS looks on favourably is an international teaching staff with international qualifications’.

Not only is the importance of attracting international academic staff addressed in the above statement, but the whole issue of EQUIS\textsuperscript{13} is discussed. Apparently EQUIS is favourably inclined towards universities that can illustrate a rich cultural and national diversity of academic and administrative staff. Peter further commented that an international faculty brings with it many benefits such as global research, networks and, of course, teaching experience.

All three opinions utilised in this section advocate the importance of training educators in global education, globalization and cultural diversity. The other seven interviewees also stressed the importance of training educators for the new global clientele which, in turn, needs to develop the new global capabilities for working globally.

**Internationalisation of the Curriculum**

The second issue arising from the interviews with the 10 RMIT Educators and Policy Makers that this study sought to focus on is internationalisation of the curriculum. Those interviewed from this cohort commented on its relevance as it is related to the teaching and attainment of the global capabilities.

\textsuperscript{13} EQUIS - the European Quality Improvement System

EQUIS is the leading international system of quality assessment, improvement, and accreditation of higher education institutions in management and business administration.
Three quotes have been selected to illustrate the importance of internationalising the curriculum for Master students, but more specifically for MBIT students, as this is the student focus in this study.

Margot, Director of International Programs PVC International Office, stated: ‘The curriculum needs to be developed with the aim of preparing graduates to practice in a diverse range of global settings. Whilst necessarily written with the requirement of national accreditation and recognition firmly in focus, it will encourage students to gain an in-depth understanding of discipline specific and professional practice issues in different global contexts and to draw on this to enrich their own professional life’.

Margot states that the curriculum must be developed with the aim of preparing graduates for a global life in many different global setting and contexts, which will enrich their lives. Of course the curriculum must be written within various stated guidelines. The diversity of students should be taken into account as a valued natural resource to facilitate the development of knowledge, skill, and attitudes in and outside of the classroom and as a foundation for rich global learning. From the outset, an international curriculum requires students to successfully participate (and at times lead) culturally-diverse teams and maintain and develop a wide range of working/collegial relationships across the globe, according to Margot.

Gigi concurs with Margot in her statement: ‘Internationalisation of the curriculum is a major priority for Australian Universities. It is vitally important if RMIT University wishes to deliver a truly international program to all students and be fully engaged in the quality delivery of international teaching and learning programs’ (Gigi, Pro Vice Chancellor Teaching and Learning). The delivery of quality international programs that make RMIT
graduates employable across the world is one of the constant visions of RMIT University and it continues to be one of the main agendas for the Portfolios and the University.

According to Gigi, this could only be achieved by making the internationalization of the curriculum a major priority. If RMIT University, or any university, wishes to deliver a truly international program, all faculty members within the institution must be fully engaged in the quality delivery of international teaching and learning programs. Mark affirms all of this saying: ‘The internationalization of the curriculum the most important long range plans of the PVC of teaching and learning ’ (Mark, Manager Planning Quality and Performance).

Summary: The Global Capability Themes – according to the RMIT Educators and Policy Makers

Nearly all of the respondents from the Education and Policy maker cohorts had similar responses to the interview questions. This was to be expected, since all of these respondents worked at RMIT and were educational and administration roles. They were part of the policy hegemony. Upon completion of this section of the study it is interesting to note that the 10 RMIT EPM did not list a great many capabilities as necessary for the MBIT graduates. Only four capabilities were discussed as being necessary in the interviews, in no particular order:

- Globalization
- Communication Skills
- Foreign Languages
- Diversity

During the interviews it was discussed that this particular group of respondents stated that as far as possible, the University, and the faculty were accomplishing a great deal already in teaching graduates the discipline of knowledge. In addition the faculty members were blending this knowledge with all of the other soft skills required for entry into a global career.
The respondents did agree that the four capabilities highlighted above were probably not being given a focus in all of the Masters programs. Only recently, according to the Director of Teaching and Learning, the MBIT commenced articulating globalization as a concept that needed to be addressed in the teaching and learning of the program. The outsiders - that is, the academics not in the School of BIT and and RMIT corporate community - saw the need for globalization to be a part of the MBIT, an opinion sometimes at odds with some staff within the School who felt that this was a School of IT and not an MBA program with IT.

According to several respondents who believed that the MBIT students were being prepared competently in the knowledge of discipline, more work needed to be completed in the areas of communication skills. Many MBIT graduates are praised by industry in many areas, but the one area that many believe the School needs to improve is communication and interpersonal skills. Organisations and educators rank communication skills highly since the message of the organisation, product or service needs to be clearly delivered.

The importance of diversity in University life was also a major issue for the RMIT Educators and Policy Makers. As the University’s clientele has changed since 1990, many more programs have been developed to deal with the diversity that is evident in the university at this time. According to the PVC Teaching and Learning, the University has a long way to go to implement successful diversity programs. Also mentioned was the fact that not many people truly understand diversity. Once again, the issue needed many of the educators at RMIT to be trained in diversity, which should be taught in the classrooms then filtered into daily business etiquette.

The issue of introducing a foreign language was commented upon favourably, but was regarded as a future requirement. Six of the 10 respondents commented that, as we become more a part of Asia, Australian Universities should enforce a compulsory core entitled ‘Asian
Language’. Many, especially Margot, saw significant value in teaching foreign languages to students who wished to work globally. However, Calvin stated that the programs, especially at the Masters level were so full of curriculum, that it would be difficult to shoe-horn one more course element, let alone a series of courses that dealt with learning a foreign language.

At the start of this study, the research proposal did not cover Internationalization of the Curriculum or Training of Educators at RMIT University. Both issues arose from the interviews and the respondents stated that a study of capabilities within a Masters program such as the MBIT needed to also address the above issues that correlate to the delivery of the capabilities discussed throughout this study.

All respondents, working in education, stated that the university needs to address both of these issues. They said the internationalization of the curriculum and the training of educators in the arena of globalization needs to occur in the classroom.

An Analysis of Similarities within the Themes

All 10 respondents in the semi-structured interviews had similar concepts about the type of global business capabilities needed to work globally. They said the MBIT, as a Masters program, already had a high degree of global awareness due to its discipline. But, as with all programs, it was not considered perfect, especially if a new graduate wished to immediately enter the global workforce. Although the respondents felt that RMIT was accomplished in many ways in producing global graduates, many programs, including the MBIT program, needed further attention in producing ‘global ready graduates’. As seen by the recorded data the RMIT Educators and Policy Makers participated in a good discussion on the global business capabilities for MBIT students.
The similarities that have arisen within the themes are as stated before. All of the educators commented on globalization and communication skills as being important capabilities for the MBIT students to possess as they enter the global workforce. Both of these capabilities have successfully traversed all three groups of respondents within this study.

Each of the groups within the study has placed differing levels of importance on the global business capabilities, given their background and agenda for the future. But all agree that being able to communicate wherever one works in the world is of supreme importance.

The essential capability of knowing, understanding and working in the current ‘globalization’ phenomenon, partnered with excellent communication and interpersonal skills would lead MBIT graduates along the path to successfully engage in a global career, according to all three groups of respondents.

**An Analysis of Differences within the Themes**

This group of respondents did not display many differences in their responses to the research question. The ten respondents worked together at RMIT University. There was also a belief that the respondents were working towards the ‘global passport’ (RMIT Strategy) an ideal that is being put forward by the DVC of RMIT University.

This researcher uncovered a degree of dissatisfaction in timely curriculum development. All respondents reported they had significant work to do in regard to teaching and learning and designing a curriculum that was relevant and timely. Many stakeholders continue to be consulted regarding the design and implementation of the Master courses. MBIT is no different. Comments both positive and negative were made. At times it is complicated, almost impossible, to meet all the expectations of various stakeholders.
One of the major differences that arose from the study was the importance of studying a foreign language. An analysis of the various responses showed more than 60% discussed the issue of studying a foreign language both pro and con. Both Calvin and Mark, believed that a foreign language in a business Masters program was never going to be on the agenda, whereas Margot’s comments on studying a foreign language were representative of the other eight respondents from this group.

**The Importance of Themes and Capabilities**

The themes and capabilities that have arisen from the respondents in this section are important because they again highlight where the RMIT Educators and Policy Makers need to focus their attention when assessing the relevance of the MBIT program in the global workforce arena. The outcome of these 10 interviews is interesting because, although the 10 respondents felt that RMIT was more than adequate in delivering ‘global ready graduates’, when asked specifically about the MBIT program, the respondents commented: The MBIT is a very global Masters because it is a business IT program; English is the language of IT and the respondents felt that the it would be easy for the graduates to locate a global job in Australia. When presented with the scenario of a global job outside Australia, as can be seen from the interviews, these respondents then stated that the program must focus attention on what they believed to be four major capabilities. As discussed above these four capabilities need attention within the program and needed to be nurtured. What was more interesting to the researcher was the issue of ‘Internationalizing the Curriculum’ and ‘Training of Educators’, that the RMIT Educators and Policy Makers felt was more important and would achieve the outcome of ‘global ready graduates’. It would also address the issue of global business capabilities because, as one of the respondents stated: ‘all of this belongs with an international champion in the classroom’.
While this study is limited, as discussed in Chapter Four of this thesis, there’s a rich and varied set of quotes and ideas that the MBIT program co-ordinator and program team could investigate and assess. The assessment of the ideas and changes highlighted by respondents could formulate an interesting and relevant discussion paper for the future plans of the MBIT program at RMIT University. The next section introduces the RMIT Educators and Policy Makers Global Business Capabilities Table that has arisen from the interviews conducted.

**RMIT Policy Makers/Educators Table**

The main themes and capabilities have been outlined in the table below using the Andrews and Tyson (2004) model from the London Business School that is discussed in Chapter Three. These are the global capabilities that the RMIT Policy Makers and Educators stated were important for MBIT graduates if they were to enter the global workforce.
Table 7.1 The Global Business Capabilities as articulated by the RMIT University Educators and Policy Makers.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>An understanding of globalization</td>
<td>An ability to work in the global landscape</td>
<td>Sensitive to working globally</td>
</tr>
<tr>
<td>An understanding of Communication Skills</td>
<td>An ability to use communication skills in business scenarios</td>
<td>Developing global communication skills</td>
</tr>
<tr>
<td>Fluency in a foreign language</td>
<td>An ability to use a foreign language in business scenarios</td>
<td>Upgrading foreign language skills</td>
</tr>
<tr>
<td>An understanding of the importance of diversity</td>
<td>Being able to work with diverse groups of people</td>
<td>Recognition of diversity</td>
</tr>
</tbody>
</table>

Similar to the study by Andrews and Tyson (2004), the new global business capabilities as articulated by the RMIT Policy Makers and Educators, have been categorised into three basic elements:

- Knowledge – the foundation of global business capabilities is knowledge. Knowledge can be defined as understanding gained through experience or study.
• Skills – skills are practised ability; the learning acquired through the repeated application of knowledge. They are applied in management, and include diversity, communication skills and using a foreign language.

• Attributes – which are defined as individual qualities, characteristics or behaviours focus on recognition upgrading or nurturing certain attributes which include being sensitive to working globally.

Conclusion

The findings of the interviews from different subjects - the MBIT students, the RMIT Corporate Community and the RMIT Educators and Policy Makers - illustrate a similar pattern, but differences in the degree of complexity.

At the MBIT student level the students discussed the capabilities they felt they needed to enter the global workforce. A total of six capabilities were highlighted: globalization, the global mindset, teamwork, fluency in a foreign language, awareness of diversity and an understanding of global competition.

At the RMIT Corporate Community level the essential capabilities for MBIT students were identified as being: globalization, the global mindset, awareness of diversity, communication skills, teamwork, knowledge of business discipline and knowledge of social responsibility and ethics. This set of respondents placed a great deal of importance on communication skills, globalization and ethical behaviour.

The RMIT Educators and Policy Makers stated that, on the whole, the university was doing a competent job in preparing students for a global career. However, they also recognised that some capabilities need to be addressed more formally in the teaching and learning, namely:
globalization, communication skills, fluency in a foreign language and the awareness of diversity.

The RMIT EPM respondents were more focused on two issues that arose during the interviews: Internationalization of the Curriculum and the Training of Educators. Senior educators at RMIT felt these two issues needed to be addressed and given considerable time and investment in the future. The interviews illustrated which capabilities are important to all three sets of respondents when discussing which capabilities the MBIT need to possess in order to enter the global workforce.

The next chapter will focus on concluding this study and discuss the highlights of the results, linking it to the existing literature on global business capabilities and discussing further research.
Chapter 8 – Conclusion

Introduction

This study has investigated the global business capabilities that are needed by postgraduate students when entering the global workforce. The study broadens the knowledge and comprehension of the necessary capabilities that are needed by postgraduate students to work in the global corporation of the knowledge-intensive economy. This study has illustrated the various capabilities to working globally according to current postgraduate students, a corporate university community and various educators and policy makers. The focal point of this research was the development and evaluation of a set of capabilities to produce graduates that are equipped to enter the global workforce.

This chapter presents a summation of the research. This chapter discusses the contribution of this research, its findings and answers to the research question – ‘What are the necessary global business capabilities needed by a postgraduate student to enter the global workforce?’. The implications of this study for the postgraduate students, the corporate communities and academicians are also explored. The chapter also examines the limitations of this study, and proposes further research areas associated with this topic that would be valuable for the future.

International education and the globalization process of a students’ life in tertiary education has gained momentum in the past eight years (Friedman 2005). Castles (1997), over a decade ago, discussed multicultural citizenship, as a system of rights and obligations, which protects the integrity of the individual while recognizing that individuality is formed in a variety of social and cultural contexts. This ‘multicultural citizenship’ can only occur if a student becomes part of the globalization process as Lambert (1996) discussed one year
earlier. The word ‘Globalization’, whether it relates to business, culture or education, traverses our path in the world of business.

A set of capabilities that allows a student to enter the global workforce can provide a student with a new set of eyes Redford (2006) and engender a feeling that ‘There is a world outside Verona’ (Shakespeare, 1597).

The globalization of a student’s tertiary education ought to be an integral part of any university and ‘Business School’ Altbach supports this view:

‘Postsecondary education is more international than at any time since its origins in medieval Europe, when the common language of instruction was Latin. An unprecedented number of students; more than one million are studying outside the borders of their home countries. There is an international academic labour market, with scholars and researchers routinely crossing borders for jobs. Perhaps most important, knowledge production and dissemination are international in scope, with research teams cooperating across borders and much of scientific communication taking place in English—in many ways the Latin of the 21st century. The curriculum is slowly becoming internationalized’ (Altbach p. 23, 2000).

Global business is dynamic and thus the importance of understanding the global business capabilities required by postgraduate students to enter the global workplace is paramount for the universities, the university corporate community and the postgraduate students. Postgraduate education must be global in its stance and subject matter. Andrews and Tyson (2004, p. 4) agree stating that: ‘Globalization is not simply the transfer of work to emerging economies. Globalization is an art – an art of human relations, that, like other arts is premised on insights
gleaned from teaching and from experience and honed by continual practice, day in and day out …Globalization concerns the exercises of management and leadership on a worldwide scale’. The capabilities surrounding understanding global competition and global work practices are a major issue for postgraduate students. The students interviewed for this study were aware that they were competing in a global job market and that more and more organisations were recruiting globally and they would be judged globally on their grades, knowledge and capabilities. Apart from this recognition, the students were also aware of the many issues surrounding the competitive nature of global business and how work practices affected global business.

Summary of Research

The New Global Business Capabilities

When this study commenced it was apparent that RMIT University possessed a set of generic teaching and learning capabilities (RMIT University Course Guides 2007/08) that are ostensibly applied to its many degree courses including the MBIT case study program. At the time that this research was conducted, the existence of an explicit set of capabilities that addressed the issue of working in the global corporate sector was not evident.

The study by Andrews and Tyson (2004) contributed to the development of a new global business capabilities model. They state that a study of 100 global companies showed that they require their staff to possess global business capabilities to address the dynamics that are currently shaping global business. This study has produced a modified set of global business capabilities based on the original set by Andrews and Tyson (2004) after interviews with three cohorts – postgraduate students university corporate community and faculty members. Andrews and Tyson identified sets of knowledge, skills and attributes which they concluded represented a set of capabilities students need for global business (Table 8.1). The attributes
listed under ‘knowledge’ represent broad categories of capabilities matched by sets of skills and associated attributes.

**Table 8.1 (Andrews and Tyson 2004, page 3)**

<table>
<thead>
<tr>
<th>The New Global Business Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>Global macroeconomics</td>
</tr>
<tr>
<td>Global finance</td>
</tr>
<tr>
<td>Global strategy</td>
</tr>
<tr>
<td>Organizational structure and dynamics</td>
</tr>
<tr>
<td>Competitive microeconomics</td>
</tr>
<tr>
<td>Decision sciences</td>
</tr>
<tr>
<td>Global marketing and brand management</td>
</tr>
<tr>
<td>Sales and account management</td>
</tr>
<tr>
<td>Technology management</td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Human resource management</td>
</tr>
<tr>
<td>Corporate governance</td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

This research has used the same structure of knowledge, skills and attributes to uncover the attributes postgraduate students, their teachers and potential employers in Australia perceive as being important (Table 8.2). The capabilities delivered from this research have emerged as more specific detailed affirmations of the set proposed by Andrews and Tyson for the London Business School. This is discussed in detail in the following section.
### Table 8.2 The Global Business Capabilities Table

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>An understanding of globalization</td>
<td>An ability to work in the global landscape</td>
<td>Sensitive to working globally</td>
</tr>
<tr>
<td>Possessing a global mindset</td>
<td>An ability to use the global mindset in business and cultural scenarios</td>
<td>Developing a global mindset</td>
</tr>
<tr>
<td>An understanding of the importance of teamwork</td>
<td>Being successful in teams and making teams work</td>
<td>Nurturing teamwork</td>
</tr>
<tr>
<td>Fluency in a foreign language</td>
<td>An ability to use a foreign language in business scenarios</td>
<td>Upgrading foreign language skills</td>
</tr>
<tr>
<td>An understanding of the importance of diversity</td>
<td>Being able to work with diverse groups of people</td>
<td>Recognition of diversity</td>
</tr>
<tr>
<td>An understanding of the global competition and global work practices in business</td>
<td>An ability on how to manage global competition</td>
<td>Recognition of the global competition and global work practices in business</td>
</tr>
<tr>
<td>An understanding of communication skills</td>
<td>An ability to use communication skills in business scenarios</td>
<td>Developing global communication skills</td>
</tr>
<tr>
<td>A deep knowledge of the business discipline</td>
<td>An ability to use the knowledge of the discipline in global business scenarios</td>
<td>Professionally developing in the knowledge discipline</td>
</tr>
<tr>
<td>An appreciation and understanding of social responsibility and business ethics</td>
<td>An ability to implement, and evaluate social responsibility and business ethics in global business scenarios.</td>
<td>Recognizing the importance of social responsibility and business ethics in sustaining a business in the current ecological environment.</td>
</tr>
</tbody>
</table>

**The Global Business Capabilities for postgraduate students – a discussion of the modified model.**

The global business capabilities as articulated in this study are more specific than the ones outlined in the study by Andrews and Tyson (2004). This study improves upon the original global business capabilities in that the capabilities apply to a broader range of postgraduate business students. One of the similarities between the two models in the area of knowledge was a ‘deep knowledge of global business disciplines. However, it could be argued that the Andrews and Tyson model focuses on knowledge based understanding gained through
tertiary study. The study does not focus on practical skills that can be implemented into the workforce, whereas the model that has arisen out of this study articulates the need for a deep knowledge of business disciplines coupled practical knowledge, skills and attributes. This set of capabilities provides university educators and policy makers as well as the university corporate community with a range of guidelines, knowledge, skills and attributes with which to tailor business curriculum, pedagogy and for preparing graduates for the world of work. One of the main features of this study was all respondents identified the knowledge of globalization, of world events, world cultures as being very important to entering the global workforce. One of the university corporate community respondents stated that: ‘today graduates to be knowledgeable of the global events, connected, skilled and highly enthusiastic in the globalized world’.

The global mindset was another global business capability that received a great deal of attention in the interviews especially with the students and the university corporate community. The concept of the global mindset is a novel one in global business, but it is gaining impetus due to the myriad of nationalities and cultures working together around the world in large and small business. The global mobility of millions of people in the business labour market is a reality and a phenomenon that we are witnessing an increase yearly (Altbach, 1999; Friedman 2005; Schuster & Copeland 2006; Fung, Fung and Wind 2008).

Teamwork is one of the traditional capabilities for working globally, due to many of the same reasons as stated above with regard to the global mindset. Teams work across the room, the city, the nation and around the world, physical and virtual are commonplace in today’s business world. In all spheres of business one belongs to one team or another in accomplishing daily tasks.
An understanding and respect for diversity was one of the capabilities that was present in all of the interviews conducted for this research. All three sets of respondents placed importance on this capability. The global companies that were interviewed stated that as the staff pool become more international it is crucial that there be a respect and understanding of diversity in all offices around the world. Australia’s largest company (BHPbilliton) regularly conducts diversity workshops and at one time when two of its CEO’s were American, there was an anti-US feeling in the organisation that had to be managed. This anti-USA feeling was managed by introducing cross cultural management workshops, diversity workshops and instilling an understanding that the workforce is no longer limited to one nationality or ethnicity.

The acquirement of a foreign language, although discussed in the study by postgraduate students, the educators and policy makers as an issue that could possibly enhance your career in a global arena, was not a concern of the university corporate community. All of the interviews were conducted in English speaking countries; Australia and USA. Although not stated, there was an imperial view of the English language by the corporate community, whereas international students already spoke at least two to three languages. Some of the educators and policy makers stated that the knowledge of a foreign language would be a competitive advantage to the international job seeking graduate. But they did not visualise foreign language teaching and learning becoming part of business postgraduate master programs.

Communication and interpersonal skills were viewed as the second most important capability for entering the global workforce after understanding globalization. All three sets of respondents prized this capability. The Corporate Recruiters Survey (2004) facilitated by the Graduate Management Admission Council (GMAC) stated that the top characteristics
employers seeks are strong communication and interpersonal skills Andrews and Tyson (2004).

The capability of knowledge surrounding the business discipline of postgraduate programs was important in that all the students need a strong foundation upon which to build their future career. Some of the respondents from the university corporate community considered it was highly important while other respondents said it only proved commitment and discipline. All of the organisations believed that as long as there was evidence of enthusiasm and a strong work ethic in the graduate, the organisation would take care of the issue of discipline knowledge.

The university corporate community stated that the capability of understanding and practicing social responsibility and business ethics was a key ingredient in the mix of capabilities for entering the global workforce. Peter Wong, Director of the Standard Chartered Bank in Hong Kong has stated that ‘Integrity is a universal attribute and one regarded as critical to business success, schools must serious attention to its development’ (Andrews and Tyson 2004, p. 4). This statement by Wong echoes the sentiments of all of the respondents from the university corporate community regarding integrity, ethics and social responsibility.

The merits of this study and of the table of global business capabilities (Table 8.2) that has been developed are significant in that universities, postgraduate students and university corporate communities have a defined set of global capabilities. These capabilities can be implemented into postgraduate curricula for business graduates so that globalization can suddenly deliver benefits to business schools, the graduates and the corporate community. The table of capabilities that was developed out of this study is similar to the table developed at the London Business School by Andrews and Tyson (2004) in that it denotes a set of specific global business capabilities for postgraduate students who wish to work globally.
The set of capabilities are important because they have resulted out of listening to three sets of stakeholders who all wish to improve the deliverables of postgraduate education so that it translates into global positions. The global positions of today’s interdependent economies demand: knowledge, attributes and skills that are global and not lost in translation. Many of the world’s universities and colleges around the world are no longer teaching homogenous groups of students but groups of sometimes 10 – 15 different nationalities in one class, who will in the future work globally. Working globally may not be out of choice but out necessity as corporate business occurs in a global setting as never before. Armed with the knowledge that business schools and postgraduate students must be ready to work globally, the table of global business capabilities resonates with the university corporate community and further a field in that business schools will be able to deliver postgraduate students who will meet the needs and wants of the customer (global business community). This study revealed a myriad of comments about global capabilities and similar to the study by Andrews and Tyson (2004), the interviewees produced an extensive list of qualities that were needed to work globally.

As indicated in chapters Five, Six and Seven and in the final table above (Table. 8.2) very few if any interviewees discussed technical knowledge or subject matter. Most if not all of the informants responded in a similar fashion to the previous study conducted and focused their desires on: curiosity; awareness; sensitivity; flexibility; adaptability; and most importantly in being able to develop postgraduate students within the various business contexts into a global business professionals. The table that arose from this study relates similarly to the London Business School table, in that the global business capabilities articulated and how they would be used are important in that the knowledge, skills and attributes of postgraduate students will prepare them to work and succeed in an unpredictable global business atmosphere. The necessity for these global business capabilities for
postgraduate students has reverberated throughout the business world since the year 2000 and the need continues. The current events of economic change in financial and global markets (September 2008) necessitate postgraduate students that can adapt to instant changes in the global market and business schools and educators must deliver this type of postgraduate student to the business community at large (Hamel 2008).

The key similarities and differences between the Andrews and Tyson (2004) table and the researchers’ table are highlighted in a series of tables in the next few pages. A discussion of these tables follows:

Table 8.3.1. The key similarities between the two tables: Knowledge

<table>
<thead>
<tr>
<th>ANDREWS AND TYSON</th>
<th>KNOWLEDGE</th>
<th>Organizational Structure and Dynamics</th>
<th>Global Marketing and Brand Management</th>
<th>Corporate Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>Global Strategy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This Study</td>
<td>An understanding of globalization.</td>
<td>A deep knowledge of the business discipline</td>
<td>An understanding of globalization.</td>
<td>An appreciation and understanding of social responsibility and ethics</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>Possessing global mindset</td>
<td>An understanding of the importance of teamwork</td>
<td>An understanding of communication skills</td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>An understanding of the global competition and global work practices in business</td>
<td></td>
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</tbody>
</table>

The Key Similarities between Andrews and Tyson (2004) and this study

The research into the global business capabilities required for graduate students entering the global workforce by the author Table. 8.2 revealed key similarities and key differences to the research conducted by Andrews and Tyson (2004) Table.8.1 for the London Business School in the areas of knowledge, attributes and skills. However, the capabilities derived from the authors research Table. 8.2 have emerged as more specific and detailed.
Knowledge – Similarities: Table 8.3.1.

Research conducted by Andrews and Tyson (2004) and the researcher demonstrated some key similarities. Table 8.3.1 demonstrates that students entering the global workforce must have an understanding of globalization and have a global strategy or a global approach. Students must possess a global mindset or universal way of thinking and possess a deep knowledge of the business discipline and importantly how organizations operate in a global marketplace. Global business capabilities should allow students to develop an understanding of the organization, its mission, management structure and operations. The ability to effectively communicate and work in teams is paramount to allow one to understand the dynamics and structure of organizations. The London Business School, Table of Global Business Capabilities stated the importance of global marketing and brand management. This is a very specific capability, it can be considered similar to the researcher’s results which stated the importance of an understanding of diversity. Although this capability is less specific, it can be argued that by possessing a global mindset as discussed in Chapter Three in section 3.1 with the work of Jeannet (2000) and Gupta and Govindarajan (2001), and having an understanding of globalization, students better understand that the way you market and brand products in country specific markets. Students through learning would develop an understanding of cultural sensitivities (Gannon 2004). Gannon in his landmark study ‘Understanding Global Cultures, Metaphorical Journeys Through 28 countries and Continents’, outlines the preparation needed for practitioners wishing to enter and work in a global workforce (Gannon 2004). For example: Bikini clad girls promoting Coca Cola in Australia should not and would not be used in Dubai. An understanding of corporate governance or an understanding of social responsibility and ethics was revealed as a key knowledge capability by both Andrews and Tyson (2004) and the researcher.
Table 8.3.2. The key similarities between the two tables: Skills

<table>
<thead>
<tr>
<th>ANDREWS AND TYSON</th>
<th>SKILLS</th>
<th>MANAGING DIVERSE CULTURES</th>
<th>DECISION MAKING</th>
<th>ABILITY TO MAKE THE COMPLEX SIMPLE</th>
<th>LISTEN AND OBSERVE</th>
<th>NETWORK AND COLLABORATE</th>
<th>TEAMBUILDING AND TEAMWORK</th>
<th>INTERPERSONAL SKILLS</th>
<th>LISTENING AND OBSERVATION</th>
<th>NETWORKING AND COLLABORATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Study</td>
<td>SKILLS</td>
<td>AN ABILITY TO WORK IN THE GLOBAL LANDSCAPE</td>
<td>AN ABILITY TO USE THE GLOBAL MINDSET IN BUSINESS AND CULTURAL SCENARIOS</td>
<td>AN ABILITY TO USE THE COMMUNICATION SKILLS IN BUSINESS SCENARIOS</td>
<td>AN ABILITY TO USE THE COMMUNICATION SKILLS IN BUSINESS SCENARIOS</td>
<td>BEING ABLE TO WORK WITH DIVERSE GROUPS OF PEOPLE</td>
<td>BEING SUCCESSFUL IN TEAMS AND MAKING TEAMS WORK</td>
<td>BEING ABLE TO WORK WITH DIVERSE GROUPS OF PEOPLE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skills – Similarities: Table 8.3.2

The Andrews and Tyson (2004) global business capabilities Table 8.1 and the new global business capabilities developed by the researcher Table 8.2 displayed many similarities in the area of skills. The skills as highlighted in Table 8.3.2. are perceived to be of importance for postgraduate students entering the global workforce. The new business capabilities (skills) developed by the researcher Table 8.3.3 are similar to that of Andrews and Tyson. However, the skills tabled by Andrews and Tyson are extremely wide ranging and not specific. The skills that emerged from the research conducted in this study provide more specific affirmations of what skills post graduate students, educators and potential employees in Australia perceive as being important. The skills from this study are a combination of several lists of global business capabilities as discussed in Chapter Three of this thesis, especially the work of the ACM (2005), Deardoff (2006), Hunter et al (2006). Andrews and Tyson (2004) list managing diverse cultures, decision making, ability to make the complex simple, listening and observation, interpersonal skills and teambuilding and teamwork as important business capabilities.. The obvious similarities that emerged in the research conducted by the researcher include an ability to use communication skills in business scenarios (ability to make the complex simple and listening and observation), being successful in teams (team
building and teamwork) and being able to work with diverse groups of people (interpersonal skills). More specifically, in the study conducted by the researcher it emerged that the specific skill of having the ability to use the global mindset in business and cultural scenarios was of importance. Less specifically, this is similar to the more general skill outlined by Andrews and Tyson (2004) of decision making. This study revealed the specific skill of having the ability to work in the global landscape or globalized world. Less specifically, this is similar to the skill tabled by Andrews and Tyson of managing diverse cultures.

Table 8.3.3. The key similarities between the two tables: Attributes

<table>
<thead>
<tr>
<th>ANDREWS AND TYSON</th>
<th>Attributes</th>
<th>This Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTRIBUTES</td>
<td>Worldly Awareness</td>
<td>Sensitive to working globally</td>
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<tr>
<td></td>
<td></td>
<td>Developing a global mindset</td>
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<td></td>
<td></td>
<td>Recognition of the global competition and global work practices in business</td>
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<tr>
<td></td>
<td>Adaptability and responsiveness</td>
<td>Developing global mindset</td>
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<tr>
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<td></td>
<td>Developing global communication skills</td>
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<tr>
<td></td>
<td></td>
<td>Developing global communication skills</td>
</tr>
<tr>
<td></td>
<td>Capacity and desire to learn, coachable</td>
<td>Professionally developing in the knowledge discipline.</td>
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</tbody>
</table>

Attributes – Similarities: Table 8. 3. 3

The Andrews and Tyson (2004) global business capabilities Table 8.1 and the new global business capabilities developed by the researcher Table 8.2 displayed many similarities in the
These attributes which are highlighted in Table 8.3.3 are perceived to be of importance for postgraduate students entering the global workforce. Andrews and Tyson’s research revealed that the important attributes for a London Business School graduate are worldly awareness, adaptability and responsiveness, a capacity and desire to learn, and who are coachable. Similarly, in this study emerged important attributes included developing a global mindset or universal way of thinking and possessing a deep knowledge of how organizations operate in a global marketplace. More specifically, this research revealed the need to be sensitive to working globally. It is important that graduates understand global culture and the culture/s that they are working within and understand global competition and work practices in business (Gannon 2004). Graduates must possess sound global communication skills that enable them to operate in the globalized world. Due to the dynamic nature of globalization graduates entering the global workforce should be prepared to continually develop their knowledge discipline or have a desire to learn. The new business capabilities (attributes) developed by the researcher in Table 8.2 are similar to that of Andrews and Tyson. However, the attributes tabled by Andrews and Tyson (2004) are extremely broad. The attributes that emerged from this study provide more detailed affirmations of what post graduate students, educators and potential employees in Australia perceive as been important.
Title 8.4.1. The key differences between the two tables: Knowledge

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Andrews and Tyson</td>
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<tr>
<td>KNOWLEDGE</td>
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<tr>
<td>Fluency in a foreign language</td>
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<td>This Study</td>
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</table>

Knowledge – Differences: Table 8.4.1

Table 8.4.1 shows several key differences between the research conducted by Andrews and Tyson (2004) and the researcher. Respondents to the study conducted by the researcher stated that a required global business capability in the knowledge area is fluency in a foreign language. This is a key difference when compared to the findings of Andrews and Tyson. The knowledge capabilities outlined by Andrews and Tyson are very broad and varied. This is a major difference that because a number of the students interviewed for this study were international students who already spoke two sometimes four languages and the students originated from Sweden, Norway, France, India and China.
Table 8.4.2 highlights the key differences in business global capabilities skills. Research conducted for this study suggested that an ability to use a foreign language in business and scenarios was perceived to be an important skill. This was not a capability in the London Business School list. Possible explanations as to why this is important in Australia are that the community itself is more multicultural and there is widespread use of different languages in Australia such as Mandarin Vietnamese, Greek and Italian. Foreign language usage does reflect cultural differences since it is tied to culture and is a significant part of many cultures such as the Italian and Chinese culture (Gannon 2004). More specific global skills also appeared in the new capabilities table Table 8.2 based on the research conducted for this study. These include an ability to use the knowledge of the discipline in global business scenarios. Two sets of respondents (students and educators) spoke about the importance of the knowledge of the discipline studied, as being important in achieving daily corporate business tasks. Whereas the university corporate community was did not focus on the academic discipline. Their concern was more on the whole person, in that he or she would be enthusiastic, engaging, curious and ready to adapt to changing environments.
how to manage global competition arose due the fact that Australia and some of the other nations that featured in this study were always in competitions for business with some of the major economic powers. The Australian students in particular stated that a need to be better than the competition was always in their radar when doing business as Australia is not perceived globally as a major business destination for the world. Students did comment that at this time China India and the USA seem to be the dominant economic superpowers.

Another major difference in this study was an ability to implement, and evaluate social responsibility and business ethics in global business scenarios. This difference arose due to the fact that the majority of the students interviewed for this study were under 30 years of age. Most of them had a social conscious and were concerned about the environment and the financial mismanagement of large corporations such as Enron, Fannie Mae and Freddie Mac, since these corporate failures had a direct and indirect effect on their future in the global corporate environment. The model presented by Andrews and Tyson had less specific global business capability skills including accountability, managing performance, project management, dealing with ambiguity, uncertainty and paradox, presentation skills and talent assessment.

Table 8.4.3. The key differences between the two tables: Attributes.

<table>
<thead>
<tr>
<th>ATTRIBUTES</th>
<th>Unyielding integrity</th>
<th>Thrive on change</th>
<th>Judgment and intuition</th>
<th>Demanding excellence</th>
<th>Perseverance and tenacity</th>
<th>Passionate and persuasive</th>
<th>Curiosity and creativity</th>
<th>Self awareness</th>
<th>Self confidence to involve others</th>
<th>Boundless energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANDREWS</td>
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<td>AND TYSON</td>
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<td>This Study</td>
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</tr>
<tr>
<td>ATTRIBUTES</td>
<td>Nurturing teamwork</td>
<td>Upgrading foreign language skills</td>
<td>Recognition of diversity</td>
<td>Recognizing the importance of social responsibility and business ethics in sustaining a business in the current</td>
<td></td>
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</tbody>
</table>
Attributes – Differences: Table 8. 4. 3

Several key differences emerged in the research conducted by Andrews and Tyson (2004) and the researcher in the area of what attributes are required by post graduate students entering the global workforce. This study has revealed that Australian educators, students and employers perceive nurturing and teamwork, recognition of diversity and recognizing the importance of social responsibility and business ethics in sustaining a business in the current ecological environment as important attributes. The dynamic nature of our world and greater scientific and geographical understanding of the impact of global business operations and their role in contributing to greenhouse gas emissions and environmental impacts has placed greater importance and emphasis on the social responsibility and ethics of business globally (Friedman 2008). Since Andrews and Tyson conducted their research it has emerged that global businesses must be more responsible in the area of environmental management.

Another key difference in the research was the upgrading of foreign language skills. The recognition of diversity was seen as an important capability for postgraduate students, educators and employers in Australia. Due to the rapid rise of globalization our world is now global and it is important to understand diverse cultures and business practices (Gannon 2004). Nurturing teamwork was also a key difference between the research conducted by Andrews and Tyson and the researcher, please refer to Table 8.4.3. Nurturing teams in the workplace is important because large, medium sized and small organisations conduct a majority of their projects in teams (Wellins, Byham and Wilson 1991; Schuster and Copeland 2006). The Andrews and Tyson research for the London Business School listed the following capabilities as important attributes required by graduates to enter the global workforce. They include:

- Unyielding integrity
• Thrive on change

• Judgment and intuition

• Demanding excellence

• Perseverance and tenacity

• Passionate and persuasive

• Curiosity and creativity

• Self awareness

• Self confidence to involve others

• Boundless energy to motivate and energise

• Judging performance

The above attributes in the LBS table did not emerge in the global business capabilities table constructed by the researcher of this study. The attributes that emerged as being important from this study are:

• Nurturing team work

• Upgrading foreign language skills

• Recognition of diversity

Recognizing the importance of social responsibility and business ethics in sustaining a business in the current ecological environment:
The explanation for these omissions can be related to the fact that the respondents in their interviews for this study were very specific about the skills needed to enter the global workforce. Secondly the three sets of respondents focused their attention and responses on the issue of ‘global business capabilities for someone entering the global workforce’, whereas the LBS study was able to ask a number of very seasoned global workers with many years of international experience such as the CEO of GE. The LBS study took place in multiple destinations whereas this study focused on interviewing individuals in an Australian setting bar one.

**Contribution of the Research**

The contributions of this research to existing knowledge are:

- This research investigation has explored the global business capabilities required of a postgraduate student wanting to work globally.

- The research identified the major capabilities required in the global workforce—understanding of globalization; a global mindset, teamwork; fluency in a foreign language; understanding diversity; and understanding of global competition; communication skills; knowledge of the business discipline; social responsibility and global ethics.

- An existing model of the global business capabilities has been modified based on this Australian study. This model is based on and modifies the LBS model as discussed in Chapter Three. This modified model can be argued to be valuable to all of the stakeholders of postgraduate education. The model of global business capabilities that emerged from this research is valuable to postgraduate students, the university corporate community and the educators and policy makers within universities.
Value to Postgraduate Students

The value to postgraduate students of this new model of global business capabilities is that suddenly postgraduate students are globally ready to meet the demands of the new world order of international business (Hamel 2008). Former US President Clinton stated that ‘understanding global strategies, international relations and multicultural encounters is essential to a university education...(he further stated) that (we) need to develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures’ (The Center for Global Education, 2004). This statement by President Clinton aligns with the global business capabilities as articulated by the postgraduate students of this study. The students did state that they needed a deep level understanding of globalization; global strategies; fluency in a foreign language; and diversity (multicultural encounters and knowledge of other cultures). Altbach (2002) also concurs with the opinion of Clinton and this study in that the internationalisation of business schools curricula is no longer an option but a necessity so as to achieve a global vision for the students.

Value to University Corporate Community

The multinational corporations argue that increasing workforce diversity and the globalization of business has increased the need for a new breed of employee in organisations (Caligiuri 2000; Schuster & Copeland 2006). As Friedman (2005) has discussed ‘The World is Flat’ and a convergence of technology, globalization and other forces has transformed the way people work in today’s organisations and this transformation requires a new list of capabilities to work in the flat world (Andrews and Tyson 2004). The new global business capabilities as articulated in this study are highly prized in the corporate community (Penn 2007). International assignments are often seen
in a very positive light particularly by multinational corporations. A 2002 study by Pricewaterhouse Coopers found that (75%) of organisations surveyed expected an increase in the number of employees on international assignments, including commuter, short-term, and traditional three to five year postings. (International Assignments: Key trends 2002, 2003).

The 2006 International Education Association of Australia (IEAA) and Queensland Education and Training International (QETI) study explored the value of international study experience as viewed by the employer. According to IEAA/QETI (2006), 61% of employers stated than an international study experience/globalization awareness and cross cultural management skills were a positive feature on a postgraduate curriculum. This figure was higher (70%) if the employer was a multinational corporation and lower (43%) if the organisation was state based. The percentage was higher (81%) if the postgraduate student engaged in some form of international work experience or internship.

Multinational corporations were positive in this response – a testament to the market they operate in and the expectations that many new graduates will undergo professional development training and education at universities or in offshore offices. Murray’s (1999) research among global employers found three main selection criteria. These were intellectual ability, (ability to be a fast learner, to analyse data quickly, make objective decisions and the ability to make broader connections between an issue and its application) motivation was the second criteria and the third was interpersonal skills that incorporated open mindedness (global mindset and a respect for other cultures, an understanding of diversity).

Murray (1999) and The Association to Advance Collegiate Schools of Business (AACSB) International, a leading business school accreditation body in the U.S.A., have
highlighted the need for fostering a global perspective in business students (AACSB, 2004) as a necessity for global employment.

These capabilities are in alignment with the global business capabilities that have been identified in this study.

**Value to Educators and Policy Makers within Universities**

The modified model (Table 8.2) is valuable to educators and policy makers within universities because internationalization is a major trend in higher education (Altbach 2002; Summers 2004), it is also a world wide phenomenon. This phenomenon can be evidenced by the globalization of education that has occurred with the recent initiatives such as the Bologna process – the plan to integrate higher education frameworks of 45 European countries by 2010 – has at its heart the aim of greater mobility between students and graduates in study options and career destinations.

Hamel (2008) argues that business educators must become inventors, innovators, and experimenters to help business meet the challenges of the future. Rapid changes in social, political, economic and technological environments generate continual and varied challenges to universities worldwide that call for changes in curriculum that meet the international demands of the business world of the 21st century (Boyatzis & Kram 1999; AACSB-International Board of Educators 2002; Boyatzis 2004; Ortiz 2004; Friedman 2005; Molla, Deng and Corbitt 2008).

This research identifies the global business capabilities postgraduate students will need for working globally. The respondents in the research have articulated a specific set of capabilities that can be integrated into appropriate postgraduate programs. Adapting global business capabilities, it can be argued, will increase the employability of postgraduate
students ‘their views broaden and they feel comfortable in their roles as actors on the global stage…new skills are required’ (Ohmae, p. xix, 2004). The new global business skills capabilities should enhance a postgraduate students’ career in the new global economy due to the acquisition of capabilities that are sought after in the corporate business world. (Murray 1999; Boyatzis & Kram 1999; AACSB International Board of Educators 2002; Albach 2002; Boyatzis 2004; Friedman 2005; Schuster & Copeland 2006; Penn 2007; Molla, Deng and Corbitt 2008; Hamel 2008)

**Limitations**

As with a great deal of research, including research into global business capabilities, there is a boundary to what may be accomplished within the accessible scope and time. The boundaries identified for this study include: researcher bias, funding and generalizations of the findings.

**Generalisation of the Findings**

According to former government Minister Julie Bishop Australian graduates must think globally and become effective global citizens that engage with the world (Bishop 2006). This study has developed a set of global business capabilities that can be connected into the curriculum of a postgraduate business program, within universities.

The three sets of data analysis have imparted abundant in-depth answers and lengthy discussions whereby all three sets of respondents stipulate according to their perceptions the necessary global business capabilities. From this data collection some generalizations may have been identified, the quotes in Chapter Five, Six and Seven are exemplars and do not allow for statistical assumptions to be made concerning their representation of what constitutes a global business capability for postgraduate students, the university corporate
community and the educators and policy makers. The focus of this study has been primarily postgraduate business students. It is the first study of its kind in Australia and valuable themes have arisen as discussed in the three tables in Chapter Five, Six and Seven. The themes identified in Chapter Five, Six and Seven could be incorporated into various postgraduate business programs in Australia or offshore.

Professor Smith (Associate Director Griffith University’s Institute of Higher Education) states that studying and working overseas delivers a richer, extra set of experiences that aren’t part of the standard package…There is a kind of value add notion to it because they (students) go away and get this cultural competency from another country…and this makes them actually better able to operate in the global economy or a global environment’ (Mather, 2008, p. 36). Global business capabilities that can prepare postgraduate students for the global economy and the global environment are timely and have a great deal of currency in today’s postgraduate education Goodyear (2006), Penn (2007), Alexander (2008).

This research has expanded the knowledge that surrounds the global capabilities as discussed by Andrews and Tyson (2004), Hunter et al (2004), Deardoff (2006) Marginson (1994), Braddock (2000) and the professional bodies ACS (2004) and ACM Curricula (2004) and RMIT Working Paper (2004) and many more listed in this study. The knowledge base has been expanded in that postgraduate education and postgraduate programs have a model of global business capabilities that can be placed into practice. This is a specific model that can be utilised by educators in postgraduate programs in business to adequately prepare postgraduate students with the knowledge, skills and attributes for global employment. The improvement upon the earlier study of Andrews and Tyson has occurred in that in this study all stakeholders were taken into account (students, educators and corporate community), whereas the London Business School study only interviewed the employers. A more
comprehensive and inclusive set of capabilities has been the result of this study as can be seen in Table 8.2 and in the answers to the research question by the respondents in Chapters Five, Six and Seven.

The research investigation that has taken place in this study is important in that it shows there are significant benefits in completing a postgraduate program with a set of defined and articulated global business capabilities that have been developed and integrated into a postgraduate program. The importance and integration of these global business capabilities is evident in the many statements of the respondents in Chapters Five, Six and Seven. The University corporate community in particular was definite regarding the necessary knowledge, skills and attributes needed for work ready global graduates.

The corporate world and the markets that one deals in are multinational and the communication is global (Ohmae 2005; Friedman 2005; and Hamel 2008). The technology that one uses is in the corporate business world especially the web will be omnipresent available on any device at any time states Appelquist, senior technology strategist at Vodafone (Hazaël-Massieux 2006). The technology that will be used in the corporate world will constantly develop and enhance globalization according to Hausman and Nolan (1993). Teams are physical, trans-national and many times virtual in the corporate business world. (Neale, Griffith, and Mannix 2003). Mindsets are ever-changing to a global one that synthesizes the differences and understands that social responsibility and ethics is one of the keys to business success (Govindarajan and Gupta 2001, 2004)).

Andrews and Tyson (2004 pp. 9-10) state that the challenges for students and business schools now are ‘to be global, to rethink the learning process, and to become more action oriented’. Once these challenges are met by the educators and students there are benefits that
can be reaped in the form of employability in multinational corporations that need a new kind of graduate (Murray 1999; Schuster and Copeland 2006 and Hamel 2008).

“What are the significant benefits of globalization? The benefits of globalization are far too numerous to list in this study. Some of the major benefits are a freer flow of trade and investment across borders and the resulting integration of the international economy. Globalization raises the productivity and living standards of people in countries that open themselves to the global marketplace. For less developed countries, globalization offers access to foreign capital, global export markets, and advanced technology while breaking the monopoly of inefficient and protected domestic producers. Faster growth, in turn, promotes poverty reduction, democratization, and higher labor and environmental standards. While globalization may confront government officials with more difficult choices, the result for their citizens is greater individual freedom. In this sense, globalization acts as a check on governmental power that makes it more difficult for governments to abuse the freedom and property of their citizens (Cato Institute 2008).

The creation of jobs and the boost to the economy of a country are obvious (Friedman 2005, World Bank 2007). International education has other less tangible benefits. The internationalization of higher education is acknowledged by the OECD (OECD 1994:9 cited in Rizvi and Walsh 1998) is a transformative process involving global processes concerning conceptions of knowledge, economic exchange, the changing nature of work and labour requirements and cultural diversity.

Internationalization is relevant to all facets of university life, including teaching and learning, research and development and institutional management. This internationalisation of higher education is the ‘process of integrating ‘international/intercultural’ dimensions into the teaching, learning, research and various service functions of any university that is serious about transforming students into global citizens’ (Knight 2001, p. 220). The internationalisation of education demands a
holistic approach to change’ (Rizvi 1999 p. 5). The internationalisation of universities is critical in preparing postgraduate students to operate effectively internationally. An important element in achieving this is the internationalisation of students (AACSB International Board of Educators 2002).

The implications and challenges of the global business capabilities that have evolved out of this study in the future are: integrating the global business capabilities into postgraduate programs; are these capabilities purely aspirational?; Who will take ownership of the global business capabilities?; the capabilities must be connected to curriculum and assessment and finally the capabilities must engage the academic heartland.

Further Research

This study has established that there are necessary global business capabilities that are required by postgraduate students to enter the global workforce. The new global business capabilities that are outlined in the table Table. 8.2, present a blueprint for Universities to investigate as to how Business Schools will incorporate these capabilities into business programs so as to deliver ‘global ready graduates’.

Further research is necessary to illustrate a more in-depth research investigation into the new global business capabilities for all postgraduate students. There is other research that surrounds the new global business capabilities that should also be explored:

1. The New Global Business Capabilities – A longitudinal study

This study was a portrait of global business capabilities at a particular point in time. The results from this study may be different in a different time. A study of global business capabilities could be conducted across a period of approximately three to five years, noting the different capabilities during this time. This study would be valuable in that it would provide Universities with the dynamics of change in the world relating to business,
technology, society, politics and economic environments and how these changes affect the global business capabilities required to meet the changes. Table 8.2 represents all of the global business capabilities as articulated by the three sets of respondents of this study and specifically lists the knowledge, skills and attributes required of a postgraduate students wishing to work globally. The various global capabilities and the themes from this research would profit from a quantitative research approach in the future.

2. The New Global Business Capabilities for Postgraduate Students as articulated by international feeder countries of Australian Universities: An emphasis on cross cultural management.

A study of the necessary new global business capabilities needed in each of the Australian University feeder countries could be conducted with a special emphasis on the cross cultural issues present in each of the countries listed below. The various countries have been grouped according to nationality and ethnicity so that further research will allow for a compare and contrast study within the country specific groups. India and Thailand would require separate studies due to their unique history, geography and culture. India itself may benefit from a geographical research study as each part of India is very different and complex. The country groupings for further research are:

- China, Hong Kong and Taiwan
- Malaysia and Singapore
- Vietnam, Laos, Cambodia
- Thailand
- India

A focus on the international feeder countries of Australian universities would improve the cultural understanding of the countries listed above as well as adequately prepare postgraduate students for a global career with a robust understanding of cross cultural
management as well as an appreciation of cultural values in their home country and how these affect business around the globe.

3. The New Global Business Capabilities for Postgraduate students as articulated by Australian Business – What do Australia’s top 100 companies require of a postgraduate students in business courses to enter the global workforce.

This study would replicate some of the research that has taken place in this investigation with an emphasis on quantitative statistical data analysis with Australia’s top 100 companies as articulated by the Business Review Weekly and the Australian Financial Review. Australia’s top 100 companies would deliver statistical data of their requirements and this study would improve the global business capabilities requirements of Australia’s top 100 companies and thus meet the demands of 100 organizations when recruiting postgraduate students. Tailoring programs to meet business needs should almost guarantee employment of postgraduate students seeking to work in these 100 top Australian companies.

Conclusion

The principal question of this study was to discover what global business capabilities are needed by postgraduate students to enter the global workforce.

This study has shown that the global business capabilities needed by postgraduate students to enter the global workforce are: an understanding of globalization; the possession of a global mindset; an understanding of teamwork; fluency in a foreign language; an understanding of diversity; an understanding of global competition and global work practices; communication and interpersonal skills; knowledge of business discipline; and an appreciation and understanding of social responsibility and business ethics. The focus of the global business capabilities are in the discipline of globalization.
Knowledge, understanding, appreciation, utilization and synthesisization of all the information that falls under the umbrella term globalization or as Hunter (2004) states it ‘global competence’ is to all respondents, the one capability that no one can be deficient of, if one plans to enter the global workforce.

Current and past postgraduate students articulated the various global business capabilities that they perceived as being important to entering the global workforce. All three sets of respondents (postgraduate students, university corporate community and the university educators and policy makers) highlighted the importance of ‘globalization’, a ‘global mindset’ and knowledge of the ‘global competition’. Given Lambert (1996) stated that a graduate needs to be a person who has a vast knowledge (regional and general) of current events, one who can empathize with foreign values, customs, culture and work, demonstrate approval of the vast differences in a globalized world, comprehend and value all facets of globalization.

The corporate business world is demanding the global business capabilities of its new graduates and employees, but the question as to whether Australian universities and in particular RMIT University is delivering ‘global ready graduates’, is one that remains an affirmation (work in progress).. As was discussed in Chapter Six, nearly all of the educators and policy makers claimed to have a curricula that discusses ‘global ready graduates’ and the ‘global passport’ (RMIT Vision to 2010).

The study as stated in Chapter One is the first such study amongst postgraduate students, their educators and employers. There exists a deficiency of harmony among many of the researchers on what exactly constitutes a ‘global competent graduate’ or as this study has endeavored to answer what exactly constitutes global business capabilities. This research has been able to present a model that may be implemented into postgraduate programs. The
implementation of the new global business capabilities will change the graduate outcomes of postgraduate programs and deliver ‘global ready graduates’ in the future. Wallis and Steptoe (2006) in their ‘TIME’ magazine article ‘How to Build a Student for the 21st Century’ stated that this journey of globalization needs to commence very early for students and quoted Eskew CEO of UPS: ‘Kids are global citizens now, even in small-town America and they must learn to act that way. I need workers who are ‘global trade literate, sensitive to foreign cultures and conversant in different languages’ (Wallis & Steptoe, 2006, p. 52).
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