



**Business,
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Issue 8: Internationalisation Special

In this special issue we highlight the work of the BMAF Internationalisation Special Interest Group (SIG) and in particular the important outcomes of their Conference “Aspects of Internationalisation” in June, at Lancaster University Management School.



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BMAF Internationalisation Special Interest Group - two years on

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What seems like years ago – but was in fact only in 2007 - myself along with Jane Towers-Clark (Oxford Brookes University), Peter Morgan (Bradford University) and Rachel Wicaksono (York St John University) took up the challenge to establish a BMAF Internationalisation Special Interest Group. The first thing we did was try to convince Richard Atfield, the Assistant Director at BMAF (but more importantly our guide and mentor) that we needed Dr Eleanor Lloyd Jones to work with Karen Pettit as the group's administrator. We were successful! Eleanor is our key point of contact for SIG members and takes care of all behind the scenes event management.

In 2008/9 Rachel and Jane stepped down from the steering group but Diane Sloan (from Newcastle Business School) kindly agreed to join us.

We have developed a very specific and powerful philosophy: namely to access and disseminate the diverse knowledge, experience and ideas about internationalisation held by members of this academic community. Our aim, therefore, is to encourage the participation and direct involvement of all the Special Interest Group members on a number of levels.

- First, by universities offering to host events – we have been to Scotland and England, Wales is planned for March 2010, and so, to complete our representation, we just need an offer from Ireland... please!

- Second, by members offering to share their research work – in this special edition we have some really interesting papers on the use of software in learning and teaching and on the significance of the 'Transition Period' experienced by many international students
- Third, by registering your support to run an interactive session and or lead a 'white space' discussion at one of our workshop days. The next workshop is planned for Friday 27 November at Newcastle and then we hope to hold one in Cardiff next March so all offers welcome
- Fourth, by engaging in discussion forum on the website:
www.heacademy.ac.uk/BMAFInternationalSIG
- Fifth, by applying for one of the Travel Bursaries (available to support travel up to £350) and then sharing with the membership what you did and what you learned from the experience: more information is given on page 19 of this magazine
- Finally, by telling us what issues or aspects of internationalisation you would like to discuss, what are the burning issues and hot topics. We can then identify the expertise and incorporate it into the schedule of events

The SIG continues to grow. Its success has been in establishing a network of professionals who are eager to support each others professional development, to share knowledge and to build collaborative partnerships. By working together in this way I know we are improving the quality of the student learning experience and the quality of our experiences as members of the academic community. Enjoy this special edition of the BMAF Magazine and thank you for all your support over our first two years – long may it continue!

For further information on the internationalisation group or to sign up for the SIG mailing list please contact bmaf.sig@brookes.ac.uk

International strategy development at De Montfort University

Internationalisation has become a key area of development and strategic focus in many UK HE Institutions. In this following article, Professor Elaine Harris, Head of Postgraduate studies at De Montfort University (DMU), Leicester, provides a brief insight into the DMU strategy.

DMU has an international strategy that covers recruitment, progression and support of students from all over the world. Leicester is well placed to provide a conducive multi-cultural environment for international students as it is the city with the highest proportion of residents of non Anglo-Saxon origin in the UK. The diversity of the local community is mirrored in DMU's student population.

The Business School alone has students from 66 countries and the Faculty of Humanities provides high quality English language testing, education and support. International students benefit from orientation sessions on arrival in Leicester, an extended induction programme and help in mixing with students from other countries and cultures for example via a business simulation activity undertaken in mixed groups.

Further strategies for managing cohort diversity include the use of group work activities in class and for formative and summative assessment to

promote integration. International case studies and group work scenarios encourage students to draw upon their own experience and share ideas with others. Students develop a strong cultural awareness that will stand them in good stead in subsequent employment especially in multi-national companies or firms with overseas customers or expansion plans.

Many students are afforded the opportunity to undertake a work placement or practical work-based project as part of their programme, for example on the MBA and the new MSc Project Management course, which also enhances job prospects for graduates returning home. DMU now has a significant alumnus overseas, many of whom personally recommend DMU to their friends and colleagues which helps sustain the international student community.



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Internationalisation SIG Conference June 2009

Aspects of Internationalisation

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The second Internationalisation SIG Conference was held on 4 and 5 June 2009 at Lancaster University Management School. A second conference: a second opportunity to meet with friends and discuss issues relevant to HEIs trying to improve the experiences of international students.

So, what was discussed? Well, issues of branding, group working, internationalising and establishing collaborative provision through use of technology were some of the

themes which came through in some way, alongside some interesting thoughts on Asian entrepreneurs. Those that came enjoyed some highly interactive presentations not to mention a totally sumptuous meal on the first evening and an entertaining after dinner speech by Professor Sue Cox, Dean at LUMS, for those arriving early. Interest and enthusiasm abounded throughout the conference and you can read more details in the articles on the following pages.

Presentation slides from all the sessions can be downloaded from the SIG website at:
www.heacademy.ac.uk/BMAFInternationalSIG

Flexible delivery at Abertay

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In the late 1990s, Abertay University entered a collaborative arrangement with a college in Malaysia to deliver the honours stage of degrees in Accountancy and Finance, Marketing and Business Administration. Comprehensive workbooks were produced by all module leaders across the three programmes and Malaysian tutors delivered the material, providing their own lectures and tutorials based on the workbooks. This arrangement was supported by two teaching visits each year from Abertay staff. This worked well in the early days but proved difficult when updates were required for the material. However, Malaysian students often voiced their concerns that they were unsure if they were getting the same content as Abertay on-campus students. All assessments were, and continue to be, set and marked by Abertay staff.

A new form of delivery was introduced in July 2006 using “Articulate” software. This is essentially voice over PowerPoint and once recorded, the presentation is built into the VLE which for Abertay was originally WebCT, now Blackboard. All module leaders recorded their lecture material using Articulate software and a dedicated PC. The dedicated IT support staff cleaned up the recordings by stripping out any background noises.

Recording lectures in this way took significant amounts of time and most staff found it easier to prepare a script in advance and to record using the script. It is possible to edit individual slides within a presentation, but not to edit recording within a slide. This process was very time consuming but now that the work is done it is possible to make changes to lecture content very quickly, unlike when we were using workbooks. Staff development in understanding cultural issues did not take place under the workbook version but did prior to the development of the flexible delivery.

The Malaysian students log on to Blackboard to access the lecture and tutorial material and either listen to the lectures in their own time using headphones, or the lectures are played in class with Malaysian tutors discussing aspects of the lecture

with the students. All tutorial plans and associated material are also provided by Abertay staff and delivered by the Malaysian tutors.

Moving to the new delivery mode has not been without its problems, but these have mostly been overcome. One of the biggest problems in the early days was around licence agreements for library e-resources, where the licences did not cover overseas usage or access for partner institutions. This is now becoming less of a problem. Academic librarians have provided invaluable advice and guidance re copyright and licence agreements.

At the outset there was an initial resistance to change from the students but this quickly settled down once the students realised they could revisit Articulate lectures at any time. Some lectures had to be rerecorded due to poor sound quality, but this has now been rectified. When the flexible delivery model was first introduced broadband speed was an issue in some parts of the country, the technology has now improved in Malaysia and broadband speed is no longer an issue. Students need to be encouraged to spend the time listening to the lectures and not to simply print off the slides. Much like we explain to “on campus” students that they will get considerably more out of attending classes rather than simply downloading the lecture slides. On the positive side, the Malaysian students are now confident that they do receive the same material as the “on campus” students.

Abertay staff still visit Malaysia but the focus has now changed from teaching to providing support for learning in the form of study skills sessions and meetings with staff and students. The proportion of students achieving higher class honours has significantly improved since the introduction of flexible delivery at Abertay and is now comparable with “on campus” performance in the same modules.

Abertay is one of 9 HE institutions involved in the ELSIE (E-Learning Strategies in International Environments) project. The results of this project will be published shortly.



The changing youth market: Brands, branding & the search for experience

The emergence of the new consumer and the new student

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In many ways, some of the most significant and far-reaching legacies for marketing of the economic and social changes of the last 20-30 years have been reflected in the emergence of what has been labelled 'the new consumer'. This new consumer differs significantly from the traditional consumer in that their expectations, values and patterns of behaviour are often radically different from those of the past. In the case of students and the youth market, these changes are often more extreme and are seen in the way in which, compared with the student of the past, students of today are often far more demanding, far more discriminating, more sceptical, less loyal, more experimental, have shorter concentration spans and are far more inclined to complain. They are also much more media, advertising, brand and technologically literate than any generation that we have ever seen. In essence, therefore, we are now faced with the experience-seeking, time-pressured, cynically-minded, green-focused, social networking, brand-savvy, and brand-promiscuous student.

The implications for university marketing of all of this are potentially significant in that many of the old assumptions about how to approach the market have been thrown into question.

Given this, as well the nature and implications of the broader market changes such as the far higher levels of competition that the sector is now facing, the need to understand in detail the youth market is greater than ever before. For the private sector, the starting point for this is often the trend watching websites such as www.trendwatching.com, www.iconoculture.com and www.trendcentral.com.

Of these, www.trendwatching.com is the first of the sites that I point clients towards. With a network of trend spotters in 170 countries across the world, they provide an intriguing and ongoing perspective

on the market, suggesting that the youth market mainlines on information (their words, not mine), has developed an online culture whereby in which it feels (most) comfortable in using technology to interact with others (this is the decline & fall of the private self through blogging and social networking sites), has a lust for technology and new gadgets, wants to be masters of the youniverse (again, their wording) in which they are often self-centred and possibly self-obsessed expecting the world to revolve around them, and often relies heavily upon others for recommendations about what to buy (the 'tell me what to think, tell me what to buy' phenomenon).



So, what next?

Given all of this, what are the implications of all of this for universities? Underpinning everything that is said above is my belief that over the next few years we are going to start to see greater numbers of students demanding – in advance – evidence of a clear return on their investment in education. Recognising this, there is the need to begin rethinking and questioning current market and marketing assumptions and the conventional wisdoms that typically underpin a great deal of university marketing thinking. In doing this, the purpose is not necessarily to ditch what is being done currently, but rather to think about just how appropriate and relevant it really is and to be clear about what else might be done. Following on from this, there are several areas to which attention might be paid:

1. The ways in which technology, but particularly the institution's website can best be used throughout the recruitment process. There is already a huge body of evidence to illustrate just how important students see the website to be, but if you spend even 10-15 minutes looking at university sites, their limitations are often all too apparent, with far too many breaking some of the most basic of website guidelines and lacking

- any real involvement or personality.
2. The significance of the brand and the need for differentiation within a crowded and increasingly demanding market (differentiate or die).
3. The student experience starting from the point of very first contact with the institution through to the last.

4. The need to understand what students really value and to add and leverage value wherever possible.
5. Delivering to a demanding and often unforgiving audience both the explicit and the implicit promises that are made.

Emerging research: Developing cultural intelligence

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This year's Internationalisation SIG Conference provided a real opportunity for me to present my current research albeit this is still very much work in progress!



Rationale

In a world of changing realities globalisation contributes to a “world of potential misunderstandings, bias, conflict and missed opportunities” (Bucher, 2008: 3).

What emerges is the need for individuals who lead, work with or interact as part of a multicultural society to be equipped with necessary knowledge about national culture values, attitudes and beliefs. But is having the knowledge enough? Knowing when, where and how to use this knowledge is equally important.

Evidence from the literature linking this knowledge and associated skills to employability remains mixed. Cultural sensitivity, cultural empathy, cultural awareness, cultural competence and global mindset are terms frequently used in recruitment literature and competency frameworks; but definitional challenges abound, are we talking about the same or different concepts? How is ‘it’ developed? What is the resultant impact?

Within the international education arena, students are in many cases catapulted into an educational experience characterised by a culturally diverse student population and a curriculum designed to

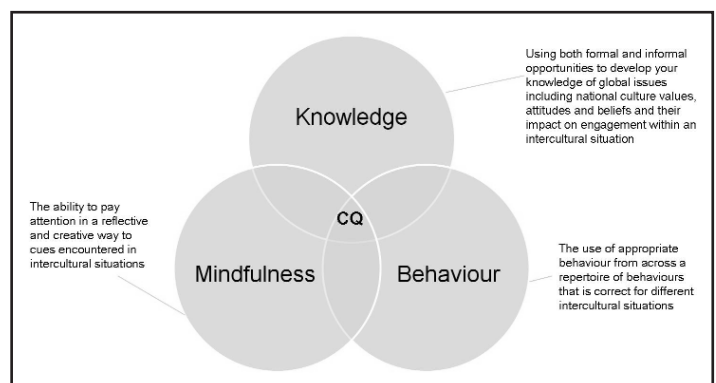
deliver a greater insight into ‘the world at large’ A real-life, experiential opportunity to develop knowledge and skills, however.

Clearly a recipe exists, opportunities to develop knowledge about national cultures, awareness of self and others, developing behaviours in multicultural exchanges and opportunities to receive feedback.

But are the ingredients in the bowl in the right order, the right quantity? What about the most important ingredient, the student? Have they arrived with an open-mind, a natural inquisitiveness about others, the motivation and desire to embrace the added value dimension of their study?

Approach

This is an exploratory study which adopts a positivist research philosophy. Curriculum based data is explored using the three-dimensional construct of cultural intelligence used by both Earley and Mosakowski (2003) and Thomas and Inkson (2004).



The construct has also been used to adapt the 20-item cultural intelligence questionnaire (Ang et al., 2007) which has been distributed to students at both the beginning and end of the taught phase of post-graduate study.

Findings from both data sources may be further correlated with formal and informal staff discussions conducted by or observed by the author e.g. special

interest groups, committees.

Implications

'Culturally intelligent' employees who are able to move beyond tolerance to acceptance are key in successful organisations. Universities as educators have a key role to play in developing this as part of either formal or informal curricular.

This research seeks to inform in particular, management educators, for the purposes of curriculum content, delivery and assessment.

Value

There is little empirical research focussing on the role of education in the development of cultural intelligence. The increasingly diverse post-graduate student population provides a real opportunity, and

impetus, to position the development of 'cultural intelligence' alongside the development of management knowledge.

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Emerging research: Internationalising the student experience - staff perspectives

Exploring and realising potential in training

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The Internationalisation SIG Conference at Lancaster in June provided an exciting forum in which to share my ideas and generate open discussion. For the past few years I have been working with the Learning and Teaching Institute at Sheffield Hallam University, focussing on internationalising the student experience and exploring staff perspectives. The key messages I wanted to discuss were about the challenges academic staff experience in being able to realistically incorporate international dimensions into their Learning, Teaching and Assessment (LTA) practice.

The Faculty of Development and Society at Sheffield Hallam University covering Education and Humanities, Built Environment and Applied Social Sciences, is undertaking a three year project (2007-2010) to address the above challenges in delivering an excellent student experience. Modelled on the Higher Education Academy framework for internationalisation, the faculty is clustering its own activities around the components of Mobility, International Business Development and Learning, Teaching and Assessment.

In semester 1 of 2008, independent interviews were undertaken with colleagues across the Faculty to find out how they were engaging with internationalisation within the context of learning and teaching. 27 interviews were conducted with representation from 14 of the Faculty's 17 current subject areas.



The objectives of the scoping exercise were to:

- enquire about the opportunities that courses offer to integrate international and cross-cultural perspectives through learning, teaching and assessment.
- consider the international relevance of subject material through learning, teaching and assessment.
- explore understandings of different pedagogical cultures to ensure that teaching and learning remains sensitive to student's educational contexts.

The exercise highlighted the following issues around integrating international activity within the

curriculum and identified the following actions as crucial to success:

- provide an effective staff development process as to how staff can think about integrating international perspectives/relevance within the curriculum.
- consider the facility, capacity and resource for supporting international related activity (i.e. better alignment with University Central Support Services, IT Support, International Office, etc) which includes the aspects of international business development and student and staff mobility.
- modernise assessment and feedback practice to facilitate international LTA activity.
- provide students with opportunities for international related experiences both within and outside the curriculum.
- effectively use student feedback to develop international activity and relevance to the subject.

The session encouraged delegates to ask questions, to think about the subject of internationalisation and learning, teaching and assessment within their own context and specifically focus on how institutions can provide an enhanced student learning experience through the needs of multiple stakeholders for example; students (and subgroups), staff (and sub groups), statutory frameworks and

professional bodies and government agendas. The discussion concluded that in order for international elements to be fully integrated into the curriculum the following 'needs' were essential:

- for a clear lead and direction for Internationalisation.
- to celebrate good international practice (as exemplified by this conference).
- to promote greater awareness of the Internationalisation Project and associated plan among all staff at all levels.
- to develop Faculty wide and cross-institutional links on the strategic development for internationalisation.
- to provide appropriate interventions for International learning, teaching and assessment support for staff.
- to present international dimensions in a more holistic and inclusive way which took cognisance of the total student experience, including non-academic related experiences.
- to promote professional development and staff engagement.
- to undertake further investigatory work, focusing on the needs and practices of relevant international stakeholders.

A full report report by Raj Dhimar on this topic is available on the BMAF Internationalisation SIG website.

Learning from the Asian phenomenon

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The continued success of Asian entrepreneurs testifies to the staying power of the Asian business community. Asian wealth in the UK has become more diverse. It now crosses from first through to second and third generations. We see an emerging and evolving Asian business community spanning manufacturing and services, entertainment and fashion, hotels and property, food and pharmaceuticals.

While programmes like *The Apprentice* and *Dragon's Den* have popularised the brash, go getting entrepreneur, in reality it is hard work, perseverance and true grit that has seen the Asian business community flourish in the UK. But unlike

Alan Sugar, Richard Branson or Duncan Bannatyne, a lot of the Asian-owned businesses are more famous than their owners. For example, not many people associate *ebookers.com* with its founder Dinesh Dhamija or *Vitabiotics* with Dr Kartar Lalvani. Both key players in the community but perhaps less well recognised outside.

There is a paucity of role models from ethnic minority backgrounds. The workshop programme aims to inspire University and MBA students with entrepreneurial role models from an Asian background. The idea has come from the book, "Making a Fortune – Learning from the Asian Phenomenon" by Dr Spinder Dhaliwal which was written to raise the awareness of this entrepreneurial minority and its contribution to the UK economy and beyond. Spinder Dhaliwal has compiled Britain's Richest Asians for Eastern Eye for

the past 6 years and has unprecedented access to some of the biggest names in Asian Entrepreneurship. Key entrepreneurial role models such as Lord Karan Bilimoria, Lord Swraj Paul, Sir Gulam Noon amongst others.

The Asian entrepreneur has been held up as a role model highlighting the rags to riches story. They transformed the UK from an 8-hour working day to 24-hours, seven days a week. Indian cuisine and restaurants became a key part of the British lifestyle. The restaurants are responsible for the success of many of the key players in Asian enterprise. Gulam Noon, for example, credits the restaurants for opening the doors for his range of Indian chilled and frozen foods to be found in Sainsbury's among other stores.

There have been some significant changes in the composition of wealth creation. For example, there has been a shift in activities away from traditional manufacturing companies towards newer, higher-tech, higher value companies in industries like pharmaceuticals. The growth of Waymade healthcare headed by the Patel brothers Vijay and Bhikhu demonstrates this trend. Vijay recalls his humble start, 'when you only have a shirt on your back you have nothing to lose.' Born into poverty in the Western highlands of Kenya, the brothers arrived in the UK with a work ethic and a determination to succeed. Waymade Healthcare now employs more than 700 people. Mike Jatania, the chief executive of Lornamead too has enjoyed tremendous success with his acquisition strategy.

If the results of these entrepreneurs were achieved in decades full of challenge and controversy, the past few years have been no different; sluggish economic growth, stock market uncertainty and question marks about the housing market provide the starkest of economic backdrops to this compendium of Asian success. Firoz Kassam of the London-based Firoka Group of Companies made his fortune in the hotel trade in London, which includes the Holiday Inn in Kings Cross as a major part of his portfolio. In 1999 he bought Oxford United Football Club for £1. This meant taking over its debts estimated to be about £18m and built the now famous Kassam Stadium on the edge of Oxford. Surinder Arora is one of the top hoteliers in the country with the flagship Arora International at Heathrow. It was the first hotel in the UK purpose-built for airline crew. A sister hotel opened

at Gatwick in 2002 and now his portfolio is nationwide.

The emergence of more Asian female entrepreneurs, many of whom are featured at awards ceremonies and on rich lists, illustrate the potential for achievement despite cultural, social and economic barriers. Increasingly we are seeing and hearing about women who have 'made the grade' and are pushing forward with new ideas. Perween Warsi of S&A Foods showed her determination in getting her Asian food range on the shelves of the major supermarket chain Asda.

However, there is still a paucity of women identified but this masks the true involvement of female entrepreneurship in Asian enterprise. Women play a pivotal role in the business but are rarely given the limelight. This is changing and no doubt we'll hear more of these silent contributors in years to come.

The next generation of Asian entrepreneurs may lack the fire in their belly which drove their fathers and may be too quick to purchase their first Mercedes but they still have much to offer. There is a greater degree of complexity for the younger generations. While they are more integrated, more educated and more IT literate, they lack the family backing and access to subsidised family labour that the first generation enjoyed. They are gaining competitive advantage by capitalising on their linguistic skills, cultural knowledge and business contacts both here and overseas. Entry into business is out of choice, not the last resort. Shami Ahmed, head of the legendary Joe Bloggs illustrates success despite his controversial image. He has had clashes with Elizabeth Emanuel and Moss brothers among others but has built up and placed the clothing business initiated by his father at the cutting edge of the designer fashion world.

Dr Spinder Dhaliwal is author of "Making a Fortune – Learning from the Asian Phenomenon" (Capstone). www.makingafortune.co.uk



SIG member profile: Carolina Valiente

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Carolina Valiente is a regular contributor to the Internationalisation SIG and here we take a look at how her role at LSBU has developed, what had influenced her career and her thoughts on the future direction of internationalisation.

What is your current role at London South Bank?

I am a Reader and Coordinator of the following masters units: International Financial Markets and Institutions, International Finance and International Banking. I also lectures in the undergraduate unit Financial Management. My work includes the supervision of undergraduate, masters and PhD dissertations.

My other functions include: BCIM Faculty Research Committee and Department of Accounting and Finance Subject Group Coordinator "Financial Markets and Services". I am a member of the Research Fellowship Committee and the Diversity Committee. I have also had responsibility for the LSBU coordinator of the EU- Intensive Programme (50 students and 16 academic staff from 5 different European universities) taking place in Estonia annually since 2006-07.



Carolina and the LSBU team at the EU Intensive Programme: "Making Business work in the new Europe". Tallinn, Estonia (April 2009).

How did you end up in this role and what other jobs have you done along the way?

I have worked at LSBU started in the position of Senior Lecturer in International Finance in August 1997. Since then I have performed a number of different responsibilities as an academic and manager. These include the coordination and design of units in finance, the management and re-validation of undergraduate finance specialist pathways and Masters degrees. A great achievement of my management work has been the creation and implementation of the Masters in International Finance and Banking/Investment, for which I acted as a Course Director since 2003 until 2008.

I have also acted as an External Examiner for other London Universities since 2002 until 2008, and was an Editor of the Research Papers in Economics (REPEC) - "Financial Markets" (since July 2005- Dec 2006). In addition, I been invited as a visitor lecturer to a number of different universities in Europe (Lithuania, Estonia, Latvia), been an active participant in EU-Socrates academic exchanges (Spain), and delivered inductions, collaboration discussions and visitor lectures in Thailand, China, France and Denmark. Recent lectures delivered to European universities have included, what they have termed a 'special lecture' to students and staff from Företagsekonomiska Institutet, FEI, and 'special lecture' to students and staff from the University of Kolding (Denmark) along with a cycle of lectures on the current credit crisis to students from Insec (France).

I am also an active researcher in topics regarding teaching and learning across cultures and have a keen interest in the current issues related to the evolution of financial markets and institutions. As a consequence I spend a lot of my so called 'spare time' attending and presenting papers and posters in conferences both in Britain and in Europe.

Who or what has been the biggest positive influence in your career?

With out doubt Professor John Holland, from the University of Glasgow, has been one of the most stimulating lecturers I have ever had – although by no means the only one! He

taught me when I did my two Masters. He was kind enough to also act as the initial facilitator for my PhD dissertation which I did in the area of International Banking. Prof Holland and I are both passionate about the possibility of understanding and explaining the wave of banks' mergers and acquisitions taking place in the 1990s which generated the global banking institutions that typify the financial markets of today. For my PhD the interviews I did with senior bankers in some of the biggest banks in the world were fascinating and educational, and, in addition to providing invaluable material for completing the doctorate degree, helped me to recognize how competition among rival institutions may push banks to make decisions that could not be fully sustained by a clear strategy or risk analysis. I can honestly say the whole PhD journey was a decisive experience in consolidating my specialisation as a scholar in Finance and Banking.

Working at LSBU has also been a crucial influence in my career development. The multicultural environment of the institution has promoted my direct engagement as a "teaching and learning" specialist in the area of cultural styles and practices. I have tried to dedicate most of the last few years to investigate and implement schemes that tackle the needs of different students reading courses in finance. A decisive point of reference was the research I developed during my sabbatical period at Henley Management College, under the supervision of Professors David Birchall and Chris Brewster. As a result of this work I wrote a number of conference papers, publications and a number of initiatives (e.g., the World-wide Week Multicultural Celebration at LSBU), were produced.

What is the best part of your working day?

Without a shadow of a doubt the best part of my working day is when I am actually with the students. I still find lecturing and discussing finance topics quite stimulating. I love helping the students make the connections between what they read in papers and texts and relating these topics to current events in the financial markets. I just want them to be confident more interested in the subject and so motivated to learn.

Although I appreciate that using new teaching and learning tools can be challenging and time consuming for the lectures, the students really appreciate and benefit from them. The same with

providing very constructive feedback - that also helps them to improve their activity on a permanent basis and so be more motivated and what could be more stimulating than working with students who want to participate and learn?

What do you think are the main challenges for 'Internationalisation' in the next 5 years?

Students from all countries and regions are becoming more "internationalised" not only because of their studies in other countries, but because of their access to the Internet and other global communication means. This means that their process of "acculturation" and awareness is more evident and demanding than it was some years ago. At the same time, many countries have been successful in the development of their own "international" programmes with some degree of autonomous design which will be competing against educational programmes abroad.

As a consequence of these processes, both academics and institutions need to be more dynamic and conscientious in dealing with these international trends. I believe that strategies must be re-defined and more effort in renewing teaching and learning practices have to be put in place if the UK higher education institutions are to remain competitive.

The effort in recruiting foreign students should be replaced for a critical and real effort in making the academic and living experience of all the students (domestic and international) better. This implies encouraging domestic students to become part of the multicultural society in which they have to develop their careers, but also providing international students with a welcoming and stimulating curricular and non-curricular environment.

The experiences of the World-wide week celebration and the EU-Intensive Programme, among other initiatives, have confirmed that students' motivation and engagement increases exponentially when relevance in the academic content is complemented by other curricular and non-curricular encounters that propitiate concrete relationships with the study subject, their teachers, the institution, their classmates and the country.

This visualization requires time and resources that are difficult to get hold of at the best of times. How

can universities reduce costs without affecting staff morale and the quality of education? The challenge for British universities in general, and for the academic staff in particular, will be in the current economic crisis even more dramatic than before.

And what do you see as your key goals (work or home-life) for the next 12 months?

I am planning to dedicate my non-teaching time towards the following:

- a) to consolidate my research on the topic of the financial crisis and how the financial institutions will be affected by the new regulatory and macroeconomic environment
- b) to develop further tools for teaching and learning that could be effectively used by students from different learning styles and

lecturers engaged in teaching finance-related subjects

- c) to increase my contact with other universities and expand collaborative academic agreements including teaching and research.
- d) to enjoy all of the above.....

Carolina, many thanks for your time and for giving us all a remarkable insight into what can only be described as a truly inspirational and accomplished career. You have achieved a huge amount in the arena of internationalisation – and from my short interview with you I can sense your level of energy and determination will ensure your successes continue to influence the field for many years to come... Thank you.

Aspects of internationalisation: Theory or practice?

John Vaughan, Moving Forwards (Organisation Learning) jcsvaughan@googlemail.com

I hadn't expected to meet Henry Mintzberg when I entered Lancaster University but there he was, albeit a cardboard photograph, and so I will share a few of his thoughts and comment on the relevance to 'Internationalisation'.

In Mintzberg's book "Managers not MBAs", he comments on relevance/rigour thus:

"we seem to be left with a choice between superficial 'relevance' ... and artificial 'rigor' ... It is time we declared a pox on both these houses".

Perhaps we can easily see the complaints against the former but aren't we all in favour of rigour? According to Mintzberg the answer is to distinguish between methodological and intellectual rigour. My impression at Lancaster was of intellectual debate conducted in a spirit of friendly questioning, surely the real sign of a scientific mind. On the other hand, there are environments where the emphasis on academic rigour means that no-one is allowed to ask a question or challenge the basic assumptions.

We might surmise as to what would have happened to the careers of Curie, Darwin or Einstein had they worked within the accepted frameworks of their day without challenging the most basic assumptions. Rather like fundamentalists who insist

on working only within the parameters of the 'book', many academics insist on the search for 'general laws' unaware that a declaration of the importance of objectivity is in itself a subjective statement. Thomas Kuhn called this "the revealing logical lacuna of positivism".

It is perhaps no accident that many of the Lancaster delegates were from former polytechnics and those institutions will house a few people who feel a sense of inferiority at not being members of the Russell group. Tell them not to worry – the age of enlightenment is upon us. People want to learn but they also want to have a full multi-cultural experience as they recognise that we have differing mental software but all share the same global



problems and in this area it is clear to me that the BMAF Internationalisation SIG is way out ahead of anything else on the planet!

UK educational institutions are in a uniquely advantaged position due to ancient and modern ties along with the perceived value of the English language medium so let's stop playing second fiddle, focus on our strengths and trumpet the non-positivist research methods of Action Research and Ethnography.

As long ago as 1951, Kurt Lewin, paving the way perhaps for Mintzberg, warned against theorists

who have a highbrow aversion to social problems. He also famously said that psychologists concerned with solving individuals' and society's problems should realise that "there is nothing so practical as a good theory".

Striving for academic rigour, at the expense of intellectual rigour, is elitism, nothing more, nothing less but, unlike the Emperor with no clothes, not everyone can immediately see this. Why? Because a little intellectual rigour is required! So, thanks BMAF for inviting me to write and good luck to everyone – let's cohere and move our case up the agenda!

Ten tips for teaching international students

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These ten tips provide a quick reference point for staff who are teaching courses or modules to groups containing international students. These tips are based on my

experience, ideas I have read in the work of other academics, as well as student feedback from students at the York Management School. They are not necessarily new or original, nor will they in all situations. However they may serve as a useful prompt.

1. Preparation

Try to read one of the several guides to teaching and learning for international students, especially anything written by Jude Carroll and Jeanette Ryan. If only have half an hour to spare, try Carroll (2002). If you have a little longer, try Ryan (2000) or if you have a bit of time leading up to teaching, look at Carroll and Ryan (2005). These provide a range of practical suggestions and some detailed guidance about course design and institutional arrangements.

2. Consider your assumptions

- What assumptions are you making about the knowledge of your students?
- What are you expecting that they can, and cannot do?
- What expectations do you have of your students?

They will have all done well in their own educational system, however they will not all share the same knowledge and skill and may have different life experiences to your own. Do not necessarily expect them to understand all the academic conventions you may take for granted, know how to prepare for a seminar or case study.

3. Manage expectations

Where possible, through websites, pre-arrival documentation, email briefing, the VLE and induction week; help students to understand what to expect from your course or module and also what you expect of them.

- What will be the class size?
- How will the module be assessed? How many lectures will there be?
- What formative tests are there?
- How much reading do you expect them to do each week?
- What is the structure of the module and what topics will be covered?

At York we have found that most students value this type of information, although it has to be said that some students fail to take any notice of it.

4. Gentle paced introductions

If you are teaching students at the start of the Autumn, try to set off at a gentle pace to allow those who are studying in English for the first time to get accustomed to your use of language and your accent. Be careful with your use of metaphors. If you use them, remember to explain them.

5. Group work

I suggest you manage group composition, even though this may not initially be popular. Nevertheless this benefits students because they are forced to have experience of cross cultural group work. This requires preparation in advance of the first exercise to set up the groups. Once the students are in their groups, encourage them to stay in these groups for a meaningful number of sessions. Ensure that the initial group work is formative and give the group the opportunity to get to know each other. Let the students know that you expect them to learn from the process of working in a group and that, in the first few exercises, the process is as important as the end result.

6. Encourage speaking in class

The way you receive the first few class contributions is very important for the class dynamics as the module develops. Welcome all contributions and try not to be critical of any comments made (see Buttner, 2004). If a student has misunderstood the point, thank them for their contribution and try to encourage another student to offer an alternative point of view. Be explicit about encouraging all contributions and remind students that obtaining a range of view points is helpful to them because they need to understand there are always arguments for and against different approaches in business. Students who are reluctant to give their own views might be prepared to feedback an idea which they have talked about with peers.

7. Case studies

It might be tempting to use case studies with which you are familiar. But if you use case studies that are based in the UK, home students will always be in a stronger position respond than international students. Wherever possible, use cases with a multi-national context that do not favour the contextual knowledge of the home students. Alternatively, use a case that forces home students to seek contextual understanding from international

students. As an example see the Li Ning Case study on the BMAF SIG website at:

www.heacademy.ac.uk/BMAFInternationalSIG/resources

8. Assessment strategies

Be clear about what you want students to do in assessments. Try to set assessment questions in a way that does not favour one group over another. For example, if you want an assignment to be in report form, make sure that you have been explicit about what you consider to be an appropriate format during the module or in the assessment guidelines (preferably both). Write your assessment questions (especially examination questions) in straightforward language. Those with English as a second language may waste valuable time during the examination trying to understand exactly what the question means, if you write in a complicated academic style. You can generally convey the same meaning in plain English using fewer words.

9. Get to know your students

Acknowledge and celebrate the diversity of the class. For example, you can ask the group to comment on the activities of multi-national companies in their home countries or ask the students to provide examples of multi-national organisations that operate in their countries of origin. This may make for more active participation and a more rewarding experience for the student.

10. Make time to reflect on how it went

Talk to colleagues about what was successful and what was less so. They may be able to assist you in the process of review and reflection.

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- Ryan, J. (2000). *A Guide to Teaching International Students*. Oxford: Oxford Brooks University.

Think local, act global: The experience of a Japanese researcher in the UK

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I am an accounting lecturer at Sheffield University Management School. Prior to moving to the UK, I worked as an associate professor in the Faculty of Economics at the University of Wakayama in Japan. My experiences while completing my PhD in Sheffield contributed to my decision to seek an appointment at a UK research institution.

My PhD explored the relationship between women and accounting in Japan. Since the war, increasing numbers of women have entered the accounting profession in Japan, and the recent globalization in the field of accountancy is further accelerating this trend. Inspired by the development of gender research in accounting in the UK, and its innovative qualitative research methods, I have sought to contribute to the debate by examining the Japanese perspective, conducting interviews with 66 women accounting professionals, and exploring household accounting practices throughout Japan's history.

The first big shock I encountered in the UK was the very different relationship between researcher and supervisor. In Japan, I was taught obediently to follow my supervisor's guidance. It was very shocking to discover that in the UK this approach only led to my work being regarded with indifference. Only when I changed my approach and started to challenge my supervisor's opinions did he become interested in my ideas, after which we had many very productive discussions. The experience made me aware of the importance of critical thinking, and taught me that good work does not only come from diligently following someone else's advice.

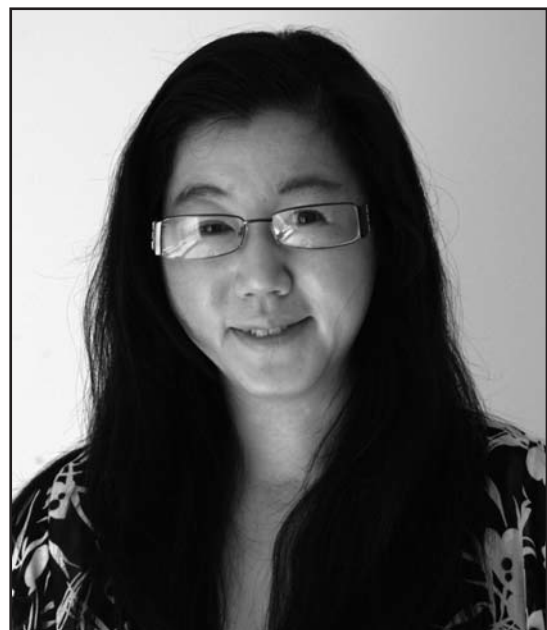
The habit of critical thinking, however, has led me to question my life and attitudes. Living in the UK, I have started to think critically about my everyday life in Japan, seeing its society and culture from a different perspective. This has not been easy; as some of my taken-for-granted assumptions have been undermined, it has become more difficult to communicate with some Japanese people. On the other hand, this new perspective has made it easier for me to construct interview questions which

would open up informative discussions with women accounting professionals. Through these dialogues, I have been able to highlight some of those aspects of the Japanese social and cultural context which have shaped the relationship between women and accounting, and the nature of their accounting practice.

I learned in the course of my PhD that cross-cultural research develops in a dialectical manner with the life of the researcher. As my research has developed and my understanding of Japanese culture and society has been enhanced, I have begun increasingly to reflect upon my life as a Japanese, and these reflections have in turn suggested further research questions and opened up my understanding. In fact, I have learned more about Japanese culture and society than when I was in the country. The process has taught me the importance of understanding different societies and cultures, and of learning from their diversity – especially now the tide of globalization is sweeping in an era of convergence and uniformity.

For further reading, see:

Komori, N. (2004). *Learning to Balance: The Experience of an Overseas Ph.D. student in the U.K.* In C. Humphrey and B. Lee (Eds), *The Real Life Guide to Accounting Research: A Behind-the-Scenes View of Using Qualitative Research*, Elsevier.



Designing post grad programmes with the IMS & associated 'transition' period in mind

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country students) - 14,930 individual assessments were analysed.



Dr Phil Kelly and his colleague Dr Yvonne Moogan lecture on the International MBA at Liverpool Business School where a typical cohort comprises more

than 90% of international students – they investigate what this international composition means for assumptions about teaching, learning and assessment.



Many institutions believe they have become more 'international' by simply increasing foreign student numbers rather than understanding the IMS and internationalising the curriculum or methods of delivery (type I HEIs). Such traditional institutions treat adaptation to the UK education system as a student problem. Whilst there are strong arguments to internationalize institutions and curricula, the UK approach to HE has tended to be somewhat ethnocentric.

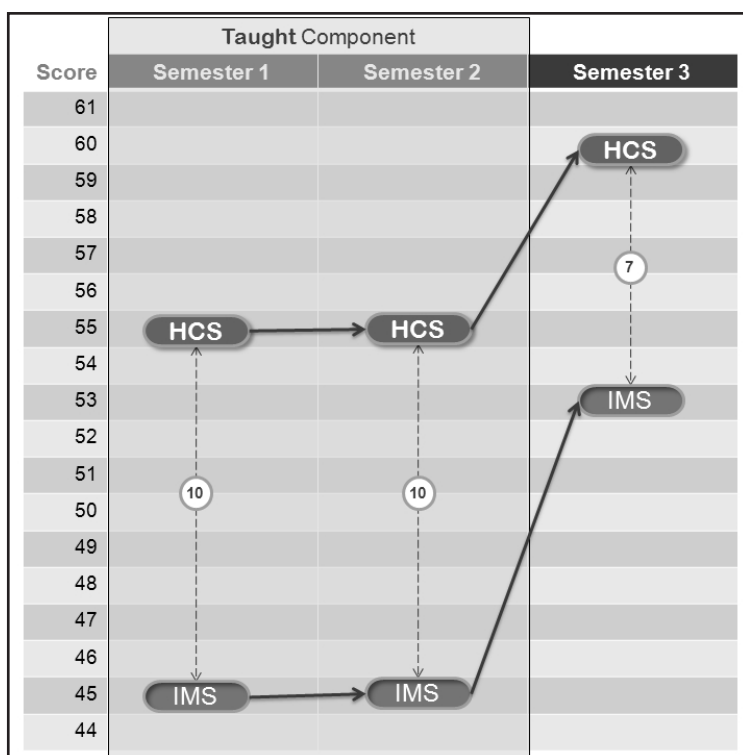
HEIs need to find the balance between offering 'British' degrees and 'Global' degrees (a globalised curriculum, designed for the needs of the multicultural cohort).

We all recognise many of the difficulties faced by the international student – but do we know how big a problem they face? Kelly and Moogan were astonished to see the scale and significance of the problem. International students tend to score around 10 points below their UK counterparts (see figure) in both semesters of the taught Masters component and more worryingly, show no improvement between the first and second semester – why should this be so?

As we all know, associated with the 'internationalisation' of tertiary education there has been a substantial growth in the number of internationally mobile students (IMS). Global mobility increases the diversity of students, presenting challenges for the learner (culture shock), the educator and the Higher Education Institute (HEI). The HEI, however, has a responsibility to engage the IMS and add value so the result is a positive educational experience for international students.

Faced with anecdotes from colleagues about the poor performance of international students, Drs Kelly and Moogan set up a study to investigate the comparative performance of international and home country students. Ultimately, the study results aim to improve understanding of the needs of the multicultural cohort and generate advice for practitioners when designing and delivering post graduate programmes.

Their study utilises MBA student data, collected over 8 years from 14 programmes and 5 HEIs, with a total of 95 modules. From the sample of 2,237 students the researchers classified 1,689 as IMS (overseas) and 387 as HCS (home



Cultural and education theory suggests that international students go through a transition period where they become familiar with (adapt to) the UK education system and its expectations – but how long should adaptation take and is the adaptation period too long? Their recent analysis suggests that it is at least as long as the taught component of a Masters degree. They therefore ask what can be done to help close the gap so that the IMS can benefit from their overseas experience. Traditional strategies which leave the problem of adaptation to the international student make it difficult for the University to add value to those students; such HEI's may be accused of simply taking money from international students without offering adequate levels of support or collaboration.

HEIs need to help students through the transition period and provide more guidance (type 2 HEIs). Entering the UK HE system is a (culture) shock impacting negatively upon learning and assessment. The size of the shock is related to the difference between UK and the IMS assumptions about teaching and learning. Consequently, not only must

HEI's help students adapt, they must also question their own assumptions about teaching and learning and engineer systems which are internationally friendly i.e. the HEI must also make changes to close the gap of the transition period (type 3 HEI). HEIs must develop relationships with IMS so they can learn the rules and expectations of their new environment.

IMS cohorts are growing in size and diversity, with more students arriving from Asia and Eastern Europe, yet we know very little about these students in terms of their learning needs, differences and preferences. The presence of IMS encourages us to understand our own as well as IMS assumptions. Unfortunately and frequently, rather than helping such students we tend to focus on symptoms; problems IMS face such as plagiarism, surface learning and lack of participation in the classroom. The curricula, teaching practice and institutional support may need changing so that IMS are not disadvantaged and can benefit more fully from their overseas learning experience.

Internationalisation Quiz

We hope you enjoy the brief quiz over the page and perhaps learn something new.

Treat it as a fun activity, though yes, there is a small prize (£20 Marks and Spencer voucher) for the highest number of correct answers. In the event of a tie-breaker, the winner will be the person with the closest answer to the one I have for Q16.

To submit your answers, please download the quiz (as a Word document) from the Internationalisation SIG website www.heacademy.ac.uk/BMAFInternationalSIG - follow links to Magazine Quiz, type in your answers and email the completed quiz to: **p.g.morgan@bradford.ac.uk**

Alternatively you can photocopy the quiz and post your answers to Peter Morgan at:

**Bradford University School of Management
Emm Lane
Bradford
West Yorkshire
BD9 4JL**

To find out if you have won, please come to the BMAF Internationalisation SIG workshop on the 27th November where the winner will be announced and prize awarded. The name of the winner and the correct answers will also be posted on the website afterwards. I look forward to receiving your answers.

Best wishes and good luck!
Peter Morgan

Internationalisation Quiz

	Question	Your Answer: in cases where the question is multiple choice delete the <i>incorrect</i> responses
1	In which country would you pay for something with 1 Taka?	
2	Where could you exchange 1 US\$ for a Colón?	
3	In which country would you find the Kikuyu, Luhya, Luo, Kalenjin, Kamba, and Kisii ethnic groups?	
4	What is the largest (by % of the main population) ethnic group in China?	
5	If you were formally invited to a non-muslim home in home in Cameroon and need to take a gift. Should you:	a. take fruit, whiskey or wine and offer with both hands? b. take flowers and offer with both hands? c. take fruit and offer with left hand only?
6	You are a guy who has been invited to a home in Russia. Should you:	a. take a large gift? b. take yellow flowers? c. take red flowers? d. not take a gift at all?
7	Belgium is bordered by France, Germany, Netherlands and which one other country?	
8	Which country would you be in if you celebrated the Dormition of the Theotokos in August?	
9	What are the capitals of the following countries – Brazil, Pakistan, Germany, Malaysia and Singapore?	
10	Which countries border Kazakhstan?	
11	Roughly how many international students go to Germany each year?	
12	In 2004-5, how many non-EU international students came to study in the UK?	
13	How might the weekly spending on day-to-day items (including accommodation) for an international student compare to that for a UK student?	a. About the same? b. Much more? c. Much less?
14	In 2008, what was the median fee for a classroom-based course paid by an international student?	
15	Under which tier of the new points-based immigration system do international students have to apply, and how many points do they need to receive a student visa?	Application tier: Points needed:
16	In order to get a visa to study in the UK, students need to apply to a registered educational organisation. How many pages of such organisations able to accept students on a visa are there on the UK Border Agency's website?	
17	For 2009, how much does a standard visa application cost?	
18	The visa application form requires that students studying outside of London have how much available to them per month (up to a maximum of 9 months)?	
19	How many hours can international students over the age of 16 work per week?	
20	Do Swiss national pay a 'home' or an 'international' fee?	a. As a home/EU student b. As an 'international' student

Where next for the Internationalisation SIG?



Diane Sloan from Newcastle Business School has joined the SIG Steering Group this year. Diane joined Newcastle Business School in 1987 and has undertaken a variety of school roles

and is currently role is Programme Director – Learning Support and Enhancement responsible for co-ordinating across the business school the learning and teaching agenda and facilitating staff development. Her main research is in the areas of supporting the integration and learning skills of international students, focusing on EAP material, the language of assessment and feedback, collusion and the student induction process. She can be contacted on diane.sloan@northumbria.ac.uk

The Internationalisation SIG Steering Group plans to continue the same pattern of activities in the 2009/2010 academic year, with two workshops and a summer conference. The theme for this year will be: The International Agenda: Where Next?

The following sessions are planned:

- a one day workshop on 'Challenges for Teaching and Learning' taking place on Friday 27 November 2009 at Newcastle Business School
- a one day workshop on 'Understanding Cultures' taking place on Wednesday 17 March 2010 at University of Wales Institute, Cardiff
- a two day conference taking place on Thursday 17 and Friday 18 June 2010 at Bournemouth University

If you could contribute to these events in anyway – or would like further details about the plans for the sessions – please contact the Internationalisation SIG Co-ordinator, Dr Eleanor Lloyd Jones on bmaf.sig@brookes.ac.uk or 0116 236 2503.

Alternatively, all details are available on the SIG website:

www.heacademy.ac.uk/BMAFInternationalSIG

Travel bursary scheme

The BMAF Internationalisation Special Interest Group has made available a small award per annum to support three individual travel bursaries of an individual upper maximum of £350. The travel bursary will support academic activities related to the broad area of Internationalisation. The bursary is designed to broaden interests, develop and contribute to knowledge and academic ability and support the effective dissemination of the same to a wider community. The aim is to support individual lecturers to do something that might not otherwise be supported, e.g. a 'Study Visit' to another Higher Education Institution to see and participate in different styles of practice.

So far only one Travel Bursary has been awarded. This has enabled Mike Pretious from Queen Margaret University Edinburgh to travel to visit one

of the leading European universities specialising in retail education, Stenden Hogeschool in the Netherlands, in order to gain a better understanding of the structure and delivery of their programmes. He will be reporting back on the learning from his visit at the SIG workshop in November.

This means that there are still two Travel Bursaries which are available to be awarded in the academic year 2009/2010. If you are interested in finding out more please see the BMAF SIG website:

www.heacademy.ac.uk/BMAFInternationalSIG

The application form, which can be downloaded, needs to be completed and returned to the Internationalisation SIG Co-ordinator, Dr Eleanor Lloyd Jones bmaf.sig@brookes.ac.uk

BMAF Workshop Programme 2009/2010

The Subject Centre Workshop programme is under continuous development and further details will be available via the monthly E-News bulletins and the BMAF Website.

Date	Topic	Location
13 November 2009	Developing Evidence-Informed Practice Marketing Education SIG Workshop	University of Westminster
27 November 2009	Challenges for Teaching and Learning Internationalisation SIG Workshop	Northumbria University
3 March 2010	Project Management SIG Workshop	University of Westminster
17 March 2010	Understanding Cultures Internationalisation SIG Workshop	University of Wales Institute, Cardiff
20 - 21 April 2010	BMAF Annual Conference Assessment and Assessment Standards: Challenges for Business Education	Newcastle upon Tyne
17 - 18 June 2010	Internationalisation SIG Conference	Bournemouth University

There is no charge for any BMAF-led workshops. If you would like to reserve a place at any of the above, please email bmaf@brookes.ac.uk and include the venue/date of the workshop you are interested in attending in the subject line.

We are keen to hear from those of you who may wish to host and/or contribute to the workshop programme. All enquires to bmaf@brookes.ac.uk or 01865 485670.



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Extra copies of this magazine can be requested from BMAFMagazine@brookes.ac.uk and the online version can be accessed at www.heacademy.ac.uk/business/bmag

We welcome contributions for future issues.

Guidelines for submissions and copy deadlines will be available on the website.

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The BMAF Subject Centre is proud to work closely with the Association of Business Schools as a strategic partner in higher education. Jonathan Slack, ABS Chief Executive, is a member of the BMAF Advisory Board.

Focus activities include surveys of business school deans, round table meetings with professional bodies, joint workshops, conference contributions and support for initiatives and projects.

