

Preface

Navigating the Age of Internationalization

The history of humankind can be roughly split into two narratives (Fernández-Armesto, 2006). The first story concerns the drive to seek out new territories. Shortly after standing erect for the first time, *Homo sapiens* began to leave East Africa behind and migrated to every habitable portion of the planet. For more than 150,000 years early explorers traversed landmasses, open seas, and ice bridges to found new communities and take advantage of the resources specific to those regions, settling in even as the lands moved apart. During this period, humans diverged and developed unique languages, cultures, and skills. The second story concerns the 10,000 years that followed and humankind's struggle to reconnect across the long expanses created by human migration. This period of time has been devoted to the challenge of tolerating, managing, and ultimately, capitalizing on cultural diversity. While seemingly contrary in purpose, both of these periods of divergence and convergence were a form of exploration.

Exploration defines human existence, and romanticized adventures comprise our history. There are many tales of explorers who sailed vast seas to plant flags in what they thought were untouched regions of the globe. Some of this early exploration was fueled by the pride of being the first person to accomplish a feat or by the drive to shed light on the previously unknown. However, much exploration has been goal driven. Early humans responded to changes in weather and climate by migrating to find regions more suitable to their way of living. As the populations grew, so did demand for hunting areas and fresh water. So while the adventurous spirit was a driver for exploration, the mundane need to fulfill the necessities of life had a much greater influence on human discovery. As society's needs and functioning became more complex, the scope of exploration expanded, and thus, international trade was born.

International business is indeed very old. Archeological artifacts suggest that trade across national borders and distinct geographic regions occurred more than 10,000 years ago (Smith, 2009). Global business strategies were developed as early as 3000 BCE. The first deliberate international trade strategies originated in the Ancient Sumer and Indus Valley Civilization (Frank & Gills, 1993). As trade expanded, so did the knowledge of the surrounding environment. From the Silk

Road (established in 300 BCE) to the international trade activities of the Portuguese and Spanish in the 15th century, international merchants mapped the unknown world. These explorers are responsible for not only economic growth and cultural exchange but also better understanding of the world.

A leisurely glance through Ehrenberg's (2005) *Mapping the World: An Illustrated History Of Cartography* demonstrates this point. Early maps used by international traders are oriented incorrectly, are out of proportion, have inaccurate coastlines, feature phantom islands, and lack entire continents. Second century explorers likely had great faith in the maps of that period. However, looking back the maps seem crude and almost child-like due to the lack of knowledge and understanding of the world as it existed then. But as explorers struck out across the planet in search of shorter trade routes and expanded markets, our understanding of the contours of our planet grew, and the accuracy of our maps also grew in relation to this improved understanding.

Rather than embrace the international nature of business, the field of Industrial Organizational (I/O) psychology has been reluctant to internationalize (Aycan & Kanungo, 2001). In the face of the rapid growth characteristic of the modern version of globalization, we contend this resistance will not do. Erez (1994) suggested that ignoring cross-cultural issues "limits our understanding of why motivational approaches and managerial practices are not always smoothly transferred across cultures" (p. 560), and that the current state of our science provides at best insufficient answers to the emerging questions of the modern world. Like the early explorers, we may be confidently operating on a map that does not correspond to the features of the world in which we practice and conduct research.

Gradually, we are seeing increases in international research collaboration and international membership of top professional associations (Cascio & Aguinis, 2008; Erez 2011; Gelfand et al. 2007; Kraut & Mondo, 2009; Ryan & Gelfand, 2012). Several researchers (e.g., Griffin & Kabanoff, 2002; Griffith & Wang, 2010; Griffith et al. 2013; McFarland 2004) note these trends and argue strongly for intensified internationalization efforts. Yet, although these calls for deeper internationalization have rung out for more than a decade, they have not spurred further action. Why? In part, the blame lies in the absence of the topic and its supporting activities in the curricula of leading postgraduate training institutions (Ryan & Gelfand, 2012). Most students who are exposed to international or cross cultural issues in I/O have benefited from the research interests of their advisors more so than formal training. Given the obvious need and the growing emphasis on internationalization in college education, this lack of systematic training curriculum is curious. Why are there not more curricula that train graduate students to effectively contribute to the global arena in which they live and work?

Our position is that the slow growth of internationalization and the lack of international curriculum are due to one fact: there are no maps. While governing bodies such of the Society for Industrial Organizational Psychology, the European Association of Work and Organizational Psychology, and the European Network of Organizational and Work Psychologists provide guidelines for graduate education, little discipline specific guidance is available on internationalizing courses and training programs.

In the era of digital technology the concept of a map may seem quite antiquated. However, while we have traded our parchment for a variety of GPS-enabled devices, the original concept remains sound, and maps continue to be quite useful. Maps not only give us a sense of direction, they allow us to assess risk and allot resources. A route over a mountain range may be the shortest and quickest route but be fraught with danger and resource intensive. An alternate route may require less intense effort but, ultimately, take more time. Maps facilitate planning and allow for a common frame of reference both for travelers embarking on their first journey and for seasoned experts called on in times of trouble. They engender a feeling of certainty, while providing endless options. Maps do not dictate a single path to a destination, only choices between well-worn roads and less beaten paths. Maps provide possibilities and, for the most adventuresome, boundaries beyond which lie the unknown.

More and more, professionals recognize that the time has come to launch their journeys towards internationalization, yet without a map few know where to start and where to go from there. In an endeavor as costly, time consuming, and risky as internationalizing a graduate training program, the idea of starting from a blank slate would daunt even the most intrepid. Luckily, our discipline has a few explorers of its own.

Navigating the Age of Internationalization

The goal of this book is to leverage the expertise and insight of a group of pioneering researchers and practitioners in the emerging area of international I/O psychology. The authors have shared their experience and thoughts regarding the knowledge and skills that students must master in the twenty-first century, as well as their research on how we can develop students to be globally perceptive, culturally competent working professionals. The content of the book focuses on the internationalization of a training curriculum and will address topics including: the scope of subject matter and content, learning objectives and outcomes, global competencies, co-curricular activities, and experiential learning. The following chapters present current thinking on potential elements of an international curriculum and are summarized in four sections: context, curricula, competencies, and concrete action.

In the first section, Milton Hakel (Chap. 1) will introduce the impact of the current global business environment on I/O psychology. Challenging readers to expect surprises, Hakel uses research and experience to connect the new inevitability of change, the hallmark of modern globalization, to the field of I/O. After considering the realities of globalization, readers are guided through the practical and ethical considerations of developing truly international curricula and partnerships, with a focus on crossing the global North-South divide. The authors, Ishbel McWha, Gubela Mji, Malcolm MacLachlan, and Stuart Carr (Chap. 2), pay particular attention to the disparities and power imbalances which shape today's reality, reframing them as opportunities to craft elements of global and social awareness into I/O psychology and displace the hegemony of Western topics and perspectives.

Drawing attention to the impact of Western domination on research, Donald Truxillo & Franco Fraccaroli (Chap. 3) challenge the assumptions underlying much past I/O research, questioning the solidity of our paradigms. To that end, the chapter opens with an analysis of the different assumptions of North American and European I/O findings and philosophy, noting that when such differences exist between two relatively similar regions of the world, one can only expect the differences to increase with culture distance. To redress this issue the authors' put forth several suggestions, including less traditional ways of gaining and thinking about knowledge, as well as increased international research collaborations.

In the second section, four chapters address topics surrounding international curricula. Underlying all education efforts are certain assumptions and philosophies, which, implicitly or explicitly, shape the content and mode of instruction. To clarify the impact of those philosophies on globalization, Jessica Wildman, Rubina Qureshi, Maritza Salazar, and Eduardo Salas (Chap. 4) provide an overview of different regional education models from around the globe. Moreover, the authors do not stop at summarization. They synthesize these educational models in order to suggest an optimized international I/O curricula as well as a list of educational best practices.

The following chapter presents another alternative approach to an internationalized I/O curriculum, the Integrated International Learning model. As with the approach described above, Sharon Glazer, Carolina Moliner, and Carmen Carmona (Chap. 5) develop their model through the use of contrasts, including the difference between education and training, as well as differences between I/O psychology and business program models. This chapter also includes an overview of the tools through which programs may increase their internationalization.

Describing perhaps the pinnacle of internationalized curricula, the authors Isabel Martínez-Tur, José María Peiró, and Vincente Rodríguez (Chap. 6), describe the creation an international Master's program in Work, Organizational, and Personnel Psychology (WOP-P) under the European Union's Erasmus Mundus initiative. Detailing many decision points, both academic (e.g., the balance between global and local content) and logistical (e.g., credits and degrees), this chapter provides both a roadmap of the program's development as well as reflections from the years since the program's implementation.

To conclude this section, Matthew Monnot, Thad Barnowe, and Greg Youtz (Chap. 7) discuss one specific element of internationalized curricula: exchange programs. Perhaps one of the most quintessential internationalization efforts, they are, by no means, easy to establish. Thus, this chapter lays the necessary groundwork for establishing effective exchange programs, beginning by illuminating the concept itself. After highlighting the purposes and beneficiaries of such programs, Monnot, Barnowe, and Youtz offer an overview of specific issues in program development before concluding with a list of best practices.

Weaving a multi-media tale to open the competency section, Chap. 8 presents a set of skills for I/O psychologists to promote innovation, effectiveness, and diversity in cross-cultural contexts. Outside the box of more familiar competency models, the Kozusznik family team of authors includes such skills as storytelling, empathy, and play in their model for the upcoming century. Another mechanism for cross-cultural success, the ability to regulate one's own influence is additionally discussed.

Narrowing the targets from all I/O professionals to consultants, Matthew O'Connell, Mei-Chuan Kung, and Esteban Tristan (Chap. 9) present a model of global consultant competencies to guide educators in training the next generation of practitioners. Writing both as experienced international consultants at Select International, Inc. and as productive researchers, they highlight 10 core competencies including building trust and embracing diversity. The authors also emphasize two additional strategies for building competent consultants: language training and branching outside of I/O.

Addressing another specific set of professionals, Beverly Burke (Chap. 10) presents a guide to faculty re-training and development. Concentrating on several core areas, including current internationalization and global competencies, Burke seeks to aid faculty development through both a careful review of relevant research and a series of questions designed to engender self-assessment of present standing and desired outcomes. Throughout, Burke's own journey as internationalizing faculty serves to illustrate her advice.

In the final section, we have grouped the chapters which present advice and relay experiential lessons regarding concrete internationalizing actions, including classroom activities, collaboration, and research efforts. Presenting a useful dual perspective on the topic, two chapters cover international classroom collaborations, representing two distinct approaches to this internationalization strategy. In Chap. 11, William Grabenya and Wenhua Yan offer practical advice and considerations in launching close collaborations with international colleagues based on several years of three-country classroom initiatives. This chapter highlights such concerns as culturally driven differences in goals and attitudes as well logistical challenges before concluding with lessons learned. In contrast, Vas Taras, Tim Muth, and Beth Gitlin (Chap. 12) describe the development and continuation of a larger, ongoing international business school project, the X-Culture project. This chapter also highlights challenges and considerations as well as the solutions utilized by the X-Culture project, providing interested readers with a clear view on the benefits, challenges, and best practices for both approaches to international classroom collaborations.

Addressing the additional considerations presented by the increase in cross-cultural and intercultural research that must follow internationalization efforts, Kwok Leung, Jie Wang, and Hong Deng (Chap. 13) present four major theoretical and five major methodological issues facing researchers in these fields. These issues include: more theory-driven hypotheses, theoretical justification of sample countries, construct equivalence, comparable samples, and unique statistics. The authors close with best practices designed to mitigate these issues.

In the final chapter of the section, Allen Kraut (Chap. 14) moves away from the theoretical and methodological aspects of research to provide guidance for navigating around the challenges of research in international organization. In essence, Chap. 13 (Leung's) chapter provides advice on how to theorize about and measure time orientation, while Chap. 14 describes how time orientation may impact the needs, preferences, and desires of one's international collaborators. The author also describes the impact organizational culture and communication on research projects, concluding with several examples of international organization based research.

To conclude this map of the internationalization landscape, Francisco Avallo (Chap. 15) projects us forward into the future of the field. He considers the

dichotomies that have controlled the thinking in the field and suggests that future work psychologists must look beyond the traditional philosophical constraints with regards to research questions.

Reaching Our Destination

Our goal for the book is to provide a better map for those who wish to integrate international elements into their coursework or graduate program. By leveraging the combined experience and insights of the contributing authors it is our hope that those seeking to internationalize may have a better sense of the landscape and pitfalls that lie ahead. As with the maps of old, there may be uncharted waters that hold both new opportunities and unseen dangers. But, as we develop the next wave of globally competent I/O professionals, the next generation of explorers refine this first map, improving the education and training in our field.

With authors from 11 countries, this book was itself an experiment in internationalization. In these chapters you will find a diverse sample of thoughts, approaches, and methods to approach internationalizing our field. While a core of similarity runs through the chapters, a considerable amount of disagreement can be found. As an illustration, the name of our discipline differs across the world, with contributors using terms such as applied psychology, organizational psychology, work and organizational psychology, industrial organizational psychology, and “iWOP.” Rather than impose a standardized label, we chose to retain this variation to remind us of the viability of multiple templates for internationalization. At the surface level, these varied labels may seem only semantically different. Moreover, what at the surface level may seem only semantic spilt hairs may, upon closer examination serve as reflections of subtle (or perhaps not so subtle) differences in the way our science is framed that are worth considering. For example, the field of work psychology may focus on the phenomenon of work as a distinct meaningful task separate from organizational life. Thus, uniformly applying the label organizational psychology (or any other label) may gloss over important differences.

Similarly the style and tone of the chapters vary considerably, reflecting both the cultures of the contributors and their unique personal touches. Some chapters contain the reductionist empirical style of the west, while others teach through metaphor and storytelling. Combined, we hope that the extra color of diverging views and approaches serves to illuminate both concrete actionable steps for internationalization as well as food for thought.

Conclusion

The entire world now operates as a single global economy, and this merging of concepts and cultures has led to increasing complexity and ambiguity. Improved communication technology has led to daily intercultural interactions as we collaborate

to solve problems and wage war for talent. The world grows smaller with each technological advance, and the safe notion of an isolated organization fades from memory. Without question, the age of internationalization is upon us.

If I/O psychology is to remain relevant and contribute to the success of modern organizations, we must broadly adopt and integrate an encompassing global perspective. To effectively integrate global concepts into our science and practice, I/O psychology must build these concepts into our training model. If we are successful at this endeavor, we will ultimately have a much more accurate map to guide us in our mission.

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