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Promoting the Use of Internationalisation at Home Pedagogic Practices: The Approach, Process, Challenges and Support Required by Business School Academics

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Abstract

This thesis is concerned with the use of Internationalisation at Home (IaH) pedagogic practices used throughout the compulsory curriculum in a business school. More specifically, the study aims to explore the change process and approach that engages the majority of business school academics to encompass IaH pedagogic practices within their modules. While most business school academics are required to engage in IaH pedagogic practices to include the whole student body, they often lack the practical support to do so. Previous research engaged a minority of business school academics and failed to utilise a whole business school means of engaging the majority.

This study's methodology prioritised academics' voices by combining the social constructivist methods of semi-structured interviews with eight Directors of Internationalisation or Internationalisation Champions in business schools, with a novel world café research method that developed and utilised an online format and included twenty-six business academics. The online world café format provided a methodological contribution that promoted participant diversity. Fusing business and education discourse, the theoretical framework was used as a lens for thematic analysis.

The research identified an appropriate change management approach and process, and the challenges and support required to engage the majority of UK business school academics in using IaH pedagogic practices. The findings revealed an approach that identified the role of key stakeholders in the process, to engage a majority of academics. Five elements emerged in the change process, beginning with Awareness of the Need and culminating in Sustaining the Change, and included concurrent elements, such as Communication. Time constraints, maturity in age and limited understanding of IaH were key challenges to academic engagement. Interactive interdisciplinary and disciplinary training, student partnerships and time within workloads were considered paramount.

The conceptual framework developed for Engaging the Majority of Business School Academic Staff in using IaH is well placed to support the implementation of IaH pedagogic practices in a business school to enrich the learning process for all parties. The thesis contributes an explanation of how the Middle-Out approach can be utilised within a business school to engage academics in using IaH pedagogic practices. It extends knowledge to the current field, through indication of academics' differing levels of engagement in IaH, their subsequent involvement in the change process, and the identification of Internationalisation Champions in foregrounding the process. Furthermore, four types of challenges and support concerning individual academics are identified and explored.

Contents

Acknowledgements

I would like to dedicate this work to my Gran and Dad, both of whom passed away during the course of writing this thesis. Gran was my best friend and through her unwavering confidence in me, inspired me to keep going. Her smile always shines brightly deep in my heart. Dad imparted a yearning in me to discover, and during his short illness in particular, the importance of staying positive and stoic throughout. Dad through your support, I know I will never walk alone. I know you will both be there when I graduate. Without the tremendous and unwavering support from my mum and partner, I could not have completed this thesis. Their enduring love, patience and understanding, have sustained me throughout my years of study.

Thank you to all the committed international students that I have met along my career journey, who inspired me to study this topic. I express my thanks also to other Internationalisation Champions who I feel humble to have met along the way. Finally, I am indebted John Fisher my favourite academic of all time and, later, manager. If John had not given me that initial chance, then I would never have made it this far.

I am grateful to my supervisors for imparting their expertise, advice and support.

List of Acronyms

American Council on Education	ACE
Association to Advance Collegiate Schools of Business	AACSB
Association of Business Schools	ABS
British Educational Research Association	BERA
Chartered Association of Business Schools	CABS
Confucian Heritage Culture	CHC
European Association for International Education	EAIE
European Students' Union	ESU
Higher Education	HE
Higher Education Institution	HEI
Higher Education Statistics Agency	HESA
Internationalisation at Home	IaH
Internationalisation of Higher Education	IHE
International Association of Universities	IAU
International Education Association of Australia	IEAA
International Education Association of South Africa	IEASA
Internationalisation of the Curriculum	IoC
Association of International Educators	NAFSA
Organisation for Economic Co-operation and Development	OECD
Research Excellence Framework	REF
UK Research and Innovation	UKRI
Universities UK International	UUKI

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Introduction

Introduction

Internationalisation has become the symbol of quality in global, national and local higher education. It is now central to the agendas of universities. As the mainstreaming of the internationalisation of higher education (IHE) has intensified, this has induced a series of changes, subthemes and initiatives such as Internationalisation at Home (IaH). IaH is increasing in popularity as a response to a growing number of calls for IHE to pursue an alternative discourse that emphasises integrity, inclusion and has a long-term ethos (Castro *et al.*, 2020; Robson *et al.*, 2018). In recent years it has begun to gain prominence at national and international policy level. The COVID-19 pandemic in particular, forced IaH to the forefront of IHE literature and strategies, as a means of enabling all students to develop international and intercultural competencies on the home campus (Jensen *et al.*, 2022; Manning, 2021). Therefore, it is an appropriate time, as advocated by 80 per cent of the 986 respondents in the International Association of Universities' [IAU] 5th Global Survey, to concentrate specifically on IaH (Marioni, 2019).

This chapter establishes the context for the study by defining IaH, the pedagogic practices it entails and the benefits of implementation. There will briefly describe the evolution of IaH, before identifying the research aim and main gap. Next, it will describe the research question and sub-questions in the study, significance of the research and the reasons for focusing specifically on UK business schools. There will be a brief overview on how I intend to undertake the study. The chapter will then define key terminology and outline my place in the research. Finally, there is an overview of subsequent chapters.

This thesis is concerned with the use of IaH pedagogic practices used throughout the compulsory curriculum in a business school. More specifically, the study aims to explore the change process and approach that engages the majority of business school academics to encompass IaH pedagogic practices within their modules. In the examination of the change process, to further promote successful implementation, particular attention is paid to the challenges that individual academics may face and the support that they may need to implement IaH pedagogic practices.

IaH is a practical tool for enhancing global higher education (Beelen & de Louw, 2020). This practical tool has different meanings and can be associated with other IHE concepts, but in my study I use the definition of the: "purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within the domestic learning environment" (Beelen & Jones, 2015a, p. 69). Unlike the concepts of Internationalisation of the Curriculum (IoC) and Internationalisation on Campus that focus on the informal curriculum and include some students, IaH was chosen because of its fundamental intention to encompass the whole student body. (For a more detailed analysis of the differences between IaH, IoC and Internationalisation on Campus see chapter 2 and table 1). To ensure that this fundamental intention is achieved, IaH has to be implemented into the formal curriculum that comprises of compulsory modules (Fan *et al.*, 2021). Implementing IaH into the formal, compulsory curriculum entails the use of lecturer and student-centred pedagogic practices that specifically aim to develop international and intercultural competencies (Rogers, 2020). These include activities such as virtual mobility, drawing on international students' experiences and involvement with local community and voluntary groups (de Wit *et al.*, 2022). IaH pedagogic practices have a number of benefits, the main one being that it develops students' international, intercultural employability and global citizenship skills. Encompassing such pedagogic practices at the home HEI campus offers a more inclusive alternative to study abroad for disadvantaged, disabled, international

and students of colour. A more detailed discussion of the pedagogic practices and the benefits to HEIs, will be addressed in chapter 2, the Context of IaH.

Research Aim and Main Gap

A fundamental aspect of IaH is that it aims to encompass the whole student body and the only means of ensuring this is through implementing it into the compulsory, formal curriculum (Jones & Reiffenrath, 2018). Concentrating on the formal curriculum and designing, delivering and assessing pedagogic practices within it consequently places academics at the forefront of IaH implementation (Leask *et al.*, 2015). This centrality is represented in Beelen's (2015, p. 7) model in Figure 1, that places them at the nucleus of the implementation of IaH, with other stakeholders supporting them. Their crucial role is emphasised by Leask (2013) who acknowledges that without their involvement, IaH cannot be achieved.
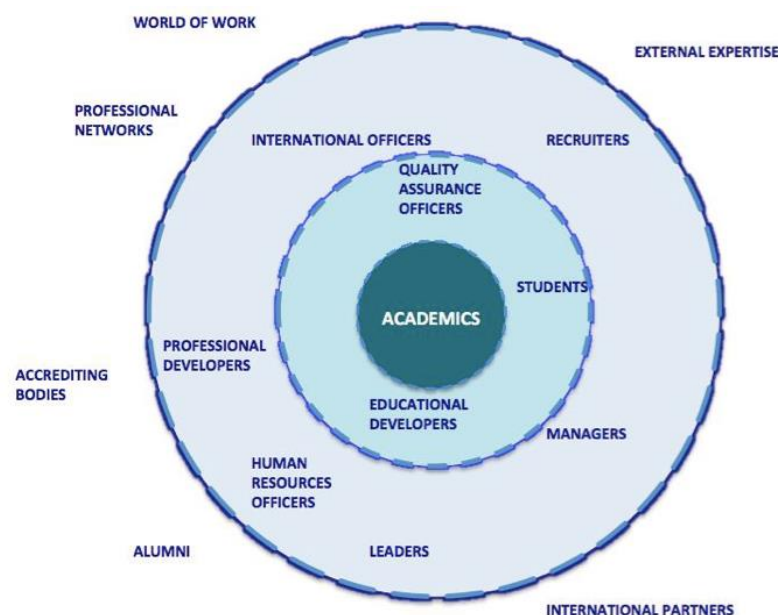
Figure 1: Stakeholders in IaH (Beelen, 2015, p. 7)

The central, substantial and vital role that academics, through their pedagogic practices have in leading the use of IaH, has been recognised for some time (Brewer & Leask, 2022), particularly in business schools (Ohajionu, 2021).

It is implicitly assumed that academics can automatically accommodate IaH within their pedagogic practices (Green & Whitsed, 2015; Leask *et al*., 2020). However, there exists a substantial body of research that refutes this, including significant findings from the International Association of Universities 6th Global Survey based on HEIs in 122 countries (Marioni & Cardona, 2024) and the 748 academics from a variety of schools and subjects in an IaH-specific study based in Finland (Weimer, 2020).

Academics' lack of engagement because of the challenges that they face can adversely impact the use of it within an HEI (Ambagts-van Rooijen *et al.*, 2021). Their lack of engagement may also be attributed to the level of support that their business school provides, to help them overcome the challenges that they face (Weimer & Mathies, 2022). The challenges that academics face together with the lack of appropriate support, that culminates in little engagement in IHE, features prominently in the literature. Lack of engagement in any organisational change, including IaH, is the largest obstacle in terms of it achieving success (Helm & Guth, 2022).

However, for IaH to be successful by including and impacting on all students, engagement must be treated as a whole-of-HEI or business school endeavour, with the majority of academics engaging in the use of IaH pedagogic practices (Landorf *et al.*, 2018). Therefore, because of the pivotal role that academics play, significant tensions exist between the need for the majority of business school academics to engage, and the power they have to completely block, cherry pick or wholeheartedly engage in the use of IaH pedagogic practices.

Addressing the challenges faced to engage the majority of business school academics in IaH is complex, necessitating a twofold approach. Firstly, it requires an examination of the broader picture, by gaining a nuanced understanding of organisational change within the business school context, its impact on academic engagement for initiatives such as IaH, and implications for implementing it in practice (Whitsed, *et al.*, 2022). There exist numerous

scholarly articles on business organisational change and how it can promote engagement in practice (e.g. Hayes, 2022), but research in the HEI context that focuses on internationalisation is limited. In addition, due to reductions in government funding and the need to generate finances, HEIs and business schools in particular, adopt business organisation and commercial behaviour (Dhanani & Baylis, 2024; McCarthy & Dragouni, 2021). Such behaviour includes profit-making imperatives and being customer, output and key performance indicator-orientated (Boutary & Khlif, 2022; Fleming, 2020; Parker, 2018). Thus, there is the potential for business organisational change management theory to be utilised as a framework for change.

Secondly, because of the culture of higher education, the academic profession holds core values such as autonomy and collegiality, that make their behaviour distinct from employees working in business organisations (Buller, 2015). These values mean that academics have the freedom to pursue their own interests in research and teaching within their discipline and subject (Furnham, 2022). They take precedent in decision-making and thus influence the extent to which an academic engages or resists change, and the most impactful ways of supporting that individual.

Thus, to engage the majority of academics in IaH, a multi-layered approach should be employed, that considers both business school organisation and individual academic factors (Whitsed *et al.*, 2022). For IaH pedagogic practices to be used by many academics in a business school, then a change management process should be adopted as a means of promoting the chance of success (Brewer & Leask, 2022). To further advance the potential engagement of individual business school academics in using IaH pedagogic practices, it is important to understand their lived experiences, by examining the challenges that they face and the ways in which they can be supported (Weimer & Mathies, 2022).

Therefore, the main aim of the thesis is to identify an appropriate change management approach and process, and the challenges and support required to engage the majority of business school academics in using IaH pedagogic practices. The original contribution that this thesis makes is to identify ways to promote academics' engagement in IaH pedagogic practices, by looking at change management as a whole business school approach and combining this with an acknowledgement of the needs of individual business academics, as a means of engaging the majority.

Despite the aim of IaH to encompass all students, none of the previous research addresses the majority of academics in a business school or HEI, in using IaH pedagogic practices in the formal curriculum (Hawawini, 2016; Landorf *et al*., 2018). Previous research in HEIs and business schools has been restricted to either the change process, challenges or support for internationalising business school academics' pedagogic practices (i.e. Crosling *et al.*, 2008; Foster & Carver, 2018; Ohajionu, 2021). Although there have been brief suggestions (e.g. Green & Mertova, 2016) as to the most impactful change management approach to use, these do not have any empirical research underpinning.

Out of the studies that exist, only a minority of academics (six or less) have been involved in the change process and only one of these derives from a UK business school (Crosling *et al.*, 2008; Foster & Carver, 2018). The latter studies differ, as they relate to IoC, which compared to IaH, has different features of internationalisation including that it does not seeks to include all students.

Key Research Question and Sub-research Questions
The following central research and sub-research questions have been devised using the Goldilocks Test and Russian Doll Principle (Clough & Nutbrown, 2012) appraisal tool. This entailed an analysis of the topic suitability in terms of its currency and fit to the criteria for an EdD thesis, then a process of rephrasing the research questions to ensure they were precise and coherent. Sub-research questions A and B are descriptive research question types (Dillon, 1984) that

consider components of the phenomena of IaH pedagogic practice. Whereas sub-research question C is a normative research question that seeks to produce knowledge on how to improve support mechanisms for business school academics using IaH pedagogic practices.

Main research question:
- What approach, process and support can be used to help the majority of business school academics overcome the challenges they face in engaging in IaH pedagogic practices?

Sub-research questions:
- A What approach and process may engage the majority of business school academics in using IaH pedagogic practices?
- B What are the challenges that business school academics face in using IaH pedagogic practices?
- C How can business school academics be supported to use IaH pedagogic practices?

Significance of the Research

This thesis addresses demand in the current phase of the evolution of IaH regarding empirical contributions on practical support for the effective implementation of IaH (Robson *et al.*, 2018). Building on IHE and IoC research, the thesis differentiates itself by focussing on IaH, for which empirical research is rare (Ambagts-van Rooijen *et al.*, 2020).

The focus on IaH in this thesis reflects a growing trend in the number of studies that explore academics' engagement in the broader topic of IHE (Nyangau, 2020) and IoC (Kirk *et al.*, 2018). But the thesis differs, prioritising academic voice, and by centring on the challenges and support required by academics to use IaH. Moreover, as studies that seek to advance academics' engagement in IaH are

scarce, the thesis fills a gap in knowledge in relation to the current field of literature (e.g. Kirk *et al.*, 2018).

To mitigate academics struggling or resisting to engage, it responds to calls for the use of change management processes that are required for the successful implementation of IaH in HEIs (Ryan *et al.*, 2020, van Gaalen & Gielesen, 2016). For example, Mestenhauser and Ellingboe (2005) attributed the future of IHE development to a process of change. Later, Crosling *et al*. (2008) identified that elements in the process of organisational change, such as appropriate planning, could be used. Recently, Whitsed *et al*. (2022) identified that the process of understanding institutional and cultural barriers and the development of resources and opportunities to support academics' personal growth and measure their engagement, may be likened to a change management process. Similarly, to assist academics in understanding which practices are helpful for all students, planned strategic change approaches are key to success (Brewer & Leask, 2022). As discussed in the previous Research Aim and Main Gap section and in more detail in the Business School Academics' Resistance to IHE Change section in Chapter 3, a combination of a whole business school and individual change methods is proposed as a means of engaging the majority of academics (Brewer & Leask, 2022, Weimer & Mathies, 2022; Whitsed *et al*., 2022).

The thesis seeks to provide answers to a number of crucial questions regarding business school academics using IaH pedagogic practices that relate to the process that leads to successful change, the challenges they face and how to support them. Indeed, research on IaH that considers academics' perspectives in the UK is still relatively underdeveloped (Renfors, 2021) and in business schools worldwide, there are only three articles that encompass small participant samples in data collection, which relate to the broader concept of IoC.

A good deal of evidence exists that points to academics as vehicles in the successful use of IaH (e.g. Beelen & van der Werf, 2018), but the process involved in changing academics' pedagogic practices, the challenges that

individual academics may face, and the support required have not been collectively addressed in-depth to overcome the implementation gap.

This is the first empirical study that examines the perspectives of Directors of Internationalisation, Internationalisation Champions and Academics, to focus on the change process, challenges and support for whole school use of IaH in business schools. The study also provides an appropriate response to calls for more research on internationalising teaching that foregrounds academics' voices (Lourenço, 2018).

Focus on Business Schools in the UK

It has been recommended that IaH, as well as implementation of new practice, should be examined within particular schools or subjects (Beelen, 2017; Heffernan *et al.*, 2018; Wächter, 2003). Therefore, this study separates itself from previous research with its focus on IaH in business schools. Business schools were chosen because they are ahead of the trend in terms of embedding internationalisation, resulting in them being perceived as role models compared to other schools in HEIS (Tourish *et al.*, 2019). Their chief aims, often incorporated in their mission statements reflect some of the key benefits of IaH, in that they seek to grow their students' international and intercultural professional mindsets, whilst also developing their global and ethical abilities. They have the highest numbers of students and academic staff compared to other schools in their HEI. Business schools are considered to be particularly internationalised due to their high international student enrolment as well as international reputation in rankings, research excellence and accreditation (Soulas, 2018). They have influence at local, national and international levels with government, private and third sector organisations. There is also promising evidence that suggests that there is a thirst for IaH to implemented by the majority of academics in a business school, because out of the 399 articles that focused on examples of IaH pedagogic practices, almost half derived from business schools (Heffernan *et al.*, 2018).

Undertaking this Study

The aim of this study is to explore the change management approach involved, challenges that academics face in using IaH in their pedagogic practice, how they can be supported in achieving this and the process that can bring about successful implementation by engaging the majority in a UK business school.

To achieve this, I will explore the context of IaH in order to understand more about its historical development, components, benefits and the pedagogic practices that academics could use. I understand the importance of utilising current literature to gain an understanding of the unique context of academia to gain an understanding of how change impacts on those delivering pedagogic practices in a business school. I also wish to get an overview, using existing publications, as to what business schools have so far achieved in terms of IHE. The core of the literature review will examine change management approaches, the process, challenges for academics and the support that they require. By undertaking data collection and analysis, I will then be able to contrast the literature with the primary data from the online interviews and world cafés. Finally, I will devise a visual conceptual framework that identifies the change management approach, process, key challenges that academics face and support in using IaH in their pedagogic practice.

Key Definitions

For the purposes of this thesis, the aforementioned, most recent definition of IaH is used: the "purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within the domestic learning environment" Beelen and Jones (2015a, p. 69). Although IaH is often associated with the concept of IoC it should be noted that it does not include study abroad (Knight, 2008). IaH is also distinct from Internationalisation on Campus, because IaH encompasses all students via the formal curriculum and its accompanying pedagogic practices (Beelen & Jones, 2015b).

An 'academic' or faculty member, is used to refer to an HEI employee who may have some teaching responsibilities within their job role but is also likely to undertake research and public engagement (Marantz-Gal & Leask, 2020). Depending on their role, they may be more teaching-focused or research-focused, with the amount of time within their workload for teaching, research or other activities varying accordingly (Jones, 2022b).

The term 'pedagogic practice' will be used to refer to teaching-related activities that transmit knowledge in an appropriate and meaningful manner (Nind *et al.*, 2016). In the case of IaH, these encompass lecturer-centred and a range of student-centred pedagogic practices. The different pedagogic practices for IaH are discussed in detail alongside examples in chapter 2. But as an overview, these range from lectures or case studies on international topics, to facilitating work experiences as multinational companies.

'Business school' or 'B-School' is a faculty, school or department that is situated within a teaching-intensive or research-intensive HEI. They may be referred to by similar connotations such as School of Business Administration, School of Management, Faculty of Business, Faculty of Business and Economics. 'Business school' is seen as an overarching term which encompasses a range of related business programmes that include disciplines such as business analytics and corporate social responsibility.

The UK context has been specifically chosen because IaH is less developed or understood in comparison to central European countries (Beelen & Jones, 2015b; Robson *et al.*, 2018). The UK has a globally-renowned reputation that is demonstrated by it being one of the top countries to attract international students, together with its universities often dominating worldwide rankings.

The study brings together IHE concepts including IaH and business schools, challenges, and support for academics in relation to pedagogic practices and the identification of a change process, to promote the use of IaH pedagogic practices

throughout a business school. Employing business organisation and education discourse in the context of change management, a comprehensive theoretical framework was devised to facilitate the data collection and interpretation of data.

To give voice to academics who are central to the implementation of IaH and pay attention to the value of collegiality in academia, I adopted a social constructivist methodology. Utilising a social constructivist methodology, I sought to gain credible knowledge through social interactions between myself as the researcher and fellow academic (Galbin, 2014), with individuals and groups of academics. Data was therefore generated through the social assumptions of academics and was based on their working experiences within the context of business schools in the UK.

I endeavoured to promote the authenticity of the data, by employing qualitative online data collection methods during the height of the COVID-19 pandemic. A triangulated approach regarding the methods and participants was utilised to try to enhance the accuracy, trustworthiness, and credibility of the data. To provide a multi-layered approach, all participants were sourced using a purposive sample, that was based on their role within a business school and / or experience of developing IHE initiatives.

I began my data generation with eight semi-structured interviews comprising of Directors of Internationalisation and Internationalisation Champions who were academics located in business schools throughout the UK. These allowed me to gain insights from those developing and leading internationalisation practices or those who had implemented IHE initiatives within business schools or in their HEI. These interviewees were still close to the topic, as they had recent or current experience of teaching within their workload, albeit a small part of their role. The semi-structured interviews provided the opportunity to understand processes, attitudes, motivations, and their insights, to generate data that addressed the three sub-research questions (A to C).

To compliment the interviews, two online world cafés provided a collective knowledge and a deeper understanding (Brown & Issacs, 2005) of the perspectives of business school academics who had teaching commitments within their role, but who were below middle management level. Twelve participants were involved in World Café One and fourteen others in World Café Two. The discussions in World Café Two corresponded to overarching research question A and the first world café focused on the challenges that business school academics face and support for them using IaH pedagogic practices (i.e. research question B and C).

The theoretical framework was utilised as a lens to conduct a thematic analysis of the online semi-structured interviews and world cafés. The analysis resulted in the identification of sixteen themes, which were used to create a conceptual framework on Engaging the Majority of Business School Academic Staff

My Place within the Research

My motivation to undertake this study stems from the experiences I had during my degree studies, intertwined with my career in business schools in UK HEIs. From these experiences the themes of commitment to equality, diversity and inclusion combined with a passion to continually enhance pedagogic practices emerged, which have influenced the choice of thesis topic.

My commitment to equality, diversity and inclusion was ignited when I undertook an equal opportunities undergraduate module. The module helped me realise that those with certain characteristics, such as overseas nationality or lower socio-economic background, may be treated less favourably or even directly discriminated against. As I began and progressed through my academic career, I became acutely aware of the importance of catering for diverse students' perspectives and skillsets. During this period, I simultaneously undertook postgraduate programmes in education, which enabled me to gain a better understanding of these students' needs as well as implement more inclusive ways to support them. Observing the positive impact of these interventions, later

attracted me to the concept of IaH and its pedagogic practices, because of its ability to strengthen the participation of international and disadvantaged students.

Gaining accolades for my pedagogic practices leads me to my second theme, because it motivated me to enhance my practice on an ongoing basis. Through undertaking a range of types of professional development and student education qualifications, I was perceived as a role model. Subsequently I began mentoring, training and leading lecturer programmes at business school and institutional level. I also helped establish a national professional certificate that provides recognition for business school academics student education practices.

During my career, working in different roles and types of HEIs, I realised that there exists a spectrum of engagement in the use of inclusive pedagogic practices. Some business school academics, for example, are keen to learn how to engage and develop their practice, whereas others do not have any involvement.

Having presented an initial literature review on this topic at the IoC conference (Hill, 2016), my idea to focus on this topic was bolstered by feedback from delegates representing various UK HEIs who cumulatively estimated that 70 per cent of academics were reluctant or unsure of how to incorporate internationalisation into their pedagogic practices.

Therefore, my purpose in undertaking this thesis is to understand how all academics in a business school can be engaged in using certain pedagogic practices. I want to challenge my current presumptions and gain empathy and a better understanding of why academics may or may not engage. I appreciate that there are different methods of supporting academics to develop their practices, but I want to find out the appropriate ones.

On a personal level, the postgraduate programmes that I have undertaken have been affiliated to education schools. Therefore, I wanted to challenge myself by choosing a dual-disciplinary thesis topic to better familiarise myself with business theory. In choosing a dual-disciplinary doctoral topic, that is situated within a school of education, I recognise that the conventions in writing this thesis may differ from that required in a business school.

Overview of Thesis Chapters

The Introduction chapter identified that owing to increasing calls for an alternative discourse centring on integrity, inclusion, and a long-term ethos in particular, IaH is now at the forefront of IHE agenda. Academics are the vehicles for the implementation of IaH within their pedagogic practices. However, they are unlikely to automatically do this themselves and their limited engagement in IaH is the main obstacle to its implementation. Furthermore, a majority of academics are needed to engage in IaH throughout a school or HEI, to achieve the main aim of IaH which is to include all students. Therefore, a whole school and individual change implementation is needed, to maximise the number of academics engaging in IaH. The thesis addresses current calls for support in the evolution of IaH as well as empirical underpinning of implementation into pedagogic practices through change management. Academics situated in a UK business school will form the focus of the study, as the country is less advanced compared to its central European competitors. Business schools were chosen as they are perceived as role models for internationalisation and attract the majority of students. Their international reputation and influence together with them attracting the highest numbers of students compared to other schools in HEIs, suggests that they are keen to pursue IaH. The study aims to engage the majority of business school academics in using IaH pedagogic practices, by exploring the change management approach, process, challenges faced and support that they may require. To achieve this, the thesis is framed from an education perspective, but encompasses business theory. Finally, it endeavours to contribute to the scarce literature on engagement in IaH pedagogic practices, through prioritising academics' voices.

The subsequent chapter describes the Context of IaH in relation to its definitions, implementation in countries worldwide, phases of transition, to its present focus. chapter 3 reviews literature on the internationalisation of business schools, academic staff, change management processes, engagement in change, challenges and support for academics using international pedagogic practices. A theoretical framework is developed that incorporates the key elements of change, including Resistance Management to change and the subcomponents of challenges and support required for individual academics. The Methodology chapter focuses on the social constructionist data collection methods of interviews with Directors of Internationalisation in Business Schools and Internationalisation Champions and online world cafés with academics. There is a consideration of how the world café method was for research purposes, adapted for the first time to an interactive online format, as well as the ethical processes involved. The Methodology chapter details how the theoretical framework on the key elements of change was used as a lens for the thematic analysis.

The second half of the thesis and in particular chapter 5, 6 and 7 advance the findings and thematic analysis on the change management approach and process, challenges, and support for individual academics, respectively. The key findings are explored, compared, and contrasted in relation to existing academic research. Chapter 5 discusses overarching research question A, by analysing elements in the change process, the approaches to change. The same chapter culminates in a conceptual framework that aims to promote the success of change by presenting the middle-out approach and elements to engage the majority of business school academics in using IaH pedagogic practices. The framework presented in visual format is described in terms of the practical ways that it can be applied to promote successful change. Chapter 6 responds to research question B, by identifying how time constraints, inertia pedagogic skills, knowledge, and experience, together with personal characteristics, career length and international experience, may challenge an academic's capacity, commitment

or willingness to use IaH pedagogic practices. Chapter 7 addresses the ways in which business school academics could be supported to use IaH pedagogic practices, identifying that training, developmental opportunities, management interventions and incentives could help achieve this. Finally, the conclusion examines how the study contributes to new knowledge in the field of IaH in terms of its practical implementation. The concluding chapter also includes a reflection on the limitations of the thesis and directions for future research.

The Context of Internationalisation at Home

Introduction

The introductory chapter offered an exploration of the impetus for pursuing IaH. There was a summary of IaH and its pedagogic practices in compulsory modules in a business school. Academics were acknowledged to play a central role in the implementation of IaH in business schools. There was a synopsis of the study regarding the change process, challenges and support required to engage business school academics in using IaH pedagogic practices. The Introduction chapter explained that the thesis would identify ways to engage the majority of academics in IaH pedagogic practices, by using a whole school change management approach and process, combined with recognition of the needs of individual business academics. The significance of the research and the focus on business schools in the UK was specified.

Chapter 2 recognises key conceptual touchstone definitions of Internationalisation on Campus, IoC and IaH, their commonalities and differences. Then there is a discussion as to how IaH has evolved, culminating in the latest stages that encourage support to be provided to engage academics in using IaH. This Context of IaH chapter presents the progress of IaH in HEIs from central Europe, Australia, the UK and USA, to other regions around the world, whilst outlining the integration of IaH in higher education policies worldwide. The types of pedagogic practices that maybe attributed to IaH will be explained. Finally, there is a discussion of the perceived benefits of IaH pedagogic practices.

IaH and Associated Internationalisation in Higher Education Definitions

The following section reiterates the current definition of IaH and debates on the concept. There is a comparison with IHE subthemes as a means of highlighting the distinct elements of IaH, and the potential impact on engagement of

academics in using IaH pedagogic practices. Since the inception of IaH, a number of definitions have emerged, each one adding greater clarity to the concept of IaH. These definitions by the Organisation for Economic Co-operation and Development (OECD) (1996) and internationalisation education experts like Knight (2006), culminate in the more comprehensive one by Beelen and Jones (2015b) (see page 2). Beelen and Jones' (2015b) definition reflects the primary aim of IaH that is to develop all students' international and intercultural competencies in the domestic learning environment (de Wit *et al.*, 2022). IaH is perceived to be a dynamic concept, fluctuating in relation to the development of technology, higher education, historical, regional and institutional issues (Proctor & Rumbley, 2018). Generally regarded as a concept, IaH has also been perceived as a network of higher education staff enthusiasts as well as a practical instrument to address internationalisation (Rizvi, 2007).

The concept of IaH evolved alongside the other IHE subthemes of Internationalisation on Campus and IoC and in the last decade, has become the most dominant in the literature (Yemini & Sagie, 2016). Although it is a different concept, it does have some elements that overlap with IHE, Internationalisation on Campus and IoC, which I have summarised in table 1:

Table 1: Differences between Internationalisation Concepts

Main Theme	Subtheme	Country of Origin	Formal Curriculum	Informal Curriculum	Study Abroad	All Students
IHE	Internationalisation on Campus	USA	x	✓	✓	x
	IoC	Australia	✓	✓	✓	x
	IaH	Sweden	✓	✓	x	✓

Internationalisation on Campus which originated from the USA, is mainly based on the informal curriculum and includes study abroad (Beelen & Jones, 2015a). This subtheme of IHE aims at reaching most, but not all students. In contrast, IoC was established in Australia and refers to the formal and informal curriculum content, teaching and learning activities (Leask *et al.*, 2015). IoC also includes

students undertaking study abroad experiences. IaH on the other hand, which originated from Sweden, excludes study abroad and staff mobility, and as a result has been referred to as "internal internationalisation" by Knight (2008, p. 22). On the otherhand, pursuing IaH can contribute to increasing student and staff mobility (Leask *et al.*, 2015). As IaH is based on both the formal and informal curriculum, it is acknowledged that students do not undergo a 24-hour submersion in an international and intercultural environment, like with IoC. Moreover, all students should be involved in IaH, which is why de Wit and Jones (2018) refer to it as "inclusive internationalisation" (p 18).

The most appropriate means to ensure inclusive internationalisation is achieved is through including it in the formal curriculum and although not a necessity, supplementing this with the informal curriculum (Jones & Reiffenrath, 2018). Concentrating on IaH in the formal curriculum i.e. compulsory modules that all business school students must undertake as part of their studies, means that most modules offered by a business school should include IaH pedagogic practices. Therefore, it seems likely that the majority of academics would need be engaged in using IaH in their pedagogic practices.

Evolution of IaH

Since its inception in 1998, the concept of IaH has evolved over four key phases, culminating in the present phase which began in 2015. Although now 25 years old, in comparison to its IHE parent and other subthemes, it is seen as the "youngest kid on the block" (Mestenhauser, 2007, p. 13). The following section describes how IaH and its pedagogic practices have evolved, with particular attention to its present phase that calls for support in terms of implementation.

Phase One: The Founding of IaH (1998-2000) - IaH was initially instigated in 1998, when Bengt Nilsson began his appointment as Vice President for International Affairs at Malmö University (Nilsson, 2003). Tasked with a remit of tailoring programmes to students from the regional population that comprised of one third of immigrants from 170 countries, Nilsson deemed it vital that

international and intercultural competencies played a key role in their development (Teekens, 2007). To achieve this, he recognised that there needed to be a strong emphasis on pedagogy for the culturally-diverse student body, together with an appreciation of internationalisation which was independent of student mobility (Wächter, 2003). Nilsson's intervention led to the first IaH pedagogic practice being devised, that entailed students mentoring migrant children, to enable them to learn about their cultural background (Nilsson & Lönroth, 2007).

Later, Nilsson produced an article in the European Association for International Education's (EAIE) Forum magazine, which broadened the focus of internationalisation from concentrating purely on study abroad to include IaH being utilised in the domestic educational environment (Teekens, 2007). The article was positively received by more than 100 administrators and academics, most of whom expressed follow-up information about IaH (Wächter, 2003).

Phase Two: Awareness Raising of IaH (2001-2005) - The subsequent phase seemingly comprised of an interim period that was earmarked by communicating the concept of IaH with stakeholders in order to raise awareness amongst HEIs. Awareness raising took the form of a specialist interest group that included Bengt Nilsson amongst others, presenting the concept of IaH in a paper and a series of internationalisation in higher education conferences (Crowther *et al.*, 2001). A special issue of the Journal of Studies in International Education on IaH was also published in 2003. This special issue encompassed contributions that referred to some of the benefits for HEIs of using IaH within the formal and informal curriculum (Beelen & Jones, 2015b). The issue also included some of the first suggestions for the use of pedagogic practices that entailed comprehensive group tasks between students of different nationalities and simple virtual mobility practices (Joris *et al.*, 2003).

Phase Three: Practical Application of IaH (2006-2014) – This phase was earmarked by examples of IaH being practiced in HEIs. The practical examples

that emerged included Jon's (2013) national and international student buddy programme. As a consequence, trialling practices such as these student buddy programmes, helped to demonstrate more clearly some of IaH's unique features (Bedenlier *et al.*, 2018).

Another element of this phase focused on encouraging others to engage in IaH practices through the publication of practical guides such as *Implementing Internationalisation at Home* (Beelen, 2007). To further encourage IaH practice, partnerships were formed between international education professional bodies. Such partnerships aimed to stimulate collaborative research and also professional development (Beelen & Jones, 2015a). Some of the main international education partnerships that were formed included the International Education Association of Australia (IEAA), International Education Association of South Africa (IEASA) and EAIE.

Phase Four: Increasing Understanding and Supporting the Implementation of IaH (2015-Present) –
With the aim of increasing understanding and helping to bolster its implementation, Beelen and Jones (2015b) developed a comprehensive definition of IaH that sought to clarify its meaning. The definition (mentioned previously in this chapter) refers to the purposeful implementation of IaH, strongly suggesting that HEI staff and academics in particular, play a significant role in the advancement of students' international and intercultural competence (Clifford & Montgomery, 2015).

The goal of supporting the implementation of IaH was echoed in the same year in a comprehensive research report entitled *Internationalisation of Higher Education* commissioned by the European Parliament. This report called for more guidance and practical support from HEIs, to stimulate and instigate IaH (de Wit *et al.*, 2015). Other calls followed which stressed that IaH implementation could be achieved through research-evidenced practice (Baldassar & MacKenzie, 2016; Schartner & Cho, 2017). In particular, research-evidenced support for academic

staff using IaH has been recommended (e.g. Ambagts-van Rooijen *et al.*, 2021; Whitsed *et al.*, 2022).

This evolution of IaH discussion demonstrates that the foundations have been laid by promoting a general understanding of some of the benefits of IaH and examples of pedagogic practices that can be used. In the latter phases it highlights that there is a need to focus on academics and support them to use IaH pedagogic practices. There also appears to be more of a focus on IaH practices that are evidenced through research, and demonstrate impact, perhaps as a means of convincing HEIs and their staff to get involved. Taken together, there is seemingly a need to undertake empirical research that seeks to support academics in using IaH pedagogic practices.

IaH Use in HEIs Worldwide

In this section there will be an outline of the progress of IaH across the world that draws on case studies and national policy publications. Brief reference is made to the patterns of such progress in countries across the world, including the UK. Since IaH began in Sweden, progress has been particularly advanced in European countries whose native language is less widely spoken such as the Netherlands, but slower in Eastern Europe. Anglosphere countries that comprise of countries such as the USA, which have origins in British history and culture (Collins, 2023a), have also been slower. This could be because there is less of an impetus to adopt IaH as they have historically always attracted the highest numbers of international students and the ensuing economic benefits. In recent years as shown in Table 2 below, IaH has permeated to Confucian Heritage Culture (CHC) countries which incorporate Asian countries with Confucian values (Nguyen *et al.*, 2006). Also, Global South countries that are less developed or newly industrialised (Collins, 2023b) are now being recognised worldwide.

Table 2: Expansion of the Concept of IaH Across the World

Europe and Anglosphere Countries		Confucian Heritage Culture Countries		Global South Countries	
Australia	Leask (2015)	China	Meng *et al.* (2017)	Africa	Mittelmeier *et al.* (2019)
Hungary	Németh & Csongor (2018)	Japan	Svetmatsu *et al.* (2019)	Brazil	Woicolesco *et al.* (2022)
Sweden	Nilsson & Lönroth (2007)	Singapore	Brewer & Leask (2022)	India	SIU-AIU (2018)
The Netherlands	van Gaalen & Gielesen (2014).	South Korea	Jackson & Han (2016)	Indonesia	Kor *et al.* (2022)
UK	Robson *et al.* (2018)	Taiwan	Gosling & Yang (2021)	Mexico	Barbosa *et al.* (2020)

At local level 92 per cent of HEIs in Europe have IaH as a common strategic priority (Jensen *et al.*, 2022), with 56 per cent of presumably European-based HEIs including IaH in their policy (EAIE, 2015). There are also references to support at national policy level such as in Finland, Singapore, Sweden (Brewer & Leask, 2022; Swedish Government Inquiries, 2018; Weimer, 2020) and at international level (de Wit *et al.*, 2015).

This brief discussion of the use of IaH in countries around the world illustrates that IaH has rapidly gained traction as HEIs begin to recognise some of its benefits, that were further propelled during the COVID-19 pandemic and Brexit. From a worldwide perspective, there appears to be a variation between countries as to what phase they are at with IaH. For example, central European countries such as the Netherlands, whose native language is spoken less widely around the world, are particularly advanced (Beelen & Jones, 2015b). Whereas Anglosphere

countries, and the UK in particular, have been much slower to adopt the concept of IaH (Robson *et al.*, 2018). There is also a growing body of case studies of IaH practices from HEIs in the CHC and Global South. This variation in European and CHC countries in terms of their advancement in IaH, is echoed in policy. The variations in policy and practice, according to Wächter (2003), derive from historical and present conditions. Cumulatively, the evidence from the literature in this section indicates that through practice and policy, IaH is gaining significant prominence in the internationalisation arena of higher education. However, for countries that are less familiar or advanced with IaH, such as the UK, then there is ample opportunity for further development.

IaH Pedagogic Practices

The following section will establish the range of pedagogic practices that have been referred to in the literature, that are categorised as lecturer-centred and student-centred, and the subcategories within these. Examples of pedagogic practices will be identified, with a summary of the benefits and preferences of each, for both academics and students.

With reference to the definition in chapter 1, I have discovered that a number of IaH pedagogic practices that have been reported in case studies in the literature, that seek to develop students' international and intercultural competencies. Having examined the examples, I have divided these into lecturer-centred and student-centred pedagogic practices, with five subcategories of the latter. Altogether these pedagogic practices range in scale in relation to the role of the academic and students, and the level of activity required from the latter which I propose in Figure 2. Those practices that appear more on the right of the scale, which are deeply student-centred, are believed to promote students' motivation to learn, ability to retain knowledge as well as gain heightened understanding (ESU, 2010). They may also be attributed to having a positive impact on academic progress and on diverse students' learning needs (Shaaban, 2018). Regarding these student-centred practices, it is worth bearing in mind that those

that are more interactive and experiential, are thought to be highly favourable for business school students (Heffernan *et al.*, 2018).

| 1.1 Lecture | 2.1. Case study, role play, reading, guest lectures | 2.2 Practices that demonstrate multiple world views | 2.3 Group tasks, COIL practices | 2.4 Experimental practices involving reflection | 2.5 Work experience, voluntary experience |
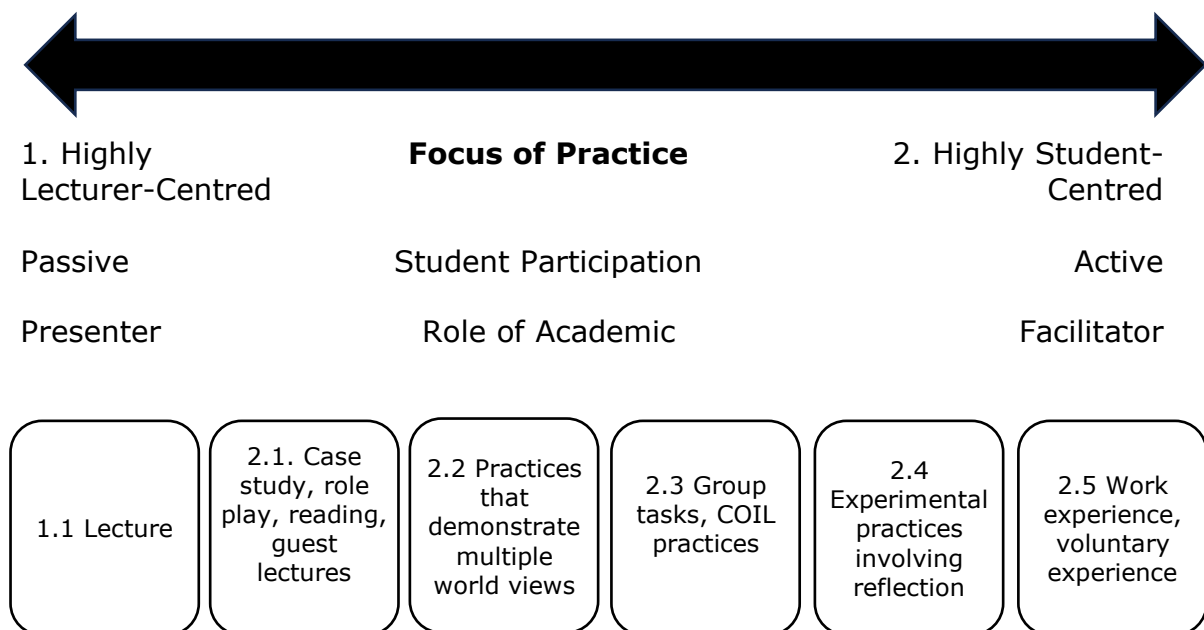
Figure 2: IaH Pedagogic Practices

1. Lecturer-centred pedagogic practices encompass academics delivering a traditional lecture with an international or intercultural element in the topic.

2.1 In relation to student-centred pedagogic practices, the first subcategory encompasses international and intercultural case studies, role plays, reading, guest lectures or even looking at proverbs from different countries, as a means of identifying cultural values (Reggy-Mamo, 2008). Considering the five subcategories of student-centred practices and types within each that exist, it is worth noting that international case studies are thought to be predominantly used by academics according to Heffernan *et al.* (2018).

2.2 Inclusive student-centred pedagogic practices require the academic to help students recognise and apply more than one world view, to simulate an intense learning experience (Jackson & Han, 2016). These could include practices that embrace international students sharing their perspectives, experiences, examples from their own country and culture. They may help to increase international

students' own competencies and enrich national students' viewpoints (Harrison & Peacock, 2010).

2.3 Some student-centred pedagogic practices draw on the diversity of the student body, by utilising group activities with those from differing backgrounds and characteristics. These could be through Collaborative Online International Learning (COIL) and virtual mobility practices (Nava-Aguirre *et al.*, 2019). Using these particular student-centred pedagogic practices may help to increase students' open-mindedness and respect for others (Killick, 2018).

2.4 Experimental student-centred pedagogic practices entail the academic facilitating meaningful interactions that stimulate reflection, motivation and reward (Vishwanath & Mummery, 2019). For example, experiential practices such as the Barnga game, that has unspoken rules which differ between players, could help students to realise that they need to adapt their communication skills to work with those from other cultures (Fowler & Pusch, 2010).

2.5 Global citizenship student-centred pedagogic practices focus on the involvement and relationship-building with local religious, cultural, disability and ethnic communities (Wamboye *et al.*, 2015). Practices involving students volunteering for organisations such as prisons, family refuge centres or shelters, or undertaking a placement at governmental or multinational companies. There have also been suggestions that global citizenship practices could help students understand a range of perspectives, co-construct knowledge and build an awareness of tolerance (Jones, 2022a).

IaH encompasses a range of pedagogic practices that aim to develop students' international and intercultural competencies. Academics in general tend to use international and intercultural case studies. I theorise that academics preference for using case studies could be attributed to them taking little time to prepare, being simplistic to design and offering them some control when delivering. However, rather than case studies, there are indications that the business school

students like IaH pedagogic practices that stimulate practical experience and interaction. The marked differences in preferences, leads me to postulate that for business school academics to engage in IaH pedagogic practices, requires them to acquire a more advanced skillset.

Internationalisation Discourses and the Benefits of IaH

This penultimate part of this Context chapter briefly considers the main discourses of IHE: Idealism, Instrumentalism, and Educationalism. The recent current debates that bolster the Educationalist discourse in IaH are highlighted. The five chief benefits of using IaH will be illuminated that relate to these discourses, before briefly acknowledging why, in light of these, business schools may wish to encourage their academics to implement IaH.

Within the context of global higher education, the broader concept of IHE and IaH have evolved, culminating in different discourses and motivations for pursuing them. Stier (2004) recognised that in IHE there are three possible discourses in IHE: Idealism, Instrumentalism and Educationalism. However, as Idealism has been criticised for its colonialist ethos that is perceived to devalue the competencies of students from diverse backgrounds and nationalities (Stier, 2004), for the purposes of my study only the latter two are considered applicable by Jones and de Wit (2014) to IaH and its pedagogic practices.

Instrumentalism considers IHE as a means of promoting economic growth, profit and offering diversification from the competition. In the UK, in the late 1990s, the Instrumentalist rationale for IHE was prevalent in government, university and business school internationalisation strategies (Brady, 2019; Spicer *et al.*, 2021). Today, the same rationale dominates the UK government's internationalisation strategy (Skidmore, 2022).

On the other hand, at the global level, there are growing calls from policymakers, business schools, researchers and academics that seemingly subscribe to an Educationalist discourse (Spicer *et al*., 2021). The Educationalist discourse

centres on individual students and society, through an emphasis on academic, cultural, social and ethical benefits (Pashby & de Oliveira Andreotti, 2016). These stakeholders advocate for a deeper, more inclusive focus, that facilitates a longer-term impact than that elicited by Instrumentalism (Castro *et al.*, 2022). The same authors explain that HEIs ought to adopt an outward approach that supports the community, internationalisation for all students and one that harnesses mobile students' experiences at the home campus.

Concentrating on IaH, a number of potential benefits emerge from the literature, that fit with the Instrumentalist or Educationalist discourse. These benefits derive from the distinct elements of IaH: the international and intercultural dimensions, the home campus and the compulsory curriculum. Indeed, these elements of IaH recently helped to mitigate the international mobility disruptions caused by the COVID-19 pandemic and Brexit (Tsiligkiris & Ilieva, 2022). In relation to Instrumentalism, the advancement of international student recruitment is sometimes referred to as a benefit of IaH in the literature. With regard to the Educationalist rationale, the benefits of using IaH that reflect the aforementioned calls from stakeholders, include graduate employability, global citizenship skills development, inclusion and quality learning experience (Killick, 2017). Thus, it is likely that compared to IHE which is dominated by Instrumentalist discourse, IaH demonstrates a marked shift to an Educationalist one for HEIs (de Wit *et al.*, 2022; Whitsed *et al.*, 2021), as I illustrate in Figure 3. Predominantly reflecting Educationalist discourse, the benefits of IaH will now be discussed in more detail.
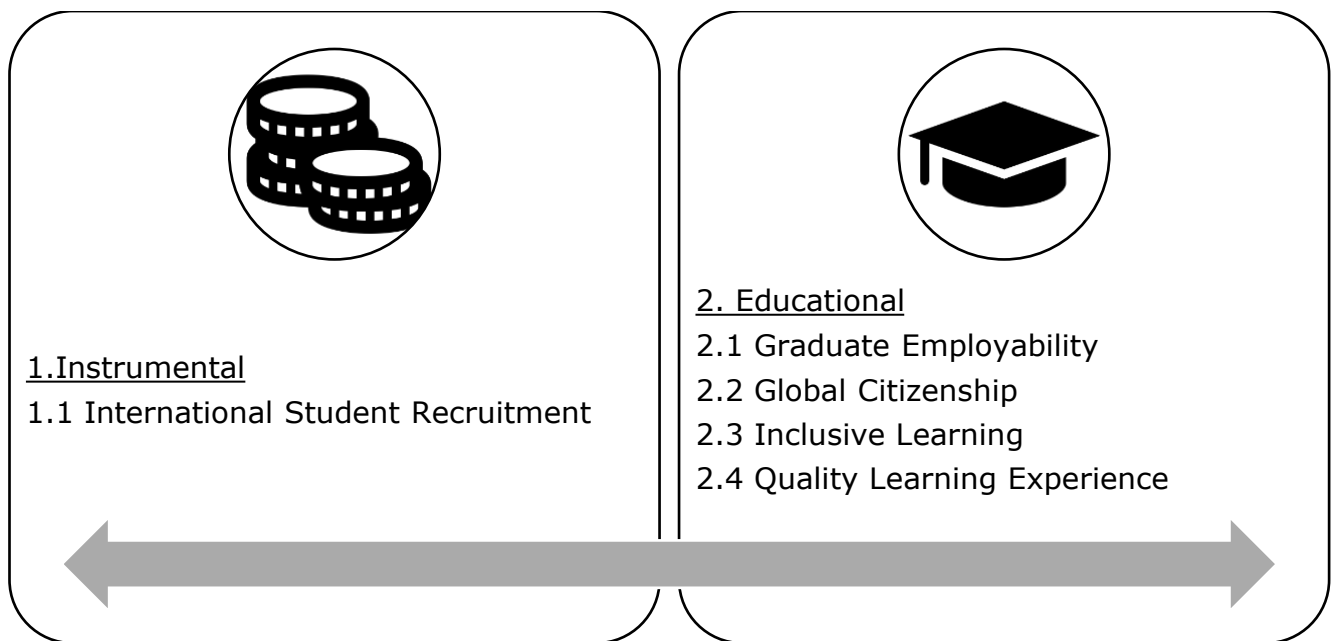
Figure 3: Internationalisation Discourse and Benefits of IaH

1.1 International Student Recruitment

A key benefit for universities worldwide that has existed for some decades, to pursue IHE or its subthemes, is to recruit international students (Egron-Polak & Hudson, 2014). International student fees are a significant or in the UK's case, the main source of funding, and are perceived as key to the financial survival of HEIs (Britton *et al.*, 2020). For example, in the UK, international student fees generated £7 billion in 2020-2021 (Jack, 2022).

Although the UK has already met its 2030 target by recruiting 600,000 international students, with forecasts of further growth in the future (Skidmore, 2022), using IaH pedagogic practices could potentially attract and retain even more international students. Furthermore, it has been suggested that attracting international students to UK business schools could be achieved through IaH promoting teaching quality, inclusion and sense of belonging for international students (Killick & Foster, 2021).

2.1 Graduate Employability

In a world that is more internationally and interculturally connected than ever before, the chief reason why the majority of universities pursue IaH is to develop

graduate employability (Slotte & Stadius, 2019). For example, between 71 and 76 per cent of universities in the USA, Europe and Western Asia pursue internationalisation as a way of helping students stand out in a competitive global labour market (American Council on Education [ACE], 2017; EAIE, 2019)

The drive to promote students' employability is encouraged by graduate employers themselves who believe that it can increase innovation, business and marketing opportunities and reduce skills shortages (Daniel *et al.*, 2014). Using IaH to promote graduate employability appears to be reinforced by government organisations and global accreditation bodies (Beelen & Jones, 2015a; Universities UK International [UUKI], 2021).

2.2 Global Citizenship

The number of full-scale wars, nationalist and protectionist trends as well as racial tensions, are escalating (Rumbley *et al.*, 2022). At the same time, there are an increasing number of regional emergencies being declared across the world that are being caused by climate change (Slotte & Stadius, 2019). Each one of the incidents reported are potentially more and more serious in terms of their devasting impacts on humans, animals and the environment.

There are indications that IaH could contribute to the third mission of HEIs, by educating students to be global citizens, so that they become more environmentally, socially and politically conscious and responsive (Jones *et al.*, 2021). Using IaH may also encourage moral sensitivity to sustainability and environmentalism and could help to address racism, inequality and social injustice. Facilitating students to become global citizens is believed to serve the local, national and international community (Odağ *et al.*, 2015). Ultimately it could contribute to co-operation between actors and countries and positive social change (de Wit *et al*., 2022).

2.3 Inclusive Learning

International and intercultural competencies may be acquired through undertaking a period of study abroad, but less than seven per cent of higher education students do this in the UK, USA and Southeast Asia (Association of International Educators [NAFSA], 2022; SEAMEO RIHED, 2022; UUKI, 2018). Moreover, Brexit and the COVID-19 pandemic severely disrupted the mobility of students, reducing the numbers undertaking a period of study abroad further (Bothwell, 2021).

Another interrelated issue is that out of the relatively small proportion of students in the UK who study abroad, 98 per cent are from affluent backgrounds, are white and do not have a disability (UUKI, 2018). The lack of diversity of students going abroad to study has been heavily criticised (de Wit *et al.*, 2022), although in the UK, the post-Brexit Turin Scheme has been introduced in an attempt to address this.

IaH, on the other hand, likely provides opportunities for all students to develop their international and intercultural competencies, by addressing these within the formal curriculum. Moreover, many of the pedagogic practices that are used in IaH appear to embrace the diversity of the student cohort and include their experiences within the classroom.

2.4 Quality Learning Experience

In an era of market-led demand and global rankings, there appears to be strong emphasis on universities that require them to operate like a business through a focus on quality enhancement (Bendixen & Jacobse, 2017). There are indications that high quality pedagogic practices are also deemed as the most important factor in choosing a programme, university and country of study for both national and international students (QS, 2019a; QS, 2019b). By developing a range of student-centred pedagogic practices in particular, IaH may be used as a vehicle to enhance the quality of teaching (Slotte & Stadius, 2019).

Where there exists a high degree of competition and homogeneity between business schools (Parker, 2018), using IaH pedagogic practices is believed to help individual business schools simultaneously pursue their profit-making imperatives as well as give them a unique selling point to attract a range of diverse students. Moreover, I believe that by using IaH to help advance Educationalist benefits, this may bolster international student numbers and subsequently have a positive impact on profit-making for business schools. As business school mission statements centre on global employability and citizenship skills development for students, using IaH pedagogic practices could potentially support them in addressing this. For business school academics, gaining an understanding of the potential benefits of using IaH pedagogic practices that extend beyond profit-making motives, may incentivise them to get involved.

Conclusion

This chapter identified that IaH sets itself aside from other IHE concepts because it aims to include all students. To achieve this, IaH must be included in all compulsory modules through pedagogic practices. Therefore, it is likely to necessitate the involvement of the majority or all academics in a business school and the delivery of compulsory modules in their teaching. The current phase in the evolution of IaH calls for support for academics in using pedagogic practices that is ideally evidence-based. Although IaH is spreading worldwide, the UK is less familiar or advanced in IaH. The chapter also highlighted the tensions that exist between IaH pedagogic practice being chiefly delivered by international case studies, yet business school students in particular, prefer more active and experiential student-centred ones. Finally, the pursuit of IaH includes Instrumentalist, but predominantly places emphasis on increasing calls for Educationalist benefits that centre on individual students and wider society. These Educationalist benefits also seemingly align to business school mission statements that centre on employability and citizenship skills development. Therefore, pursing IaH is likely to bestow benefits that are two-fold for business schools, through contributing to their profit-making and student education aims.

Literature Review

Introduction

The following literature review comprises of a description of the search methods that were employed. There will be an overview of the academic profession and in particular, those situated in UK business schools. A section on business school internationalisation is incorporated, followed by an outline of the 'wicked problem' of academic autonomy and resistance to change versus a need to engage the majority of academics in the use of IaH pedagogic practices. Next are detailed sections that specifically relate to the research questions in terms of the approach to change, management process models and an identification of key elements within these. The challenges for academics in using IaH pedagogic practices are divided into personal and pedagogic experiences, limited benefits, time and lack of support. Finally, the support section will refer to training, development opportunities, management interventions and incentives for academics.

Literature Search Methods

This part of the chapter identifies the main search techniques that I employed in relation to including publications from countries around the world, the terminology that was used, categories of journal articles, and other publications.

Similar to the findings from systematic reviews on higher education and IHE, the majority of the literature that was reviewed was written in the English language (Kehm & Teichler, 2007). As the majority of the literature referenced in this chapter originates from Anglosphere and central European countries (Buckner *et al*, 2022), and the thesis concentrates on the UK, I have made a deliberate effort to include research from other countries to help decolonise the review. By decolonising the review, I hope that it will offer me a richer, more diverse and

critical understanding of existing literature related to my study (Thambinathan & Kinsella, 2021).

As I undertook the literature review, like Yemini and Sagie (2016) discovered, I also observed that there is a growing body of literature on the broader concept of IHE, IoC as well as IaH. Searching the literature, I identified prolific contributors to the topic of IaH, such as Beelen (2018), Jones (2022a) and Leask (2015). As there are similarities between the umbrella concept of IHE and its subcategories (see chapter 2 for more detail), I used the search terms 'Internationalisation of Higher Education', Internationalisation at Home', 'Internationalisation of the Curriculum' and 'Internationalisation on Campus'. However, in the review there is a demarcation of the literature to illustrate the extent to which it closely relates to IaH, or these other concepts. In addition, I purposefully sought appropriate literature that was published in the last few years.

With regards to disciplinary literature, I predominantly drew on higher education discourse. The literature is supplemented with business organisation literature, which in part was to reflect the focus on business schools as well as the cross-disciplinary ethos of IHE (e.g. Leask, 2015). However, in relation to the approaches and process of change, because of the limited higher education discourse, I had to rely more on literature from business. Figure 4: Literature Themes illustrates the different disciplines and subjects which this thesis draws on.
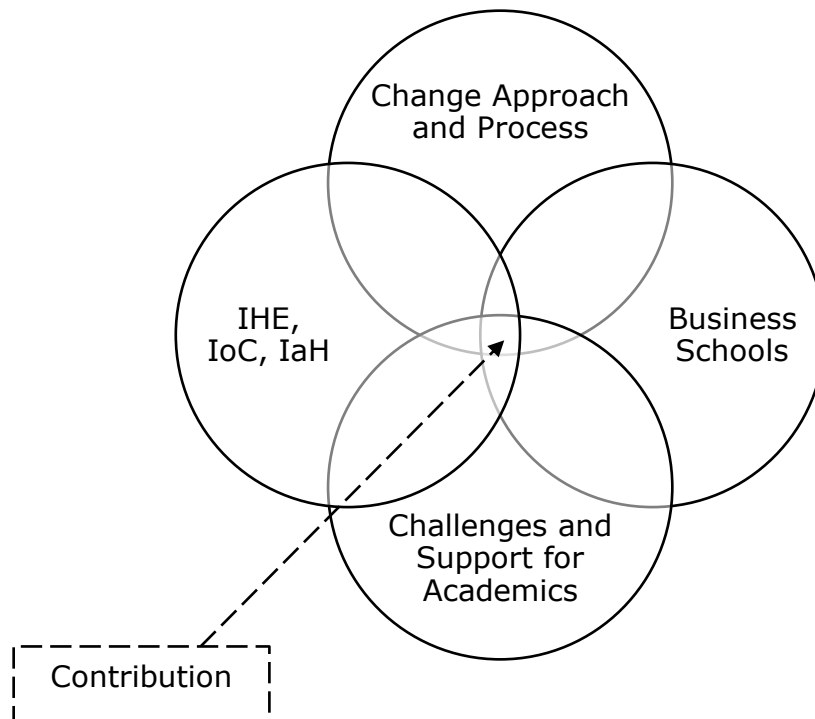
Figure 4: Literature Themes

Regarding the search techniques that I employed, peer-reviewed journals were generated using the University of Leeds and University of Sheffield journal search engines. Examples of the relevant journals that were accessed, which I have categorised using Tight's (2017) journal framework, can be seen in Table 3: Journal Categories below:

Table 3: Journal Categories

Journal Category (Tight, 2017)	Journal Example
Generic	British Educational Research Journal, Higher Education Quarterly, Studies in Higher Education.
Topic-Specific	Journal of Studies in International Education, International Higher Education, Research in Comparative and International Education
Discipline-Specific	Academy of Management Learning & Education, International Journal of Education Management, Journal of Management Studies

Other key publications that were used in the literature review include academic textbooks, professional newspapers and government reports. These are referred to in the Table 4: Other Key Publications, below:

Table 4: Other Key Publications

Publication Type	Publication Example
Textbook	Business Schools and their Contribution to Society, International Higher Education, Leading Change.
Government Organisation Reports	HESA, OECD, UUKI
Professional Magazines and Newspapers	Financial Times, Times Higher Education, University World News.
Professional Organisation	AACSB, CABS, IEAA.
Subject Specialist	EAIE, IAU, NAFSA.

By employing rigorous search techniques, I generated a range of literature. In doing so it has helped reveal some of the tensions in contemporary practices, topics where there was a consensus, contrasting perspectives and areas that lacked clarity. Using these search techniques helped me realise that a number of the gaps exist in the existing body of literature including the need to utilise a change approach and process that seeks to engage the majority of academics in using IaH in a business school.

The Academic Profession

In the Introduction chapter I established that academics are central to the implementation of IaH. Thus, the three sub-research questions (see below) each centre on academics. Together they aim to discover how to engage the majority of academics in using IaH pedagogic practices in a business school.

A. What approach and process may engage the majority of business school academics in using IaH pedagogic practices?

B. What are the challenges that business school academics face in using IaH pedagogic practices?

C. How can business school academics be supported to use IaH pedagogic practices?

Therefore, it is prudent to add context by examining the nature of the academic profession, in relation to the core values that they hold and the impact that this may have in relation to their behaviour. There follows a discussion of the roles and responsibilities of the profession, before I consider how higher education transformations have impacted on the profession.

The academic profession is perceived as one of high status because of its contributions to the creation of knowledge, advancement of critical thinking and expression. Academics play a vital role in developing students, wider society and the nation state that their HEI presides in. It is a profession that, because of the culture of higher education, holds a number of core values that are highly prized by academics and are primary contributors to their job satisfaction (McInnis, 2010). These core values are intertwined with protection of civil liberties and human rights, in terms of freedom of expression of information. They include autonomy, discipline collegiality and freedom from neoliberal principles (Aarrevaara *et al.* 2015). The core value of autonomy means that academics are able to pursue their own interests in research, teaching and other activities. This autonomy is something that business school academics are particularly used to. Another is collegiality, whereby academics value working collaboratively and making decisions with others who share the same discipline (Fleming & Harley, 2023). Freedom refers to the ability of academics as professionals in their discipline, undertaking research and teaching in a manner that they see fit, without any unreasonable restrictions. As I discuss in the following sections, these values can be compromised (Academics' Roles and Responsibilities section), are argued to be eroded (Changing Conditions of the Academic Profession section) or in tension (Business School Academics' Resistance to IHE Change section).

These core values, as Buller (2015) believes, may contribute to how they react to change. First, as academics have a degree of autonomy, any alterations in practice imposed on them may lead to strong resistance. Second, their relative freedom in terms of researching and teaching how they wish is believed to contribute to their independence. For example, in Crosling *et al*.'s (2008) project, which is analysed in the Business Schools section, academics chose not to engage in the implementation of IoC pedagogic practices, expressing that they preferred autonomy in internationalisation in their pedagogic practices. Third, loyalty to their discipline means that if a change is imposed on them, it may feel as if the discipline is damaged in some way. Similarly, some authors, such as Ellingboe (1998) and Bell (2004), believe that implementing IoC in practice may make academics feel that their discipline has been devalued.

Academics' Roles and Responsibilities

The academic profession is predominantly focused on research, teaching and administrative tasks or other activities that are associated with the profession (Aarrevaara *et al.*, 2015). In general, individual academics roles vary in terms of their commitment to research, teaching or both, with their 'workload' i.e. the total number of hours that they are given annually, allocated accordingly (Jones, 2022b). For example, research-focused academics will have a large percentage of their workload designed around research activities. They are likely to have some teaching responsibilities that they embed with their research insights (Jordan, 2020). Regarding teaching-focused academics, their workload activities centre around pedagogic practices as well as marking, personal tutoring and dissertation supervision. But other than in relation to pedagogic practices in their subject, there are fewer instances where teaching-focused academics undertake research (McKinley *et al.*, 2021). Though the majority of academics focus on research and teaching, there are also exceptions, with some academics having their workload predominantly dedicated to leadership or management roles. Moreover, the distinction between research-focused and teaching-focused academics regarding their responsibilities and workload are not clear cut in practice (Collett *et al*., 2021).

Changing Conditions of the Academic Profession

Over the last few decades key transformations in UK higher education have taken place including massification, universalism, neoliberalism, new public management and globalisation (Jones, 2022b). The massification and universalisation of higher education entailed a rapid increase to between 15-50 per cent and over 50 per cent respectively of the school leaving age population, in higher education enrolments (Tight, 2019). Cuts in government spending for higher education, gave rise to universities raising their own finances through employing neoliberalism i.e. economic principles, with a focus on profit-making by attracting international-fee paying students and research (Bamberger *et al*,. 2019). Decreases in government spending also drove new public management in higher education that entailed employing accountability mechanisms for public finances provided which included target-setting, key performance indicators, measurements, outputs and decentralised decision-making (Collins, 2017). The advent of globalisation opened-up global markets of students and research, partnerships and branch campuses in other countries and virtual teaching (Marginson, 2021).

The massification and universalisation of higher education entailed a rapid increase to between 15-50 per cent and over 50per cent respectively of the population of school-leaving age in higher education enrolments (Tight, 2019). Cuts in government spending for higher education gave rise to universities raising their own finances by employing neoliberalism, that is, economic principles, with a focus on profit-making by attracting international fee-paying students and research (Bamberger *et al.*, 2019). Decreases in government spending also drove new public management in higher education that entailed employing accountability mechanisms for public finances, including target setting, key performance indicators, measurements, outputs, and decentralised decision-making (Collins, 2017). The advent of globalisation has opened up global markets for students and research, partnerships and branch campuses in other countries, and virtual teaching (Marginson, 2021).

These transformations are considered to have steadily undermined the core values of the academic profession that strongly influence how academics behave. These changes may have contributed to the significant diversification of academic activities, performance evaluation and competition between individual business school academics (McCarthy & Dragouni, 2021). In relation to teaching activities Henkel (2010) perceived that these transformations led to academics being required to possess a broad range of expertise. They are expected to continually develop their pedagogic practices especially in the use of learning technology (Ryazanova *et al.*, 2021). Regarding research, Tourish and Wilmott (2015) believe that academics are constantly pressurised to obtain grant funding and publish in three, four and four star papers, such as those defined in the Association of Business Schools (ABS) guide for business schools. Furthermore, their research activities have been extended to include engagement with business organisations and impact on communities (Fumasoli *et al.*, 2015).

These underlying currents that are slowly undermining academics' core values, have contributed to further disruption for the academic profession, leading to a worsening of academics' employment conditions over the last few years. As Fleming (2020) and Greenfield (2022) assert, these changing conditions have culminated in work overload, minimal salary increases, reduced job security and reductions to the pension scheme. The dissatisfaction with current working conditions has in the UK resulted in academics collectively take action against their HEI because of a work dispute by refusing to work on set dates, together with many of them leaving the profession (Gewin, 2022). This situation is also paralleled in other Anglosphere HEIs and business schools (Tham & Holland, 2018).

In the UK, the majority of academics are teaching-focused, but this has only happened recently because of changes with the Research Excellence Framework (REF) that now consider the outputs of all research-focused academics (McKinley *et al.*, 2021). The REF is a research evaluation system which is linked to funding and based on the outputs of research-focused academics. This research

evaluation system is believed to be the main measure of success for UK HEIs. As a result, HEI success through research is often valued more highly than the quality of teaching and pedagogic practices (Huang, 2022). Consequently, because of the work that they do, Menger (2016) considers that research-focused academics tend to be favoured more highly compared to those who are teaching-focused. The preferentialism towards research-focused academics is believed to run throughout the UK, albeit to differing extents for research-intensive and teaching-intensive HEIs.

Although there exist marked differences between the roles of research-focused and teaching-focused academics, both have some teaching within their workload and subscribe to the core values. But the precedence of excellence in terms of research outputs, may impact on them being favoured differently in terms of being supported to change their pedagogic practices. Moreover, given the significant differences in teaching and research-focused roles, it could indicate that the former academics are more able to engage in IaH.

As academics may behave differently to employees in business organisations, it would be useful to identify the approach that would likely engage the majority in using IaH pedagogic practices. The hierarchical, top-down approaches used in business organisations may have limited success with academics. Given that disciplinary groupings exist, a bottom-up approach could lead to inconsistent implementation of IaH throughout a business school. In recognition of academics' core values being steadily undermined, I propose that to engage them in using IaH pedagogic practices, a change management approach that incorporates their involvement, their ideas, individual needs and that respects the various disciplines, is likely to have the most positive impact. There might also exist key elements in the process of implementing IaH, that could also promote their engagement.

In the last few sections, the roles of academics have been outlined, together with their contribution to teaching activities. The core values that the academic

profession subscribe to are explained and how the existence of these may influence their behaviour in relation to international pedagogic practices. These core values are being undermined through transformations in the higher education sector, having detrimental effects on their workload activities and working conditions. The transformations that have occurred have arguably diluted the core values that cause them to behave differently to employees in relation to how they react to the potential requirements to amend their practice.

Business School Academics' Demographics

Following on from the discussions about the academic profession it is important to get some background about business school academics, especially as the thesis centres around their pedagogic practices. Therefore, in this section I draw on worldwide research and national data from the UK to provide a picture of the demographics of business academics, how many there are approximately in each school and the salary that they earn. Although the study centres on business school academics in the UK, I include worldwide research to demonstrate that the representation of academics typifies that of other countries. One point to bear in mind is that the data from the worldwide Association to Advance Collegiate Schools of Business (AACSB) and the UK's Chartered Association of Business Schools (CABS), is dependent on accreditation or membership of these professional organisations. Therefore, whilst these capture the majority of business school academics in the world and UK specifically, there will be a narrative that has not been captured in the research.

Out of the 1800 AACSB business schools around the world, there are 163763 academic staff, 76 per cent who are national, 24 per cent international (AACSB, 2021). The same empirical study identifies that the majority of business school academics worldwide are predominantly male. Moreover, 60 per cent of AACSB business school academics are white, 18 per cent Asian, 4 per cent Black, 3 per cent Hispanic and 0.5 per cent mixed ethnicity (AACSB, 2021).

In UK business schools there are 18280 academic staff, 61 per cent who are national, 39 per cent international and predominantly from China (Higher Education Statistics Agency [HESA], 2022b). Business school academics are predominantly male and between 36 to 40 (HESA, 2022d). 72 per cent of UK business school academics are white, 20 per cent Asian, 5 per cent black, 2 per cent mixed and 3 per cent of other ethnicity (CABS, 2020). Furthermore, each business school in the UK comprises of between 5 and 610 academics, 131 on average per school (CABS, 2018b). In relation to their annual salary, the majority of business school academics (45 per cent), receive a salary of between £46718 and £62727 (HESA, 2022a).

In summary, the research acknowledged that, similar to the rest of the world, the majority of business school academics are home nationals, male, white and 38 years in age. They earn an average salary of £54722 and work with around 130 other business academics in the school. As there is a dominant demographic of a business school academic in the UK, I question whether these personal characteristics have any impact in any way on the challenges that they face in using IaH.

Business Schools

The study centres on IaH as a means of business schools progressing their internationalisation aims. By enabling academics throughout a business school to engage in IaH it could promote the range of Instrumentalist and Educationalist benefits that I outlined in chapter 2. There follows an outline of the main types of business schools that exist in the UK and the role that they play in relation to the student experience. There is an analysis of the influence that they have both within their university as well as locally, nationally and internationally. The focus of business schools on internationalisation is discussed. Finally, in this section there is an analysis of key research that entailed embedding elements of IaH into business school pedagogic practices.

Business School Overview

Since the first business school, opened in the UK, there are now around 133, the majority of which are located in universities and have their own degree awarding powers (Moules, 2018). Some authors such as Collini (2012) and CABS (2018b) offer a more complex categorisation of business schools that is based on university clustering, historical development and number of degree programmes offered, etc. Although, for simplicity, I will focus on the two main types of business schools, which in the UK are either research-intensive or predominantly teaching-intensive, in terms of the activities that they prioritise.

One of the main types of business schools are those which belong to research-intensive universities that are otherwise known in the UK as the Russell Group. Research-intensive business schools have a reputation for research excellence, are highly ranked and / or triple crown accredited (see subsequent section). Compared to other kinds of business schools in the UK and worldwide, those that are research-intensive are perceived to be the more dominant in terms of the influence and power that they possess. These tend to be older and historically, offered more academic programmes. As a consequence, they usually command more profit and have higher amounts of economic resources. They also recruit students from more socio-economic advantaged backgrounds (European Commission, 2019). On the other hand, teaching-intensive business schools, known as post-1992 universities, are newer and have historically offered vocational programmes. They possess smaller amounts of economic resources and often recruit students from more socio-economic disadvantaged backgrounds (Collini, 2012).

Although the thesis concentrates on research and teaching-intensive business schools, in the UK there are other types of business schools that contrast with one another in relation to their characteristics. One type are the business departments that are part of the many publicly-funded higher education colleges. They focus on teaching and mainly attract disadvantaged students with few formal qualifications and often have lower tuition fees compared to other types of

business schools. In contrast, private business schools combine research with teaching, and attract those from socio-economic advantaged backgrounds, who are likely to have many formal qualifications. Students at private business schools pay some of the highest tuition fees in the UK, which are approximately £100,000 for some programmes.

In terms of student numbers, compared to other schools in HEIS, business schools attract the majority of students (HESA, 2022c). The total number of students studying at UK business schools was 493340 students in 2021-2022, comprising of 59 per cent national students and 41 per cent international students, the latter of whom are mainly of Indian (118850) origin (CABS, 2023). Each business school in the UK has an average of 3511 (CABS, 2018b) students, with the number of enrolments estimated to continue to rise over the next few years (CABS, 2023).

From an education perspective, business schools were originally established with the main aim of growing their students' professional skills, knowledge and experience to form, operate and manage business practice (Morsing & Rovir, 2011). More recently they have broadened their mission to ensure students adopt a more conscious approach by equipping them with environmental and social topics to develop them as sustainable thinkers. These aims are often evident in a business school's mission statement alongside reference to internationalisation.

The Power and Influence of Business Schools

Business schools have been recognised by various authors (e.g. Morsing & Rovira, 2011) as having a good deal of power and influence in relation to students and their HEI. This power and influence are thought to extend to government organisations and beyond. They are influential in the local area that they are situated in, through investment, employment of staff and generation of income from students. They offer support for third sector organisations through advertising pro bono work opportunities to their students, such as consultancy

projects. Even the programme subjects that they provide such as economics and management, produce graduates who through their professional skills, ultimately influence local, national and international economic growth. They are believed to play a key role in regional and national economies, by sharing their expertise, advising and influencing businesses and government. Through the provision of subjects such as economics and management, business schools are perceived to have considerable influence on local, national and international economic growth. Their economic, social and environmental contributions are believed to have a positive impact on societal well-being as well as sustainable development (Smart, 2021).

Whether through choice or external pressures, the contributions that they make and influence that they possess, have arguably led to them resembling large business organisations in terms of how they operate. But there are claims that because of their contributions to economic growth, they face pressure from government and businesses alike to be profit-driven. Internally, because of the huge profits that they make, they are treated as 'cash cows' by their HEI and are thus required to generate huge amounts of income. They make substantial profits and, in the UK, for example, make over £4 billion in revenue (CABS, 2018a).

There are also other suggestions that business schools operate more like commercial entities, with Parker (2018) being particularly critical of this in his book entitled *Shut Down the Business Schools*. One particular aspect that stands out, is that they are often driven by outputs and impact, similar to companies that have quantitative key performance indicators. Another reason is that they treat their students like customers in terms of the value and experience that they have. Many have managerial hierarchies, with a dean and deputies who are dedicated to particular functions such as research and the student experience. Often business schools are perceived as homogenous, but as they are highly competitive, they try to differentiate themselves where possible. Furthermore, whilst the majority of business schools are publicly-funded, in the UK in

particular, they are increasingly becoming privately-funded through private tuition fees and contracts with business organisations to undertake research or teaching activities (Parker, 2018).

Business schools have profit-making imperatives which could in part be attributed to them pursuing internationalisation. As a consequence of this, internationalisation is likely to feature alongside their focus on professional and sustainable development skills, in their mission statements. Therefore, Tourish *et al.* (2019) perceive that they embed internationalisation to a greater extent compared to other schools in HEIs and as a result are recognised as role models in terms of IHE.

In relation to pursing internationalisation, Soulas (2018) acknowledges that they have three specific aims that impact on their international reputation:
- Research excellence via high quality doctoral programmes, together with the amount and quality of research outputs.
- Rankings of business schools and their programmes measure career progression, student diversity, international mobility and research.
- Accreditation of teaching, research and global scope by the main business school bodies of AACSB which is the largest, AMBA and EQUIS. There are also one per cent of business schools globally that have simultaneously acquired accreditation from all three bodies. These business schools are perceived to be prestigious due to them being 'triple crown accredited'.

The Internationalisation of Business Schools

Business schools began pursuing internationalisation in the 1980s (Leggott & Stapleford, 2007). However, the extent to which internationalisation has been achieved has been questioned, especially as it has taken place at a much slower pace compared to that of business organisations (Kedia & Englis, 2011). Moreover, Albaum (2011) suggests that this slower pace could be attributed to business schools being rooted in tradition and inertia or because they are unsure

how to implement internationalisation. At present, the extent to which business schools are internationalised compared to business organisations cannot be confirmed or denied. However, in the aftermath of COVID-19, global crisis, major technological, societal and environmental transition, Perrin-Halot and Mercado (2024) suggest that business schools must make a deliberate and impactful change in terms of internationalisation.

Bennett and Kane (2011) consider that internationalisation in business schools is more prevalent in old HEIs, which as mentioned earlier, are usually the research-intensive ones. The same authors believe that internationalisation is more embedded in large business schools because they have had more time to attain knowledge. Treviño and Melton (2002) identify that more internationalised business schools tend to have smaller staff-student ratios and class sizes, but to what extent this is accurate at present is unclear as the latest research on staff-student ratios (e.g. CABS, 2018a) does not specifically refer to specific types of business schools. Moreover, the same authors identify that it is likely that these more internationalised business schools are driven by senior managers who have an international background or academic experience. I theorise that research-intensive business schools maybe more internationalised in relation to research. However, I propose that teaching-intensive business schools, are likely to be more advanced in relation to IaH pedagogic practices.

Use of Elements of IaH in Business Schools at Present

In relation to the elements of IaH and its pedagogic practices there are a few examples of research based specifically on business schools and their academics (Beelen, 2007). They encompass the change process, challenges or support for business school academics in using IoC and its pedagogic practices. These examples centre on IoC, which unlike IaH, does not aim to include all students on the home campus. Therefore, as I determined in chapters 1 and 2, to reach all students, the majority of academics will need to engage in the use of IaH pedagogic practices in a business school.

A recent example by Fragouli (2021) who was based in a teaching-intensive business school in the UK, entailed a critical literature review of the challenges of IoC, using the hypothetical example of a business management curriculum. The literature review by this author indicates on the need for a change process to be employed to implement IoC. The study also recommends that support should be given to business school academics to help them engage in IoC.

Ohajionu (2021) undertook research in business schools in Malaysia with six academics. Although there was no change process involved, interview findings in the study described some of the challenges faced by business school academics when implementing IoC. The challenges that they faced when implementing IoC included: uncertainty, inexperience and lack of support.

Another example was based on a project undertaken in a research-intensive business school in Australia, by Crosling *et al.* (2008). The project involved two Subject Leaders and an unknown number of subject team members in six disciplines (economics, management, business law, marketing and quantitative methods). The research project initially entailed university-wide subject leads and a team being established to explain management procedures and the purpose of the project. The authors explain that the subject teams, dean and department heads attended workshops. These workshops began with an introduction by the vice chancellor to emphasise the importance of the project. Subject teams then reviewed subject content and subsequently worked on embedding IoC (Crosling *et al.*, 2008).

Crosling *et al.*'s (2008) project resulted in one IoC pedagogic practice being used in some of the disciplines (e.g. international examples and their application in different contexts, virtual group work and critical analysis of the Western origins of management to other countries). However, most of the changes concerning IoC pedagogic practices, were implemented by subject leads. Whereas the remaining business school academics in each subject team did little to engage. The reasons that the authors cited were due to research taking precedent, time

constraints and some academics preferring autonomy in terms of internationalising their own subjects (Crosling *et al.*, 2008). The authors reflected that the minority of academics felt that internationalisation harmed the integrity of the disciplines.

A decade later, Foster and Carver (2018) led a project based in a teaching-intensive business school in the UK that entailed five academics changing practices in four disciplines (international business management, international business with languages, international hospitality management and international tourism management) (Foster & Carver, 2018). The project entailed introductory meetings with academics. These were followed by workshops with programme leads, to apply Leask's (2015) IoC toolkit to examine the extent to which it was present and could be further enhanced in the curriculum. Although the study does not explicitly report on the challenges, support or change process from the business school academics' perspectives, it does refer to the effectiveness of the IoC toolkit. Their project helped to encourage similar perceptions of IoC, with one business school academic in particular, realising the need for continual change and improvement. The toolkit also enabled academics to reflect on their practice.

Foster and Carver's (2018) research project led to the use of IoC pedagogic practices including international case studies, multinational group work and utilising international students as a resource. The IoC change process was limited to engagement of one pedagogic practice. Moreover, it was suggested by the business school academics who were involved in the project, that it would have been helpful to have had specific student-centred examples (Foster & Carver, 2018).

The changes that were made resulted in a few IoC pedagogic practices being utilised by business school academics. In general, these practices reflected Heffernan *et al.*'s (2018) findings that business school students prefer academics to use the more interactive and experiential practices. To date, there does not

appear to be any studies that exist which consider IaH specifically using whole business school change processes, challenges and the support required for the majority of academics to implement this. These articles either incorporate or advocate that a change approach, process and / or support mechanisms are adopted, which infers that regarding academics' engagement in IaH, these should also be utilised to promote successful implementation. The articles also suggest certain support mechanisms that maybe helpful such as training and time allocated within workload. In relation to training, it would be helpful to have more detail in relation to the topics covered and who would be the most appropriate to lead the workshops, etc. Various challenges emerged in the articles which align to discussions in the earlier Academic Profession section that refer to the impact of autonomy, discipline collegiality and limited time, potentially hindering the engagement of business school academics.

In this section I noted that research-intensive and teaching-intensive business schools that are situated in HEIs represent the majority of those in the UK. There appears to be contrasting viewpoints between which of these two types are perceived to be the most internationalised. They attract vast numbers of students including two in five who are of international origin. Various business school specialist authors explain how they appear to be profit-driven and share similarities with private business organisations. They are influential both internally and outside of their HEI and are perceived to set an example to other schools in terms of internationalisation in research and student education. In relation to student education, there are good indications that business schools are interested in embedding IaH. These indications relate to their profit-making and student experience aims, which reflect the potential benefits of IaH that were discussed in chapter 2.

However, despite pursing IHE for over four decades business schools in the UK appear to have been less successful, with few IoC pedagogic practices being utilised and seemingly only by a small percentage of academics in their business school. Therefore, in relation to IaH, which requires the majority of academics to

be involved, it may not be possible to achieve. However, given that business school specific articles in change, challenges and support in IoC had some success, it indicates that an empirical study combining a whole business school change with an assessment of individual needs and support, then this may help to engage the majority of academics.

Business School Academics' Resistance to IHE Change

So far in this chapter I have examined the academic profession and in particular, the influence that the core values could have on their roles and responsibilities. An overview of business school academics' demographics was given. There was also a discussion of business schools, their influence and desire to promote internationalisation, before specific articles were highlighted that entailed the engagement of business school academics in elements of IaH. This section identifies why change initiatives such as engaging business school academics in using IaH may be unsuccessful. Indeed, it acknowledges that their level of engagement may vary depending on the individual academic. The percentage of academics that are required to engage in IaH in a business school is analysed, and how the thesis and key research questions aim to engage the majority in achieving this.

The previous section included an analysis of initiatives that sought to implement some elements of IaH into practices and identified that in both projects there was minimal engagement from most of the business school academics who chose to participate in the change (Crosling *et al.*, 2008; Foster & Carver, 2018; Ohajionu, 2021). The limited success of change initiatives is not uncommon, with seventy per cent encountering problems (Nohria & Beer, 2000) and an estimated two thirds resulting in failure (Warrilow, 2021).

Many authors (e.g. Bradford *et al.*, 2017) acknowledge that inherent to the failure of change initiatives, including those associated with IHE and IoC, is individual academics' resistance to change. Individual resistance to change is referred to as the "wicked problem" (Trahar *et al.*, 2015) that is caused by

academics often opposing or struggling to engage in the new practices associated with the change (Burnes, 2015), and for IHE, is particularly prevalent in research-intensive HEIs (Fulton & Holland, 2001). Resistance to change is perceived to be a rational response which is based on an individual's self-interest (Aberbach & Christensen, 2018). Individual resistance is believed to be exacerbated in HEIs and business schools by the precedence of academic autonomy (Crosling *et al.*, 2008; Lorange, 2019; Palmer *et al.*, 2021).

A recent study that concentrated on business schools by Rintamäki and Alvesson (2023) identified that academics may resist or fail to engage in different ways. In addition, Leask (2015) recognises that individual academics in a business school resist to different degrees, with research referring to academic employees (Lovell, 1994), IHE (Childress, 2010) and those engaging specifically in IoC (Bell, 2004; Ellingboe, 1998), describing between four or six levels of resistance. These range from academics openly disagreeing and obstructing the change (Childress, 2010) to initiating or even leading the change (Lovell, 1994) and have been summarised in Table 5.

Table 5: Degree of Academic Resistance

	Complete Resistance	No motivation, interest, capability or tolerance for change. Perceive it as completely inappropriate. Openly disagree and obstruct change.
	Significant Resistance	Little motivation, minimal interest, but some capability to change. Perceive change as inappropriate. Reluctant to participate in change.
	Some Resistance	Some motivation, interest and capability to adapt to change. Perceive change as somewhat appropriate. Some reluctance to participate in change.
	Little Resistance	Motivated, interested and capable to adapt to change. Perceive change as appropriate. Support and implement change.
	No Resistance	Highly motivated, interested and fully committed and capable to adapt to change. Perceive change as fundamental. Initiate and lead change.

The degree to which individuals may resist in engaging in the change indicates that some business school academics, often referred to as Internationalisation

Champions, may fully engage in and even lead, internationalisation change initiatives (e.g. Childress, 2010; Ellingboe, 1998). However, to reach all students, IaH pedagogic practices must be successfully implemented throughout modules in the formal, compulsory curriculum of a business school (Beelen & Jones, 2015b). Therefore, it is useful to determine the minimum percentage of business school academics who need to wholeheartedly engage in the use of IaH pedagogic practices, for the change to be a successful (Hiatt & Creasey, 2012). The percentage of academics who do not resist change is contested though, as different research on IHE suggests 15 per cent (Knight, 1994), 25 per cent (Childress, 2010), the majority (Ambagts-van Rooijen *et al.*, 2021; Hawawini, 2016) or, as de Wit and Altbach (2021) as well as Rogers (2020) indicate, 100 per cent. For IHE initiatives, that aim to include all students, such as IaH, it is recommended that a substantial amount of academics must be able to use IaH pedagogic practices (Ambagts-van Rooijen *et al.*, 2021). This confirms previous discussions in chapters 1 and 2 that a majority would need to engage. Considering these suggestions, it appears likely that for the change to be a complete success and impact on all students, the majority of business school academics must be wholeheartedly engaged in using IaH pedagogic practices in their modules in the formal curriculum (Ambagts-van Rooijen *et al.*, 2021; Hawawini, 2016; Rogers, 2020).

Drawing together the main strands from these discussions (as illustrated in Figure 5), significant tensions exist between business school academics being highly resistant to change and the need to engage the majority of them for the successful implementation of IaH pedagogic practices in all compulsory modules. I therefore debate if the tension between resistance of academics and the need for engagement of the majority using IaH pedagogic practices, maybe fully reconciled.
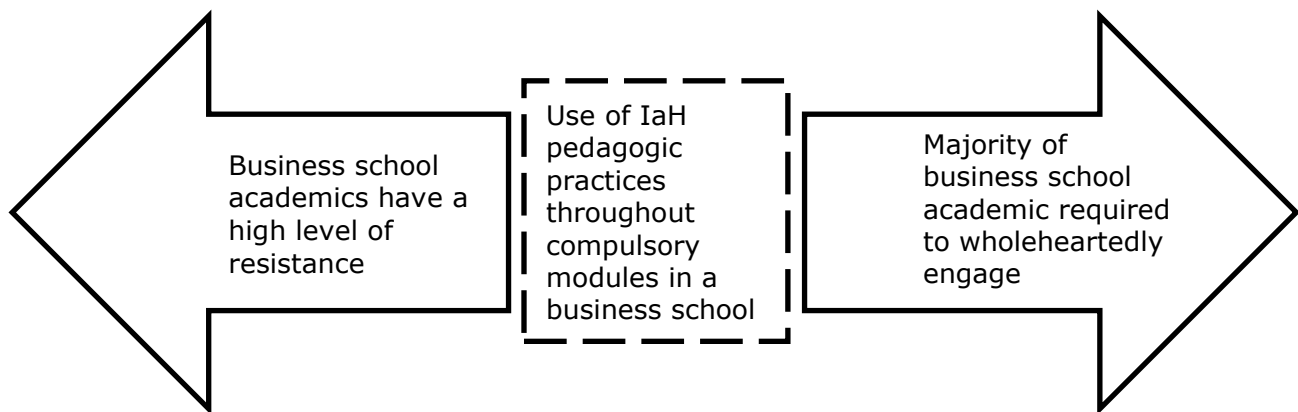
Figure 5: Resistance versus Majority Engagement of Academics

To endeavour to reconcile these tensions, I draw on implementation studies to identify the factors that can promote the uptake of business school academics in using IaH pedagogic practices (Bhattacharyya *et al*., 2009). Yanow's (1987) examination of implementation studies grouped these into four organisational levels, each of which comprised of a particular set of analytical concepts, which were labelled these as lenses. Each lens can then be used to determine the overarching research questions in the thesis and identify the information that is required to be collected. This analysis of data for a given lens will then provide a recommendation for change. Yanow (1987) specifies business organisations often combine these lenses to maximise success and thus promote engagement in IaH pedagogic practices to many academics within a business school.

The four lenses of implementation analysis that he identifies are: Systems, Political, Structural and Human Relations. Of these four lenses, the Systems lens considers the interdependencies and interactions between business schools and research, student education, and knowledge ecosystems. Also included in these interdependencies are sub-entities such as doctoral and external engagement centres. As the analysis of specific ecosystems and sub-entities would have minimal relevance or potential impact on the implementation of student education and IaH, this lens was omitted. Furthermore, as earlier discussions in this chapter revealed that business schools were perceived as homogenous in

terms of their ecosystems and sub-entities, it is unlikely to reveal any in-depth insights.

The Political lens, on the other hand, centres on the command and influence of disciplinary groupings and the dynamics between these. It recognises that conflict will naturally occur in a business school and dynamics between disciplinary groupings can involve coalition-building and bargaining. This lens also considers the influence that interest groups such as research excellence committees have on them. As individual business schools may comprise of different types and quantities of disciplinary groupings and interest groups, then it was felt that using this lens may be ineffective in providing more generalisable conclusions for all business schools. However, research in the forthcoming Challenges section that compares different disciplinary groupings in IHE, does not offer any significant insights. Therefore, the Structural and Human Relations lens seemingly are the most appropriate to changing the majority of business school practices to using IaH, which I will now elaborate on.

The Structural Implementation lens described by Yanow (1987) centres on the business school as the main proponents of the use of IaH because of its profit-making imperatives and the range of benefits it offers to students. This lens addresses the part that the structure of a business school plays in the approach that is used for change. The Structural lens perceives a business school as well-regulated machine. This lens centres on the design of the business school itself as key to regulating academics through analysing lines of authority in decision-making, the allocation of tasks and breadth of control that senior leaders may have. It comes to the extent to which academics are given autonomy, that bureaucracy impedes implementation and analyses how business school strategy can impede or encourage change. It analyses findings and appropriate influence of authority, roles and relationships with other business school academics. It also considers allocation of responsibilities and the coordination of the diverse responsibilities of academics, that can be used to promote implementation. Structural Implementation also assumes that there exists a designed set of

behaviours regarding the responsibilities of key business school academic stakeholders who are involved in the change. The Structural lens also includes an examination of the process of the implementation of change from the beginning to fruition. The Structural Implementation lens is employed in relation to key research question A, which considers the overarching change approach and the elements in the process of engaging academics in IaH:

A   What approach and process may engage the majority of business school academics in using IaH pedagogic practices?

The second Implementation lens that is used, is Yanow's (1987) Human Relations lens. The lens of Human Relations associates the business school with a supportive family. Within the Human Relations lens, failure to recognise how interpersonal dynamics in the business school, impact on the behaviour of individual academics. It centres on the social psychology of research-focused and teaching-focused academics, by considering their needs, behaviours, responsibilities and academic values. This lens analyses the desires, motivations, attitudes, capabilities, knowledge, and willingness, as well as how they are supported, incentivised, rewarded and sanctioned, as a means of encouraging them to use IaH pedagogic practices. It takes into account specific academic roles such as International Champions and the impact that they may have on individuals. This particular lens was chosen because it examines the behaviour of individual business school academics in terms of the central role that they play in the implementation of IaH in their pedagogic practices. The Human Relations Implementation lens also acknowledges the autonomy and freedom that academics have within their role. This lens also acknowledges individual business school academics' needs and the support that is then required to help overcome these. I have used a Human Relations lens in the design of key research question B, which considers academics' capability, knowledge and willingness to engage, by examining the challenges that they face. The Human Relations Implementation lens was also used to formulate research question C that analyses the support that individual business school academics require.

B   What are the challenges that business school academics face in using IaH pedagogic practices?

C   How can business school academics be supported to use IaH pedagogic practices?

Therefore, to correspond to the sub-research questions, the remainder of the literature review comprises of three main sections. The first section will examine the change management approaches and the process involved in engaging academics in IaH practices. The remaining sections will focus on the challenges and also support for business school academics in using IaH pedagogic practices.

Approaches to Change Management

The previous section identified that in regard to the Structural Implementation lens to change management (Yanow, 1987), the different approaches to change should be analysed in order to help identify the most suitable way to engage the majority of academics. Business organisation literature identifies that there are three approaches which are: top-down, middle-out and bottom-up approach (Keppel *et al.*, 2010). These approaches closely align to those recognised by Marshall (2019) in his research on the implementation of change in HEIs. Each of these approaches offer a number of strengths and limitations that need to subsequently be examined in order to assess their suitability to successfully engage the majority academics in a business school in using IaH pedagogic practices. The following section therefore centres around part of sub-research question A i.e. What approach and process may engage the majority of business school academics in using IaH pedagogic practices? The three approaches that are analysed will later form a theoretical framework for which to analyse the findings.

Top-Down Approaches to Change Management

The top-down change management approach is driven by senior managers such as Deans, Deputy Deans and Heads of School, whose responsibilities usually

entail leading a pre-planned change (Letens *et al.*, 2011). These responsibilities include organising, co-ordinating, governing and imposing the change, with business school academics who have teaching responsibilities in their workload, then embedding it into their practice (Ryan *et al.*, 2008). Brown (2013) claims that such an approach is useful where there is a consensus in a business school of what specific outcomes the change should achieve (Brown, 2013). The top-down approach offers a number of other advantages that include that it is likely to foster strong influence and direction for academics in terms of what the change requires (Beverton & Tsai, 2007). As business schools assimilate commercial organisations, then they are also considered by McCarthy and Dragouni (2021) to predominantly use top-down approaches, and presumably would be used to applying this approach. Promisingly, Hunter (2018) highlights that the top-down approach has often been used in relation to support staff and their involvement in IHE.

However, Brown (2013) and Burnes and Bargal (2017) assert that academics value freedom and without ownership or consultation in the proposals for change, then it is unlikely that they will engage in using IaH pedagogic practices. I would also propose that if IaH pedagogic practice engagement is imposed by senior managers who have few or no teaching responsibilities, then this could create further resistance from academics. If business school academics are not fully involved then they may be unclear as to the nature of the change and what it specifically entails (Fullan, 2016). Furthermore, Newstead *et al.* (2016) amongst others consider that they may not understand the relevance of IaH to their teaching, and as such maybe reluctant to engage in it.

Middle-Out Approaches to Change Management

The middle-out approach can encompass a combination of top-down and bottom-up involvement that comprises of senior management and business school academics with teaching in their workload, both making contributions (Cummings *et al.*, 2005). Alternatively, it could involve those at middle management level, which, depending on the size of the business school, may include departmental

heads, Directors of Internationalisation, Directors of Student Education (Janda & Parag, 2013). The third option entails utilising an Internationalisation Champion to drive the practical implementation of change (Carter, 2022). The middle-out approach often entails the priorities of the change being established either by senior management or by those at middle management level within a business school (Nohria & Beer, 2000). Others (Robson *et al.*, 2018) suppose that it could involve academics without any managerial responsibilities, establishing the priorities and driving the change, with senior management proffering their support. The middle-out approach utilises a collegial approach involving research, consultation and engagement with academics who then are empowered to help formulate the problem-orientated change and vision (Kirk *et al.*, 2018; Nguyen & Tran, 2022). Cummings *et al.* (2005) describes that solutions are then planned by the programmes within different disciplines in a business school. Janda and Parag (2013) recommend that the commonalities between different business school programmes are next identified, and to improve learning, these practices are then shared with other programmes (Janda & Parag, 2013).

In relation to IoC, which has some similarities to IaH, Whitsed and van den Hende (2018) consider that the middle-out approach is the optimum approach to use. To bolster this idea, the Leask (2015) model on change regarding IoC that will be discussed later in this chapter, also appears to adopt a middle-out approach. Furthermore, for IaH specifically, Robson *et al.* (2018) briefly mention that a combination of top-down and bottom-up is used, which could be attributed to the middle-out approach. However, because Robson *et al.*'s (2018) research has limited detail, does not centre solely on academics and some of the data derives from outside of the UK, then it is impossible to draw any firm conclusions from their findings. Marshall (2019) suggests that a middle-out approach is an effective approach to advance engagement, when other approaches may struggle. What is more is that Troyer (2021) claims that this approach could aid the design of pedagogic practices that are useful and specific to the discipline and programme.

A potential problem with this approach is that the pedagogic practices that are identified may not necessarily work well in other business school disciplines (Sweet, no date). Kirk *et al.*, (2018) acknowledge that the middle-out approach may be hard to achieve as it requires a cultural-shift in the business school, with the integration of the teaching vision into student education, research, knowledge production, etc (Kirk *et al.*, 2018). Furthermore, it could lead to overreliance on those positioned at middle-management level who are leading the practical side of the change (Ambagts-van Rooijen *et al.*, 2021).

Bottom-up Approaches to Change Management

The bottom-up approach entails change being generated using dispersed leadership that could originate from an innovative individual or a group of academics with teaching, but no managerial responsibilities in their workload (Cummings *et al.*, 2005). The change involved is likely to focus on an aspect of IaH, that is based on collegial, democratic and rational decision-making (Cummings *et al.*, 2005). The same authors explain that the inputs in terms of planning the change derive from academics' self-interests and are likely to be based on their pedagogic experiences and research knowledge. Brown (2013) highlights that those involved in the decision-making are more amenable to change and are able to gain some buy-in from other academics that they work with. In contrast to what some authors believe in relation to the top-down approach, Lorange (2019) claims that because business schools have influential academics and weak leadership, then a bottom-up approach to change is usually used. There are some that indicate that this approach is suitable for bringing about inclusive internationalisation pedagogic practices, like IaH, in modules (Lewis, 2021; Simm & Marvell, 2017).

Bottom-up approaches are unlikely to produce large-scale, successful outcomes (Warwick, 2012). Malin (2019) asserts that due to lots of input from academics, there is a lengthy decision-making process, and as a consequence, it takes a long time for the change to come to fruition. Another concern which Brown (2013) illuminates is the change outcomes that are produced may not align with the

strategic priorities, vision or mission of the business school or its HEI. Moreover, Fullan and Scott (2009) point out that usually, the academics involved in leading the practical implementation do this on a voluntary basis, rather than being assigned hours within their workload to implement the change.

In terms of the potential application to academics, the three approaches that have been analysed each offer some value in relation to engaging the majority of business school academics in using IaH pedagogic practices. For example, as business schools frequently employ the top-down approach, they are adept at using this. They also have experience in using the top-down approach in relation to the implementation of IHE. Whereas the middle-out approach appears to be most likely to engage the majority of academics. Furthermore, there is evidence that the middle-out approach is effective for realising IoC. The bottom-up approach on the other hand, seemingly considers academics' core values of collegiality and autonomy in terms of pursuing their own interests when implementing the change. Importantly, the bottom-up approach was also theorised as the most appropriate for IaH. As engaging the majority of business school academics is considered to be key to the successful implementation of IaH, then based on the analysis, it appears that the middle-out approach could be the most appropriate.

Leaders of Change

This section will briefly highlight the characteristics of those leading change in terms of the skills that they possess. Discussions then centre on Internationalisation Champions who were identified in the IHE literature as best placed to lead change. Next, their potential role in terms of their willingness and capability to lead the change, is described and compared to Lovell's (1994) 'Explorers'.

Within the three approaches that were analysed, there are various business school academic roles that are identified in terms of leading the change. Focussing on the abilities and knowledge required to lead change, Errida and Lofti

(2021) underline that regardless of whether the academic role is that of an individual or group, change leaders tend to possess leadership skills, creditability, expertise and a position of power. However, Heyl and Hunter (2019) explain that unlike in business organisations, those in HEIs that lead it, may not have the knowledge or expertise required for change management. Furthermore, Ford *et al.* (2008) warn that insufficient expertise could have a detrimental impact on the likelihood of the change being successful.

Depending on the specific approach to change, senior managers, programme leaders and academics with teaching responsibilities were identified. However, the role that Internationalisation Champions could play warrants clarification, especially because apart from their expertise in the topic, they are the least likely to lead change. Yet in relation to IHE, much of the literature advocates Internationalisation Champions as most likely to bring about the change success. For example, Marantz-Gal and Leask (2021) refer to Internationalisation Champions as being highly motivated and therefore able to lead change. Childress (2010) also suggests that Internationalisation Champions could contribute to the implementation of change by participating in pilot schemes involving internationalised pedagogic practices. Moreover, Marantz-Gal and Leask (2021) suggest that they could get involved, as a means of encouraging other academics to engage. Despite this emphasis in IHE literature that recommends that Internationalisation Champions lead change, Warwick (2014) advises that they should not be wholeheartedly relied upon as internationalised pedagogic practices must be disseminated to other academics. This author's advice highlights the need to then help others to engage, which is particularly important to achieve IaH where the majority of academics should be involved.

Further support in terms of Internationalisation Champions leading the change derives from the role of 'Explorers' in Lovell's (1994) *Wild West View of Change* (pp. 59-61), which was based on public sector employees such as academics in HEIs. Like Internationalisation Champions, Explorers are highly motivated and capable of changing their practice. Lovell (1994) also explains that they play a

pivotal role by leading the change. His *Wild West View of Change* asserts that once Explorers then begin to lead the change, others that are less able will in turn, begin to engage. Thus Pioneers, if given support, will then adapt and engage. There follows movement from Settlers, who then become more willing to change, and potentially the remaining Outlaws will start to engage in internationalised pedagogic practices, as detailed below:

- Explorers – are highly motivated. They are there to initiate and lead change.

- Pioneers – have the motivation but lack the capability to adapt. They are supportive of change and Explorers' actions. Once Explorers change, these will follow.

- Settlers – the majority of those working in an organisation fall into this category and lack the motivation to be the first to change but are the most able to adapt and survive it. They follow Pioneers' actions.

- Outlaws – lack motivation and the capability to change. Perhaps because of the potential loss in power, Outlaws have a low tolerance to the uncertainty involved in change. As they are loyal to the organisation, change could make Outlaws leave. On the other hand, after suffering a great deal of stress, and once everyone else has changed, they may eventually adapt. Thus, Outlaws may or may not follow others in engaging in the change.

In engaging the majority, those who typically lead change such as senior managers, may not be entirely suitable to implement IaH in a business school. Although it has been acknowledged that those working in HEIs may not have a specific role in change, as they are situated in a business school, they at least may have theoretical knowledge or practical experience, particularly after the rapid changes to practice that took place during the COVID-19 pandemic regarding teaching and research. If, as I have debated, Internationalisation Champions do emulate Lovell's (1994) Explorers, then these may improve the

likelihood of negating the majority of academics in using IaH in a business school.

Change Management Processes

Earlier in this chapter Yanow's (1987) Structural Implementation lens guided me to examine the overarching approach that could be used to engage the majority of academics in using IaH. The Structural lens also suggested that the process of change should be scrutinised. Similarly, Whitsed *et al.* (2022) recognise that there is a demand to proactively facilitate the use of IaH pedagogic practices throughout a business school using a change management process. Therefore, this section addresses part of sub-research question A that centres on: What approach and process may engage the majority of business school academics in using IaH pedagogic practices? To do this there follows an overview of change management processes that is followed by identification and analysis of five change management theories. The most pertinent model by Leask (2015) will be further assessed in terms of its relevance to the study topic. The common elements of the five models are then identified and defined, in order to help develop a theoretical framework for which to analyse the findings.

A change management process can be defined as a structured procedure of guiding business school change from the earliest stages of conception to its resolution (Miller, 2020). In relation to business schools, Lorange (2019) asserts that this structured procedure should be clear, comprehensive, realistic and encompass specific outcomes. The same author also emphasises that usually the change process in business schools is slow. To be specific, Fullan (2016) reflects that the process usually lasts a minimum of two to four years for a reasonably complex change and five to ten years for large scale change. But as the author's work centres on schools, then these estimates may differ in relation to business schools in higher education.

Focussing on the actual process, a plethora of change management process models exist. Each of the process models that exist may be aligned to one of the

three approaches that were explored earlier in this chapter and therefore share the same benefits and disadvantages. Moreover, as I have to identify which approach is the most suitable, at this stage, I am unable to focus on a specific process model that aligns to a particular approach.

Errida and Lofti (2021) advise that using only one model is unlikely to provide all the elements of successful change that are suitable to a particular situation. Therefore, it is appropriate to examine change management process models that maybe relevant to whole business school change, by engaging the majority of business school academics using IaH pedagogic practices (Landorf *et al.*, 2018). The relevance of each model is explored in relation to the elements in the process. Discussions of individual process models are accompanied by highlights of its strengths and limitations.

Furthermore, as business schools share many features of large companies and as the education discipline only offers a limited number of models, discussions will also draw on business organisation change management process models (Kang, *et al.*, 2022). To determine how many process models should be examined in order to discover suitable elements in the process, analysis by change management experts (e.g. Hayes, 2022) examine approximately five or more models. Therefore, to allow for explanation and analysis, five change management process models were also selected, using the criteria below:
- Relevance to academics and their core values.
- Previous application of the model to the higher education context as evidenced in the literature.
- It has been highly cited in other literature.
- Altogether there is overall representation from the five models of the top-down, middle-out and bottom-up approach (see table 6 that illustrates this).

Table 6: Change Management Approaches and Examples of Associated Process Models

Top-Down	Middle-Out	Bottom-Up
Eight-Step Process for Leading Change (Kotter, 1996)	Traditional Model of the Change Process (Fullan, 2016)	The Prosci ADKAR Model (Hiatt, 2006)
Three-Step Model of Change (Lewin, 1947a, 1947b)	Process of IoC (Leask, 2015)	

Kotter's (1996) Eight-Step Process for Leading Change

Stage One: Generating a Sense of Urgency – Entails examining major opportunities, threats and market forces in the higher education environment (Galli, 2018). During this initial stage, academics are presented with information about the students and their learning experience. Then any excess within the business school such as teaching-related administrative process, should be halted (Kotter, 1996, 2012).

Stage Two: Creating a Core Alliance by Forming a Working Group – Establishing a working group that comprises of relevant people, such as Directors of Internationalisation, as a means of setting a common goal for the change (Wentworth *et al.*, 2020).

Stage Three: Formulating and Developing a Vision that is Strategic – This stage in the process involves the working group drafting a vision and then demonstrating IaH in their own pedagogic practices (Kotter, 2012).

Stage Four: Communicating and Sharing the Vision and Strategy using a Range of Channels – Chen (2021) identifies that this stage encompasses a two-way communication process that is simplistic and relays key messages related to the change. Academic leaders should set an example of the change, by incorporating it into their own pedagogic practice (Kotter, 1996).

Stage Five: Empowering Employee Action in Relation to the Strategy – This fifth stage entails amending academic systems to encourage more teaching abroad or removing barriers, to ensure they are aligned to the change (Kotter, 2012). Odiaga *et al.* (2021) identify that if there are any academic leaders who do not support the change, then they should be challenged.

Stage Six: Generating Short Terms Rewards – Short term rewards could include praising the working group or providing evidence to illustrate that the change is beginning to work (Kotter, 1996, 2012). This author also determines that any academics who are sceptical such as those with few or no managerial responsibilities in the business school, should be questioned regarding their motivations.

Stage Seven: Consolidating Achievements and Producing More Change – Calegari *et al.* (2015) express that this stage entails academic leaders continuing communication and clarifying the shared vision and strategy. Promotional rewards should be offered and leadership of particular projects should be given to those lower down the organisational hierarchy (Kotter, 2012).

Stage Eight: Initiating these Further Changes – During this final stage, discussions within the business school should take place regarding the success of the change (Expert Program Management, 2021). There should also be succession planning and if necessary, any of the main people involved in the process should be reassigned to another role if they disapprove (Kotter, 2012).

Kotter's (1996) change management model has a number of strengths, including that its conceptual recommendations could be used by senior business school leaders to instigate successful change (Calegari *et al.*, 2015). Notably, the Eight Step Process for Leading Change (Kotter, 1996) is believed to be pertinent to traditional organisations with structures that are slow to change, such as business schools. The same authors recognise that the development of the vision stages are likely to resonate with academics, as they are passionate about

their university's and business school's mission, which then permeates into the working culture. Calegari *et al.*, (2015) believe that through focussing on cognitive, behavioural and affective responses to change, it may help to obtain buy-in from academic employees. Furthermore, the Eight-Step Change Model has been used in higher education settings, and in particular, has resulted in the engagement of business school academics in the accreditation process (Calegari *et al.*, 2015).

One of the main weaknesses of the Kotter (1996) model is that it seemingly fails to address in any detail, the academic employee element of change such as personal transitions (Appelbaum, *et al.*, 2012). Similarly, the Eight Step Model (Kotter, 1996) has little detail on how to execute the change to academics using IaH pedagogic practices (Warrilow, 2019). The Eight Step Model is considered to be too mechanistic and may require some adaption according to the distinct culture of a business school (Burnes, 2004). Another weakness is that it appears to disregard the need for local knowledge and creative thinking that is required for IaH pedagogic practices to be used in business school disciplines (Palmer *et al.*, 2021). Appelbaum *et al.* (2012) express that the model is based on Kotter's research and experience, and as such, has not been verified. Although I would argue that there is empirical evidence of its application such as in the article by Calegari *et al.* (2015).

Lewin's (1947a, 1947b) Three-Step Model of Change
Stage One: Unfreezing - The first stage involves unfreezing the present academic employee behaviour by increasing the drivers of change (Hayes, 2022). During this stage, the benefits and need for change must be clearly communicated, to establish a good understanding as to why it is necessary (Jackson, 2019). Lewin (1947a, 1947b) advises that there should be support to help academics change their behaviour such as reducing the challenges that may inhibit them from engaging. Any concerns should be dealt with to adjust the behaviour and values systems of current discipline groups of academics (Jackson, 2019).

Stage Two: Change - At the second stage the majority of academic employees will change as they usually follow group norms (Lewin, 1947a, 1947b). During this step Cummings *et al.* (2016) explains that academic employees start to get used to the situation being different and will learn new behaviour associated with pedagogic practices. Academic employees need to be given time to get fully on board with the change (Burnes & Bargal, 2017). During this step there should be strong leadership to ensure that those involved do not return to their old behaviours (Hayes, 2022). The same author also mentions that at this stage, there should also be operational troubleshooting. To help with the latter, Lewin (1947a, 1947b) highlights that it is important that the advantages of the change are still communicated at all levels within the business school. There should also be opportunities for anyone within the organisation to ask questions (Lewin (1947a, 1947b).

Stage Three: Refreezing - For the final stage, Errida and Lofti (2021) underline that it is important for academic employees to be helped and guided to continue using the new pedagogic practices. Time, education and training should be given to help them engage (Lewin, 1947a, 1947b). The benefits that have been realised from the change should be publicised and celebrated, as a means of encouraging productivity, hard work and success (Burnes, 2004).

One of the main strengths of Lewin (1947a, 1947b) is that it considers the insights of managers as well as the dynamics that impact on the business school, before then analysing all options (Levasseur, 2001). In addition, it seems relevant to universities and business schools, because it provides a collegial approach (Burnes *et al.*, 2014) and aligns to behavioural changes such as changing pedagogic practices (Memon *et al.*, 2021). Lewin's Three Step Model of Change (1947a, 1947b) has been used in HEIs, and in relation to Tran and Gandolfi's (2020) research, led to a 35 per cent improvement in the quality of pedagogic practices.

A limitation of Lewin (1947a, 1947b) is that Cummings *et al.* (2016) claim that it does not explain the three stages in detail and the stages overlap. The main weaknesses of the Three-Step Model of Change are that in a socially-constructed world, change in an organisation ought to include democratic representation of academics with teaching responsibilities (Hatch, 2018). The Lewin model (1947a, 1947b) does not refer to the need to evaluate change (Pettigrew, 1990) and according to Cummings *et al.* (2016), has little empirical basis.

Fullan's (2016) Traditional Model of the Change Process
The Initiation Stage encompasses the process that leads up to the decision to make the change (Fullan, 2016). The decision to make the change, and the subject of the change, can derive from an individual or group authority in a business school (Acton, 2020). This stage can be affected by factors that include external change agents such as the Office for Students, policy initiatives, academics' advocacy and support (Thompson, 2019). Other factors that should be considered are the existence, access and quality of pedagogic practice innovations (Fullan, 2016).

The Implementation Stage entails an attempt to reform, use or adapt practices involved in the nature of the change (Fullan, 2016). The factors that either inhibit or advance the implementation of change are the need, complexity, clarity and the practicality of the change (Fogarty & Pete, 2006). Fullan (2016) advises that local characteristics need to be considered such as the role of the academics, deans and vice chancellors, in addition to external agencies.

The Institutionalisation Stage is concerned with the extent to which the change is embedded into the business school, and ultimately sustained (Yılmaz & Kılıçoğlu, 2013). Success at the final stage is dependent upon funding for professional development, active leadership, support from the central university, et cetera (Fullan, 2016).

As the Fullan Traditional Model of the Change Process (2016) is relatively recent, there does not appear to be a lot of literature that offers any detailed analysis. What has been acknowledged is that it considers a number of variables that could impact on the change. Moreover, Polzoi and ČErnÁ (2001) identify that it has been used in the UK. Fullan's (2016) model has also been utilised to, for example, inform the implementation of citizenship education (O'Connor Bones *et al.,* 2020).

Although the Fullan model (2016) refers to context, it seemingly does not describe how a business school and the change consider social or political influences such as the REF Framework or academics' administrative responsibilities (Thorburn & Allison, 2013). Noguera (2006) acknowledges that there is no explanation as to how business schools deal with external constraints related to the economy, politics or the wider university. The Fullan Traditional Model of the Change Process (2016) does not explain change process dynamics such as why at stage two there could be a tendency to relapse to old ways (Polzoi & ČErnÁ, 2001).

Leask's (2015) Process of IoC (p. 42)

Stage One: Review and Plan - the Review and Plan stage includes organising a team of academics from a particular discipline, who teach the core content of a programme or have an interest or knowledge of IoC (Leask, 2015). This team then gathers information by completing questionnaires on IoC which can be supplemented with other data such as student evaluations or the National Student Survey (McKinnon *et al.*, 2019). Whitsed and Green (2016) identify that these datasets can be utilised to focus on the purpose of the IoC change, to help stimulate review and set short-term and long-term goals.

Stage Two: Imagine - the Imagine stage entails using the Conceptual Framework for IoC to prompt discussions on the ideal outcomes of the international project (Leask, 2015). The Framework encompasses concepts such as institutional, local, national and international context, disciplinary and interdisciplinary

knowledge and learning assessment (Whitsed & Green, 2016). At this second stage IoC in Action (2022b) encourage that marginalised academic staff such as associate faculty who are on temporary contracts, are invited to take part in the change management planning process.

Stage Three: Revise and Plan - the Revise and Plan stage of Leask (2015) describes that it involves identifying possible cultural, institutional and personal barriers and support mechanisms such as workload models. Programme objectives and learning outcomes need to be established and the roles of specific academics identified (Leask, 2013). Plans could be aligned to university-wide policies such as internationalisation and employability, as well as encompass quick rewards to sustain momentum and enthusiasm (IoC in Action, 2022b).

Stage Four: Act - the Act stage is where plans are implemented including anything that enables IoC pedagogic practice, such as professional development workshops or other support (Whitsed & Green, 2016). At this stage, Leask (2022) explains that there must also be consideration of how to evaluate the impact of the IoC change.

Stage Five: Evaluate – the final stage entails gathering data from stakeholders such as graduate employers, to reflect and assess the extent to which IoC was accomplished (IoC in Action, 2022b). The latter authors also explain that based on the changes made, achievements are summarised and ongoing responsibilities of the programme team are established.

The Leask Process model (2015) was formulated based on up to twenty academics in four disciplines in different HEIs (IoC in Action, 2022b). Leask's (2015) model is believed to be a useful tool for raising awareness of IoC and associated change (Ohajionu, 2021). The same author highlights that it offers the benefit of acknowledging the role that discipline collegiality plays in the implementation of change. The Process model (2015) encourages multidimensional reflection on local issues such as pedagogy as well as

institutional, national and international issues, when implementing change (Ohajionu, 2021). Through productive, reflective undertakings Breit *et al.* (2013) identify that it generates practical ways for academics to alter their pedagogic practices. The Leask model (2015) has been utilised in various schools in HEIs by Whitsed and Green (2016) and also by Foster and Carver (2018) in four business school programmes in higher education, with some success.

Leask's model (2015) has in the past been criticised by academics involved in the process as encompassing too much theory, with few examples of pedagogic practices (Foster & Carver, 2018). These authors considered it to streamline, rather than draw attention to, the diverse array and depth of pedagogic practices that academics could be employed (Foster & Carver, 2018). Whitsed and Green (2016) believe that a constraint of the model is that it does not focus on how to sustain long-term HEI commitment to IoC.

The Prosci ADKAR Model (Hiatt, 2006)

Stage One: Awareness – i.e. an individual's viewpoint and perception of the current organisational state (Hiatt, 2006). There must be a common understanding for academics as to the need and appropriateness of the change (Hiatt, 2006). Tahir (2019) explains that raising awareness of the change must be clearly communicated by a credible person in the organisation such as a vice chancellor, dean or senior executive, then reinforced at all levels by managers.

Stage Two: Desire – i.e. an individual's personal circumstances and motivation (LAPAAS, 2020). The executive or senior academic leaders should, as Hiatt (2006) advocates, be clearly visible, communicate the changes enthusiastically and build partnerships to foster the change. Individual academics should be actively-engaged and encouraged to take ownership of the change (Expert Program Management, 2018). These authors explain that such encouragement should be bolstered by performance management and rewards such as time off to undertake research (Expert Program Management, 2018).

Stage Three: Knowledge – i.e. an individual's knowledge, experience as well as their ability to develop these (Hiatt, 2006). This stage encourages the provision of accessible training and development opportunities for academic staff by the business school or HEI (Teczke *et al.*, 2017).

Stage Four: Ability – i.e. an individual's level of abilities, knowledge and psychology. The change process should incorporate support systems such as mentoring, help from leaders, funding, and experts to disseminate practice (Expert Program Management, 2018). Hiatt (2006) advises that this penultimate stage should include monitoring of pedagogic practice performance in relation to the change.

Stage Five: Reinforcement – i.e. meaningful recognition and reward, sense of achievement and absence of negative consequences for the individual (Hiatt, 2006). Reinforcement can derive from a variety of reward and recognition opportunities as well as annual appraisals for academics (LAPAAS, 2020). Balluck *et al.* (2020) explain that change measures should be audited and opportunities created for individuals in the business school to feedback on the process.

The ADKAR model was formulated using research from 411 companies and therefore appears to be credible (Al-Alawi *et al.*, 2019). There is a focus on individual academic employees who ultimately are the ones that make change a success (Sridharan, 2022). Another strength is that it encourages communication with academics at all stages (Teczke *et al.*, 2017). The model is believed to provide appropriate support to business school academics (LAPAAS, 2020). The ADKAR model has been used to analyse blockers to public sector education change (Al-Alawi *et al.*, 2019) and was utilised successfully as a model for higher education change concerning harassment (Stacy *et al.*, 2022).

A key weakness of the ADKAR model is that because of its focus on people in the organisation, it is more suited to smaller change projects that are incremental

(Tahir, 2019), or less complex (Expert Program Management, 2018). Furthermore, Jaaron *et al.* (2022) recommended that the ADKAR model should include the collection of academic employee demographics to better tailor each stage to individuals. There appears to be little guidance on senior managements' involvement in the change, especially in the Knowledge, Ability and Reinforcement stages (Tahir, 2019). The Desire stage could also include advertising success case studies (Jaaron *et al.*, 2022).

Having described and analysed the five aforementioned change management models, they each offer benefits that are pertinent to the thesis topic. They also share commonalities in relation to the elements in the process that are likely to promote successful change. Therefore, this section includes an analysis of the relevance of each of the five models, with further exploration of the preferred model in relation to the thesis topic. There is also a synopsis of common elements that are included in the process of change.

Earlier, I analysed each of the five process models, by drawing on business and education research. But it is also worth reflecting on the extent to which each aligns to the process model in terms of its relevance to features of the thesis topic. In the following table, I have summarised the relevance of each model to the main features of the thesis topic (Table 7: Relevance of Change Models to Thesis Topic). The table refers to aspects of the thesis topic such as application to higher education, factors that promote engagement, etc.

Table 7: Relevance of Change Models to Thesis Topic

Model	Effectiveness in Promoting Engagement	Application to HE, IHE, IaH, Academics or Pedagogic Practice	Empirical Basis	Comprehensive Process
Kotter (1996)	✗	Used in HE, engaging business school academics and teaching evaluation changes	Somewhat	✓
Lewin (1947a, 1947b)	✗	Used in higher education to improve the quality of pedagogic practices, academics moved into a HE department	Somewhat	Somewhat
Fullan (2016)	Somewhat	Used in citizenship and outdoor education curriculum in schools.	Somewhat	Somewhat
Leask (2015)	Somewhat	Used on a variety of HE programmes including business	✓	✓
Prosci (Hiatt, 2006)	✓	Used to consolidate HE programmes	✓	✓

Considering Table: 7 and the acknowledgment by Errida and Lofti (2021), it is clear that no single change management model is perfectly suited to engaging many business school academics in using IaH pedagogic practice.

The Leask (2015) Process of IoC model is, however, the most closely suited to the thesis topic because of its focus on the concept of IoC, which shares some elements and understanding of IaH. Similar to the thesis topic, it was originally based in part on an empirical business school case study, in an Anglosphere country (IoC in Action, 2022a). There is evidence that this model has been used in business schools by Crosling *et al.* (2008) and Foster and Carver (2018), to bring about change, resulting in the adoption of internationalised pedagogic practices. The model pays attention to the roles that different disciplines play in the process and is therefore pertinent to business schools which also typically encompass an array of disciplines. There is modest acknowledgment of a range of different factors for promoting individual business school academics' engagement that are referred to at Stage Three and specifically in a supplementary "Blockers and Enablers Survey" (Leask, 2015, p. 149). In the change process, Heffernan *et al.* (2018) and Landorf *et al.* (2018) claim that it pays some attention to the institutional, national and international context, which is important to acknowledge in relation to IaH.

As the IoC Process Model (Leask, 2015) does not focus on all students, then it encourages voluntary involvement of academics in the formal curriculum and therefore fails to address a majority or whole school approach. There is evidence of this in the aforementioned case studies that include a maximum of six business school academics, whereas the average number in UK business schools is 131. Although individual engagement management of business school academics is addressed in these case studies, the extent to which is it effective is uncertain. For instance, the case studies report on some business school academic's lack of motivation to engage in the change (Crosling, *et al.*, 2008) or the limited pedagogic practice outputs that were produced (Foster & Carver, 2018). In its discussions of management strategies, the model does not encourage or specify the range of student-centred, interactive pedagogic practices that business school academics could also draw on (Foster & carver, 2018; Heffernan *et al.*, 2018).

Thus, it is clear that the Leask (2015) IoC Process Model is not suitable to engaging the majority business school academics in using IaH. But having discussed the Leask (2015) and other four change process models, they appear to share some common elements. After undertaking analysis of the five change management process models that I identified, there appears to be five common elements that may influence and promote the change success regarding the majority of business school academics using IaH pedagogic practices (see table 8: Common Elements in Change Management Models). The Awareness of the Need for Change and Resistance Management for academics changing their pedagogic practices, are the most important elements for business schools to consider in terms of successful change. These are followed by Sustaining then Communicating the change and finally, Measuring and Monitoring Impact. These five elements can be adapted to promote practical guidelines for a change process that is likely to create optimum success in relation to implementing IaH pedagogic practices throughout a business school. For clarity, I have also added an explanation of these elements that draws from that which is provided by one of each of the models.

Table 8: Common Elements in Change Management Models

Model	Awareness of the Need for Change[1]	Resistance Management[2]	Communication[3]	Measuring and Monitoring Impact[4]	Sustaining Change[5]
Kotter (1996)	✓	✓	✓	✗	✓
Lewin (1947a, 1947b)	✓	✓	✓	✗	✓
Fullan (2016)	✓	✓	✗	✗	✓
Leask (2015)	✓	✓	✗	✓	✓
Prosci (Hiatt, 2006)	✓	✓	✓	✓	✗
Explanations of Elements	1. Awareness of the Need for Change – Collecting information and identifying the need for change, to formulate and define a clear vision for a positive future e.g. policy initiatives (Fullan, 2016). 2. Resistance Management – the causes or sources that academics face and the methods or tools to help them overcome these e.g. leaders modelling the change (Kotter, 1996). 3. Communication – effective and continual communication of the change vision for the future e.g. credible source of communication (Hiatt, 2006). 4. Measuring and Monitoring Impact – the use of milestones, measures or ways to track the extent to which the change is working e.g. setting learning objectives (Leask, 2015). 5. Sustaining Change – post-implementation reinforcement of new behaviours, assessment and integration of lessons learned, non-enactment consequences e.g. publishing the benefits of the change (Lewin, 1947a, 1947b).				

The common elements that I identified in Table: 8 Common Elements in Change Management Models, can be compared to Errida and Lofti's (2021) and Hayes' (2022) analyses of 37 and 6 change management models respectively. Although these analyses do not include education change management models, they both

recognise similar key elements and affirm the five elements that I have established in relation to IaH.

Theoretical Frameworks

The following section draws together the previous sections that analyse and suggest the relevant change approach, process and elements that could help to promote successful change. In order to answer the three sub-research questions more precisely in relation to the change concerning the majority of academics in a business school using IaH, I draw on these approaches and process discussions to formulate two theoretical frameworks that I will later use to thematically analyse the data from the subsequent semi-structured interviews and world cafés.

As I highlighted earlier in this chapter, the three sub-research questions that guide this thesis serve to address the Structural and Human Relations Implementation methods (Yanow, 1987) of engaging business school academics in using IaH pedagogic practices. Collectively, through addressing the business school and individual academics' perspectives, their purpose is to aim to engage at least the majority of those working in a business school. These sub-research questions therefore examine the change approach, process, challenges, and support, to consider how to promote the majority engaging from different standpoints.

Consequently, in this literature review as part of the discussion relating to research question A, I explored three potential approaches and analysed their appropriateness to the thesis topic. I repeated this with regard to change process models, but in addition have identified five key elements that are likely to help to promote success regarding engaging the majority of academics in IaH.

Therefore, to address the research questions and facilitate analysis, my study is underpinned by the three approaches and the five elements in the process of change. Together, these act as frameworks that could be utilised to understand

and examine the findings that are produced from the semi-structured interviews and world cafés. The first framework that is illustrated in Figure 6: Approaches to Change Management Theoretical Framework, comprises of three alternative approaches to change. This theoretical framework will be used to examine and sort the findings concerning the most appropriate approach to engage the majority of academics that aligns to research question A.

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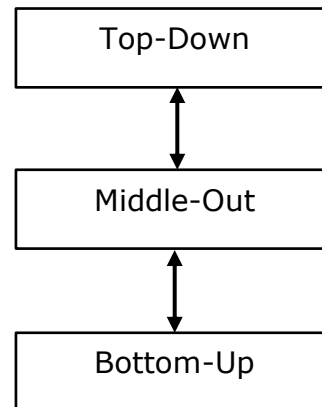
Figure 6: Approaches to Change Management Theoretical Framework

Next, the five main elements in the change process that have been defined, provide a second theoretical framework that can be used to examine the ways in which these elements may be utilised to promote the engagement of academics. Examination of the elements, that are illustrated in Figure 7: Key Elements in the Change Process Theoretical Framework diagram, also addresses the other component of research question A.

This Change Process theoretical framework also includes the element of Resistance Management that can be divided into the causes or sources of limited engagement by academics and also the tools to overcome this. Thus, this element in the theoretical framework can be used to identify and examine the challenges that business school academics face in engaging in IaH pedagogic practices in research question B. The framework is also useful to examine how to support academics, which is the central concern of research question C.
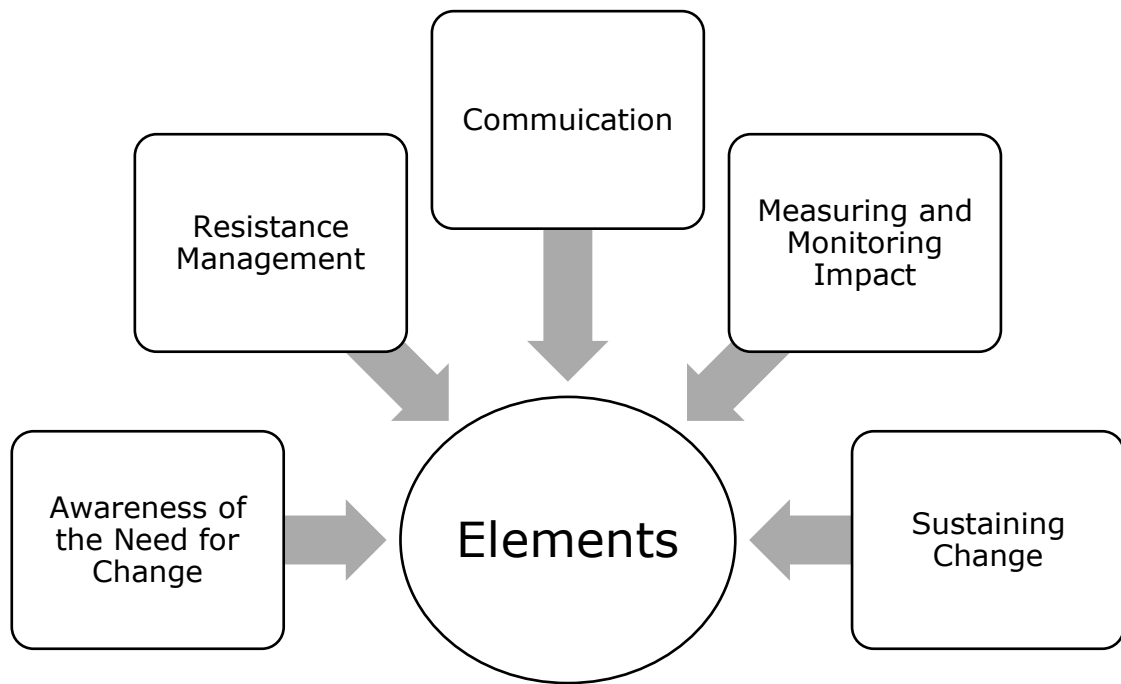
Figure 7: Key Elements in the Change Process Theoretical Framework

Challenges Faced by Academics in Implementing Internationalisation

Near the beginning of this literature review, I identified that in addition to Structural Implementation, the study would also utilise a Human Relations lens (Yanow, 1987). The Human Relations lens to implementation requires that individual business school academics' needs should be examined. This section therefore examines from an individual academic's perspective, the challenges that they are likely to face when engaging in IaH pedagogic practices. This section begins with a definition of challenges in relation to them potentially engaging in IaH pedagogic practices. In doing so, it draws on sub-research question B which centres on: What are the challenges that business school academics face in using IaH pedagogic practices? Next there is an analysis of current research that shares some of the similarities to the study in that they focus on either IaH or IoC. Then divided into subsections, there are discussions of the literature that relates to challenges regarding academics' (1) personal characteristics, career length and international background. Next there is a discussion in relation to a business school academics' (2) pedagogic skills, knowledge and experience. Other challenges then follow, in the discussions in

this section concerning the (3) limited support that they receive. There is an examination of the (4) inertia that may be faced by individuals when a change is proposed. Finally, the constraints that academics have in terms of (5) time are outlined.

Earlier in this chapter I outlined that academics may have roles that can be either teaching or research-focused or in some cases managerial-focused. Regardless of their focus, most will have some teaching responsibilities, especially if they are not in a managerial position. There was also a description of the core values of autonomy, freedom and collegiality that academics subscribe to and the impact that these can have on academics' willingness, to engage in change. Moreover, I acknowledged that these values are being steadily eroded over the last few decades, leading to predictions that many academics may resign from higher education.

All of these factors may influence or exacerbate the challenges that they face in engaging in IaH pedagogic practices. Indeed, in the discussions that follow, there are a range of challenges which business school academics face in relation to engagement in using IaH pedagogic practices. For clarity it is useful to define the term challenges in relation to academics using IaH pedagogic practices. To do this, I initially draw on the "mindset, skillset and heartset" (Bennett, 2008, p. 13) definition concerning students who have acquired intercultural experiences through study abroad, combined with the "capacity, willingness and commitment" (Leask, 2015, p. 108) in relation to the personal barriers that academics encounter in using IoC. Based on a combination of these authors' definitions and the themes that emerged from the literature, I define challenges as academics' personal capacity, knowledge and willingness to engage in IaH pedagogic practices. The terms 'capacity' explores their potential to engage in IaH pedagogic practices that is based on their personal lived experience. Whereas 'knowledge' relates to their teaching skillset, and 'willingness' regarding their motivation to engage.

I have therefore organised the following discussions accordingly in terms of the subheadings and how they may be categorised in terms of capability, knowledge and willingness. In regard to the discussions that follow, it becomes apparent that as Green and Mertova (2016) also claim, academics are likely to face multiple challenges.

Key Empirical Research on Challenges

Before I begin to examine the different challenges, it is important to pay particular attention to empirical research that has close similarities to the challenges faced by academics in using IaH pedagogic practices. Of particular interest is the only study that appears to exist by Weimer *et al.* (2019). This research is significant not only because of its focus on IaH, but also from an empirical data perspective. Weimer *et al.*'s (2019) research is one of the few scholarly articles that acknowledge the central role that academics play in the implementation of IaH, by including them in the sample of data collected. Moreover, the study gathered data from 889 questionnaires that included a sample of 168 of academic respondents as well as 28, some of which included academic participants. Drawing mainly from the questionnaires, the authors revealed six challenges that academics face when attempting to embed IaH in teaching. The main challenges identified by several of the academic interviewees that participated in the research, recognised that academics are unfamiliar with the concept of IaH (Weimer *et al.*, 2019). The findings from the questionnaires revealed that 40 per cent of academics had limited interest in engaging in IaH. They also struggled because there was insufficient monetary support for using IaH (Weimer *et al.*, 2019). The authors revealed other challenges that related to having any expertise in using IaH and the subsequent limited funding that was available to help them develop. This research should be treated with some caution as much of the data that was collected and subsequent reporting in the analysis included the views of non-academic participants. This research differentiates itself from the thesis topic as it was based in Finland and was not specific to academics that are based in a business school.

There are also some studies on the challenges of using IoC for academics which are helpful to build up a picture in relation to the thesis. However, as a reminder, IoC does not attempt to engage all or the majority of academics. To aid analysis, I have summarised these articles in terms of their relevance to the topic of this study in table 9.

Table 9: Key Research Articles on Challenges

	Challenges	Business Schools	UK Based	Research Method
Weimer *et al.* (2019)	6	×	× Finland	168 questionnaires (Some of the) 28 interviews
Ohajionu (2021)	5	✓	× Malaysia	6 interviews
Renfors (2021)	3	×	× Finland	10 interviews
Rumbley (2020)	1	×	× Europe	34 questionnaires
Ryan *et al.* (2020)	5	✓ (But also included other schools)	Ireland	196 questionnaires
Savvides (2020)	4	×	✓	9 interviews
Weissova & Johansson (2022)	4	×	Sweden	24 questionnaires
Zou *et al.* (2022)	1	×	China	4 interviews

The findings identified in these eight articles highlight the gaps in existing research in terms of the limited publications that explore the challenges faced and ones that are related to business school academics on IaH or IoC specifically. To aid analysis the research articles outlined in this table are included in the following examination of the challenges that business school academics face.

1. **Personal Characteristics, Career Length, International Background (Capability)**

The following subsection explains the challenges that academics may face in relation to their limited capability of using IaH pedagogic practices. There follows a discussion of the potential impact that the academics' age, gender and international background may have in their capability to use IaH.

Teekens (2003) considers that the age of the academic may have an impact on their capability to use IaH pedagogic practices in their pedagogic practices, with those that are younger, finding it particularly challenging. However, the author highlights that there are exceptions, with some younger academics having a natural talent for international teaching. Similarly, Cummings *et al.* (2014) consider that younger academics may not be as interested in emphasising international content in their pedagogic practices. Conversely, I theorise that in general, more mature academics are not as adept at using student-centred, internationalised practices. Moreover, given the discussion in the subsequent subsection that refers to academic sometimes relying on the lecturer-centred practices that they experienced when they were a student, this is more likely to be in relation to mature academics, who experienced traditional approaches. Whereas, in more recent decades, there have been a wider range of pedagogic practices used including interactive ones, which younger academics were more likely to have experienced when a student.

There are quite a few authors (e.g. Ohajionu, 2021) that attribute academics limited personal intercultural and international experiences to inhibiting their capability to engage in international pedagogic practices, with some research indicating that for those academics in the economics discipline may find it particularly challenging. Elucidating in terms of the types of international experience that impact on academics' capability to engage, Iosava and Roxå (2019) as well as Warwick and Moogan (2013) recognise that it includes international family background, working with international students, travelling or working abroad. With regard to international teaching in particular, Cummings *et*

al. (2014) add that the majority of academics (90 per cent), do not have any experience. Moreover, in relation to gender, female academics possibly because of their caring commitments or tendency to work more part-time, are less involved in international experiences (Finkelstein & Sethi, 2014). Teekens (2003) and other contributors, acknowledge though that academics who have already acquired such experiences, may still struggle in terms their awareness of how to embed these in their pedagogic practices.

2.   Pedagogic Skills, Knowledge and Experience (Knowledge)

This subsection on the challenges that academics face, refers to knowledge as being a barrier to academics engaging in internationalised pedagogic practices. The limited knowledge of academics as will be discussed, maybe attributed to them not undertaking teacher training or an awareness of internationalisation theories. There will also be a discussion of academics' knowledge of IaH or the pedagogic practices that it encompasses. The discipline within the business school that the academics are aligned to and the impact it may have, is also analysed.

In terms of their pedagogic practice knowledge, often academics are employed based on their industry experience, qualifications and research reputation, and as a consequence, do not tend to undertake pedagogic practice training (Niehaus & Williams, 2015). As a consequence, it is believed that academics with teaching responsibilities rely on the pedagogic practices that they experienced when they were a student (Green & Mertova, 2016). Some authors consider that the pedagogic practices that they experienced were predominantly lecturer-centred and therefore differ from the interactive and experiential student-centred ones in particular that feature in IaH (Green & Mertova, 2016). Similarly, a few authors including Beelen (2018), affirm that academics own experiences as a student are likely to impact on their capacity to design practices such as those used in IHE. What is more is that the less pedagogic experience that the academic accumulates during their career, the more likely they are to be compromised in terms of using internationalisation in their practices (Rogers, 2020). Moreover,

Marioni (2019) amongst others acknowledge that limited pedagogic experience means that academics are less likely to utilise internationalisation theories in their practices. These various factors regarding pedagogic knowledge, coupled with their limited international experience may contribute to academics being unsure of how to implement international pedagogic practices in their subject (Coelen *et al.*, 2017).

Whitsed and van den Hende (2018) and other authors acknowledge that a key challenge for academics is that IaH is a relatively new term that they may be unfamiliar with. Moreover, academics who already understand or are able to recognise what the concepts of IaH or IoC entail may not be knowledgeable in terms of how to operationalise it (Renfors, 2021). Not knowing how to operationalise IoC in their pedagogic practices, may be the reason why those in Foster and Carver's (2018) research that was mentioned earlier, suggested that specific examples would have been helpful. Alternatively, there could also be academics who regard it as a complex concept that is hard to implement in their practices (Helm & Guth, 2022). This could be prevalent with academics who are less experienced in pedagogic practices in general as I identified earlier. Similarly, Green and Mertova (2011) identify that academics may not understand nor accept the use of IoC within their own practices. Furthermore, Ellingboe (1998) identifies the different extents to which individual academics understand and accept internationalised pedagogic practices. Drawing on two major research studies of hers, this author recognises that academics with the least knowledge and acceptance of IoC, will find it more challenging and therefore prefer not to engage in such practices. The level of acceptance and knowledge that an individual academic maybe associated with is referred to below:

1. Complete resistance to changing to IoC, with no interest or knowledge of it.
2. Significant resistance to changing to IoC, with minimal interest and knowledge of it.
3. Major obstacles to changing to IoC, with minimal willingness and knowledge of it.

4. Minor obstacles to changing to IoC, with general willingness and knowledge of it.
5. Adaption to IoC, with willingness and knowledge of its approaches.
6. Complete integration of IoC and its approaches.

There is much debate as to the extent to which disciplinarity loyalty is a challenge for academics in engaging in the use of IaH pedagogic practices (Green & Whitsed, 2016). Some for example, explain that the discipline is central to the use of IoC as it has distinctive thinking about the specific pedagogic practices that are used (Benitez, 2019). Furthermore, Weimer and Mathies (2022) claim that the pedagogic practices that academics' use in their own discipline and are often in stark contrast to those used in IaH. Tran and Le (2018) add that this contrast forces them to choose whether to continue to use disciplinary pedagogic practices or internationalised ones instead.

Both Bennett and Kane (2011) and Ellingboe (1998) believe that academics feel that implementing international pedagogic practices detracts valuable aspects from those used in the discipline. I propose that an explanation for this is that using IHE practices is perceived to limit the amount of time that academics have left to concentrate on the discipline and its practices. Indeed, within the discipline-internationalisation dilemma that academics face, Leask (2015) appears to oppose this view. On the other hand, some feel strongly that internationalisation detracts valuable aspects from the discipline, resulting in these academics being less likely to engage in its use (Ellingboe, 1998). Whereas Coelen *et al.* (2017) assert that academics in the soft applied disciplines especially, that include accounting, hold the perception that internationalised pedagogic practices detract from the discipline. I affirm the latter authors assertion but theorise that this may be attributed to the soft applied disciplines using quantitative practices that in terms of change are less fluid or flexible, compared to marketing pedagogy, for example.

The range of attitudes or the degree to which academics consider the potential of disciplinary and IoC pedagogic practices impacting on one another is explored by Bell in the "Spectrum of Acceptance of IoC" (2004, p. 4) research below. This Spectrum of Acceptance of IoC describes the range of attitudes, beginning with those who prefer using lecturer-centred practices and content based on the national country, to those who believe that IoC is essential and that practices should be highly interactive (Bell, 2004). Interestingly Bell's (2004) research revealed that out of the 20 interviews, academics from business schools were more amenable to the positive impact of using IoC in their discipline. Bell's (2004) findings confirm Heffernan *et al.*'s (2018) that indicated that compared to those in other schools in the HEI, business school academics were consistently positive to IoC. However, a caveat with this research is that interviewees were from a purposive sample, entailing academics with only international backgrounds or experiences and as is suggested later in this chapter, are likely to be more amenable to engaging in internationalised pedagogic practices (Bell, 2004):

1. IoC would adversely impact the discipline by limiting what could be taught, which should be based on the national country.
2. IoC is inappropriate as there is no room to add it into the formal curriculum. The fundamental content of the discipline is taught using lecturer-centred methods.
3. IoC is possible given that it is part of the discipline context. The teaching in the formal curriculum should be student-centred.
4. IoC is fundamental to the discipline. Teaching and content should be inclusive, interactive and experiential.

One final point to highlight is that there could be variations between different disciplines within business schools as to the extent to which individuals find engaging in IaH pedagogic practices a challenge (Coelen *et al.*, 2017). For example, Coelen *et al.* (2017) and another, contend that some disciplines such as microeconomics, human resources, accounting, banking and marketing, because

of their localised nature and interdisciplinary or professional qualification requirements, act as a barrier to academics engaging in internationalised practices.

3.   Inertia (Willingness)

The following subsection will discuss academics' inertia, its impact on pedagogic practices in particular in terms of academics' willingness to change and the ways in which individual academics may engage or resist. There will also be an explanation of how typical reward structure in HEIs preclude engagement of IaH pedagogic practices.

Earlier in this chapter, there was a brief discussion of the potential impact that academics' responsibilities and core values may impact on the extent to which individuals choose to engage or resist change in relation to their practice. There is broad agreement in the literature (e.g. Laurisden & Gregersen-Hermans, 2019) that in general, academics dislike change of any kind and do not wish to be pushed out of their comfort zone in terms of their working practices. This supports the early discussions that indicated that academics were potentially more resistant compared to employees in business organisations. Furthermore, it has been affirmed by a number of authors including Ohajionu (2021), that academics have little commitment to IHE. Moreover, Angelov and Huyskens (2021) claim that unlike study abroad, participation and use of IaH pedagogic practices is often voluntary for academics, resulting in few wishing to engage. This echoes discussions in the next subsection regarding academics having limited time, whereas with study abroad, it is more likely that workload time would be given to them. Alongside Ellingboe's (1998) levels of resistance that was described in the Pedagogic Skills, Knowledge and Experience subsection, Childress (2010) also explains that academics' inertia to any type of change may vary between individual academics. The author maintains that it results in those with least commitment to change finding engaging in the use of internationalised practices the most challenging. The same author identifies that there are six

degrees to which academics may be resistant to engaging in internationalisation, which are outlined below:

1. Opponents – obstruct changes and openly disagree with internationalisation.
2. Sceptics – are unsure of the appropriateness of internationalisation and show reluctance to participate in change.
3. Uninterested – not interested in internationalisation whatsoever.
4. Latent Advocates and Champions – initially disinterested, but after comprehending the benefits of internationalisation through research, teaching or personal interests, could change.
5. Advocates – through work or personal experiences, are passionate about an aspect of internationalisation and support change through involvement in HEI committees and implementation of plans.
6. Champions – possess vast knowledge and experience of international and intercultural competences. They are fully committed to implementing internationalisation plans.

Some of authors such as Crosling *et al.* (2008) underline that because HEIs are governed by their research outputs, often rewards also align to these, leaving little encouragement for those who successfully engage in internationalised pedagogic practices. Moreover, Nyangau (2020) claims that there are few rewards for pedagogic practices achievements in relation to IHE and IoC. These claims are exemplified in research from another Anglosphere country, that identify that only 10 per cent of HEIs in the USA include IHE in their academic promotion criteria (ACE, 2017).

4.   Lack of Support (Capability and Knowledge)

The following subsection identifies how insufficient support, resource provision and funding from an academics' HEI, can all act as potential barriers to them in using IaH pedagogic practices.

There is brief reference by Ryan *et al.* (2020) to academics not being given any support by management to engage in the use of internationalised pedagogic practices. Although the latter does not elucidate as to the impact of unsupportive management, it could be associated with the challenge of minimal resource provision to pursue internationalisation in their pedagogic practices that is suggested by Bager-Elsbourg (2017) and Renfors (2021).

A few authors including Coelen *et al.* (2017) identified that insufficient funding support may also inhibit academics in relation to them undertaking international and intercultural experiences, which was perceived as particularly problematic in the economics discipline. Specifically, one in six respondents in Weissova and Johansson's (2022) research considered that it constrained their capability to engage in international activities to prepare them to focus on internationalised pedagogic practices. Ohajionu (2021) adds that insufficient funding could discourage academics from undertaking a period of study abroad to develop their pedagogic practices. He also concedes that insufficient funding may also account for the limited formal pedagogic practice training being provided to academics.

5.   Time Constraints (Capability, Knowledge and Willingness)

This subsection outlines how time can impact on a business school academics' capability, knowledge and willingness to use internationalised pedagogic practices.

Academics ever-increasing workloads and the need to undertake a wide range of activities has been mentioned in a previous section. Thus, it comes as no surprise that time constraints present a major barrier for academics engaging in IHE and IaH and is highlighted frequently in the literature (e.g. Zou *et al.*, 2022). To give a specific example, a small study by Weissova and Johansson (2022) identified that one in three academics expressed their concern that they had no time for scholarly activity in relation to pedagogic practices. Indeed, Coelen *et al.* (2017) point out that for academics in the soft applied disciplines and as

Fleming (2020) suggests, in business schools, identify time constraints as a challenge.

In conclusion, several empirical studies indicate that in the last few years, HEIs have begun to realise that academics cannot automatically embed IHE into their practices. Moreover, this section asserts that individual academics are likely to encounter various challenges when engaging in IHE pedagogic practices. While it is generally agreed that younger academics are likely to find it harder to engage in such pedagogic practices, in my opinion, further clarification is required. The literature identifies that there is broad agreement that those who do not have an international background or experience may find engagement particularly challenging. On the other hand, there is an indication that those who have already acquired such experience could also struggle. Past studies appear to support the notion that limited involvement in teaching, together with academics relying on their experiences as a student, may present a challenge to them engaging in international pedagogic practices. Previous research indicates that academics are likely unfamiliar with the term IaH and the pedagogic practices it entails. There was general agreement that the individual business school academics' discipline may impact on their engagement in terms of how easy they would find this. Indeed, some believe that using international practices can devalue the discipline. Research suggests that the extent to which academics subscribe to this view depends on the specific discipline.

A line of research has established that academics in general dislike change, but individual academics may resist or engage to varying extents. In relation to IaH pedagogic practices, there are indications that academics may be more resistant due to research rather than student education outputs taking precedent in terms of rewards and fulfilling their job responsibilities. Previous empirical studies have demonstrated that insufficient funding is likely to present a challenge for academics to engage in IHE pedagogic practices, while a substantial number of studies have highlighted that time constraints are a significant issue.

Supporting Academics in Implementing Internationalisation

Earlier on in this literature review alongside the Structural lens a Human Relations implementation lens (Yanow, 1987) was encompassed that identifies the need to understand the barriers that individual business school academics encounter and how to help them engage in IaH. This section thus aligns to sub-research question C i.e.: How can business school academics be supported to use IaH pedagogic practices?

This section examines from an individual business school academics' perspective, the support that they may require to help them engage in IaH pedagogic practices. The section starts with the definition of support in relation to engaging in IaH pedagogic practices. Then there is brief analysis of similar research that links to IaH. This is followed by subsections that concentrate on the support through (1) training and the format that it can take. There are also subsections on the (2) development opportunities and (3) management interventions that could be made available to academics. Finally, the ways to (4) incentivise business school academics will be discussed.

In previous chapters, it was affirmed by a number of authors (e.g. de Louw *et al.*, 2018) that academics require support to enable them to overcome the challenges they face. Providing support to academics is therefore likely to help them to internationalise their pedagogic practices. Yet the provision of support for academics is often overlooked by HEIs (Schuessler, 2020). For clarification, I draw on a combination of definitions on professional development for academics by Webb (1996) and the advancement of their involvement in IoC by Leask (2015). Therefore, support is defined as the factors that include the strategies, procedures and programmes which enable business school academics to engage in IaH pedagogic practices. Weimer *et al.* (2019) acknowledge that there are various ways to support academics in business schools to engage in the use of IaH pedagogic practices. Indeed, Sharpe (2004) asserts that support can be in different formats, with no single accepted form. If business schools utilised a range of support mechanisms to promote the use of IaH pedagogic practices,

Tran and Le (2018) highlight that it would make it more accessible and therefore more likely that part-time and temporary academics would engage.

Currently it appears that only Weimer *et al.*'s (2019) study exists that addresses the support that academics may require in using IaH. The details and data collection methods were analysed in the earlier section on Challenges. Whilst the research mainly identifies the challenges that Finnish academics encountered, it revealed that 61 per cent of respondents who included academics, perceived that the presence of international academic staff served as a means of supporting their colleagues in using IaH pedagogic practices. The authors acknowledge that it was not explicit as to how international academics support their colleagues, although a subsequent interviewee in their research refers to them offering different pedagogic practices to those used in the national HEI. Therefore, it would be useful to gain an understanding as to precisely how international academics could be utilised.

1.   Training

The following subsection will explore training opportunities as the main mechanism to help facilitate academics' engagement. There will follow a discussion on the format that the training may take and topics that it could encompass. There will also be acknowledgement of the extent to which training maybe effective.

Support in the form of training opportunities is the most commonly cited method to help academics build the skills required to overcome the challenges of using IaH pedagogic practices (Lauridsen & Gregersen-Hermans, 2019; van Gaalen & Gielesen, 2016). Indeed, research highlights that training is one of the most important ways in which internationalisation is likely to be achieved, according to 40 per cent of respondents in the large-scale *Internationalisation of Higher Education* survey (Marioni, 2019).

Ohajionu (2021) identifies that training should be specific to IHE and orientated to academics, with Warwick (2014), among others, considering that it should be suitable to their needs. Moreover, as academics appear to emphasise the importance of their discipline, it is understandable that some literature believe that training should take place within an individual discipline (Killick, 2018). Conversely, several others (e.g. Leask, 2015) disagree, asserting that training should be interdisciplinary, involving academics from other schools and disciplines. In my opinion, there is justification for both of these seemingly opposing perspectives, as they could be attributed to the number of academics and disciplines that our encompassed within a business school. For example, a large business school with four disciplines and 200 academics could offer sufficient interdisciplinary or disciplinary training experiences for individual academics without having to include academics from other schools.

In relation to the format of the training, various contributors including Tran and Le (2018) consider that it should be highly interactive. What is more is that it should be action-orientated to help encourage academics to engage in this training (Foster & Carver, 2018). The same authors also underline that opportunities for academics to reflect should be included as a means of developing their practices. With regards to content, there are indications that it should cover how academics specifically engage in IHE pedagogic practices (Ambagts-van Rooijen *et al.*, 2021). Moreover, Clifford (2009) affirm that it should allow academics to observe a range of specific examples in action which they could later emulate in their own practices. There was also a suggestion in research by ACE (2022) that it may be useful to encompass intercultural competence in the training, to enable academics to include international and diverse perspectives that are suitable for their students.

Schartner and Cho (2018) expressed concern as to the extent to which training on internationalised pedagogic practices would have a positive impact on academics. Moreover, regardless of the studies that offered training for internationalised pedagogic practices, they admitted that participation by

academics was low (Rumbley, 2020). The latter maybe the reason why some authors consider that training should be compulsory, or if not, set as an optional module on a professional pedagogic practice programme (van Gaalen & Gielesen, 2014).

2.   Developmental Opportunities

This subsection describes the role that students and international academics could have in supporting other academics within the business school to engage in internationalise pedagogic practices. The subsection then examines communities of practice and what they could entail to aid academics. Finally, the role that one-to-one mentoring could have in developing academics practices is explored.

Tran and Le (2018) highlight that academics may find it beneficial to partner with students to support them in the co-construction of pedagogic practice knowledge, but details are limited as to what this may entail. Similarly, research that is informed by students such as programme feedback, could, as Leask (2015) suggests, help academics to co-construct internationalised pedagogic practice knowledge.

Some of the literature in recent years on supporting academics to engage in international pedagogic practices expressed that international academics could help either by a business school employing more of them or utilising existing ones to broaden others' knowledge (Savvides, 2020). Furthermore, in research specifically on IaH, the author recognised that international academics could support their colleagues but they admit that they do not have a precise explanation as to how this could be achieved (Weimer *et al.*, 2019).

Current literature (e.g. Ryan *et al.*, 2020) suggests that communities of practice serve as a powerful method for helping academics engage in internationalised pedagogic practices. These communities of practice utilise constructivist learning approaches such a sharing examples (Savvides, 2020) and discussing international experiences (Ellingboe, 1998). Indeed, Fragouli (2021) believes

that communities of practice could address any concerns that academics may have. The same author perceives that in order to provide more effective support it may be helpful if the communities of practice that were formed, were exclusive to business school academics. Alternatively, a symposium could be provided, enabling business school academics to share a repertoire of successful internationalised pedagogic practices and practical resources as well as discuss any challenges that they may have (Green & Whitsed, 2013).

Lourenço (2018) reflects that a mentor could be allocated to an academic on a one-to-one basis, as a means of helping them engage in international practices. This author adds that mentoring could entail providing encouragement, supporting the generation of ideas and adopting the role of a critical friend. In addition, Nyugen & Tran (2022) recommend that digital resources could also be utilised to provide guidance to academics and examples of pedagogic practice activities that could be used, in order to promote academics' capability in engaging in IaH.

3.   Management Interventions

In this subsection, there is a discussion of the types of international experience that management interventions could encourage in order to help engage business school academics in IaH. Next there is a description of the role that Internationalisation Champions could have in supporting academics. There follows a discussion of financial support and specialist training initiatives.

Management interventions that provide academics with activities that develop their international and intercultural experiences are often referred to in the literature (e.g. Ryan *et al.*, 2020; Weissova & Johannson, 2022). Such interventions could entail international or joint programme teaching experiences, which are perceived as the most effective for academics to get involved in (Ellingboe, 1998). But Rumbley (2020) recognises that other opportunities that require academics to work or network with overseas academics and students, may also be helpful. Other opportunities, include international exchange visits,

conferences and research (Rumbley, 2020). Alternatively, collaborations with international employers or diverse multinational companies may help to support academics in internationalising their practices (Leask, 2015; Ohajionu, 2021). Similar to the advice regarding training, Tran and Le (2018) consider that it is also important for academics who have had gained international and intercultural experiences to reflect on them, as a means of helping them to further engage in relation to their pedagogic practice provision.

An Internationalisation Champion based in a business school or within each of the disciplines, could inspire academics to use IaH pedagogic practices (Nyugen & Tran, 2022). The idea of having business school-based experts to assist academics in their disciplines was also welcomed by one in five academics in a small-scale study by Weissova and Johannson (2022). Internationalisation Champions could train others to use similar pedagogic practices to the ones which they had developed (Angelov & Huyskens, 2021). Indeed, Calikoglu *et al.* (2022) believe that such Internationalisation Champions could provide timely assistance with pedagogic practice issues, perhaps on a one-to-one or small group basis.

There were some authors such as Calikoglu *et al.* (2022) who considered that financial resources could also help academics in using internationalised pedagogic practices. Although the extent to which this would help is debatable, considering that Rumbley (2020) identified that 63 per cent of managers already provide financial support to academic staff in European countries.

Lastly, management interventions could encourage the provision of specialist teaching centres that concentrated on internationalised pedagogic practice, to help business school academics (Sorcinelli & Ellozy, 2017). Such teaching centres could, as Ellingboe (1998) recommended, encompass peer collaboration and discussion on IHE practices.

4.   Incentives

The following subsection addresses, monetary and non-monetary incentives that may support academics in engaging in IaH pedagogic practices. There is reference to the appropriateness and effectiveness of the incentive, that considers the academics' research-focused or teaching-focused role.

Various authors including (Sorcinelli & Ellozy, 2017) advise that incentives could encourage academics to use IaH pedagogic practices. Indeed, both Niehaus and Williams (2015) and Rumbley (2020) specify that such incentives could entail the provision of a fixed payment for undertaking internationalised pedagogic practices. Furthermore, Clifford and Montgomery (2015) advise that incentives should be powerful, which may imply that they cannot be piecemeal and must be appropriate to individual academics' roles and preferences. Some contributors (e.g. Calikoglu *et al.*, 2022) intimate that academics could also be offered a reward for engaging in internationalised practices, but the literature does not give any detail nor explain the means to which it would be given.

A number of authors such as McKinnon *et al.* (2019) suggest that time should be allocated within an academics' workload in order to allow them to make, prepare and adjust their pedagogic practices. Another means of saving academics time is via the provision of administrative support, presumably to prepare relevant international and intercultural materials (Rumbley, 2020). Support staff are also mentioned by Calikoglu *et al.* (2022) and Savvides (2020) amongst others, but these authors do not elaborate as to whether they are referring to them undertaking administrative, teaching assistance or undertaking other tasks for academics. Moreover, the Academic Profession section highlighted the increasing number of administrative tasks, which also infers that utilising support staff for IaH pedagogic practice preparation, could promote academics' engagement.

Incentives that are specific to the academics' core job role are mentioned in the literature. For example, regarding academics in research-focused roles,

Incentives could be used that specifically promote IaH-related research outputs, to encourage their involvement (Fragouli, 2021). However, as national research excellence assessment criteria has specific research outputs, then this may not be a viable option (Cassar, 2022). Alternatively, for teaching-focused academics, there could also be links to professional teaching qualifications such as in the case of the UK, the Higher Education Advance Professional Standards framework (McKinnon *et al.*, 2019).

This section of the review indicated that more than one type of support should be offered to academics. Most of the research on support has highlighted that training is seemingly the most appropriate way to help academics engage. Interestingly, the format and topics of the training appear to draw some parallels with students' preferences for IaH to be more interactive, as highlighted in chapter 2. However, there are differences in opinion as to whether training should be compulsory and / or only include business school academics from the same discipline, rather than those from other disciplines. The review demonstrated that there is some agreement that communities of practice can potentially provide an appropriate support mechanism to help academics engage.

The research so far noted that both international students and international academics could provide developmental support, but further clarification is required regarding what this would entail. Many consider that Internationalisation Champions could have a positive impact on academics' engagement, which mirrors previous discussions regarding Leaders of Change. There is broad agreement that overseas teaching experience may help engage academics in international practices. The literature reveals a consensus in relation to business school academics requiring time in their workloads to engage in international practices. Some authors in the literature review have identified a fixed payment for engaging in these IHE pedagogic practices. Moreover, the literature tends to illustrate that incentives relevant to academics' job roles are considered helpful in encouraging engagement.

Conclusion

In the UK, most academics undertake teaching as part of their teaching-focused or research-focused roles. The academic profession in the UK subscribes to the core values of higher education, which comprise of autonomy, freedom, and discipline collegiality. In the last four decades, significant changes in higher education have significantly impacted academics' roles and responsibilities. The research so far identifies that of the 131 business schools in the UK are research-intensive or teaching-intensive, with research excellence being the main indicator of quality and success in higher education. These business schools are publicly-funded but are considered to also have profit-making imperatives. One way they seek to achieve this is through the pursuit of internationalisation in their research and student education practice. In relation to the IHE of student education, business schools have endeavoured to embed IoC over the last 15 years. The literature review recognised that there are clear indications that the next stage for business schools, is to focus on IaH in part because of its Instrumentalist or profit-making benefits. Focusing business schools' efforts in IaH may help attract more students through Educationalist benefits, such as global citizenship skills.

Attempts to use change management processes to embed IoC, involving a small number of business school academics, have had shown some success. On the other hand, with regards to IaH, it needs to engage the majority of academics using IaH pedagogic practices throughout a business school in order to reach all students. The most common theme that emerged from the literature on academics and change is that they will engage or resist using IaH pedagogic practices to different degrees, depending on the individual. However, the majority of business school academics must engage, to achieve IaH. The best way to achieve this change is by engaging business school academics using the whole school or Structural Implementation method combined with an individual academic or Human Relations method.

From the perspective of the business school's role in engaging the majority in using IaH, the middle-out approach appeared to be the most suitable, but

because of the limited detail in empirical studies, this cannot be fully confirmed. The middle-out approach involves a combination of top-down and bottom-up involvement, but also could centre around those at the middle management level, which there are indications that this may include Internationalisation Champions. The whole school implementation perspective also identified that a change management process was required. Although Leask's (2015) IoC Process Model was the most suitable, it had some limitations in relation to IaH. However, after analysis of Leask (2015) and four other change management process models, five common elements that helped to promote change success were identified.

The other half of this review of the literature focuses on individual business school academics. The main lesson drawn from the challenges section, was that individual academics are likely to encounter various challenges when engaging in IaH pedagogic practices. There was consensus in the literature around the limited time that they had to engage. Moreover, many of the empirical studies recognised that limited teaching experiences particularly overseas ones, were likely to make it harder to engage in IaH pedagogic practices. In addition, not having an international personal background would also likely impact on their capability to engage in IaH.

After investigating how to support individual business school academics, the literature revealed some connections to the challenges in the previous section, in that numerous support mechanisms should be used. Similarly, time allocated within workload and support for academics to undertake teaching overseas also featured in the discussions. There is also wholehearted agreement that training should be provided, but contrasting opinions as to whether training should include academics from outside specific business school disciplines.

Finally, a summary of the main findings (as well as a more detailed version in appendix 1) from the literature in relation to the sub-research questions can be found in table 10.

Table 10: Summary of Key Literature as Mapped to the Sub-research Questions

Key Research Question	Key Point	Author
SRQ1: Approach and Process for successful change	IaH is theorised achievable through bottom-up approach. Common elements of relevant change models for IaH include awareness of the need, resistance management communication, measuring and monitoring and sustaining change. Process of IoC model of change most relevant but has a number of limitations.	Lewis (2021), Simm and Marvell (2017) Fullan (2016), Kotter (1996), Leask (2015), Lewin (1947a, 1947b), Hiatt (2006). Leask (2015)
SRQ2: Challenges for academics	Pedagogic skills are limited to experience of discipline and when they were a student. Lack of understanding of IaH. IaH perceived to detract from discipline. Younger or those with no international experience. Time constraints. Limited rewards. Insufficient funding. Inertia.	Beelen (2018), Green and Mertova (2016) Whitsed and van den Hende (2018) Bennett and Kane (2011), Ellingboe (1998) Teekens (2003) Zou *et al.* (2022) Crosling *et al.* (2018) Coelen *et al.* (2017) Laurisden & Gregersen-Hermans (2019)
SRQ3: Support for academics	IaH-specific training required. Training should be interactive. Students and international academics. Communities of practice. Provide international experiences. Internationalisation Champion. Fixed payment incentive. Time in workload. Stimulating research output.	Ohanionu (2021) Tran and Le (2018) Savvides (2020), Tran and Le (2018) Ryan *et al.* (2020) Weissova & Johannson (2022) Nyugen and Tran (2022) Niehaus and Williams (2015), Rumbley (2020) McKinnon *et al.* (2019) Fragouli (2021)

B What are the challenges that business school academics face in using IaH pedagogic practices?

C How can business school academics be supported to use IaH pedagogic practices?

Social Constructionism

The following section explores the social constructionist ontology, epistemology and axiology in terms of its appropriateness to the research and appeal in relation to the focus on IaH. Through the lens of a social constructionist philosophy, this study will focus on business school academics using IaH pedagogic practices. Social constructionism originated from George Herbert Mead, Immanuel Kant and Karl Marx (Galbin, 2014). Defined as the way in which individuals and groups socially construct the world together, it combines sociology and communication (Berger & Luckmann, 1966; Galbin, 2014). The philosophy is pertinent in that it pays attention to the social interactions between business academics, as a means of gaining authentic knowledge for engaging them in the use of IaH pedagogic practices. This study seeks to capture this authentic knowledge using the social constructionist research methods of semi-structured interviews and world cafés.

Centring on ontology i.e. the philosophy of what constitutes reality, the interactions between individuals and others are used to construct the world by social means (Camargo-Borges & Rasera, 2013). Social interactions therefore generate and mould what is reality (Segre, 2016). Reality is a culmination of social interactions that are influenced by others' understanding and generated through social assumptions (Endress, 2020). Social constructionism is generated in a given cultural and historical context (Gredler, 2009). Therefore, as society changes, social constructions do too (Kim, 2010). This philosophy focuses on naturally occurring, localised settings, to generate authentic data (Miles *et al.*, 2019).

In my opinion adopting a social constructivist approach is well-suited to this study as it respects the core values of academia that focus on the interactions of independent individuals, who also thrive in working with their colleagues in their disciplinary groupings. Utilising this philosophy allows me to address the Structural and Human Relations implementation lens (Yanow, 1987) that is present in the formulation of the sub-research questions that concentrate on individual academics and business school change processes. Social constructions will be investigated in the UK business school culture and based on the current context which encourages that academics are supported in using IaH. Therefore, it will consider matters outlined previously in chapter 3 such as ever-increasing workloads, 'the great resignation', et cetera.

From an epistemological perspective, in social constructionism, valid and accepted knowledge is gained through social and language interactions (Gergen, 1999). Using language as part of social interactions with others of shared intelligibility, leads to the creation and sustainment of knowledge (Kim, 2010). Through the involvement of myself together with interviewees or participants, a real-life, multi-layered picture of meaning and understanding will be produced (Johnson & Rasulova, 2017).

Conversation-based research methods such as interviews and world cafés involving academics, facilitate the use of language through social interactions, that are activated through open-ended questions. Through interactions with knowledgeable academics, as a fellow academic, it will enable me to gain expertise on the approach, process, challenges and support they require to engage in IaH pedagogic practices. Moreover, as the sample of participants, like me, are academics, it is appropriate that this paradigm highlights the significance of interaction between those with similar intelligence. This helps to promote the creation of shared perspectives and knowledge. Through social interactions between Directors of Internationalisation, Internationalisation Champions and academics in the business school with myself, dependable business knowledge will be created. Given the nature of the research questions that consider

business school academics within organisational structures, as well as the importance of engaging individual academics in business schools, gaining a multi-layered picture is vital.

As reality and knowledge are created through shared meanings, it is constructed intersubjectively (Turnbull, 2002) and in terms of axiology, is therefore value-laden (Denzin *et al.*, 2023). Using a value-laden approach, I will be able to make well-considered judgements that are based on the business school academics' perspectives, in order to draw conclusions in respect of the three sub-research questions. Therefore, as social constructions are integral to research, I have adopted a reflexive stance that is addressed in the Introduction chapter and in the following section.

Reflexive Stance

To advance the dependability of the thesis, credibility of data and conformability of the findings and production of knowledge of the social constructionist qualitative research, this section of the thesis encompasses a reflexive account of past experiences that relate to the research (Darawsheh, 2014; Roulston, 2010). To achieve this, I will describe my personal background (Personal Reflexivity), training and status (Functional Reflectivity) and disciplinary background and experiences (Disciplinary Reflexivity) (Hesse-Biber, 2007; Wilkinson, 1988).

As a means of addressing Personal Reflexivity, the Introduction chapter incorporates a discussion of my positionality, which describes my career development and its influence on choice of thesis topic. I have extensive teaching experience that predominantly derives from working in business teams in higher education colleges and in research-intensive business schools and have progressed my career to being a permanent, full-time Associate Professor. My personal interests in internationalisation have led to me undertaking a number of very small-scale projects that have been focused on the student experience as well as assisting on a business school internationalisation committee. I recognise that I lack perspective from teaching-intensive business schools, research-

focused academics and leadership of large-scale internationalisation projects. To address this, I encouraged those in research-focused roles and teaching-intensive business schools to be involved in my data collection. A purposeful sample was used to specifically recruit interviewees who are Directors of Internationalisation and Internationalisation Champions, with experience of implementing internationalisation projects in their business school.

Focussing on Functional Reflexivity, in my academic role I have led research methods and dissertation modules and supervised business school students at undergraduate and postgraduate level. Through discussions with my supervisors, I have realised that my experiences in the business school discipline vary compared to education, with a greater acceptance of qualitative data in the latter. I have an active interest in supporting the continual professional development of academics' teaching practices, but this is limited to those in grades 6 to 8. As a novice in terms of scholarly activity, I have predominantly promoted my research at conferences. Therefore, I encouraged involvement in the world café of academics with grades 9 and 10. I purposefully sought Internationalisation Champions who had published their projects in journals preferably, or books.

Regarding Disciplinary Reflexivity, I was highly competent in quantitative research methods until the end of my first degree, then as my postgraduate qualifications were education-based, moved to mode 2 with a preference for qualitative research methods (Gibbons *et al.*, 1994). My role within business schools has been predominantly teaching-focused on human resources, economics, management and marketing disciplines. Thus, I endeavoured to involve participants and interviewees from other disciplines such as international business, accounting and finance. To promote the authenticity and transparency of the data collection I undertook pilot tests, triangulation, provided accounts of the process and employed transcript-checking. I also gave participants the opportunity to add further information towards the end of the interview or world café (Pessoa *et al.*, 2019).

Insider Research

In relation to my reflexive stance as a business school academics myself, I was deemed an insider in terms of the research. Being an insider researcher made it easy and less time-consuming for me to gain access to research participants, particularly for the world café which concentrated on a specific institutional setting (Mercer, 2007). As an academic and minor Internationalisation Champion, I possessed pre-understanding of the culture of business schools (Brannick & Coghlan, 2007). I recognised the politics and sensitivities around the Instrumentalist motivations for pursing internationalisation versus their Educationalist role that were prevalent for my interviewees who were leading internationalisation initiatives (Brady, 2020). I know of other business school changes that have occurred, the complexities involved and the academics' reactions that followed. I have observed at first hand the extent of individual business school academic's involvement and how successful change initiatives were in small and large business school settings.

As an insider, my research could be detrimental to those who chose to be involved in the data collection. For the world café participants who were asked to share their individual experiences as a business school academic, I was aware that this could leave them vulnerable. In relation to interviewees, I acknowledged that as competition between business schools can be fierce and that the data collection would discuss change elements, it may lead to negative exposure of their institution and possibly damage its reputation. Thus, I wanted to do my utmost to encourage business academics to take part in my research by demonstrating ethical rigour. I wanted to assure myself that as far as possible, my participants would not come to any unintended harm (Busher & Fox, 2020).

Ethics

To ensure that my data was collected in a manner that protected those involved, as well as meet the University of Sheffield (2020) research ethics regulation requirements, an application was submitted in draft to my supervisor. Following amendments, it was awaiting approval from my supervisor, when the COVID-19

pandemic hit the UK in March 2020. Shortly after, the UK Research and Innovation (UKRI) required that research must be undertaken online, to minimise the physical health risks linked to the COVID-19 pandemic (UKRI, 2020).

The move to online could be easily adapted for my interviews, but at that time only the Zoom online meeting platform provided the specific feature that I required to record my world café. However, as the University of Sheffield only endorsed Google Meet or Blackboard Collaborate online video meeting platforms, then to use Zoom I had to put forward a special case. My special case was subject to the adoption of certain security conditions and approved by the Faculty IT and Business Relationship Manager on April 2020 (see appendix 2).   Next, I had to amend my application to accommodate the move to online interviews and world cafés. My application included information sheets and consent forms for each of the data collection methods.

The Interviewee Information Sheet (appendix 5) and Participant Information Sheet for the World Cafés (appendix 9) made potential participants aware of the aim of the research, why their participation was necessary and what their involvement entailed. These Information Sheets conveyed that whilst there were no immediate benefits to participating, hopefully they would find the project interesting and enhance their understanding of how to support other academics in using IaH pedagogic practices. The information sheets addressed issues of consent, confidentiality and anonymity (University of Sheffield, 2020). They assured interviewees and participants that only with their consent, would a video recording be undertaken, and in the case of the world café, only if they reached a consensus. Regarding anonymity, I conveyed that any personal details, including their business school or anything that could be attributed to it, would be kept confidential. I explained that data generated would be stored securely on my password protected University of Sheffield Google Drive. The information sheets described that they could withdraw from the research up until two weeks after the semi-structured interview or each world café took place, with or without reason.

The Consent Forms included a series of boxes for interviewees (appendix 6) or participants (appendix 10) to tick to say that they agreed to the conditions outlined in the information sheet. These Consent Forms included the option to consent to them not being named in any subsequent research outputs nor their personal details being revealed to anyone not involved in the data collection. There was also an option to agree to the findings being published in the thesis or other research outputs. My application (appendix 3), information sheets and consent forms were approved by the University of Sheffield Ethics Committee in July 2020 (see appendix 4).

For anyone who volunteered to be involved in my research, I sent an initial email that contained information about the research and included Information Sheet and Consent Form attachments. Those wishing to participate had to then tick all the boxes to show their agreement, endorse the Consent Form with their full name, signature and date, then return via email to myself. Upon receipt of their completed Consent Form, I sent interviewees a copy of this which I had signed and dated, accompanied by a Zoom meeting invite and link. The Zoom link that was sent, gave them access to an online meeting that had been set-up with a Passcode and Waiting Room. Similarly, for the world café participants, I returned a signed and dated copy of the Consent Form, together with a doodle poll to ascertain participant's availability. In a subsequent email to world café participants, I sent a Zoom meeting link. To avoid excessive demands being placed on participants and minimise any potential distress (British Education Research Association [BERA], 2018), the email included an attachment of guidelines on how to video record the breakout rooms and send these recordings to my University of Sheffield Google Drive.

When I began each data collection, I engaged the online Room Lock, and as a matter of good practice, also reaffirmed that the interviewees and all participants still consented for the interview or world café to be recorded. After the world cafés, any breakout room video recordings that I had received were then

removed immediately from my University of Sheffield Google Drive and stored on an encrypted computer.

Qualitative Research

Given that my research has adopted a social constructionist lens, it seems logical to adopt qualitative methods that draw on conversations and social interactions to collect data. Qualitative research methods have a number of strengths and in relation to this thesis, facilitated insights into the underexplored topic of engaging academics in using IaH pedagogic practices (Leedy & Ormond, 2021).

By incorporating a decision trail that included why participants were selected using a purposive sample and how findings were analysed, I aimed to produce dependable, consistent findings, that were reliable (Thomas & Magilvy, 2011). Building rapport, utilising prompts, probes and quotes would help to produce credible findings and promote internal validity (Saunders *et al.*, 2023). Adding details of how data was collected, would enable the findings to then be transferred and applied to other settings and increase external validity (Leedy & Ormond, 2021).

I acknowledge that qualitative research methods have some limitations, such as being relatively time-consuming for both participants and the researcher (Saunders *et al.*, 2023). However, to minimise these concerns, I organised the qualitative data collection to commence at a date and time most convenient to the interviewee or participants (Denscombe, 2021). In a bid to save myself time, I used the auto-transcription feature on Zoom for both the interviews and world café. Other weaknesses of qualitative research stem from a positivist school of thought, in terms of criticism around objectivity (Leedy & Ormond, 2021). However, in the Reflexive Stance section, I have endeavoured to adopt measures to address these.

Research Methods and Participant Choices

As the essence of the sub-research questions was to analyse change from the individual and whole business school level, it seemed befitting to also utilise methods to collect the data from an individual as well as a collective perspective.

I used individual semi-structured interviews to gain an understanding of academics' lived experiences in relation to their pedagogic practices. They were chosen because they are useful for collecting insights, working life, inner feelings, understanding of processes, motivations, attitudes and behaviours (Edwards & Holland, 2020; Hammersley, 1990; Rowley, 2012). Therefore, they are beneficial for gaining an understanding of academics' lived experiences in relation to their pedagogic practices. They were also the most common methods in IHE research (Kehm & Teichler, 2007). For example, Bell (2004) and Ellingboe (1998) used semi-structured interviews to examine academics' resistance to adopting internationalised pedagogic practices. Bager-Elsbourg (2017) and Sawir (2011) also conducted semi-structured interviews to examine changing academics' pedagogic practices and Crosling *et al.*, (2008) focused on business academics' pedagogic practices specifically.

To compliment the semi-structured interviews, I chose world cafés because I felt that gathering opinions collectively would help answer questions related to the change processes, to successfully engage academics in pedagogic practices. They work on the premise that participants possess knowledge and wisdom, but through moving around from table to table, conversations, collective knowledge and deeper understanding grow (Brown & Issacs, 2005). World cafés provide a simple, flexible and effective means of collecting group responses to a specific topic (The World Café, 2020b). World cafés had been predominantly used in relation to change management practices and planning (e.g. Cassidy & Fox, 2013; Chang, 2017) as well as developing pedagogic practices (e.g. Garner *et al.*, 2016; Shimizu *et al.*, 2019). Similar to the research in this thesis, the original world café comprised of academics and collected data on their lived experiences of IHE (Brown & Issacs, 2005). However, in the case of my world

café it adopted a novel online approach to gather data from a diverse range of business school academics. Thus, by combining semi-structured interviews and world cafés, I attempted to capture the social construction of the reality by engaging business school academics through method triangulation (Flick, 2019). A summary of the mixed methods and participants that I used can be found in table 11.

I also considered that it was important to capture insights from business school academics with differing levels of experience and / or expertise in change management, leadership of internationalisation projects and using pedagogic practices. Therefore, I chose Directors of Internationalisation and / or Internationalisation Champions for their insights particularly in change management and implementation of internationalisation projects, for the semi-structured interviews. Then business school academics who would be the vehicles of IaH, by using it in their pedagogic practices, would participate in the world cafés. Thus, by endeavouring to capture the opinions of business school academics with different layers of expertise in key components of the thesis, I also used participant triangulation (Jentoft & Olsen, 2017).

As the semi-structured interviewees worked in different business schools within the UK and the participants in the world cafés were from a different institutional setting, I also endeavoured to employ institutional triangulation (UNAIDS, 2010).

The data collection in this thesis comprises of multiple triangulation (Johnson & Rasulova, 2017), as illustrated in Figure 8: Multiple Triangulation. By triangulating methods, participants and institutions, it ensured that the three sub-research questions (A, B and C) were explored deeply and fully addressed in a more complete and meaningful way. I hoped that it would afford me a greater understanding of business school academics' perspectives of using IaH pedagogic practices (Carter *et al.*, 2014). Moreover, I envisaged that it would increase the accuracy, trustworthiness and credibility of the data (Denscombe, 2021). Employing a multifaceted approach should offer in-depth insights, but I

acknowledge that this still is going to be a partial understanding of the thesis topic.
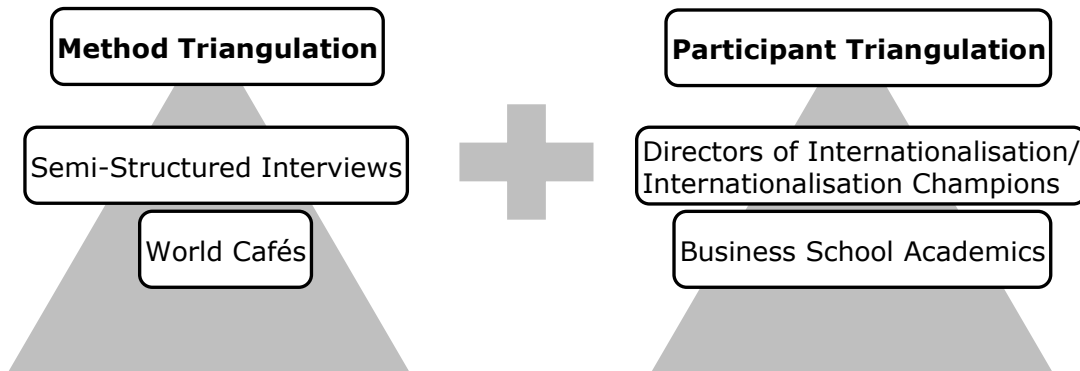
Figure 8: Multiple Triangulation

Table 11: Summary of Mixed Methods

	Semi-Structured Interviews	World Cafés
Research Question A What approach and process may engage the majority of business school academics in using IaH pedagogic practices?	X	X
Research Question B What are the challenges that business school academics face in using IaH pedagogic practices?	X	X
Research Question C How can business school academics be supported to use IaH pedagogic practices?	X	X
Participants	Directors of Internationalisation in Business Schools and Internationalisation Champions	Business School academics
Sampling Method	Non-Probability, Purposive	Non-Probability, Purposive
Sample Size	8	26
Number conducted	8	2
Duration	60 minutes	90 minutes
Communication	Online	Online

Purposive Sampling

In common with many qualitative research designs, I chose non-probability, purposive sampling as I deemed it important to choose business school academics with certain characteristics. I thought that it would yield responses that provided a comprehensive understanding of engaging academics in IaH pedagogic practices that could help to address academic resistance to change (Palinkas *et al.*, 2015). In using a purposive sample, I hoped that it would afford me unique and important knowledge (Mason, 2017). I will discuss in more detail, the purposive recruitment process for participants in each data collection method later on, but in this section, I will describe the characteristics of the purposive samples.

Interviewees were selected using a purposive sample that comprised of Directors of Internationalisation and / or Internationalisation Champions in Business Schools, although in some cases an interviewee may fit both criteria. Essentially these interviewees had a role or special interest in internationalisation within a business school. They had led internationalisation projects either as part of their job or their vast enthusiasm for the topic (Caruana & Ploner, 2010; Warwick, 2014). They had middle managerial experience and therefore, were likely to be knowledgeable of change. These business school academics were not so senior that they did not have current or recent experience of their own pedagogic practices. As a guide I have produced a summary of their level of experience or expertise, represented in table 12.

For the world cafés, I wanted to get a good handle of business school academics who would be the 'vehicles of IaH' i.e. those academics with some teaching responsibilities in terms of using pedagogic practices on a daily basis. These business academics would be teaching, and as they were lower in the organisational hierarchy, were likely not to have any managerial responsibilities. Thus, they would probably not possess change management knowledge in any depth, only what they considered to work in practice and discipline.

Table 12: Experience and Expertise of Interviewees and Participants

Type of Business School Academic	Level of Experience and / or Expertise		
Business School Academics	Teaching Current or Recent	Leadership and Change Management	Internationalisation Initiatives
Directors of Internationalisation	Basic	Advanced	Advanced
Internationalisation Champions	Advanced	Intermediate	Intermediate
Academics	Advanced	Basic	Basic

Online Semi-Structured Interviews and World Café

When the COVID-19 pandemic hit the UK, as a doctoral student I was required to undertake my research using online methods. Like any novice researcher who had little experience of interviews and had never undertaken a world café, I was reticent to add complexity by moving to online data collection. I also felt that it would not engage academic participants sufficiently compared to face-to-face data collection. I sort guidance from the Lead Technician for the School of Education, who advised that using breakout rooms in online meeting platforms would assimilate participants conversing in small groups simultaneously in face-to-face world cafés. However, the only online video meeting platform that would enable the recording of each room simultaneously was Zoom.

For the world cafés the process to convert to online was complex and required many adjustments (see page 134) but enabled me to pioneer a novel online research method. A number of additional benefits arose for both the online semi-structured interviews and world cafés. For example, because of the increased convenience and time saved, I believe that it was easier to recruit interviewees to participate in the data collection, and for the world cafés in particular, broadened the diversity of participants.

Semi-Structured Interviews

The following section and subsections concentrate on the semi-structured interviews data collection. Subsections describe the recruitment of the sample of interviewees and their demographics, the preparation and outcomes of the pilot semi-structured interviews and actual interviews that took place.

Recruiting the Sample of Semi-Structured Interviewees

When identifying potential Directors of Internationalisation and / or Internationalisation Champions to recruit for the semi-structured interviews, different avenues were used to gain access to the sample population of each.

Directors of Internationalisation in Business Schools were identified through membership of the Directors of Internationalisation meeting organised by CABS. CABS is a professional body, with a significant number of members, that represents business schools in agenda-setting for UK business education and in the international environment (CABS, 2021). To gain access to the meeting, as I did not have a relevant job title, I had to email the meeting organiser to explain the internationalisation work I had undertaken in my own business school and briefly outline my doctoral research. Upon gaining access to the meeting, during the breakout rooms I was given the opportunity to explain my purpose of attending, which sparked an interest with those in the room. When feeding back to the main room, I seized the opportunity within the discussion to briefly present my research and was pleased when five attendees added their email in the chat for me to contact them.

Accessing the sample population of Internationalisation Champions was easier, as my literature review enabled me to draw up a list of academics who had specifically focused their IHE research on a business school. Sometimes publications stated that the research was undertaken in the UK, but others required me to search on university profiles. Their publication or university profile included an email address to contact them on, and in the initial email I provided the same information that gave me access to the CABS Directors of

Internationalisation meeting. Employing this recruitment method for interviewees, gained me another three interviewees.

Having recruited eight Directors of Internationalisation and / or Internationalisation Champions, the data from which would be triangulated with two world cafés, I wanted some guidance as to how many interviewees I should recruit in total. As a guide, the sample size of semi-structured interviews in single method research studies varied from two to 30 interviewees (e.g. Silverman, 2019). In previous research that specifically related to the key questions A, B and C, the sample size of semi-structured interviews varied from ten to 80 interviewees (see Table 13: Total Number of Interviewees (Sample Size). Therefore, I deemed my current sample of eight interviewees was appropriate.

Table 13: Total Number of Interviewees (Sample Size)

Number	Reference
10-20 (estimated)	Crosling *et al.* (2008)
17	Bager-Elsbourg (2017)
20	Bell (2004)
42	Ellingboe (1998)
80	Sawir (2011)

To recruit an interviewee for the pilot, I revisited the literature to check if there were any Internationalisation Champions that I had missed. However, the other Internationalisation Champions were not based in the UK. Having done a brief search on some business school websites in the UK, I discovered that in some large business schools, a Director of Internationalisation may have a deputy. After checking that Deputy Directors of Internationalisation met the purposive sample criteria, I emailed them. This renewed search afforded me with a suitable interviewee for a pilot. The pilot interviewee was a Director of Internationalisation, from a teaching-intensive business school, with a discipline background in international business.

The eight semi-structured interviews incorporated a good balance of Directors of Internationalisation and Internationalisation Champions from the main types of business schools in the UK i.e. research-intensive and teaching-intensive business schools in the UK (see Table 14: Demographics of Interviewees). These interviewees whom I gave pseudonyms to, had an average of 21 years' experience and some were also from Triple Crown accredited business schools. They represented both older and newer business schools and HEIs, as well as a range of discipline specialisms in terms of their past or current teaching.

Table 14: Demographics of Interviewees

Interviewee	Director of Internationalisation	Internationalisation Enthusiast	Academic Experience	HEI Established	Triple Crown Accreditation	Higher Education Institution Type	Discipline
Hayden	✓		15 years	1950-2000	✓	Research-intensive	Human Resources
Coley	✓	✓	20 years	1800-1850		Teaching-intensive	Human Resources
Meredith		✓	35 years	1850-1900	✓	Research-intensive	Marketing
Blair		✓	30 years	1850-1900		Teaching-intensive	Marketing
Nova	✓		15 years	1900-1950		Research-intensive	Marketing
Finley	✓	✓	30 years	1900-1950		Teaching-intensive	Management
Blaise	✓	✓	25 years	1800-1850		Teaching-intensive	Law
Skyler	✓	✓	5 years	1850-1900	✓	Research-intensive	Human Resources

Pilot Semi-Structured Interview

My next step was to undertake a pilot interview. Having already deemed semi-structured interviews as appropriate for the data collection, I had an idea of the series of open-ended, pre-determined questions that I would ask (Cohen *et al.*, 2017). I was also aware that I could use a flexible sequence that was guided by my social constructivist research philosophy (Saunders *et al.*, 2023; Wilson, 2012).

In advance of the pilot semi-structured interviews, using Whiting's (2008) phases of interview progress (see table 15) as a checklist, I created the interview schedule that can be found in appendix 7.

Table 15: Phases of an Interview

Interview Phase	Interviewer's Role
Apprehension	Rapport building and simple questions
Exploration	Probes
Co-operation	Complex questions
Concluding	Appreciating the worth of the interview

As I had only briefly met the interviewee either via the CABS meeting or via email, I provided an initial background to my research and again thanked them for volunteering to be involved.

Although the Directors of Internationalisation and / or Internationalisation Champions had experience of internationalisation activities in their school, because of the interrelated IHE subthemes, I thought it best to briefly explain the IaH concept, examples of its pedagogic practices and some of the potential benefits at the outset (Brown & Danaher, 2019). In addition to setting the context of the interview in relation to IaH, I needed an icebreaker question to encourage them to open up. So I added a basic question at the very beginning which was to ask them what internationalisation meant to them in their role within their business school.

I drafted the main three questions, which derived from the overarching thesis questions and the fifth asking them if they wanted to add any other information. Table 16 shows the sub-research questions and the semi-structured interview questions that were employed. I ensured that the order of questions increased in terms of depth or complexity (Whiting, 2008), with questions on the challenges at the beginning and change process questions towards the end. The penultimate stage involved me re-drafting the questions to ensure that they were

clear and precise. I did a final check to see if the questions addressed the kind of information that I wanted them to yield.

Table 16: Main Semi-Structured Interview Questions

Research Question	Semi-Structured Interview Question
A. What approach and process may engage the majority of business school academics in using IaH pedagogic practices?	What process could be used to implement Internationalisation at Home in teaching practices across a business Faculty/School? • Who would ensure that it is successfully implemented?
B. What are the challenges that business school academics face in using IaH pedagogic practices?	What do you perceive are the main obstacles for individual business academics in your Faculty/School in implementing Internationalisation at Home into their teaching practices?
C. How can business school academics be supported to use IaH pedagogic practices?	How could academics in the various groups you mentioned such as _____, be supported to implement Internationalisation at Home practices? • To what extent would this support be discipline-specific?

To explore the answers given by interviewees, I drew up Bernard's (2012) typology of probes, selecting the most pertinent ones, which I included in the first draft of the interview schedule (see table 17).

Table 17: Typology of Probes

Probe	Impact on Interviewee
Remaining silent	Allows the interviewee to think aloud
Using a simple 'yes' response or a head nod	Shows agreement
Checking explanations	Provides confirmation of interviewees responses
Steering or rephrasing	Triggers explanation of their meaning.

To close the interview, in the first draft interview schedule, I included a reminder to summarise the interviewee's responses and thank them for their time (Cresswell & Guetterman, 2020; Saunders *et al.*, 2023) and said that I would contact them to check the transcript.

When it came to the actual pilot interview, I found that I did not need to rely on my checklist of probes and removed them from the schedule as I naturally used

these anyway. In general, the interviews flowed well, with few interventions. On the other hand, an error on my part was that I did not like to interrupt and on occasion, the interviewee digressed from the topic. I think this was in part because interviews can be cathartic for the interviewee (Hutchinson *et al.*, 1994), but mostly because I had not taken advantage of pauses in conversation to steer the interviewee back to the question.

After I completed the pilot, I felt that there appeared to be a jump between the icebreaker question and the next question on the challenges faced. I decided to insert question 2, to bridge this gap by encouraging the interviewee to reflect on their own IaH practice and challenges they faced in implementing it.

Beforehand, I was hesitant about investigating the 'categories' of academics in terms of their capability to change and the pilot confirmed this, as the interviewee felt it was unsuitable to use this language. I tried different ways to get around this but felt it was still important to investigate and instead used the term 'group' which seems more inclusive.

The Semi-Structured Interviews

The semi-structured interviews were organised at a time and date suitable for the eight interviewees during January 2021. Each interview was 60 minutes in length and comprised of six questions that were incorporated into an Interview Schedule (see appendix 7).

Prior to each interview, I decided to do some background research regarding the interviewees' career. When opening the interview I adhered to my schedule, by first introducing myself, my research and then reaffirming that they still agreed for the interview to still be recorded. I cited their specific IHE experience and knowledge, then mentioned that it would bring some useful insights into the interviews.

After my icebreaker question, I then referred to my definitions of IaH, examples and benefits, before moving into the second question. During the interview I was respectful, professional and showed humanness by encouraging the interviewee to impart opinions that were unjudged (Brown & Danaher, 2019). I managed to cover all the questions with some of the interviews taking less time. I also found that having a good grasp of the literature gave me the confidence to probe more into interviewee's responses.

I found it interesting to note that those from teaching-intensive were more familiar with the concept than those in research-intensive business schools. Internationalisation Champions and Directors of Internationalisation in teaching-intensive business schools appeared to be more attune with the Educationalist role of internationalisation.

World Café

The following section and subsections concentrate on the world café data collection, and the novel use of this method. There is a description of the recruitment of the sample of participants for both world cafés and their demographics. There will then be an explanation of the adaptations that were made in order to collect data using a novel online approach. Next the preparation and outcomes of the pilot world café and actual world cafés that took place.

The decision to split the data collection into two world cafés was in part to ensure that all the sub-research questions were answered in detail. I was also conscious that at that time which was the height of the COVID-19 pandemic, there had been reports of workers suffering 'Zoom Fatigue' from being online for all of their work (Ramachandran, 2021). The two world cafés divided the overarching questions, with B and C allocated to World Café One and A being addressed in World Café Two. The table 18 summarises how these questions were allocated between the two world cafés.

Table 18: Sub-research Question Allocations to World Cafés

Sub-Research Questions	World Café One	World Café Two
A. What approach and process may engage the majority of business school academics in using IaH pedagogic practices?		✓
B. What are the challenges that business school academics face in using IaH pedagogic practices?	✓	
C. How can business school academics be supported to use IaH pedagogic practices?	✓	

Recruiting the Sample of World Café Participants

Before I started the recruitment phase, I was not sure how many participants I needed for each world café, especially as my research combined semi-structured interviews and a world café. For guidance, the number of participants in a world café in single method research studies varies from five to 1200 (see Table 19: Total Number of Participants at a World Café (Sample Size). Theoretically a world café could comprise of an infinite number of participants, but there are physical resource constraints such as the amount of space (Lagrosen, 2019) or for online world cafés, Zoom Education License limitations. Guided by the literature, it appeared that around twelve participants for each world café would be suitable.

Table 19: Total Number of Participants at a World Café (Sample Size)

Number	Reference
5-15	Thunberg (2011)
12	Brown & Issacs (2005)
12-16	Largosen (2019)
24	Steier *et al.* (2015)
30	Chang & Chen (2017)
61	Fallon & Connaughton (2016)
70	Garner *et al.* (2016)
1200	Schieffer *et al.* (2004)
Infinity	Largosen (2019)

A specific institutional setting was used to recruit the purposive sample of business school academics. The institutional setting was deemed suitable as it had higher numbers of academics, international students and degree programmes, compared to other UK business school students according to CABS' (2018b) categorisation. This particular business school was ranked in the top 100 for business management studies and was also in the topmost international universities in the world (QS, 2021; QS, 2023; Times Higher Education, 2022).

It should also be noted that during the period of data collection, I worked in that specific institutional setting, which enabled me to explore a number of avenues to recruit participants for the two world cafés. Thus, with permission from the Deputy Dean, a global email was sent out to academics. The email outlined the research and mirrored the need for academics with teaching responsibilities being central to IaH, by purposefully targeting all academic staff who were not in a managerial role. This first email elicited ten responses. I followed up with requesting Directors of Teaching to email academics in their business school discipline, which generated a further eleven responses. My final avenue to recruit more participants presented itself when I was invited to do a talk at one of the monthly research seminar events, which led to securing another five expressions to participate in my world cafés. Based on the guidance on world

café size, alongside participant availability, twelve were allocated to World Café One and fourteen to World Café Two.

The information in tables 20 and 21 shows the demographics of each world café and the allocations of Room Hosts and Participants. The World Café One and World Café Two participants who were all given pseudonyms, represented a good mix of academics in terms of business school seven disciplines, career trajectories, grades 6 to 10 and gender (see tables 20 and 21). Although they were affiliated to a specific institutional setting, participants possessed a broad range of previous work experiences, with many having worked in teaching-intensive and / or research-intensive business schools, and some having worked in business departments in private HEIs or higher education colleges.

Table 20: Demographics of Participants in World Café One

Name	Role	Teaching (T) / Research (R) Role	Academic Grade	Subject	Room Host (RH) / Participant
Mariam	Senior Lecturer/Teaching Fellow	T	8	International Business	RH
Niamh	Senior Lecturer/Teaching Fellow	T	8	Management	RH
Annabelle	Senior Lecturer/Teaching Fellow	T	8	Human Resources	RH
Mitch	Assistant Teacher	R	6	Management	P
Morgan	Associate Professor	T	9	Accounting and Finance	P
Yvette	Associate Professor	T	9	Marketing	P
Jean	Associate Professor	T	9	Management	P
Madelyn	Senior Lecturer/Teaching Fellow	T	8	Human Resources	P
Lorna	Senior Lecturer/Teaching Fellow	T	8	Marketing	P
Lydia	Professor	R	10	Management	P
Nigel	Professor	R	10	Management	P
Angela	Lecturer/Teaching Fellow	T	7	Human Resources	P

	Note: Room Hosts (RH) also participate in discussions. However, they have additional responsibilities of reading out the questions and prompts, recording and summarising discussions from previous rounds.		

Table 21: Demographics of Participants in World Café Two

Name	Role	Teaching (T) / Research (R) Role	Academic Grade	Subject	Room Host (RH) / Participant
Toby	Associate Professor	T	9	Marketing	RH
Hilda	Lecturer/Teaching Fellow	T	7	Human Resources	RH
Melanie	Senior Lecturer/Senior Teaching Fellow	T	8	International Business	RH
Nancy	Lecturer/Teaching Fellow	T	7	Marketing	P
Susan	Lecturer/Teaching Fellow	T	7	Human Resources	P
Liam	Lecturer/Teaching Fellow	R	7	International Business	P
Percy	Senior Lecturer/Senior Teaching Fellow	R	8	Enterprise	P
Jordan	Professor	R	10	Human Resources	P
Samuel	Assistant Teacher	R	6	Management	P
Jess	Associate Professor	T	9	International Business	P
Laney	Assistant Teacher	R	6	Human Resources	P
Yves	Professor	T	10	Management	P
Joey	Senior Lecturer/Senior Teaching Fellow	T	8	Data Analytics	P
Josh	Professor	R	10	Management	P
	Note: Room Hosts (RH) also participate in discussions. However, they have additional responsibilities of reading out the questions and prompts, recording and summarising discussions from previous rounds.			

Consequently, a key benefit that I discovered of using a unique online format was that it stimulated the recruitment and inclusion of diverse participants because of the flexibility that the world cafés presented. As such those who were located outside of the UK and who were on a different time zone, those who had caring responsibilities, or were celebrating religious events that required abstinence from food and drink, participated. Moreover, although there is no means to offer comparison with in-person world cafés, it appears that the online format provided a broader range of academics in terms of the business disciplines they represented, their academic grades and career trajectories. Utilising an online format thus promoted the inclusion of a diverse range participants.

Adapting the World Café to Online

The main premise of the world café is that through emulating a relaxed, café-like atmosphere, entailing flexible discussions with groups of participants, it provides an innovative method for gathering meaningful dialogue (Schieffer *et al.*, 2004). However, after a comprehensive search of the 30 articles, no studies were identified regarding world cafés being conducted online for data collection purposes. Therefore, I had to devise a number of adaptions to capture the design principles involved in hosting a world café (Brown & Issacs, 2005). This section seeks to explain the adaptions that I made in relation to the ambience, format and logistics that were used for the online world cafés. A summary of the adaptions that were made is included in table 22.

To create a café ambience, in-person cafés encompass vases of flowers, background music, tables and tablecloths, menus with information and refreshments (Carson, 2011; Estacio & Karic, 2016). Instead, the online world café used visual references including vases of flowers, cups and slices of cake images, in the PowerPoint slides, participant and room host guidelines. A virtual background of the inside of a café was used. Participants were encouraged to bring their own refreshments if they wished.

The format of the world café entails an introduction to the whole participant group and 'rounds' involving a series of small group discussions. Finally, these rounds are then summarised to the whole participant group, which prompts further discussions (Lagrosen, 2019). For the online world café, PowerPoint slides were used to present key information. Rather than a show of hands to demonstrate agreement, polls were used. Regarding the rounds, menus comprising of participant and room host guidelines were provided. Finally, for the whole group discussion that entailed feeding back on the rounds, participants could raise virtual hands, to share their opinions. Examples of the World Café One PowerPoint slides, Room Host and Participant Guidelines that were used can be found in appendix 11 and the corresponding materials for World Café Two in appendix 12.

Table 22: Online Adjustments Compared to Face-to-Face World Cafés

		Face-to-Face	Online
Café Ambience		Refreshments (The World Café, 2020a)	World café reminder invite encourages participants to bring refreshments, refreshment pictures in presentation slides and Room Host and Participant Guidelines
		Vases of flowers (Fallon & Connaughton, 2016)	Pictures in Room Host and Participant Guidelines
		Menus (Estacio & Karic, 2016)	Room Host and Participant Guidelines
		Reading material (Anderson, 2011)	Presentation slides and Participant Guidelines
		Visuals of tables and seating (Farr, 2013)	Café Host / Researcher has virtual background with tables and seating images
Logistics		Raise a hand to share a point (Carson, 2011)	Raise virtual hand to share a point
		Show of hands used to vote (Cassidy & Fox, 2013)	Polls used to vote
		Participants physically moving around tables	Café host/researcher moves participants virtually

Regarding the rounds, participants in an in-person world café are distributed around tables, with each having a host. When the first round is complete, all participants except the table hosts, change to a different table (Brown & Issacs, 2005). The table host then presents their question, summarises previous discussions and then invites further ideas (The World Café, 2020a). Adapting the rounds to online involved the use of breakout rooms on Zoom and myself as the Café Host, virtually moving participants after each round. To save confusion, the table hosts who were each assigned to a breakout room, were referred to as Room Hosts in the online world café.

The final adaptation was the recording of breakout rooms simultaneously which, as will now be discussed, presented significant complexities and challenges. Already aware of how time-consuming in-person world cafés were to set-up (Thunberg, 2011), the challenges of recording breakout rooms in online world cafés took a significant amount of time to overcome.

Due to the rapidly changing COVID-19 pandemic situation, IT support from the University of Sheffield and my own workplace had not evolved sufficiently to provide information on the advanced technical requirements required for the recording of breakout rooms. Therefore, I had to undertake a wide range of research from the Zoom website, other university websites and You Tube. Out of the few sources I had found on Zoom breakout room recording, all of them lacked clarity or detail.

Having obtained a Zoom Education License subscription, I was able to access their customer support. After spending considerable time undertaking numerous web chats with different Zoom customer service advisors, each time being given conflicting information, I became so frustrated that I temporarily gave up. A few weeks later I tried contacting Zoom again and managed to obtain instructions on how to set-up and record breakout rooms simultaneously. Upon reading these instructions, I realised that the recording function could only be set up by a room host or participant within the breakout room. Therefore, I had to compile user-friendly guidance which the room host could use. These guidelines included how to send the breakout room recording to a preassigned folder on my University of Sheffield Google Drive.

I decided to test the breakout room recording feature, by gathering some iPads and iPhones, using different Zoom log-in details for each, to simulate different room hosts and participants. I hosted the mock Zoom meeting on my iMac, but when I opened up the breakout rooms, for the participants in the breakout rooms, there was no recording option.

As this first technology test proved unsuccessful, I had another web chat, but this time was passed onto a Zoom technician who advised me to change my host recording and preferences. Having done this, I undertook a second technology test, but hosted the meeting on one of the iPads, with the other iPad, iPhones and iMac representing room hosts and participants. When I tried the breakout room recording feature on my iMac, as a mock room host, I was elated to see it worked. Referring back to the instructions, I had been given from Zoom there were no other details regarding the use of tablets, such as iPads, smart phones, such as iPhones, desktop computers like iMacs, or laptops like MacBooks. Therefore, I had no reason and did not possess the advanced technical know-how, to presume that the breakout room recording feature would not work in all of these different mediums that participants may use to access Zoom. Given that the majority of the sources that I had accessed for recording breakout rooms, seemed uncertain, I was still not 100 per cent confident that it would work. So, as a backup I asked a room hosts in each breakout room to also have a paper and pen in case the recording feature did not work.

Pre-Café Preparations

Once I had recruited participants, I had to work out how many breakout rooms to have, then divide participants equally between these. The recommended number of participants (including the table host) for each table in face-to-face world cafés, ranges from three (Takahashi *et al.*, 2014) to eight (Carson, 2011), as illustrated in Table 23: Number of Participants on Each Table in a World Café. Therefore, I decided to have four participants per breakout room (including the room host) for World Café One and between four and five for World Café Two.

Table 23: Number of Participants on Each Table in a World Café

Number	Reference
3-4	Takahashi *et al.* (2014)
4-5	Brown & Issacs (2005)
5	Farr (2013), Schieffer *et al.* (2004)
6-8	Filies *et al.* (2016)
8	Carson (2011)

Next, I required three room hosts for each of the breakout rooms in both world cafés. Room hosts play a critical role in world cafés and are usually randomly selected in face-to-face world cafés (Chang & Chen, 2015). However, to motivate academics who may have been suffering at that time from 'Zoom Fatigue', I considered it more important to select room hosts who I thought would be particularly adept at facilitation. I knew that these particular academics would be good at remaining neutral, encouraging turn-taking and checking points for clarity (Carson, 2011). I then approached the proposed room hosts with an outline of what their role would entail and was pleased when they all agreed.

Once participants and room hosts had been selected, I had to decide how long each of the two world cafés would be. As they are usually between 60 (Kempnich & Castanzo, 2014) and 180 minutes (Lagrosen, 2019) in length, to save participants from potential Zoom fatigue, I thought that 90 minutes would be more appropriate for each world cafe.

The next stage entailed sending a meeting place holder with the Zoom link. I also sent an email to participants which confirmed the date, time and meeting link for the world café. The email encouraged them to bring some light refreshments to have during the café. This email included an attachment of the Participant Guidelines that I had designed comprising of a menu of information about IaH, together with the questions that would be asked in each breakout room.

The Room Host email was similar but included a request to record the breakout rooms and bring a pen and notepad as a back-up. The email included an attachment of the Room Host Guidelines. These Guidelines provided an explanation of how to send recordings or notes to a folder designated for their room to my secure University of Sheffield Google drive. They encouraged them to welcome the small group of participants to their breakout room (The World Café, 2020a). The Guidelines included the question and probes that they would use in the first and subsequent rounds (Cassidy & Fox, 2013).

The next stage entailed me organising the movement of participants after each round to another room. As it is important in a world café to encourage diverse viewpoints (Aldred, 2009), I carefully planned the movement of participants so that where possible, each room comprised of academics of different grades, disciplines and career trajectories. Table 24 illustrates the movement of participants for each world café. The format of the world café is also summarised in table 24, with RH and P being used to refer to room hosts and participants. The final stage was to prepare PowerPoints slides and compile the polls and open-ended question.

Table 24: Movement of Participants in World Café Rounds

Room	Introduction	Poll 1	Poll 2	Open Question	Round 1	Round 2	Round 3	Whole Group Discussion
1	RHs and Ps	RHs and Ps	RHs and Ps	RHs and Ps	RH1	RH1	RH1	RHs and Ps
					P4	P9	P7	
					P5	P10	P8	
					P6	P11	P12	
					P13*		P14*	
2					RH2	RH2	RH2	
					P7	P4	P10	
					P8	P5	P11	
					P9	P12	P6	
						P13*		
3					RH3	RH3	RH3	
					P10	P6	P4	
					P11	P7	P5	
					P12	P8	P9	
					P14*			

	Key: RH = Room Hosts, P = Participants, * = Indicates additional two participants in World Café Two.

Pilot World Café

For the pilot world café, I recruited six academics who worked in various disciplines and represented academic grades from 6 to 7. Although they were based in a different business school to the one that the actual world cafés were recruited from, it shared similarities in terms of having a large number of academic staff and international students.

The pilot followed the same format (see table 24), length of time and number of room hosts, as the actual world cafés. At the beginning of the online world café pilot, I introduced my research. Next, I outlined the concept of IaH and briefed them on the need for the majority of academics to engage in its implementation (Jorgenson & Steier, 2013).

I also found that creating a definition of IaH that was adapted from Beelen and Jones' (2015) definition, to include the institutional settings' mission statement, added clarity for the world café participants. Drawing on the café host guidelines (The World Café, 2020b), the research topic, the café rules and the logistics in terms of how the café would proceed, were outlined. I encouraged everyone to participate with the incorporation of simple polls and open-ended questions, whereby participants could answer verbally.

In each of the three rounds that followed, participants were given a question by their room host and had 20 minutes to discuss, before being moved to another breakout room. Room hosts did not move in any of the rounds but contributed to discussions with participants in their room. Each of the room hosts were assigned a different question but for the purposes of testing out the questions that were to be used in World Café One and World Café Two, asked a different question in the third round (whereas in both of the actual cafes the same question from each round would be summarised initially at the start of each subsequent round). Room hosts had various options to record data from the discussions including video and handwritten notes. After three rounds, the whole participant group was brought back together to listen to room hosts' findings and then a discussion ensued to identify collective knowledge.

Table 25: Face-to-Face Similarities to the Online World Café

	Face-to-Face	Online
Format	Introduction to topic (Jorgenson & Steier, 2013)	Introduction to topic (5 minutes)
	High levels of interaction such raising a show of hands (Chang & Chen, 2015)	Interactive components such as polls (10 mins)
	Rounds	Rounds (60 minutes)
	Whole group conversation (Lagrosen, 2019; Schieffer *et al.* 2004)	Whole group conversation (15 minutes)
	Between 60 (Kempnich & Castanzo, 2014) and 180 minutes (Lagrosen, 2019) total time.	90 minutes
Rounds	3 rounds (Chang & Chen, 2015; Fallon & Connaughton, 2016; Fouché & Light, 2011; Lagrosen, 2019)	3 rounds
	20 minutes per round (Anderson, 2011; Cassidy & Fox, 2013; Fouché & Light, 2011; Silva & Guenther, 2018; The World Café, 2020a)	20 mins per round
	4 participants at each table in each round (Brown & Issacs, 2005; Largosen, 2019)	4-5 participants in each round
Participants	12 (Brown & Issacs, 2005; Largosen, 2019)	12-14

In terms of rounds, like the advice for face-to-face world cafés, participants went to all three rooms (e.g. Filies *et al.*, 2016), although this does not always have to be the case (e.g. Cassidy & Fox, 2013). There should be three or more rounds (Fouché & Light, 2011) and in the case of both online world cafés for this research, three rounds were appropriate. Each round followed the average of previous research i.e. 20 minutes in length (e.g. Fouché & Light, 2011; Silva & Guenther, 2018). A summary of how I emulated face-to-face world cafés can be found in table 25.

In terms of the questions posed to participants, during both world cafés when I introduced the concept of IaH to all participants in the main Zoom room, I used two polls and an open-ended question, which were the same for each world café. The first poll provided a list of IaH pedagogic practices and asked participants to select the ones that they had used. The second, asked participants what had encouraged them to use such practices. The open-ended question asked for other factors that may have influenced the academic to implement this teaching practice.

To correspond to the sub-research questions of the thesis, the questions in the three breakout rooms concentrated on either the challenges and support for individual academics (World Café One) or approach and elements of the change process to engage the majority of academics practices (World Café Two) (see previously mentioned table 18). The different questions used in each of the three breakout rooms for online World Café One and Two (see tables 26 and 27), were designed to gain the attention of all academic participants (Steier *et al.*, 2015) and be thought-provoking (Anderson, 2011). All breakout room questions in both world cafés included additional prompts to further discussions. These were utilised to tease out knowledge and ideas, such as if academics from teaching-intensive schools were more able to engage in IaH pedagogic practices. These questions progressed logically and became more complex (The World Café, 2020a).

Table 26: World Café One Room Questions

Research Question	World Café One Room Questions
B. What are the challenges that business school academics face in using IaH pedagogic practices?	Room 1: What challenges do you think research-focused and teaching-focused academics face if required to implement Internationalisation at Home into their teaching practices? • What about monetary and non-monetary support? • Are there any HR-related mechanisms that could be developed or redesigned that could help?
C. How can business school academics be supported to use IaH pedagogic practices?	Room 2: How could business academics be supported to implement Internationalisation at Home teaching practices? • Would it make a difference if they were in a mainly research-focused and teaching-focused role? • Regarding those who perceive other aspects of their role more important, compared to implementing Internationalisation at Home into teaching practices, what sort of support could be given?
	Room 3: What would training to support academics in using IaH teaching practices look like? • Would training be provided that is interdisciplinary or disciplinary? • What format would training utilise?

Table 27: World Café Two Room Questions

Research Question	World Café Two Room Questions
A. What approach and process may engage the majority of business school academics in using IaH pedagogic practices?	Room 1: If a whole business school change was used, do you think a top-down, middle-out or bottom-up approach would be the most effective to ensure that the majority of academics use IaH teaching practices? Why? • Would there be any constraints to this approach? • What role would senior managers, middle managers and academics have in this approach?
	Room 2: If a whole business school change process was used, what would be the key elements that would make it successful and ensure that the majority of academics used IaH teaching practices? • Which is the most important element and why? • Which element do you think would be the most effective when managing resistance?
	Room 3: To change academics teaching practices, what key ingredients would you recommend? • How do you perceive the ingredients link together? • Which ingredient would take longer to apply?

Following the pilot, I amended the questions that were to be used in World Café Two, Rooms One and Two, as they were not specific enough and lacked clarity. I also added a second prompt for each question in the rooms, to help elicit more information in subsequent rounds of each world café.

The World Cafés

The world cafés were organised at a date and time that was suitable for all participants. World Café One took place in May 2021 and World Café Two in June 2021. They were each 90 minutes long and comprised of six questions.

Unfortunately, in the first online world café, only one participant managed to successfully record their breakout room, with using notes instead. I could not understand why this was the case when it had worked in the second technology test that I had conducted. A subsequent web chat with a Zoom technician revealed that the recording feature was not supported on certain electronic devices because of the operating system that they used. Therefore, prior to the second world café, I ensured that participants had a Windows desktop computer, laptop, iMac or MacBook.

Regarding the rounds, I did not want to pressure or influence participants by moving between the breakout rooms, so I chose to wait in the main room and send announcements to the breakout rooms in terms of how long they had left. In hindsight, it would have been better to have briefly moved to each of the breakout rooms, as the room hosts in World Café One would have been able to communicate if they were having any problems with recording their breakout rooms. Indeed, in World Café Two it may have saved wasted time when a room host mistakenly asked the wrong question initially, as I could have gently intervened.

After the three rounds in the breakout rooms, I observed that academics from different disciplines seemed to have bonded more. So, when it came to the whole group conversation in World Café One participants easily brought together their assorted opinions into a consensus, by identifying that individual academics may need different stimuli to support them in using IaH pedagogic practices. The room hosts and participants began their own pattern-spotting (Schieffer *et al.*, 2004) in the breakout rooms, which was further discussed in the whole

participant conversation. This allowed me to do some initial analysis at the same time and probe more.

In World Café Two, I regretted that I had not managed time as effectively, meaning that I had to cut short the whole group discussion at the end. After I had produced the transcripts and collated notes, I asked participants to check these. To my relief, it led to some participants adding a little more information which they did not have time during the whole group conversation to add.

World Café One proved useful for reflecting on the challenges and support that individual academics require (Chang & Chen, 2015). For example, it provided insights into research-focused academics' challenges, given that success is measured mainly via research-outputs. Whereas World Café Two stimulated creative thinking (Burke & Sheldon, 2010) by identifying the elements of the process of change and the appropriate approach for individual academics.

I was also pleased that at the end of the world cafés, some participants expressed how much they enjoyed participating, which could indicate that their opinions were credible, and not just what they thought I wanted to hear as an insider researcher who some of them knew.

In reporting on the discussions of the world café, room hosts are referred to as are Annabelle, Mariam, Niamh, Toby, Hilda and Melanie (see table 28). But where these individuals were clearly voicing their own viewpoint during the whole group conversation at the end, these are referred to as participants.

Table 28: Room Host Allocations for Each World Café

Participant / Room Host Name	World Café One	World Café Two
Annabelle	RH1	
Mariam	RH2	
Niamh	RH3	
Toby		RH1
Hilda		RH2
Melanie		RH3

Transcription and Data Analysis

I used Braun and Clarke's (2022) thematic analysis, which enables others to see how interpretations have been drawn, by summarising key features of the data using a system of codes and themes. Thematic analysis includes scrutinising, classifying and systematising patterns within the data, the process of which is summarised in table 29. I debated using NVivo to help but given the time it would take to refamiliarise myself with it, and as I was spending considerable amount of time online during the COVID-19 pandemic, I welcomed doing this manually with highlighters and making notes. I felt that I could do this much more thoroughly than through NVivo.

Table 29: Stages of Thematic Analysis

Stage	Description of the Process
1. Familiarisation	Transcribing, then reading to get familiar with the data. Making a note of preliminary codes.
2. Identifying Initial Codes	Systematically identifying interesting features in the data, organising data pertinent to individual codes.
3. Searching for Themes	Arranging codes into potential themes, assembling all data relevant to each theme.
4. Reviewing Themes	Ongoing examination to hone the specifics of each theme and the data set overall, formulating clear names and definitions for each theme, formulating a thematic map to understand relationships.
5. Defining and Naming Themes	Ongoing analysis to polish the particulars for individual themes, development of clear names for each theme.
6. Producing the Report	Selecting relevant extracts, discussion of analysis in relation to the literature or research question, production of report.

Beginning with the first stage, I had set up Zoom to generate automatic transcripts, which I thought would significantly reduce the amount of time that it would take to type up a transcript. I was relieved thinking that I would not spend an estimated minimum of 5 hours transcribing for every hour of interview or world café (Bell *et al.*, 2018), which for myself would be longer given my slow typing speed. It did reduce the time slightly but because of various factors, I would estimate it provided around a 60 per cent accuracy rate. Issues with accuracy were in part because online video communication platforms were still evolving. For example, Zoom tended to insert full stops or commas when there were pauses in conversation, and it did not always recognise new paragraphs or changes between speakers. There were also challenges with accents, particularly for second language English speakers. When the broadband was not as strong, sometimes Zoom misinterpreted some words and phrases.

To overcome these inaccuracies, I utilised the interview schedule and world café presentation slides, and video recordings of the data collection, to help amend the automated transcripts. To finalise each transcript, I used pseudonyms and for the interviewees, for whom it may have been slightly easier to attribute the data collection to because of the sample population size, I used gender neutral names. I also altered names or locations of specific business schools, adopting more descriptive language such as 'teaching-intensive business school'. There were also odd occasions whereby a specific person's name was referred to and instead, blanked out information.

As I transcribed each interview and world café as soon as possible (usually within a fortnight of completion), it helped me realise that I needed to be more succinct in parts. As I went through the process of transcribing, I began to notice initial patterns and consistencies between interviewees and world café participants as well as areas that required clarity. I found it interesting to see differences between responses from those in teaching and research-intensive business schools or teaching-focused or research-focused roles. At this point, I recalled how some of the initial findings to my delight confirmed some of the conjecture in the literature. Transcribed documents were then checked by myself, and verified by interviewees and world café participants (Point & Baruch, 2023). Once I had transcribed all the interviews and both world cafés, I read all the transcripts and began to note down ideas for codes. An example of a coded semi-structured interview, World Café One and World Café Two transcripts are included in appendix 8 and 13.

The second stage entailed a systematic process that examined the entire data set, to generate codes with and assigning data to each code. Once I had completed the coding, I felt apprehensive regarding the 140 codes that were generated. I continued through to the third stage by collating codes into potential themes. This stage caused me a little confusion as some codes could fit into more than one theme. I decided to see what would happen and go with my 'gut feeling' of assigning a code to the first theme that fit. When I had

completed, I found that I had around 25 themes which I realised were too many (and I think that is what caused the confusion as to which of these to assign a particular code to). I had fallen into the trap of disregarding the whole picture by breaking data down into smaller codes (Blikstad-Balas, 2016).

So, I took a step away from thematic analysis by reflecting on how to overcome this. I decided to look again at the codes, and ended-up merging or including some, then removing others that were irrelevant in light of the overarching research question. This iterative process to thematic analysis enabled me to reduce the number of codes. When I turned back to generating themes again, rather than just using the data itself (Gläser & Laudel, 2013), the development of themes was underpinned using the theoretical frameworks (Cresswell & Guetterman, 2020), generated in chapter 3 (see pages 83 and 84). For each of the 16 themes, I then included a brief description as to what it entailed. The Approaches to Change Management framework provided useful scaffolding for analysing data related to the themes of Top-Down, Middle-Out and Bottom-Up, for research question A. For the remainder of the findings for A, as well as research question B and C, I used the Key Elements in the Change Process theoretical framework. I ensured that the data fitted within the remit of the definition of the Resistance Management in the Key Elements in the Change Process theoretical framework. In addition, for sub-research questions B and C, to separate the challenges and types of support that relate to the Resistance Management element of the framework, I used a combination of categorising the findings as they emerged and considered the existing literature (Cresswell & Guetterman, 2020). An example of the latter on the theme of Training can be seen in appendix 15. I continued by refining, developing and naming subthemes that related to the sub-research questions, which were undertaken within the two theoretical frameworks. Merho illustrates the use of these frameworks:

Table 30: Research Questions Thematic Analysis

Sub-research Question	Theoretical Analytical Framework	Themes	Theme Descriptor
A	Approaches to Change Management Key Elements in the Change Process	Top-Down Approach	Change process is led by those at the highest level.
		Middle-Out Approach	Change process involved a mixture of top-down and bottom-up or from the middle and filters sideways.
		Bottom-Up Approach	Change process is led by those at the lowest level.
		Awareness of the Need for Change	Collecting information and identifying the need for change, to formulate and define a clear vision for a positive future.
		Resistance Management	Causes or sources that academics face and the methods or tools to help them overcome these.
		Sustaining the Change	Post-implementation reinforcement of new behaviours, assessment and integration of lessons learned, non-enactment consequences
		Monitoring and Measuring	Use of milestones, measures or ways to track the extent to which the change is working
		Communication	Effective and continual communication of the change vision for the future
B	Key Elements in the Change Process	Personal Characteristics, Career Length, International Background	Demographics, length of academic career, born or been overseas for more than a short period of time or for frequent shorter periods of time.
		Pedagogic Skills, Knowledge and Experience	Diversity and depth of knowledge, skills or experience of formal training in pedagogic practice.
		Time	Protected time to prepare and practice.
		Inertia	Factors that cause individual resistance to most types of change.
C	Key Elements in the Change Process	Training	Formal methods of delivery, participant types and levels, content/topics covered.
		Development Opportunities	Informal support that includes learning from others' and collaborative development experiences.
		Management Interventions	Management support that encourages international experiences, example setting, tailored support.
		Incentives	Mechanisms that support academics to trial practice.

Now I felt more comfortable with the analysis, I designed a map of themes.
Presenting the themes visually, helped me to refine some of the themes. This
map of themes also allowed me to see how the themes related to one another

(see appendix 14). As a result, rather than having elements of change, I was able to realise how these fitted into a process, with some themes running throughout, or others introducing or concluding it. The thematic map guided me in putting together the conceptual framework that will be discussed in the next chapters.

During the final stage of thematic analysis, I began by extracting example quotes that I considered to be the most compelling in terms of representing the code. I realised that sometimes I had too many in each code and after identifying those that were less convincing or were perhaps not as evocative, removed some. I organised the three analysis chapters so that each one was specifically dedicated to addressing either key research question A, B or C. To shape and influence the analytical narrative, I used the Approaches to Change Management and Key Elements in the Change Process Theoretical Frameworks and thematic map. I then began each analysis chapter by inserting the example quotes, discussing them and analysing in relation to the literature and theoretical frameworks. I was then able to remove sentences or less important phrases from the example quotes to help improve the quality, as the next analysis chapters illustrate.

Conclusion

In this chapter, I analysed my chosen social constructivist methodology in light of its fit to the study topic, and in particular, how the methods of online semi-structured interviews and world cafés could be utilised to gain authentic knowledge through social interactions with business school academics. Through reflective engagement, I have tried to be transparent in my choices and acknowledged the limitations of my personal lived experiences by actively taking measures to engage others in the data collection process, including research-focused academics. I recognised my insider research stance and employed rigorous ethical procedures throughout the data collection and analysis process. To ensure the trustworthiness of the data, I included multiple triangulated approaches involving method, participant and institutional triangulation. I engaged with the literature to identify the appropriate sample size, recognise the

strengths, and mitigate the limitations of the online semi-structured interviews and world cafés in an effort to make the findings more credible. The complex journey that I undertook in my determination to create a novel online world café method potentially broadened the diversity of the participants involved. Moreover, the internationalisation specialists that took part in my in-depth semi-structured interviews provided me with unique insights into the culture of change from the perspective of senior management in both teaching and research-intensive business schools. In acknowledgement of my social constructivist philosophical choices, I involved my interviewees and participants in transcription-checking to promote the trustworthiness of the data. Coding of the qualitative data that was generated from the 34 business school academics involved a couple of iterations. I utilised the two theoretical frameworks that were established in chapter 2, to sort the codes and compile into a thematic map. Finally, the thematic map was employed to formulate Figure 9: Engaging the Majority of Business School Academic Staff in using IaH Conceptual Framework, which is discussed in detail in chapter 5.

Chapter 5

The Approach and Process to Engage Business School Academics in Internationalisation at Home Pedagogic Practices

Introduction

The aim of this chapter is to critically analyse the findings from the semi-structured interviews and World Café Two, that generated eight key themes and 23 subthemes, in light of current literature. In doing so, it endeavours to contribute to knowledge and practice in relation to key research question A: What approach and process may engage the majority of business school academics in using IaH pedagogic practices? To gauge how business school academics react to change, there will be an analysis of their different mindset in relation to the engagement in IaH pedagogic practices, that builds on business and IHE theory from the literature. The discussion presents a conceptual framework for business schools to successfully engage the majority of academics in the use of IaH pedagogic practices. The framework aligns to research question A in that it describes the approach and elements in the process to change that care likely to help successfully engage the majority of business school academics. In explaining this approach, the estimated period for the change is discussed as well as the roles of senior management, Internationalisation Champions and academics in a business school in terms of implementing IaH pedagogic practices. Next, in relation to research question A, the five elements in the process of change will be explained. These elements of change follow in linear order alongside other elements which continue throughout the process and will be illustrated in the same format in the conceptual framework. Each of these are examined according to the consecutive order in the conceptual framework, followed by the other elements that continue throughout the change process.

Initial Levels of Engagement in Relation to Change

It is important to gauge academics' initial mindsets in terms of using IaH pedagogic practices, before the change commences. Understanding different business school academics' mindsets is helpful to gain a better awareness as to why individuals face certain challenges, to subsequently provide appropriate support. Indeed, it can provide a more nuanced understanding as to why the middle-out approach is the most appropriate, and how academics who are at the centre of the practical implementation of IaH, are involved in the change. This section identifies four mindsets, that vary from wholehearted engagement to complete resistance to using IaH pedagogic practices. It should be noted that some of the discussions in this section draw on the analysis encompassed in this chapter as well as the Challenges and Support chapters (6 and 7 respectively). Therefore, I have included only a select few quotes within this analysis.

At one end of the Spectrum of Initial Mindsets of Academics in Change are Internationalisation Champions who are fully committed to engaging in the change. As Internationalisation Champions have plenty of knowledge and experience of internationalisation, they are able to easily adapt to using IaH pedagogic practices. Given their high level of commitment and knowledge of internationalisation practices, they are capable of initiating and leading change in terms of facilitating a critical mass of business school academics to engage. These findings in terms of Internationalisation Champions' mindsets regarding change reflect the literature that also states that like Lovell's (1994) 'Explorers' and Childress' (2010) 'Champions', they are highly motivated. Similarly, they are considered to be adept at integrating IHE into their pedagogic practices (Ellingboe, 1998), because of their comprehensive knowledge and experience in international and intercultural competencies (Childress, 2010). As a result, they can lead change and will be followed by other business school academics (Lovell, 1994). My findings do not mention if, as Bell (2004) suggests, Internationalisation Champions consider that IaH pedagogic practices should be student-centred. However, given that some Internationalisation Champion

interviewees consider IaH lecturer-centred practices to be tokenistic, then I tentatively agree with Bell (2004).

As Internationalisation Champions' and Research Stars' mindsets align with Lovell's (1994) 'Explorers' and 'Outlaws' respectively, I build on the latter to tentatively propose the additional academic mindsets of 'Pedagogic Enthusiasts' and 'Research Followers'.

'Pedagogic Enthusiasts' as I will name them, are likely to be teaching-focused academics who are like to be grade 7 and 8, or doctoral students with some grade 6 teaching responsibilities. Having more teaching responsibilities means that they are willing to engage in IaH pedagogic practices, but compared to Internationalisation Champions, are less able to adapt. For instance, teaching-focused interviewees explain the following: "There are enthusiastic staff who want to embed, but they're not sure how to do it" (Annabelle) and "Maybe some lecturers want to do something, but they don't know how or they are not sure" (Morgan). My tentative suggestions reflect Lovell's (1994) description of 'Pioneers' who are motivated but need support to adapt. Similar to Bell's (2004) research, they accept and see the change as possible. My findings also confirm broader research that academics are interested in IaH, but need help in adapting their practices (Marioni, 2019). However, my suggestion differs from that of Ellingboe (1998), who indicates that these academics should be knowledgeable in terms of IaH.

Next, are those who I have named 'Research Followers'. These, I believe, comprise of research-focused academics in grades 7 to 9, who are less senior than professors. Due to their research focus, they will also have less knowledge or capability to adapt to IaH. Compared to Pedagogic Enthusiasts, Research Followers are likely to be less willing, but aware that they have to engage in IaH, for example:

'Oh, my God, I have to teach if I want to get my research done this is something I just have to do, I hate it, you know, but I have to do it'. (Niamh)

These suggestions are similar to Lovell's (1994) 'Settlers' who lack the motivation to change. However, I believe that they contrast with Lovell (1994) because of their core research responsibilities, which cause them to find it hard to adapt to using IaH pedagogic practices.

At the opposite end of the Spectrum of Initial Mindsets of Academics in Change are those who I name 'Research Stars' because they tend to be research-focused. These are more senior academics such as grade 10 professors, who make significant research contributions for their business school. Their main responsibilities are to produce high quality research. Therefore, they do not wish to change their pedagogic practices and are highly likely to have little interest or knowledge of IaH. There are some suggestions in my findings that because their research activity is highly valued, they are unwilling to engage at all in IaH pedagogic practices, for example:

Whereas the Laggards will refuse, refuse, refuse and make excuses for as long as they can. I think that's the difference. (Meredith)

These findings concur with Lovell's (1994) 'Outlaws' who lack the motivation or capability to change. Moreover, it confirms Ellingboe's (1998) idea that they completely resist change and have no interest in it. My study does not elucidate as to whether Research Stars disagree with IaH or obstruct its implementation, nor state whether they think it adversely impacts on the discipline (Childress, 2010).

Therefore, in terms of this Spectrum of Initial Mindsets of Academics, there is strong evidence in terms of those at opposing ends, regarding their willingness, capability and knowledge to change. In terms of Pedagogic Enthusiasts and

Research Followers, I am only able to offer very tentative suggestions. Altogether, the four types of academics in this Spectrum of Initial Mindsets of Academics in Change have similar mindsets to those in Lovell's (1994) *Wild West View of Change* model.

To summarise, my study substantiates the mindsets of Internationalisation Champions and Research Stars willingness, capability and knowledge of IaH pedagogic practices. My Spectrum of Initial Mindsets offers tentative ideas in terms of the mindsets of Research Followers and Pedagogic Enthusiastic. These four mindsets are summarised in following table 31.

Table 31: Spectrum of Initial Mindsets of Academics in Change

Initial Mindsets	Type of Academic	Focus	Mindset
Strong Engagement ↕ No Engagement	Internationalisation Champions	Teaching	Highly willing, knowledgeable and capable to adapt
	Pedagogic Enthusiasts	Teaching	Willing, with some capability and knowledge to adapt
	Research Followers	Research	Little willingness, interest or capability to adapt
	Research Stars	Research	No willingness, interest or capability to adapt

Conceptual Framework Development

In this section I reveal in diagrammatic format (Figure 9: Engaging the Majority of Business School Academic Staff in using IaH Conceptual Framework) my conceptual framework that is accompanied by a written description. The conceptual framework that I propose will engage the majority of business school academics in using IaH pedagogic practices. Together, they provide an overview that will be analysed in the rest of this chapter on the middle-out approach and elements in the process that can help to promote the change being successful.

Based on analysis of my findings and literature review, a framework is proposed concerning engaging the majority of business school academics in using IaH pedagogic practices. The framework is conceptualised as a Structural Implementation lens (Yanow, 1987) that seeks to encompass all or the majority of academics in a business school. To engage all or the majority of academics, it presents the middle-out approach and the elements in the change process in relation to engaging business school academics using IaH. Thus, it addresses key research question A: What approach and process may engage the majority of business school academics in using IaH pedagogic practices? The framework emphasises an overarching middle-out change approach, comprising of initial top-down interventions by senior managers that have few or no pedagogic practice responsibilities predominantly at the initial stages of the change. As the middle-out approach evolves, Internationalisation Champions, Directors of Internationalisation, and / or Programme Leaders provide sideways interventions by propagating IaH pedagogic practices between programmes. These practices are dispersed between Programme Leaders, Module Leaders and other academics in different disciplines within a business school. In this framework, bottom-up interventions tend to follow that involve business school academics who engage in pedagogic practices, but who have little or no managerial responsibilities. Those academics are all those involved in the delivery of compulsory business school modules including doctoral teaching assistants.

Within the overarching middle-out approach represented in the conceptual framework, there exist five key elements in the change process that help to promote success, by encouraging the majority of business school academics in using IaH pedagogic practices. As can be seen in the framework, the process begins with raising an Awareness of the Need for Change, followed by Resistance Management and finally Sustaining the Change. In addition to these, there are ongoing elements that take place at the beginning and then run throughout the process to the end. These are Communicating and Measuring and Monitoring the change process. The element of Resistance Management is paid particular attention to as means of examining the challenges that individual academics face

and the support that can enable them to engage in using IaH pedagogic practices. To illustrate that the Resistance Management is examined in particular detail, it is represented with an oval dashed line around it in the conceptual framework. In-depth analysis of the Resistance Management element will follow in the next two chapters. However, this chapter will give an overview of the two components of resistance management that are concerned with the four challenges that individual academics face and the four support mechanisms that they may require to engage in IaH.
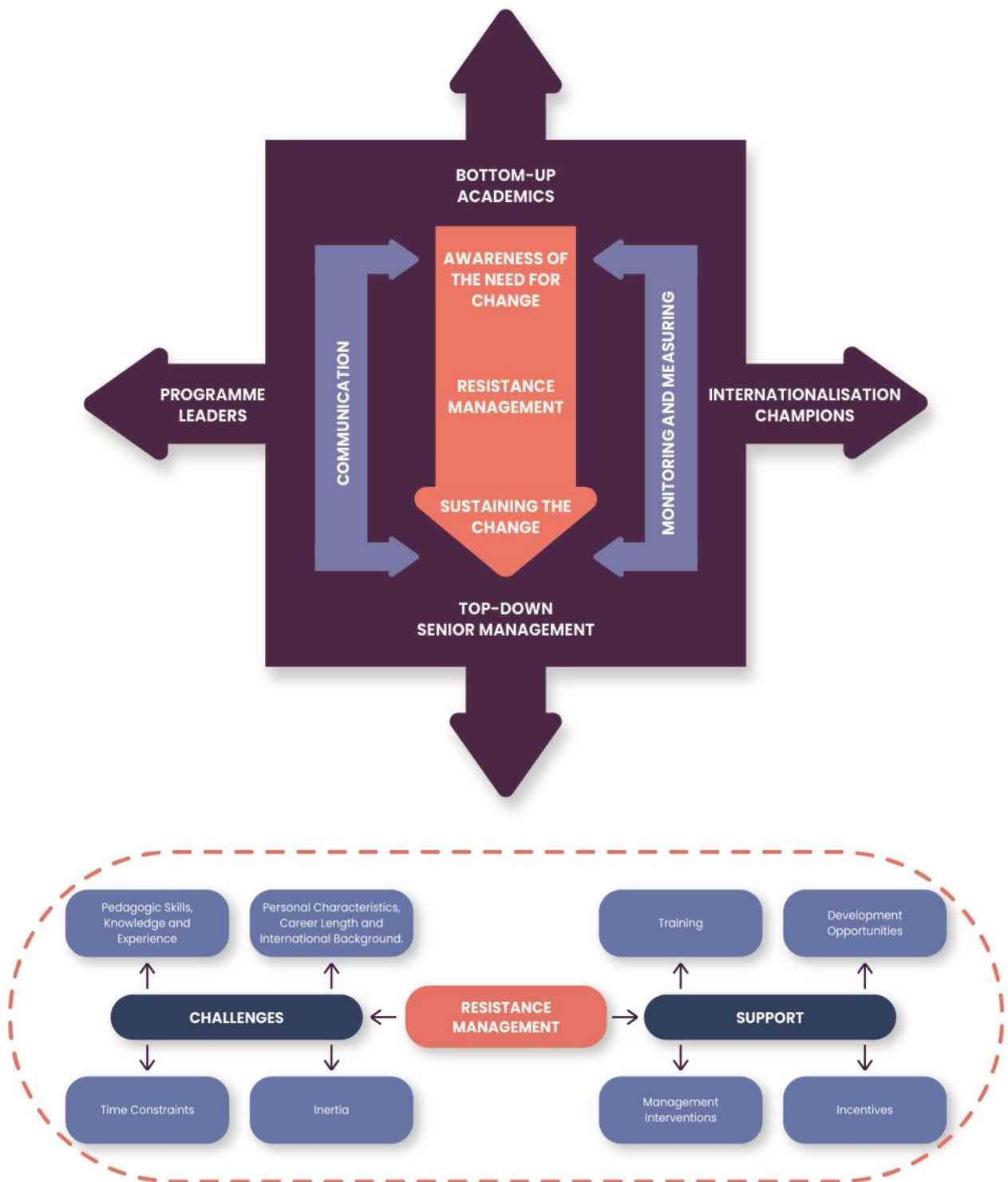
Figure 9: Engaging the Majority of Business School Academic Staff in using IaH Conceptual Framework

Time Taken for Successful Change

The following section explores how long it may take to bring about successful change from beginning to end. The reasons that may affect the length of the process in terms of engaging the majority of academics in the use of IaH pedagogic practices in a business school are also illuminated.

There was much debate as to how long the change process could take in a business school to engage the majority of academics in using IaH pedagogic practices. Given their role is more likely to entail change processes or leadership, Directors of Internationalisation and Internationalisation Champions interviewees were able to make more suggestions regarding the number of years that it would take for successful whole-business school change to take place. Time spans for a successful change process to take place varied from an optimistic one year, up to two decades, though the majority settled on three years. Hence the findings confer previous research that a change that is quite complex, would take around three years, or five to ten years for something large-scale (Fullan, 2016). Those that did not want to commit to a specific number of years, such as Hayden and Hilda, refer to the process as: "slow", which concurs with business school specific literature (Lorange, 2019).

The findings that emerged from this study that have not been discussed in the literature, explore the reasons why the change process takes a certain amount of time. These were attributed to the time of year in which the change is implemented, the quality life cycle of a degree programme and reputation enhancement of a business school. Mainly though it was dependent on the size of the business school and the associated bureaucracy that accompanied it i.e. larger business schools take longer to change. For example:

> So [name of business school] is really bureaucratic, there's always a process for doing something. And I think that makes it a bit like the Titanic or another big ship. It makes it hard to change course and it's very slow. (Hilda)

The business school culture also impacted upon the speed of change, with some Directors of Internationalisation and academics who had or were working in an international teaching-intensive business school, indicating that their school and academics within it, having more of an international mindset. Therefore, it was likely that there was more of a readiness for academics to engage in the change process:

> [Name of teaching-intensive business school] are an international business school and I think from my previous experience of teaching at [name of another teaching-intensive business school] as well, they're both international and as an academic, its part of your mindset to be international in your teaching. So this sort of change, you know, would be quicker in those types of business schools. (Susan)

These findings that refer to the factors that affect the speed of change also support my theorisation that teaching-intensive business schools in the UK are likely to be more progressive in relation to their academics having an international mindset required to engage in IaH pedagogic practices. Indeed, they deviate from Bennett and Kane's (2011) inferences that older business schools which tend to be research-intensive ones, are more internationalised. Therefore, my findings offer new insights to the current field of higher education, IHE and specifically IaH research.

Middle-Out Change Process

The middle-out approach is represented by the outer shape of the conceptual framework which has four arrows, facing different directions in terms of different components and business school academics involvement. The arrow that points upwards represents bottom-up interventions from business school academics who are at the chalkface in relation to embedding IaH in their pedagogic practices. The arrow facing downwards represents senior management in terms of their role in the process that is predominantly aimed at encouraging the majority of academics to use IaH. The arrows that point left and right represent

sideways movement from Internationalisation Champions, Directors of Internationalisation and Programme Leaders.

In this section there is an analysis of why the Middle-Out approach is deemed as the most appropriate to engage the majority of academics in using IaH pedagogic practices. There is an exploration of what it would look like in terms of its format as well as the identification of academics who are instrumental to the change. There will also be an examination of the aforementioned business school academics in relation to the instrumental role that they play in the change process.

Before discussing the middle-out approach it is worth highlighting the main disadvantages of the alternative approaches. It should also be noted that the other disadvantages are naturally encompassed into the discussions of the benefits of the middle-out approach. In relation to the top-down approach, a common opinion was that imposing change on business school academics, was highly likely to cause resentment even if the senior manager, through recent teaching experience, could have had empathy with those using it in their pedagogic practices. For example:

> I think that management, that leadership often believe the initiatives have to come from the Dean, or they have to come through the Pro Dean or even Vice Chancellor. And I've seen that work, not a lot of the time. Because again people feel its imposed on them, they feel what you classically hear from colleagues is this decision has made by somebody who doesn't have to teach it. People hate that and it doesn't matter that the person who's made that decision until very recently, perhaps was teaching or you know has got that position because of experience, that's what people think. (Jess)

> But equally, if it's just imposed on people, either people don't understand, or they do understand that they don't buy into it. (Hayden)

My findings substantiate the literature that identifies that without ownership or involvement, academics are unlikely to engage in IaH pedagogic practices (Brown, 2013; Burnes & Bargal, 2017).

Oppositely, the bottom-up approach was debated, but some considered that it would be ineffective in relation to involving a majority of academics, because there would be lack of clarity regarding what was envisaged. For instance:

> I suspect that in the same way as [name of bottom-up pedagogic university strategy] is going to struggle to engage many academics, because of the lack of clarity around it, I think this will also present a challenge. (Hilda).

> Because if what's happening at the top, the vision, the values, is disconnected from what people are doing on the ground, it's just a pointless exercise. (Hayden)

Therefore, my study concurs with Warwick (2012) who also recognise that the bottom-up approach will only engage a small number of business school academics. Indeed, it confirms Fogarty and Pete (2006)'s proposition that academics' potential lack of understanding, means it is then unlikely that they will engage in the change. The findings also support the guidance that if the change is implemented, then it is doubtful that it will align to the mission or strategic vision (Brown, 2013).

Over half of the interviewees as well as world café participants confirmed that the most appropriate change management approach that engaged academics in the use of IaH pedagogic practices is a middle-out approach. The Leask (2015) model on implementing IoC also assimilated a middle-out approach, but uses programme teams to lead the change, rather than in the case of my conceptual framework for IaH, Internationalisation Champions. Analysis of key change

management models in the literature review revealed that the Leask (2015) model, that is similar to a middle-out approach, was the more relevant to the thesis topic. My study clarifies in detail the inferences made by Robson *et al.* (2018) that a combination of top-down and bottom-up, i.e. middle-out approach, should be made. Moreover, my findings are in accordance with Marshall's (2019) observations in relation to academic engagement in general. These findings and analytical discussions offer empirical evidence which contrasts with the theoretical opinion that because of its student-centred practices, then a bottom-up approach could be suitable for implementing IaH (Lewis, 2021; Simm & Marvell, 2017). I would therefore argue that a middle-out approach is the most effective approach to engage the majority of academics in IaH pedagogic practices in a business school, and consequently achieve the aim of benefitting all students.

The findings explain the format of a middle-out change management approach, as to why it is the most relevant for the implementation of IaH. Intertwined with these discussions is reference to the reasons why the Middle-Out approach is considered to be the most appropriate. To provide an overview of the middle-out approach, senior business school managers usually initiate the process. The next stage would involve Internationalisation Champions or potentially Directors of Internationalisation. Finally, business school academics who are the chalkface of using IaH must embrace the responsibility of encompassing it in their pedagogic practices. To explain the responsibilities of each, I will draw on excerpts of the analysis from all three sub-research questions that are included in this chapter as well as chapters 6 and 7. Regarding this chapter, the analysis of the responsibilities of academics in the middle-out approach will be supplemented with relevant excerpts from the earlier Initial Levels of Engagement in Relation to Change. In addition, components from the section that follows later in this chapter on the Elements in the Process for engaging the majority of business school academics in IaH.

In general, the findings evolve the literature, by applying the middle-out approach to IHE and a business school context, to provide a specific example of each academic stakeholders' responsibilities within it.

In terms of senior managements' role on beginning middle-out approach and sustaining it, the data collection gave a number of reasons as to how they would use their position. Senior managements' responsibilities should include raising awareness about the change by setting out how it can be achieved. The latter would include ensuring that the vision of using IaH in all compulsory modules throughout the business school is clearly communicated, so that it could be understood by academics. Based on the elements in the change process, though a specific academic role is not specified, I theorise that senior management (alongside International Champions and some academics), would participate in establishing the vision and strategy for the change to IaH. Alongside others, senior management would seek feedback through two-way communication with academics with teaching responsibilities, when designing the change vision and strategy.

They may also drive the change dynamically, and because they are in a high-profile position, will be listened to as Blaise explains:

> Then you need someone to drive that agenda forward, and it needs to be someone fairly senior, because otherwise staff don't listen to them. … So its important to get senior management buy-in to drive change quickly and dynamically.

My findings identify that if senior managers have teaching responsibilities within their workload, they could model IaH pedagogic practices within their session(s). Moreover, senior management could use their influence by applying pressure so that academics with teaching in their workload are aware of their individual responsibility to use IaH in their practice. Other reasons identified were that they could adopt a motivational role in relation to academics meeting pedagogic

practice targets. Senior management could demonstrate to business school academics using IaH pedagogic practices, that their contributions were appreciated, by praising them for their efforts. I theorise that because of their high profile in the business school senior managers could present awards to academics as a means of encouraging them to continue to use IaH pedagogic practices.

The findings concur with literature regarding those who initiate the middle-out approach, being likely to be in positions of power, have leadership skills and credibility (Errida & Lofti, 2021). In general, they also align with Nohria and Beer (2000) who consider that the middle-out approach would initially involve top-down methods including setting the vision and establishing clear priorities. Thus, my findings deviate from Robson *et al.*'s (2018) suggestion that senior managements only responsibility within the approach would be to support academics undertaking the change. At the same time it extends the brief suggestion by the same authors regarding their support, by explaining that this could involve them motivating, encouraging as well as demonstrating it within their teaching, to help academics to embed IaH in their own practice.

It also emerged from the study findings that the other part of the middle-out approach would involve Directors of Internationalisation, an Internationalisation Committee, Internationalisation Champion or Programme Leaders and their teams. The academics in these roles were seen as a vital link to engaging academics in teaching, by helping to ensure that the vision was clearly articulated to them, and then seeking feedback from their academic team, as the following advises:

> And for me, those Programme Leaders are the kind of the pivotal link between what's happening at the top and what's happening down at the kind of module level. So I think, then you need to sort of ask your Programme Leaders to sort of get into that certain level of detail because that's just not possible. (Hayden)

Moreover, my findings suggest that if after support and ample opportunity to change, the academic continues not to engage, then a programme leader could meet with them to warn them about their behaviour. Furthermore, I propose that programme leaders monitor the implementation of IaH in their team.

These findings to an extent support the literature that highlights that those in roles at middle management level, such as Programme Leaders, could play a role in engaging with academic Module Leaders (Kirk *et al.*, 2018; Nguyen & Tran, 2022). However, I would advise that it does depend on if the individual business school has a horizontal or hierarchical structure, as to whether the role of Programme Leaders falls into middle management level.

The majority considered that Internationalisation Champions should lead in the practical implementation of the next stage of the middle-out approach. Ideally there should be one Internationalisation Champion allocated to lead in each of the business school disciplines. They could also help to clearly rationalise, discuss and communicate the IaH change vision. Internationalisation Champions were perceived as the best placed to lead in the practical implementation because of their passion and knowledge. Considering analysis in the Awareness of Change element that is in the later section, I theorise that alongside senior managers, and potentially programme leaders, International Champions would also participate in designing the vision, strategy and KPIs. They also understood how the vision for change could be best put into practice by academics, as the following interviewees explain:

> But it was identifying people who seemed to recognise it, going where the energy was to begin with. (Jordan)

> And then you need a kind of Champion model, because otherwise you don't have touch with the sort of base and what staff are saying in terms of implementation and how it can work. Because there's all sorts of, you know, operational technicalities that may be involved. (Blaise)

Unlike the literature, my findings identify the specific involvement of those at middle management level in relation to implementing change. Although not specifically in relation to the middle-out approach, broader IHE literature also identifies that Internationalisation Champions would play a central role in initiating the change (Marantz-Gal & Leask, 2021). These findings conferred Lovell's (1994, pp. 59-61) *Wild West View* of change theory that equates Internationalisation Champions to 'Explorers', who would initiate the implementation of change. Business discourse suggests that Internationalisation Champions, because of their control over business school academics, could treat their part as if it was a top-down approach (Carter, 2022).

The findings revealed that Internationalisation Champions could themselves gain a better understanding of how the changed worked in practice by trialling practices within specific programmes and modules, then sharing these with other academics. Then, as more academics became engaged, they could then share their success stories regarding their practices across modules and programmes. For example:

> I think if you can see some sort like bottom-up experimentation, so you actually get some guys on the ground who are doing the teaching that are really passionate about internationalisation … and that's at teaching level and build it into the modules that they do … (Joey).

> And I think through that process as well what probably happens if you get the right structure in place is you start to kind of communicate sideways with others and saying, 'Hey I tell you what I found when speaking to the ten Module Leads … and then another you know, another lady, another Programme Director might say 'Yeah, that's really interesting, like there's kind of six things that we did'. And so you start to get sharing across programme levels, which can then kind of filter down into the modules, but you're also getting these module leads kind of feeding information up. (Hayden)

Using Internationalisation Champions to instigate the practical side of change process, with many of the other business school academics then following, echoes the literature regarding the need in this research to engage the majority of academics in using IaH pedagogic practices (Hawawini, 2016) by disseminating their knowledge (Ambagts-van Rooijen *et al.*, 2021). The findings confirm the research by Cummings *et al.* (2015) and Nohria and Beer (2000) who assert that pedagogic practice solutions will occur initially within individual discipline programmes. The sharing of practices and implementing these between different discipline programmes within a business school concurs with Janda and Parag's (2013) research. Although it contrasts with Sweet (no date) who identifies that some practices may be less applicable to those in other business school disciplines. Moreover, the instigation of the practical side of change by Internationalisation Champions, who through their various interventions build a critical mass of academics, responds to Warwick's (2014) suggestion that international practices should be disseminated to other academics.

Internationalisation Champions, I propose, could also monitor the ongoing process of business school academics engaging in IaH pedagogic practices. Moreover, for those who may be less willing, Internationalisation Champions could encourage them, by emphasising that they have an important part to play and need to accept responsibility to engage in using IaH pedagogic practices. International Champions should impress upon other academics that they are responsible for adding it into their current pedagogic practices and tailoring it accordingly to their discipline and module. For example:

> … but we need your help to really provide input into [IaH] and how, specifically within your modules you can do that. So I think if you frame it in terms of some kind of threat at a bigger level that we all collectively need to deal with. And then there's the people that are going to be leading it and all of us collectively need to contribute towards that kind of endeavour. (Hayden)

> … they are told what they have to do … but will be forced to do it.
> (Meredith)

My findings also acknowledge that academics should actively participate in opportunities that are presented to them, to enable them to feedback on the draft vision and strategy for engaging them in using IaH pedagogic practices.

These findings extend current literature on the academics' responsibilities in the middle-out change management approach, which briefly explains that academics could be involved in consultation or assistance with formulating the change strategy (Nguyen & Tran, 2022).

The interventions of Internationalisation Champions then stimulate academics with teaching responsibilities that are located towards the bottom of the organisational hierarchy, who need to be given the capability, knowledge and / or willingness to change. This then helps to build a critical mass of academics in terms of engagement, for example:

> If you can get a someone who is interested, and really wants to make it
> happen, they can get some critical mass and get some movement, getting
> them as a group moving forward. (Joey)

The study identifies that those who remain will eventually either engage in the long-term or if pressured too much, may seek a job in another business school. The findings reflect Lovell's (1994) *Wild West View of Change* in relation to the role of Internationalisation Champions and Outlaws. As Internationalisation Champions understand how to operationalise IaH, recognise the needs of individuals and share practice in IaH. This finding is consistent with Lovell (1994) who also describes that they then build up a mass of academics with different abilities and knowledge to change.

As the study closely aligns to Lovell's (1994) *Wild West View of Change* and with reference to the Spectrum of Initial Mindsets of Academics in Change that I examined earlier in this chapter, I will now tentatively add more detail in terms of how a critical mass of academics is reached. Thus, after Internationalisation Champions, Pedagogic Enthusiasts would try out some of the best practices that they had learned or observed in their own pedagogic practices. Once Research Followers began to understand the benefits, they were informed that it was their responsibility and were aware that Pedagogic Enthusiasts were using IaH pedagogic practices; they would also engage. Finally, the Research Stars, may either decide to engage, or alternatively, leave the business school.

The findings in my study recognised that the middle-out approach would be the most appropriate to engage business school academics to use IaH pedagogic practices. The finding did not elicit any disadvantages of this approach. However, the literature maintains that the middle-out approach requires a cultural shift in the business school, by integrating IHE pedagogic practice with its other key aims such as research and knowledge production (Kirk *et al.*, 2018). But this cannot be either confirmed or denied by the findings in this study.

Elements in the Process of Change

The Elements in the Process of Change are represented in the inner shape of the conceptual framework that was illustrated earlier in this chapter in Figure 9. The wide arrow at the very centre of the diagram illustrates the linear elements in the change process that can promote the engagement of the majority of academics in using IaH pedagogic practices. It begins with Awareness of the Need for Change, Resistance Management and finally, Sustaining the Change. Throughout the linear process there are the online elements of Communication as well as Monitoring and Measuring. These are represented in the shapes to the left and right of the wide arrow that is in the centre of the framework. These elements and what they entail will help to implement whole business school change by engaging the majority of business school academics in using IaH pedagogic practices.

In this section there is an analysis of the five elements in the change process. There is also exploration as to why the elements of Communication as well as Monitoring and Measuring the change continue throughout the process. Moreover, the Resistance Management section will provide an overview of the challenges that business school academics may face and the support mechanisms that may help to overcome them. In-depth analysis in terms of the Resistance Management element will follow in chapters 6 and 7.

Awareness of the Need for Change

In the conceptual framework this element initiates the process for successful change, represented inside the middle-out approach at the beginning of the arrow that points downwards. This section discusses the ways in which business schools could raise an awareness of the need to change to their academics. There will be an analysis of the diagnosis of the situation, using predominantly student feedback mechanisms. This is followed by an examination of creating a strategic vision, making the benefits of using IaH transparent and establishing actions and metrics to promote successful change.

The findings yielded evidence that there needed to be a diagnosis of the situation in relation to the need to use IaH pedagogic practices. Such a diagnosis would entail gathering empirical evidence using a range of data from different sources, as the following interviewee advocates:

> Use student feedback from modules with peer evaluations, like a 360 approach, to give them a broader picture of academics' pedagogic practices. (Hayden).

Data that was suggested included feedback from student representative meetings, module and programme evaluations, as well as peer observation feedback, for example:

> The best place it can arise from is from students. So if I as Programme Leader or Director of Student Education fed back to a staff meeting 'I was at the student meeting and the students were really complaining about the … westernisation of their topics and they were feeling sorry for international students who were completely excluded from the conversation' or if you were to say that one of the things that was highlighted in the National Student Survey particularly for this programme, was 'monochrome environments' and they wanted more, they were hungry for more examples from around the world. (Jess)

Alternative data could be gathered via a project team comprising of international students and academics researching the differences between overseas and home pedagogic practices.

> A project which could be a team of overseas master students and academics or something, but talking to people who have come from different backgrounds and know those backgrounds, trying to find out how learning and teaching that they experience as a student and as a lecturer in institutions in those countries, how it differs from what happens in[name of business school] and how to link it to teaching home internationalisation. And what are the positives and negatives of that, what could we learn from that. (Jordan)

Student data was considered to be the most informative way to diagnose the situation and also provide a convincing evidence base to engage academics in the use of IaH pedagogic practices. The present data was consistent with literature which refers to analysis of the strengths, weaknesses, opportunities and threats of change (Galli, 2018). Other data collection sources that were mentioned in the literature that could help to diagnose how to implement IaH included analysing student evaluations or a questionnaire similar to the one for IoC (Kotter, 1996, 2012; McKinnon *et al.*, 2019).

The next stage of creating an awareness of the need to change business school academics' practices, was establishing the vision or overall aim, then summarising it into one sentence to add clarity. For example:

> You've got to set out at the beginning by asking yourself, what are we doing here? And what are we trying to achieve? So that you know some kind of sort of statement, which is that this is the big picture, what we're trying to achieve, that's our goal. (Hayden)

Similarly, Stage Three of Kotter's (1996) *Process for Leading Change* refers to the formulation of a strategic vision that comprises of a realistic aim of what the future will look like once the change has been successfully implemented. This overall aim should then stimulate the engagement of business school academics and help the vision to be achieved.

To encourage a desire for academics to change, the vision should be accompanied by a strategy that articulates the benefits of using IaH pedagogic practices for students in particular. The vision could also refer to the benefits for academics themselves as well as the impact on the business school regarding competition, ranking and reputation. For instance:

> Do they see the possibility of moving to a better future? So what is this better future, why is it better? Can we articulate that? … So you've got to be able to identify a need for change and then translate that into a desire for change on the part of those who can make a difference whoever those are. (Jordan)

The findings are in accordance with previous literature that encourages articulation of the benefits to those involved, as a means of helping drive change (Jackson, 2019). Similar to the findings, articulating the benefits of IaH can also help individual academics understand the appropriateness and the need for change (Hiatt, 2006).

The strategy could incorporate the ways that IaH pedagogic practices are used throughout the business school and how these can be tailored to each discipline. These are referred to as a roadmap comprising of short, medium or long-term activities, or actions that are critical to successful change. For example:

> This is what it means in words and numbers and the next step is to think about what's critical to success of that? Four or five things. … So five segments of critical success and then with those comes a key performance indicator or several performance indicators. (Josh)

These findings also add detail to current literature, which briefly mention that short and long-term goals should be established as part of raising awareness of the change (Whitsed & Green, 2016).

It emerged from my study that actions or critical success factors must each be accompanied by metrics or key performance indicators. My findings also provided initial evidence to suggest that these indicators can be in the form of quantifiable or qualitative statements that describe how IaH is implemented into the classroom.

The findings encouraged the use of piloting the IaH strategy in the first year of the change within each of the disciplines in the business school, to determine what pedagogic practices were the most effective:

> I would say pilot it. I mean you can go for whole school down, the kind of complete curriculum review road, but the problem is that is you don't know what's effective and what's not effective, you don't know. So different subject areas might have different views. (Blaise).

These results reflect observations in a previous study by Childress (2010), that a pilot of using IaH pedagogic practices maybe useful to undertake within the different disciplines in a business school. Considering previous analysis regarding

Internationalisation Champions being the first to engage in IaH and lead in the practical implementation, I theorise that they could participate in the pilot.

Resistance Management

The Resistance Management element in the inner diagram in the conceptual framework Figure 9 is illustrated as the next element in the process of successful change, that follows Awareness of the Need for Change. This comprises of understanding the challenges faced and the support individual business school academics require in using IaH pedagogic practices. As it is also important to focus on individual business school academics' needs, these two components of Resistance Management are specifically answered in key research question B and C respectively. With regards to this section, I will provide an overview of the Challenges that were analysed in relation to the main themes that were identified. I then summarise the support that business school academics require, including the four themes that arose.

These challenges aspect of Resistance Management is examined in-depth in chapter 6. But as an overview, the themes regarding the challenges that individual academics face that emerged are Personal Characteristics, Career Length and International Background. The second is Pedagogic Skills, Knowledge and Experience, with the final two themes, being Time Constraints and Inertia. Taken as a whole, these themes concur with literature that encourages investigation into the individual challenges faced (Leask, 2015). Based on the range of themes and findings from interviewees, it converges with the literature that also indicates that academics often face multiple barriers in engaging in IaH (Green & Mertova, 2016).

Chapter 7 concentrates on the other element of Resistance Management, that is concerned with the support that individual business school academics may require to help them to use IaH pedagogic practice. The four themes of Training, Development Opportunities, Management Interventions and Incentives will be scrutinised. Overall, my findings address general suggestions in the literature

that encourage support to enable business school academics to engage in IaH (e.g. Marioni, 2019). Through investigation, and subsequent removal of challenges, academics can be empowered to change their behaviour and engage in IaH pedagogic practices (Kotter, 2012; Leask, 2015; Lewin, 1947a, 1947b). Moreover, the range and quantity of support corroborates that identifies that there are a variety of mechanisms (Weimer *et al.*, 2019). The support mechanisms in the findings are in accordance with the literature (Sharpe, 2014) that refers to different format such as workshops and pairings. There is no optimum support mechanism for academics who work in a business school (Sharpe, 2014), inferring that instead different options should be provided. I am of the opinion that the offer of different support mechanisms to academics is because of the different roles and learning styles that business school academics have. Further discussions on the challenges and support for individual business school academics are discussed in detail in subsequent chapters (chapter 6 and 7).

Sustaining the Change

Sustaining the Change is the final element in the linear part of the process of change. This element is represented in the inner diagram in the conceptual framework, as the final element in the process of successful change, that follows Resistance Management. The following analyses the method that could be employed to encourage business school academics to continue to keep the momentum of change in using IaH pedagogic practices. A number of methods emerged from the data collection to help sustain the change, that include providing ongoing training, sharing success stories, non-monetary encouragement such as praising or award-giving, promotion and potential repercussions for non-compliance.

One way to sustain the change was through periodic, compulsory training on IaH to act as a reminder to academics that they should use IaH on an ongoing basis. Such training could be supplemented with new examples to then encourage academics to update their practices. These findings echo Lewin's (1947a, 1947b)

Three-Step Model of Change that encourages the use of continual training, as well as the suggestion by Fullan (2016) in the final Institutional change stage that refers to funding for professional development.

What is not mentioned in the literature is the sharing of success stories to enthuse other academics to use IaH pedagogic practices. Management could also then publicly acknowledge these success stories by praising these achievements: "So we could say "big up' to [name of academic] – he enabled students to pitch their entrepreneurial ideas to charities in the Global South'" (Jess).

An interesting finding that emerged was that monetary rewards to help sustain momentum would not necessarily motivate business school academics. Teaching-focused participants in particular, highlighted that monetary rewards were unlikely to inspire others to continue to use IaH pedagogic practices. The data therefore diverges from Niehaus and William's (2015) and Rumbley's (2020) research that asserted that a fixed payment reward should be provided. The findings are less surprising however, when considering Clifford and Montgomery's (2015) research that acknowledges that incentives must be appropriate to individual academics.

There was strong evidence that recommended that to promote the ongoing success of the change, senior managers within the business school could offer praise, express their gratitude or present an award to individual academics. For example:

> Management should sing their praises and openly congratulate them on their achievements, so the entire business school is aware. (Meredith)

> Give them a small certificate to recognise their efforts and just something like a verbal 'thank you' from [name of head of department]. (Hayden)

It doesn't have to cost anything to encourage staff, just a thank you from your manager or an award like these [name of awards] or even if it's a student who's written an email to you saying that you know it's very good. (Skyler)

Kotter's (1996) model is consistent with my findings as he advocates praising those directly involved with the change, as well as giving quick rewards, which infers could include an award. The Prosci ADKAR model recommends the use of annual appraisals, which presumably could include praising academics for their efforts and achievements (LAPAAS, 2020).

There was also mention that using IaH could be included as an element in the promotion criteria to encourage academics to further embed IaH pedagogic practices. Similarly, Kotter (2012) refers to promotional rewards, but appears to mean more than just an element of the promotion process, instead doing IaH could be the sole promotion criteria. I am doubtful that having IaH as the sole promotion criteria would work in a business school environment as it forms only one component of a range of business academics teaching and / or research responsibilities (Aarrevaara *et al*, 2015). But understanding if IaH would warrant being a component in promotion criteria maybe worth further investigation.

Preliminary evidence suggests that if different support mechanisms have been provided over a period of time, and the academic continued to not engage in IaH, then the academic should be challenged by their line manager. After being challenged about their pedagogic performance and if they subsequently still do not improve, the academics should potentially face recrimination. Similarly, there is initial reference in discourse that suggests that academics who maybe reticent, should be challenged because of their lack of engagement in IaH (Kotter, 1996, 2012).

On the other hand, tensions exist concerning more serious actions being taken in relation to senior research-intensive business school academics specifically, who

are highly valuable to their business school because of their research. One participant who was a research-focused professor in particular, warned that if action is taken against them, it could potentially cause resentment and them feeling that they are being pushed out of their business, leading to them seeking a new job at another institution.

> Well, in some cases it might be impossible to change some. Some people who really well thought of - they are the Chair of the Academy of Management something or other, fantastic reputation and if [name of business school] doesn't want them, lots of other do. … And my guess is that some of these people are going to be so valuable to the Business School … so it could be nonsensical to drive some of your stars away. (Jordan)

I would therefore argue that senior research-focused academics like professors who have published high impact publications and are valued highly by their business school, have little reason to focus on using IaH in their teaching. These Research Stars are akin to Lovell's (1994, pp. 59-61), 'Outlaws' in terms of their motivation to change. They have a low tolerance for change, and as the above quotation suggests, if pressured by their business school to engage in IaH pedagogic practices, would eventually adapt in the long-term, threaten to or leave to work in another business school.

Communication

Within the inner diagram of the conceptual framework, communication can be seen as another element that can contribute to successful change. This element is represented by a bi-directional arrow to signify the two-way process of management communicating the change and academics feeding-back on the strategy and process. The following section describes the importance of effective communication as well as the potential destructive impact it could have if done in ineffective manner. There will be an analysis in terms of why communications

must be constant and should include more of a comprehensive two-way process involving academics, to promote the change being successful.

Communication was deemed as an important component of the change process to engage academics in the use of IaH pedagogic practices. Effective communication was emphasised by both interviewees and world café participants. They warned that ineffective communication could potentially lead to academics not engaging at all or in an unhelpful manner to IaH. Effective communication was also deemed as vital that throughout the business school hierarchy, the communication of the change should be clear to all academics. For instance:

> And of course how that's communicated and how it's rationalised, it has big impact on whether people are receptive. Whereas if you don't do that communication piece well, I think people will end up doing it in a superficial way, which actually becomes tokenistic and potentially not effective. … In fact it could even irritate the students because they just think 'why am I doing this?' So that's the risk actually, it's not necessarily non-compliance, but it's compliance, but doing it in a poor pedagogical way that has actually a negative effect compared to the intent. (Hayden).

> But if communication is not done correctly then it can all fall apart and the sand shoveler keeps to the old ways, then the next one up sees he hasn't changed, so doesn't bother either. Universities and business schools are no different to anybody else, the lecturer is essentially you know, the sand shoveler. (Josh)

These findings added clarity to previous literature that describes that the vision should be communicated in a clear and simple manner (e.g. Chen, 2021). The vision should be communicated by a credible person and then be reiterated at all management levels (Lewin 1947a, 1947b; Tahir, 2019). The results revealed additional evidence that emphasised the importance of regular communication

that was not just at the start and end of the change process, and instead needed to be reiterated on a regular basis.

Based on the aforementioned discussion on the responsibilities of key stakeholders in the middle-out approach, I suggest that senior management are best positioned to do this. Furthermore, it was important to utilise a two-way communication process to consider the pivotal role that academics play by connecting them to the change vision. Utilising two-way communication also helped to show that academics' opinions were valued, by considering their feedback. For example:

> So I think communication is one of the main things and constant communication, not just saying it at the beginning and then, 'OK, this is what decided, we're gonna go ahead and implement this change'. So academics giving their thoughts and later then acknowledging their feedback had been taken onboard. (Susan)

Likewise, Balluck *et al.* (2020) recommend that feedback opportunities with academics should be created. Whereas the literature explains that two-way communication, which is simplistic needs to be utilised (Chen, 2021). The study deviates from the literature regarding two-way communication being in-depth in terms of academics' involvement, rather than as Lewin (1947a, 1947b) recommends, that communications involve only question and answer.

My findings reveal the new suggestion that communication methods such as reference to the change in away days and Dean's Blog, should be utilised to communicate and reemphasise the vision. The study also illuminates that talking with them face-to-face, was suggested to the most valuable way to encourage academics to engage in using IaH pedagogic practice.

Measuring and Monitoring

Within the conceptual framework, the Measuring and Monitoring element of successful change is ongoing during the change process and begins at the Awareness element but continues to the final Sustainability element. As the diagram illustrates, Measuring and Monitoring is a bi-directional element. This element is bi-directional to signify the checking of the progress of individual academics' embedding IaH into their pedagogic practices as well as analysing data that is used to report on how the overall change is progressing. This section describes the need to regularly measure the change to promote its chance of success, and if positive results were gained during the process, to publicise these. There will be a discussion as to how often Measuring and Monitoring should take place within the process.

Measuring and monitoring the implementation of IaH throughout a business school was an important part of the process that could help the change be successful. For instance:

> And then you need to, as with all change management, you need to monitor it, you need to evaluate it … otherwise it won't happen. Good results. (Blaise)

Publicising what the change had achieved was also mentioned in the literature (Burnes, 2004), but the reasons for this were not examined. The study revealed that if monitoring and measuring provided good results whilst the change was taking place, then publishing ongoing results could encourage further engagement in IaH pedagogic practices. In addition, I am of the opinion that these results could be aligned to the goals and visions set out in the change strategy.

From this study, it emerged that monitoring and measuring the use of IaH by business school academics should be done on a regular basis and if new measures emerged, they should also be incorporated in the process. For

example: "… measuring obsessively and if you have discovered new measures associated with internationalisation of teaching methods at home" (Josh). Therefore, it confirms that the change that is implemented should be audited (Balluck *et al.*, 2020). These findings have surface similarity with Hiatt (2006), and the Process of IoC change model (IoC in Action, 2022b), but diverge as this literature refers to measuring being done at a specific stage in the change process, rather than throughout.

Various methods that could be used to monitor the use of IaH pedagogic practices emerged from this study go beyond current literature in the field. The methods that were revealed to monitor the change included programme evaluations, mid-module surveys and international committee reports. I would also add that the module evaluations that were suggested in the Awareness of the Need for Change element, could also be utilised. Peer observations were also proposed, but there was some debate as to whether they should be utilised. Debate around the use of peer observation arose because another interviewee considered that academics could feel that they were being checked-up on, which could subsequently lead to resentment and potentially greater resistance. Thus, there is still some doubt as to whether peer observation could be utilised within the change process to monitor its success, which may warrant further research.

Conclusion

In this chapter I determined that in comparison to the top-down and bottom-up, the middle-out approach was considered to be the most successful in engaging the majority of business school academics in change. The middle-out approach was presented in my Engaging the Majority of Business School Academic Staff in using IaH. The middle-out approach in my conceptual framework identified the roles of different business school academics and their responsibilities in the implementation of IaH pedagogic practices. Within this approach, senior managers would raise awareness and drive vision of using IaH pedagogic practices in compulsory business school modules. Of particular interest in the approach is the role of Internationalisation Champions who I identified would be

the most appropriate to lead the practical implementation of IaH pedagogic practices. They were identified as likely to be the most capable, willing and knowledgeable in the Spectrum of Initial Mindsets that I proposed. My study highlighted that they would have numerous responsibilities in terms of endeavouring to engage the majority of academics in using IaH pedagogic practices, including piloting, sharing best practices and training. The interventions of Internationalisation Champions were believed to help to build a critical majority of business schools academics engaging in IaH.

The inside of my Engaging the Majority of Business School Academic Staff in using IaH Conceptual Framework comprises of the five key elements in the process of change that I conclude would be the most appropriate to promote the successful implementation of IaH pedagogic practices throughout a business school. From the outset of the change process business school academics need to be clearly convinced through student education data, of the need to engaging IaH pedagogic practices. What was significant in this analysis was the importance of clear communication and a two-way process throughout the business school hierarchy, to clarify and promote academics willingness to engage. Moreover, simple mechanisms such as senior managers praising individual business school academics, were believed to be helpful in sustaining their involvement in IaH pedagogic practices. I argue that monetary rewards are less effective compared to praise and awards, as a means of helping business school academics sustain the change.

The Challenges that Business School Academics Face in Using Internationalisation at Home Pedagogic Practices

Introduction

This chapter sets out to critically assess the current literature in relation to the eight semi-structured interviews and World Café One findings. The critical assessment aligns to research question B: What are the challenges that business school academics face in using IaH pedagogic practices? The answers to this research question help to address the Human Relations Implementation lens (Yanow, 1987) by examining the challenges that individual business school academics face when implementing IaH pedagogic practices. This chapter contributes to the Resistance Management element in the process of change that was summarised in chapter 5. This element is highlighted in Figure 9: Engaging the Majority of Business School Academic Staff in using IaH Conceptual Framework, within the Resistance Management lens that is illustrated in the diagram in the red dashed line. This chapter analyses the four key themes that derive from the 14 subthemes. The first of the these that will be analysed refers to business school academics' Personal Characteristics, Career Length and International Background. The second theme is concerned with Pedagogic Skills, Knowledge and Experience, with the final themes being Time Constraints and Inertia.

Personal Characteristics, Career Length and International Background

The following section examines the potential impact that the age, gender and nationality of the academic could have on the extent to which they are capable of engaging in IaH. There is an analysis in relation to business school academics' limited experience of internationalisation and how it may make it more challenging for academics to use IaH.

What seemed significant when considering the challenges that affect academics engaging in IaH, is the role of the age of the academic. Half the world café participants as well as interviewees identified that academics who were mature in age would be less keen to engage, for example:

> If I think about my own department, some of the older members of the team aren't wishing to go along with that, and particularly if they are close to retirement age. (Coley)

This lack of engagement could be attributed to business school academics' capability or interest in using internationalised teaching. The findings also highlighted that in the future this challenge could naturally diminish somewhat, as the same business school academics by that time, would likely to have retired. These findings rebut previous research that suggests that in general, younger academics would find using IaH pedagogic practice as problematic (Teekens, 2003). Another suggests that younger business school academics may not be interested in engaging in international content (Cummings *et al.*, 2014). I would therefore argue that most mature business school academics, particularly those nearing the retirement age that is 66 currently in the UK, would find engaging in IaH pedagogic practices a challenge.

An academic's gender and ethnicity were also highlighted by a couple of participants, as having an impact on the extent to which they may engage in the use of IaH pedagogic practices, with white males being less amenable in particular:

> Because a lot of the laggards will be predominantly, really sexist comment, but they'll be middle-aged, white men who are English. I think that's the difference. (Meredith)

Current research does not make any reference to either gender or ethnicity being a potential factor in the use of IaH pedagogic practices, other than that female

academics may be less involved in international experiences (Finkelstein & Sethi, 2014). I do think though that these findings warrant more in-depth investigation in the future with a study on academics' demographics and their impact on the capability to engage in international teaching practices. Therefore, in my theorisation I would suggest that in general, white, male academics would be less committed to using IaH pedagogic practice.

The majority of the findings affirm that those who have little or no international experiences would struggle to use IaH. The findings also explain that limited international experience in any form may make it challenging for these academics because they are not able to gain lived experiences. Gaining lived international experiences can help academics develop ethnorelativist empathy in their teaching practices through having a greater capability to recognise that multiple behaviours and values equate to reality (Liou *et al.*, 2021). For example:

> I think we as human beings, I think we don't realise the pain or problems of somebody, unless we ourselves go through that problem. (Skyler)

International experiences is an umbrella term, but my findings predominantly refer to academics travelling overseas to undertake a period of teaching. These experiences could also include attending international conferences, studying abroad or acquiring experience of teaching international students. The findings overall are consistent with the range of research (e.g. Ohajionu, 2021) that also describes that limited international exposure presents a challenge to academics wishing to internationalise their practice.

Being born in the UK was considered to be a significant inhibitor to a business school academic engaging in IaH in general. Although there are exceptions, as Blaise explained that academics who become acculturated into the UK, may lose their capability to engage in international practices over time. Overall, these

findings validate the literature that UK national academics find using international practices difficult (Iosava & Roxå, 2019; Warwick & Moogan, 2013).

It also appears that some international experiences can have a stronger impact on academics' capability to use IaH, with no experience of overseas teaching having a negative impact on their likelihood of using these pedagogic practices in the home university. Indeed, more immersive, longer term acculturation experiences such as being born in the UK, could mean that IaH pedagogic practices would be more challenging for academics to utilise. Therefore, the thesis provides preliminary evidence to suggest that those academics who have little or no experience of teaching abroad or being born in the UK, are highly likely to inhibit academics' capability of using IaH pedagogic practices.

Pedagogic Skills, Knowledge and Experience

This section describes a number of challenges that academics face when engaging in IaH that relate to their pedagogic competencies. These include limited understanding of the concept of IaH or how to operationalise it in their pedagogic practices. The section includes a discussion of their struggles and moving to more student-centred practices as well as the impact that the discipline may have on the selection of IaH pedagogic practices that are used.

The study found that a key challenge faced by academics was understanding the meaning of the concept of IaH. If business school academics did not understand, then they would likely not know how to implement it into their practices. For example:

> First challenge Louisa is understanding what internationalisation is, and I think a lot of academics have failed or I wouldn't say fail, but they are confused about what does it mean to be international or what does internationalisation mean? Is it having a lot of nationalities, I mean students from different nationalities coming together? (Skyler)

The concept of IaH is also described in the literature in the Context of IaH (chapter 2) as a relatively new term (Mestenhauser, 2007) and as a result, academics are less familiar with the concept (Whitsed & van den Hende, 2018). For those academics who already understood the definition and were willing to implement it, they may require on how to embed it into their pedagogic practices, perhaps through the use of an example. For instance: "There are enthusiastic staff who want to embed, but they're not sure how to do it" (Annabelle) and "Maybe some lecturers want to do something, but they don't know how or they are not sure" (Morgan). Similarly, Renfors' (2021) research on engagement in IoC describes that academics may have no knowledge of the concept. This thesis confirms recent empirical publications that are based on business school academics (Ohajionu, 2021) and IaH specifically (Weimer & Mathies, 2022), that identify the need to explain specific pedagogic practices. Moreover, Foster and Carver's (2018) research in a UK business school that utilised Leask's (2015) IoC Process Model, identified the need to provide specific examples of practice, in order to operationalise it.

In addition to clarifying the concept of IaH, I also identify that academics may believe that they have covered the requirements of IaH by using only lecturer-centred methods such as international case studies. However, these are perceived as the most simple and easy practice to respond with, which may not always be the most appropriate for students. But business school academics require clarity in terms of the concept of IaH including that most of its pedagogic practices are student-centred. For example:

> So you know IaH - okay, most of my colleagues, without any extra training or development would say okay, I need to have international cases 'right, box ticked'. (Finley)

The findings progress Teekens' (2003) and van der Werf's (2012) idea that IaH encourages the use of a diverse set of pedagogic practices and the recommendation by Heffernan *et al.* (2018) that business school students prefer

that academics should adopt and use interactive and experiential student-centred practices. In my theorisation, there should be emphasis on the need to utilise a range of pedagogic practices, especially the more interactive, experiential student-centred ones, which goes beyond the most recent key definition of IaH by Beelen and Jones (2015a).

The need to utilise the more interactive and experiential student-centred methods was perceived as a challenge, given that it appears that most academics' experience and knowledge of using pedagogic practices derived from when they were students themselves. The pedagogic practices that they likely experienced themselves included traditional lectures as well as the less interactive and experiential student-centred, case studies:

> There's still a lot of very traditional teaching, it's like broadcast mode. So it's harder then to be innovative. (Niamh).

> Well, it is, but you know, sometimes people have got their little blinkers on and they're teaching the same stories that their professors taught them in the 90s. (Jean)

Green and Mertova (2016) also recognise that academics rely on their own experiences as a student, to inform their own pedagogic practices. Such reliance is attributed to them being more likely to be recruited on the basis of their research reputation, rather than them having qualifications or training that were teaching-specific (Niehaus & Williams, 2015). I therefore propose that academics maybe less knowledgeable on more interactive, experiential, student-centred pedagogic practices, that make up the bulk of those used in IaH. Moreover, my study suggests that research-focused academics are likely to be affected more than teaching-focused academics, because the former are less likely to have the undertaken any form of teacher training.

The predominant use of interactive and experiential student-centred practices also indicates that the academic should be more creative, innovative and inclusive, by adopting more of a facilitator-type role. This could, therefore, requires a more complex skillset to be utilised in teaching that can potentially disengage some academics:

> And it may lead staff, not to want to do international because they can see that the home students are going to have a problem with the international students and they're then going to have to deal with it. So you know it's like water, it goes its easiest route, so internationalisation is not easy. And that's an inhibitor as well because, why should I do something difficult when I can just get up every morning and go into class and teach and not have to worry about it. (Blaise)

These findings in general, verify the brief discussions in the literature that perceive that interactive and experiential student-centred practices in particular, are considered to be more complex for academics to engage in, compared to lecturing (Helm & Guth, 2022). I propose that IaH pedagogic practices require a specialist skillset that deviates what appears to be a reliance on lecturer-centred teaching and is an extension of a range of interactive practices that are student-centred. Such student-centred practices should be inclusive and consider the needs of international and disadvantaged students. Moreover, previous research also refers to academics requiring a more nuanced skillset, but more in relation to broader IHE theory (e.g. Beelen, 2018).

There was some debate as to whether the business school discipline that the academic specialised in could also influence the extent to which IaH would be a challenge for individuals. One participant referred to academics in the accounting discipline being particularly protective of disciplinary practices and not wanting to engage in IaH. However, the majority of the findings considered that IaH could be included in any of the disciplines within a business school. Regardless of the

discipline or subject, academics may have to select relevant elements of IaH to include in their pedagogic practices:

> But business, I think, is a really good place to start because it's so universal. … no matter how dull the subject is, even if it's economics or accountancy, you can still bring it in. You know we're talking about global and acquisitions and mergers and blah blah, and again with economics, you can use globalisation. So I think for business it's a no brainer. (Yvette)

These findings reflect the literature that acknowledges that academics subscribe to the value of collegiality, by being loyal to their discipline (Green & Whitsed, 2016) which adheres to certain pedagogic practices (Benitez, 2019). These findings reflect the observation by Coelen *et al.* (2017) that academics in certain business school disciplines such as accounting, are particularly protective of their practices, perceiving that IaH could detract from their teaching. The study disputes current literature which believes that academics predominantly feel that IaH inhibits the discipline that they teach (Bennett & Kane, 2011; Ellingboe, 1998), by theorising that appropriate IaH pedagogic practices can be used throughout all business school programmes.

Time Constraints

The following section refers to the additional workload that using IaH pedagogic practices potentially creates that further contribute to academics' ever-increasing workloads. The majority of world café participants as well as interviewees wholeheartedly agreed that time constraints was the biggest challenge that academics faced, with some indicating that they have to undertake a broad range of responsibilities. Moreover, one academic explained that designing and implementing IaH pedagogic practices would impinge on the time that they spent on their core responsibilities, such as undertaking research and publishing papers. For example:

And you know, in addition to that, these adding these things to your regular sort of activities, like doing the research, trying to publish in, you know, good places and all these things, and then having the satisfaction from the students through you teaching review and doing all these things on top, is hard. (Morgan)

These findings highlight that academics may feel that they have conflicting responsibilities. They are likely to be faced with the dilemma of having to focus on their primary duties instead of IaH, to meet their performance targets, such as research. Furthermore, the study identifies that such time constraints in terms of pressures on workload were particularly prevalent for business school academics and had exacerbated during the COVID-19 pandemic.

Consequently, the study substantiates the considerable literature on time constraints (e.g. Zou *et al.*, 2022) that business school academics are particularly affected by (Fleming, 2020). Moreover, Gewin (2022) observes that the pressure on academics' workloads also contributes to many considering leaving the profession over the next few years. Therefore, time constraints present a significant inhibitor for academics to engage in IaH pedagogic practices. Moreover, it signals that in general the implementation of IaH pedagogic practices should be given careful consideration, which seemingly verified analysis in chapter 5, regarding both the approach and elements of the change, being undertaken sensitively and engaging with academics throughout the process.

Inertia

This section of the thesis analyses the inertia that business school academics endure regarding changes in their business school or HEI. There will be an analysis as to how academic freedom and performance targets may cause conflict in relation to them engaging in IaH pedagogic practices.

A good deal of the findings referred to academics' inertia and general resistance to any change within their HEI. Their inertia was in relation to anything that was

different or new to academics, compared to what they were used to, for example: "These people who challenge the implementation of new stuff, seem to have an inbuilt kneejerk reaction to any kind of change if it wasn't their idea" (Jess).

There were some suggestions that academics suffering particularly with inertia did not want to change as they were comfortable with undertaking the same practice and felt secure in doing so. The research-focused academics were especially resistant to changing their pedagogic practices, such as those who had produced a number of high impact, REF publications. These academics were perceived to be treated more favourably by their business school in terms of being given the freedom to concentrate on their research, rather than develop their pedagogic practices. For instance:

> Currently most of our academics are researchers who happen to do a few lectures and a few seminars. So they're not teachers in the true sense of the word, they are not educators. They are researchers who also do lectures. And so, for them, they will definitely be restricted to their research and topics or areas, they will not be bothered about their teaching practices. And sadly many of them are the most senior people and the most successful academics, who say 'I can't be bothered, I'm telling you this because I come from a space of authority. It's your job really, not mine'. (Skyler)

The study is consistent with literature regarding the 'wicked problem' of freedom versus the need for academics to change their teaching practices, with them struggling or even opposing any change in their own practices (Burnes, 2015; Trahar *et al.*, 2015). My findings confirm Crosling *et al.*'s (2018) observations that because rewards tend to be aligned to research outputs, then academics who are research-focused may be less interested in engaging in IaH, compared to other individuals. Moreover, my research supports Jones' (2022b) belief that

because HEI and business school success in the UK centres around high quality research outputs, then research responsibilities take precedent.

Conclusion

In this chapter, I adopted the Human Relations Implementation lens (Yanow, 1987) change method by considering the challenges faced by individual academics in their capability, knowledge, and willingness to the change. Considering the challenges that individuals face alongside examining support mechanisms, addressed the Resistance Management element in the conceptual framework that I analysed in Research Question A analysis in chapter 5. In answering the research question, it was revealed that academics were likely to face more than one challenge.

A significant issue was the limited time that business school academics had to engage in using IaH pedagogic practices. What is more is that academics are likely to not understand what IaH means. Therefore, if this foundation is not present in academics knowledge, then they may struggle to implement IaH pedagogic practices. Furthermore, business school academics might not realise how to use interactive, student-centred practices in their modules. The general picture emerging was that individual business school academics will likely resist to different extents to any change and more so if IaH and pedagogic practices were part of their main job role. In relation to academic collegiality, the discipline that academics specialise in, dominates the pedagogic practices that they use, leaving them reluctant to use IaH. One of the challenges that is of particular interest, is that academics who are mature in age would likely find it harder to engage in IaH pedagogic practices. The study suggests that in relation to other personal characteristics of the business school academic, being a UK-born national or having no overseas teaching experiences may also limit their capability to engage in IaH.

How Business School Academics Can be Supported to Use Internationalisation at Home Pedagogic Practices

Introduction

This chapter draws together the findings from the semi-structured interviews and World Café One, comprising and contrasting with the current literature. This chapter, alongside Chapter 6 on the challenges of individual business school academics, addresses the Resistance Management element in the change process. The Resistance Management element is illustrated in the diagram with a red dashed line in Figure 9: Engaging the Majority of Business School Academic Staff in using IaH Conceptual Framework. The analysis in this chapter draws on the Human Relations implementation lens (Yanow, 1987), by focussing on how to support individual academics. The chapters answers research question C: How can business school academics be supported to use IaH pedagogic practices? Four key themes will be analysed which derive from 20 subthemes, which are: Training, Development Opportunities, Management Interventions and Incentives.

Training

The following section analyses the format, types of participants and content of the training that business school academics could undertake to help them engage in IaH pedagogic practices. The study found that the main way to support academics in engaging in the use of pedagogic practice was through training, as it was seen to be most impactful. The importance of training as a means of supporting academics is echoed in literature which identifies it as the best way to achieve results (e.g. Marioni, 2019). Training is the most often support mechanism that is cited in my study by numerous authors such as van Gaalen & Gielesen (2016).

The findings reveal that the training should not be a singular one-hour, didactic event, and instead should take place over a number of sessions. My study illuminates the need to include theory and an opportunity to participate in learner-centred activities, to help academics embed their new knowledge into their practice, for instance:

> You could have like, for example, one session or two sessions depends, theoretical sessions. But then the remainder of the course should be practical or include projects with the academic staff so they can experience the theoretical bit. (Angela)

Altogether, my findings and the literature provide evidence that draws similarities to the preferences for IaH pedagogic practice for students in terms of academics being more likely to engage more in training that is participatory, learner-centred and interactive (Tran & Le, 2018).

Regarding the theoretical content, world café participants were of the opinion that the concept of IaH must be clearly explained to academics: "Demystify the term so people can understand what it is" (Toby). The findings correlate to the previous discussions in chapter 6 that refer to business school academics needing to understand the meaning of IaH. Thus, I theorise that a clear and appropriate definition of IaH should be encompassed within training workshops such as the one that I used in the semi-structured interviews (see appendix 7). As part of the whole school change process, it should also be incorporated into the strategic vision that is analysed in chapter 5.

The study suggests that the interactive element in training workshops should include how to deliver IaH pedagogic practices and include examples. Similarly, literature explains that academics should be given specific examples and observe them in action (Clifford, 2009). This analysis corresponds to that in the Challenges chapter that recognise the need for examples of pedagogic practices

to enable academics to understand how to operationalise IaH within the modules that they teach.

My findings indicated that the content of the training should incorporate the development of intercultural competencies. Although, these findings should not be overinterpreted, they do align to recent recommendations that for IHE, academics should be supported to develop intercultural competence (ACE, 2022). However, in relation to the new knowledge acquired on IaH pedagogic practices, it is not possible to verify if opportunities for reflection should be embedded into the workshops, as Foster and Carver (2018) assert.

There was some debate by the interviewees in particular as to whether training should be interdisciplinary, by including academic participants from other disciplines in the wider HEI or be business school specific. The benefits for academics in doing IaH training with those from other disciplines outside the business school, included encouraging innovation, and new ideas in pedagogic practices and adding novelty. Furthermore, this type of training also helped to push academics' boundaries in terms of the pedagogic practices that they usually used and relied upon, as one interviewee explains:

> When I think about Granovetter's work in sociology about *The Strength of Weak Ties* you know, I think there's a lot of value from those strong ties where you're interacting with people in similar fields similar networks because you can build on what other people are doing and you can relate better. But if you just keep within those strong ties, the danger is you're not innovating, you're not pushing the boundaries. So I think you need to intersperse those strong tie networks with kind of the weak ties people coming in from a very different field and bring in a new idea. And I think that that weak tie brings in innovation and novelty, but it also brings complexity. (Hayden)

The findings revealed that training with academics within the same discipline was beneficial to add detail in relation to the specific pedagogic practices that could be considered as pertinent. Training with those in the same discipline, gave academics the capability to scaffold ideas and design practical solutions. Furthermore, it also meant that they would be more willing to change if academics in other disciplines were embedding it into their practice. For example:

> So, I think that the sharing and the interdisciplinary is very important to open up the horizons, to learn good practice or whatever. And then the sort of second stage two, as something that is owned by the schools and faculties, which is almost like 'okay we've learned this and now we've got this wider perspective in the scheme, how do we apply it locally'. I think, if you do one without another, there's always a bit of an unbalanced, so if the local is not included, and obviously those voices about 'well, but it doesn't apply to us, it's fine but it's not for us. (Finley)

The literature on the other hand does not give any real consensus, as some authors suggest that it is more suitable if training for academics is discipline-specific (Killick, 2018). Whereas others are of the opinion that it should be interdisciplinary, encompassing academics from different schools and programmes in HEIs (Leask, 2015). I would therefore argue that a combination of interdisciplinary and disciplinary training workshops are used. I also propose that this approach to training could also help to acknowledge the disciplinary allegiances that are highly valued by academics. Moreover, it may give them encouragement in terms of the appropriateness of IaH pedagogic practices to all disciplines, including other soft applied ones such as accounting.

The majority of those involved in the interviews also recommended that interdisciplinary IaH training should be provided first, with disciplinary-specific workshops taking place afterwards. The reason for this suggestion was that it

could help to engage all business school academics, by demonstrating that IaH also applies to them, as Finley for example explains:

> So, I think that the sharing and the interdisciplinary is very important to open up the horizons, to learn good practice or whatever. And then the sort of second stage two, as something that is owned by the schools and faculties, which is almost like 'okay we've learned this and now we've got this wider perspective in the scheme, how do we apply it locally'. I think, if you do one without another, there's always a bit of an unbalanced, so if the local is not included, and obviously those voices about 'well, but it doesn't apply to us, it's fine but it's not for us'.

The thesis findings also add that because there were a wide range of disciplines within one business school, that for example ranged from data analytics to corporate social responsibility, then IaH pedagogic practice training could be delivered within business schools:

> But even in the business school, you can be interdisciplinary, you know, because you've got accountants, you got marketeers, you've got strategists, you've got human resource people and entrepreneurs. (Coley)

Therefore, the findings contribute to the current field of literature, by identifying that both interdisciplinary and then disciplinary-specific workshops could be provided within the business schools. I would add the caveat that although most business schools are large (CABS, 2018b), smaller ones may still need to rely on initial pedagogic practice workshops that included academic participants from outside of their business school. The reason for my suggestion is that there could be greater diversity in terms of pedagogic practice examples. In comparison to the literature, there is little reference as to whether training should be kept within a business school or not, except that training should be appropriate to business school academics (Warwick, 2014).

With regards to interdisciplinary training on IaH, the findings provided preliminary evidence that academic participants in the social sciences discipline would compliment business school academics in terms of participation in a cross-university training workshop. Social sciences were proposed as it shared some similarities, but also could expose business school academics to political and social elements that many may not be aware of the literature on, for instance:

> My own view on staff development, is that it's useful to engage with staff from other disciplinary areas, because you get that different perspective I think that in my institution social science colleagues are much more open to these discussions, because they contain some sort of political elements and sociological element that they're familiar with, that many Business School staff have don't know the literature, except for Hofstede. So I think I would say, make a mix of disciplines is better because you can actually get different perspectives. (Blaise)

But there is still some doubt as to what disciplines outside of a business school the other participants could be from in relation to interdisciplinary training on IaH, because another participant suggested that engineering or sciences would help business school academics to push their boundaries in terms of their pedagogic knowledge.

Despite training being perceived as the most effective means of supporting business school academics to use IaH pedagogic practices, there were concerns that few academics would participate. These findings concur with literature that also admits that participation by academics in training is low (Rumbley, 2020). I would theorise that inclusion of academics in initial IaH training workshops that are intentionally tailored to some of the core values of academics, could promote higher attendance. In terms of tailoring training to academics' core values, this could be achieved by ensuring that workshops were learner-centred with discipline-specific examples that included individual and group tasks.

There were some suggestions as to whether to make IaH a component of a teaching programme. Alternatively, it could be connected to a professional higher education award to improve engagement, which was also mentioned in previous literature that considered IaH as an optional module on a professional practice programme (van Gaalen & Gielesen, 2014).

Developmental Opportunities

The following section analyses how student partnerships, international colleagues, communities of practice, pairing and sharing, can serve academics with useful opportunities to develop their pedagogic practices in relation to IaH. There is also an explanation of what each developmental opportunity could entail.

A key opportunity that many in the study mentioned was developing partnerships with students to help academics engage in using IaH pedagogic practices in their compulsory modules. The reason why such a development opportunity could be suitable was because it would help remind the academics and update them on the lived experiences of current students. I would also tentatively suggest that as explained in the Challenges chapter, such student partnerships could potentially help academics realise that the traditional lecturer-centred practices they may help experienced as a student should be used alongside or to supplement the more interactive student-centred practices of IaH. Such partnerships could involve in-depth discussions to discover how, through listening to students' lived experiences, using IaH could advance academics' learning. For example:

> We were just reflecting with the Programme Leader, how much he's learned about what's to say about the University, how to work on the new international students because of these student ambassadors, you know, really projecting their own view, talking about how that feels from the students' point of view, and he says himself, I never thought about. (Finley)

Alternatively, a team of students could assist the academic to plan teaching activities like a cross-cultural game. The findings concur with those mentioned by Tran and Le (2018) regarding students enabling the co-construction of pedagogic practice knowledge. But contribute to practice by explaining why and how student partnerships can help academics engage in IaH practices.

The diverse communities that business schools comprise of particularly in terms of international academics is another useful support mechanism that the findings refer to. The following interviewee in particular refers to the breadth of experience and personal characteristics that make up the academic staff profile in a business school:

> If you think about for [name of business school], for example, you know, it is quite a diverse population in the academic staff. So we have people from lots of different countries, lots of different backgrounds, for diversity. Its age, experience of industry experience from academia, gender background, orientation things. So there's a pretty diverse set of academics. There's an opportunity there to use that diversity in terms of embedding that internationalisation experience. (Niamh)

These findings support previous research by Savvides (2020) amongst others, that also mentioned the positive impact that international academics can have on their business school colleagues.

The data mentions that the presence of international academics can expand the horizons of UK nationals, by inspiring them to encompass worldwide experiences within their practices. The way this could be achieved is by sharing their own examples and inspiring UK-born, national academics to do this. For example:

> But if we do the thing, where we have international colleagues … and then they say to other academics, 'please do remember when you're choosing your examples to have some that are globally spread around'. (Jean)

The findings go somewhat beyond Weimer *et al.*'s (2019) research that could not provide a precise way in which international academics could support their colleagues in using IaH pedagogic practices. Although I do think more detail in this area is needed in terms of the specific role that international academics would play in supporting their UK national colleagues.

Communities of practice across the business school were seen as a valuable means of inspiring buy-in from academics in using IaH practices. These were referred to by academics in the world cafés, who considered that communities of practice provided opportunities for the cross-fertilisation of ideas. They were perceived as valuable opportunities to formulate pedagogic practices on a module or for academics to volunteer their IaH ideas for feedback: "You give people the opportunity to work together, to formulate or put your module up for debate" (Lorna)

These findings affirm literature that states that communities of practice are a powerful means of enabling academics to share examples, experiences and discuss any concerns that they may have (Tran & Le, 2018). Literature also confirms the idea suggested by Fragouli (2021) that communities of practice should be open only to business school academics, presumably to promote more in-depth and effective discussions.

Similar to communities of practice, more informal meetings such as lunch time get togethers, could also be used to encourage academics to share and try out new ideas. For instance:

> So we have got lunch seminars … getting together with a with a cup of tea and a sandwich at lunchtime, to share good practice, I think we used to call them swap shops. And that is, a little bit less formal we don't call it staff development or anything like this, where we're colleagues really, truly enjoy hearing you know this works for me and how about trying this. (Finley)

Based on this preliminary evidence, I would therefore theorise that less formalised meetings between business school academics provide appropriate collegial opportunities to develop their IaH pedagogic practices. They could serve as opportunities for academics within the same discipline to share how they used elements of IaH in their discipline or subject.

Related to informal meetings and sharing of practice, the findings support the idea that the pairing of business school academics was potentially beneficial. These academics who are paired together should be different to one another in terms of their job grade, level of teaching experience, nationality, international teaching experience, et cetera. These findings contribute to practice by suggesting team pairings as a means of developing academics to engage in IaH. Apart from brief mention of critical friendships (Lourenço, 2018), my findings extend current literature, by revealing how team pairings could function.

Such pairings could involve critical friendships in terms of pedagogic practices, generation of new ideas and practical activities for development for IaH. For instance:

> One obvious way is to try to use some sort of team teaching and marry people up, make sure the colleagues respect each other to challenge what we want to do in a safe way. Then to me that's probably quite a good way to be able to sit down with somebody and say: 'I've been looking over your material and just wondered about …'. (Lorna)

I would cautiously theorise that such team pairings should be initially set-up or facilitated by someone who is familiar with individual academics' needs, such as a Director of Internationalisation, Internationalisation Champion or Programme Leader. The pairing could involve business school academics with different strengths being placed together to help develop each other's pedagogic practices.

Management Interventions

In this section, I analyse the support that can enable academics to develop their international and intercultural experiences and specifically, those related to teaching and conference attendance. I also examine how internationalisation leads can help to address the concerns of individual business school academics and facilitate tailored support. The section explores how Internationalisation Champions could share best practice, and alongside senior management, role model IaH pedagogic practices.

Management providing support that enabled academics to develop their international and intercultural teaching experiences featured in the findings from academics, as well as the Directors of Internationalisation and Internationalisation Champions. Teaching or travelling overseas were the international experiences that were referred to the most in the data collection. Attending international conferences also was described as a good way of supporting business school academics to use IaH pedagogic practices. The creation of international research partnerships may also be a suitable method which could later develop them into teaching partnerships. Some also mentioned that academic staff could undertake a period of study abroad of between three and six months, to embed themselves in a different culture, so that they could better understand what it was like for international students and adapt their practices accordingly. One interviewee explained why international experiences, particularly more immersive, long-term ones, were so impactful:

> More international travel broadens the mind, which of course is why people do it in the first place, and I think that is the sort of key so I can preach to people. But until you go and experience that, kind of get thrown into an environment where you don't speak the language, you don't know the other side, everything is not familiar around you. (Blaise)

Management interventions in terms of providing or even expanding opportunities for academics to acquire international experiences was also expressed in some of the literature (e.g. Ryan *et al.*, 2020), albeit not in great detail.

Older literature (Ellingboe, 1998) theorises that teaching on international or joint programmes subsequently encourages academics to use international teaching practices on the home campus. This is consistent with the findings as well as previous discussions in the Challenges chapter, that identify these as the most effective way to develop intercultural and international experiences. These findings provide preliminary evidence that goes beyond previous research that international travel was considered an appropriate means to develop intercultural experiences and is bolstered by discussions in the previous Challenges chapter. I would encourage elucidation through further research regarding the features of international travel that have the most impact on using IaH, such as whether there is a minimum immersive period or if travel to non-westernised countries would enable more in-depth learning for academics. There is still some doubt as to whether international research partnerships could help an academic engage in IaH pedagogic practices. Although there is mention of work that requires academics to network with overseas academics (Rumbley, 2020). The findings confirm that international conferences and exchange visits are helpful in supporting academics to engage in IaH pedagogic practices (Rumbley, 2020).

Departmental leads such as Directors of Internationalisation or Internationalisation Champions were identified by both the world café participants and interviewees as someone that academics could speak to regarding any questions that they may have regarding using IaH. The findings suggest that these leads should have a good awareness of individual academic's needs and the pedagogic practices that they use. They should be aware of any concerns that academics may have in relation to engaging in IaH, so that they could connect individuals, identify developmental opportunities, or organise appropriate events accordingly. Utilising Directors of Internationalisation and

Internationalisation Champions in this way could help with the aim of reducing anxiety around using IaH. For instance:

> You've got departmental leads who you know act as champions and that hopefully gives an impetus for people if they feel that there's somebody to go to if they have a question. They could be the people that go around and talk to everybody, they try to understand what it's going to be like or your anxieties, concerns. And actually somebody who, by talking to all the different people, would be able to put members of staff in touch with each other. (Lorna)

The use of Internationalisation Champions in each department in a business school is explored by the following interviewee in terms of them being a role model. This role model could share best practice, the positive outcomes of using IaH pedagogic practices and also train staff:

> I'd start with whoever's the most keen, whatever faculty, whatever department, whether it was a management or accounting and finance, or economics. And I would use those as a sort of beacon, and then I will provide all the evidence in a staff development workshop to inform people 'this is what I've done'. Explain what they did, show them how maybe the results are higher in that module or the retention is higher in their module or attendance is better, and engagement. And therefore, I did this and this works, and here's the data. (Meredith)

As in previous studies, the result of this analysis confirmed that an Internationalisation Champion based in the business school or disciplines within it, could inspire other academics to engage in IaH pedagogic practices (Nyugen & Tran, 2022). They could also deliver training to champion, enthuse and help business school academics practice IaH (Angelov & Huyskens, 2021).

Regarding management interventions, the data provided convincing evidence that senior management should lead by example and as role models, by engaging in IaH in their own pedagogic practices. For instance: "It doesn't become overall embedded practice, unless I think it's an ethos that's adopted by management themselves" (Blaise) and "So, I think the best thing you could do is to put a senior manager in a classroom teaching a group of students" (Meredith). The findings elaborate on Kotter's (1996) work that suggests that leaders should set an example in their own practices. I would tentatively add that as some senior managers may not have teaching in their academic workload, then they should deliberately undertake a series of sessions in a compulsory module(s).

Incentives

Different types of incentives are analysed in this section to help support business school academics in engaging in IaH. These incentives start from time within academics' workloads, support staff to organise guest speakers, and potentially encouraging high impact research on international and intercultural competence development.

The general picture emerging from the findings was that time allocated within an academic's workload to research, design and use appropriate pedagogic practice, was perceived as a key method to incentivise academics to engage in IaH. The present data is consistent with literature (McKinnon *et al.*, 2019). This analysis corresponds with the challenges that academics face that have in recent years exacerbated. An interesting supplementary finding that has not been mentioned, was that one interviewee elaborated on how time within academics' workloads could be allocated in terms of reducing the amount of paperwork involved in teaching or giving them additional time to work on their other preferred responsibilities as a reward. For example:

> There are two ways really. The first is that you could reduce the amount of administrative paperwork involved in teaching a module. Alternatively, you could give people another 50 hours to do something they prefer or even 20

> hours because somebody else is taking a chunk of that time and you'd
> have to work out the details of that. (Jess)

The findings recommended that support staff could assist in setting-up and establishing links with the guest speakers to save academics' time. However, the large financial commitment in terms of employing these staff, providing office space, et cetera, was considered to be a potential limitation to using support staff. The data has surface similarity to the literature that refers to the employment of support staff (Calikoglu *et al.*, 2022; Savvides, 2020), but in addition defined how they could be used to help business school academics.

There were suggestions that it could be highlighted to research-focused academics that using IaH pedagogic practices could generate data that could be used for research purposes. There was another suggestion that incentivising research-focused academics to undertake international experiences such as in the previous REF criteria, where extra points were awarded for collaborating on research with an academic working in a business school overseas, could then lead them to using IaH pedagogic practices. These findings confirm Fragouli's (2021) suggestions that using international practices could encourage potential publications on interdisciplinary and international competencies. But in light of the CABS and REF criteria, together with the pressures for research-intensive business school academics to produce high impact rated published articles (Cassar, 2022; Jones, 2022b), the findings warrant further investigation.

Challenges and Appropriate Support for Individual Academics
In this section, I will briefly examine the main challenges that individual school academics may face and propose relevant support mechanisms for each. In the Resistance Management element in the process of change in chapter 5, I underlined that individual academics are likely to face more than one challenge when trying to engage in IaH pedagogic practices. I then analysed these Challenges in detail in chapter 6. The Resistance Management element also acknowledged that academics should be offered more than one type of support to

engage them. The main types that were strongly advocated were interdisciplinary and disciplinary training, time within workload and partnerships with students. I refer in this section, to some of the links between the different challenges and support that could be used to address specific ones. In Table 32: Challenges and Support Solutions, I identify the main Challenges that arose in chapter 6 and provide strong or theoretical support ideas in an attempt to suggest how each maybe mitigated. The strong suggestions relate to the more obvious ways to support business school academics, whereas the theoretical ones are tentative, guided by the analysis in this chapter. For each theoretical suggestion, I draw on the previous analysis in chapter 6 and this chapter, to explain my reasoning of choice.

Table 32: Challenges and Support Solutions

Challenge	Support (Strong Suggestion)	Support (Theoretical Suggestion)	Reasoning for Theoretical Suggestion
Mature in age		Student Partnerships	Understand lived experiences of current students
UK National		Partnerships with International Colleagues	Sharing their own practice
No international experience	Support to engage in international experiences	Professional Award	Incentivise the use of IaH pedagogic practices
Not understanding IaH concept		Internationalisation Champion	Role model practice, deliver training
No IaH examples to follow		Communities of Practice	Share examples and discuss pedagogic practice ideas
		Internationalisation Champion	Ask questions, share concerns, observe examples
Student-centred practices		Interdisciplinary Training	Encourage new, innovative ideas
		Disciplinary Training	Build on what others are doing, but adapt to discipline
		Lunch Seminars	Try out new ideas
Time	Time in workload	Support staff	Organise guest speakers
Inertia		Pairings	Generate ideas together and receive feedback on practice
		Senior Management	Role model IaH pedagogic practices

Reluctant Research Stars		Pairing with a grade 6 postgraduate research student who is also a teaching assistant	Generate ideas together and receive feedback on practice from an academic with a research and student experience
		Partnership with research-focused International Colleagues	Sharing their own practice and experiences
		One-to-one discussion on the benefits of using IaH with Internationalisation Champions	Reiterate positive outcomes for students and staff, and providing specific examples of best practice
		Gently challenged if continually resist to engage in IaH by Programme Leader	A respected colleague and manager may be able to gently persuade them to change.

Conclusion

This chapter utilised a Human Relations implementation lens (Yanow, 1987) to understand the types of support that individual academics working in a business school would find helpful. An analysis of literature, combined with the findings, addressed the Resistance Management element in the change process in the conceptual framework in chapter 5.

In this chapter, my study confirms that individual business school academics are likely to require more than one type of support to help them engage in IaH pedagogic practices. As in previous studies, my findings confirm that time within academics' workload would likely help them to engage in IaH. Similarly, training was perceived to be a key support mechanism, but my study provided

preliminary evidence that this training should involve academics from other discipline, with follow-up training only involving academics in the same discipline. Communities of practice afford academics powerful opportunities to share pedagogic examples and gain feedback on ideas for implementation. Moreover, support from management to encourage business school academics to undertake period of overseas teaching.

The role of Internationalisation Champions, ideally in each discipline within the business school, could engage academics. An interesting side finding was that senior managers could role model IaH within their own teaching practices. Partnerships with students emerged as a means of support in business school academics to promote their understanding of current students' lived experiences. Similarly, business school academics who are international are also able to offer support to their colleagues.

Conclusion

Introduction

In chapters 5, 6 and 7, I presented an analysis from my data collection that incorporated considerations of how they compare, contrast, or supplement the field of literature. These chapters each were dedicated to addressing one of the three sub-research questions. In this concluding chapter, I will return to my aim and research questions that I outlined in chapter 1, as a means of critically analysing the extent to which these have been achieved and answered. Recommendations will be made both from a business school and specific academic roles within a business school perspective. This will then provide the foundations for a summary of the chief insights, as well as the chance to identify the potential significance of its contributions to knowledge and practice. I then review the methods in which the data was collected, that were then used to formulate these insights, mentioning its limitations, before engaging in the recommendations in relation to future research. The thesis will close with my reflections on my research journey.

Aims, Main Research Question and Sub-Questions

Beginning in the 1980s, UK business schools and the academics working within them have actively pursued the Internationalisation of Higher Education, but in recent years there have been signs that they want to encompass Internationalisation at Home within their practices. Therefore, my thesis set out to help business school academics to achieve this. The specific aim of my thesis that I outlined in chapter 1 was to explore the change management approach involved, challenges faced by academics in using Internationalisation at Home pedagogic practices, how they can be supported in achieving this and the process that can bring about successful implementation in UK business schools.

In order to make this contribution, the main research question was posed:

- What approach, process and support can be used to help the majority of business school academics overcome the challenges they face in engaging in Internationalisation at Home pedagogic practices?

The main research question reflects the combination of Structural and Human Relations methods (Yanow, 1987) to the implementation of change that need to be used to engage academics in using Internationalisation at Home pedagogic practices. To help engage the majority of business school academic both collective and individual approaches need to be used. By encompassing the word 'overcome' in the main research question, I wanted to encourage those involved in my research to impart their business school and / or personal perspectives, to build a range of ways to achieve this.

To fulfil the main research question, three sub-questions were posed:

A What approach and process may engage the majority of business school academics in using Internationalisation at Home pedagogic practices?

B What are the challenges that business school academics face in using Internationalisation at Home pedagogic practices?

C How can business school academics be supported to use Internationalisation at Home pedagogic practices?

The phrasing in the sub-questions purposefully centres around business school academics in terms of changing their practices. Sub-question A suggests that a Structural (Yanow, 1987) or whole school change approach and process is utilised. Sub-questions B and C are concerned with a Human Relations method (Yanow, 1987) that seeks to engage individual academics in using pedagogic practices. These three sub-questions cumulatively aim to explore how the majority of academics within a business school can be engaged in using Internationalisation at Home pedagogic practices.

The Introduction Chapter explained that academics were central to the thesis because of the pivotal role they played in the implementation of Internationalisation at Home. These academics worked in business schools, which are perceived as role models in terms of the Internationalisation of Higher Education. The Introduction Chapter explained the focus on the UK, where the concept of Internationalisation at Home is not well recognised. The actual pedagogic practices that Internationalisation at Home includes were described together with the benefits for both business schools and students in relation to developing intercultural and international competencies. The literature review fused business and education discourse to establish a theoretical framework that identified common elements in the process of change and its approaches. To address the sub-questions, a social constructivist research philosophy was utilised, encompassing eight semi-structured interviews with Directors of Internationalisation and Internationalisation Champions and two world cafés that compromised of twelve and fourteen business school academic participants respectively. Finally, utilising the theoretical framework, the findings were thematically analysed alongside all three sub-questions in order to form a conceptual framework (see page 160) that identified how to successfully engage the majority of business school academics in using Internationalisation at Home pedagogic practices.

The insights that were generated have broadened the original sub-research questions, by assessing approaches to change as well as identifying elements in the successful implementation of change that are either sequential or run concurrently in the process. They culminated in rich data that revealed that academics tend to face multiple challenges in engaging in Internationalisation at Home pedagogic practices and that a range of support mechanisms should be provided that differ in terms of their style and format.

Research Question A: What approach and process may engage the majority of business school academics in using Internationalisation at Home pedagogic practices?

The conceptual framework in the previous chapter (see page 160) presented in diagrammatic form the ways in which academics can be encouraged both collectively and individually to use Internationalisation at Home in their pedagogic practices. Furthermore, it illustrates that the change management approach that is the most appropriate for promoting the engagement of academics throughout a business school in using Internationalisation at Home is the middle-out approach. The middle-out approach that was presented in relation to Internationalisation at Home pedagogic practices includes different stakeholders that are involved in change. Thus, it departs from previous literature such as Lewis (2021) and Simm and Marvell (2017) which theorises a bottom-up approach to be the most effective. Rather it significantly extends Leask's (2015) model which seemingly adopts a middle-out approach, but falls short of attempting to engage the majority of academics or utilise a range of resistance management tools. These chiefly include senior managers, Internationalisation Champions and also academics with few or no managerial responsibilities, but who teach in the business school.

Within the middle-out approach, senior managements' responsibilities would entail raising an awareness of the need for change and articulating the vision. Actions by senior managers align with Nohria and Beer (2000), but in addition my research adds that they would provide a motivational role. They would promote and communicate the change vision to academics within the business school. Next, the study illuminates that Internationalisation Champions will lead in the practical implementation of change, by sharing and organising best practice training. Aligning to the literature, Internationalisation Champions were considered relevant to initiating practical changes because of the enjoyment and enthusiasm for the topic (Morantz & Leask, 2021). Their interventions stimulate academics in terms of aiding their capability, knowledge or deeper understanding of the benefits of Internationalisation at Home to students. Akin to Lovell's

(1994) proposition, this in turn helps to build a critical mass of academics in terms of engagement. The minority that remains are likely to be high-profile, research-focused academics, who I named Research Stars. Research Stars will eventually adopt Internationalisation at Home in their pedagogic practices, threaten to or leave to a job in another business school.

The conceptual framework presented five key elements that can promote successful change (see page 160). Awareness of the Need for Change is a significant element that occurs at the outset of the process. This element entails gathering empirical evidence using data on the student experience. It corroborated similar data that referred to diagnosis of the problem through data and questionnaire analysis which drew on the student perspectives (Galli, 2018; Kotter, 1996, 2012; McKinnon *et al.*, 2019). There must be an overall aim or strategic vision that articulates the benefits for students primarily, as well as academics. Formulation of a vision via a realistic aim, that includes reference to the benefits of the change is shared by Kotter (1996) and Hiatt (2006) in their change processes. The Resistant Management element of the change process will be discussed in-depth in the subsequent sections that address research question B and research question C.

There were clear suggestions that both monitoring change and communication should be ongoing throughout the process, with the latter including regular feedback and input from academics to reflect the pivotal role that they play. I argue that monetary rewards may not necessarily encourage academics to keep the momentum of change going, which diverges from current literature that suggests a fixed payment (Niehaus & Williams, 2015) but is akin to the research that encourages incentives (Clifford & Montgomery, 2015). I argue for the importance of ensuring that communication is done in effective manner. To Sustain the Change, the empirical data raised a new understanding for the need to share success stories of academics who had used Internationalisation at Home pedagogic practices and the resulting positive impact. Accordingly, it extends

Lewin's (1947a, 1947b) suggestion by explaining that two-way input should provide regular feedback and discussion as the change evolves.

Research Question B: What are the challenges that business school academics face in using Internationalisation at Home pedagogic practices?

In relation to sub-question B that addresses one of the two components of Resistance Management, I believe that individual business school academics are likely to face multiple challenges. The challenges that academics face can impact on the way and the extent to which they initially engage in the change. Business school academics will vary in terms of their level of commitment, knowledge of and interest in Internationalisation at Home. For example, at one end of the Spectrum of Initial Mindsets are Internationalisation Champions who lead in the practical implementation of the change, to Research Stars who are disinterested, but may eventually change.

Certain personal characteristics such as maturity in age or being a UK national, mean that academics may find it hard to engage in Internationalisation at Home pedagogic practices. Reference to older academics diverges from Teekens (2003) and Cummings *et al*. (2014), who consider that younger academics are less likely to be interested in IaH or IHE. This was also the same for those who possessed little international experience, especially in terms of working outside of the UK for teaching purposes. The study aligns to Iosava and Roxå (2019) and also Warwick and Moogan (2013). There is clear concern that academics may not understand or recognise the concept of Internationalisation at Home. Not understanding the concept could also contribute to academics struggling to embed it specifically within their practice. It confirms recent research that refers to the need to explain what IaH entails in terms of specific pedagogic practices (Renfors, 2021; Whitsed & van den Hende, 2018). There are strong suggestions that Internationalisation at Home pedagogic practices require an advanced skillset that extends to the more interactive and experiential student-centred practices in particular, which is a barrier for those less likely to have undertaken

pedagogic training. There is no doubt that time constraints in terms of academics' workloads is a considerable barrier to academics designing or using Internationalisation at Home pedagogic practices. It substantiates the breath of discourse that has been published over a number of years that refers to time constraints for academics, especially those situated in business schools (Fleming, 2020; McKinnon *et al*., 2019).

Research Question C: How can business school academics be supported to use Internationalisation at Home pedagogic practices?

The answers to the overarching question and second sub-question are already in part, suggestive of the answers to the third sub-question. This question addressed the other aspect of Resistance Management, through an examination of the support that academics require to engage in Internationalisation at Home pedagogic practices.

Paramount to achieving this is the provision of ongoing, interactive training that encompasses examples of Internationalisation at Home pedagogic practices. Initial training sessions should include business academics and those from other disciplines. It confirms the literature that encourages interactive training that centres around the academic participants (Tran & Le, 2018). Encompassing academics from other disciplines in initial training is dependent on the size of the business school that would determine whether it was across the business school or university. Follow-up training on Internationalisation at Home pedagogic practices would then take place within each specific business school discipline. The study provides clarity and originality to opposing ideas that suggest training is interdisciplinary (Leask, 2015) or disciplinary only (Killick, 2018).

Partnerships with students that utilise their lived experiences, serve as a means of refreshing academics' knowledge. The study extends Tran and Le (2018) who advocate the use of student partnerships, but do not explain how and why these are beneficial. There were clear suggestions that senior management could support business school academics by encouraging and enabling them to

undertake predominantly overseas teaching experiences, followed by attendance at international conferences. Both senior management who had teaching responsibilities and Internationalisation Champions can be role models in terms of demonstrating their engagement in Internationalisation at Home pedagogic practices. Thus, it converges with previous literature that refers to Internationalisation Champions being based in the disciplines within the business school (Nyugen & Tran, 2022; Weissova & Johansson, 2022). The study argues that much more needs to be done to support academics in relation to time allocated within their workload to implement Internationalisation at Home.

Implications for Business Schools

In relation to business schools, the recommendation of this research is that business schools should turn their attention to centring their practices on all students and their international and intercultural competence development, by adopting Internationalisation at Home. To achieve this, embedding Internationalisation at Home into pedagogic practices must be treated as a whole business school endeavour which requires at least the majority of academics to be actively engaged. Business schools ought to adopt a change management process that articulates a clear vision, that includes the benefits of the change to students and staff.

The change should be regularly monitored and communicated by business schools at all academic staff levels. As the change progresses and becomes successful, my research highlights that individual achievements of successes should be praised and rewarded. Achievement of KPIs associated with the vision should be widely publicised. The design of the vision to sustain the change should heavily involve academics, particularly those with teaching responsibilities and / or few or no managerial responsibilities. The process should give particular attention to business school academics by identifying the multiple challenges that they face as individuals and providing a variety of support mechanisms that can help them to engage in Internationalisation at Home pedagogic practices.

Business schools should understand that the most common challenges may relate to specific demographic characteristics of the individual such as being mature in age and / or a UK national. Limited pedagogic practice experience and in particular, lack of knowledge about Internationalisation at Home or student centre practices, can also prove an obstacle. Business schools should be aware that time limitations will be an obstacle to engagement in Internationalisation at Home.

It is therefore recommended that for all business school academics, time should be allocated within their individual workload to research, plan and practice Internationalisation at Home. In addition, training with others specifically from their discipline should be provided is recommended to help all business school academics engage in Internationalisation at Home. Partnerships with students and international colleagues should be established as they deliver effective ways to support academics with specific demographic characteristics that may affect their ability to engage in Internationalisation at Home. Employing Internationalisation Champions in each discipline within a business school should help those who are unsure or less able to adapt to these pedagogic practices. They should be chosen based on their high ability, knowledge and willingness in Internationalisation of Higher Education.

Implications for Specific Academic Roles within a Business School

Senior Managers and Directors of Internationalisation should recognise that they initiate the Middle-Out change approach for the implementation of Internationalisation at Home in pedagogic practices. The Middle-Out approach may seem time-consuming to implement, but requires deep involvement from business school academics in grade 6 to 10, who have the most engagement with students. For change to be successful, Senior Managers and Directors of Internationalisation must consult with these particular business school academics, who are the vehicles of Internationalisation at Home, with designing and implementing the change vision. In particular, the former should show visible commitment, by actively role modelling Internationalisation at Home

pedagogic practices. They should drive the change dynamically and clearly communicate the change on the regular basis.

Internationalisation Champions should lead the practical implementation of Internationalisation at Home. They should understand their main remit is to disseminate Internationalisation at Home pedagogic practices to other academics, with the aim of building a critical mass of academics in using Internationalisation at Home pedagogic practices. At the outset they would be involved in designing and then later the monitoring of the change. The study recommends that initially they would trial pedagogic practices themselves but soon after, share these with academics in their discipline and with other Internationalisation Champions. Their responsibilities should include establishing communities of practice and identifying academics who could be paired-up such as a senior research-focused academic with a postgraduate teaching assistant, to develop their pedagogic practices.

Key Insights as a Contribution to Knowledge and Practice

Through the identification of change management approaches and elements in the process of change to engage academics in pedagogic practices, the thesis has contributed to the evolving field of knowledge on Internationalisation at Home, and by extension, the Internationalisation of Higher Education (Brewer & Leask, 2022; Whitsed *et al.*, 2022). My study responds to the current phase of the evolvement of Internationalisation at Home, by adding to the scarce research on practical support for academics to use Internationalisation at Home pedagogic practices (Robson *et al.*, 2018). As there are few studies (e.g. Crosling *et al.*, 2008; Foster & Carver, 2018; Ohajionu, 2021) that seek to expand academics' engagement, my thesis makes a valuable addition to the current body of literature, by considering the challenges that academics face in Internationalisation at Home.

As this considers the challenges that academics face and identifies a range of support mechanisms, including partnerships with students, it contributes to

current knowledge and understanding of the complex nature of engaging academics (Furnham, 2022; Weimer & Mathies, 2022). The study also develops the knowledge on support for academics by revealing new methods, such as student partnerships, and clarifying that both interdisciplinary and disciplinary training is needed. In addressing engagement, I consider that I have also developed practice by using change management elements to do this (Ryan *et al.*, 2020).

The thesis supports the implementation of Internationalisation at Home, by suggesting the approach and elements in the process for changing business school academics' pedagogic practices. Through analysis of different approaches to change, it strongly suggests that a middle-out approach, instigated by senior management and led predominantly by Internationalisation Champions, would be the most appropriate to engage business school academics. I believe that the provision of a conceptual framework that identifies the change approach and process, the challenges and support required has made a significant practical contribution to the field. The conceptual framework explains the steps that should be undertaken and the order in which they should progress for a business school to engage the majority of academics in using Internationalisation at Home pedagogic practices. The study makes a practical contribution by addressing the majority of academics in a business school in terms of their initial level of engagement and clarifies the role of Internationalisation Champions in methods to build a critical mass of engagement in Internationalisation at Home pedagogic practices (Landorf *et al*., 2018).

The study extends knowledge on the middle-out approach in terms of providing more detail as to how it can be used in practice using the example of academics in a business school and their involvement in implementation of change.

Further Contributions

My study identified that business school academics have little awareness of the concept of Internationalisation at Home or the need to use predominantly

student-centred pedagogic practices. Indeed, reference to Internationalisation at Home pedagogic practices in Beelen and Jones' (2015a) definition, would promote the need for deeper learning in relation to students' international and intercultural competencies. Therefore, I propose the following explanation of the concept: *Internationalisation at Home can be defined as the use of an array of lecturer-centred and predominantly student-centred pedagogic practices to purposefully develop all students global and multicultural competencies, chiefly in compulsory modules within the home campus.*

The social constructivist research philosophy and related academic core values of freedom and collegiality informed my choice of semi-structured interviews and for the first time ever (in a novel approach), data collection using an online café research method. A comprehensive literature search revealed that there was no previous literature that undertook data collection using online world cafés for research purposes. The study therefore makes a methodological contribution by developing and utilising an online format for the two world cafés, that was included in the data collection. I believe that the flexible online nature of this novel approach helped to promote the diversity of participants in terms of their job and also personal circumstances. As such those who were located outside of the UK and who were on a different time zone, those who had caring responsibilities, or were celebrating religious events that required abstinence from food and drink, participated. Moreover, although there is no means to offer comparison with in-person world cafés, it appears that the online format provided a broader range of academics in terms of the business disciplines they represented, their academic grades and career trajectories.

The online world cafés and semi-structured interviews comprised of different types of business school academics who were purposefully recruited because of their roles and interests in pedagogic practices, change implementation and engagement and internationalisation experience or knowledge. In doing so, the thesis answers the call for empirical research that foregrounded academics' voices (Lourenço, 2018).

I am acutely aware that in the business discipline, quantitative research is highly favoured, with qualitative research being perceived as less robust, but in this education thesis I employed a wide range of practices that promoted the rigour, accuracy and credibility of the research. The use of multiple mechanisms for triangulation that juxtaposed the views of academics in three different job roles, eight UK business schools and collected data from both the semi-structured interviews and world cafés, was strong evidence of this. After a personal, functional and discipline reflexive stance was undertaken, I endeavoured to actively recruit those with job characteristics that were different to my own. I also adopted a number of measures such as completing one or two pilots of each method, member-checking of transcripts and providing an account of my experiences that contributed to my choice of thesis topic.

Originality of the Project

A conceptual framework was devised to illustrate the optimum approach, the key elements in the change process and the responsibilities of specific academics to engage the majority of business school academics in using Internationalisation at Home pedagogic practices. The conceptual framework is accompanied by explanations of the middle-out approach and five elements in the change process. The element of resistance is further broken down into four types of challenges and support. The study addresses academics' willingness or capability to engage in Internationalisation at Home pedagogic practices by using a multi-layered approach that combines Structural and Human Relations change mechanisms (Whitsed *et al.,* 2022; Yanow, 1987).

Although business schools are perceived as being very internationalised already, the focus on business school academics' pedagogic practices in previous studies related to Internationalisation of the Curriculum and not Internationalisation at Home. Compared to these previous studies, the data collected draws on a larger sample size of thirty-four business school academics (five times more than previous studies). To further advance internationalisation in business schools, my research specifically addresses Internationalisation at Home in the formal

curriculum in order to develop all students international and intercultural competencies.

My study gives an indication of the differing levels of engagement by academics in Internationalisation at Home and their subsequent involvement in the change process. Through combining business discourse and applying it to provide solutions that engage academics in using Internationalisation at Home pedagogic practices, my thesis fuses these fields in order to identify relevant elements in the process of change.

Limitations of the Study

A limitation of the research is that the conceptual framework, including the elements in the process for successful change using a middle-out approach, have not been tested in a business school in the UK. The conceptual framework would need to be measured in relation to its impact and the extent to which academics and students benefitted from its implementation.

I am aware that there were limitations as a teaching-focused academic in a UK business school in terms of being an insider researcher, that begin from the initial choice of topic, to writing the concluding chapter. I have openly acknowledged my positionality and place within the research and have employed a reflexive stance in the methodology, in particular using a range of mechanisms in the thesis to mitigate this. I have engaged with my supervisors, doctoral peers and mentors as critical friends throughout. My data collection involved thirty-four business school academics and a further seven in the pilot studies. Even though this was an appropriate sample size for the parameters of an EdD thesis, gaining data from a larger sample of academics may have changed the findings. However, the use of the social constructivist philosophy captured understanding of the reality gained from individual academics' social interactions.

Future Research and Dissemination

While this study has achieved its aim of answering the overarching research question by providing a conceptual framework that encompasses the approach, process, challenges and support required, to encourage the majority of business school academics to be involved in using Internationalisation at Home pedagogic practices, various opportunities present themselves in terms of future research.

Leading from the data deriving from business school academics' opinions as the main vehicles of Internationalisation at Home, a line of further enquiry maybe exploring the insights of the students as beneficiaries of Internationalisation at Home pedagogic practices. Students' perspectives may facilitate a deeper understanding of partnership approaches with academics and offer other ideas to support them. Additionally, it could advance exploration of measuring and monitoring the change process as well as awareness raising.

My dataset on engaging business school academics to use Internationalisation at Home pedagogic practices was limited to the UK. Thus, replicating this study within business schools in a country located in the Global South such as those in the Association of African Business Schools would be insightful. Replicating this study in the Global South could reveal different focuses on the challenges that academics may face and an analysis of the application of the middle-out approach from a non-Anglosphere perspective.

Another future area of enquiry could be to do deeper investigation by centring on research-intensive business school academics, who may have less experience generally of teaching and whose main responsibilities are concerned with high impact research rather than teaching (Evans & Bertani Tress, 2009). This would potentially lead to a greater understanding and appreciation of these particular academics' needs and stimulate ways in which a business school could more actively engage them. Oppositely, those more likely to be Internationalisation Champions such as business school academics who were born or lived overseas, could be interviewed or observed, to demonstrate how their international

experiences could be specially used to develop others' practice. Gaining data from these business school academics could aid understanding of how management interventions may provide or facilitate international experiences.

I appreciate that the contributions in my thesis are not generalisable. However, aspects of my study provide similar possible solutions to other higher education contexts. For example, components of my thesis are of interest to international education professional bodies, as I have been accepted to lead a best practice workshop relating to organisational change and present a poster at the same conference on individual academic challenges. Given how much I have benefitted from all those who have given up their time to participate in my data collection, I intend to share my insights at a subsequent Chartered Association of Business School Directors of Internationalisation meeting and follow-up invites from some of my interviewees to impart my findings in business schools in the UK. The conclusions from my thesis appear to be of interest to the community of Internationalisation Champions as I have been invited to present aspects of my study at The Hague University of Applied Science. I ultimately would like to publish, ideally and rather ambitiously, in one of the higher impact factor business journals, as a means of trying to 'give back'.

Reflections on My Research Journey

In this section, I reflect on what I have learnt since starting this thesis together with the changes that I have made in my own practice.

In the Introduction chapter in the My Place within the Research section (see page 13), I acknowledge that I wanted to develop my knowledge of business theory by undertaking a dual-disciplinary thesis. I feel that my knowledge of change management theory has increased tenfold and during my research journey I have had the privilege of networking with subject specialists and practitioners in this field. I have now broadened the subjects that I specialise in, and the capability to advise on a live change project within the business school that I work in. Purposely encouraging research-focused academics to participate in my

data collection alongside an in-depth literature review has helped me develop ethnorelativist skills (Liou *et al.*, 2021) towards these academics. I now have greater empathy and understanding of their responsibilities and the opportunity costs they face when choosing to allocate their time to research and teaching.

One of the most significant skills that I have developed along the way is resilience. I believe that often those undertaking a part-time doctorate encounter more 'life' challenges that impact on their studies compared to those who typically do a full-time doctorate. For the first time in my life as a self-confessed geek, it came as a shock that I would not be the hare in this particular race. However, the continuous support I have had from family, friends, and colleagues, as well as the motivation from loved ones who have passed away during this journey have contributed to this tortoise hopefully reaching the finish line. As a result of the many challenges encountered when developing an online world café (during a global), alongside the very hands-off approach that my original supervisor adopted, my problem-solving skills are vastly increased. There is always a Plan B and I am so grateful to my mentors who have plugged the gap in the support that I have needed along the way.

In relation to my own practice, I intend to draw on partnerships with students and international colleagues in particular, to question and hone my own Internationalisation at Home pedagogic practices. Moreover, as an Internationalisation Champion I have the courage and confidence to take more of a leadership role in change by delivering interactive workshops and sharing practices to encourage Pedagogic Enthusiasts and Research Followers to develop theirs.

In the case study in the forthcoming *Internationalising Doctoral Education: Models, Opportunities and Outcomes* by Jones *et al.* (2024), I reflect on how I have adjusted my own practices in terms of developing my intercultural mindset with my colleagues and students. Undertaking this study has also given me greater confidence in my Allyship skills by challenging educational practices that

are exclusive rather than inclusive. Finally, I have learnt the importance of dedicating time to doing my research and feeling comfortable that in doing this, I am still promoting the student experience especially in relation to my research supervision skills.

Although this research is now complete, it is time for me to utilise my new knowledge and skills that I have gained in my student education and research practices, as well as disseminate these more widely.

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Appendices

Appendix 1: Key Literature as Mapped to the Research Objectives and Key Questions

Literature Topics	Key Point	Author	Key Research Question
Benefits of using IaH	Pursuing IaH represents a shift to an Educationalist HE rationale.	Castro *et al.* (2020)	SRQ 1, SRQ 2, SQR 3
	International student recruitment.	Egron-Polak and Hudson (2014)	
	Graduate employability.	Slotte and Stadius (2019)	
	Inclusive learning.	de Wit *et al.* (2022)	
	Global citizenship.	Jones *et al.* (2021)	
Evolution of IaH	Advanced progress in central European countries.	Beelen & Jones (2015b)	SRQ 1, SRQ 2, SQR 3
	IaH integrated into policy at different levels.	Jensen *et al.* (2022)	
	Beginning in 1996, IaH now focuses on supporting the implementation of IaH.	Beelen & Jones (2015b), de Wit *et al.* (2015)	
UK academia and business school features	Academics are mainly research or teaching-focused.	Aarrevaara *et al.* (2015)	SRQ 1, SRQ 2, SQR 3
	HEI success is based on research.	McKinley *et al.* (2021)	
	Core values include autonomy and discipline collegiality.	Aarrevaara *et al.* (2015)	
	Employment conditions have worsened including high workloads.	Fleming (2020), Greenfield (2022), Jones (2022b)	
	Key demographics are male, white, home nationality.	CABS (2020), HESA (2022b), HESA (2022d)	
Business School IHE	Resemble business organisations.	Parker (2018)	SRQ 1, SRQ 2, SQR 3
	Role models in IHE compared to other schools within their HEI.	Tourish *et al.* (2019)	

	International reputation gained through research excellence, rankings, accreditation.	Soulas (2018)	
	Started pursuing IHE in 1980s.	Leggott & Stapleford (2007)	
	IHE more prevalent in old and / or large business schools.	Bennett & Kane (2011)	
	Small-scale research conducted on changing academics to use IoC	Crosling *et al.* (2008), Foster & Carver (2018), Fragouli (2021), Ohajionu (2021)	
Business School Academic Resistance	Academic resistance is inherent to change initiative failure.	Helm & Guth (2022)	SRQ 1, SRQ 2, SQR 3
	Individual business school academics have different degrees of resistance.	Childress (2010), de Wit *et al.* (2022) Ambagts-van Rooijen *et al.* (2021)	
	Majority of business school academics need to engage in IaH.		
Process for successful change	IaH is theorised achievable through bottom-up approach.	Lewis (2021), Simm and Marvell (2017)	SRQ 1
	Common elements of relevant change models for IaH include awareness of the need, resistance management communication, measuring and monitoring and sustaining change.	Fullan (2016), Kotter (1996), Leask (2015), Lewin (1947a, 1947b), Prosci (2006).	
	Process of IoC model of change most relevant but has a number of limitations.	Leask (2015)	
Challenges for academics	Pedagogic skills are limited to experience of discipline and when they were a student.	Beelen (2018), Green and Mertova (2016)	SRQ 2
	Lack of understanding of IaH.	Whitsed and van den Hende (2018)	
	IaH perceived to detract from the discipline.	Bennett and Kane (2011), Ellingboe (1998)	
	Younger or those with no international experience.	Teekens (2003)	
	Time constraints.	Zou *et al.* (2022)	

	Limited rewards.	Crosling *et al.* (2018)	
	Insufficient funding.	Coelen *et al.* (2017)	
	Inertia.	Laurisden & Gregersen-Hermans (2019)	
Support for academics	IaH-specific training required.	Ohajionu (2021)	SRQ 3
	Training should be interactive.	Tran and Le (2018)	
	Students and international academics can help.	Savvides (2020), Tran and Le (2018)	
	Communities of practice.	Ryan *et al.* (2020)	
	Provide academics with international experiences.	Weissova & Johannson (2022)	
	Internationalisation Champion.	Nyugen and Tran (2022)	
	Fixed payment incentive.	Niehaus and Williams (2015), Rumbley (2020)	
	Time in workload.	McKinnon *et al.* (2019)	
	Stimulating research output.	Fragouli (2021)	

Appendix 2: Zoom Exemption Requirements

Zoom Exemption requirements.

Faculty of Social Sciences - School of Education.

Research Project on internationalisation practices in teaching.

Zoom use for the facilitation of a World Cafe.

REFERENCE: SHEF 2012 5867 - APPROVED

Please note: Terms of this exemption must be acknowledged by the Head of Department via email in which they confirm to have read, understood and taken responsibility for ensuring these measures are met and that actions are taken to adhere to the guidelines we outline below.

Currently, The University's stance on <u>using Zoom for University Business</u> remains unchanged. However, **we can <u>exceptionally</u> permit the use of Zoom by School of Education for the above-mentioned research project to the below measures being in a place and adhered to.**

Google Hangouts or Blackboard Collaborate should be used where possible but if these cannot be used and there is a compelling communication need to be met, Zoom can be used as long as data privacy risks are managed as far as possible. The below requirements must also be in place for a meeting to go ahead.

We also ask that Google Meet features are reviewed regularly and when the required features and capability equal that of Zoom, Meet is used preferentially.

Essential Requirements	Details
Subscription	**Zoom should only be on a monthly subscribed basis and only for this specific project for which an exception has been approved..** Features of Google Meet and BB Collaborate should be reviewed monthly and use of Zoom should be discontinued when the required features are available on University recommended platforms.
Browser version	Whenever possible the browser version of Zoom should be used rather than installing the desktop application.
Version 5.0.0 or higher	If the use of Zoom native application install is necessary make sure the application is updated to version 5.0.0 or higher that supports stronger AES 256-bit GCM encryption. Older versions use less secure AES 126 CBC or 256 ECB. The application must be uninstalled when from all devices when no longer required.

Attending Meetings	Staff and students, other than nominated licence holders, should only join meetings as a guest (i.e. there is no need for staff to register for a Zoom account).. Staff should attend meetings without installing or using the Zoom app or Google Extensions or Marketplace apps.
Starting the meeting	At the start of the webinar put the following text in the chat: "Please note that this webinar/meeting is taking place using a 3rd party platform (Zoom). Please do not share or discuss any personal details or information that you would wish to remain private" Please note this will/won't be recorded (as applicable) **Or** you can set the chat up so that only the host/moderator can see it, and answer the questions verbally.
AES 256 GCM must be in use.	Although Zoom's client 5.0.0 and higher supports AES 256 GCM, the encryption method may not be in use. Zoom has stated that it is to be automatically enabled for all accounts on May 30. **If AES 256 GCM is not being used we recommend you do not proceed with the meeting.** If proceeded please do so with caution being mindful not to discuss personal or sensitive information.
Password used for meeting	Ensure that meeting passwords are required to join and that they are not published in an uncontrolled manner.
Waiting room on by default	Make sure that the waiting room features are turned on. This should be on by default from version 5.0. Use the "Waiting "Room" feature to have participants wait until the host arrives and vet participants prior to entering the meeting. TIP: For meetings with large numbers we recommend assigning a trustable co-host who can focus on overseeing attendee admissions.
Lock the room	When all attendees are in the meeting the meeting host must lock the meeting thus preventing anyone else from entering
Screen Share off	Using the security controls at the bottom turn off Screen share functionality. Only allow this feature to be turned on if: ● You give all attendees prior warning

	● You are not discussing or sharing any personal or sensitive information.
Data Centre in USA or EU	The data centre for the meeting must be displayed as either in the USA or EU. If the meeting is being routed to a non-US or EU country proceed with caution. If personal or sensitive information is being discussed be mindful that this may be accessed by the nation-state in which the server is located.

**
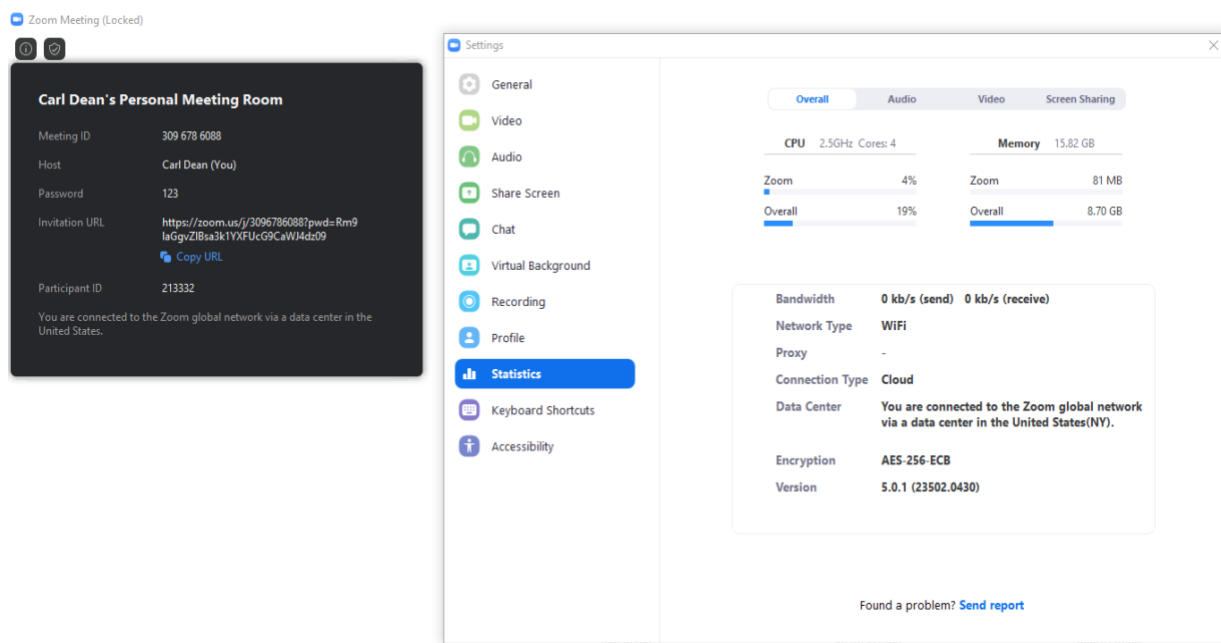
Screenshot of Zoom settings where you can assess Data Centre, Encryption type and application version.

Appendix 3: Research Ethics Application

Completing the University's Research Ethics Application Form

This document outlines the information you are asked to complete on the University's online ethics application form, and the supporting information given.

When answering the form's questions it is best to answer them as comprehensively as possible to ensure that the ethics reviewers have sufficient information to enable them to make an informed judgment. Whilst the expectation is that the University's ethics review procedure is reasonably short, a delay can occur if insufficient information is provided as this necessitates a request by the ethics reviewers for further information.

Questions you are required to answer are highlighted in red.

Section A: Applicant details

First name: Louisa	Last name: Hill	Email: lhill4@sheffield.ac.u
Home Department: School of Education	Date application started:	
Applying as: Student	Registration Number.	

Note: The details above are populated from your University computer account. If they are incorrect please contact helpdesk@sheffield.ac.uk.

Does your application need to be reviewed by a department that is not your home department?
Yes   No
If you are unsure about this, the answer is probably 'no'. Your department's ethics administrator will be able to send the application to the correct department if necessary.

Please enter the title of your research project:

* Has your research project undergone academic review, in accordance with the appropriate process? Yes No

Academic review is conducted to ensure that the methods and proposed purpose of the research are robust and appropriate. It is sometimes referred to as scientific review, and should take place before an ethics application is submitted. This is partly to enable the ethics reviewers to focus on the ethical issues rather than, for example, the design and methodology. This will also help to ensure that research is of a sufficiently high quality, and to avoid a situation in which it might be deemed unethical to involve participants at all because

the research is not of sufficient value/merit. Academic review is conducted at departmental level within the University of Sheffield, and all departments define their own processes.

Different methods of academic review are used across the University; amongst others, these include assessment of a research proposal by module leader or dissertation supervisor, feedback on research proposal from a supervisor, a departmental confirmation review process, or a process to facilitate discussion of, and feedback on, a research proposal from colleagues, Head of Department or Director of Research.

Research funders also undertake academic review of research proposals as part of their processes for processing grant applications. If a project has been awarded research funding, then it can be assumed that it has received an appropriate level of academic review, and hence the 'yes' answer may be selected.

Whilst selecting 'no' in answer to this question will not prevent your application from being ethically reviewed, it is likely that it will take longer to obtain ethics approval if your project has not already undergone some form of academic review. If you are unsure if your research has undergone academic review, please check with your departmental Director of Research or your Course Leader/Supervisor.

Please enter details of any similar applications:

Programme Name

Module Name

Section B: Basic information

1: Supervisor
Please add your supervisor below:

Vassiliki Papatsiba

2: Proposed project duration

01/05/20-01/04/21

3: Project Code (where applicable):
Please enter the Project code number if the project is funded or if it is healthcare research.
For a definition of healthcare research see
https://www.sheffield.ac.uk/rs/ethicsandintegrity/governance/definition
The costing tool is accessible at:
https://www.sheffield.ac.uk/rs/pricing/costingtool

4: Suitability
The following statements are designed to highlight whether your project is suitable to be reviewed by the University Research Ethics Procedure and whether there are any special considerations which need to be taken into account for your project.
Please indicate if your research:

- Is taking place outside the UK?   Yes   No

If yes: The Alternative Ethics Review Procedure may apply to your research. If there isn't a local ethics review procedure (which is sufficiently robust), please include details in your application to show you have considered this route.
For further guidance see
https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure/alternative

If the local ethics review procedure applies, please submit the relevant documentation via email to your Ethics Administrator.

- Involves the NHS?   Yes   No

If yes: Research which only involves NHS staff or NHS premises may be reviewed via the University procedure. All other NHS research must be reviewed using the HRA proceedure.
For further guidance see: https://www.sheffield.ac.uk/rs/ethicsandintegrity/governance/index

- Is healthcare research?   Yes   No

If yes: Healthcare research must follow the Research Governance Procedure. For further details, including a definition of healthcare research see:
https://www.sheffield.ac.uk/rs/ethicsandintegrity/governance/index

- Is the project ESRC funded?   Yes   No

If yes: This applies to all ESRC-funded projects including studentships. Your department's Ethics Administrator will ensure that the ethics review is undertaken in accordance with ESRC's Framework for Research Ethics

- Is being led by another UK institution?   Yes   No

If yes: The ethics review procedure of the lead institution should apply, rather than the University of Sheffield's, on the condition that it is sufficiently robust. For further guidance, please see: https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure/alternative

- Involves human tissue?   Yes   No

If yes: If your project involves using tissue from a licenced tissue bank then ethics approval is not required as the tissue bank has a blanket ethics approval, but you must ensure you comply with the terms of this approval.
All other types of human tissue research (except the collection of human tissue sample(s) from healthy volunteers) must be reviewed by an NHS Research Ethics Committee. If it involves taking new human tissue samples you will need to obtain confirmation that appropriate University insurance is in place; email insurance@sheffield.ac.uk *and request a copy of the 'Clinical Trial Insurance Application Form.' For further guidance see:* https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/policy-notes

- Is a clinical trial or human interventional study?   Yes   No

The University has a broad definition of clinical trials/human interventional studies; see: https://www.sheffield.ac.uk/rs/ethicsandintegrity/clinicaltrials
All clinical trials/human interventional studies have extra governance requirements and must follow the Research Governance Procedure. The nature of the trial will determine the type of ethics approval required (University or NHS) and who the trial's sponsor will be (usually the University, the NHS Trust or the pharmaceutical
company, although the University will not sponsor clinical trials of Investigational Medicinal Products). Please carefully check the type of ethics approval required before submitting your application.
For further details on the Research Governance Procedure see:
https://www.sheffield.ac.uk/rs/ethicsandintegrity/governance/index

- Is a social care research?   Yes   No

Certain types of social care research can be reviewed by the University procedure but your department's Ethics Administrator will need to be aware that it is social care research to ensure that this is undertaken in accordance with the Department of Health's requirements. For further guidance on deciding whether your research can be reviewed via the University procedure see:

- Involves adults (over 16s) who lack the capacity to consent? Yes   No

Such research is subject to statutory regulation and cannot be ethically reviewed by a University research ethics committee. Further details can be found here: *https://www.shef.ac.uk/polopoly_fs/1.165638!/file/SREGP-Adults-LCC.pdf*

If you are unsure whether your research is classed as involving adults who lack the capacity to consent, please contact your department's Principal Ethics Contact.

- Involves research on groups that are on the Home Office list of 'Proscribed terrorist groups or organisations'   Yes   No
  A list of these groups is available here:
  https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2

If your research involves taking new samples of human biological material, testing a medicinal product, additional radiation above that required for clinical care or investigating a medical device then you also need to obtain confirmation that appropriate University insurance is in place. To do this, email insurance@sheffield.ac.uk and request a copy of the 'Clinical Trial Insurance Application Form'.

5: Indicators of risk

The following statements are designed to highlight whether your research involves any particularly vulnerable participants or addresses any highly sensitive topics. You should consider how the potential risks posed by these participants and/or topics can be mitigated, and include this in your answers to sections C-F. Select yes for the corresponding box if one or more of the following apply.

Potentially Vulnerable Participants

This includes, but is not restricted to:

a.   People whose competence to exercise informed consent is in doubt, such as:

 i.   infants and children under 18 years of age ii.   people who lack mental capacity

iii.   people who suffer from psychiatric or personality disorders, including those conditions in which capacity to consent may fluctuate

iv.   people who may have only a basic or elementary knowledge of the language in which the research is conducted

  b.   People who may socially not be in a position to exercise unfettered informed consent, such as:

 i.   people who depend on the protection of, or are controlled and influenced by, research gatekeepers (e.g. school pupils, children and young people in care, members of the armed forces, young offenders, prisoners, asylum seekers, organisational employees)

ii.   family members of the researcher(s)

iii.   in general, people who appear to feel they have no real choice on whether or not to participate

c.   People whose circumstances may unduly influence their decisions to consent, such as:

i.   people with disabilities

ii.   people who are frail or in poor health

iii.   relatives and friends of participants considered to be vulnerable iv. people who feel that participation will result in access to better

treatment and/or support for them or others

v.   people who anticipate any other perceived benefits of participation

vi.   people who, by participating in research, can obtain perceived and/or real benefits to which they otherwise would not have access

For further guidance see section 3.1.4 Assessing ethical risk
https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure/proceduralelements

Involves potentially vulnerable participants?   Yes   No

Highly Sensitive Topics
This includes, but is not restricted to:
- 'race' or ethnicity
- political opinion
- trade union membership
- religious, spiritual or other beliefs
- physical or mental health conditions
- sexual orientation or sex life
- abuse (child, adult)
- nudity and the body
- criminal or illegal activities
- political asylum
- conflict situations
- personal violence
- personal finances
- genetics
- biometrics (where this is used to identify someone)

For further guidance see section 3.1.4 Assessing ethical risk
seehttps://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure/proceduralelements

Involves potentially highly sensitive topics?   Yes   No

Section C: Summary of research
Guidance note: Your application is more likely to be approved quickly if you provide the ethics reviewers with enough detail so that they can make an informed judgement about the research without having to ask for further details. You should:
-        provide sufficient information about all aspects of the research
-        use appropriate language accessible to a lay/non-specialist person
-        ensure consistency across all documentation
-        pay attention to detailin the answers to your questions
-        consider any potential risks posed by the research and state how you intend
to mitigate these risks (please note: research which may present a risk and/or presents potentially contentious issues may be undertaken providing these risks have been justified with appropriate steps put in place to mitigate and manage them).

1. Aims & Objectives
International student mobility will be unavoidably disrupted because of the COVID-19 pandemic, yet international and intercultural curricula have to continue for the benefit of all

students in the home HEI, therefore there is a pressing need for HEIs worldwide to harness Internationalisation at Home pedagogic practices.

Internationalisation at Home is concerned with the purposeful integration of pedagogic practices that encompass international and intercultural dimensions and benefits all students in the home HEI. Although academics potentially play a key role in implementing Internationalisation at Home, they tend not to routinely adapt their pedagogic practices. The research specifically focuses on business school academics implementing Internationalisation at Home pedagogic practices, as business schools in HEIs attract large numbers of international students. Additionally, there is a need for graduates to possess intercultural and international competencies and become global citizens.

The study aims to examine the factors that lead to successful change in relation to business school academics using Internationalisation at Home pedagogic practices. The study seeks to gain an understanding of the challenges that business school academics face in using Internationalisation at Home pedagogic practices and how business school academics can be supported to overcome the latter.

Research Questions
1. What factors lead to successful change in relation to business school academics using IaH pedagogic practices?
2. What are the challenges that business school academics face in using IaH pedagogic practices?
3. How can business school academics be supported to use IaH pedagogic practices?

2. Methodology

The RQs will be addressed through a world café (Brown & Issacs, 2005) and semi-structured interviews. All methods will be tested through a pilot phase of research to ensure they are fit for purpose and obtain the forms of data that facilitate understanding of the RQs.

	Online World Café*	**Semi-Structured Interviews***
Number of Participants	10-16	6
Duration	90 mins	60 mins
Participants	Business school academics	Directors of Internationalisation in Business Schools and 'Internationalisation Champions'
RQ 1	X	X
RQ 2	X	X
RQ 3	X	X

* All research will be conducted via a medium that is dependent upon the up to date government guidelines regarding the COVID-19 situation, i.e. face-to-face online via Zoom (for the world café) or telephone (for the semi-structured interviews).

World Café

A world café (Brown & Issacs, 2005*[1]) will be used to address RQ1, RQ2 and RQ3. World Cafés have been used for to reflect on internationalisation in higher education (Estacio & Karic, 2016*[2]) and to facilitate organisational change (Ward, Borawski & Brown, 2016*[3]).

The world café will comprise of 10-16 business school academics will be undertaken to explore the factors that lead to successful change in relation to business school academics using Internationalisation at Home pedagogic practices. The world café will also examine the challenges that business school academics face in using Internationalisation at Home pedagogic practices and how they can be supported in overcoming these challenges.

The world café will be 90 minutes.

The 90 minute world café will be conducted via a medium that is dependent upon the up to date government guidelines regarding the COVID-19 situation, i.e. face-to-face or online via Zoom.

Similar to a face-to-face world café, Zoom can be used to split participants into subgroups otherwise known as Zoom breakout rooms. However, in order to video-record the smaller group rooms, a participant will need to record the room and send the recording to the researcher's secure University of Sheffield Google Drive folder. All participants will be asked to do this, and be provided with guidelines and a demonstration of how to do this beforehand).

Example World Café Questions
a. What are the benefits to students in relation to business school academics using IaH pedagogic practices?
b. What are the benefits to business school academics in relation to using IaH pedagogic practices?
c. What factors lead to successful change in relation to business school academics using IaH pedagogic practices?
d. What stages are involved in bringing about successful change in relation to business school academics using IaH pedagogic practices?
e. What are the challenges that business school academics face in using IaH pedagogic practices?
f. How can business school academics be supported to use IaH pedagogic practices?

*[1]Brown, J. & Issacs, D. (2005) *The World Café shaping our futures through conversations that matter*. San Francisco, CA: Berrett-Koehler Publishers.
*[2] Estacio, E. V. & Karic, T. (2016) The World Café: An innovative method to facilitate reflections on internationalisation in higher education. *Journal of Further and Higher Education*, 40 (6), 731-745.
*[3] Ward, A., Borawski, P. E. & Brown, J. (2016) Case study: world café enabling strategic change at the American Society for quality. In S. Lewis, J. Passmore & S. Cantore (Eds.) *Appreciative Inquiry for Change Management: Using AI to Facilitate Organizational Development* (pp. 218-231). London: Kogan Page.

Semi-Structured Interviews
Semi-structured interviews will be used to address RQ1, RQ2 and RQ3. Approximately 6 interviewees who are either:

- Directors of Internationalisation in Business Schools – responsible for internationalisation strategy in business school in the UK (Chartered Association of Business Schools, 2020*[4])
- Internationalisation Champions – academics who have developed small-scale, mainly bottoms-up internationalisation initiatives related to pedagogic practice and tend to be based in business schools (Warwick, 2020*5)

The interviews will be undertaken to explore the factors that lead to successful change in relation to business school academics using Internationalisation at Home pedagogic practices. The world café will also examine the challenges that business school academics face in using Internationalisation at Home pedagogic practices and how they can be supported in overcoming these challenges.

The semi-structured interviews will be 60 minutes.

The semi-structured interviews will be conducted via a medium that is dependent upon up to date government guidelines regarding the COVID-19 situation and interviewees personal preferences i.e. face-to-face or via telephone, Skype, Zoom or other online meeting software.

Example World Café Questions
a. Tell me a little about your experiences of implementing internationalisation into pedagogic practices.
b. What are the benefits to business school academics in relation to using IaH pedagogic practices?
c. What factors lead to successful change in relation to business school academics using IaH pedagogic practices?
d. What stages are involved in bringing about successful change in relation to business school academics using IaH pedagogic practices?
e. How does the reluctance of business school academics changing their practices, manifest in their work?
f. What are the challenges that business school academics face in using IaH pedagogic practices?
g. How can business school academics be supported to use IaH pedagogic practices?

*[4] Chartered Association of Business Schools (2020) The Directors of International Meeting. Retrieved from: https://charteredabs.org/events/internationalweb/

*[5] Warwick, J. P. (2012) *University Internationalisation Strategies – A Managerial Perspective (Doctoral dissertation).* Retrieved from http://etheses.whiterose.ac.uk/3297/

3. Personal Safety
You should consider whether any of the planned research activities pose a risk for you or any other researchers involved in the project. Issues of personal safety should be particularly considered when the researcher is working outside normal hours, conducting activities off University premises (especially if working alone), working with potentially threatening people or conducting activities in a potentially dangerous environment. Procedures should be put in

place to protect the researcher's safety as far as possible. (NB. Please check whether your department has any specific procedures relating to risk assessment)
* Have you completed your departmental risk assessment procedures, if appropriate?   Yes   No   In progress   Not applicable

Does your research raise any issues of personal safety for you or other researchers involved in the project?   Yes   No

If yes: Explain the issues of personal safety raised and how these issues will be managed

If no Please explain your reasons for believing there to be no personal safety issues

Data collection will be undertaken on university campuses.

Section D: About the participants

1. Potential Participants
You should include information on how you will decide who the potential participants will be. If potentially vulnerable participants will be involved in your research, you should justify why the research needs to be done using this participant group. Further information on conducting research with vulnerable participants is available at:
https://www.sheffield.ac.uk/polopoly_fs/1.112756!/file/Research-Ethics-Policy-Note-6.pdf.

Online World Café
The world café will comprise of 10-16 business school academics will be undertaken to explore the what factors lead to successful change in relation to business school academics using Internationalisation at Home pedagogic practices. The world café will also examine the challenges that business school academics face in using Internationalisation at Home pedagogic practices and how these could be overcome.

These academics will be identified as they work in one specific, large business school in a UK university.
The world café will be 90 minutes.

Remote Semi-structured Interviews
Approximately 6 Directors of International or Internationalisation Champions will be interviewed. These interviewees will be either responsible for internationalisation strategy in business schools or are academics who have developed small-scale, mainly bottoms-up internationalisation initiatives related to pedagogic practice and tend to be based in business schools. These interviews will be used to explore what factors lead to successful change in relation to business school academics using Internationalisation at Home pedagogic practices. The interviews will also examine the challenges that business school academics face in using Internationalisation at Home pedagogic practices and how these could be overcome.

Directors of Internationalisation will be identified through membership of the UK's Chartered Association of Business Schools' The Directors of International Meeting.

Internationalisation Champions will be identified via presentations at internationalisation or similar in-house dissemination events within a specific business school in the UK. These

academics will have developed small-scale, mainly bottoms-up internationalisation initiatives related to pedagogic practice and tend to be based in business schools

The semi-structured interviews will be 60 minutes each.

2. Recruiting Participants

World Café
These academics will be identified as they work in one specific, large business school in a UK university.

I will approach the individuals by a generic email sent to all academic staff in one large UK business school. The email will contain information about the research and an invitation to participate in semi-structured interview (the e-mail will include the Participant Information Sheet and Consent Form). Initial interest in becoming involved will be indicated through e-mail response.

Semi-structured Interviews
Directors of Internationalisation will be identified through membership of the UK's Chartered Association of Business Schools' The Directors of International Meeting.

Internationalisation Champions will be identified via presentations at internationalisation or similar in-house dissemination events within a specific business school in the UK. These academics will have developed small-scale, mainly bottoms-up internationalisation initiatives related to pedagogic practice and tend to be based in business schools

I will approach the individuals by email with information about the research and an invitation to participate in semi-structured interview (the email will include the Participant Information Sheet and Consent Form). Initial interest in becoming involved will be indicated through email response.

Do you intend to advertise your study using the volunteer lists for staff or students maintained by CiCS? Yes   No

If yes Please explain which other methods have been considered and why these are unsuitable.

3. Consent

World Café
I intend to obtain voluntary and informed consent through use of a participant consent form to be completed after the participant has had an opportunity to read the Participant Information Sheet which explicitly sets out the aims of the research and participants role within it. The Participant Information Sheet and Consent form will be distributed by email. Video-recording and note taking of the world café will take place only if all participants consent. Participants will be asked again if they all consent to video-recording, photographs of anything written on

the paper tablecloths (face-to-face world café) or screenshots of any discussion notes (online world café) and note taking.

Participants will be able to withdraw up until 2 weeks after the world café has taken place and this will be made explicit in the supporting documentation.

Semi-Structured Interviews
I intend to obtain voluntary and informed consent through use of a participant consent form to be completed after the participant has had an opportunity to read the Participant Information Sheet which explicitly sets out the aims of the research and participants role within it. The Participant Information Sheet and Consent form will be distributed by email. At the start of each semi-structured interview, the participant will be asked again if they consent to video-recording and note taking.

Participants will be able to withdraw up until 2 weeks after the semi-structured interview has taken place and this will be made explicit in the supporting documentation.

Will informed consent be obtained from the participants?   Yes   No

Remember to upload your participant information sheet and consent form in section F (where appropriate)

If yes: How do you plan to obtain informed consent? (i.e. the proposed process)

Further guidance is available at:
https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/policy-notes/homepage

If no: Please explain and justify why you will not be obtaining informed consent?

4. Payment

Will financial/in kind payments be offered to participants?   Yes   No

If yes: Please provide details and justification for this payment

5. Potential Harm to Participants

World Café
All questions for the world café will be tested through a pilot phase of research. If physical / psychological risk becomes apparent in the pilot phase, this will be discussed with my thesis supervisor and the approach will be amended in order to minimise the risk.

Names of participants will be anonymised.

World café time and date will be scheduled at a time perceived as most convenient to all participants.

The 90 minute world café will be conducted via a medium that is dependent upon the up to date government guidelines regarding the COVID-19 situation, i.e. face-to-face or online via Zoom. (Similar to a face-to-face world café, Zoom can be used to split participants into subgroups otherwise known as Zoom breakout rooms. However, in order to video-record the smaller group rooms, a participant will need to record the room and send the recording to the researcher's secure University of Sheffield Google Drive folder. All participants will be asked to do this, and be provided with guidelines and a demonstration of how to do this beforehand).

Semi-Structured Interviews
All questions for the semi-structured interviews will be tested through a pilot phase of research. If physical / psychological risk becomes apparent in the pilot phase, this will be discussed with my thesis supervisor and the approach will be amended in order to minimise the risk.

Names of participants will be anonymised.

Interview time and date will be scheduled at the convenience of the participant.

The 60-minute semi-structured interview will be conducted by via a medium that is dependent upon up to date government guidelines regarding the COVID-19 situation and interviewees personal preferences i.e. face-to-face or via telephone, Skype, Zoom or other online meeting software.

Section E: About the data
1. Data Processing
Will you be processing (i.e. collecting, recording, storing, or otherwise using) personal data as part of this project? (Personal data is any information relating to an identified or identifiable living person).   Yes   No
If yes
Which organisation(s) will act as Data Controller (i.e. the organisation which determines the purposes and means of processing the data) for personal data collected and used as part of the project? (Normally this will be the University of Sheffield, but if you are working collaboratively with external partners, there must be agreement regarding who takes on this responsibility – an alternative, or joint Data Controllers, may be applicable.)
Choose Organisation
University of Sheffield only
Other

2 Legal basis for processing of personal data
According to data protection legislation you must have an appropriate legal basis for processing personal data. The University considers that for the vast majority of research, 'a task in the public interest' (6(1)(e)) will be the most appropriate legal basis.

If you don't feel this is appropriate for your research and wish to use an alternative legal basis, please contact the UREC for guidance. Further guidance is also provided here: https://www.sheffield.ac.uk/polopoly_fs/1.112753!/file/Research-Ethics-Policy-Note-4.pdf If, following discussion with the UREC, you wish to use an alternative legal basis, please provide details of the legal basis, and the reasons for applying it, below:

Will you be processing (i.e. collecting, recording, storing, or otherwise using) 'Special Category' personal data?   Yes   No

The following is classed as Special Category data:
- racial or ethnic origin;
- political opinions;
- religious or philosophical beliefs;
- trade union membership;
- data concerning health;
- data concerning a person's sex life or sexual orientation;
- genetic data;
- biometric data for the purpose of uniquely identifying a natural (living) person;
- criminal records or allegations of criminal / illegal activity.

3. Data Confidentiality

World Café
Names of participants will be anonymised.

Semi-Structured Interviews
Names of participants will be anonymised.

4. Data Storage and Security

World Café
When transcribing video-recordings all information attributable to particular individuals will be anonymised. Any information on the paper table cloths (face-to-face) or online discussion screenshots (online world café) that are attributable to particular individuals will be anonymised, before photographs are taken. Video-recording, photographs face-to-face world café) or screenshots of any discussion notes (online world café) and notes taken during the world café will be destroyed upon completion of studies and confirmation of award.

Similar to a face-to-face world café, Zoom can be used to split participants into subgroups otherwise known as Zoom breakout rooms. However, in order to video-record the smaller group rooms, a participant will need to record the room and send the recording to the researcher's secure University of Sheffield Google Drive folder. All participants will be asked to do this, and be provided with guidelines and a demonstration of how to do this beforehand).

I will solely store and analyse the data in a secure location in my home. I will have sole use of the data generated and it will not be used for any research projects in the future. I will have a

back-up of the digital data held in my University of Sheffield Google drive. Access to all digital data will be password protected.

Semi-Structured Interviews
When transcribing video-recording all information attributable to particular individuals will be anonymised. Video-recordings and notes taken during the semi-structured interviews will be destroyed upon completion of studies and confirmation of award.

I will solely store and analyse the data in a secure location in my home. I will have sole use of the data generated and it will not be used for any research projects in the future. I will have a back-up of the digital data held in my University of Sheffield Google drive. Access to all digital data will be password protected.

Will all identifiable personal data be destroyed within a defined period after the project has ended?   Yes   No

Upon confirmation of award.

Section F: Supporting documentation

Information & Consent

Are the following supporting documents relevant to your project? Participant information sheet(s)   Yes   No Consent form(s)   Yes   No

You can download a template information sheet and consent form from: https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/further-guidance/universityprocedure2/uerprocedurec

Additional Documentation

If any other supporting documentation (such as a complete research proposal, a letter of support from a research partner or a covering letter) is relevant to your application, please upload it here.

External Documentation

Use the box below to provide links to additional documentation which is already online.

Section G: Declaration

In signing this declaration I am confirming that:

- The form is accurate to the best of my knowledge and belief.
- The project will abide by the University's Research Ethics Policy: https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure
- The project will abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/rs/ethicsandintegrity/index
- There is no potential material interest that may, or may appear to, impair the independence and objectivity of researchers conducting this project.
- Subject to the project being approved, I undertake to adhere to any ethics conditions that may be set.
- I will inform my supervisor of significant changes to the project that might affect my answers to the questions in this form.
- I understand that the project, including research records and data, may be subject to inspection for audit purposes, if required in future.
- I understand that personal data about me as a researcher in this form will be held by those involved in the ethics review procedure (e.g. the Ethics Administrator and/or ethics reviewers) and that this will be managed according to the relevant data protection legislation.
- I understand that this project cannot be submitted for ethics approval in more than one department, and that if I wish to appeal against the decision made, this must be done through the original department.

After you press the 'Submit' button, your form will forward to your Supervisor for their review. They may return it to you for changes to be made. Once your Supervisor is happy with the form it will be ethically reviewed by the appropriate number of people in line with the University's Research Ethics Policy.

You will receive notification of the decision on your project in due course - you must not commence the research until you have received notification that the project has ethics approval. Please contact your Supervisor if you have any queries.
Please check this box if you would be happy for your application to be anonymously used for teaching purposes?

Signature

Appendix 4: Research Ethics Application Approval

Louisa Hill
Registration number: 140235399
School of Education
Programme: EdD in Higher Education

Dear Louisa

PROJECT TITLE: Enhancing Business School Academics Pedagogic Practices: Academic Development for Internationalisation at Home
APPLICATION: Reference Number 034944

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 01/07/2020 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 034944 (form submission date: 26/06/2020); (expected project end date: 01/06/2021).
- Participant information sheet 1079554 version 3 (26/06/2020).
- Participant information sheet 1079553 version 3 (26/06/2020).
- Participant consent form 1079556 version 3 (26/06/2020).
- Participant consent form 1079555 version 3 (26/06/2020).

If during the course of the project you need to deviate significantly from the above-approved documentation please inform me since written approval will be required.

Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely

David Hyatt
Ethics Administrator
School of Education

Please note the following responsibilities of the researcher in delivering the research project:

- The project must abide by the University's Research Ethics Policy:
  https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure
- The project must abide by the University's Good Research & Innovation Practices Policy:
  https://www.sheffield.ac.uk/polopoly_fs/1.671066!/file/GRIPPolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.

Appendix 5: Semi-Structured Interview Interviewee Information Sheet

Participant Information Sheet

Doctoral Research: Enhancing Pedagogic Practice: Academic Development for Internationalisation at Home

Invitation to participate:

I would like to invite you to take part in my research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Louisa Hill (Researcher)
e-mail: lhill4@sheffield.ac.uk

Background to my research
I am Louisa Hill, a doctoral student in the School of Education at the University of Sheffield. I am also an Associate Professor at the University of Leeds, with more than 17 years teaching experience. As part of my doctoral studies I am conducting research on Internationalisation at Home, which is concerned with the purposeful integration of pedagogic practices that encompass international and intercultural dimensions and benefits all students in the home HEI. International student mobility will be unavoidably disrupted because of the COVID-19 pandemic, yet international and intercultural curricula have to continue for the benefit of all students in the home HEI, therefore there is a pressing need for HEIs worldwide to harness Internationalisation at Home pedagogic practices.

Although academics potentially play a key role in implementing Internationalisation at Home through their pedagogic practices they tend not to routinely implement such methods in their pedagogic practices. The research specifically focuses on business school academics implementing Internationalisation at Home pedagogic practices, as business schools in HEIs attract large numbers of international students. Additionally, there is a need for graduates to possess intercultural and international competencies and become global citizens.

Do you have to take part?
It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form) and you can still withdraw anytime up until 2 weeks after the interview without any negative consequences. You do not have to give a reason. If you wish to withdraw from this research please contact: **lhill4@sheffield.ac.uk**

What will happen to me if I take part? What do I have to do?
If you choose to participate in this project, you will be interviewed on one occasion. The 60-minute semi-structured interview will be conducted via a medium that is dependent upon the up to date government guidelines regarding the COVID-19 situation and your own preference, i.e. face-to-face, telephone or via Skype, Zoom or other online meeting software. Interviews will be scheduled at a date and time convenient to you. The interview will use a framework of open-ended questions to examine what factors lead to successful change in relation to business school academics using IaH pedagogic practices. The interview also seeks to gain an understanding of the challenges that business school academics face in using Internationalisation at Home pedagogic practices and how business school academics can be supported to overcome the latter.

What are the possible disadvantages and risks of taking part?
There is minimal risk associated with participation.

What are the possible benefits of taking part?
Whilst there are no immediate benefits for those participating in the project, it is hoped that you may find the project interesting. The results of this research will be written up as a doctoral thesis and following this, papers may also be published based on this research. Hopefully, this work will not only provide participants with an enhanced understanding of how to support business academic in using Internationalisation at Home pedagogic practice in business schools, but prove useful to other faculties and other educational institutions.

Will my taking part in this project be kept confidential?
All data will be collected, stored and handled in compliance with the General Data Protection Regulation 2018. All of the information I collect about you during the course of the research will be kept strictly confidential and will only be accessible to me. Any personal data, such as your name, will be anonymised (as per consent form).

What will happen to the data collected, and the results of the research project?
The video recordings and any note taking of the interviews made during this research will be used only for analysis. No other use will be made of them without your written permission, and no others will be allowed access to the original recordings.

When transcribing interview data all information attributable to particular individuals will be anonymised. The video recordings and any notes taken, will be destroyed following transcription. Other data will be destroyed upon completion of studies and confirmation of award.

I will solely store and analyse the data in a secure location in my home. I will have sole use of the data generated and it will not be used for any research projects in the future. I will have a back-up of the digital data held in my University of Sheffield Google drive. Access to all digital data will be password protected.

The results of the research will be published in a doctoral thesis and other research publications.

Who is organising and funding the research?
The research is not sponsored or funded by an organisation or company.

Who is the data controller?

The University of Sheffield is the Data Controller for this study. This means that the University is responsible for looking after your information and using it properly.

Who has ethically reviewed the project?

The project has been ethically reviewed via the University of Sheffield's School of Education's ethics review procedure.

What if something goes wrong?

In the event that a participant wishes to raise a complaint in the first instance please contact:

Doctoral researcher: Ms Louisa Hill at lhill4@sheffield.ac.uk
Thesis supervisor: Dr Vassiliki Papatsiba at v.papatsiba@sheffield.ac.uk

In the event that you are not satisfied with how the complaint has been handled, please contact the Head of School, Professor Elizabeth Wood at e.a.wood@sheffield.ac.uk

If your complaint relates to how your personal data has been handled, information about how to raise a complaint can be found in the University's Privacy Notice: https://www.sheffield.ac.uk/govern/data-protection/privacy/general

Contact for further information

Doctoral researcher:
e-mail: lhill4@sheffield.ac.uk

Thesis supervisor: Dr Vassiliki Papatsiba
e-mail: v.papatsiba@sheffield.ac.uk

Finally.....

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. Once signed by all parties you will receive a copy of the signed and dated participant consent form, the information sheet and any other written information provided to the participants. A copy of the signed and dated consent form will be placed in the project's main record (e.g. a site file), which will be kept in a secure location.

Many thanks for your interest.

Louisa Hill

Appendix 6: Semi-Structured Interview Interviewee Consent Form

Enhancing Pedagogic Practice: Academic Development for Internationalisation at Home Interview Consent Form

Please tick the appropriate boxes	Yes	No
Taking Part in the Project		
I have read and understood the project information sheet or the project has been fully explained to me. (If you will answer No to this question please do not proceed with this consent form until you are fully aware of what your participation in the project will mean.)		
I have been given the opportunity to ask questions about the project.		
I agree to take part in the project. I understand that taking part in the project will include being interviewed.		
I agree to the interview being video-recorded		
I understand that my taking part is voluntary and that I can withdraw from the study up until 2 weeks after the interview takes place. I do not have to give any reasons for why I no longer want to take part and there will be no adverse consequences if I choose to withdraw.		
How my information will be used during and after the project		
I understand my personal details such as name, phone number, address and email address etc. will not be revealed to people outside the project.		
I understand that I will not be named in any research outputs.		
I understand that the findings from the interview will be published in the doctoral thesis and other research outputs.		
So that the information you provide can be used legally by the researchers		
I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield.		

Name of participant [printed]   Signature   Date

Name of Researcher [printed]   Signature   Date
Louisa Hill

Project contact details for further information:
Researcher: Louisa Hill, EdD in Higher Education student, University of Sheffield, lhill4@sheffield.ac.uk

Supervisor: Vassiliki Papatsiba, Senior Lecturer, University of Sheffield, v.papatsiba@Sheffield.ac.uk

Save 2 copies of the consent form: 1 paper copy for the participant, 1 copy for the research data file

Appendix 7: Semi-Structured Interview Schedule

Introduction

A. Hope you had an enjoyable Christmas break.

B. Thanks for your time today and your input as [Director of International] your leadership expertise in internationalisation / [Internationalisation Champions] your knowledge on internationalisation.

C. I am Associate Professor in Student Education at LUBS and studying a doctorate.

D. I am keen to explore implementation of Internationalisation at Home in UK business schools.

E. Internationalisation at Home is concerned with academics using teaching methods in the domestic business school that develop students' international and intercultural skills.

F. Research suggests that implementing Internationalisation at Home methods in teaching is:
   - more inclusive than study abroad as up to 10% undertake SA, and even less if you are from a disadvantaged, student of colour or disabled.
   - responds to accreditation bodies such as AACSB and employers, to develop graduate employability.
   - promotes teaching excellence, with methods that actively support international students.

Interview Questions

1. What does internationalisation mean to you within your
   _____ role / as an internationalisation enthusiast?

Internationalisation at Home teaching methods include using a range of interactive teaching practices such as international role plays, experiential learning that draws on the culture diversity of students, multinational group work, community and work experiences in intercultural settings, virtual mobility, etc.

2. Could you briefly describe an example of best practice in your School that encompassed some of these teaching methods?
   - What enabled this to be initiated and implemented?
   - In terms of a less effective practice, what hindered it?

3. What do you perceive are the main obstacles for individual business academics in your Faculty/School in implementing Internationalisation at Home into their teaching practices?

4. How could academics in the various groups you mentioned such as _____, be supported to implement Internationalisation at Home practices?
   - To what extent would this support be discipline-specific?

5. What process could be used to implement Internationalisation at Home in teaching practices across a business Faculty/School?
   - Who would ensure that it is successfully implemented?

6. Do you have any further insights?

Appendix 8: Excerpt of a Semi-Structured Interview Coded Transcript

Transcript	Theme	Subtheme
Louisa: What do you perceive are the main obstacles for individual business academics in your Faculty/School in implementing IaH into their teaching practices?		
Meredith: Let me think. Because I mean, a lot of universities don't have the resources, but [university name] does, doesn't it, so I can't understand why can't put money into it. And I think, I think a lot of it though is perception, isn't it? A lot of people who unless they've taught international students, they don't get it. They don't understand it. So, I think the best thing you could do is to put the Vice Chancellor in a classroom teaching a group of Chinese students. And that goes for anybody at that level, because I think that you kind of lose focus if you're not in the classroom. And you, you see the problems in the classroom where basic English language or jokes or whatever, go over the students heads or they don't understand when you're trying to make it a bit funny or interesting, because they really are struggling. They don't even know how to take notes or the repeat something, word for word, and then they get caught plagiarising. So, I think it's a barrier that people are out of touch. I think people need to be perhaps more in touch with their own students, go down to the coalface again. And I think that could be a big problem. It's okay teaching English students, they're fine. But you have to teach an international students differently. And I think a lot of people don't realise that.	Support Support Challenge Challenge	Development Opportunities Management Intervention Pedagogic International Background
Louisa: How would you group all the academics in your Faculty/School in terms of their willingness, capability, commitment to implement IaH teaching methods?		
Meredith: It's a bit like if you've used the marketing tool, isn't it, you've got the Innovators that are really keen and enthusiastic and use lots of different approaches and they'll try and bring in different tools and techniques and do a bit of remote with it. And a bit of role play and case studies and they're quite the innovative key ones. Then you've got right at the other end, you've got the Laggards, they're just not interested that don't want to do it, they just want to carry on the can't be bothered. I think you've got the, the two extremes. And then in the middle, you've got the Drifters that will basically do what they are told if they have to, but they will come up with it themselves, but they will be forced to do it.	Support Challenges	Development Opportunities Inertia

Appendix 9: World Café Participant Information Sheet

<table>
<tr><td>The University Of Sheffield.</td><td style="text-align:right">Version 3</td></tr>
</table>

Participant Information Sheet

Doctoral Research: Enhancing Pedagogic Practice: Academic Development for Internationalisation at Home

Invitation to participate:

I would like to invite you to take part in my research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Louisa Hill (Researcher)
e-mail: lhill4@sheffield.ac.uk

Background to my research
I am Louisa Hill, a doctoral student in the School of Education at the University of Sheffield. I am also an Associate Professor at the University of Leeds, with more than 17 years teaching experience. As part of my doctoral studies I am conducting research on Internationalisation at Home, which is concerned with the purposeful integration of pedagogic practices that encompass international and intercultural dimensions and benefits all students in the home HEI. International student mobility will be unavoidably disrupted because of the COVID-19 pandemic, yet international and intercultural curricula have to continue for the benefit of all students in the home HEI, therefore there is a pressing need for HEIs worldwide to harness Internationalisation at Home pedagogic practices.

Although academics potentially play a key role in implementing Internationalisation at Home through their pedagogic practices they tend not to routinely implement such methods in their pedagogic practices. The research specifically focuses on business school academics implementing Internationalisation at Home pedagogic practices, as business schools in HEIs attract large numbers of international students. Additionally, there is a need for graduates to possess intercultural and international competencies and become global citizens.

Do you have to take part?
It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form) and you can still withdraw anytime up until 2 weeks after the world café has taken place without any negative consequences. You do not have to give a reason. If you wish to withdraw from this research please contact: **lhill4@sheffield.ac.uk**

What will happen to me if I take part? What do I have to do?
If you choose to participate in this project, you will participate in a world café on one occasion. A world café is a small, flexible group discussion that takes place in a relaxed, café-like setting. The 90 minute world café will be conducted via a medium that is dependent upon the up to date government guidelines regarding the COVID-19 situation, i.e. face-to-face or via Zoom. The world café will be scheduled at a date and time convenient to the majority of world café participants. The world café will use a framework of open-ended questions to examine what factors lead to successful change in relation to business school academics using IaH pedagogic practices. The world café also seeks to gain an understanding of the challenges that business school academics face in using Internationalisation at Home pedagogic practices and how business school academics can be supported to overcome the latter.

What are the possible disadvantages and risks of taking part?
There is minimal risk associated with participation.

What are the possible benefits of taking part?
Whilst there are no immediate benefits for those participating in the project, it is hoped that you may find the project interesting. The results of this research will be written up as a doctoral thesis and following this, papers may also be published based on this research. Hopefully, this work will not only provide participants with an enhanced understanding of how to support business academic in using Internationalisation at Home pedagogic practice in business schools, but prove useful to other faculties and other educational institutions.

Will my taking part in this project be kept confidential?
All data will be collected, stored and handled in compliance with the General Data Protection Regulation 2018. All of the information I collect about you during the course of the research will be kept strictly confidential and will only be accessible to me. Any personal data, such as your name, will be anonymised (as per consent form).

What will happen to the data collected, and the results of the research project?
Depending upon the up to date government guidelines regarding the COVID-19 situation, if the world café takes place via Zoom, participants will be asked to record the online breakout i.e. subgroup room that they are placed in and send a copy of the recording to the researcher's secure University of Sheffield Google Drive folder. (The researcher will provide guidelines and demonstrate how to do this beforehand).

If all world café participants agree, including yourself, video-recording of the world café will be made during this research, which will be used only for analysis. No other use will be made of them without your written permission, and no others will be allowed access to the original recordings. Any discussion notes written will be anonymised, before being analysed. No other use will be made of them without your written permission, and no others will be allowed access to the original recordings.

When transcribing world café data all information attributable to particular individuals will be anonymised. The video recordings will be destroyed following transcription. Other data will be destroyed upon completion of studies and confirmation of award.

The results of the research will be published in a doctoral thesis and other research publications.

I will solely store and analyse the data in a secure location in my home. I will have sole use of the data generated and it will not be used for any research projects in the future. I will have a back-up of the digital data held in my University of Sheffield Google drive. Access to all digital data will be password protected.

Who is organising and funding the research?
The research is not sponsored or funded by an organisation or company.

Who is the data controller?
The University of Sheffield is the Data Controller for this study. This means that the University is responsible for looking after your information and using it properly.

Who has ethically reviewed the project?
The project has been ethically reviewed via the University of Sheffield's School of Education's ethics review procedure.

What if something goes wrong?
In the event that a participant wishes to raise a complaint in the first instance please contact:

Doctoral researcher: Ms Louisa Hill at lhill4@sheffield.ac.uk
Thesis supervisor: Dr Vassiliki Papatsiba at v.papatsiba@sheffield.ac.uk

In the event that you are not satisfied with how the complaint has been handled, please contact the Head of School, Professor Elizabeth Wood at e.a.wood@sheffield.ac.uk

If your complaint relates to how your personal data has been handled, information about how to raise a complaint can be found in the University's Privacy Notice:
https://www.sheffield.ac.uk/govern/data-protection/privacy/general

Contact for further information

Doctoral researcher: Ms Louisa Hill
e-mail: lhill4@sheffield.ac.uk

Thesis supervisor: Dr Vassiliki Papatsiba
e-mail: v.papatsiba@sheffield.ac.uk

Finally.....

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. Once signed by all parties you will receive a copy of the signed and dated participant consent form, the information sheet and any other written information provided to the participants. A copy of the signed and dated consent form will be placed in the project's main record (e.g. a site file), which will be kept in a secure location.

Many thanks for your interest.

Louisa Hill

Appendix 10: World Café Participant Consent Form

The University Of Sheffield.

Enhancing Pedagogic Practice: Academic Development for Internationalisation at Home <u>World Café</u> Consent Form

Please tick the appropriate boxes	Yes	No
Taking Part in the Project		
I have read and understood the project information sheet or the project has been fully explained to me. (If you will answer No to this question please do not proceed with this consent form until you are fully aware of what your participation in the project will mean.)		
I have been given the opportunity to ask questions about the project.		
I agree to take part in the project. I understand that taking part in the project will include participating in a world café.		
I agree to the world café being video-recorded and this will take place if all world café participants agree.		
Depending upon the up to date government guidelines regarding the COVID-19 situation: Online Zoom World Café I agree to record the Zoom subgroup (otherwise known as Zoom breakout room) that I am placed in and send a copy of the recording to the researcher's secure University of Sheffield Google Drive folder. (The researcher will provide guidelines and demonstrate how to do this beforehand).		
Depending upon the up to date government guidelines regarding the COVID-9 situation: Face-to-Face World Café I agree to any discussion notes that have been recorded on paper table cloths will be photographed. OR Online Zoom World Café I agree to any discussion notes that have been recorded online will be screenshotted.		
I understand that my taking part is voluntary and that I can withdraw from the study up until 2 weeks after the world café takes place. I do not have to give any reasons for why I no longer want to take part and there will be no adverse consequences if I choose to withdraw.		
How my information will be used during and after the project		
I understand my personal details such as name, phone number, address and email address etc. will not be revealed to people outside the project.		
I understand that I will not be named in any research outputs.		
I understand that the findings from the world café will be published in the doctoral thesis and other research outputs.		
So that the information you provide can be used legally by the researchers		
I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield.		

Name of participant [printed]   Signature   Date

Name of Researcher [printed]   Signature   Date
Louisa Hill

Project contact details for further information:
Researcher: Louisa Hill, EdD in Higher Education student, University of Sheffield, lhill4@sheffield.ac.uk

Supervisor: Vassiliki Papatsiba, Senior Lecturer, University of Sheffield, v.papatsiba@Sheffield.ac.uk
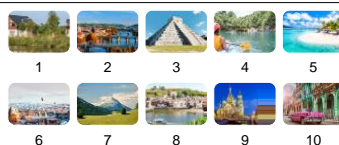

Save 2 copies of the consent form: 1 paper copy for the participant, 1 copy for the research data file

Appendix 11: World Café One Slides, Room Host and Participant Guidelines

Internationalisation at Home Teaching Practices Cafe

Louisa Hill, Associate Professor, LUBS
Doctoral Student, School of Education, University of Sheffield

ICEBREAKER Question

1 2 3 4 5

6 7 8 9 10

Consent to Record

Research Aims

- It focuses on 'Internationalisation at Home' (IaH) teaching practices (either face-to-face or online) i.e. those used at the home campus, as the main means of developing all students' global and cultural competencies. Thus, business academics are the vehicle for implementing IaH.

- IaH offers a more inclusive approach for students than study abroad, which even pre-Covid / Brexit, had only 10% student uptake annually.

Internationalisation at Home Teaching Practices

Interactive Teaching Practices

| international role plays, international case studies and guest speakers | experiential learning that draws on students' culture diversity | international students as knowledgeable resources | multinational group work | intercultural community/work experiences | virtual mobility |

Agenda

Poll(s) | Chat | Café Round 1 | Café Round 2 | Cafe Round 3 | Town Hall Discussion

Feel free to draw on experiences from LUBS other business schools.

Internationalisation at Home Best Practice

- Poll 1: Example of Internationalisation at Home teaching practice
- Poll 2: Influence of previous experience on implementation of Internationalisation at Home teaching practice
- Type in the Chat or Unmute: Can you think of any other factors that influenced the academic to implement this teaching practice? (A brief sentence will suffice).

Breakout Rooms Rounds and Recording

Room	Room Host	Key Question
Room 1		What challenges do you think research-focussed and teaching-focussed academics face if required to implement Internationalisation at Home in their teaching practices?
Room 2		How could business academics be supported to implement Internationalisation at Home teaching practices?
Room 3		What would training to support academics in using IaH teaching practices look like?

Room Host and Participant Handouts available in the Chat (please download)

Town Hall Discussion

- Feedback from:
  - Room 1 – challenges
  - Room 2 - support
  - Room 3 – training

- Anything to add?

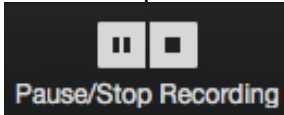# Implementing Internationalisation at Home into Teaching Practice
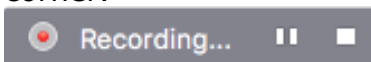
Room Host Instructions

1. Recording Discussions

Option 1 - Recording a video of discussions (if you are using a computer, laptop, Mac or MacBook)
a) (Please also take a hard copy of notes, type in the Chat or use the Whiteboard-see other options).
b) Click Record in the meeting controls to start a local recording.
c) Click the pause or stop icon in the meeting controls to pause or stop the recording.

d) The recording can also be stopped or paused by clicking the indicator in the top left corner.

e) When you are done save the recording, it will save to somewhere on your computer, laptop, Mac or MacBook.

Option 2 – Note-taking using Pen and Paper
a) Take clear, detailed notes using pen and paper.
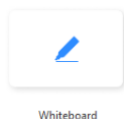b) When you are done, take a photo of your notes.

Option 3 – Type in the Chat
a) Take clear, detailed notes using the Chat function.
b) When you are done, take a photo of the Chat or copy, paste and save in a Word document.

Option 4 – Note-Taking using the Whiteboard (if you are using a computer, laptop, Mac or MacBook)
a) Sharing a whiteboard
b) Click the **Share Screen** button located in your meeting tool bar.

c) Click **Whiteboard**.

Whiteboard

d) Click **Share**.
e) The annotation tools will appear automatically, but you can press the **Whiteboard** option in the meeting controls to show and hide them.
f) Take clear, detailed notes.
g) When you are done save the recording, it will save to somewhere on your computer, laptop, Mac or MacBook.
h) Click **Stop Share**.

2. Breakout Room Questions

Room 1 Question
What challenges do you think research-focused and teaching-focused academics face if required to implement Internationalisation at Home into their teaching practices?
- Prompt: What about monetary and non-monetary support?
- Prompt: Are there any HR-related mechanisms that could be developed or redesigned that could help?

Room 2 Question
How could business academics be supported to implement Internationalisation at Home teaching practices?
- Prompt: Would it make a difference if they were in a mainly research-focused and teaching-focused role?
- Prompt: Regarding those who perceive other aspects of their role more important, compared to implementing Internationalisation at Home into teaching practices, what sort of support could be given?

Room 3 Question
What would training to support academics in using Internationalisation at Home teaching practices look like?
- Prompt: Would training be provided that is interdisciplinary or disciplinary?
- Prompt: What format would training utilise?

3. Send the Recording

a) Go to the link you were send via email.
b) Drag the recordings of round 1, 2 and 3 discussions (video, screenshots, etc) to this location XXXXX
c) Ensure that upload is complete before closing the link.
d) (If you have any problems, email me lhill4@sheffield.ac.uk)

Implementing Internationalisation at Home into Teaching Practice

Participant Instructions

1. Definition and Teaching Practices of Internationalisation at Home

"The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within the domestic learning environment" Beelen and Jones (2015a, p. 69).

Internationalisation at Home entails using a range of interactive teaching practices:
- international role plays, international case studies and guest speakers
- experiential learning that draws on students' culture diversity
- international students as knowledgeable resources
- multinational group work
- intercultural community/work experiences
- virtual mobility

2. Breakout Room Questions

Room 1 Question
What challenges do you think research-focused and teaching-focused academics face if required to implement Internationalisation at Home into their teaching practices?

Room 2 Question
How could business academics be supported to implement Internationalisation at Home teaching practices?

Room 3 Question
What would training to support academics in using Internationalisation at Home teaching practices look like?

Appendix 12: World Café Two Slides, Room Host and Participant Guidelines

Internationalisation at Home Teaching Practices Cafe

Louisa Hill, Associate Professor, LUBS
Doctoral Student, School of Education, University of Sheffield

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ICEBREAKER Question

1 2 3 4 5

6 7 8 9 10

Consent to Record

Research Aims

- It focuses on 'Internationalisation at Home' (IaH) teaching practices (either face-to-face or online) i.e. those used at the home campus, as the main means of developing all students' global and cultural competencies. Thus, business academics are the vehicle for implementing IaH.

- IaH offers a more inclusive approach for students than study abroad, which even pre-Covid / Brexit, had only 10% student uptake annually.

Internationalisation at Home Teaching Practices

Interactive Teaching Practices

international role plays, international case studies and guest speakers | experiential learning that draws on students' culture diversity | international students as knowledgeable resources | multinational group work | intercultural community/work experiences | virtual mobility

---

Agenda

Poll(s) Chat Café Round 1 Café Round 2 Cafe Round 3 Town Hall Discussion

Feel free to draw on experiences from LUBS other business schools.

Internationalisation at Home Best Practice

- Poll 1: Example of Internationalisation at Home teaching practice
- Poll 2: Influence of previous experience on implementation of Internationalisation at Home teaching practice
- Type in the Chat or Unmute: Can you think of any other factors that influenced the academic to implement this teaching practice? (A brief sentence will suffice).

Breakout Rooms Rounds and Recording

Room	Room Host	Key Question
Room 1		If a whole business school change was used, do you think a top-down, middle-out or bottom-up approach would be the most effective to ensure that the majority of academics use IaH teaching practices? Why?
Room 2		If a whole business school change process was used, what would be the key elements that would make it successful and ensure that the majority of academics used IaH teaching practices?
Room 3		To change academics teaching practices, what key ingredients would you recommend?

Room Host and Participant Handouts available in the Chat (please download)

Town Hall Discussion

- Feedback from:
  - Room 1 – implementation approach
  - Room 2 - implementation process
  - Room 3 – implementation process

- Anything to add?

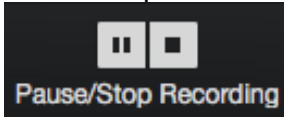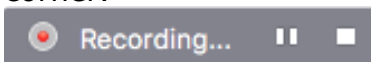# Implementing Internationalisation at Home into Teaching Practice

Room Host Instructions

1. Recording Discussions

Option 1 - Recording a video of discussions (if you are using a computer, laptop, Mac or MacBook)
a) (Please also take a hard copy of notes, type in the Chat or use the Whiteboard-see other options).
b) Click Record in the meeting controls to start a local recording.
c) Click the pause or stop icon in the meeting controls to pause or stop the recording.

Pause/Stop Recording

d) The recording can also be stopped or paused by clicking the indicator in the top left corner.

Recording...

e) When you are done save the recording, it will save to somewhere on your computer, laptop, Mac or MacBook.

Option 2 – Note-taking using Pen and Paper
a) Take clear, detailed notes using pen and paper.
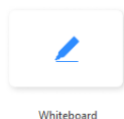b) When you are done, take a photo of your notes.

Option 3 – Type in the Chat
a) Take clear, detailed notes using the Chat function.
b) When you are done, take a photo of the Chat or copy, paste and save in a Word document.

Option 4 – Note-Taking using the Whiteboard (if you are using a computer, laptop, Mac or MacBook)
a) Sharing a whiteboard
b) Click the **Share Screen** button located in your meeting tool bar.

c) Click **Whiteboard**.

Whiteboard

d) Click **Share**.
e) The annotation tools will appear automatically, but you can press the **Whiteboard** option in the meeting controls to show and hide them.
f) Take clear, detailed notes.
g) When you are done save the recording, it will save to somewhere on your computer, laptop, Mac or MacBook.
h) Click **Stop Share**.

2. Breakout Room Questions

<u>Room 1 Question</u>
If a whole business school change was used, do you think a top-down, middle-out or bottom-up approach would be the most effective to ensure that the majority of academics use IaH teaching practices? Why?
- Prompt: Would there be any constraints to this approach?
- Prompt: What role would senior managers, middle managers and academics have in this approach?

<u>Room 2 Question</u>
If a whole business school change process was used, what would be the key elements that would make it successful and ensure that the majority of academics used IaH teaching practices?
- Prompt: Which is the most important element and why?
- Prompt: Which element do you think would be the most effective when managing resistance?

<u>Room 3 Question</u>
To change academics teaching practices, what key ingredients would you recommend?
- Prompt: How do you perceive the ingredients link together?
- Prompt: Which ingredient would take longer to apply?

3. Send the Recording

a) Go to the link you were send via email.
b) Drag the recordings of round 1, 2 and 3 discussions (video, screenshots, etc) to this location XXXXX
c) Ensure that upload is complete before closing the link.
d) (If you have any problems, email me lhill4@sheffield.ac.uk)

Implementing Internationalisation at Home into Teaching Practice

Participant Instructions

1. Definition and Teaching Practices of Internationalisation at Home
"The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within the domestic learning environment" Beelen and Jones (2015a, p. 69).

Internationalisation at Home entails using a range of interactive teaching practices:
- international role plays, international case studies and guest speakers
- experiential learning that draws on students' culture diversity
- international students as knowledgeable resources
- multinational group work
- intercultural community/work experiences
- virtual mobility

2. Breakout Room Questions

Room 1 Question
If a whole business school change was used, do you think a top-down, middle-out or bottom-up approach would be the most effective to ensure that the majority of academics use IaH teaching practices? Why?

Room 2 Question
If a whole business school change process was used, what would be the key elements that would make it successful and ensure that the majority of academics used IaH teaching practices?

Room 3 Question
To change academics teaching practices, what key ingredients would you recommend?

Appendix 13: Example World Café Coded Transcript

Transcript	Theme	Subtheme
Louisa: Could you summarise Room 1 discussions?		
Mariam: was like the widening of perspective, so I think most of our colleagues would agree that the default position is like a Eurocentric view so in terms of kind of widening perspectives, having a more of a globalised view, what would that mean in terms of kind of the support,	Challenge	International Experience
work loaded time to research, find literature, find people to deliver if it is going to be like guest lecturer or like a PhD student, for example, if it's going to be it's going to be the teaching side, or if it's a curricular side, having time to actually research thoroughly and to get some you know case studies or whatever literally you might need to provide that widened perspective.	Support	Incentives
We also kind of I guess problematised the idea of having to internationalise modules and kind of the complexities around the content of the modules are trying to deliver and also having to embed something new and how that stood and how well that's done. So again we're not sure how to resolve that, but I think in terms of support, workload time was the main thing. That came out of discussions. That time is really needed to find ways of doing you know things in a more internationalised or global way, top-down kind of buy-in- I guess.	Process	Top-Down
Louisa: Reasons for differences between uni types?		
Mariam: And it might be, because they are kind of more teaching focused.	Support	Development Opportunities
Jean: I suspect is because they've got a more diverse, not all totally white population.	Support	Development Opportunities
Louisa: Students as Partners with Module Leaders?		
Jean: It depends, how you run it, but I think it would have impact. We were talking about, if we've got this kind of. vicious cycle of everybody standing at the front of the lecture hall is white middle class and majority male. And, and so people can only envisage themselves in that role if they fit that demographic and the people standing at the front of the lecture hall, you know it's not their fault that white middle class miles, but they don't know what it's like to not be in that majority.	Challenge	Personal Characteristics

Appendix 14: Thematic Map for Semi-Structured Interviews and World Café

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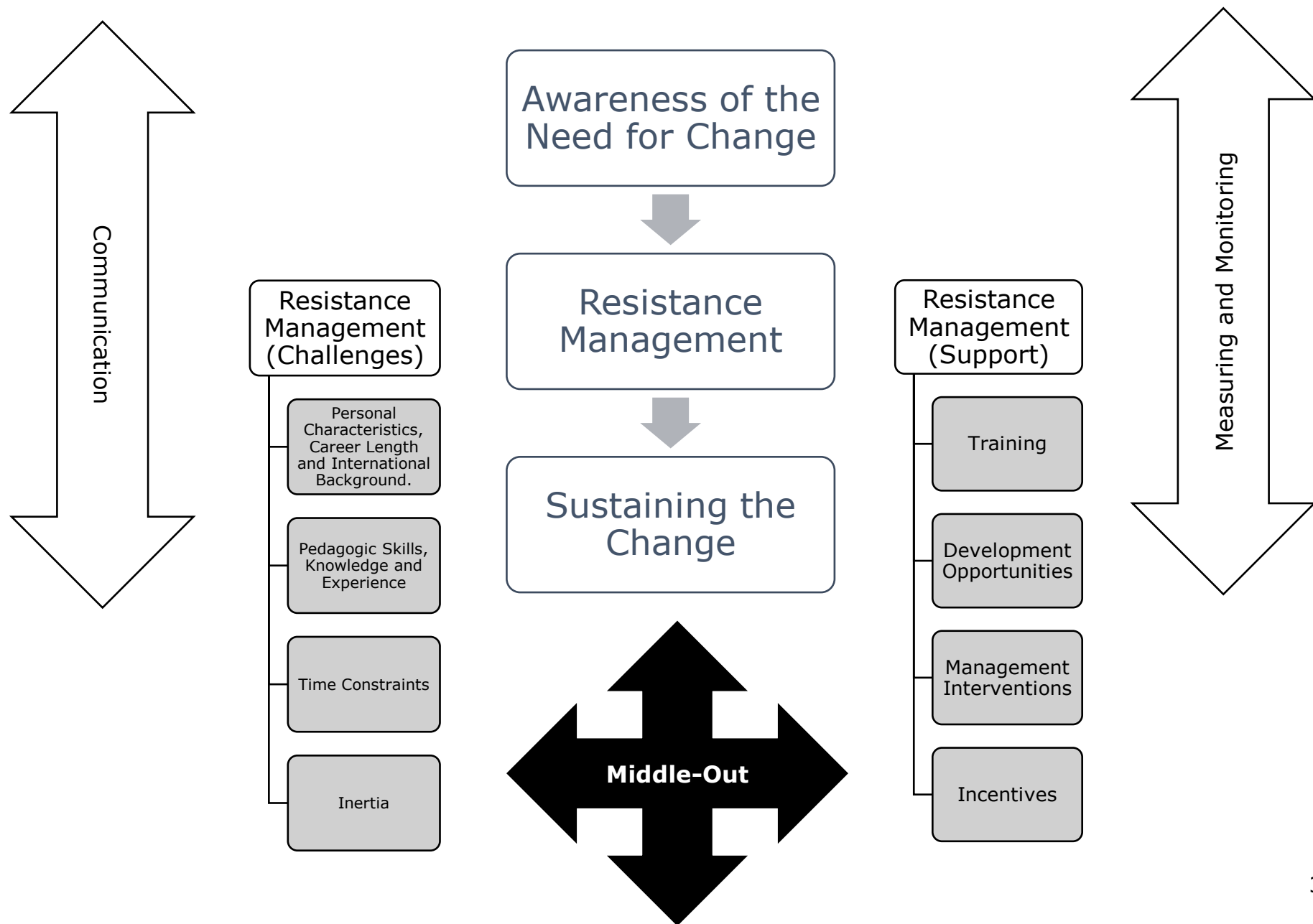
Appendix 15: Example of Coding Development for Research Question C Training Theme

Initial Version

Theme	Sub-theme	Code	Literature	Comments
Training	Method	Interactive	Tran and Le (2018)	Authors mention that training activities should be highly interactive.
		Communities of practice	-	Code removed and placed under '*Developmental Opportunities*' theme (RQ C) as it is not a type of planned, formal training.
		Digital	-	Code removed as the quotes from two participants referring to online courses, were quite vague.
		Delivered by Internationalisation Champion	-	Code removed as the main responsibilities of an Internationalisation Champion are covered in the '*Middle-Out*' theme (RQ A).
	Participation	Attendance level	Rumbley (2020)	Author talks about a number of IHE training opportunities, where attendance is low. In this case, the word '*participation*' was used, which is more appropriate terminology for professionals.
		Interdisciplinary participation	Leask (2015)	Various authors recommend that training should encompass a mixture of academics from other disciplines.
		Disciplinary participation	Killick (2018)	Various authors recommend that training should encompass academics from the same discipline.
		Combination of interdisciplinary and disciplinary	-	Given that a number of interviewees mentioned this, and the 50:50 split of opinion in the literature concerning training participation, it was decided that this additional code should be included.

| | Content | IaH | Whitsed and van den Hende (2018) Ambagts-van Rooijen *et al.* (2021), Clifford (2009) | There was a clear demarcation in the literature that acknowledged that some academics may not understand the meaning of the concept (Whitsed & van den Hende (2018), compared to Ambagts-van Rooijen *et al*. (2021) and Clifford (2009) centring on examples of pedagogic practices being required in training. Therefore, this code was split and renamed to '*IaH concept defined*' and '*Examples of IaH practices*'. |
| | | Intercultural competence | ACE (2022) | Large scale research by ACE (2022) suggested that that it may be useful to encompass intercultural competence in the training, explaining that it could enable academics to include international and diverse perspectives in their practices. It was therefore important to include this code. |

Final Version

Theme	Sub-theme	Code
Training	Format	Interactive
	Participation	Low participation
		Interdisciplinary participation
		Disciplinary participation
		Combination of interdisciplinary and disciplinary
	Content	IaH concept defined
		Examples of IaH practices
		Intercultural competence