

This paper provides an overview of CBS's international links in academia, focussing on strategic international alliances and other international collaborative modes of consequence for CBS's competitiveness, both with regard to recruitment of high quality students and faculty; access to knowledge; development of its innovative capacity; generation of funds; and its reputation. International collaboration comes in many forms and shapes. The paper thus contributes to CBS's thinking on how to leverage international strategic alliances and other international collaborative modes as a means to realize its vision to remain and further strengthen its position as a strong and well-reputed player in the global business school field.

The matrix in Figure 1 is an attempt to capture the different modes of operation, even if the boundaries between them are invariably blurred. The matrix far from includes all examples of international collaboration.

Fig. 1: CBS International Collaboration

	Institutional	Departmental / Study program	Individual (student, faculty)
Education	CEMS, PIM, GBSN	Double degree Joint Degree GLOBE Virtual-MBA Master.Corp.Comm.	Student exchange Faculty exchange
Research	EIASM; EDAMBA EUDOKMA; SCANCOR PhD-network EABIS CEMS	DRUID EU-funding Other international, research funding schemes	Collaborative research Journal editorial boards EU research project referee/research expert
Other (admin, library, consult.)	Admin. network (NUAS) ESMU; EFMD Graduate Business Forum CEMS (eg EBF; Alumni & Corporate networks)	CBS Libray, Baker Library Harvard & Li-Ka-Shing Library, SMU Library Singapore	Transnational advisory Boards. Accreditation boards

Education.

Institutional partnerships

CBS's membership of *CEMS* – the exclusive and by-invitation-only Community of 17 European Management Schools and the 53+ international corporations is CBS's most comprehensive international engagement. The concept is based upon inviting the most prestigious business school in each European country with an obligation to invite 2-5 international corporations from each country into the partnership. The defining common activity is the delivery of the *pre-career* Master of International Management, which for 2 consecutive years has been ranked 2nd in the Financial Times ranking of pre-career master programs in management. However there is growing emphasis on collaborative research, including collaborative doctoral education, and joint branding and marketing activities between the partner schools. With the recent decision to globalize CEMS and bring on board as full members a number of distinguished business schools from across the world, CEMS has the potential to spearhead, again, CBS's global ambitions. The partnership is not an 'impression management' relationship but one which has led to numerous joint applications for EU research funds; to development of double-degrees and a emerging co-operation in doctoral education.

Strategic partnerships like CEMS are premised on mutual trust between the partners. Strategic partnerships require continuous management attention to ensure top-quality delivery in projects with these partners, also because a strong performance can pave the way for new ventures, e.g. when a school with a Nordic perspective is wanted. Apart from the double-degree and student exchange relations that are of a long term nature most effects of the strategic partnership will be project-based. As these partnerships rely heavily on networking, CBS has gained a strong position by ensuring continuity in terms of the CBS faculty responsible for running these relationships.

Without doubt, CBS can offer programmes of higher quality by joining forces with reputable schools both in terms of development and execution. It is our ambition that every program taught in English seeks a partnership within the CEMS or PIM network if the right match for that particular programme can be found.

While CBS is already formally partnered with most of the expected incoming non-EU members, we will be in an advantageous position for negotiating other types of bi- or trilateral (etc) arrangements with these schools.

The *PIM* community (53+ schools), historically with a focus on international graduate student exchange, remains the other cornerstone of CBS's internationalization efforts of all sorts, essentially a highly efficient 'marketplace' for new ventures. Thus both CEMS and the GLOBE programme were conceived in PIM.

What develops into institutional partnerships often starts as an individual contact, and not necessarily as a result of a master plan conceived by CBS's top management. CBS's track record as an active and long-serving actor in numerous international contexts, across different levels in its organization, as well as its reputation for being reliable, innovative and pragmatic constitutes a good platform for being the preferred partner in significant alliances.

Strengthening CBS's institutional alliances, eg by way of proposing cooperation at the management level, may be a very effective and rewarding way of collaborating around major and comprehensive goals, as well as a strong way of communicating our reputation and market value. CBS believes that there is far more potential in international alliances than in national mergers. If we decided to develop a *very* close, and *very* extensive partnership with one or two other schools – like the one formed between HEC and ESADE – it could well be with one of the CEMS schools.

Departmental /Study program partnerships **Double-degrees / Joint degrees**

This model constitutes a significant development of student exchange as it requires programmes offered by several schools (typically 2) to be harmonized so as to facilitate the issuing of diplomas by both schools. It is a commitment that always involves institutional approval as these partnerships, due to their high profile and the financial and reputational resources invested, are more difficult to terminate compared with traditional exchange agreements. In principle, CBS can choose between developing many agreements with a few schools or developing agreements with a wide range of schools.

The first option requires total institutional commitment at a very high level and is a merger-like situation. However, very few schools can match CBS's portfolio of programmes, which limits the advantages of this option considerably. The second option allows each programme to seek a suitable partner and thus maximize the local benefit at the expense an institutional one. CBS is currently pursuing option two, but with a clear preference for the universities that constitute our close partners (the CEMS and PIM partners).

At the MSc level, examples include agreements with Bocconi University (It); Belk College (N.C., USA), ETAM-EGADE (Mexico); at the BSc level the GLOBE program with Chinese University of Hong Kong and Kenan-Flagler School (N.C.,USA); at the MBA level, the collaboration with Indiana University on the virtual MBA programme The CEMS MIM programme is technically of the same kind but it is embedded in a wider and deeper institutional partnership. CBS strives to establish one/two double degree partners for each of its study programmes.

Individual level **Student exchange**

Student exchange is CBS's primary medium of providing the students with invaluable international competences. CBS today handles app. 1000 outgoing and 1000 incoming exchange students a year, probably a world record for a business school. CBS's unique capacity has been achieved by gradually establishing – and nurturing + monitoring - exchange agreements with 300+ carefully selected partners worldwide; by developing an international portfolio of study programmes and electives taught in English; by reforming the individual programme structures so as to accommodate semesters abroad, and, as importantly, to accommodate incoming exchange; by setting up extensive support facilities in the form of an international office and a whole new range of services targeting the needs of international students.

For the full-time students we have an exchange rate of 30+ (measured as the percentage of students having been abroad during their studies). A huge variation exists between programmes with a high propensity to go on exchange (eg BSc in International Business, BSc in Business, Language and Culture) and programs with a very low one (eg 'business law', auditing). Raising the exchange rate, also for students at less internationally oriented programmes, is a goal.

The sheer volume of CBS's student internationalization suggests that, also in the future, student exchange will remain the main vehicle for arriving at that goal. It remains the most efficient and economical way of moving large numbers of students while at the same time giving these students an international experience tailored to their particular profiles. To this end, CBS will also in the future need a large number of

high quality partner universities, both in order to ensure that CBS students do not arrive in large groups at any one university – creating little ‘Denmark’s – and to ensure CBS can match students with a suitable destination, given their academic profile and interests.

Furthermore, while ‘student exchange’ in itself does not create extensive collaboration between the schools involved, except for the respective international offices, it is often an excellent way of testing a relationship, mutual interests, etc. Thus, this type of international collaboration, indispensable for the day to day business, has the potential to develop into more.

Apart from being a quid pro quo, the reciprocal activity – foreign students at CBS – serves the extremely important purpose of instilling a genuinely international climate in the classrooms and on campus, far beyond and above what the current number of international full-degree students can aspire to do. It furthermore serves as a marketing tool vis-à-vis their home university in terms of recruiting international degree students.

Recently, there has been increased focus on ‘international internship’ exchange. It is a mode where a student spends most of the time in a company, working on a concrete project, which is finally subjected to an academic exam.

Faculty exchange

This kind of exchange is very frequent (both ‘in’ and ‘out’) and vital for developing individual scholars’ – and research communities’ - international research network. It almost always takes place on the initiative of individual professors. Many productive relationships originate from these kinds of contacts and in some cases they are taken to the departmental/study program or institutional level. Faculty exchange is a strategic resource and should be encouraged – even short term exchanges are of considerable value, but family and economic considerations often constitute a barrier for faculty mobility. The CBS model of accumulating excess teaching hours and converting these into a stay abroad with full research load may pave the way for further exchanges just as increased availability at CBS of high quality and affordable accommodation for international visiting professors has greatly increased the attractiveness of CBS for foreign scholars. With smart planning, faculty exchange can be partly financed by offering visiting faculty teaching, e.g. at the Summer University, at (short) modules during the ordinary semesters, etc., which in turn is a valuable contribution to the development of our study programmes.

Research

Institutional research

Because research is driven by individuals, CBS’s contribution at the institutional level is active membership in a range of international organizations as those mentioned in Figure 1. One network addresses PhD education (EDAMBA) in general, while others focus on a specific topic such as (EUDOKMA) in knowledge management. (SCANCOR) is a Nordic University co-operation established with Stanford University, US more than 20 years ago. It allows up to 16 faculty members to benefit in a sabbatical mode from the research-rich environment at Stanford. CBS has 3-4 such visits per year predominantly within organizational studies. DRUID is another network focusing on industrial economics anchored at CBS (see below).

Departmental level

The departmental level has proved to be a more sustainable level for international research co-operation compared with the institution as a whole. We can find many examples of research networks that have existed for many years, anchored at a department and where a number of faculty members have contributed over the years. As a result, CBS (co)hosts a large number of international conferences each year, but also ph.d. collaboration, joint research projects, joint research applications and faculty exchange are frequent results of such collaboration.

As mentioned above the DRUID network, that has existed for more than 25 years, has earned a reputation for arranging state-of-the-art conferences in the field of industrial economics and innovation; one visible success factor is the very high frequency of downloads of the working papers from the DRUID website. INO (former IVS department) is the founding father of this network. Another example is the collaboration between the Department of Informatics and the Information Systems Group at the Department of Management at London School of Economics, which i.e. involves the establishment of a Consortium of Euro-India ICT Studies and an EU research application.

Research collaboration, individual level

At the individual level research collaboration at CBS is very extensive, as evidenced by the myriads of international contacts and collaborative activities between CBS faculty and colleagues abroad (through joint

research projects and joint publications; through visiting professorships, through participation in and co-hosting conferences, seminars and workshops; through membership of editorial boards of international journals, etc). For CBS, the best way to stimulate this is to continue its financial support of these activities, and, whenever possible, to help faculty obtain external funding to realize collaborative research ambitions – all with a view to increasing high quality international publishing.

Again, these initiatives are very difficult to orchestrate top-down. The core ideas are typically conceived by a few researchers, with one department/centre emerging as the lead partner. In these cases, the vital factor is matching the right competencies, capacities and people at the right time. CBS welcomes such initiatives, not least if the partners are found amongst the PIM and CEMS members, but other concerns frequently land us with other (strong) partners, like MIT, Harvard, Mannheim; partners with considerable potential, either because of special competencies or geographical location; or partners whose participation is mandatory in order to comply with eg. EU rules on regional inclusion. Individual universities guard their reputation very jealously, and few are interested in picking partners lower in the international hierarchy than themselves. CBS's successful participation in international research programmes, and, by implication, access to international research funds, whether as lead partner, or as a member of a consortium, are highly strengthened by the availability of internal support functions, like the ones today offered by the Research Dean's office. Without this support, few researchers will bother to go through the extremely time-consuming tender processes involved in eg. applying for EU funds.

Professional and administrative collaboration **Institutional level**

CBS is involved in multiple networks that focus on also the management and administrative aspects of running a business school, including exchange of best practice, quality assessment and benchmarking. The CBS library has thus entered into a highly prestigious strategic library collaboration with Harvard and the Singapore Management University. CBS presidents and deans are frequent members of accreditation teams by which new contacts are established and valuable knowledge exchange take place. In the appendix more information can be found about each of these types of international collaboration.

Synthesis of the strategy in relation to strategic alliances.

Most co-operation starts out as bilateral non-strategic operational activities by which both schools gain some insight into the strengths and preparedness of the partner school for furthering the co-operation. It therefore makes sense to present strategizing in this field as a dynamic process which tends to develop through a number of distinct phases.

The 'student exchange' activity thus serves the purpose of getting to know potential partners for more elaborate co-operation. A big step forward is to engage in 'double degree/ joint-degree' collaboration as it commits the institution far more than just exchanging students. CBS has entered a number of such agreements and is gradually introducing this mode to all programmes taught in English.

Other types of collaboration are currently being pursued with varying degrees of intensity and not in a manner that involves the entire organization (bench-marking, research, marketing of programs, faculty development, ph.d. education etc.) and perhaps one day also the management and governance structure. As a consequence of the choice of CEMS and PIM memberships these schools are preferred partners for any kind of strategic alliance, but third parties might be chosen if there is a perfect match.

1. CBS wants to maintain a large portfolio of high quality student exchange partner universities so that a growing number of exchange students can be sent in small numbers to/from each partner.
2. CBS wants to establish more elaborate partnerships such as 'double degree/joint degree', PhD school collaboration, with a limited number of schools, preferably amongst the CEMS/PIM group.
3. CBS wants to be a preferred partner for internationally funded projects (EU 7th FR etc.) by recruiting and developing high quality researchers and delivering a high quality support structure.
4. CBS might consider co-operation with very few school partners at the management level.
5. CBS is not prepared to set-up educational activities abroad alone, but might team up with strong partners in growth regions for business school education.
6. CBS will try to strengthen the relations with the corporate world outside Denmark.

Deepening and broadening CBS's internationalization requires a continued drive to quality improvement of the international programmes currently offered, however 'back-office' services are just as important. The real challenge is not how to choose and to suggest a strategic agreement with a strong partner, but to bring our 'delivery systems' in the broadest sense into a state that matches the expectations of our potential partner.