

CREATING SHARED VALUE THROUGH VET INTERNATIONALISATION: A CONCEPTUAL FRAMEWORK IN THE CONTEXT OF ECONOMIC GLOBALISATION

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Abstract

In times of the economic globalisation, the “war of talents” and skills shortage in emerging markets, vocational education and training services (VET) are strategically highly relevant for international HR Management. The criticism against negative impact of economic globalisation leads to a Creating Shared Value (CSV) conception of VET internationalisation, that on one hand is based on an entrepreneurial mind-set taking a market- and profit orientation, and on the other hand considers the social, environmental and further societal context contributing to common good. The paper presents a best practice example and six conceptual components of a VET internationalisation CSV framework.

Key words: globalization, emerging markets, internationalisation of vocational education and training (VET), international HR management, service co-creation, creating shared value.

JEL classification: A29, F60

INTRODUCTION

Global industries and their suppliers invest in emerging markets like Eastern and South-Eastern Europe, Russia, South Africa, China or India. These markets often face a tremendous lack of well trained work force below the management level, mainly in technical or commercial occupations.

In this article vocational education and training (VET) is understood in form of the ‘Dual Apprenticeship System’ (DAS) that consists of professional know-how mediation in public vocational schools and professional skills acquisition as daily training-on-the-job in the firm where the apprentice is employed. VET degrees are accredited by public authorities. Thus, the ‘Dual Apprenticeship System’ is based on co-management of private companies and public education institutions. The “German vocational education and training (VET) system and especially the dual apprenticeship system enjoy excellent reputation in the international context of VET” (Hellwig, 2006: 1). However, being aware that the public-private co-management is not fully applicable in international markets the components of theoretical VET teaching and practical training-on-the job are considered as the basic standard that is required in VET internationalisation.

This paper suggests the internationalisation of vocational education and training service as an answer to solve the skill shortage by enhancing employability. Moreover, VET internationalisation is assumed to be the preventing strategy to very cheap labour and exploitation or other negative social and environmental impacts born by economic globalisation. The paper presents a conceptual framework of Shared Value strategically combining profit making with the contribution to societal welfare in newly industrialised countries.

DEFINITIONS AND BELIEFS ABOUT GLOBALISATION AND INTERNATIONALISATION

The term ‘globalisation’ describes the process of coming closer together in one world. According to Beck (2007) globalisation compiles five dimensions: economy, society, culture, environment, and politics. Due to the ‘Multi-disciplinarity of globalisation’ (Mayer et al, 2011) there are many different definitions, some aiming to describe globalisation as comprehensive processes and others are based on the view of a single discipline.

Al-Rodham and Stoutman (2006) have documented 119 different definitions of globalisation from scientific and institutional sources, and finally adding their own definition: “Globalization is a process that encompasses the causes, course, and consequences of transnational and transcultural integration of human and non-human activities” (2006: 21). Change is a main feature of globalisation. The authors state

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that globalisation is an evolutionary process and future of globalisation is hardly to predict.

Globalisation is closely connected to various assumptions about its final results with either positive or negative impacts on different stakeholders or the entire world. Thus, over the last decades the globalisation's proponents and opponents have shown up at the scene.

The beliefs often imply contrarian views. Positive scenarios of globalisation reach e.g. from economic growth and technology innovation, to the promotion of peace and human rights or the establishment of a 'global citizenship' (Luhmann, 1975; Wobbe, 2000; Beck, 2007, Holzinger, 2012); however negative scenarios anticipate environmental destruction, climate change, human exploitation in developing countries, wars about natural resources or caused by the 'clash of civilization' (Huntington, 1993).

Al-Rodham & Stoutman (2006) cited Ritzer (2003): "[a]ttitudes toward globalization depend, among other things, on whether one gains or loses from it." (2006: 190). Regarding the globalisation's complexity, and ongoing change and debates about it, the authors conclude with a citation by Poppi (1997): "globalization is the debate, and the debate is globalization" (1997: 300).

In the context of education politics Marginson (1999) sees "education increasingly shaped by globalisation" (1997: 19) although at the same time education fulfils the national-building function strengthening national identities in the globalised world.

The term internationalisation comes into force when taking the entrepreneurial perspective developing and defining the processes that enterprises undertake to participate in global business. In particular, internationalisation is a challenge to SMEs (Lindblom 1959, 1979; Lloyd-Reason & Mughan, 2002; Schweizer 2012); and most VET providers are SMEs. To be successful in international competition Dimitratos & Plakoyiannaki (2003) emphasise the necessity of the development of the entrepreneurial culture, albeit in many cases VET providers have a non-profit orientation. The entrepreneurial mid-set in VET export complies with the ROI higher than zero (Dornmeyer & Lenger, 2010).

CRITICISM ON ECONOMIC GLOBALISATION

Through the economic globalisation, the business relations of economic players worldwide get intensified. Economic globalisation is characterised by increases of international division of labour, of foreign trade; of cross-border capital flow and foreign investments, as well as by increase of international know-how and technology transfer (Mayer, 2011).

Levitt (1983) described technology as driver of the globalisation of the markets: "A powerful force drives the world toward a converging commonality, and that force is technology. It has proletarianised communication, transport and travel." (1983: 98).

Technological innovation has accelerated the economic globalisation reaching an enormous increase of global economic activities over the last decades: "Globalization refers to the growing economic interdependence of countries worldwide through the increasing volume and variety of cross-border transactions in goods and services and of international capital flows, and also through the more rapid and widespread diffusion of technology" (World Economic and Financial Surveys (1997: 45). Local industries in emerging markets that are technologically behind are suffering from smaller competitiveness.

Global business has led to high global competition. In the leading industries like the automotive supplier branch an aggressive fight regarding 'cost leadership' is going on. The competition concerns the entire 'value chain' (Porter, 1980; 1985), enfolding the 'economy of scales' (Porter, 1980, 1985; Reynolds, 1983; Weiss & Gershon, 1989; Pearson & Wisner, 1993; Celli, 2013), e.g. by low-cost production, by low-cost sourcing of resources and know-how, and by low-cost personnel. The geographic market segmentation (Kotler, 2000) supports the definition of low-cost and high cost target markets.

However, the competitiveness of SMEs in developing countries is also strengthened by the usage of information and communication technologies (ICT) (Peña Vences et al., 2012). The example of China shows that SMEs from emerging markets have already started to successfully compete in international markets (Zeng et al., 2008). However, the research at the example of Chile found that the extent of their internationalisation was determined by their (restricted) resources and capabilities (Bianchi, 2014).

Edward (2006) studied public opinions about economic and cultural globalisation. Concerning the 'model for trade and business ties' the study found that "respondents from wealthy countries were more likely to be negative and respondents from poorer countries were more likely positive." (...). The

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three high income countries (..) had more negative opinions of foreign trade (..), which could reflect concerns about competing with low-cost labour from abroad. Lower income countries had more positive views about the effects of international trade on their economies, which could also reflect a relative abundance of cheap labour” (2006: 600f).

These findings assert the close link between the entrepreneurial decisions and the public view on economic globalisation. Recalling the multi-disciplinarity of globalisation the findings demand responsible entrepreneurial decisions that take into account the other globalisation’s dimensions. In particular, the future challenge is balancing social, environmental and cultural expectations. Johnson & Vahlne (2006) suggest respecting the organisational environment in the internationalisation process by adjusting market selections and operation modes.

International HRM, including recruiting and HR development, policies of wages, working condition and safety, gained public attention. Latest incidents, e. g. the working conditions in the textile industries in Asia had the negative image impact on the entire branch.

As globalisation is evolutionary and under constant debate the literature review shows as well a wide range of scientific counter theories backlashing globalisation and internationalisation, e. g. such as the “de-internationalisation” (Turner, 2012: 92) or the sustainable development of local communities via social participation, local management and entrepreneurship (Johannisson & Nilsson, 1989; Spilling, 2011; Shoormij et al., 2012).

FEATURES OF EMERGING MARKETS

Emerging markets have overcome the status of ‘developing countries’. As so-called newly industrialised countries they stand in transition to become the developed industrialized countries and have tremendous impact on global business development (Kvint, 1999; 2009) and global competition (Jain, 2006: xv). The various emerging markets’ definitions are represented by different listings of economic institutions, international organisations, rating agencies and universities describing the current economic status and economic development perspectives by various indicators like e.g. GDP, foreign debts, education and health standards, ecological standards, or demographic data like birth rates and migration (by UN, World Bank, IMF and others).

The emerging markets Brazil, Russia, India, and China called BRICs are described as catch-up markets (Vercueil, 2012). Core transformation feature is the high GDP growth (Wilson, 2006) paired with “the absence of social integration” (Behrmann, 2006: 519). Volatility of emerging financial markets as another well-known feature usually is seen as the barrier to non-speculating investors. However, Blitz et al. (2012) could not corroborate the volatility effect which assumes the positive correlation between risk and return on investment. Furthermore, corruption is discussed as the feature of emerging markets (Behrmann, 2006; Habib & Zurawicki, 2006) that also might be the serious investment barrier. Therefore, in also institutional reforms for shaping market economy are necessary (Vercueil, 2012).

SKILLS SHORTAGE AND INTERNATIONAL HUMAN RESOURCE MANAGEMENT

Institutional reforms in emerging markets also include reforms of the education system including VET. The reforms of higher education programmes are far developed by internationalisation of management studies. In particular, international MBA programmes are well established. The Master of Business Administration (MBA) “is considered the flagship of business studies education” (Baruch, 2009). However, there is a big lack of VET on secondary level (skilled workers training). Thus, comparably, the management position can be more easily staffed than the blue-collar position; and moreover workers positions are much more numerous.

Through the strong increase of global competition and migration (Mitchell et al., 2011; Binci, 2012) international HR management strongly gains strategic importance for the global economy. However, the “war of talents” (Michaels, et al., 2001; Bartlett & Ghoshal, 2002; Bhattacharya et al., 2008) makes international talent management, HR recruiting and development difficult and skilled human resources are an competitive advantaged.

Via VET Internationalisation people of different nationalities, of gender or age get qualified

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worldwide. This complies with Lorbiecki & Jack (2000) and Richard & Johnson (2001) who stated that diversity management is essential for international organisations. Fairness and equal career opportunities regardless of employees' origin should be part of diversity management (Shen et al., 2009).

SUCCESSFUL EXAMPLES OF VET INTERNATIONALISATION

In 2009 the German education export reached the amount of to 9.4 billion euros, with 714 million euros revenues in the field of vocational education and training (VET) as the biggest share (iMOVE; Booz & Company, 2010). "This export volume shows that education plays the significant role in the German services sector and that so far its economic impact has been underestimated. The education export outmatches the export of insurance services (2.9 billion euros), advertising and exhibition services (3.8 billion euros) and financial services (9 billion euros)" (iMOVE Webpage).

In the following some examples of VET internationalisation are presented. The VET provider bfg GmbH established the Shanghai Bavarian Vocational Training Consulting (SBVTC) Co., Ltd. offering qualifications in metal processing needed by the German automotive industries in China. Innovations are suitable for VET internationalisation as shown by several success stories in the branch of renewables and cleantech describing qualifications contributing to environmental protection and (iMOVE, 2014). Dr. Eckert Schulen AG provides qualification to gain the certificate of the "Deutsche Industriemeister" (German Master of Industries) e.g. in Brasil, Saudi Arabia or Turkey. The VET provider uses the business case the so-called "incoming export": Foreign apprentices pass the theoretical and practical training in Germany based on public and economic interest in the target markets.

Due to the skills shortage in the target markets some companies started their own VET programmes (intrapreneurship according to Antoncic & Hisrich 2001, 2003): Knauf Gips KG offers qualifications in dry masonry in several training centres in Russia. The Mexican subsidiary of ALPLA Werke Alwin Lehner GmbH & Co. KG offers qualifications for tool makers and plastic formers to cover own needs and to also train apprentices for the needs entire branch. The Dual Apprenticeship Programmes (DAS) had been celebrated as "leading innovative idea in Mexico" by the Secretary of Public Education's in the press release from July 18, 2013.

BEYOND CSR – CREATING SHARED VALUE

The ibw research study about Austrian VET export states: "We also do understand VET export as educational duty and societal task" (Dornmeyer & Lenger, 2010: 34; translated).

This citation makes clear that VET internationalisation is close to strategic Corporate Social Responsibility (CSR) that consequently comprises pro-active CSR behaviour of the company with high CSR integration into the business model (Meyer & Waßmann, 2011: 12).

The Creating Shared Value (CSV) concept by Porter and Kramer (2012, 2011) goes beyond thinking in society sectors dimensions and beyond internal and external business categories. CSV integrates the economic and societal perspectives to strategically understand and evaluate needs, conditions and relevance for sustainable changes in society with the economy as its integrative part. Creating Shared Value means gaining competitive advantage by coevally creating societal and economic value (Porter & Kramer 2012, 2011).

Table 1: Comparison of CSR and Creating Shared Value

CSR	CSV
Values: doing good	Value: economic and societal benefits relative to cost
Citizenship, philanthropy, sustainability	Joint company and community value creation
Discretionary or in response to external pressure	Integral to competition
Separate from profit maximization	Integral to profit maximization
Agenda is determined by external reporting and personal preferences	Agenda is company specific and internally generated
Impact limited by corporate footprint and CSR budget	Realigning the entire company budget

Source: Porter & Kramer (2011: 16)

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Thus, Creating Shared Value goes beyond strategic CSR leaving the distribution of economic added value concept behind.

CREATING SHARED VALUE FRAMEWORK ON VET INTERNATIONALISATION

Despite of the success stories described, there is a lack on theory building regarding VET internationalisation on secondary level (trainings for skilled workers). The “Market-oriented and Integrative Management Model on VET Internationalisation” intends to support VET providers as SMEs with overall eleven success strategies during the initiation phase, the foreign market entry phase and the foreign market development phase (Mewaldt, 2014), but it yet does not consider the social, environmental and further societal context.

Though, the model supports profit and non-profit orientations alike. It applies the “Multi-stakeholder Approach” in educational development and social entrepreneurship (Kaufmann et al., 2012; UNESCO & Draxler, 2009; Aga Khan Foundation, 2007); and refers to the “Stakeholder Approach” in management and business ethics (Freeman, 1984; Freeman & Reed; 1983; Freeman et al., 2007; Mitchell, 1997; Argandoña, 1998; Laplume 2007; 2008. Service logic and service co-creation is suggested to be applied in the internationalisation process (Grönroos, 2011; Lemke et al. 2011; Heinonen et al., 2010, 2013; Grönroos & Raval, 2011; Grönroos & Voima, 2013; Grönroos & Gummerus, 2014); and thus supports the stakeholder approach.

However, as final consequence the development outcomes and impacts of VET internationalisation in the target market are not reflected in the model. Regarding the criticism on economic globalisation and the call for global citizenship (Crittenden et al., 2011) the Creating Shared Value (Porter & Kramer, 2012) is suggested as a conception for VET internationalisation.

Referring to the case of the Training and Service Centre of Masterwerk GmbH in Bosnia and Herzegovina (BIH) the basic project management structure is presented. The entire project in a planning stage is based on a Creating Shared Value concept from very beginning. Masterwerk GmbH as VET investor wants to achieve economic targets and development goals, both are essential to measure the success of the project. Strategically, the co-operation of economic and societal key stakeholders is intended for gaining added value for all partners involved. Value is created for the VET investor and its customers; for young unemployed people and their families (also strengthening their willingness to stay in the country and not to emigrate); for local VET institutions/ universities; and last but not least for the reengineering and development of the local metal processing branch in the Western Balkans. Besides that also international suppliers of industrial machinery as well as potential industrial investors will benefit from the emerging local industry.

Based on the inductive abstraction of this Creating Shared value case and other experienced single cases in international business consultancy of formal and non-formal education the following six components of a **Creating Shared Value Framework** in VET internationalisation are presented:

Component 1: Without economic added value there is no shared value. Thus, the identification of cash cows in the foreign markets is a necessity. The ROI of VET is higher than zero.

Component 2: As immediate and most important development outcome VET internationalisation leads to up-dated qualifications and skilled workers that are searched in local and international markets. The public acknowledgement of certificates in the home and target markets is desirable.

Component 3: Machinery services and management consultancy support the modernisation and reengineering of the local industry as the secondary development outcome.

Component 4: Economic and societal impacts are measurable mid-term and long-term changes reached in the target market/country.

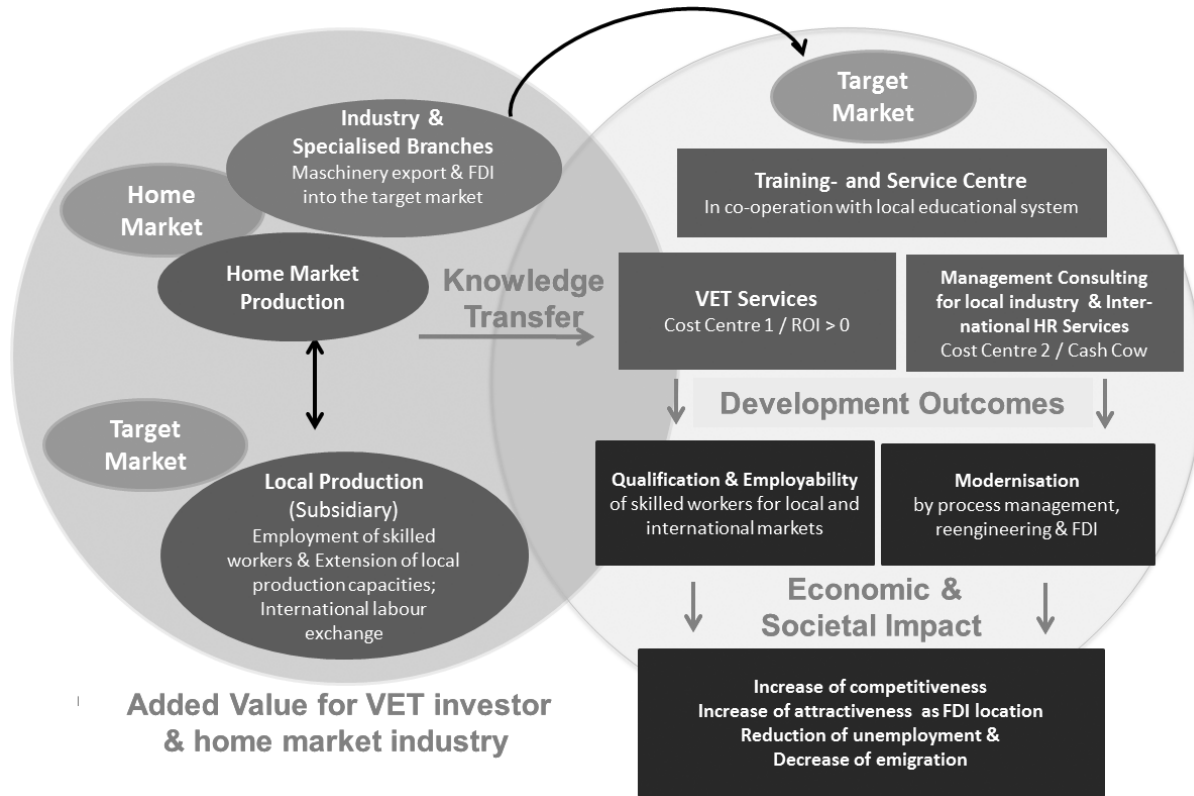
Component 5: Stakeholder communication and cooperation, service logic and service co-creation support the definition and evaluation of Creating Shared Value.

Component 6: International labour exchange; brokerage of machinery export; and FDI acquisition may extend the overall business case of VET internationalisation.

The components reflect the systemic view on VET internationalisation that is presented by the project management structure linking the various stakeholders in the home and target markets.

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Figure 1: Project Management Structure for Creating Shared Value VET Internationalisation



The suggested project management structure is in line with the success strategies for VET internationalisation into emerging markets (Mewaldt, 2014). Table 2 summarizes the added value for the VET investor and the home market industries; the development outcomes and economic and societal impact in the target market/country.

Table 2: Creating Shared Value by VET Internationalisation

CSR	CSV
Values: doing good	Value: economic and societal benefits relative to cost
Citizenship, philanthropy, sustainability	Joint company and community value creation
Discretionary or in response to external pressure	Integral to competition
Separate from profit maximization	Integral to profit maximization
Agenda is determined by external reporting and personal preferences	Agenda is company specific and internally generated
Impact limited by corporate footprint and CSR budget	Realigning the entire company budget

The Training and Service Centre in the target market is divided into two cost centres to control ROI > 0 for VET services.

Key action in the project management structure is the knowledge transfer. Sanchez Bengoa et al. (2009) showed by the example of Western-Eastern European co-operations in Russia that the knowledge transfer is impacted by the national culture what is a specific challenge while VET internationalisation. Thus, the close co-operation with the local educational institutions is suggested. Non-governmental organisations with experience in non-formal education can be involved to provide soft skill trainings that enhance the apprentices' international workability.

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DISCUSSION AND CONCLUSIONS

According to Scherer & Palazzo (2007, 2011) CSR is political with increasing societal influence. By CSR activities economic players often fill financial gaps where public budgets are limited (Scherer & Palazzo, 2007). Originally, education and VET are concerns of public interest and policy making. Thus, international VET providers take over governmental responsibility, shaping and supporting education policies in emerging markets – additionally to fighting skill shortage by own interest.

Lidong et al. (2014) present the complementarity of CSR and Corporate Political Activity (CPA) and highlight that trust has a mediating role towards governmental stakeholders. Yin & Zhang (2012) show that CSR is in a preliminary stage in China with respect to ethical leadership, governmental dependency, and cultural traditions.

With view to these findings of political CSR the presented Creating Shared Value Framework for VET internationalisation would get strongly supported by good relationship and trustful cooperation between VET providers and also the governmental stakeholders. Together, as development partners they may promote societal changes by implementing international best practices that have been localised. Thus, the public private partnership (PPP) models as described in the Mexican case of ALPLA Werke Alwin Lehner GmbH would be favourable. PPP models can be considered as a form of service co-creation across-the-sectors.

Anyway, VET internationalisation with the perspective on Creating Shared value mainly is about willingness to understand and cherish the expectations of all stakeholders involved and to take efforts to meet them. By this way the six Framework's components might be able to reconcile profit and non-profit orientations of VET services in the international context. The market orientation and entrepreneurial mind-set get combined with a development perspective in emerging markets.

However, in the context of globalisation Hobart (1999) highlights the power of leading industries but at the same time encourages smaller players to commit themselves for common good: "Whether global integration stimulates industrial development and jobs creation, and the kind of jobs and activities created in that process that are satisfying and rewarding, will depend on interactions between the global strategies of leading firms that drive the development of transnational networks, and the ways in which local firms, workers and institutions respond to the opportunities and constraints generated by this global environment" (1999: 22).

The Creating Shared Value Framework of VET internationalisation will probably verify various authors: Nilson (2010) who stated: "VET is crucial to social inclusion and possibly also to economic growth" (2010: 267); Blunch and Castro (2007) who point out the same idea in the context of developing countries; and Goher (2011) who described by the example of Pakistan "the critical link between the status of women in society, (...) and a nation's economic growth" (2011: 18).

RECOMMENDATIONS TO FURTHER RESEARCH

With view to economic globalisation and skill shortage in emerging markets the further research of suggested Creating Shared Value Framework with six components on internationalisation of vocational education and training is suggested. As well, researchers should better understand which project management structures, which behavioural traits and which forms of stakeholders' co-operation and private-public partnership are most effective to gain shared value. With regard to component 5 of the CSV Framework the concepts of service logic and service co-creation are proposed be involved into the research design. The hypothesis is that service co-creation in VET internationalisation might be able to solve the cultural difficulties of knowledge transfer.

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