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Global Organizational Psychology: Internationalizing the Training Curriculum

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Abstract

Due to the rapid of globalization in the Information Age, students must become adept at navigating the complex and ambiguous nature of the global business environment. One major roadblock for training students to become global professionals is the lack of international curriculum within Industrial/Organizational (I/O) Psychology programs at leading post-graduate training institutions. This article examines the methodologies and best practices used in establishing an International I/O Psychology curriculum at the graduate level developed to train students to better understand and work within the complexities of the global business environment. In this article we discuss the process we used to identify the major curriculum components needed for training in international I/O Psychology, and we provide specific advice for programs considering internationalization as well as lessons learned.

Keywords*:* international, I/O Psychology, program development

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Introduction

The origins of international business and global trade have largely been lost to antiquity. The first trade across national borders and distinct geographic regions occurred before the written word. Archeological artifacts suggest that crops and livestock were traded across borders as far back as 10000 BCE. Global business strategies were developed as early as 3000 BCE when early merchants established well-traveled trade routes between Sumer and Indus Valley Civilization (Frank & Gills, 1993). The Silk Road, a robust trade network linking China to Rome, was first established in 300 BCE. In the 15th century, the Portuguese and Spanish established international business partnerships that spanned the known (and unknown) world. In the 17th century, the East India Trading Company grew into the first prototype of the multi-national organization. Split, what is modern day Croatia was briefly the capitol of the Western Roman Empire, the western world's greatest trading zone prior to the European Union. With the success of these early business endeavors, and many others, over the long history of trade and exchange, international business has become routine.

However, we should not mistake routine with simple. Since the dawn of the Information Age, globalization has advanced at a dizzying rate. This modern expansion, having subsumed nearly the entire world into a single global economy, has engendered increasing complexity and ambiguity. Robust communication technology and an ever-growing network of fiber-optic cables link businesses to global expertise and distributed talent pools. Businesses grow larger, and the world continues to grow smaller as economic insularity and isolation become increasingly untenable. While the communication challenges stemming from cultural differences once remained isolated to multi-national organizations, cross-cultural interactions grow increasingly common in small business and at the individual level (Friedman, 2007). Without question, the age of internationalization is upon us.

However, Work and Organizational Psychology ("I/O Psychology" in the U.S.) has been relatively slow to adopt an international perspective. Erez (1994) lamented this lack of global focus and suggested that it "limits our understanding of why motivational approaches and managerial practices are not always smoothly transferred across cultures" (p. 560). Erez posed a challenge to I/O professionals when she stated that the questions raised by the forces of globalization "cannot be answered by current models of industrial and organizational psychology because they overlook cross-cultural factors" (p. 560).

Yet, this challenge has not been answered. Aycan and Kanungo (2001) observed that there had been little to no theoretical development in cross-cultural I/O psychology for more than 20 years. While many factors may contribute to this stunted growth, one possible influence is the lack of training in difficult and complex design issues facing cross-cultural researchers. Most I/O professionals receive little training in cross-cultural research design (Ryan & Gelfand, 2012) or in disciplines such as sociology and anthropology, fields which historically contributed much to our understanding of culture.

However, perhaps the most important impediment to internationalization in I/O Psychology is its nearly complete absence from the curriculum of leading postgraduate training institutions (Ryan & Gelfand, 2012). Instead, the few students who have received training in global or cross-cultural issues have principally benefited from the research interests of their advisors rather than a formal training regimen.

The internationalization of I/O Psychology and discussions designed to spur this paradigm shift have been simmering for the last decade (e.g. Griffin & Kabanoff, 2002; McFarland, 2004). Slowly, we are seeing increases in international research collaboration and international membership of top American professional associations (Cascio & Aguinis, 2008; Erez, 2011; Gelfand, Erez, & Aycan, 2007; Kraut & Mondo, 2009; Ryan & Gelfand, 2012). Like any substantive organizational change, the internationalization movement gained momentum slowly.

However, if I/O psychology is to remain relevant and contribute to the success of modern business, we must broadly adopt and integrate an encompassing global perspective. To effectively integrate global concepts into our science and practice, I/O psychology must build these concepts into our training model. In this paper, we will present current thinking on the internationalization of the curriculum of training centers in I/O Psychology and share thoughts on the global knowledge and skills that students must master to succeed in the 21st century. The aim of this article is to spur thought and discussion on the best methods to educate students to be globally perceptive, culturally competent working professionals. To accomplish this goal, we will begin by elucidating our definition of an "internationalized" curriculum. Next, we will describe the methodology we used to develop components of the international curriculum at our institution. Finally, we will present a set of recommendations and lessons learned to provide guidance to those individuals who wish to internationalize their courses or program curriculum.

What is a Curriculum? What is an Internationalized Curriculum?

Definitions of the term *curriculum* vary widely, and training organizations often take very different approaches to curriculum development. Print (1993) presented several common views of curriculum development. One definition of curriculum refers to a coherent body of subject matter or content. In this approach, a logically sequenced series of courses on global and cross-cultural topics or content areas comprise an international curriculum, which may be viewed as primarily a collection of course syllabi. A second definition of curriculum focuses on intention, emphasizing what students should learn (learning objectives) and what they must be able to do upon completion of the curriculum (learning outcomes). This definition interprets an international curriculum as a method of specifying and assessing identified global and cross-cultural competencies.

A curriculum may also be viewed as a set of experiences learners encounter in educational settings (Print, 1993). In this context, the professor acts more as a facilitator of professional and personal growth. This view of a curriculum is more nuanced and stems from the original Latin root word, "currere." The word is often translated as "racetrack" but also refers to the actual "running of the race," emphasizing the experiential aspect of learning that can lead an individual to "re-conceptualize upon one’s experiences in life" (Print, 1993, p. 6). This view of curriculum would suggest that experience may be one of the best ways to learn cross cultural competencies and reframe student’s views of professional life after graduate school.

Lastly, Print discusses the *hidden curriculum*, a form of unintentional or tacit learning that happens outside of planned instruction – the learning of objectives not explicitly stated by the instructor. The hidden curriculum may lead to learning that is positive in nature or may lead to unintended consequences that have negative outcomes (depending on one’s point of view). For instance, students may learn about a particular culture from interacting with fellow students from that region. Conversely, if an international curriculum is clumsily cobbled together, it may unintentionally reinforce stereotypes rather than remove or reduce them (Ryan & Gelfand, 2012).

What makes a curriculum truly international? Hill and Green (2008) have defined curriculum internationalization as the process of integrating an international, intercultural, and global dimension into the purpose, function, or delivery of post-secondary education. The Organization for Economic Co-operation and Development (OECD) has defined an internationalized curriculum as "a curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students" (Internationalising the Curriculum in Higher Education, OECD, 1996). Our view of an internationalized curriculum combines these two conceptual definitions. First, to be effective an internationalization effort must take culture into account, but global effectiveness requires competencies beyond cultural understanding or tolerance. Students must master the ability to effectively work with people from other countries and, ultimately, gain the ability to lead those efforts. This requires knowledge of effective communication and project management across borders, necessitating an understanding of international differences in regulations and business practices as well as being savvy with communication technology. Second, internationalization efforts must be geared towards the acquisition of skills necessary to perform in a globalized environment. Thus, an internationalized curriculum should be both competency and objective driven.

Curriculum development must be embedded in the philosophy of each institution that will guide its focus and implementation. For instance, in I/O Psychology the scientist-practitioner model is the dominant model of education. However, some programs emphasize the science, others practical experience and some continuously strive to find balance between the two poles. This program-level emphasis will impact the relative importance of educational priorities, such as successful job attainment versus thorough mastery of theoretical foundations. Each program is rooted in a unique situation that informs its worldview, and this variation in philosophy is often revealed in the curriculum. The existence of different curriculum elements, born out of different philosophical approaches, strengthens the field through intellectual diversity and variation in practice. Therefore, the goal of this article is not to prescribe a particular curriculum but rather to present some insight on approaches to internationalizing the I/O curriculum from the range of elements discussed by Print (1993) that may be customized for use by training institutions. To accomplish this goal, we will discuss the process through which we gathered information about the most important elements to incorporate into our international I/O curriculum[1].

Our Approach to Internationalizing an I/O Curriculum

In 1998, the I/O faculty at Florida Institute of Technology agreed that adding an international emphasis for the program was necessary to stay current and aligned with the ever expanding world market. However, no handbook existed to provide professional guidance on how to accomplish this goal. There were several published edited books on international I/O psychology (e.g., Earley & Erez, 1997), however, these books focused on research and offered little guidance in terms of program modifications or pedagogy. We next examined the guidelines proposed by the Society for Industrial Organizational Psychology regarding the training of graduate students (SIOP, 1999). SIOP guidelines also did not include information on training international or cross cultural competencies. It seemed that while some researchers were conducting international research in I/O psychology, few programs had developed systematic methods to train graduates students in international issues. So, we learned what we could from examinations of international business programs and set out to do a little research of our own. We conducted a literature search to identify research that would inform the training of multicultural competencies, multicultural program attributes, and multicultural training resources. While very little of this literature pertains to the field of I/O psychology, there was an adequate body of literature in the areas of general psychology and clinical psychology (Hansen, Pepitone-Arreola-Rockwell, & Greene, 2000; Rogers, Hoffman, & Wade, 1998; Speight, Thomas, Kennel, &

[1] The Florida Institute of Technology was the first program in the United States to have a Ph.D. concentration in International Industrial Organizational Psychology.

Anderson, 1995). We were later also informed by works on university internationalization in general (e.g., Green & Olson, 2008). This literature was helpful in understanding the gap between our current training model and the desired state of an international I/O program.

We approached this gap in knowledge using familiar I/O training development technology: We embarked on a needs analysis and, thus, began our journey toward internationalization. The needs analysis started with a series of committee meetings to clearly define the goals of internationalization for our program. First, we identified the key stakeholders who would be involved in the internationalization process and would ultimately be affected by these changes in our program. These key stakeholders included university administration, faculty, students, and organizations who were potential employers of our graduates. It was essential that our internationalization goals converged with the goals of our university's upper administration, to facilitate the acquisition of administrative and material support. As the internationalization effort was to serve both masters and PhD program students, it had to provide guidance on teaching, research, and practice to meet the needs of both types of student stakeholders. In addition, the international components of the curriculum had to dovetail into the existing PhD program and the set of curriculum requirements already in place.

Once the goals and key stakeholders had been clarified, we developed the protocol for a structured phone interview. The interview was designed to take 20 minutes to discover which international competencies are necessary for professional success and critical incidents in which these competencies had been useful. Because both practitioners and academics were to be interviewed, the questions were modified to be appropriate for each subject matter expert's (SMEs) career background. Practitioners were asked questions regarding the competencies required to successfully perform as a professional in a global context; academics were asked questions regarding the competencies necessary to conduct cross-cultural or international research. Both the practitioner and academic SMEs were asked their opinions regarding the best methods for training I/O postgraduate students for the global I/O psychology environment. Of 13 SMEs we identified as suitable interview respondents, 10 agreed to participate. All SMEs were professionals in the field of international organizational psychology, including leading academics, funded researchers, human resources executives, consultants and executives from large consulting firms, and independent consultants.

The interviews were recorded and later transcribed. These qualitative data were content analyzed to identify emergent themes. Committee members independently content analyzed the data and then met as a group to reach consensus on the categorization of the themes that had emerged from the data. To organize the data we devised a 2 x 2 matrix. One axis of the matrix contrasted applied competencies with research competencies. The other axis divided competencies into technical versus interpersonal competencies. The committee then worked as a group to sort the identified themes into the quadrants of the matrix. Full details regarding these identified competencies can be found in Table 1.

Table 1. *Cross Cultural I/O Curriculum Competency Matrix*

	Technical	Interpersonal
Applied	• Understanding of cultural and technical research literature • Knowledge of general cultural dimensions • Knowing where to find information regarding specific cultures (e.g. CIA Fact book) • Knowledge of regional differences in terminology, best practices, and customs	• Networking and relationship building skills • Patience • Cognitive and behavioral flexibility • Openness and willingness to learn • Ability to withhold judgment • Respect for diversity • Self-awareness • Listening skills • Tolerance for ambiguity
Research	• Mastery of cross cultural literature • Mastery of non-western literature • Cross cultural research methods • Psychometric competence	• Networking and relationship building skills • Patience • Cognitive flexibility • Openness and willingness to learn

In terms of technical competencies, demonstrating a command of the literature was a common theme across both applied and research quadrants. This competency consisted of both mastering the body of knowledge and understanding where to obtain this knowledge. In addition, key procedural activities such as advanced psychometric analysis were identified. We discovered a great degree of similarity in the interpersonal competencies identified in both applied and research quadrants. These competencies included the ability to build and maintain relationships and to be both cognitively and behaviorally flexible. Other key factors were willingness to learn and the ability to withhold judgment and appreciate diversity (see Table 1).

The committee then repeated the same process to analyze the suggested training methods data. Themes were identified, consensus among the raters achieved, and the common themes were plotted in the 2 x 2 matrix. These training methods can be found in Table 2. Training methods to develop international competencies ranged from traditional coursework to various experiential methods.

Table 2. *Cross Cultural I/O Curriculum Components*

	Technical	Interpersonal
Applied	• Courses with cultural theory and specific I/O applications • Other core technical courses infused with international examples • Practitioner oriented projects • Joint projects with students at overseas partner institutions • Whitepapers and presentations on specific regions • International case studies • Role play and simulations • Guest speakers	• Participation in on-campus international student activities • Actively recruit international students into program • Internships abroad • Exchange programs • Service learning • Expatriate/repatriate training • Virtual interactions with international partners • Discussion, reflection, and debrief
Research	• Cross cultural research methods courses • Other methods courses infused with cultural examples • Courses with broad research philosophy (e.g. quantitative and qualitative, inductive and deductive, etc.) • Theses and dissertations with international or cross-cultural emphasis • Analyzing international data sets • Brown bag research lunches • Guest speakers	• Diverse faculty • Joint research designs with overseas partners • International conferences • Collaboration with international researchers • Overseas research fellowships (e.g. Fulbright) • Virtual interactions

Once we identified the competencies and the training methods necessary to develop them, we developed a project plan to implement these methods. Over a period of 10 years, we gradually introduced changes to our coursework and co-curricular activities to incorporate the training methods that we had identified in the needs analysis. We instituted three stand-alone courses, which emphasize cross-cultural theory, cross-cultural research design, and the application of cross-cultural research to I/O psychology. In addition, we introduced components into previously existing courses that integrated cross-cultural research into the literature base of each class.

Experiential training activities were incorporated into the courses. For instance, in the cross-cultural theory course students were assigned an applied project to be jointly completed with student groups in Poland and China. Students worked virtually through email and video conferencing technology over the course of the semester to complete the project and to learn to adapt to cultural differences and logistical challenges, such as working across three vastly different time zones and languages. Other co-curricular activities were conducted via research institutes affiliated with the I/O program. For instance, students developed an integrity test for a client in Finland. Students were responsible for all aspects of the project including contracting meetings, scale development and validation, and presentation of the final deliverable to the client.

As the program began to build international capabilities, we began to implement the more challenging aspects of the international curriculum. These included long-term overseas assignments for faculty and students. Faculty members spent a semester overseas conducting research and teaching at a partner institution and conducted guest lectures and workshops abroad. In addition, student exchange programs were established with several overseas partner institutions. Slowly, we established norms of participation in international conferences and initiated a program to invite speakers from other countries to visit our university for guest lecture opportunities.

As more advanced technology became available, we began to use videoconferencing methods for both class exercises and workshops. This technology allowed students to work closely together and experience some of the cultural differences that may be lost via e-mail communication. Eventually students participated in research meetings even while away on their exchange assignments. The videoconferencing technology has made collaboration much more convenient and reduced the amount of confusion that accompanied e-mail conversations in which one of the contributors spoke English as a second language.

As these practices became more prevalent and we developed both research and practice capabilities, it became important to organize these activities in a strategic fashion. To develop a more realistic internationalization program emphasis we needed to connect with our customers and gain an appreciation of their challenges when facing the pressures of globalization. To do that, we founded an applied research institute[2], which integrated all of the international activities and optimized resources. A key function of this institute was to pursue funded research and develop relationships with corporate partners. In essence, the institute integrated our approach to cross-cultural research and practice. In doing so, we gained a better understanding of the needs of our constituents and better targeted our training focus.

During the process of internationalizing the curriculum we encountered many barriers and even made a few mistakes. However, through those mistakes we learned some valuable lessons. The following section will describe some of those

[2] The Institute for Cross Cultural Management at Florida Institute of Technology

lessons learned and, hopefully, will ease the transition of other programs wishing to internationalize their curriculum.

Lessons Learned

In general, the lesson that stands out the most is that internationalizing a program demands a great deal of time and resources from the administration, faculty, students, and staff. These changes take much longer than anticipated, and they often require more effort than planned initially. Our general advice is to approach these internationalization efforts with a sense of urgency, but to temper that urgency with patience. While some progress must be made to maintain the enthusiasm of the faculty and university administration, considerable time must be devoted to gaining clarity and consensus on the objectives of the program and developing plans for implementation.

In addition, internationalizing your program requires you to leverage existing relationships with researchers and consultants overseas and to *develop new relationships*. These relationships often start with common research or applied interests, but when trust is established, they develop into personal connections. This relationship building process is critical and cannot be rushed. The absence of these relationships severely hampers the chances of succeeding in internationalization efforts. International conferences provide a great opportunity to develop these relationships, and several large conferences are a great place to start, such as the International Association for Applied Psychology (IAAP), the European Association for Work and Organizational Psychology (EAWOP), SIOP, the International Association for Cross-Cultural Psychology's (IACCP) biennial congresses, or the Academy of Management. In addition there are many small to medium conferences that have a tighter focus, such as the International Society for the Study of Individual Differences (ISSID), the International Academy for Intercultural Research (IAIR), the Society for Cross-Cultural Research (SCCR) and IACCP regional conferences, which also may prove beneficial to attend.

Program development is always difficult, but when you are launching an international project, prepare to put in more time, effort, and groundwork than is normally required for a domestic project.

Integrating International Coursework

Many people view curriculum development as simply adding courses to an existing curriculum. While this is a familiar method to alter a program of instruction, with internationalization there are some additional decisions regarding course content that should be considered. The first decision is whether international material should be integrated into existing classes or introduced as stand-alone courses. We initially intended to infuse existing courses with international topics and research. However, we quickly found that faculty did not have the expertise necessary to evaluate some of the nuances of the cross-cultural research. This mirrors the experiences of the field of cross-cultural psychology in the 1980s. So we began by introducing cultural material into existing courses when possible and developed additional stand-alone courses in order to leverage the expertise of faculty who had conducted many years of cross-cultural research. Gradually, our other faculty invested time in professional development to deepen their understanding of cross-cultural concepts, literature, and research design. They acquired much of this knowledge and skill by supervising theses and dissertations in international areas.

A second decision must be made regarding whether or not to remove course material from the curriculum in order to accommodate the addition of new cross-cultural courses. This decision has large programmatic implications and most likely requires a faculty review of the curriculum. We ultimately decided that the cross-cultural material could be incorporated into an academic concentration in which students focus their elective credits on international or cross-cultural coursework.

Capitalizing on Local Diversity

One method to internationalize your students' experience is to bring the world to your program. As we began our internationalization efforts, we noticed an increase in the number of international students who were applying to the program. Deciding to capitalize on this trend, we initiated active efforts to diversify our student population, the result of which has been to provide all of our students with daily international experiences through interactions with peers. With the successful increase in international students, all student project work became necessarily international in nature, so learning to work with cultural differences became a norm. We recommend that programs wishing to internationalize not only use the diversity that may be available inside their program, but reach out to other university organizations, such as the international student services office, to take advantage of the locally available diversity.

Exchange Programs

Exchange programs are a high profile way to add an international influence to a program, and they may be very successful in attracting new students to the program. Indeed, one of the suggestions offered by all of the SMEs in our needs analysis was that international I/O students must have international experience. However, one should enter into an exchange program with a considerable amount of planning and a high degree of caution. Exchange programs are high risk, but if properly implemented, highly rewarding.

One key consideration in developing an exchange program is to find a good partner. One of the first factors when assessing the appropriateness of a potential partner is the alignment of the two programs. First, the overall program structure and academic calendar must be adequately aligned with yours. Academic calendars differ across countries and regions, for example, United States universities begin their first semester in late August or September, while German universities currently begin in October. Simply aligning the academic terms so that students can make adequate progress on their degree programs can be an insurmountable hurdle. Second, alignment requires some similarity in educational models. In some countries a transmission model may be most common. This model relies heavily on scheduled courses in which professors either lecture or lead discussion. In other countries, regularly scheduled classes may be rare, rigid syllabi may not be a cultural norm, and establishing course equivalency may be difficult (Wildman, Qureshi, Salazar, & Salas, in press). Thus, students engaging in international exchanges may have to adapt to different styles of learning (not necessarily a bad thing) and professors may need to anticipate some disruption in the degree program of the student, and proactively assess alternative administrative approaches to program management.

A third factor in assessing alignment, credit hours, may cause additional disruption to student program plans. For instance, in the European Union credit hours may be calculated using the European Credit Transfer and Accumulation System (ECTS), in which credits are estimated based on the amount of time students spend in the classroom and on class activities. However, the U.S. system only acknowledges the time spent in class, and activities outside of class are left to the instructor's discretion. While formulas exist for easy transfer of these credits to other systems, the basis of the transfer and the assumptions that underlie the activities which are credited may differ. All of these issues must be discussed prior to students departing on exchange.

Therefore, negotiating exchange contracts between universities can prove to be a very time-consuming, lengthy process. Even when partners have ideal alignment these negotiations may stretch over a year, and it sometimes can take 2 to 3 years before the final agreement is signed by university administrators. Moreover, even when the agreements are in place, more work remains as support systems for departing and arriving students must be established. Most exchanges will last at least one semester (although shorter stays are now becoming more common) and require swift, extensive cultural adaptation on the part of the student. To ensure that the student has a positive experience, expatriation preparation programs should be established. These programs should, at a minimum, cover the administrative issues involved in traveling and living in a new country (e.g., visas), concerns of daily life (e.g., currency, banking, transportation, accommodations), cultural norms, practices, expectations, and the many socio-psychological issues associated with living abroad. Students who have successfully completed the exchange can then serve as mentors to newly departing students. If students are expected to remain overseas for more than a semester, you may want to consider developing a repatriation program to ease the transition back home.

Conducting Research

Conducting research in organizations can be quite a complex endeavor. Many methodological problems must be considered and publishing in reputable journals now requires sophisticated multivariate analysis and nuanced interpretations. While organizational research may be difficult to conduct and publish in a single national setting, the complexity increases dramatically when international data and cross-cultural designs are included in the research. A large body of cross-cultural research methodology literature describes the hidden traps that researchers may face when conducting cross-cultural research (e.g., Leung & van de Vijver, 2008; Schaffer & Riordan, 2003). However, many researchers have not been trained in these difficult measurement issues (Ryan & Gelfand, 2012). Thus, faculty may make costly errors when supervising the thesis and dissertations of graduate students interested in cross-cultural research. We would recommend that faculty engage in extensive retraining of research methodology skills before entering into cross-cultural research designs.

Researchers should reach out and develop personal networks before engaging in international research. Data can be considerably more difficult to acquire. Even if subjects are available, a great deal of work may be necessary to modify the measurement instruments so that they are appropriate for cross-cultural research (van de Vijver & Fischer, 2009). Adequately translating measures can be difficult, and even good translation may not result in measurement equivalence (Hambleton & Zenisky, 2011). Therefore, cross-cultural data collection requires a great deal of pre-work to ensure the construct validity of the measures (see van de Vijver & Leung, 2011). This complexity leads to projects that take longer to complete, causing planning problems for students on a tight schedule to complete their thesis or dissertation. Understanding the difficulties involved in conducting international research can allow faculty to better supervise students in creating projects that meet cross-cultural research best practices, as well as more realistic time frames for completion. Junior faculty must also consider issues of tenure and promotion and would be wise to consider the additional time necessary to do quality international research.

Action Learning

Developing an international program requires that you use all of the competencies you are trying to train. The *good news* is that you will gain insights that cannot be learned from a book. While there are more resources available now to inform programs that wish to internationalize (Griffith et al., 2011; Griffith & Foster-Thompson, in press; Griffith, Peiro, & Foster-Thompson, 2012), the real learning begins as you start to build your own. Each program is unique. Each university is unique. Each partnership is unique. Therefore, there is no single blueprint that a program can adopt when considering internationalization, and all programs will likely require some on-the-job learning. However, this learning phase should prove beneficial, making the program more agile and able to adapt to changing environmental circumstances.

The *bad news* is that much of these learning opportunities will result from your mistakes – and you may have a lot of opportunities to learn this way. During the internationalization process you will encounter many surprises. Unfortunately, no crystal ball exists that will allow you to see the future consequences of the choices you make to implement new courses, programs, and co-curricular activities. If your university or program is risk-averse, you should factor this uncertainty avoidance into the speed with which you implement any new initiatives. Assessing the tolerable degree of risk during the needs analysis phase may be helpful. Regardless of the level of caution you exercise, you will be caught off guard by unforeseen events and make a few mistakes along the way.

Conclusion

The forces of globalization have brought us all a little closer together. The amount of goods, services, data, and knowledge that cross borders daily is astounding. The organizations that we serve and study have become quite comfortable with international operations. However, our science has not kept pace with this increasingly integrated global community. Part of our inability to effectively study international organizations is due to the absence of formal training in internationalization in nearly all industrial organizational psychology programs. Many postgraduate training programs lack a systematically developed curriculum that will prepare their students for successful research and consulting careers in the 21st century. If our science is to remain relevant, we must incorporate global competency models and training methods into our formal coursework and co-curricular activities. If we fail to do this, the age of internationalization will leave us behind.

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