

**European Undergraduate - Research Oriented Participatory Education
(EU-ROPE, 2)
At a Danish Business School:
Education Policy, Administrative Practice, and Survey Data on Project Advisor
Qualifications and Preferences**

A Working Paper for the Department of Intercultural Communications and Management (IKL)

Copenhagen Business School

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Preface

This Working Paper for the Department of Intercultural Communications and Management (IKL) of Copenhagen Business School is being filed by way of maintaining a 'paper trail' of the research we have conducted into the particular educational model that our Department has been involved with for over two decades.

This paper was composed in the fall of 2007. It was then presented on 17 November 2007 at the Matchpoints Conference at the University of Århus, a conference jointly sponsored by the Irish Embassy to Denmark and the University of Århus. We subsequently presented the paper to an internal IKL session of colleagues involved in educational research (dubbed, the "Educational Irregulars") and then offered the paper to an internal seminar of the Asian Research Center. Throughout this process, Maribel Blasco has been particularly helpful as a colleague with knowledge and interest in the role, nature, and politics of tertiary education. We learned through this process that our Working Paper is at least four separate research journal pieces – in potential. Thus, we file this as a record of a work in progress and as a follow up to the previously filed Working Paper we now refer to as the "EU-ROPE 1" paper – our first venture into exploring the educational character and implications of the CBS SPRØK undergraduate educational model.

Abstract

Appropriate and effective undergraduate university education is a key element in small-nation state sustainable success, particularly in light of internationalization and globalization. This paper, the second in a series, reports on the European Undergraduate Research Oriented Participatory Education (EU-ROPE) approach to undergraduate education at a Danish business school (DnBS). EU-ROPE is exemplified in two DnBS programs: the Asian Studies Program (ASP) and the Business, Language, and Culture (BLC) Program. Both Programs integrate specialized second language acquisition within an international business administration degree that facilitates an unusual level of undergraduate tacit knowledge skills learning and its successive refinement. These learning opportunities are particularly evident in group-based research projects. The projects, as the authors noted in an earlier paper, represent the undergraduate “educational space” that is a defining “praxis” feature in knowledge management theory. The authors review a diverse literature suggesting that tacit knowledge skills are essential in contemporary society, touching upon Danish and Catholic university education theory and tradition (Illeris, K. 2002;Lonergan, B. J. F. 1974;Lonergan, B. J. F. 1992;Lonergan, B. J. F. 1998;Lonergan, B. J. F. 1999;Olsen, P. B. P. K. 2005), knowledge management (Nonaka, I. 2005), and U.S. labor market analysis (Reich, R. B. 1991). Educational policy in light of globalization is examined for sources of competitive advantage and this in reference to the education advocacy role of the World Bank. We summarize survey data on the number, qualifications, and experience present in the pool of Project Advisors. In closing we discuss some issues about the Project Advisor role and function arising from reflection on the data base and actual practice. We then reflect on implications of the theory and research presented and close with a modest proposal for a review of Denmark’s resource contributions to the World Bank.

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The EU-ROPE Curriculum at a Danish Business School (DnBS)¹

Over 20 years ago, the DnBS began an educational reform that resulted in the SPRØK Program model. “SPRØK” is a Danish acronym from the words “Language” and “economics”. The Program offers an undergraduate and Master’s education curriculum. The undergraduate course of study combines economics (or management studies, broadly defined) with study of specialized business and research methods, as well as advanced levels of integrated foreign language instruction in the final year. European languages studied include English, French, German, Italian, Russian, and Spanish. This SPRØK model, from the outset, featured an unusual degree of research-oriented participatory education in the undergraduate curriculum. While project weights vary from year to year, these remain the most important component within each year of study.²

In 1992, CBS launched a Japanese language variant of the SPRØK model: JAPØK. The initial Program intent was to ensure a sufficient number of Danish citizens would be facile enough in Japanese to aid Danish business relations with the leading economy in Asia. The Program was directed by two Irish citizens over more than a six-year period (late 1999 – 2006). In 2001, the Program changed the language of instruction to English, opening the way for international student applicants (570 TOEFL required), which helped ensure a sufficient number of qualified Program applicants. In 2003, Chinese was added to the curriculum. All common courses were revised to a broader, comparative Asian focus, resulting in the Asian Studies Program. The SPRØK Program language of instruction changed from Danish to English in 2006; that Program is now known as the Bachelor’s degree in Business, Language, and Culture (BLC).

For over 20 years undergraduate students in these two Programs have attended coursework in the fall term. Then they are presumed competent enough **to enact** - each spring - the comparatively ‘explicit’

¹ The name of the Danish business school has been rendered anonymous for peer-review journal publication purposes. Program names are real and historical institutions of influence are directly named, such as Roskilde University. The DnBS is one of Denmark’s national universities.

² ECTS, the European Credit Transfer System, is defined as “a student-centred system based on the student workload required to achieve the objectives of a programme, objectives preferably specified in terms of the learning outcomes and competences to be acquired” One ECTS unit is equivalent to 30 student work hours (Education and Training 2007).

facts, theory, and research methods approaches they have learned. The circumstance of this enactment is found in group-based research projects over which student groups assume complete responsibility. They solicit an academic advisor from among a given list. The advisor serves as a guide to method and process. She or he assumes an evaluative role for grading purposes only after the final Project report has been submitted. The formal grade event involves the examiner (who advised the project) and, according to Danish educational requirements, a censor that ensures procedural and evaluative fairness for both evaluator and students. The graded presentation includes time for questions, discussion, and query to individual students.

The competences our students learn to enact extend considerably beyond traditional notions of explicit, individualized, knowledge skills, such as the retention and recitation of facts, abstract reasoning skills, or knowledge of social science research methodology. In effect, both Programs are concrete instances of a larger curriculum model, which the authors have come to call the European Union – Research Oriented Participatory Education (EU-ROPE) model. The authors have previously written about the EU-ROPE model and its relation to knowledge management, with specific interest in the tacit skills competencies that undergraduate students may acquire in this course of studies (Tackney, C. T. S. T. S. O. 2007). That paper sought to establish a new discourse domain within the existing literature on knowledge management. Briefly stated, there appears to have been an implicit - dare we write, “tacit”? - presumption that competent knowledge managers appear already formed at the organizational door. In fact, little or no discussion is to be found, to date, in the knowledge management literature on the nature of the undergraduate or graduate curriculum that best qualifies students to become such tacitly-skilled knowledge managers. We believe the EU-ROPE model addresses such concerns.

Accordingly, in this paper we wish to:

- a. Briefly review the EU-ROPE model, as presented in the Tackney, et al. 2007 paper, to be clear about our topic of interest and the benchmarks we reported for how, when, and where the well-intentioned undergraduate has opportunity to acquire the tacit skills specified as necessary for success in the modern international enterprise.
- b. Identify and discuss three educational policy research interests that are suggested by reflection upon the EU-ROPE model, particularly the potentially significant role of small-state educational practices in light of globalization processes. On this point, we will examine evidence that suggests national educational policy may, in instances, actually anticipate changes in international labor market

- demand characteristics that arise from globalization. This insight reverses, in the instance, a common view that may be characterized as “globalization leads, educational policy reforms follow”. Second, we also explore the collaborative practice of Irish citizens exercising stewardship over a Danish business school Asian Studies Program. This exploration brings to light the current status of a long-standing, historical Catholic/Protestant dialogue regarding higher education in Northern Europe. We specify the ways and means that the work Jesuit scholar Bernard J.F. Lonergan has informed ASP epistemology and empirical method. We note Lonergan’s contrast between individual insight and the critical importance of group work for future tasks, and briefly contrast this with the historical influence of the Jesuit course of studies in European higher education. Third, we consider World Bank educational advocacy from the perspective of one of its sponsoring nations, in light of the EU-ROPE model’s apparent utility. We consider this question: is World Bank educational advocacy essentially driven by a self-referential, market-centered ideological policy norm? If it is, should WB policy advocacy more properly reflect the existing education practices of its sponsoring nations, all the better to fulfill its advocacy role? In this instance, the EU-ROPE model represents a single, particular example of an approach to undergraduate education that builds upon an historical, European cultural esteem for group-centered education. There may be obvious utility for such a model in advocacy target nations where a similar group-based learning emphasis may be esteemed.
- c. Report on a 2007 Project Advisor database survey. This survey is itself an exercise in rendering our tacit Program skills more explicit; we intend to clarify the advisement competencies and preferences of those who serve as Project Advisors in the two DnBS Programs of interest. This exercise should bring to light one critically important aspect (the Project Advisor role) in the core learning site deemed essential in knowledge management practice. The data provide an estimate of the size and characteristics of a Project Advisor pool required to enact a research-oriented participatory education program. And,
 - d. Conclude with a discussion of the implications the paper has raised, while noting the next steps for research and reporting.

The EU-ROPE Program model

In a 2007 paper for the Management Education Division of the Academy of Management, Tackney, Sato and Strömngren reviewed the EU-ROPE educational model in reference to the broad “knowledge management” literature. Specifically, we noted this research genre *presumed* successful organizational managers had elsewhere acquired the tacit skills competencies necessary for success in such organizations.³

Against the wide-ranging, established critique of the “traditional” notions of undergraduate studies that focus on facts, memorization, and recitation,⁴ our paper offered details of an unusual – arguably unique - academic Program model, grounded in Danish educational history, that quite deliberately aims at graduating university students who have acquired and refined a broad range of both explicit (ie, “traditional”) and ***tacit skills***. The first EU-ROPE paper documented the Program benchmarks for student acquisition of tacit skills. These benchmarks were listed in the presumed order that students encounter either of the two actual academic Programs that derive from the EU-ROPE educational model – from initial meeting with an Program academic advisor (who is always a student) to Program governance (a Study Board composed of faculty and elected student representatives).⁵

Central to the EU-ROPE model is yearly project research. We asserted that it was during this group-based research project period that our undergraduates acquire, and yearly refine, a range of tacit skills. These enhance their development on three levels: explicit knowledge for academic qualification, personality and psychological development, and socialization in collaborative leadership skills.⁶

The unusual emphasis on research oriented participatory education (ROPE) at the undergraduate level in DnBS is the outcome of developments within Danish educational tradition (Illeris, K. 2002), (Olsen, P. B. P. K. 2005). It also reflects specific reforms taken up within the DnBS that set the DnBS course apart from

³ The conference paper was recognized as the best international paper in the Management Education Division and was then nominated for a best conference paper award. Citations and quotes are from a revised version of the paper based upon conference reviewer comment and subsequent work. This revised paper should be considered under peer review for possible publication; quotations or citations require primary author permission due to pending copyright legalities.

⁴ A comprehensive review of the literature is beyond the scope of this paper. A representative sampling would include (Freire, P. 2007), (Haralombos, M. & Holborn, M. 2004), (Reich, 1991), (Weis, L. M. C. a. D. G. 2007), (Willmott, R. 2002), (Young, R. E. 2002), (Zemsky, R. W. G. R. M. W. F. 2005).

⁵ As the benchmarking list can serve as a useful orientation to the EU-ROPE Program model, they are reproduced in Appendix 1.

⁶ This formulation is from the paper and very helpful subsequent discussion with Department colleagues. It reflects the basic learning categories of Illeris (2002), linked to specific EU-ROPE Program outcomes.

its origins at Roskilde University and, as far as we know, other educational models used both within Denmark and elsewhere)Tackney, op. cit.).⁷ We reported,

Three particular adaptations from the Roskilde University origins are noteworthy:

1. CBS-sourced research oriented participatory education (ROPE) is explicitly grounded in business school thematics, although these remain comparatively broad; that is, student groups are expected to address carefully delineated research issues of an external, pragmatic nature.⁸
2. The *project work* experience at CBS occurs within explicit social science methodological parameters. Thus, while student perceptions remain important, and students have sole responsibility for all dimensions of project work, they are not themselves the object of study and there is a degree of methodological rigor.
3. The two CBS Programs of interest make an explicit effort to include foreign language acquisition as part and parcel of the overall *project work* educational experience. And this acquisition is expected to be made manifest in group project output: presentations and research reports (2007, p. 15).

These adaptations at DnBS to a Japanese (and later) Asian Studies Program resulted in a subsequent, and deliberate (circa 2003), curriculum development decision to create and teach knowledge management compendium readings and classes *in the specialized levels of Japanese language study* during the third and final year of undergraduate studies. The instructional diagram used in this course is referred to as “the Strategic Hexagon” of integrated Japanese studies themes.⁹ As shown in Figure 1, the hexagon juxtaposes six related topical themes:

Scandinavian economic organization	> <	Japanese economic organization
Knowledge management (Nonaka)	> <	Branding
Human resource management	> <	Competitive advantage (Porter)

Each pair in the hexagon is deliberately counterpoised. Scandinavian and Japanese economic organizations share certain similarities, as students have learned in other courses (taught in English). Second, Branding is related to Knowledge Management in the sense that the former obliges brand knowledge as well as strategic knowledge about how a brand may be best presented to consumers. Competitive advantage (following the work of Michael Porter) is paired with Human Resource Management as the former is extrinsic to a given firm, while the latter is concerned with issues intrinsic to the firm; both aspects, as well as each paired group, are essential for overall corporate success.

⁷ At the undergraduate level, we are unaware of any program that emphasizes group-based research projects and participatory governance to this extent.

⁸ The range of potential student research themes at CBS is broader than that found in many business schools, especially those in the U.S. See the list of CBS Programs offered: http://uk.cbs.dk/uddannelser/bachelor/alle_bacheloruddannelser

⁹ A similarly integrated approach to language study occurs for Chinese language students.

By the Third year of studies, ASP and BLC students devote their final research project to firm-specific level analyses. A list of recent exemplary student projects is given in Table 1. First year projects were exemplary in respect to grades obtained. At least one of these grades was a “13” according to the former Danish grading scale. This rare grade, much more than a 100% score, indicates the students essentially taught the instructor and censor something they themselves had not previously known or reflected upon. For Year 3 Projects, several were corporate consulting projects for Danish or other enterprises. In such cases, company representatives frequently attend the public defense of these undergraduate projects.¹⁰

National educational policy >< globalization isomorphism: when culture-based education policies anticipate changing global labor market demands

Educational reform is an on-going process. In particular instances, changes may arise from participant reflection upon program content. These changes are then enacted by the very administrators, instructors, and students who have oversight responsibility. An example of this type of reform was given directly above. The use of Nonaka’s “knowledge management” theory and subsequent development of the Asian Studies Program’s “strategic hexagon” for advanced Japanese language instruction represents such an endogenous reform.

Educational reforms may also be compelled from outside particular institutions. Within the past two years, DnBS and other universities in Denmark were obliged to enact grade reforms and specification of individual learning objectives for each course of instruction.¹¹ Both reforms were driven by perceived need at the Danish ministry level to respond to international and globalization pressures and processes. In the instance of grade reform, this was partially due to student exchange and credit transfer difficulties in ‘translation’ of the traditional 13 point Danish scale.¹² In the case of learning objectives-based course competencies, a more complex set of motivations appear to be involved. Among them is an increasing shift nationally towards individual, not group-based, performance assessments. Notably, however, this trend does not yet appear to have diminished Danish enthusiasm for group-based educational experiences.

¹⁰ The defense is formally open to the public.

¹¹ The successful specification of individual learning objectives for research-oriented *participatory* education (ie, group projects) in 2006 at DnBS was a fascinating administrative case study worthy of its own research paper, which we intend to write.

¹² The reform resulted in a new Danish 12-point grading scale of arguably equal translation difficulties.

Both recent reforms of the Danish university education system can (and largely were) viewed at the Business School and Program administration level as 'exogenous' steps, even shocks. That is, the institutions were forced to comply at speed with Danish Ministerial obligations. However, if we step back and observe these changes from a broader perspective, it is clear that the Ministry itself felt compelled to act in light of external pressures of internationalization and globalization.

Prima facie, the processes of internationalization and globalization appear to compel simple submission over the entire range, or "battlefront," where country and culture encounter process, persons, or proprietary interests – whether these can be traced to other nations (internationalization) or not (globalization). Submission appears singularly the option of choice for small nations, peripheral cultures, and other comparatively minor actors that do not constitute an easily identifiable – national or transnational – hegemonic actor. This relation applies to the educational market no less than any other.

Indeed, as (Thomas, E. 2005) wrote, "Globalisation is a fast process, and educational change is a slow one, in view of its long term goals and the lengthy gestation period measuring educational outcomes. It can be argued that education is more shaped by globalization rather than being a key agent in shaping the process" (p. 147).¹³ Given the time and energy academics in Denmark have devoted to the two reforms obliged by recent Ministerial prerogative, the Globalization > Education policy relation ominously appears as Thomas wrote.

Yet, research on firms that are successful in dealing with the internationalization of product markets offers insight that may bring a measure of comfort, even courage, to small-state scholars and practitioners of education policy. (Bartlett, C. & Ghoshal, S. 1998) argue that Multinational Corporation (MNC) competitive advantage now lies in "the companies' ability to link and leverage their resources to capture advantage through world-wide learning" (p. 456). Simply put, with the expansion of markets, a degree of uniformity necessarily obtains, not only across borders but within the MNC organizational form. Where, then, within an increasingly globalized marketplace, is residual competitive advantage to be found? From work by (Doz, Y. S. J. W. P. 2001), we see that a "metanational advantage" arises in firms who build, "their capability to access, connect, and leverage knowledge from far-flung, nontraditional sources" (p. 4-5). These authors reported that a full-formed "metanational corporation" was not yet to be found at the time of publication, in 1998. They were, in effect, attempting to anticipate an emerging organizational form in light of inference from the

¹³ As we will see, this is not Thomas' final word on the causal relation between globalization and educational reform. It will, however, suffice for the moment.

exemplary cases they had identified and studied. Accordingly, Doz et al., wrote that knowledge-forms offering competitive advantage were *“increasingly spread in fragmented pockets of specialist expertise around the world”* (p. 11).¹⁴ They point to cases of product success despite extremely unlikely geographical beginnings: mobile phones from Finland, guided missile systems from Switzerland, and world-class pianos from Japan. Further, this “valuable knowledge” is, for them, “sophisticated and sticky”. It is, they wrote, “deeply embedded in distant and unfamiliar environments.” They observed that information technology may greatly facilitate interactions between individuals possessing such knowledge, but technology and techniques alone “do not guarantee the transfer of true understanding”.

The market for higher education appears to be following a similar path. Patterns of education that have sophisticated historical origins, embedded within small-state cultural norms, may – in the instance – functionally anticipate globalization processes.¹⁵ That was the leading argument in the first Tackney, op cit., paper on the EU-ROPE model - the tacit skills necessary for modern organizational success, presumed evident but unaccounted for in writings within the knowledge management literature, have long been a highlight of the educational model developed within the small-state context of Denmark. Here, we can return to the work by Thomas, cited above. While globalization processes may be more rapid than educational reform, the author wrote, “in the longer term, education may be able to re-assess the impact of globalization, identifying and hopefully slowing the pace of socio-cultural erosion and the marginalization of cultural identity” (p. 147). Our research confirms this view, but also goes one step further: small-state educational policy may be fully anticipatory of globalization processes, offering corrective insight and, perhaps, specifying a potential path forward to enhance global educational reform. We believe that this insight may also have relevance for developing nations.

For the reader already familiar with the work of Bernard J.F. Lonergan, this section has sketched a case anticipation of ‘cosmopolis’ in the societal effort necessary for a corrective to the inevitable bias of common sense. In the next section we explain and examine this claim more closely. Doing so will situate our EU-ROPE model within the longer history of education reform in Northern Europe. This will include the contested domain of reforms influenced by the educational innovations of Ignatius Loyola.

¹⁴ The italics are ours.

¹⁵ See (Kragh, S. U. & Bislev, S. 2005) for findings that support this assertion.

Educational collaboration a Danish Business School Asian Studies Program: anticipating “cosmopolis” in the Catholic scholarship of Bernard J.F. Lonergan

The ASP has had two Irish citizens as Directors and Study Board Chairs since late 1999.¹⁶ The first assumed responsibility during a leadership crisis. He briefly led the Program through that until research opportunities arose that compelled withdrawal from administrative tasks. The second became responsible for the Program and served two, three-year terms. These six years encompassed two major Program changes. First, the language of instruction was changed in 2001 from Danish to English. Second, in 2003, the study of Mandarin Chinese was added to the Program, effectively doubling the Program size and obliging a complete revision of the common courses studied.

During those six years, curriculum revisions benefited from the deployment of Lonergan's scholarship in two ways: explicit inclusion in course material and, second, as a reference guide for managing an international business-oriented, interdisciplinary curriculum that emphasized group-based research projects. As for the first use, Lonergan's basic epistemology – the nature and importance of insight – grounded course material taught right from the initial Pilot Project students faced each September.¹⁷ The principles of his General Empirical Method (GEM) were used to help organize both the overall framework for the yearly Research Methods intensive courses as well as the content of the Second Year quantitative methods intensive.¹⁸

Having noted the specific influences of Lonergan's scholarship within the DnBS's Asian Studies curriculum and administrative reflection, it next becomes essential – particularly for those not familiar with Lonergan – to briefly survey and contextualize his legacy. Lonergan was a Canadian member of the Society of Jesus (1904-1984). He was a singularly accomplished theologian, philosopher, educator, and economist. For Roman Catholic members of religious orders, his influence in the first two fields is so vast and profound as to be functionally impossible to estimate. Within the Society of Jesus, it would seem fair to state with

¹⁶ Apparently neither person began as Irish citizens; rather both certainly acquired this status later on. The fact of interest regarding their non-Danish citizenship is merely to trace the causal path, in the second person's administrative role, of Roman Catholic, specifically Jesuit (and particularly Bernard J.F. Lonergan's) influence upon the Asian Studies Program curriculum. ASP success contributed to the subsequent SPRØK Program conversion an English-language curriculum.

¹⁷ The Pilot Project has been changed to a First Year Project Seminar. Lonergan's epistemology continues to be taught.

¹⁸ Specifically, Lonergan's strength in teaching Methods lies in his clarity about the complementarity between classical and statistical heuristic structures in empirical method, and the use of reflection in critical realism to seek higher levels of integration for further inquiry. See Lonergan, 1992: *Insight*, Part 1, Sections 2 – 4. pp. 57 – 161.

confidence that his works in theology and philosophy are essential reading for all, at several stages in religious formation. Accordingly, his direct or indirect influence upon Catholic university educational praxis worldwide would itself be a study of merit – and quite beyond our more limited ambitions.

In contrast, we merely wish to note the importance of Lonergan's legacy in its particular deployment within the EU-ROPE program model. In this respect, current administrative practice reflects a long-standing tradition of what may politely be termed "reciprocal borrowings" between Catholics and Protestants in Northern Europe. Despite different inspirations, there was a common goal - excellence in education and proper care of students. In 1592, the Jesuits first published their instructional plan for the many schools they were running - known as the "Ratio studiorum" ("The Course of Studies"). It emphasized humane treatment of students, along with individual and student-based group review of taught material. Writing in 1990, Jensen observed, "If the Jesuits had learned from the Melanchthonian schools, the Lutherans were just as quick to learn from the Catholic competitors" (Jensen, K. 1990). By 1619, Christian IV obliged substantial Danish university reforms,"perhaps as a result of the much-feared but hopelessly abortive Jesuit *Missio Danica*" (Ibid.).¹⁹

The path of Danish educational reforms from 1619 to the EU-ROPE model of 2007 may be fascinating, but lies beyond our current efforts. Instead, we can and must return to our key observation – the peculiar Danish emphasis on "research oriented *participatory* education". Participation, as used in this context, has two domain features, both arguably unique to the Danish model: governance and group-based project research. The former speaks to his notion of "cosmopolis," which will be explained below. The latter curiously anticipated his World War II era reflections on the educational reforms necessary to ensure the continuance of democracy in light of the global diffusion of the exchange economy.

We will address the necessity of group reflection first. For Lonergan, the utility, necessity, and urgency of group effort in the modern age arises from the simple recognition of the limitations of the individual given modern complexity.²⁰ In a discussion concerning the relative merits of individual vs. the group confronting "the contemporary issue," he wrote, "To grasp the contemporary issue and to meet its challenge calls, then, for a collective effort. It is not the individual but the group that transforms culture"

¹⁹ We have been unable to determine the exact nature of this much-feared Danish Mission.

²⁰ As commonly said, individuals possess limited information and bounded rationality.

(Lonergan, (1974) p. 99).²¹ He proceeds to describe the qualities that inhere in such a group; “The group does so by its concern for excellence, by its ability to wait and let issues mature, by its persevering efforts to understand, by its discernment for what is at once simple and profound, by its demand for the first-rate and its horror of mere destructiveness” (Ibid.).

More generally, his extensive economic analyses resulted in proposals for reform. Both are evident in his 1942 manuscript, “For a New Political Economy” (Lonergan, 1998). Significantly, as Editor Philip J. McShane noted, “There is an explicit concern for a new world order of culture and economics, for a grounding of global and local economics in the enlightened self-interest not of the few but of the many” (p. xvi). Again, Lonergan’s economic work returns to the role of an educated populous, competent to work in groups – in a specific manner of group work. And education, for Lonergan, was *the modern challenge*. He wrote, “Coming to grasp what serious education is and, nonetheless, coming to accept that challenge constitutes the greatest challenge to the modern economy” (Lonergan 1999, 24, conclusion).²²

There are two further steps to take before we examine, in particular, the group of advisors used in the two Programs that function under the EU-ROPE model. The first is a brief explanation of the role of ‘cosmopolis’ in Lonergan’s scholarship. The second will be to assume a ‘cosmopolis’ stance in reference to implications of the EU-ROPE model analytic. Given the explorations thus far of education, global education/product markets, and the competitive advantage that may inhere within small-state educational policy and norms, we will be obliged to look at the education advocacy role of the World Bank (WB) from the standpoint of Denmark as a WB sponsor nation. Perhaps a ‘cosmopolis’ critique of WB educational advocacy will prove useful.

Insofar as Lonergan evidenced any anticipations of utopia, his construct of ‘cosmopolis’ comes closest. What composes his cosmopolis? It is, he states, “Like every other object of human intelligence, it is in the first instance an X, what is to be known when one understands. Like every other X, it possesses some known properties and aspects that lead to its fuller determination” (1992, p. 263). Noting that common sense and its judgment are one ‘ally,’ he points out that dialectical analysis is another. The specified features of cosmopolis include these points:

²¹ In a March, 16, 1968 paper, Lonergan defined the term; “modern culture, in many ways more stupendous than any that ever existed, is surging around us. It too has to be known, assimilated, transformed. That is the contemporary issue” (Lonergan, 1974, p. 99).

²² As cited in Lonergan, 1998, fn. 16, p. xxvii.

1. It is not a police force."Its business is to prevent practicality from being shortsightedly practical and so destroying itself" (Lonergan, 1992, pp. 264-6, following).
2. "It is concerned to make operative the timely and fruitful ideas that otherwise are inoperative".
3. It is not a busybody. But, "it is very determined to prevent dominant groups from deluding mankind by the rationalization of their sins".
4. "As cosmopolis has to protect the future against the rationalization of abuses and the creation of myths, so it itself must be purged of the rationalizations and myths that became part of the human heritage before it came on the scene".
5. It is a withdrawal from practicality to save practicality; "It is the higher synthesis of the liberal thesis and the Marxist antithesis."

In sum, cosmopolis,

stands on a basic analysis of the compound-intension that is man; it confronts problems of which men are aware; it invites the vast potentialities and pent-up energies of our time to contribute to their solution by developing...a school and a university, a personal depth and public opinion, that through appreciation and criticism give men of common sense the opportunity and help they need and desire to correct the general bias of their common sense (p. 266).

We can now gather the points covered thus far, and stand in knowledge of the EU-ROPE model, noting the apparent, perhaps unexpected and surprising, utility in preparing students for a knowledge society that particularly esteems certain tacit skills. From an Asian and/or developmental perspective, this model seems remarkably well-suited for educational efforts in cultural contexts where groups or group learning is valued. The characteristics of cosmopolis, listed above, suggest we cast our net wide, seeking to identify current sources of educational advocacy and then inspect their wares.

The World Bank: education advocacy and responsible choice

One organization stands as the largest single external financier of education throughout the world: the World Bank (Spring, J. 2004). The WB lists five composing agencies; the years below list Denmark's membership date relative to the date the agency was established:

The International Bank for Reconstruction and Development (IBRD)	1948 / 1945
The International Development Association (IDA)	1960 / 1960
The International Finance Corporation (IFC)	1956 / 1956

The Multilateral Investment Guarantee Agency (MIGA)	1988 / 1988
The International Centre for Settlement of Investment Disputes (ICSID)	1969 / 1966

Even the most cursory literature search concerning the World Bank reveals widespread criticism over policy and practice – also praise. Our intention here is neither to review that literature, nor simply join in the fray – at this stage we merely wish to follow the implications of our explorations into the EU-ROPE model and briefly, summarily, examine the Bank’s approach to education – specifically tertiary education - in light of globalization. That Denmark is itself a sponsoring nation makes the effort all the more interesting.²³

Spring reports the WB’s text, Education Sector Strategy, specified education as one of five drivers of change. The other four are: global democratization, the growth in market economies, globalization of markets, and the information revolution. World Bank educational advocacy appears to clearly derive from perceived needs of the workforce in any given – particularly a developing – nation to match our increasingly international, globalized market economy. As Spring noted, this orientation to the fundamental role of education in society is at considerable variance from the impressive history of theorists in education; referencing John Dewey, Spring saw the goal of education in the type of informed, reflective citizen being produced, not merely “an educational prescription to enhance individual skills for economic competition” (p. 45).

Our paths of analysis and reflection lead us to take an initial look at World Bank policy regarding its singular role in education advocacy. This “look” was informed by the critical perspective that arises from general expectations of market expansion – in this case the “market” for education. Even a cursory examination of recent WB publications suggests educational policy recommendation informed by expansion of exchange markets. Perhaps this development is not surprising. As Lonergan observed, “a market *tends to generalize* the particular exchange values described in the preceding section. By setting up an interaction between large numbers of decisions to exchange, *it tends to make all coincide in a common exchange ratio* for each pair of categories of goods or services” (Lonergan 1998, p. 33).²⁴

Markets are, however, constrained and constrainable entities. Again, following Lonergan, “Progress cannot wear blinkers; so, if we have stressed the excellence of exchange economy, we must also be at pains to determine its defects” (1998, p. 35). The current expansion of the education market, for the World Bank, occurs coincident with an advancing knowledge society. As for which force - market expansion or its

²³ These observations are recent and the conclusions or suggestions are, accordingly, tentative.

²⁴ Italics added.

political constraint - is more important, compelling or worthy of attention to the World Bank, we find none other than Charles Darwin ominously quoted at the beginning of Constructing Knowledge Societies: New Challenges for Tertiary Education (World Bank 2002); "It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change" (p.33).

It may well be that World Bank educational advocacy has yet to reach the level of market analysis already obtained in international business. That is, when globalization reaches a critical mass of international breadth, competitive advantage opportunities then narrowly reside in the interface between this expansion and national, cultural patterns of reflexivity that, from historical predilection or other grounds, anticipate, match, or exceed such forces. In such instances, yielding to WB advocacy may well be a fatal error.

Simply put, it appears that the World Bank's approach to educational reform is to site globalization pressure and say to nations, particularly developing nations; "Here it comes, deal with globalization on its terms." Our small case example suggests another, more fine-grained, response is possible; "Here it comes, what do we already possess that transforms it?"

Two key features of the EU-ROPE model are student involvement in governance and the group-based research projects. These are structural or functional program features. Project Advisors represent an essential enabling capacity; without a sufficient number of qualified personnel, the model's features will fail. In the next section we examine the qualifications and preferences of our existing pool of Project Advisors, following a short review of possible Project themes and the number of students who annually pursue Project-based research.

Project themes and Program student numbers

For the Asian Studies Program (ASP) and Business, Language, and Culture (BLC) Program, almost one-third of a student's annual study time is devoted to group-based project work. The entire research project cycle runs from late January until the end of the semester. This period includes week-long intensive courses in research methods: qualitative in Year 1, quantitative in Year 2, integrated in Year 3. The specific phrasing of the academic "themes" for each of the three years of study may vary year-to-year, but the comparative focus in each year for both Programs remains the same. The 2006 themes at ASP were:

Year 1: Comparative cultural and social analysis

(The essential comparative theme is at the national culture level.)

Year 2: Economic and cultural contexts of business enterprises and organizations

(The essential comparative theme is at the industrial sector level.)

Year 3: International and Global Corporate Strategies

(The essential comparative theme is at the firm-specific level.)

ASP and BLC policy aims at 60 and 190 students per academic year. A 50/50 split between Danish citizens and international applicants is a general goal. While the ASP required special subsidies for the first decade, recent efforts have rendered the Program expensive, yet more or less solvent. The BLC Program, in contrast, has tended to operate steadily at a small surplus.²⁵ There are approximately 750 students each year that engage in project work and require, in principle, advisement in English. Additionally, the comparative culture and second language obligations require a linguistically diverse and broadly talented pool of potential Project Advisors. Students may work in groups of five or six, yet they are also able to work alone. Thus, several hundred projects may be underway in any given spring term at both Programs. An adequate pool of potential Project Advisors is an essential element in the research oriented participatory education model. In the next section we will present the motivation behind a recent Project Advisor survey, reviewing the method and highlighting the results — the same information students need to find an appropriate advisor.

“How Many Project Advisors Does It Take To...?” The Project Advisor Database: Survey motivation and method

For many years, the primary source of potential Project Advisor information for ASP/BLC students at the DnBS was a single hardcopy Project Advisor catalogue (PA catalogue) maintained by staff.²⁶ Listing as a Project Advisor requires approval from a Program’s Director and/or Study Board Chair, along with signed permission from the specific academic year’s Project Coordinator.²⁷ Advisors are primarily drawn from permanent, fixed-term, or visiting DnBS faculty, although external participation by alumni and externals was notable. For those not formally employed by DnBS, a Master’s degree in a relevant field is usually a minimum requirement (waived given adequate grounds, such as entrepreneurial success). Once a person

²⁵ Tuition for non-EU students at undergraduate and graduate levels began to be assessed in 2006.

²⁶ There were two hard copies of this catalogue. One was available to students at the staff office; the other was kept in the office of the staff who maintained the information.

²⁷ In smaller DnBS Programs, the Program Director, who is appointed by the Dean, is usually elected to Chair the Program Study Board.

was listed, this listing was not removed until a formal request to do so was provided to staff who maintained the PA catalogue.

With a major Program change in the language of instruction - from Danish to English - a complete revision of this PA Catalogue, which was in Danish, became necessary. Additionally, the Study Board members knew of student suggestions that the PA catalogue be made available electronically, as this would increase accessibility and be a planning and reference aid to the increasing number of students physically away on exchange programs, among other reasons.²⁸ As First Year student projects have assigned advisors, this revision needed to be completed for the BLC Program by spring term 2006. In the fall of 2005, a survey project was endorsed by the relevant Program Directors and Study Board Chairs, in addition to the Undergraduate Studies Director. The Dean provided time and resources to two of the authors of this paper to design and conduct a thorough survey, and then compile an electronic Project Advisor database. The survey sought advisor preferences among the six academic Programs that are offered in English at the Business School. Accordingly, the survey in fact extended beyond the existing catalogue, which was only designed as a reference for BLC students. The titles of the DnBS Programs taught in English are:

Asian Studies Program (ASP)

BA in Information Management

BSc in Business Administration and Service Management

BSc in Business, Language and Culture (BLC)

BSc in International Business

BSc in International Business and Politics

The names and contact information of those listed in the PA hardcopy catalogue were transferred to a data base. To this database, we added advisors from an existing on-line database for the ASP. We then sought additional names of advisors we may have overlooked by soliciting names from Program Directors and Administrative staff; they reviewed the list and added names when appropriate. Additionally, an undergraduate research assistant compared on-line lists of permanent and fixed-term faculty in the relevant DnBS departments and added anyone found absent to the Project Advisor contact database.

²⁸ An additional reason for a complete revision of the PA catalogue was the speculative assertion that there almost certainly ex-Project Advisors listed, as only a formal request resulted in de-listing. As composed, the advisors list would likely have included dismissed and – potentially – the deceased. This speculative assertion was a great motivation aid in eliciting administrative support for a timely revision of catalogue.

An email was sent to everyone on the list in mid-December 2006. The email informed the Advisor of the need to update and revise the PA catalogue. In addition, it directed the reader to a link that automatically transferred one to an on-line survey that would be used to compile the proposed database.²⁹ A follow-up email was sent in early 2007. The survey was created and opened for use by December 13, 2006. It was closed in the first week of March 2007.

Project Advisors: a current profile of qualifications and preferences

There were about 150 advisors listed in both the 'original' hardcopy PA catalogue used in the BLC Program and the on-line advisor list used by the Asian Studies Program. When our on-line survey was completed and advisors for the six Programs taught in English were combined, we had a Project Advisor data pool of 106 individuals. This figure represents the functional pool of Project Advisors for the given Programs taught in English at DnBS. We should note, however, that not all Programs deploy the EU-ROPE model of annual project research – only the ASP and BLC Programs do this.

The survey sought information about Advisor qualifications and skills (including experience) as well as advisement preferences. We will review qualifications and skills first. Of the 106 advisors, 32 were female, 74 were male.³⁰ On average, the Advisors reported 7.6 years of advisement experience. As advisors may serve several student groups in any one year, this figure only speaks to the actual years of advisement activity, not the number of groups advised. Twenty-four (23%) of the PAs have doctoral degrees, the rest possess Master's degrees or the equivalent (three individuals listed their degree as "M.B.A."). Of the 106 in the advisor pool, only 45 (42%) are full-time faculty or regularly DnBS employed 'external lecturers'. Self-descriptions among the 61 employed outside DnBS include six Danish ministry officials, 22 involved in consulting of various types, and then a range of professional careers in pharmaceuticals, food, banking, finance, security, and the self-employed. In terms of qualitative or quantitative methods advisement, 63% of the respondents indicated competence for both. Thirty-eight percent of the respondents specified an exclusive qualitative methods competence (or advisement preference). In contrast, a mere four individuals specified a particular quantitative methods competence or preference in advising.

²⁹ We used www.surveymonkey.com. Early drafts of the survey were circulated among the researchers (faculty and undergraduate research assistant), administration, program directors and the administrative staff.

³⁰ This point is neither a qualification nor a skill. It is simply a fact of interest.

Seventy four percent of the total expressed an interest in advising students in the BLC Program. In contrast, 30.4% expressed a preference for ASP advisement. These expressions of advisement interest were not rigorous, in the sense of rigid exclusivity or limitation – and many noted multiple Program interest. The question was listed to aid students in their search for an appropriate advisor. Too, the vast majority of advisors expressed interest in advising regardless of year, although it is interesting to note that about 20 advisors did not express an interest in First Year project advisement.³¹

A multiple-response list of 30 possible advisement topics or categories was created in consultation with faculty and staff. Some 80 respondents expressed confidence in advisement for “Business: management, international / cross-cultural management”, while - by way of contrast - only eight individuals noted confidence in advising for “philosophy”. The actual range of response specifics is given in Table 2. Perhaps of greater interest is the range of other advisement topics stated by the advisors themselves, above and beyond those listed in Table 2. There were over 50 specific topics; these are given in Table 3.

The Project Advisor catalogue and the newly revised electronic data base, summarized in this section, have both served to provide information to students about Project Advisors. The electronic database was successfully used in the spring of 2007 by students in both ASP and the BLC Program. Its maintenance and revision has been assigned to staff following procedural discussion and allotment of resources.

Discussion

We have traced the origins of the Eu-ROPE model used in two Programs at a Danish business school from Danish educational reforms that took place over 20 years ago. The model was initially devised for a program taught in Danish, aimed primarily at Danish citizens. We have reported how the Danish business school administration, faculty, staff and students have been devoted to steady adaptations of this model: inclusion of Japanese language and management was a first major extension and enhancement. More recently, Chinese language and Asian studies components have been added to the Asian Studies Program variant. Both Programs using the EU-ROPE model have changed the language of instruction from Danish to English, enabling attendance by international students, who may comprise up to 50% of a year’s class.

³¹ Whether this is due to a lack of interest in the First Year project ‘training’ aspects or some other reason is unclear.

Project Advisors are important to the success of the EU-ROPE model. Their number, qualifications, and advisement preferences effectively define the 'carrying capacity' features of academic programs that may use this model. The recent BLC Program change to use of English as the language of course instruction provided the necessity and opportunity to conduct the first comprehensive survey of those features so crucial to Program success.

The first concern for student research projects and advisors is whether or not there are enough advisors for the student population. To date, our number of advisors – approximately 106 – has adequately serviced the annual variance in projects, given the total student population in both Programs and the yearly change in actual number of projects conducted. Next, the burden of appropriate Project Advisor discovery and recruitment ultimately resides with the student project groups themselves. Again, the annual cycle suggests a sufficient match between student research interests and the Project Advisor range of qualifications and preferences documented above. As this is a Program carrying capacity discussion, we ought to note here that competent and experienced Program staff represents another essential element. They serve as a valuable resource to both student project groups and Advisors. They also occasionally find it necessary to intervene on behalf of particular project groups. This intervention may range from helpful suggestions regarding possible Advisors, to gentle or forceful reminders about filing deadlines.

With some years of English language project advisement experience completed, we wish to note three issues that have arisen. Two issues deal with the instance when such a Program is conducted in a country where English is not the national language. These concerns have been voiced by members of all parties to the EU-ROPE model:

1. How can an educational model that is “traditionally” Danish be made transparent in purpose, process, and goals to non-Danish students? The role of groups is particularly important, as exchange students may well be even more independent than students of their own national student body.
2. How shall we ensure that the Project Report and presentation is of sufficient English competence when, as may certainly happen, all project participants are non-native English speakers?
3. How can the project research be rendered uniformly “proper” in respect to research method, given the interdisciplinary nature of the EU-ROPE model and the fact that 58% of the Project Advisors work outside the business school?

The issues in these three points have both short and long-term dimensions. We hope to begin to address each of these points in meetings with Advisors that must occur in the coming term in order to review the recent changes in grading and the new specifications of individual learning objectives as the grounds for assigning project grades. Over the longer term, document support on shared norms that constitute appropriate research methods can be developed. Competence in the use of English language in Project report and presentation will be a longer term matter of review, support for Project Advisors needing assistance, or a careful Program decision that differentiates those Project Advisors whose language competence is perhaps not adequate to task (personal confidence notwithstanding). These steps having been noted, it is important to recall the list of student project titles given in Table 1 – most were quite successfully written and presented in English. Third-year projects in both ASP and the BLC Program have already been done in English, in liaison with noted international firms. Thus, the English language quality concern is a serious one, but successful Projects have definitely been completed in that language for quite a few years. Finally, we hope to address the first question by making the tacit aspects of Danish education much more explicit. The first EU-ROPE paper was an initial step in this direction. That paper has been presented to students in both ASP and the BLC Program. This EU-ROPE (2) paper is another effort to provide clarity in Program purpose, process, and goals. We next plan a paper that will seek to extract, and name – in a taxonomy format – the tacit skills students are expected to acquire and refine over three years of EU-ROPE study experience. That paper will include data from an initial survey of Year 1 and Year 2 ASP and BLC Program students that was conducted in the spring 2007 term.

We now return to some of the themes highlighted early in this paper. With over 20 years of successful use within a Danish business school, the EU-ROPE model made itself manifest for international and global management education in a rather mundane moment of reflexive thinking – on the part of Program administrators – because of the use of knowledge management theory in the specialized Japanese language curriculum and other courses in the Asian Studies Program. On reflection, the entire Program appeared to be a means to educate undergraduates in the particular range of tacit skills that the knowledge management genre was claiming to be essential for organizational and career success. The first paper written by the authors sought to identify Program benchmarks and link those to the process of skill formation.

Reflection upon international management and business research suggested that globalization processes can, on the one hand, result in generalization and standardization of product and process. On the

other hand, widespread deployment of standardized – even hegemonic - practice apparently can result in the occasion of marginal discovery: competitive advantage may reside in ‘thick’ or ‘embedded’ knowledge, practices, or skills outside the range of that which is known everywhere. It appears that the EU-ROPE model may be one such example. Support for this tentative conclusion may be found in diverse sources. Fukuyama has written of trust, defined as “the expectation that arises within a community of regular, honest, and cooperative behavior, based on commonly shared norms, on the part of other members of that community” (p. 26). This civil virtue, for him, appears central for the creation of sustainable democratic society. More recently, even the U.S. mass media has noted that a new phase in the “evolution” of corporate leadership has begun to emerge. Schwartz (Schwartz, N. D. 2007) observed in the New York Times that the third evolutionary phase of the U.S. corporate environment, “demands, and is attracting, yet another kind of chief executive: the team builder. “It’s someone who can assemble a team that functions as smoothly as a jazz sextet,” said Warren Bennis, a professor of management at the University of Southern California and author of many books on leadership.”³²

Tacit skills involving group-based leadership have long been part of the ‘informed citizen’ educational goals of the EU-ROPE model. These goals, while organized in a particular Danish educational model, are not themselves new. The field of Lonergan studies aptly captures similar ends in the General Empirical Method (GEM) that is central to his epistemological analysis and instructional agenda (Lonergan, 1992). Eidle offered this summary:

GEM is the label Lonergan gave to the sequence of patterned interrelated cognitive operations through which we are constituted as knowers, valuers, and subsequent decision-makers and doers consistent with our knowledge and values. Self-appropriation refers to the process of discovering and objectifying GEM for ourselves as we bring our attention to bear on the cognitive functioning of our own consciousness (Eidle, W. R. 1993).

Our educational practice and research suggests that much can be accomplished at the undergraduate level, given, as we stress in this paper, an appropriate carrying capacity of Project Advisors. Too, as the high percentage of external Advisors indicates, a successful Program needs to be embedded within a supportive community, culture, and society; successful civil society begets successful education. As Habermas has observed,

the learning potential of society varies according to the capacity of its institutions to learn and make progress, and this in turn is dependent upon the level of discursive analysis permitted in those institutions -- this is why unconstrained communication is essential for social progress, and even

³² The first phase was the 1990s, with empire-building CEOs, such as John F. Welch, Jr. The second phase was earlier in this decade, when “Fix-it Men” came along to repair the damage from the excesses of empire.

basic social reproduction, and why threats to the lifeworld produce deep social crisis (Habermas, J. 1976).

Apparently, even a small, highly specialized program model may fortuitously arrive at outcomes that appropriately engage pressures of internationalization and globalization. And, at this level of reflection, we thought to take an initial look at the role of world's largest financier of education. Clearly, the opening quote from Darwin in Constructing Knowledge Societies: New Challenges for Tertiary Education (World Bank, 2002) suggests the Bank enjoys portraying globalization in ominous, arguably hegemonic, terms.³³

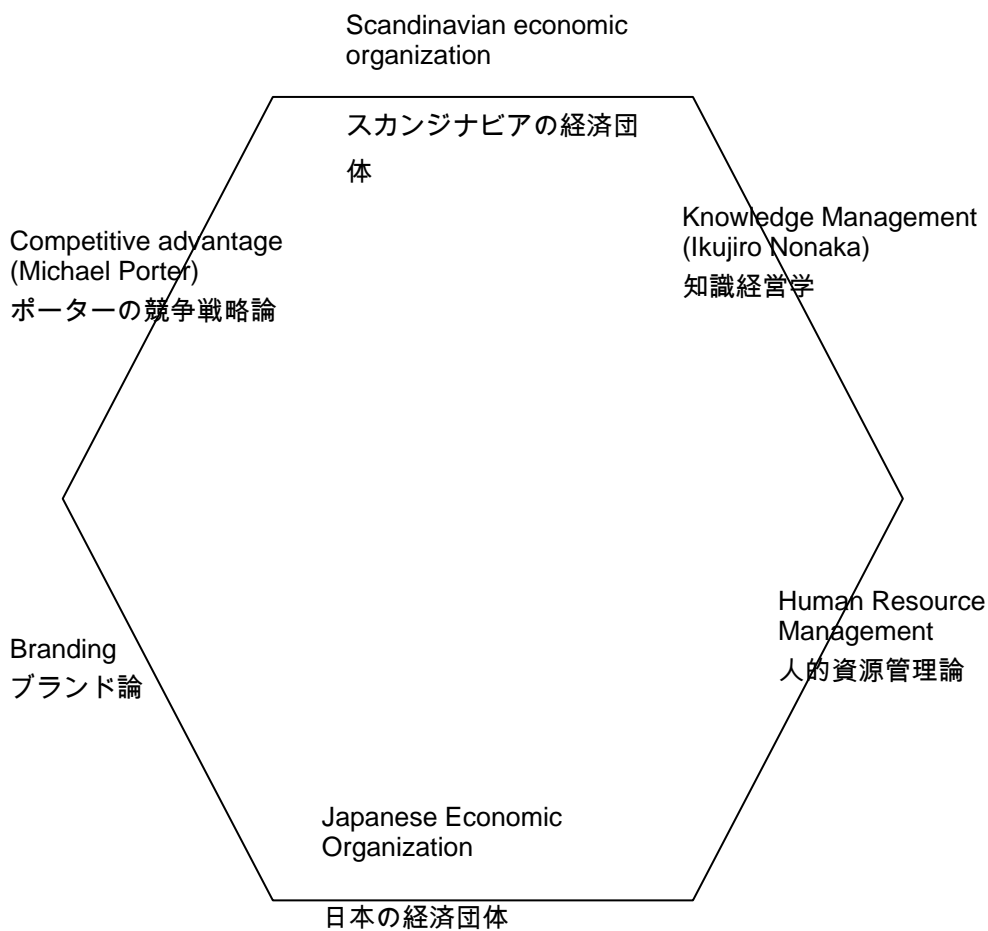
Here we may conclude with an observation and modest policy recommendation at the national level. Denmark is a long-term member of the World Bank. We learn from the 2007 text, Cross-border Tertiary Education: A Way Towards Capacity Development, that Danish contributions are, per capita, exemplary.

It should be noted that development assistance to post-secondary education does not necessarily reflect countries' commitment to development assistance in education or to development assistance in general: countries may have priorities other than education on their development assistance agenda. For example, Denmark contributes more to development assistance (as a percentage of its Gross National Income) than many other DAC members, but its development assistance to post-secondary education is inferior to that of other countries" (OECD & World Bank 2007)

If Denmark has something to offer the world, in general, and the World Bank, in particular, at the level of tertiary education – and our work suggests it does - perhaps a reconsideration of funding priorities is now in order.

³³ It is worth repeating here; "It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change" (p.33). We have been unable to discover in the text why a quote about natural selection frames an entire text on knowledge societies, tertiary education, and global challenges.

Figure 1: The Strategic Hexagon of Year 3 Business Japanese Themes³⁴



³⁴ Figure from Tackney, Sato, Strömngren (2007). Note that the Japanese language characters will not display properly without appropriate software. These themes were first deployed in a 2003 Year 3 Business Japanese Compendium and continue to be used. A similar approach to integrated linguistic instruction was developed when the Program opened a Chinese language option. The compendium is subject to revision as needed.

Table 1: A Selection of 2006 Project Group Titles by Program and Academic Year

Year 1 ASP and BLC Projects:³⁵

Research Theme: Comparative cultural and societal analysis

- 1.1: The Great Firewall of China (ASP)
- 1.2: The "Invisible" Minority - Chinese integration into the U.S and Denmark (BLC)
- 1.3: The EURO-No in Denmark and the UK
- 1.4: Offshore Outsourcing in the Public Debate: A Comparative Analysis between Denmark and the United States

Year 2 Projects:

Research Theme: Business in context (industrial or trade sector studies)

- 2.1: Railway Privatization - a comparative study of the Privatization of Railways in Japan and United Kingdom (ASP)
- 2.2: The French Pharmaceutical Industry - Institutional Inertia or Booming Business (BLC)

Year 3 Projects:

Research Theme: Organizations: strategy and internationalization

- 3.1: An investigative attempt at determining what underlying factors are causing the sales difference between Shanghai and Beijing of Kelsen Bisca's butter cookie products and how the company could increase its sales in Beijing based on the uncovered factors (ASP)
- 3.2: Aida's entry strategy to the Japanese household goods market (ASP)
- 3.3: Politik eller Praksis - Et studie af KL's internationale konsulentbistand (BLC: Politics or Practice: A Study of KL's International Consulting Assistance)
- 3.4: Danish Crown i Slovakiet - en analyse af internationaliseringsstrategi (BLC: Danish Crown in Slovakia – an analysis of internationalization strategy)

³⁵ Asian Studies Program (ASP) and the Program in Business, Language and Culture (BLC),(Tackney, C. T. S. T. S. O. 2007).

Table 2: Topics or fields for advisement

Fields	Number	Fields	Number
Anthropology	19	Finance	12
Business: management, International / cross-cultural	80	Human resource management	32
Branding	34	Industrial and labor relations	14
Communications and culture	64	Information architecture	4
Comparative political economy	27	Information management	18
Consumer behavior	30	Information technology	11
Corporate social responsibility	26	International political economy	27
Culture / Comparative culture	46	Marketing	46
Developmental Studies	28	Media studies	15
Discourse analysis	16	Mergers and acquisitions	27
Diversity management	13	Organizational communications	33
Economic anthropology	11	Organizational studies	35
Economics	25	Philosophy	8
Entrepreneurship	27	Sociology	25
Ethics	7	Strategic management	44

Note: multiple responses from each respondent possible.

Table 3: Other possible advisement topics or themes (open entry)

Advertising
Business Process reengineering
Category management
Channel management
Cooperative organizations
Creative industries
Danish politics
Economic relations in Asia
Education
Emerging markets
Enterprise resource planning
Equity investment (Japan)
Experience economy
FDI/Internationalization
French or Spanish speaking societies
German society, industries, culture
Headquarters – subsidiary relationships
Health care industry
History
Innovation
Intellectual property rights
International human resource management
International Politics
Japanese history
Knowledge management
Latin America
Language use, language policy (macro/micro)
Logistics and purchasingMarket entry and business development
Management of culture and events
Management of innovation
Management of technology
Methods, research project methods
Military/Security Issues
Non-profit management
Online sales
Performance management
Philanthropy
Philosophy of science
Political science
Portfolio management
Postal industry
Pricing policies
Professional services
Public sector management
Risk capital
Service economics, management
Social entrepreneurship
Sports economics and management
Strategic networking
Supply-chain management
Tourism
Translation studies
Welfare state

Appendix 1: Explicit and Tacit Knowledge Skills Indexed to Specific Program

Activities (Primarily First Year Undergraduate)

<u>Year</u>	<u>Event / Experience</u>	<u>Nature of staffing</u>	<u>Instructional Mode</u>	<u>Explicit skill goals:</u>	<u>Tacit skilling intent:</u>
From applicant status until graduation	Student Guidance Counselor	Undergraduates: following standard position posting, screening and hiring.	Individual, personal encounter.	Applicant information, ongoing counseling resource for all aspects of undergraduate study, academic as well as private.	Participatory-membership: The immediate and continually reinforced perception of a particular student role model: undergraduates as compensated Program staff employed by a national university.
Orientation Program, First Year	One week of School and Program Introduction, entirely run by students in Program following Orientation content and budget approval from Program Study Board.	Undergraduates: determined at the Program level. They are responsible for providing essential informational regarding welcome, informational orientation to Denmark, Copehagen, Copenhagen Business School, and their particular Program.	Group experience, with individual presentations by faculty and staff.	Program and CBS information in vast quantities.	Admitted students are encouraged to view themselves as organizationally responsible Program participants. Too, first exposure, by students - to students, of the co-governance nature of a Program Study Board.
First Year	Program Study Board	Program Board consists of half faculty and half elected student representatives. Faculty representatives are elected for three-year terms by a properly constituted Board. The faculty Board chair is elected by a duly constituted Study Board for three years.	Ongoing, public forum governance process.	Program governance responsibilities inhere in the elected student representatives.	Each student, individually and personally, shares responsibility for Program success. The elected undergraduate representatives signify this Program responsibility, as is obligated by national university regulations. Student representatives are decided by a transparent electoral process.
First Year	Pilot Project	Pilot project coordinator (tenured faculty). Pilot project advisor coordinator (Master's student), Pilot project advisors - all CBS Master's students with prior project undergraduate experience.	European Undergraduate - Research Oriented Participator Education (EU-ROPE)	Social science method, research cycle, group work process, attention to deadline.	Personal responsibility for group success, interpersonal consensus-based leadership skills.
Synopsis-based Oral Examinations - in First Year Project and courses in the undergraduate Program.	Various courses over a three-year period.	Course Examiner and censor. The role of censor is to ensure fairness in the process and content of the observed examination.	Synopsis, student presentation, and discussion.	Examination of explicit course knowledge in a test approach that encourages a range of tacit knowledge skills. These include: listening, reflection, the capacity for intelligent discourse, and – of course – an element of dramatic presentation skills.	Demonstrable knowledge of specific course work, where demonstration success is facilitated by tacit skills acquired in information organization, comprehension, and presentation delivery competence.

(Tackney, C. T. S. T. S. O. 2007)

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