

Research Article

INCORPORATING INDIGENOUS WISDOM IN THE INTERNATIONALIZATION OF MANAGEMENT EDUCATION: OPPORTUNITIES AND CHALLENGES IN VIETNAM

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ABSTRACT

Aims: This study investigates the challenges and opportunities of incorporating indigenous wisdom into the internationalization of management education in Vietnam, an emerging economy. The focus is on leveraging the cultural and historical contexts of indigenous wisdom to enhance the value of international management education for students and the local community. **Place and Duration of Study:** We conducted 15 semi-structure interviews with informants from leading business schools in Vietnam, from November 2023 to April 2024. **Methodology:** An inductive theory-building approach was employed through exploratory interviews to explore and capture the dynamic nature of incorporating indigenous wisdom in the internationalization of management education in Vietnam. The constant comparative method, involving three coding cycles (open coding, axial coding, and selective coding), was used to identify and refine relevant theoretical themes from the empirical data. **Results:** The findings reveal key challenges and opportunities for management educators, academic administrators, and university leaders. Three main opportunities identified are: (a) enhancing cultural sensitivity and diversity, (b) fostering global leadership with local insight, and (c) promoting inclusive leadership practices. The key challenges include: (a) risks of cultural appropriation, (b) navigating diverse indigenous perspectives, and (c) overcoming Western-centric curriculum bias. **Conclusion:** This study highlights that incorporating indigenous wisdom into the internationalization of management education offers a pathway to a more holistic and inclusive approach. This integration can foster a deeper and more meaningful understanding of global management practices, contributing to a more equitable and interconnected world while creating value for the local community.

Keywords: internationalization of higher education; business education; management education; cross-cultural; indigenous wisdom; emerging economy; Vietnam.

INTRODUCTION

In the world of globalization, internationalizing higher education arguably is a strategic approach to transform or reform higher education institutions (HEIs) from the institutional level to the national level (Klarinet *et al.*, 2021; Knight, 2008; Mestenhauser&Ellingboe, 1998; Tran *et al.*, 2023). The internationalization of higher education can be defined broadly as “the process of integrating an international, intercultural, and global dimension into the purpose function (teaching, research, and service), and delivery of higher education at the institutional and national levels.” (Knight, 2008, p. xi). To promote the global recognition, HEIs proactively approach the internationalization of business/management education through joining international business accreditation agencies from North America such as: the Association to Advance Collegiate Schools of Business (AACSB), Association of Collegiate Business Schools and Programs (ACBSP), and International Assembly for Collegiate Business Education (IACBE); and from Europe such as: European Quality Improvement System (EQUIS), Association of MBAs (AMBA) (Klarinet *et al.*, 2021).

Researchers have discussed intensively on how rationale and benefits of internationalization (Altbach& Knight, 2007; Qiang, 2003; Seeberet *et al.*, 2016). At institutional level, internationalization of higher education brings both opportunities and challenges to higher education institutions, especially for emerging economies through internationalizing curriculum, teaching, and learning (Tran *et al.*, 2023). Although extensive studies have addressed the internationalization of

management education at the institutional level, primarily focusing on universities (Croslinget *et al.*, 2008; Klarinet *et al.*, 2021; Sharma & Roy, 1996), most of this research has been conducted within the context of the United States. Empirical studies examining this topic outside the U.S. remain scarce (Elahee&Norbis, 2009; Klarinet *et al.*, 2021). Consequently, scholars have called for further investigation into the internationalization process of management education in emerging markets; such studies have the potential to enrich management education literature by providing fresh insights, unique models, and culturally diverse contexts (Bastien *et al.*, 2023; Klarinet *et al.*, 2021; Kothiyaleet *et al.*, 2018; Pio & Waddock, 2021).

To fill this gap, as management educators and researchers from the leading public and private HEIs in Vietnam, we focus on addressing *opportunities* and *challenges* in the process of internationalizing of business education in general and management education in specific from *cross-cultural perspective* (Mestenhauser&Ellingboe, 1998). More specific, our study aims to identify the opportunities and key challenges of invoking *indigenous wisdom* in the process of internationalizing management education in an emerging economy – Vietnam. Indigenous wisdom, in the context of management education, refers to sets of distinct knowledge, values, cultural beliefs, and worldviews rooted in the sacred ecology and ecosystem exist within indigenous communities (cf. Pio & Waddock, 2021). Our study is a part of emerging research stream on reconstructing management education through *indigenizing* pedagogy and learning in the field of management education in recent years (Alon *et al.*, 2013; Altbach & Knight, 2007; Ratten & Jones, 2021; Woods *et al.*, 2022), particular on investigating the values of indigenous wisdom in internationalizing of management education.

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In the context of emerging economies, the primary goal internationalization of *management education* is to *transfer* or *transform* Western *management thoughts* and *philosophy* through teaching and learning management concepts, theories, and models beyond their context based on imported textbooks in formal education (Fan, 1998; Newell, 1999). However, the problem in the current approach of our formal education is insufficient consideration of invoking indigenous wisdom for management learning and teaching for the sake of the prosperity of local communities (Bastien *et al.*, 2023; Pio & Waddock, 2021; Van Der Wende, 2007). To incorporate *indigenous wisdom* into management education, the most challenges are (1) designing program curriculums/course syllabi that are sensitive to local contexts and (2) to adjust teaching methods to fully convey the Western management thoughts and philosophy, but without undervaluing or neglecting indigenous wisdom. Therefore, management educators and researchers have urged to develop a *holistic integration approach* to address this issue (Pio & Waddock, 2021) through indigenizing pedagogy and learning (Woods *et al.*, 2022).

In the Vietnamese context, this approach entails adapting teaching materials and methodologies to resonate with Vietnamese culture and values while also preparing educators to address the unique needs of Vietnamese students and faculty through training and development programs. Thus, the investigative questions of our inquiry are: As management educators, (1) what are the key challenges and opportunities of integrating indigenous wisdom and internationalization of management education? and (2) how can we holistically integrate indigenous wisdom into management education in an emerging economy?

The remainder of the paper is organized as follows: In the next section, we begin by defining key concepts, including internationalization of management education and indigenous wisdom. The third section outlines the research methods to address our investigating questions. The fourth section presents our findings, drawn from both the extant literature and insights from key informants. In the fifth section, we discuss the implications of the findings for management educators, academic administrators, and university leaders. In the last section offers conclusions, acknowledges the study's limitations, and suggests directions for future research.

LITERATURE REVIEW

Internationalization of management education

Internationalization of management education refers the process of integrating an international dimension, intercultural, and global dimension into the curriculum (Edwards & Edwards, 2001). The opportunities of internalization of management education for an emerging economy have discussed in previous studies, such as 'catching-up' international education standards, international recognitions (Elahee&Norbis, 2009). Along with opportunities, the primary challenges faced by business schools in Vietnam which revolve around two key aspects of internationalizing management education as highlighted in the management education literature:(1) determining what should be taught, known as internationalizing curricula, and (2) deciding who and how the curricula will be taught, known as the mode of delivery (Sharma & Roy, 1996).

As such, a holistic approach is essential to address these challenges. It is crucial to avoid a purely imported Western-style management education or reliance on translated textbooks, as such approaches may lead to failures due to cultural clashes and incompatible

management thoughts (Hoang *et al.*, 2013). When it comes to internationalizing curricula, the challenge lies in balancing *global relevance* with *cultural preservation* in teaching and learning materials. Striking this balance is essential for ensuring the curriculum's effectiveness in diverse cultural contexts. On the other hand, the mode of delivery focuses on the pedagogical approach and faculty members. Continuous adoption without adjustment to local values may result in a fractured relationship between the internationalized approach and local context (Mughal, 2021).

A suggested solution is to develop hybridity in business education, encompassing both learning and teaching. One approach to achieving this hybridity is the holistic integration of indigenous wisdom into management learning and teaching (Kothiyale *et al.*, 2018). This approach acknowledges the importance of incorporating local values and cultural perspectives into the internationalized curriculum to create a more inclusive and effective educational experience.

Indigenous wisdom

Derive from indigenous research, the term "*indigenous education*" denotes the context-specific education that involves the highest degree of contextualization. This refers to education that does not aim to standardize teaching and learning activities based on Western standards but rather to adjust learning and teaching activities in the specific local contexts (Tsui, 2004).

Indigenous management education emphasizes the integration of indigenous wisdom with Western management thoughts and philosophy. The goal is to cultivate a new generation of global citizen students with global understanding and local sensitivity. Indigenous wisdom is commonly defined as sets of distinct knowledge, values, cultural beliefs, and worldviews rooted in the sacred ecology and ecosystem exist within indigenous communities (cf. Pio & Waddock, 2021).

To pursue *conformity*, business schools randomly select curriculum content from the main stream from the West; therefore, indigenous wisdom is likely overlooked (Mestenhauser & Ellingboe, 1998). As discussed earlier, the failures of business schools to incorporate indigenous wisdom in the internationalization of management education is due to the *fractured relationship* with the West or the *weakly linked* global-local discourse (Mughal, 2021).

From cross-cultural perspective or 'cultural uniqueness' perspective (Alon *et al.*, 2013), indigenous culture considerations challenge the presumption the universality of management knowledge. To the most cross-cultural management researchers, culture represents the shared values and norms that bind members of a society or organization together as a homogenous entity (Mestenhauser&Ellingboe, 1998). In the diversity business environment, indigenous wisdom arguably brings the benefits to the management education (Bastien *et al.*, 2023; Pio & Waddock, 2021; Woods *et al.*, 2022).

METHODOLOGY

Research Approach

In this study, we utilized an inductive theory-building approach through exploratory interviews to investigate the experiences of management educators and academic administrators with internationalization of management education in Vietnam (Eisenhardt, 1989; Yin, 2018). This research approach is aligned with the research topic and studying context – an emerging market

(Edmondson & Mcmanus, 2007; Gehman et al., 2018). Our primary aim is to understand how these educators and administrators perceive promising opportunities and navigate challenges related to (1) integrating indigenous wisdom into management education, which predominantly relies on Western European and North American teaching materials, and (2) adapting their teaching methods accordingly. The exploratory nature of this study makes the inductive theory-building approach especially appropriate.

Informant Recruitment

This study employed a purposive sampling strategy (Palinkas et al., 2015; Patton, 2015) to recruit key informants involved in the internationalization of management education in business schools. Leveraging our personal and professional networks to approach targeted informants, we ensured cooperation and openness during the interview process. We conducted in-depth interviews, in Vietnamese, with 15 informants from diverse backgrounds, many of whom held managerial positions such as Vice Rectors, Dean, or Academic/Program directors. Following best practices in purposive sampling (Guest et al., 2013), the selection of 15 informants from both public and private universities in Vietnam is arguably reasonable for inductive research. This approach ensures the collection of high-quality data, providing rich and varied perspectives on the phenomenon of interest. Detailed profiles of the informants are presented in Appendix 1.

Interviews

We conducted in-depth interviews with 15 informants, adhering to McCracken's (1988) procedures and guidelines to explore and capture their opinions and insights. These interviews were carried out either in person at the informant's offices or via video-call, depending on convenience, particularly for those located in Southern Vietnam. Each session lasted between one to three hours and took place from November 2023 to April 2024. The initial interviews were open-ended and exploratory, while follow-up interviews were more structured. The interview protocol, grounded in relevant literature, was refined multiple times based on feedback from colleagues during faculty seminars and practitioners during site visits. The English version of the interview protocol is provided in Appendix 2.

Data Analysis

All interview discussions were audio-recorded, transcribed by the researcher, and encrypted to maintain confidentiality. The qualitative data analysis and coding were followed the constant comparative method (Glaser & Strauss, 1967). This approach allowed us to identify the promising opportunities and facing challenges of incorporating indigenous wisdom in the process of internationalization of management education, presented as first-order indicators derived from the verbatim data, including informants' words, expressions, sentences. To conceptually understand the emerging factors, we consulted relevant literature to compare and generalize second-order indicators and categories, as recommended by Yin (2018).

The information gathered during each interview enabled a detailed description, comprehension, and explanation of events within a specific context. Cross-interview comparisons ensured that the events and factors discussed by individual informants were not considered in isolation, enabling the generalization of the phenomenon (Miles et al., 2020). In the following phase, cross-interview comparisons were used to identify common categories, leading to the development of relevant theoretical themes after three cycles of coding – open coding, axial coding, and selective coding

(Corbin & Strauss, 2015; Saldaña, 2021). The process was repeated for each subsequent interview, with data coding and analysis proceeding consistently throughout.

FINDINGS

Opportunities of indigenous wisdom in the internationalization of management education

Management education researchers argue that incorporating indigenous wisdom into management education adds depth, cultural richness, and a broader perspective for students in the world of globalization (Mughal, 2021; Pio & Waddock, 2021). This approach not only enhances the skills of future business leaders but also promotes a more sustainable, ethical, and inclusive approach to management practices on a global scale (Pio & Waddock, 2021; Woods et al., 2022). To support and demonstrate these theoretical assertion, by interviewing not only academic administrators but also management educators in major business departments/schools in Vietnam, we identify three main opportunities of integrating indigenous wisdom and internationalization of management education that are: (a) cultural sensitivity and diversity, (b) global leadership with local insight, and (c) inclusive leadership practices.

Cultural sensitivity and diversity

Firstly, regarding cultural sensitivity and diversity, indigenous wisdom encourages a deep understanding and respect for cultural diversity (Pio & Waddock, 2021). This perspective becomes invaluable in the context of international management education; integrating indigenous wisdom helps students develop cultural sensitivity, fostering an awareness of the diverse values, norms, and practices that shape management approaches in different parts of the world (Woods et al., 2022), as provided in Fig. 1.

Informants shared similar views regarding the opportunities for internationalizing management education in Vietnam, particularly emphasizing the benefits for students in terms of immersive experiences with diverse cultures and perspectives.

“The cool thing about internationalizing management education is that it really helps students get a feel for different cultures. By learning about the various values, norms, and practices that influence how management works around the world, we're setting them up to succeed in the global market.”
(Informant #3)

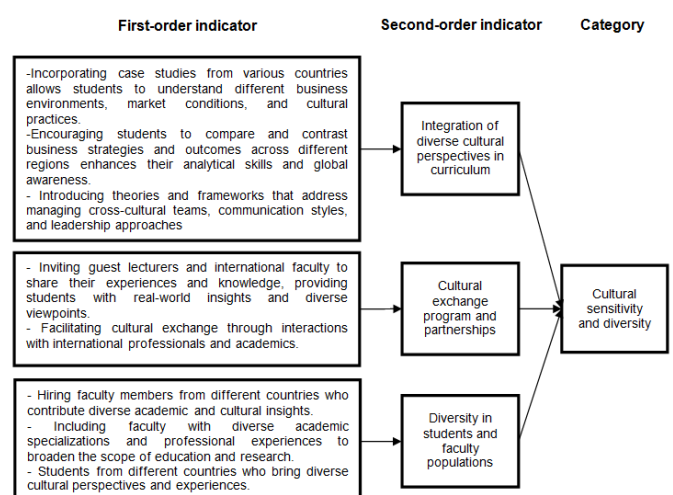


Fig. 1. First and second order indicators of “cultural sensitivity and diversity”

Global leadership with local insight

Second, to embrace global leadership with local insight, internationalization of management education often aims to produce globally competent leaders. Indigenous wisdom contributes by emphasizing the importance of understanding and appreciating local contexts. By incorporating indigenous perspectives, management education can produce leaders who are not only globally aware but also possess insights into local cultures and contexts, enabling them to navigate cross-cultural challenges effectively (Bastien *et al.*, 2023; Woods *et al.*, 2022), as provided in Fig. 2.

One informant noted that:

"Global leadership with local insight means really getting the local vibe and understanding what's important in different contexts" (Informant #2)

Others also appreciated the importance of local culture and wisdom in educating students to become future leaders:

"It's about growing leaders who not only get the big global picture but also have the know-how about local cultures to tackle cross-cultural challenges smoothly" (Informant #5)

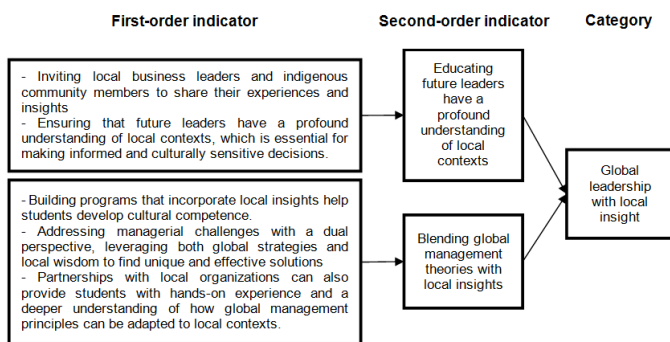


Fig. 2. First and second order indicators of "Global leadership with local insight"

Inclusive leadership practices

Third, to promote inclusive leadership practices, indigenous wisdom often values inclusive decision-making processes and collaborative leadership styles (Woods *et al.*, 2022). In an international context, where teams are often composed of individuals from diverse cultural backgrounds, these leadership qualities become essential. As such, management education can integrate these principles to nurture leaders who can effectively lead and collaborate in multicultural settings, as provided in Fig. 3.

A recurring theme was the importance of indigenous wisdom in navigating the decision-making processes among different stakeholders, highlighting its significance as a crucial element of management education, as one informant stated below:

"From my perspective, indigenous wisdom places a huge emphasis on teamwork and making decisions as a group... [It] shapes our students as future leaders who can thrive in multicultural settings. For example, when everyone's voice is heard and valued, leaders learn to appreciate diverse perspectives and build stronger, more inclusive teams. It's like having a big family discussion where everyone gets a say, and that really helps when you're working with people from different backgrounds." (Informant #7)

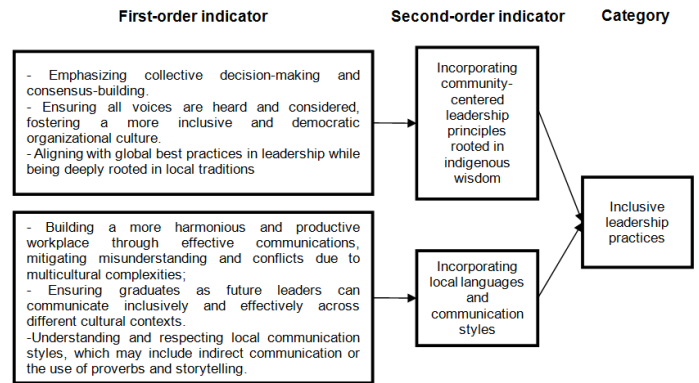


Fig. 3. First and second order indicators of "inclusive leadership practices"

Challenges of integrating Indigenous wisdom in the internationalization of management education

Despite the opportunities of integrating indigenous wisdom in internationalizing management education, this study identified a number of challenges facing HEIs in Vietnam. Our findings are derived from a critical review of the extant literature and open-ended questions with key informants. The key challenges are (a) cultural appropriation, (b) diverse indigenous perspective, and (c) Western-centric curriculum bias.

Cultural appropriation

First, there is a when indigenous wisdom is not integrated with utmost respect and understanding due to the serious issues and risks of cultural appropriation. Cultural appropriation refers to the borrowing, adoption, or imitation of elements from one culture by members of another culture (Mestenhauser & Ellingboe, 1998). As such, a strong partnership with indigenous communities is needed to involve them in the process of internalization and obtain their consent and guidance. Cultural sensitivity is paramount to avoid tokenism or superficial inclusion that may dilute the authenticity of indigenous perspectives (Pio & Waddock, 2021), as provided in Fig. 4.

Several management educators and academic administrators expressed concerns about how to truly integrate indigenous wisdom into management education, which is predominantly influenced by Western thoughts and methods. One seasoned management educator, who was educated in the West, shared his concern as follows:

"One big risk here is that when the inclusion of these cultural elements feels fake or just for show. It's like putting on a costume without really getting the story behind it. This can water down the true meaning and authenticity of indigenous or original perspectives. So, it's super important to be mindful and respectful about it!" (Informant #8)

Another educator also shared a similar view.

"... when people from one culture start borrowing, adopting, or copying stuff from another culture, it's like when someone takes elements from a culture that's not their own without really understanding or respecting it." (Informant #12)

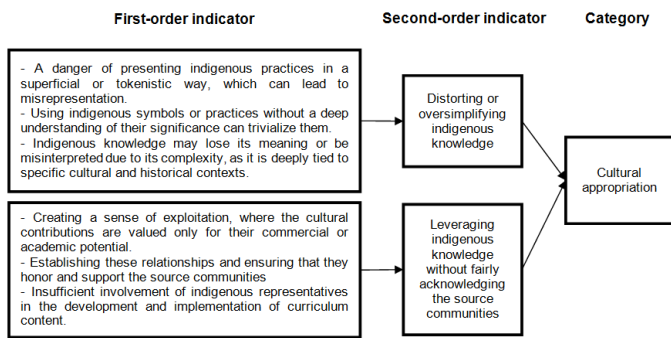


Fig. 4. First and second order indicators of “cultural appropriation”

Diverse indigenous perspectives

Second, regarding diverse indigenous perspectives, indigenous communities are incredibly diverse, with distinct languages, traditions, and worldviews. It can be challenging to represent the richness and complexity of these perspectives in a way that is inclusive and representative of the variety of indigenous cultures globally. A one-size-fits-all approach may not capture the nuances of different indigenous wisdom traditions (Hoang et al., 2013; Woods et al., 2022), as provided in Fig. 5.

Regarding this point of view, several informants also considered the diversity of indigenous perspectives.

It's tough to truly capture the richness and complexity of various indigenous cultures. Think about it: there's so much diversity within these cultures that trying to lump them all together just doesn't work. A one-size-fits-all approach totally misses out on the unique nuances and wisdom each tradition offers.” (Informant #10)

They also reiterated the need for deeply understanding the applicability and compatibility of indigenous wisdom with management thoughts from the West.

“Representing these diverse perspectives means diving deep into the specific traditions and knowledge of each culture. It's not just about checking a box; it's about really understanding and respecting the unique aspects of each indigenous culture.” (Informant #7)

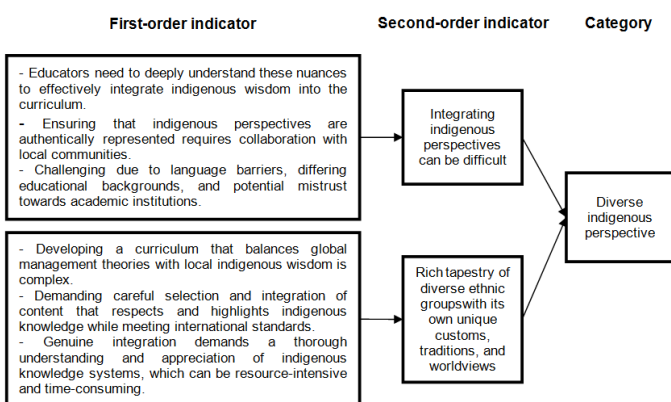


Fig. 5. First and second order indicators of “diverse indigenous perspective”

Western-centric curriculum

Finally, many management education programs heavily grounded on a Western-centric curriculum. Therefore, integrating indigenous wisdom requires a significant shift in curriculum design and content.

Balancing indigenous perspectives with established management theories and practices without reinforcing existing biases can be a delicate task (Napier, 2005; Newell, 1999), as provided in Fig. 6.

Most management educators and academic administrators acknowledged the Western-centric bias in the process of internationalizing the curriculum, noting that the majority of teaching materials are imported from North America and Europe.

“A lot of our current curriculum is super Western-centric, meaning it's really focused on Western ideas and theories. This creates a bias that's hard to break away from. Changing this isn't easy—it's a big job that takes a lot of time and effort to redesign the curriculum and content.” (Informant #7)

“Balancing indigenous perspectives with these well-established Western management theories is a tricky balancing act. You want to include these unique viewpoints without just adding them on top of existing biases. It takes careful planning to make sure you're respecting and integrating indigenous wisdom in a meaningful way.” (Informant #15)

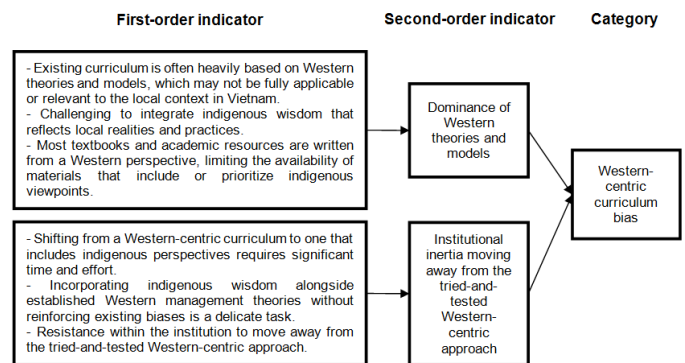


Fig. 6. First and second order indicators of “Western-centric curriculum bias”

DISCUSSION

This study gleans valuable insights from the existing literature and practitioners helping management educators, researchers, and university leaders in emerging economies like Vietnam to effectively navigate these challenges and seize the opportunities presented by the internationalization of management education, both in the short and long term. In general, management educators have an opportunity to enhance the educational experience by incorporating indigenous wisdom into international management education. However, they must navigate challenges such as cultural appropriation, diverse perspectives, and curriculum bias with careful consideration and collaboration with indigenous communities. Most importantly, balancing these aspects will contribute to the development of culturally sensitive, globally aware, and ethically grounded future business leaders.

Implications of the opportunities

Management educators should emphasize the importance of cultural sensitivity and diversity in the curriculum. Incorporating indigenous wisdom can serve as a practical approach to fostering an understanding of diverse values, norms, and practices (Kothiyal et al., 2018; Woods et al., 2022). Also, management educators should encourage students to develop a global mindset while appreciating local contexts. Integrating indigenous perspectives into leadership

development programs can contribute to the production of leaders with insights into both global and local challenges (Pio & Waddock, 2021; Woods *et al.*, 2022). Finally, management educators should promote inclusive decision-making and collaborative leadership styles. Training future leaders to value and integrate diverse perspectives, as inspired by indigenous wisdom, prepares them for effective leadership in multicultural settings.

Implications of the key challenges

To avoid cultural appropriation, management educators should establish a strong partnership with local enterprises to develop program curriculum in which educators should prioritize respect, understanding, and seek consent to prevent tokenism or superficial inclusion. Also, management educators must recognize and appreciate the diversity among indigenous communities (Pio & Waddock, 2021; Woods *et al.*, 2022). While incorporating indigenous wisdom, a nuanced and inclusive approach is crucial to represent the richness and complexity of various perspectives, therefore educators should avoid a one-size-fits-all strategy (Bastien *et al.*, 2023). The final challenge, management educators should actively work towards overcoming the bias in Western-centric curricula. As such, a fundamental shift is needed in designing curriculum to balance indigenous perspectives with established management theories from the West (Fan, 1998; Napier, 2005). Educators should strive to create content that respects and integrates indigenous wisdom without reinforcing existing biases.

CONCLUSION

Limitations and Future Research

This study is not free from limitations. First, the exploratory nature of the research, relying on inductive interviews, means that the findings are context-specific and may not be generalizable beyond the Vietnamese context. Second, the sample size, although sufficient for an exploratory study, is relatively small and may not capture the full diversity of perspectives on incorporating indigenous wisdom in management education.

Future research should address these limitations by expanding the sample size and including participants from a broader range of institutions and regions within Vietnam. Comparative studies involving other emerging markets would also be valuable to identify common patterns and unique challenges in different cultural contexts. Additionally, longitudinal studies could provide insights into the long-term impacts of integrating indigenous wisdom into management education.

Further empirical research could also explore specific strategies and best practices for incorporating indigenous knowledge into curricula, and how these practices influence student outcomes and institutional success. Finally, examining the role of policy and governmental support in facilitating or hindering the internationalization process in different countries would provide a more comprehensive understanding of the opportunities and challenges in this area.

Conclusion

The internationalization of management education is not merely an option but a necessity in the world of globalization. In the context of Vietnam, the integration of indigenous wisdom into the internationalization of management education presents unique opportunities and challenges.

One of the key opportunities lies in facilitating a bi-directional knowledge transfer and transformation between Western and Eastern paradigms. This process involves building a shared vocabulary and syntax, enabling a deeper understanding and appreciation of diverse perspectives. Through these interactions, both Western and Eastern approaches can inform and enhance each other, resulting in a more balanced and enriched curriculum.

However, the journey towards this integration is fraught with challenges. Overcoming the deeply ingrained Western-centric curriculum bias demands substantial shifts in curriculum design and content, requiring long-term commitment and effort. Management educators must navigate the complexities of authentically representing diverse indigenous perspectives while balancing them with established management theories. Institutional support is crucial in this endeavor, such as providing necessary resources, training faculty, and building trust with local communities are fundamental steps in this transformative process. By engaging in such processes, educational institutions can generate new knowledge that is relevant, innovative, and reflective of both global and local contexts.

In conclusion, the internationalization of management education through the incorporation of indigenous wisdom offers a pathway to a more holistic and inclusive approach to education. It holds the promise of fostering a deeper, more meaningful understanding of global management practices, ultimately contributing to a more equitable and interconnected world.

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APPENDIX 1: INTERVIEW PROTOCOL EXTRACT

This protocol is designed to elicit comprehensive and insightful responses, providing a thorough understanding of the challenges and opportunities associated with incorporating indigenous wisdom into management education in Vietnam.

Part 1. General Information

Interviewee's Name:
 Position/Title:
 Institution/Organization:
 Date of Interview:
 Interviewer's Name:
 Years of Experiences:

Part 2. Main Questions

Understanding Indigenous Wisdom

- How do you define indigenous wisdom in the context of management education?
- What are some key elements of indigenous wisdom that you believe are relevant to management practices?
- Can you describe any current efforts or initiatives within your institution to incorporate indigenous wisdom into the management curriculum?
- What challenges have you encountered in these efforts?

Opportunities for Integration

- What do you see as the primary opportunities for integrating indigenous wisdom into the internationalization of management education in Vietnam?
- How can these opportunities enhance the overall management curriculum?

Challenges and Barriers

- What are the main challenges in integrating indigenous wisdom with Western management frameworks?
- How do you think these challenges can be addressed or mitigated?

Extended questions (optional):

- How important is it to adapt management education to respect and reflect local cultural contexts?
- What strategies can be employed to ensure that indigenous perspectives are authentically and effectively integrated?
- How do you anticipate the incorporation of indigenous wisdom will impact various stakeholders (e.g., students, faculty, industry partners)?
- What feedback have you received from these stakeholders regarding the integration of indigenous wisdom?
- What are your recommendations for future research or initiatives in this area?
- How do you envision the role of indigenous wisdom evolving in the context of global management education?

Floating Questions

- Is there anything else you would like to share about the integration of indigenous wisdom into management education that we haven't covered?
- Can you share any personal experiences or anecdotes that highlight the importance of incorporating indigenous perspectives in management education?
- Are there any best practices or successful case studies you are aware of that could serve as models for incorporating indigenous wisdom into management education?
- What advice would you give to educators and administrators who are looking to integrate indigenous wisdom into their management programs?
- What emerging trends do you see in the integration of indigenous wisdom and international management education?

APPENDIX 2: INTERVIEWEE PROFILES

Interviewee No.	Position	Type of University	Experience (in yrs.)	Duration (hrs. min)
1	Academic Director	Public	10 yrs.	1hr. 15min
2	Lecturer	Private	12 yrs.	2hrs.
3	Dean	Public	15 yrs.	1.5hrs.
5	Deputy Dean	Private	13 yrs.	1.5hrs.
6	Lecturer	Public	09 yrs.	1hr. 15min
7	Program Director	Public	11.5 yrs.	2hrs.
8	Vice Rector	Private	20 yrs.	1.5hrs.
9	Lecturer	Public	05 yrs.	3hrs.
10	Dean	Private	15 yrs.	2.5hrs.
11	Academic Director	Private	10 yrs.	1.5hrs.
12	Vice Rector	Public	15 yrs.	2hrs.
13	Program Coordinator	Public	07 yrs.	2.5hrs.
14	Deputy Dean	Public	06 yrs.	1.5hr.
15	Vice Rector	Private	20 yrs.	1.5hrs.
