

Successful players: Perspectives from the Western business education sectors

Internationalization as a key strategy of European Business Schools

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European Business Schools and Internationalization

Some data...





FT Global MBA ranking data: % of International students

1. **Bradford University School of Management, UK (100%)**
2. **Lancaster University Management School, UK (98%)**
3. **Rotterdam School of Management, Netherlands (98%)**
4. **IMD, Switzerland (97%)**
5. **University of Edinburgh Business School, UK (96%)**
6. **Hult International Business School, US / UK / UAE / C (94%)**
7. **University of Oxford: Saïd, UK (93%)**
8. **Aston Business School, UK (93%)**
9. **Insead, France / Singapore (92%)**
10. **Birmingham Business School, UK (92%)**





FT Global MBA ranking data: International Board membership

1. Vlerick Business School, Belgium (100%)
2. IESE Business School, Spain (87%)
3. IE Business School, Spain (81%)
4. Hult International Business School, US / UK / UAE / C (80%)
5. INCAE Business School, Costa Rica (80%)
6. IMD, Switzerland (79%)
7. Sungkyunkwan University SKK GSB, South Korea (79%)
8. Esade Business School, Spain (71%)
9. Insead, France / Singapore (70%)
10. London Business School, UK (70%)





FT Global MBA ranking data: International mobility

1. **IMD, Switzerland**
2. **HEC Paris, France**
3. **London Business School, UK**
4. **University of St Gallen, Switzerland**
5. **Rotterdam School of Management, Erasmus University
Netherlands**
6. **IESE Business School, Spain**
7. **Vlerick Business School, Belgium**
8. **Hult International Business School, US / UK / UAE / C**
9. **National University of Singapore Business School, Singapore**
10. **Insead, France / Singapore**

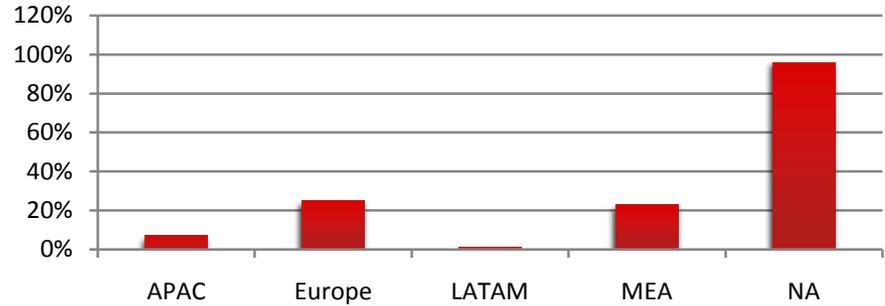


FT Global MBA ranking data: % International faculty

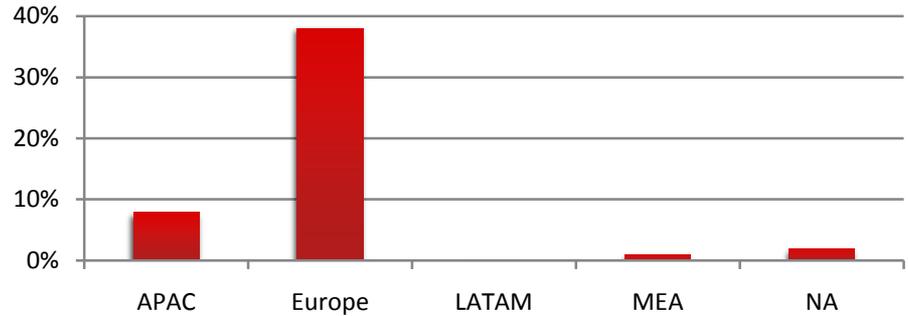
1. **IMD, Switzerland (98%)**
2. **Insead, France / Singapore (90%)**
3. **London Business School, UK (83%)**
4. **McGill University: Desautels, Canada (81%)**
5. **Imperial College Business School, UK (80%)**
6. **Melbourne Business School, Australia (75%)**
7. **Hult International Business School, US / UK / UAE / C (74%)**
8. **University of Toronto: Rotman, Canada (71%)**
9. **University of British Columbia: Sauder, Canada (69%)**
10. **York University: Schulich, Canada (67%)**

GMAT scores sent

Domestic

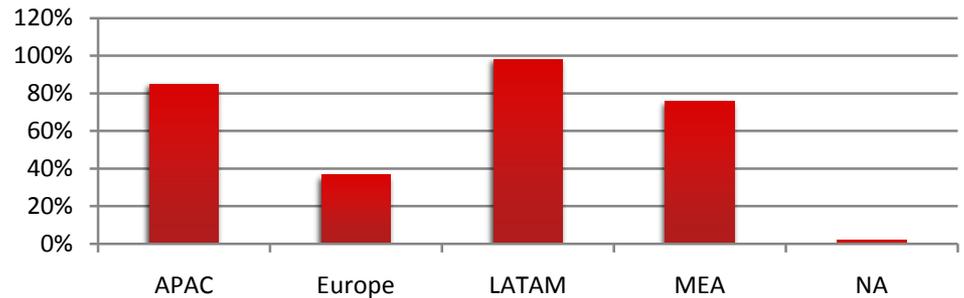


Region



Source: GMAC

Outside Region





Internationalization and European Business Schools



Is there a European Business School model?

- Before Bologna
- After Bologna: some homogenisation
 - QA systems
 - Governance
 - Programmes
- What is common:

“Cultural diversity within geographical proximity”



Internationalization within European Business Schools

- ERASMUS, LEONARDO
- ECTS project
- CEMS
- Built-in year abroad
- EFMD accreditations: distinctively international



The EQUIS Standard

- *The School should have a clearly articulated strategy and policies for internationalisation.*
- *It should demonstrate its commitment to educating and preparing students and participants for management in an international environment.*
- *This should be underpinned by active collaboration with international partner institutions in fields such as student exchanges, joint programmes, research activity and corporate connections.*
- *The School should be able to attract students and faculty from other countries.*
- *It should carry out research of international relevance and scope.*



Or in one question (EPAS):

Do the students receive an international learning experience and are they prepared to work as international managers?



So, how do you internationalize?



Areas of internationalization

- Governance: Board & strategy
- Faculty & Research
- Staff
- Students and their learning experience: students and their integration, curriculum, exchanges, study trips, language courses
- Academic partnerships, corporate partnerships
-



Internationalization of programmes

- Courses taught in English in non-English speaking countries
- Teaching which focuses on the European and global business environments
- An international perspective in all the main functional areas
- International case studies and learning materials
- Courses jointly designed and taught with partner Schools abroad
- Internships and study abroad as an integral part of programmes



Internationalization of the faculty

- The recruitment of non-nationals to the faculty
- The international experience of faculty
- The ability of faculty to teach in English
- The foreign language skills of faculty
- The involvement of visiting professors
- The opportunities for faculty to serve as visiting professors abroad
- The involvement of faculty in international networks
- Participation in international conferences
- Research and publication of an international nature

Internationalization of the student body

- The recruitment of students from other countries
- The existence of exchange programmes to provide a two-way flow of students
- A concern for intercultural exchange in the classroom
- The provision of internships or project work across borders
- The international placement of graduates
- The language ability of graduates



The impact of external evaluations



- *“Impact of external evaluations on French higher education in Management”*, a study by FNEGE (French Foundation for Management Education) in 2011

- **Why external evaluations?**
 - Student mobility => need for comparison
 - Many criteria, especially quantitative, are similar
 - Evaluations done by peers tend to give a great importance to research – less true if evaluation is done by professional organisations



➤ Impact on higher education in management

1. Positive impact on teaching and on the school's strategy => increased quality assurance and a more professional management
2. A school's strategy depends heavily on expectations and criteria developed by external evaluation bodies
=> less differentiation whatever the school's position, its resources, etc.
3. Development of research activities with a bias towards academic publications



➤ Risks

1. Homogenisation of schools: similar criteria => similar strategies => identical priorities for schools whatever their resources are (theoretically, criteria could be useful for different strategies)
2. Tension between teaching (for the region) and research (international, global)





To conclude...



EQUIS data (full-time MBA programmes)

9 Chinese EQUIS accredited schools (average % international students):

35,6%

9 randomly selected European EQUIS accredited schools (average % international students):

71,7%





Thank you!

