



INDIA – WHERE OXEN AND ENGINEERS COEXIST: AN AMERICAN PERSPECTIVE ON ENTERPRISE

William E. Ruse

BS in Pharmacy – MBA in Hospital Administration – JD –
Doctor of Health Care Management (Hon.) – Doctor of Public
Service (Hon)

Nabarun Ghose

Doctor of Business Administration

TEACHING INTERNATIONAL STUDENTS CAN be a joyful experience. The professor gets to see the world through their eyes. Cultural differences become more vivid than those one reads about in a textbook. Currency increases or decreases against the dollar become more meaningful because an affordable education abroad can suddenly become unaffordable. The tapestry of studying on a foreign soil is constantly changing and the professor becomes both a teacher and a surrogate mother or father for students whose English may well be sprinkled with a strange dialect.

At the University of Findlay, Findlay, Ohio (USA), there are many international students. The international student enrollment as of September 25, 2009, is reflected in the following Table.

Country	No. of Students
India	244
China	73
Nepal	37
Taiwan	39
Saudi Arabia	46
Japan	21
Korea	20
Venezuela	3
Thailand	4
All Others	30
Total	517

Through the encouragement of Dr. Ghose, a coauthor of this article, the opportunity to visit a country that was home to many of my students became a reality. Moreover, it was a chance to visit hospital chains and universities in India and to explore teaching in India through synchronous or asynchronous technology. In this two-part article the authors begin with a discussion of job candidates whose skills should include global competence; in

part two and India is described through the eyes of an American making his first visit to this exotic land.

PART ONE

VARIOUS RESEARCHERS POINT TO the increasing importance of international exposure for students in order to develop job candidates with global competence and better international business skills. These capabilities are believed to be instrumental in making the job candidates more marketable globally. Globalization is prominently in vogue in today's economy and business academics. Gaining international knowledge and experience has become an increasingly crucial part of building a student's career portfolio. It has become self-evident that international experience is critical to professional success, especially in business (Vance, 2005). Such experience is scarce in traditional classrooms. Flanigan (2008) in *The New York Times* issue of February 21, 2008, draws attention to the fact that business programs offered by universities "are taking the globalization of education to a different level" (p. 00). This is being achieved by "offering courses that go beyond dry corporate case studies." These universities are "broadening their collaboration with universities and businesses abroad, particularly in Asia" (p. 00). In other words, the key to increasing a student's capability to understand and compete in the global world of business is external experiential learning combined with traditional classroom education. Increasing emphasis is being placed on developing markets, which are looked upon as rapidly emerging markets. One such market is India.

This paper presents insights into the background and state of experiential learning and global business competencies; it also highlights experiential research techniques. A master teaching plan for disseminating opportunities for developing these competencies is provided. Focus has been placed on a unique study abroad program that enhances research and cultural immersion.

Experiential Learning

Experiential learning is not restricted to a particular field of study. Research indicates that educators in varied disciplines have been using experiential learning techniques in both semistructured or loosely structured formats in order to equip students with tools that would increase their understanding of the discipline. Although experiential learning has been used for many years in education in various disciplines, many academics are quite oblivious to how such learning techniques can enhance education and training for careers (Illeris, 2007).



Simply put, *experiential learning* is learning through direct, real-life exposure to the study topic. It means learning while experiencing. Such exposure could be semistructured, which assumes that the students have very little knowledge base. The tasks involved in semistructured learning are short term and lead to the creative output of the participant. Hamer (2000) found that semistructured activities increased students' performance on a standardized exam and suggested its use for marketing education. He also suggested that semistructured techniques are experiential because they require students to perform activities that are based on course concepts. These techniques give students experience with the application of course materials that builds upon their theoretical understanding. Another form of experiential learning is loosely structured learning, which can include group projects, debates, or computer simulations. This form of learning involves learning in an environment outside the classroom, where the tasks are long term, less structured, and less controlled by the facilitator. This kind of experiential study enables students to acquire as much knowledge as their individual capabilities allow (Hamer, 2000).

Students usually do not have enough real-world experience. Experiential learning when combined with the business techniques taught in class, can serve as a useful tool to enhance students' business knowledge and give them a "heads up" regarding real-world challenges. Mainemelis, Boyatzis, and Kolb (2002) researched the effectiveness of instructing MBA students using experiential learning versus traditional instructional methods. Their findings were split. Experiential learning seemed to positively affect interpersonal skills, while it decreased analytical skills. Conceptual learning resulted in the reverse. These results supported the idea that individuals who balance learning with experiencing and conceptualizing adapt better and are more flexible in certain learning environments.

Blomstermo, Eriksson, Lindstrand, and Sharma (2004) examined the effects of firms' internationalization experiential knowledge on the perceived usefulness of this knowledge and the performance of the firm. They found that experiential knowledge increased the perceived usefulness of it and performance. These findings suggest that international experiential knowledge can enhance performance in the international business market. It can help build global business competencies that would make the students more marketable and valuable to the organizations that utilize their services.

In a nutshell, research suggests that experiential learning can help a student develop a positive attitude toward life, encourage acceptance of responsibility, promote community involvement, develop power of thought, and help him or her understand his

or her strengths and weaknesses in the real-world context, thereby inspiring personal growth through the development of global business competencies.

Global Business Competencies

In order to prepare for acculturation with foreign partners, prospective international managers should develop the following traits, categorized under three stages: Stage 1 – Ability, Stage 2 – Country-Specific Knowledge, and Stage 3 – Personality Development, shown in the following Table. Ability includes the basic mechanical traits that are necessary for individuals to exist in a global business environment. Country-Specific Knowledge is focused on individual nations, because even though globalization is universal, the local environment of a country market is very country specific. As an important saying states, "Think Globally, Act Locally." This principle applies at all times. Personality Development enables individuals to excel as they become experts and become comfortable with the global environment.

Stage 1	Stage 2	Stage 3
<i>Ability</i>	<i>Country Specific Knowledge</i>	<i>Personality Development</i>
Leadership Risk Taking Linguistics Entrepreneurship Good Listening Intuition Sporting Ability Computer Literacy	Cultural Legal Social Communication	Cosmopolitan Flexibility Adaptability Empathy Emotional Stability Respect for Others Curiosity Sense of Humor Tolerance

(Ghose, 1997)

Since globalization has become an existing phenomenon, organizations have realized that the foundation of competitive success is the existence of globally competitive executives. Therefore, organizations need to find suitable candidates with the appropriate set of competencies to perform effectively in this environment (Wu & Lee, 2007). Although it is practically impossible for anybody to acquire all the necessary competencies at once, it is possible and sensible to acquire these competencies in stages (Wu, Lee, & Tzeng, 2005). Caligiuri and Santo (2001) presented a list of goals that can be fulfilled by a person in order to achieve these competencies in stages. These goals are categorized into ability, knowledge, and personality development. Ability refers to transactions and leadership. Knowledge refers to business structure, international business issues, and networking. Personality refers to openness, flexibility, and ethnocentrism.



The two most important sources of acquiring the earlier mentioned global business competencies are:

1. In-school teaching and learning (semistructured experiential learning), and
2. Out-of-school learning experiences (loosely structured experiential learning).

In-school teaching and learning techniques include classroom discussions, quizzes, debates, case studies, group projects, classroom presentations, field trips, guest speakers, and more. Such techniques may help in developing the students' communication skills, confidence, and knowledge. However, the combination of classroom activities and out-of-class learning experiences helps the students gauge the extent of practical applicability of theoretical knowledge gained in class, and it also helps them measure the extent of acceptability of their ideas in the real world. Some of such out-of-school learning experiences involve academic internship, paid internship, undergraduate and graduate research, business seminars, adventure education, workshops, service learning, cooperative education, and study abroad. These out-of-school activities help a student gain much real-world exposure that is necessary for building global business competencies.

Experiential Research Techniques

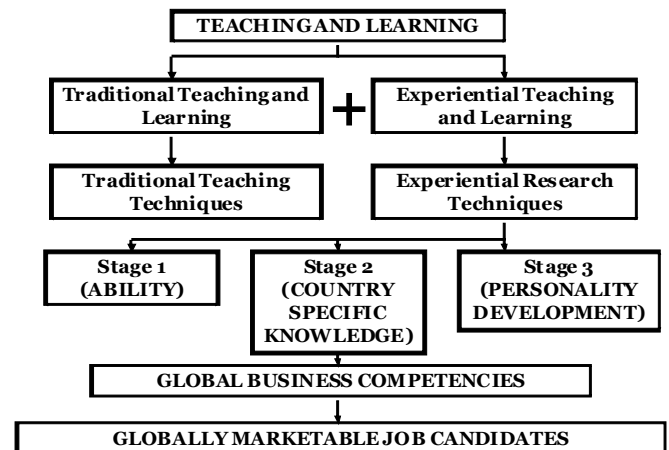
More common experiential research techniques include surveys, interviews, net searches, and projective methods. Meaningful immersion study abroad as an experiential research technique is relatively newer. A brief insight into experiential research techniques follows:

- Surveys
 - actual surveys administered in foreign countries for data collection and analyses
- Interviews
 - with foreign corporate executives and nationals for content analyses
- Net Searches
 - for historic and current data
- Projective Methods
 - such as detailed case analyses for real-life situational comprehension
- Study Abroad
 - for primary information collection from key contacts, deeper understanding, and practical applicable experience.

Since meaningful immersion study abroad as a research tool is relatively newer than the other mentioned experiential research techniques, further focus is being placed on this technique in this paper. Study abroad will be highlighted after the presentation of

the model of the master teaching plan for global competencies. This model can be followed for building global competencies among university and college students.

GLOBAL COMPETENCIES MASTER TEACHING PLAN



The model of the global competencies master teaching plan begins with two categories: teaching and learning. The first category is traditional teaching and learning, referred to as the Oxford model (Flanigan, 2008), and the second category is experiential teaching and learning. The experiential teaching and learning category includes experiential research techniques, which incorporates surveys, interviews, net searches, projective methods, and study abroad. These experiential research techniques enable the student or the executive in training to develop global business competencies. As mentioned previously, these competencies are not mastered all at once – they are mastered in stages (Caligiuri & Santo, 2001; Wu, Lee, & Tzeng, 2005). These stages are ability, country-specific knowledge, and personality development. The mastery of these stages should prepare the prospective executive or executive-in-training for the global market because of his or her global business competencies.

Cultural Immersion Through Study Abroad

Discipline-focused study abroad programs, especially, provide a student with sustainable competitive advantages (Vance, 2005), for example, first-hand knowledge and invaluable observations of backstage culture. In addition they provide students with direct networking and essential contacts for current and future business endeavors. However, for these programs to be meaningful, all involved need to be sure that the basic types and stages of experiential learning are addressed by the variety of activities built into such study abroad programs. Many leading universities have recently incorporated such meaningful immersion study abroad programs into their business curriculum, and other



schools are incorporating them in order to make their graduates more competitive. The following are some recent examples.

- Yale, Stanford, Tulane, MIT Sloan require students to travel abroad – a week or longer (Backman, 2007).
- Stanford MBA requires a “Global Management Immersion Experience” (a four-week internship) (Backman, 2007).
- Yale offers a choice of eight foreign itineraries (Backman, 2007).
- In January 2008, the Association of International Educators (NAFSA) reported that Study Abroad Programs are critical to leading, collaborating, and competing “effectively in the global arena.” (NAFSA, 2008)

Advantages of Study Abroad Programs

The advantages of study abroad can be categorized into two sets of competencies. The first set is cultural competency and the second set is business competency. Koernig (2007, p. 00) emphasized that in order to make a study abroad program effective, focus has to be placed on, “... balancing academic content with cultural activities, selecting types of learning activities, and facilitating a student exchange with a local university.” The two categories addressed are highlighted next.

- a. Cultural Competency:
 - Understanding the role of culture and its impact on business processes.
- b. Business Competency:
 - Learning in real time from highly successful and influential business leaders of global trade across different industries, for example, IT, Hospitality, Emerging Technologies, Manufacturing and Service Industries.
 - Providing real-time exposure to the challenges and opportunities of transnational businesses.
 - Observing and studying major global and local businesses in operation.
 - Establishing personal contacts in the corporate world.

Excerpts from a sample meaningful study abroad program are presented in part two for the benefit of those interested in starting such a program or improving an existing one.

PART TWO

MANY EXISTING SO-CALLED STUDY abroad trips are essentially, “Margarita Trips,” that is, vacations with little or no contribution to cultural and business competencies. The trip to India, described in part two, was no “Margarita Trip.” To start with the time difference between Findlay, Ohio (USA) and Chennai, India is 9 ½ hours. The flight from De-

troit Metropolitan airport to Frankfurt, Germany and then on to Chennai was 20 hours more or less, depending on tail winds. Add another five hours for airport waiting and security clearance and the human body starts to rebel with the human mind. The two cannot exist in peaceful disharmony.

One would expect an airport to be partially deserted at midnight. This was not so in Chennai, India. One would expect cooling breezes at midnight. Again, welcome to a strange land where the heat index in June can easily exceed 120 degrees Fahrenheit – even at night. Amid the crowd, the traffic, and the noise we entered the terminal at Chennai’s International airport at midnight and after retrieving our luggage began the last leg of our journey to the first hotel on our India Study Abroad program led by Dr. Nabarun Ghose, the coauthor of this article. Program members arrived at the hotel at 2:00 a.m. Add another ½ hour for check in, and the first bed sighting in what seemed like an eternity landed in our peripheral vision about 2:30 a.m. Dr. Ghose’s last words as we left the lobby were an announcement to his cohorts that the first presentations would begin at 9:00 a.m. Breakfast was at 7:00 a.m., and registration was at 8:30 a.m. So much for a “Margarita Trip.”

Over the next two weeks the schedule we kept was from 7:00 a.m. until midnight each day. Our group from the University of Findlay numbered eleven in all – seven students, two faculty members, the Director of International Admissions, and an adjunct faculty member. Each group member was given the task of making presentations to a conference attended by Indian business executives, government officials, U.S. consular representatives, and university and hospital executives and agents. The attendees, in turn, presented programs that addressed issues in their fields of expertise. These presentations set the backdrop for what was to become a flurry of days where the business, culture, health care, food, traditions, and the kindness of the Indian people were woven into our senses, leaving an indelible mark.

From Conference Halls to the World Outside

The India Study Abroad program is both an academic learning experience and an opportunity to extend trade abroad and savor cultural differences. As the editor-in-chief of India Today recently wrote: “We live in an age where knowledge is power as well as a national asset. As the late US President John Kennedy once said: Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which fulfilled, can be translated into benefit for everyone and greater strength for our nation.”¹



The trade mission purpose of our visit to India was to extend the MBA program at the University of Findlay (U of F) to the Indian continent in a synchronous or asynchronous mode. We thought to teach MBA subjects in India via the Internet and provide internship opportunities in the United States if desired. Moreover, we wanted to seek out the possibility of helping build small hospitals in rural communities using a Habitat for Humanity approach (where the community would help to actually build their hospital) with financial support through nongovernmental organizations (NGOs). Because many of the Indian students at the U of F have professional health care backgrounds, we believed that these students, when armed with an MBA degree with concentration in health care management (HCM), could actually work as management interns and help build and equip these hospitals.

Two important financial factors were involved in the desire to move from the real classroom in the United States to the virtual classroom of the world. Costs for students attending undergraduate and MBA programs in the United States are rising rapidly. Moreover, the value of the rupee has fallen twenty percent against the dollar. An Indian student studying in the United States can find himself/herself facing a fifty percent increase in costs.

Seeking collaborative partnerships, the India Study Abroad cohorts visited universities, hospital chains, and industries. Along the way, cultural trips were scheduled for visits to temples, mosques, churches, museums, small businesses, and places of historical interest. During these visits the contrast of ancient and modern heightened the senses of an American making his first visit to this exotic land. One is reminded that knowledge is constructed, not received, as author Ken Bain wrote when he observed that the mental model of a classroom gives sensory input through the lens of the eyes.ⁱⁱ Only minimal senses are used when India is only observed through the pages of a book.

Five Enlightening Culture Shocks!

The Road Less Traveled is a good title for a book on psychology and love, but it would never be a descriptive title for the roadways of Chennai. Buses, cars, motorcycles, and three-wheel vehicles clog highways in India's major cities, yet an ox-drawn cart can be seen slowly moving forward on the same roadways. The safest way to cross a road is to walk beside an ox or cow that is also crossing. These animals are sacred in India, so traffic will stop. Alas, human beings are not held in the same high esteem if they are foolish enough to wander out on a roadway – unattended by a four-legged friend. Yet which is more dangerous – trying to cross the street or actually driving in the traffic. Indian drivers

tend to ignore such things as lanes – even going against traffic if there is a hole to sneak through. Cultural Shock No. 1 – go with Greyhound's slogan – “Take a bus and leave the driving to us.”

The weather in July in Chennai is wonderful – if you are a camel or seasoned Chennaian. The average temperature during our visit was over 105 degrees, and because Chennai straddles the Bay of Bengal and the Indian Ocean, humidity is high. It wasn't unusual for the heat index to exceed 120 degrees. Dr. Ghose, our leader and a coauthor of this article usually had a standard dress code for our group – business attire. For men this included a suit coat and tie. This meant something like taking a shower fully dressed. Cultural Shock No. 2 – Go with the Boy Scout motto: “Be Prepared” – to perspire profusely. One may actually lose some weight in this travelling outdoor sauna. A saving grace: both the inside of destinations and the travel bus had air conditioning.

Big commerce and small business seem to coexist in the same environment in a manner that a Westerner cannot quite comprehend. On one side of the street are Mom-and-Pop stalls that sell everything from paint to food, clothes, electronics, and all the necessities of daily life. These entrepreneurs work in a space that struggles to reach 100 square feet. Exteriors are open, and certainly for these stalls nothing like air conditioning exists. Parking is nonexistent. On the other side of the same street we visited a 12-story modern building that housed 12,000 engineers working for a global array of companies who leased space in the building. Free parking was provided in an on-site lot. The building included restaurants, florists, barber and beauty shops, a 24-hour health clinic and a multitude of retail establishments catering to the educated workforce's every need. An inquiry on rental cost per square foot led to an answer that still amazes us – lease costs are \$1.00 per square foot – and that includes air conditioning. The government of India subsidizes building costs for buildings whose occupants expand job opportunities in India. It is interesting to note that Chennai alone graduates 125,000 engineers per year. Compare this to the entire United States, which graduates 85,000 engineers per year. Culture shock No. 3 – “Lowest Prices – Always” may work for Wal-Mart in the United States. But if you want the “Best Buy” in India put your money on Mom- and-Pop shops or government-subsidized enterprises.

Friendliness is like a sponge. It absorbs the vibrations of hospitality and graciousness that emanate from the faucet of life. Indians dispense friendliness without a prescription, and it is free for the taking. An example is the challenging crossing of a street. This is done by the brave of heart hoping



that the sidewalk on the other side will be reached before an ambulance is summoned to pick up the remains. On a typical day in Chennai one of the coauthors of this article attempted to cross a street. Slow afoot, he wandered into the traffic. A local driver of a three-wheeled taxi noticed his predicament. The taxi driver, at risk to his own life, turned perpendicular to oncoming traffic, thus blocking the traffic so this pedestrian could cross safely. In most American cities, the pedestrian would be cursed and ridiculed. In India, a foreign visitor was graciously “escorted” to safety. On another occasion, Dipankar Ghose, CEO of Prakruthi and the brother of my coauthor, (who coordinated much of this trip) graciously hosted all members of the University of Findlay group for dinner and cocktails at his restaurant. Earlier in our trip his wife and daughter entertained us with beautiful Indian dancing. Finally, when one member of our group had to teach an online class at 3:00 a.m., our Indian students (who accompanied us on the Study Abroad program) and Dr. Ghose appeared in his room to make sure that the Internet connections were working. Cultural Shock No. 4 – The friendliness and compassion of Indian citizens must have been in the mind of Hallmark greeting card writers when they coined the slogan, “When you care enough to send the very best.”

When you grow up on McDonald’s fare and pizza with a variety of meat toppings, it is hard to imagine getting use to a mainly vegetarian diet. In India, the Hindu religion is predominant, and at the core of the religion is the sacredness of life – therefore a bias toward vegetarianism.ⁱⁱⁱ In southern India rice is a staple. Food dishes have names like dosa, idlis, sambhar and vada.^{iv} A dosa shell might be filled with potatoes, onions, and a variety of spices. It might be said that spices are the spice of life in India. Sauces are to main dishes in India as meat and potatoes are to American dishes. An order of chicken masala turns out to be a few pieces of diced chicken in a spicy tomato sauce. Dessert consists of “sweets.” Forget the apple pie or chocolate cake. In India sweets are usually milk- or coconut-based dishes that are far removed from typical American desserts. Yet for all of the differences, Indian food is delicious. It takes a few days to adjust and the best way is to sample a buffet of Indian dishes. It takes longer to associate names with dishes than it does to enjoy a variety of Indian foods without the need to know their precise names. Finally, cold drinks, be they water, cola, or tea must be specifically ordered. In many parts of India, including the city of Chennai, water must be trucked in daily so the inclusion of ice cubes is more a luxury than a common commodity. Cultural Shock No. 5 -- Indian food is both delicious and healthy. Kellogg’s might say it has the right “snap, crackle and pop.”

Incorporating Trade Mission Concepts in the Study Abroad Program

The study abroad program has four central themes. In order of occurrence, these include:

1. To be educated.
2. To educate.
3. To make contacts that will create partnerships between the University of Findlay and international partners – the “Trade Mission” concept.
4. To study the culture and people of the host country.

During the trip to Chennai, India, in June 2009, our group had two principal trade mission objectives. The first was to expand the undergraduate and graduate programs in the College of Business to India by creating partnerships with universities and hospitals. The second was to enhance our MBA health care management program. We sought partnerships that would assist in constructing small hospitals in rural communities in India.

MGR Medical University. Our first visit was to MGR Medical University where we met with the Vice Chancellor. It should be noted that few areas in this prestigious university are air conditioned. Security personnel in resplendent uniforms saluted as we entered our host’s office. MGR Medical University is the state institution that oversees 326 medical colleges. The school’s focus obviously is on the education of physicians, but we were encouraged to submit a Memorandum of Understanding (M.O.U.) that would address incorporating an MBA degree with a medical degree. A brief description of the University appears on its Web site:

“It was established in July 1988. It is approved by UGC and has the power to affiliate new medical and paramedical colleges. It also regulates courses in Indian ayurvedic and Siddha medicines. It also performs researches in medicines and similar fields. It regulates the high standard of quality in medical science throughout the state. University is situated in south of Chennai”.^v

Madras Christian College. Madras Christian College (MCC) is a venerable highly regarded college in India located on a secluded site of 365 acres. In the most recent ranking of the best colleges in India, MCC ranked No. 8 in the Arts and No. 7 in Science.^{vi} The college’s Web site attests to its long and glorious history:

Madras Christian College has entered into the 173rd year of glorious service to the Nation. Founded as a School in 1837 in the black town of Madras, the Institution was built and its character shaped by a host of Scottish missionaries



such as Anderson and Miller, Hogg and Boyd. Many dedicated Indian teachers as well as generations of brilliant students contribute to its success story. Leaving their legacy behind are a galaxy of illustrious alumni like President Radhakrishnan. Such was the stature of the Institution that Mahatma Gandhi agreed to chair a student session in its premises in George Town in 1916, while Billy Graham spoke in the famous Anderson Hall in Tambaram in 1956.

The College is known as much for its academic standing and leadership building as it is for social commitment. Besides, the unseen touch of the Almighty has always been felt and spoken of by generations of students and teachers.

Today the College has around 4500 students (both ladies and gentlemen as they are traditionally called) and over 220 faculty members serving in 31 departments. It is a matter of pride that the institution is ranked among the Top Ten Liberal Arts and Science Colleges in India and also received the Rating of A+ (equivalent to 90-95%) by the National Assessment and Accreditation Council (NAAC). The 365 acre salubrious, idyllic campus with its rare, diverse flora and fauna is a great joy to live in.^{vii}

Meetings were held in a conference room with all college executives and the chairs of most departments present. Here was a college open to partnerships whose representatives made one feel that the only delay would be caused by the time to prepare an adequate M.O.U. and affix the necessary signatures. Clearly, there was an interest in the University of Findlay's MBA program, which would blend in perfectly with the many undergraduate and graduate programs at MCC. Officials from both institutions of higher education left the meeting with the feeling that a new work of art was ready to be applied to a blank canvas that would bring the global world closer together.

Global Hospitals. Global Hospitals is a rapidly expanding chain of hospitals with a presence in the major cities of India. The beautiful facility in Chennai is new, having opened in March 2009, on a 21-acre campus. The hospital is a 325-bed facility that is part of a health city. Specializing in organ transplantation, plans are in preparation to expand to 1,000 beds.^{viii} The visit was extraordinary. Top hospital officials acted as tour guides of the newly opened complex. Totally air conditioned, the diagnostic unit includes technology that would make any Western hospital administrator envious – including a 64-slice PET-CT scanner. A separate section of the hospital had been developed for international patients – part of Global's commitment to medical tourism.

Following the tour, a meeting with hospital executives explored how the U of F and Global could work together. Here was a new hospital situated on a site that left plenty of room for future expansion as part of the health city concept. Why not, we reasoned, develop Global's own university on the site – to train health care workers and managers for all of Global's hospitals. This idea seemed appealing, so both parties agreed to prepare M.O.U.'s to incorporate such a concept. Truly, this is what partnerships are all about, and the Study Abroad program continued to move forward with new and creative ideas.

Lifeline Rigid Hospitals. Friendships developed on the global stage can create bonds that become inseparable. Such a bond was created when our group met Dr. Rajkumar, Chairman and CEO of Lifeline Hospitals. A renowned gastrointestinal surgeon, Dr Rajkumar not only conducted a personal tour of one of his hospitals, but he also made sure that he met with us on several other occasions to assure us that he and his colleagues wanted to work with the U of F.

Lifeline's history is one of rapid growth. The company's Web site describes that growth:

In less than a decade, the Lifeline group has grown from strength to strengths. From primary to tertiary healthcare, it has carefully planned the accessibility to ensure that specialty care is available at the nearest, when patients need at the earliest. The purpose is to provide superior healthcare services to more people and in many regions.

In 1997, the group started its first company RIGID hospital and since then there has been no looking back. Today, it has 15 Corporate Medical centers, one tertiary care hospital and three secondary care hospitals to its credit with several other projects in the pipeline. Started with just 25 beds, the group now has more than 500 beds and is one of the largest referral centers in Tamil Nadu.^{ix}

Dr. Rajkumar would like to assist in the building of hospitals in rural areas. Moreover, Lifeline provides free cardiac surgery to children who cannot afford care but would die without surgery. A pediatric cardiac surgeon on staff met with us asking that we try to raise funds so that more children needing surgery can be assisted. The total cost per child would be \$3,000 (U.S.).

Finally, Dr. Rajkumar would like to use the University of Findlay's MBA program so that his salaried physicians can learn management skills as they move through the corporate ranks. Asynchronous courses would allow physicians to study as their time permitted.



In summary, Lifeline Hospitals and its Chairman and members of our group agreed to prepare M.O.U.'s that would provide the following:

1. Teaching MBA courses in an asynchronous mode to physicians and managers of Lifeline Hospitals.
2. Working together to assist in constructing hospitals in rural areas of India using a Habitat for Humanity approach and NGO financing.
3. Raising funds in \$3,000 increments from NGOs to sponsor a child (children) for pediatric heart surgery

Apollo Hospitals. HCA or Hospital Corporation of America used to be the largest hospital chain in the world. It boasted of plans to have a hospital within 20 minutes driving time of any American. Then the U.S. government pointed an accusing finger at HCA because of certain business practices, and the company imploded.

Today the mantle of hospital leadership in the world might rightfully be bestowed on Apollo Hospitals. The company's web site tells the story:

With over 8065 beds across 46 hospitals in India and overseas, neighborhood diagnostic clinics, an extensive chain of Apollo Pharmacies, medical BPO as well as health insurance services and clinical research divisions working on the cutting edge of medical science, Apollo Hospitals is a healthcare powerhouse you can trust with your life. At Apollo Hospitals, India, we unite exceptional clinical success rates and superior technology with centuries-old traditions of Eastern care and warmth, as we truly believe the world is our extended family--something our 16 million patients from 55 countries can warmly affirm.^x

A meeting with Apollo executives in Chennai was an awe-inspiring experience. With over 60,000 worldwide employees Apollo has more employees than Findlay, Ohio (USA) has citizens – at least one-third more! Truly, this is a self-contained medical and teaching enterprise. It has its own universities to train health care personnel.

We met with Apollo executives at their 700-bed hospital in Chennai, which really is Apollo's "mothership." It became readily apparent that the only possibility for a partnership was to exchange MBA interns. We noted, however, that Apollo does not have a medical school – and they have a dire need for physicians. Our suggestion was that we approach a medical school in Ohio that might be interested in expanding abroad and seeking a partnership with Apollo. It is along these lines that an understanding can be reached requiring a three-way

partnership among the U of F, an Ohio medical school, and Apollo.

The United States Consulate, Chennai, India. One of the speakers during the educational portion of the Study Abroad Program was the U.S. Assistant Consul General for Chennai. Since the recruitment of international students to study in the United States is dependent on acquiring a student visa, the doors to the academic program at the U of F, or any American college or university go through a Consulate office. Following the educational program our group was invited to visit the Consulate in Chennai.



The India Study Abroad 2009 delegation in a rare photograph inside the consular wing of The Consulate General of the United States of America in Chennai, India on June 17. From L to R: Dipankar Ghose, CEO – Prakruthi, Padmavathi Dasharatha Yata, Penny Gerdeman, Keeron Sreyoshi Ghose, Bridget C. Bittle – Vice Consul – Immigration, Frederick J. Kaplan, Consul for Public Affairs, Dr. Nabarun Ghose, Shawn Miller, Michelle Wildman Galstaun, Vice Consul – Immigration, Venkata Chandra Sekhar Punathi, Sowmya Mangalam, Dr. Scott Freehafer, Shamini Reddy Katepally, and Dr. William Ruse.

Within the Consulate in Chennai is an American Library that is made available to citizens of the community. There is no charge to borrow books or periodicals.

An Indian student wishing to study abroad must obtain a student Visa. For the southern part of India these visas are obtained at the Chennai Consulate office. We watched as prospective students stood in long lines; then they had a few seconds to answer questions posed by a consulate officer. The decision was made by the officer based on a subjective evaluation – all in the course of seconds. The most telling subjective evaluation is whether the interviewer believes the student intends to return



to India after obtain his or her degree. A subjective feeling that the student will not return results in rejecting the visa request. For young people this is a stressful time in their lives.

Conclusion. Globalization and international outreach and expansion are now a fact of business. However, the supply of globally competent personnel to take advantage of these opportunities and necessities is in critical short supply. Business schools must take the responsibility for supplying organizations with globally competent graduates. The master teaching plan that has been provided in this article can assist business schools in tackling the situation. There are many understandable challenges though, such as the availability of resources, the lack of faculty preparation to lead these efforts, and the superficiality of knowledge of some existing leaders (Koernig, 2007). To be of benefit to aspiring competitors in the arena of global business, serious attention should be focused on meaningful study abroad programs in addition to traditional experiential research techniques to address both cultural and business competencies.

The India Study Abroad Program is a kaleidoscope of experiences and expectations – it could be named the “E & E syndrome.” Both were not only met but exceeded. There is little discussion here about the churches, temples, and historical sites that were visited. Moreover, nothing has been stated about watching gold being spun into golden thread or about snake venom being extracted from poisonous snakes, nor about the world’s largest alligator – fondly referred to as “Jaws III” – even though he was an alligator and not a shark. No, these visions are still with all who attended this program. For the sake of brevity, these memories are left for another day, when as General Mac Arthur said, “I shall return.”

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Endnotes

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