

UNIVERSIDADE FEDERAL DO PARANÁ

ERIC FORD TRAVIS

**INTELLECTUAL DEPENDENCY AND BRAZIL'S TRADE DEFICIT IN MANAGEMENT  
KNOWLEDGE: FOREIGN INFLUENCE IN GRADUATE BUSINESS EDUCATION AT  
PUBLIC UNIVERSITIES IN BRAZIL**

CURITIBA

2011

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Tese apresentada ao Programa de Pós-Graduação em Administração, área de Concentração Estratégia e Organizações, Setor de Ciências Sociais Aplicadas da Universidade Federal do Paraná, como requisito à obtenção do título de Doutor em Administração.

Orientador: Prof. Sergio Bulgacov

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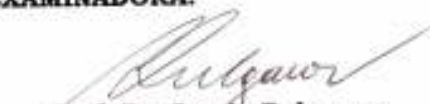
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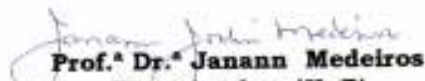
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**Eric Ford Travis**


**"INTELLECTUAL DEPENDENCY AND BRAZIL'S TRADE DEFICIT IN  
MANAGEMENT KNOWLEDGE: HOW PROFESSORS ACT AS A CONDUIT  
FOR FOREIGN INFLUENCE IN GRADUATE BUSINESS EDUCATION AT  
PUBLIC UNIVERSITIES IN BRAZIL"**


**TESE APROVADA COMO REQUISITO PARCIAL PARA OBTENÇÃO DO  
GRAU DE DOUTOR NO PROGRAMA DE PÓS-GRADUAÇÃO EM  
ADMINISTRAÇÃO DA UNIVERSIDADE FEDERAL DO PARANÁ, PELA  
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**02 de fevereiro de 2011**

To my husband Jean-Mills Cesar da  
Fonseca, my mother Gayle Dean Travis,  
my father Charles B. Travis, and all of  
my dogs!

Special thanks to Dr. Bulgacov for his  
patience and timely support; all of my  
colleagues and professors at UFPR for  
understanding my Portuguese; all of the  
support personnel who always gave of  
their time to help me; and all of the  
professors who suffered through long  
interviews for my research.



These are pictures of the hands of most of the professors who were interviewed for this study. Some did not allow their hands to be photographed, and a few were just missed due to haste. In general, it seems the management faculties at the public universities are not representative of Brazil's great diversity, at least not yet.

## PROLOGUE

“We can contribute nothing to a desirable resolution of this terminal chaos of our world-system unless we make it very clear that only a relatively egalitarian, fully democratic historical system is desirable. Concretely we must move actively and immediately on several fronts. One is the active undoing of the Eurocentric assumptions that have permeated the geoculture for at least two centuries now. Europeans have made great cultural contributions to our common human enterprise. But it is simply not true that, over ten thousand years, they have made much greater ones than other civilizational centres, and there is no reason to assume that the multiple loci of collective wisdom will be fewer in the millennium to come. The active replacement of the current Eurocentric bias by a more sober and balanced sense of history and its cultural evaluation will require acute and constant political and cultural struggle. It calls not for new fanaticisms but for hard intellectual work, collectively and individually.” (Wallerstein, 2000, pp. 432-433)

## **ABSTRACT**

The objective of this research is to understand in what ways and to what extent foreign influence permeates graduate management programs at Brazilian public universities. Exploratory in nature, it used constant comparative theory (similar to grounded theory) and qualitative methodology to perform and analyze a series of in-depth interviews with graduate business professors from eight Brazilian public universities: UFBA, UFMG, UFPE, UFRGS, UFRJ, UNB, USP, and UFPR. The final result was over 100 hours of recorded interviews over a three month period with direct observation at each university. In addition, over 3 years of direct participant observation at UFPR occurred. The interviews were transcribed and a QDA software (Atlas.ti) was used for coding, eventually producing 322 discrete codes, which emerged into a number of concepts and categories. The most important categories included: program endogamy, faculty reasons for choosing their PhD locations, English, foreign teaching material, student comprehension of English, foreign academic journals, leadership, management department objectives, student guidance, faculty entrepreneurial orientation, and intellectual dependency. The focus was on professors' personal strategies in their educational careers and didactic choices and how this might affect management department strategies. The results were able to be matched with existing theories: Institutional Theory, Structuration Theory, Rational Choice, Path Dependency, Caste System in Academia, and Dependency Theory. The final conclusion was that Brazilian management exists in a state of intellectual dependence, mostly due to the use of foreign didactic material and an institutional focus on publishing in foreign journals. The primary conduits for all foreign influence are the professors, both those with foreign and domestic PhD's.

Key Words: educational strategy, intellectual dependency, Structuration Theory, Institutional Theory, foreign influence in Brazilian management education.



## RESUMO

O objetivo deste trabalho é entender como a influência estrangeira permeia os programas de pós-graduação em administração nas universidades públicas brasileiras. De natureza exploratória, utilizou a *Constant Comparative Method (Grounded Theory)* e metodologia qualitativa para realizar e analisar uma série de entrevistas em profundidade com professores de administração de oito universidades públicas brasileiras: UFBA, UFMG, UFPE, UFRGS, UFRJ, UNB, USP e UFPR. O resultado foi mais de 100 horas de entrevistas gravadas durante três meses. Além disso, ocorreram três anos de observação participante na UFPR. As entrevistas foram transcritas e um software (Atlas.ti) utilizado para codificação. O processo de codificação produziu 322 códigos discretos, permitindo uma série de conceitos e categorias. As categorias mais importantes foram: endogamia, razões para a escolha do Doutorado, língua Inglês, material de ensino estrangeiro, a compreensão dos alunos da língua Inglês, revistas acadêmicas estrangeiras, liderança, objetivos do departamento de administração, orientação de alunos, orientação empreendedora, e dependência intelectual. O Foco da pesquisa estava nas estratégias dos professores baseadas em suas formações e métodos didáticas, e como estes podem influenciar as estratégias dos seus programas. Os resultados foram comparados com as teorias existentes: a Teoria Institucional, Teoria da Estruturação, Rational Choice, Path Dependency, Caste System in Academia e Dependência. A conclusão é que as programas de pós-graduação existem em um estado de dependência intelectual, principalmente devido ao uso de materiais didáticos estrangeiros e um foco institucional em publicação em revistas estrangeiras. A condúite primária destas influências estrangeiras é os próprios professores, incluindo professores de formação estrangeiro e mesmo os com formação aqui no Brasil.

Palavras-chave: estratégia educacional, a dependência intelectual, Teoria Estruturação, Teoria Institucional, a influência estrangeira em educação em administração brasileira.

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## 1. INTRODUCTION

There exists a great deal of foreign influence on business education in developing countries. The academic world is decidedly bipolar, as most academic output and theory originate in the USA and Europe. Much of the teaching material used at universities in developing countries, such as textbooks, articles, and case studies, comes from the USA and Europe as well and is also published in English. Universities worldwide have adopted the structure, institutions and norms found in the academic worlds of the USA or Europe.

Many universities in developing countries were founded with the assistance of foreign universities. In Brazil, for example, “when the paulistas wanted to found a new university- the University of Sao Paulo, in 1933- they sent a delegation to France. In response, Paris sent a mission of leading professors in the social sciences, including such luminaries as Claude Levi-Strauss, Jacques Lambert, and Pierre Monbeig, and established a fellowship program for study in France. Similar programs emerged elsewhere in Latin America.” (Skidmore & Smith, 2001, p. 367) In addition to this foreign influence in the social sciences: “an internationalization took place in Brazil that was fundamental to anthropology with the arrival of foreign researchers who came to Brazil through exchange programs with universities and the support of UNESCO.” (Trindade, 2005, p. 311)

Also in Sao Paulo is FGV-EAESP, today one of the premier business schools in Latin America: “The first undergraduate course totally focused on business administration was created in 1954 at Fundação Getúlio Vargas (F.G.V.): the Escola de Administração de Empresas de São Paulo (E.A.E.S.P.).” (Wood & Paes de Paula, 2004, p. 82) The academic curriculum was formed primarily by a group from Michigan State University and many Brazilian professors were trained in the USA. Many of the first business professors at FGV, as well those of other business programs in Brazil,

received their Master's and PhD's in the United States from a handful of American universities; with Michigan State, Vanderbilt, USC [*Southern California*], UNC [*North Carolina*], and UCLA featuring most prominently among them. This started primarily in the 1960's and the 1970's. Later, mostly from the 1980's onwards, a number of professors have sought their education in France and England.

Even in disciplines of alternative medicine, Brazilians are looking to the north for guidance. A university in Sao Paulo, the Universidade Anhembi Morumbi [*UAM*] desired to start a chiropractic program. "UAM chose to evaluate chiropractic colleges in the U.S. as resources for established curriculum, since the U.S. is the birthplace of the chiropractic profession." (Gale Group, 2001) Most of the material for the program comes from the USA and is translated from English to Portuguese, including lectures and laboratory work. Much, if not most, of the literature in Brazil's graduate business classes also comes from the USA and is delivered in English. This begs the question of how much the material do the students understand, and how well?

Brazil, in particular, developed its educational systems late, even when compared to other Latin American countries. It had very few universities or professional schools before the 20th century. "While other Latin American countries have had universities since the sixteenth century, the first real Brazilian university was the University of Sao Paulo, created in the 1930s, with the strong support of eminent French and German scholars. The University of Brazil, created in the early 1920s (mostly because the government wanted to give an honoris causa doctorate to the visiting King of Belgium), amounted to no more than a combination of existing professional schools under one rector." (Castro, 2000)

The United States of America and Europe are also the destinations for many foreign students at the master's and doctorate levels. A classroom at a typical upper echelon school in the USA often has the appearance of the United Nations with



students from around the globe. This is primarily concentrated in the natural sciences, but other students in other fields, including business administration, are definitely multinational as well.

Many of these foreign students receive partial or full stipends from the hosting government to undertake their studies in the form of graduate research assistantships, teaching assistantships, or tuition waivers. Home governments also provide funding. There is some controversy about both public and private universities in the USA sponsoring foreign students rather than using the funds for American citizens. Universities often defend the process as offering a more enriching, stimulating and multicultural academic environment.

Some of the foreign students immigrate to their host country and bring with them different perspectives and insights for the companies and universities that offer them employment. As agents within these institutions they have a different effect than natural born citizens due to their historical and cultural realities. The overall level of foreign influence in academia in any host or destination country is an unknown factor.

Most of the students who receive graduate education in the USA or Europe eventually return to their home countries to live and work. These students carry with them their education and experience. In effect, they act as agents who “export” at least some of the theory, national culture and academic culture back into their home countries. This amounts to a degree of foreign influence on the home countries. Again, the overall level of foreign influence is unknown, but apparent.

For the governments of the hosting countries, it is mostly a win-win situation. Those students who do so desire, and are allowed, to immigrate generally become valued and contributing members of society. This of course is at the expense of the home countries; in reality a “brain drain”. Not limited to academics, the “brain drain” is a definite reality regarding many occupations: doctors, nurses, engineers, etc. Anyone

from a lesser developed country with a university degree is much more likely to immigrate to the United States or Europe than their fellow citizens who do not hold university degrees. (Easterly, 2001, p. 111)

Those students who do return to their home countries generally are well-disposed towards their host countries for having offered them the opportunity. They act as linkages which build good will, at the very least, and also act as a medium of cultural diffusion. If they return home into positions of political or commercial power, they can have an even greater effect in the forging of stronger ties between their home countries and the countries that hosted them during their education.

Robert McNamara, former US Defense Secretary and World Bank President, said of former foreign students [*albeit in military academies*] that returned to their countries: “They are the new leaders. I don’t need to expatiate on the value of having in leadership positions men who have previously become closely acquainted with how we Americans think and do things.” (Galeano, 1973, p. 273)

Brazil is no exception to this phenomenon. “In the late 1950s, the Brazilian government, as well as the Ford and Rockefeller Foundations, started a vigorous and well-managed system of sending students to the United States for graduate studies...This became, from the 1960s on, a massive effort, mobilizing many thousands of students who went to leading U.S. schools--and later to Europe--to get their master’s and doctorate degrees.” (Castro, 2000)

Most literature and theory in graduate management education comes from foreign sources. Looking at the public universities that have graduate programs in business administration one sees numerous examples of professors holding degrees from foreign countries. Each university is quite different in terms of the number of professors holding foreign PhDs, ranging from less than 8% at USP to more than 44% at UFRGS. Likewise, the countries endowing these PhDs are varied. For example, at

UFRGS over 25% of the professors have PhDs from France but less than 4% have a PhD from England, while at UFRJ over 14% have a PhD from England, but none hold a PhD from France. (Research data.)

Both the Brazilian government and especially Brazilian universities should make a judgment as to whether or not to accept the intellectual agenda being imported. "...we are told that the university is indeed committed to something called "objectivity". Unfortunately, what objectivity often means, in the case of the humanities or the social sciences, is a commitment to lack of commitment. This posture is absolutely indefensible because it voids the possibility of giving significant direction to an already uncommitted society." (Nemetz, 1961, p. 433) This does not mean that this judgment should result in any change or repudiation, merely that such an important topic as higher education, especially in an area that directly affects society and the economy, should be managed with as much knowledge, awareness and intention as possible.

Academic and intellectual imports should be scrutinized for content, context, and solution. The universities should not just introduce foreign concepts without first looking if there are any "home grown" solutions or techniques that are more applicable to a problem. Quite functional "caseiro" solutions are too often disregarded as many Brazilians assume that anything imported is automatically better than domestic. This includes management theory, degrees, techniques and ideas by both universities and the public.

### 1.1. STATEMENT OF THE PROBLEM

What is the nature of foreign influence in graduate management education in Brazilian public universities and what is the role of the professor?

### 1.2. PURPOSE OF THE STUDY

This study is applied in nature, in that it has been undertaken with the intent of producing knowledge that can be used to develop educational policy. It is hopeful that it can stimulate enough interest that other research on the topic can follow, and that it provides enough of a foundation to ground such research. That is why this study was inductive by nature and design. It is primarily descriptive, secondarily relational, and residually causal.

### 1.3. RESEARCH QUESTIONS

The purpose of this research is to determine:

1. What is the extent of foreign influence at individual universities in terms of percentage of professors holding foreign degrees?
2. Which countries were chosen as locations for post-graduate study and why: was it proactive, reactive or opportunistic?
3. What effect, if any, does obtaining a foreign degree have on professors' perspectives, opinions, and pedagogy?
4. What is the relationship between program endogamy and foreign influence?
5. Does Brazilian management education have an intellectual dependency on the United States and Europe?

### 1.4. RESEARCH OBJECTIVES

“Specific intellectuals do not speak for truth in the abstract...but only for the impact of general truth regimes in particular locations”. (Michel Foucault *apud* Kurzman & Owens, 2002, p. 70) Truths are not universal, but are culturally and contextually bound. Truth is as much as process as an idea in any social phenomenon. Thus, this, and any, research must be performed and presented while keeping in mind the realities,

contexts, and cultures of the phenomena being studied, while constantly reevaluating the process of “truth” discovery.

The guiding objectives for this research come as much from the disciplines of anthropology, sociology, education, and political science as they do from business management. Some important concepts come from study of the principles of cultural diffusion, power, knowledge, and legitimacy. “To understand fully the nature of academic society we need to articulate its internal structure and values, its relations with external forces, the ways newcomers are recruited and socialized, and the varying mechanisms which enable the culture to persist while adjusting to changes in its environment.” (Lipset, 1982, p. 165)

The locations for study were graduate management programs in seven of Brazil’s public universities: UFRGS [*Universidade Federal do Rio Grande do Sul*], UFPR [*Universidade Federal do Paraná*], USP [*Universidade de São Paulo*], UFRJ [*Universidade Federal do Rio de Janeiro*], UFMG [*Universidade Federal de Minas Gerais*], UFBA [*Universidade Federal da Bahia*], UFPE [*Universidade Federal de Pernambuco*], UNB [*Universidade de Brasília*]. These universities were chosen because they are rated among best graduate management programs in the country, and are proximally similar enough to warrant comparison. FGV-EAESP, another graduate program on the same level in terms of quality, was not included because it has a completely different foundation, structure, and nature than the public schools chosen. Originally, the research was intended to include UFSC [*Universidade Federal de Santa Catarina*], but the data reached the point of saturation prior to it being examined.

As an inductive study based upon constant comparison, the scope of this research was originally broad and vast, until refined through the conceptualization of

resulting data. As the concepts became clearer, the focus was placed on how professors at the seven public universities studied act as a channel for foreign influence in management education. Participant observation at UFPR lasted over 4 years, with the first three being the most intensive, giving a longitudinal aspect to the observations. The professors were chosen based upon their willingness to subjugate themselves to an interview, with a conscious attempt to include as many with foreign PhD's as possible. The data concerning the *corpos docentes* at the various universities was collected during 2009 and verified by the secretaries at each program. Interviews were conducted in person, beginning in August 2009 and continuing until October of 2009.

#### 1.5. UNIQUENESS AND CONTRIBUTIONS TO ACADEMIA

This research is distinctive in many ways. Background research shows there has been no systematic study of the nature or extent of foreign influence on Brazilian graduate-level education in business management. There has been research into the foundations and underpinnings of Brazilian education in general, as well as business education in particular. These studies were more historical and institutional in nature, and focused mostly on how the universities were founded, how they are performing, and the societal paradigms that they both represent and are a part of. This research is inductive, qualitative by nature, and provides direct insight into the channels foreign influence has into Brazilian higher education in management.

There has been some research in other countries, specifically Singapore, Malaysia, and Indonesia, concerning foreign influence in higher education. These have been focused mostly on the idea of “academic dependency” in Asian social sciences, primarily history. They have regarded the relationship between the West and the Asian countries as one where the research agenda, access to publications, access to the readers, and development of theory are controlled by the United States and Europe.

Their theoretical foundations, in turn, are found in the Latin American Dependencia Theory of political economy, which originated in Brazil. Many parallels with their general ideas were discovered during the current research.

The contributions of this research include insight into why Brazilian graduate students choose their location of graduate education. Specifically, it focuses on why they did, or did not, choose to study abroad. Using this information, their personal strategy for educational and career advancement can be made apparent. This research also uncovers many aspects of foreign influence in Brazilian management education, and the nature of dependence affecting it. Therefore, it serves as an extension and broadening of the Dependency Theory, as applied to academics and intellectual dependency. Using this information, both governmental agencies and graduate management programs in Brazil can develop their own strategies to either counteract or manage this foreign influence and dependency, as they see fit.

#### 1.5.1. Guiding Objectives

Strategic action in a university setting is for the most part not transparent, and this study discovered that most of the action within Brazilian management programs was not strategic by nature. As shown in Table 1, there are numerous actors, each with their own agendas, strategies and goal orientations that influence and are influenced by the university structure. As with any change process, there are forces of change and forces of stability, which generally result in a discontinuous form of change. This is similar to the concept of punctuated equilibrium from the theory of evolution in biology. The rate and direction of change depend upon relative power between the agents, and power characteristics themselves change depending upon many things, including who is considered the most legitimate at any given time.

**TABLE 1**

<b>University structure</b>	<b>Power</b>	<b>Goals</b>	<b>Coordination via</b>	<b>Change via</b>
<b>Professional Bureaucracy</b>	<b>Decentralized</b>	<b>Professional development</b>	<b>Professional norms</b>	<b>Professors</b>
<b>Collegial*</b>	<b>Decentralized and shared</b>	<b>Common interest</b>	<b>Shared norms</b>	<b>Professors</b>
<b>Political*</b>	<b>Decentralized to interest groups</b>	<b>Self interest</b>	<b>Use of power</b>	<b>Interest groups</b>
<b>Anarchic*</b>	<b>Dispersed and ineffective</b>	<b>Ambiguous and disinterest</b>	<b>None</b>	<b>By chance</b>
<b>Machine Bureaucracy</b>	<b>Centralized in administration</b>	<b>Efficiency</b>	<b>Bureaucracy</b>	<b>Central planning</b>

\*All professional bureaucracies.

As adapted from: (Hardy, 1991, p. 369)

As can be seen in the preceding table, professors account for much of the change process in a university setting. If you consider that most of the interest groups in a university are also made up of professors, and that professors also hold most of the positions of bureaucracy in a university, then they can be held for direct change in four of the structural categories. This is why the professors were chosen as both the unit of observation and as the informants for this study. The results show that they are definitely a primary conduit for foreign influence and also directly responsible for the change process within programs. Even in an “anarchic” structure, the dispersed power is usually held by professors just as in the other categories. What distinguishes this structure is that there are few, if any, goals, and the goals that exist are not clearly defined.



Logically, the categories represented in the table are not mutually exclusive. It is easy to see that even within a Machine Bureaucracy there are self-interested groups and agents, individuals that share a common interest, and others interested primarily in professional development. Shared and professional norms do not preclude the use of power or conflict, nor do they only exist outside of bureaucracy.

In order to understand motivations of both individual professors and universities, their goals must be made apparent. Important aspects to consider are the decision making process, distribution of power, and coordination and how these affect organizational and institutional change. Equally important is the change process itself, in regards to which people and groups are initiating, promoting and retarding change. (Hardy, 1991, p. 366)

As presented in Hardy, disconnected strategies: "...occur in different parts of the organization and have no relation to, or may even contradict, any notion of "organizational" strategy. Disconnect strategies may be deliberate or emergent within the individual unit. Organizational strategy only emerges, often by chance, if certain disconnected strategies provide an overall direction." (Hardy, 1991, p. 384) It is quite possible that there are many disconnected strategies, each pursuing the interests and goals of separate agents; some proactive, some reactive, and some non-active.

At issue is whether there is any true coordination between agents that is resulting in the phenomenon of foreign influence. It is quite possible, even probable, that different interest groups actions have resulted in unintended consequences. This is especially true when one considers the influence of individual (professor) level decisions and actions onto the group (university) and system (national) levels. There may not be control in the rational sense, and change might be discontinuous at best: "Coordination

between the different groups will be influenced by their use of power. Power in the anarchic professional bureaucracy is so dispersed as to be ineffective. Fluid participation and the inability to influence decisions give the appearance of ambiguous goals and disinterested organizational members. Effective coordination mechanisms are rare in this organization, and if change does occur it is almost by default.” (Hardy, 1991, p. 367)

## 1.6. DISSERTATION STRUCTURE

This dissertation is structured differently than most, because it is inductive in nature, using Constant Comparative Theory (Grounded Theory) as its approach. The nature of this type of research prohibits the development of a theoretical framework prior to gathering and analyzing the data. The results and conclusions must be allowed to emerge freely from the data, without being influenced by pre-set ideas or theories. While it is impossible to begin with a tabula rosa, all efforts must be made towards this end. The theoretical framework was constructed to gain approval of the dissertation proposal, and then shelved. Inevitably, all researchers have their own path dependencies in terms of knowledge and education. This was made evident in that the section where Institutional Theory was analyzed ended up being longer and more detailed than the other sections of analyzed theories. More than likely, this was influenced by the author having a Master’s in International Affairs, which focuses heavily on Institutional Theory and institutions in general.

Therefore, to make the reading and comprehension of this dissertation better, the structure was also allowed to emerge. After this Introduction comes a section on Research Methods. This is followed by an Analysis and Presentation of the Results.

Next comes the Conceptual Framework, which covers the theories that are relevant to this study. Finally, the section for Discussions, Conclusions, Summary, and Research Recommendations close the dissertation proper. As usual, References are included, prior to Appendices.

## **2. RESEARCH METHODS**

There were multiple methods utilized for this study. In addition to the in-depth interviews, there was historical research, and participant observation. A planned survey was not performed, due to the study reaching saturation with the interviews. A survey could be issued for a later study to triangulate and verify the findings. The research was focused on the professors, but was multilevel, gathering information about the individuals, universities and university system. There exists a sense of time and space in that the professors all gained their degrees and started their careers at different times, each with different environmental and contextual influences; even if the overall study itself was not longitudinal in nature.

The methodology chosen was primarily intended to describe and explain, and through this develop theory. The research project was explanatory by nature, as the phenomenon was known to exist, but had not been qualified, quantified or described. "Of course, not all social research is primarily concerned with building and testing theories. Many studies instead are more concerned with fact-finding, often to aid in the formulation of social policies. Theorizing might seem less essential in such applied work-no more perhaps than an academic embellishment on data that already contain the relevant particulars. However, to interpret a body of data intelligently for any purpose, one must always entertain, and preferably test, alternative interpretations of the data's meaning." (Hunter & Brewer, 2005, p. 18) It is hopeful, and presumptuous

that this research will provide a foundation for further studies in the area, and possibly, eventually, and if necessary, policy concerning graduate education.

## 2.1. DEFINITION OF TERMS

Most terminology used in this research is generic in nature, but some is more exclusive. Endogamy came to be seen as a concept of paramount importance for understanding the phenomenon under scrutiny, and it was applied in two principal ways. For the purposes of this article, **endogamy of faculty** (corpo docente) is defined as a student staying as a professor at the same university awarding their terminal degree. Equally, **endogamy of student education** is defined as a student staying at the same university for multiple degrees at different levels, such as progressing from the undergraduate level to the graduate level within the same program. **Intellectual dependency** is the idea that “peripheral” countries, generally the developing countries (for this study Brazil), are dependent upon “core” countries (the USA/Canada, Western Europe, and Japan) for intellectual and academic development. This includes literature, academic degrees, exchange programs, theory generation, program design, access to publication, and educational structure, among other factors. **Xenophilic entrepreneur** is a term coined here to describe individuals who have a desire and propensity to seek out and experience new and foreign cultures.

## 2.2. THE QUALITATIVE PARADIGM

This study, as with most exploratory research, began with a broad canvas which was delineated into a more specific area of study through inductive reasoning. The constant comparative method, in essence Grounded Theory, was adopted as the approach. Data was gathered from numerous sources and with multiple methods, most notably the lengthy interviews, but also participant observation, publically available information, and field observations. The data was then coded using the QDA

(Qualitative Data Analysis) software Atlas.ti: for this study there were 322 discrete codes, and each interview had on average well over 100 relevant codings when finished. The results were then analyzed, allowed to separate into concepts, and finally distilled into categories.

### 2.2.1. Constant Comparative Method

This research does not claim to exclusively use grounded theory. Instead, it uses a similar approach, the constant comparative method, stemming from the researcher having a background in anthropology. Glaserian grounded theory was specifically used as an approach to the phenomenon at question during the coding, conceptualization and categorization stages. In order for this approach to be effective, there must be high levels of rigor at all stages of the research, especially in the data collection and coding. Theoretical guidance is required, but in exploratory research it is important to generate data without preconceived theoretical limitations and as little extraneous influence as possible. "Exploration as a method is thus made a more than acceptable academic activity. Alternatives to hypothesis making and its ensuing statistical verification may be found enticing, above all at the start of a scholarly project." (Selden, 2005, p. 114)

In addition, when researching a relatively unknown or uninvestigated phenomenon, it is possible and beneficial to allow the theory to arise from the data itself. Glaser regards rigidity of other methods as forcing, rather than allowing for materialization of theory, "in grounded theory we do not know, until it emerges." (Glaser as quoted in Douglas, 2006, p. 259) Grounded Theory methodology consists of the observation of a society within its natural environment before seeking to discover patterns of behavior which can subsequently be used to construct a theory. The

methodology is referred to as “constant comparative” in anthropology and uses field research: the observation of the events as they progress.

Basic guidelines for constant comparative research were adhered to, adapted from Dick (Dick, 2005):

1. Constant comparison and the overlapping of research phases are key;
2. Periodically step back and ask: What is happening? Does the data match what I believe?
3. Always be skeptical: All theory and explanations should be regarded as temporary.
3. Follow research procedures: High quality data collection and analytical methods give credibility, help reduce bias, and challenge assumptions.
4. Use systematic coding of all data to enhance validity and reliability.
5. Qualitative and quantitative methods can be equally important.
6. Grounded theory is more an approach than a theory itself.

There are more than a few scientists who criticize constant comparative approaches, such as Grounded Theory, and its methodology. Some find it naïve: “Unfortunately, this approach has given rise to a popular methodological myth which depicts qualitative research as a merely 'inductive' endeavor. Following this view qualitative researchers approach their empirical field without any theoretical concepts whatsoever”. (Kelle, 1997) Many criticize that the methodology does not allow for researchers to make use of prior theories or concepts. Such a “tabula rasa” is viewed as impossible. (Haig, 1995)

Individual bias is inevitable, even in the beginning exploratory research. How else can someone even define the categories where one must place the data garnered if not by using prior experiences and knowledge? Bias derives from: “a conscious or

unconscious tendency on the part of a researcher to produce data, and/or to interpret them, in a way that inclines towards erroneous conclusions which are in line with his or her commitments.” (Hammersly & Gomm, 1997) The bias must be recognized, as with the Self Reference Criterion from anthropology, and mitigated.

The traditional manner of minimizing the Self Reference Criterion is to define any suspect situation in two manners: one using the home culture as a reference, and one using the host culture as a reference. Then compare the two, noting any differences and taking action to minimize any home-culture bias. In this research, there weren't many instances where this method could be implemented, but one very important instance was the development of the script for the interview. The script was initially analyzed using this method, considering each question for possible bias. Furthermore, the first two interviews, with trusted advising professors, were used to “prove” the interview for both content and quality. The professors were asked to give their opinions of the interview as a whole, and if the appropriateness of the questions. Additionally, during the interviews, a special effort was made to avoid “fishing” for or leading answers. Such “fishing” inevitably taints the results, because a common impetus for “fishing” or leading responses is a self-reference bias which leads the interviewer to expect certain answers.

### 2.2.2. Phenomenology with Ethnomethodology

The research was also linked with phenomenology from an *emic* perspective, especially for developing and understanding the interviews (in-depth survey). The researcher has a background in anthropology, and is a decided believer in interpretivism (interpretive anthropology). “Similar to interpretive biographers, phenomenologists view verification and standards as largely related to the researcher's interpretation.” (Creswell, 1998, p. 207) This combination allows for an understanding

of not just how and why the professors act the way they do, but what are the meanings they themselves attribute to their actions. A conscious decision was made to avoid positivistic techniques and further quantitative methods, as their application could contribute little to the grounded theory study. Likewise, the results of the research must be taken in light of the context of the study. “Ethnographic research is essentially phenomenological in nature...Any attempt to use ethnographic research as though it was capable of producing positivistic type results would be an abuse of its role in business and management research.” (Remenyi, Williams, Money, & Swartz, 1998, p. 51)

The researcher participated in the doctoral program at UFPR for a long period of time: over 4 years as a student in the PhD program, with almost 3 years of direct presence at the university campus. The author was in the same classes with the other PhD students, as well as performing *pratica docente*. During this time, attention was paid to the differences in class dynamics, teaching methods, materials, etc., as compared to graduate programs in the USA. While much of the material was the same as that used in the USA, the classroom culture and behavior, on the parts of both students and professors, was very different. Similarly, interactions and roles of the support personnel, primarily the secretary’s office, were highly disparate.

The interviews are the most important aspect of this research project. They were in-depth, with over 160 questions, lasting between 1-6 hours each. Equally important, if not more so, was the interpretation of the answers given by the individual professors. “At the end of an in-depth survey the research will have a series of transcripts and the task is then to analyze these and to produce appropriate findings....In the hands of a phenomenologist, the occurrences would not be counted, but rather the researcher would postulate the importance of the issues from a more interpretivist stance.”



(Creswell, 1998, p. 55) Both phenomenology and ethnomethodology focus on the subjectivity of experiences, especially as evidenced in speech.

The coding of the interviews in particular, which was facilitated by AtlasTi software, relied on interpreting how the subjects themselves viewed their educational experiences, from the time when they were students to their current positions as professors. One example of how a perspective became apparent came from the questions concerning professor collaboration for research. Many respondents immediately began speaking not only of collaboration, but also of cooperation between professors, primarily in negative terms. On the surface, it showed the level of conflict that exists in many of the programs studied, but it further revealed that the professors equated collaboration with broader cooperation, not just for research, but also for program management, division of resources, outreach, and service to the university.

In order to explain “why”, and not just “what”, a phenomenological approach is needed for social research: “Positivism has trouble in explaining why so many people hate their jobs, why customer service is so frequently poor, why some staff are achievement oriented and others are not, why some corporate cultures are highly centralized while others need high degrees of autonomy. When it comes to answering these questions, positivism provides few insights or even convincing and useful explanations. To cope with the problems of people and organizations it is necessary to go beyond positivism and use a phenomenological approach to research.” (Remenyi, Williams, Money, & Swartz, 1998, pp. 94-95)

The choice of ethnomethodology is appropriate for a social structure such as a university, as: “Structures are not reified and static, but created and elaborated by real people. The peripheral stream has, moreover, demonstrated that the subtle operations of organizational production and reproduction are best appreciated through case study

and close ethnography.” (Whittington, 2001, p. 128) The author focused attention during interaction with actors within the universities, especially within the UFPR PhD program, as to how they viewed their reality, generally stemming from discursive interchange. In many discussions, it became apparent that an important concern for many students was obtaining the title of Master or Doctor/PhD not out of a sincere desire to be an educator or even researcher, but more for the prestige, social status and lifestyle. This was made apparent in the behavior and speech of some professors as well: disregarding class times, answering cell phones during class, not showing up for class without notifying the students. There was a divergence in classroom behavior and etiquette from universities in the United States. Few of the written rules were followed by either students or professors it seemed, and was explained away by university actors as necessary to get things done.

Many students remarked to the author of this study that he was treated differently (better) than the Brazilian students by the professors due to both being a foreigner and having MS degrees from a highly ranked American university. This behavior on the part of professors showed a bias in favor of foreign education. Indeed, upon first applying for acceptance to the PhD program, the author was told he did not need to take the Teste ANPAD to be admitted to the program, that the GMAT was a more difficult test, and the student’s GMAT scores would suffice. In addition, one professor who was known to be rather vindictive when contradicted in class discussion never gave the author the same difficult time as he did the Brazilian students.

Many students seemed to believe that once admitted to the programs at UFPR, whether Masters or PhD level, they were guaranteed future success in life, and indeed focused on their careers as much as, or more than, their studies. A not infrequent comment was that the difficult part was being selected for the Master’s program, after

that the academic work and admission to the PhD program were much easier. One PhD student, who had studied abroad in the USA, mentioned that the behavior of the Brazilian students would never have been acceptable at an American university. In general, female students were much more dedicated than male students in every respect (the author of this research is in the latter category).

### 2.2.3. Other Influences from Anthropology

Anthropology is often misunderstood, even within other social sciences. “Então eu acho que existe, por parte de administração, uma certa imaturidade, ainda, de estar pensando antropologia...” (Junior, 1996, pp. 131-132) It is not merely the study of ancient cultures (archaeology) or isolated societies (ethnography). It includes numerous sub-disciplines that are not only applicable but needed in any research in the social sciences when applied correctly. “Vamos lá! Vamos fazer trabalho de campo e vamos fazer antropologia!...O que e que você vai fazer no campo? Quais são as grandes questões que você está observando no campo?” (Junior, 1996, p. 131)

Some of the theories and analysis are shared or overlap with that in other social sciences, most notably sociology and psychology, but the anthropologists' mindset is unique and distinctly different than those of most researchers in social sciences, especially business administration. “O universo de valores do antropólogo e o do administrador tem uma superposição, de início, relativamente pequena, ou seja, a forma de visualizar a mesma realidade e distinta.” (Junior, 1996, p. 115)

### 2.2.4. The Researcher's Role

The researcher's role began upon arriving in Brazil. As a student in the PhD program at UFPR, participant observation began on day one. The researcher was also responsible for design and enactment of the research. Every aspect, from beginning to

end, including interviewing, coding, and analyzing, was done by the researcher. The only part not personally performed were the transcriptions of the interviews done in Portuguese. This was attempted at first, but due to problems in familiarity with Portuguese spelling, which made data retrieval and recognition difficult when using the computer, this task was relegated out to a number of sequential transcribers. All transcription of interviews done in English was transcribed in entirety by the author.

#### 2.2.5. Data Sources

Virtually all of the data was primary in nature; most prominently the interviews, which were recorded directly into digital files on a laptop. Data was gathered using CAPES, the university websites, existing literature and the CVs of the professors, which are all secondary in nature. Much of this secondary data is of the highest quality, as it is uniformly formatted by CAPES and entered, updated and verified by the individual professors and universities themselves.

The unit of observation was the individual professors, and the unit of analysis was management professors as a general population. A total of 54 interviews were performed for a total of 6130 minutes, or 102.5 hours, recorded. There were: 7 at UFBA, 7 at UFMG, 7 at UFPE, 2 at UFPR, 14 at UFRGS, 5 at UFRJ, 7 at UNB, and 7 at USP. The first 2 interviews performed were the ones at UFPR to “prove” the interview, and the intent was to undertake more interviews at this, the “home” university, but after saturation was reached it would not have been fruitful. There were 26 professors with foreign PhD’s represented and 31 professors with domestic PhD’s, but these were not evenly distributed among the universities, as the respective ratios within the faculties varied.

For example, out of the 7 interviews at USP, only 1 was from a professor with a foreign degree. At UFRGS, on the other hand, 8 of the 14 professors held foreign

PhD's. Women were not equally represented, as it was much more difficult to gain interviews with them, for an unknown reason, perhaps they were being more productive than the male professors. In most of the programs, however, women are simply not evenly represented; UFRGS being a notable exception. Due to both problems with transcription, and reaching saturation, not all interviews that were recorded were transcribed.

The interviews selected for transcription were chosen to include as many foreign PhD's as possible, resulting in: 4 transcriptions at UFRJ, 5 each at UFBA, UFMG, UNB and USP, 6 at UFPE, and 10 at UFRGS, as well as 2 at UFPR. In justification, using USP as an example, with only 1 foreign PhD, transcribing a 5<sup>th</sup> and 6<sup>th</sup> domestic PhD interview more than likely would not have expanded much on the pool of information, as new data had been slowed to a trickle.

Representativeness of the samples used for interviews was better for the smaller programs (fewer professors) than larger ones (more professors), because there was a difference in the percentage of the corpo docente included. For example, even though only two professors were interviewed at UFPR, they represented over 10% of the faculty body at the time. The size of the faculty bodies, the percentage of professors both interviewed and included in the analysis, and the percentage of the foreign PhD's in the faculty body represented are relayed in table 2 below:

University	Faculty Size	# Analyzed	% PhDs Represented	# Foreign PhDs	# Foreign PhDs Analyzed	% Foreign PhDs Represented
UFBA	31	5	19.35%	12	4	33.33%

UFMG	24	5	20.83%	8	3	37.50%
UFPE	40	6	12.5%	7	3	42.86%
UFPR	19	2	11.11%	2	1	50.00%
UFRGS	45	5	22.22%	20	7	35.00%
UFRJ	28	4	14.29%	12	1	8.33%
UNB	23	5	21.74%	8	2	25.00%
USP	79	5	6.33%	6	1	16.67%

Table 2, Representativeness of the Research Sample

The typical fieldwork problems were encountered. These include difficulties scheduling interviews, cancelled interviews, professors not showing up for scheduled interviews (especially on Fridays!), etc. As stated previously, it was much more difficult to arrange interviews with female professors than with male professors, but statistically it should balance out, as every university except UFRGS has many more male professors than female professors. In addition, the initial desire to perform 8 interviews evenly divided between men and women and those with foreign and domestic PhDs succumbed to reality.

The interviews followed a script of questions, but were definitely only semi-structured. Every professor was allowed to diverge from the script as needed to obtain a well-rounded response. The questions evolved over time as they were constantly reviewed and revisited. This is an important aspect of grounded theory/constant comparative theory. Some questions became apparent as irrelevant or unimportant and were removed from the script. Other questions were added as new topics and issues were raised during interviews.

#### 2.2.6. Data Analysis

As has been previously stated, the data was exhaustively coded, resulting in 322 different codes. The coding process was facilitated by the use of Atlas.ti QDA software, but this software was not used for any other purpose, mostly because the author did not know how to use it better! All concepts and categories were created independently as they emerged from the data. The concepts were revisited constantly as new data was analyzed.

#### 2.2.7. Delimitations and Limitations

The study was limited to only professors active in graduate programs at public universities in Brazil, therefore is not generalizable for private universities and institutions, which are significantly different in character in Brazil. . The only exception was an undergraduate professor at UNB who was included after being indicated as an important informant by another UNB professor. He was chosen as a subject both due to the recommendation and because he was an important figure in the administration of the program. The criteria “active” was defined as having teaching or advising responsibilities, as several professors had recently retired from active teaching but were still finishing their responsibilities as academic advisors for PhD students. A balance was sought between professors holding foreign and domestic PhD’s, but in some universities this was difficult, bordering on the impossible, due to a lack of candidates. In addition, a balance between male and female professors was also aimed for, but female professors were more difficult to entice into an interview, for as yet unknown reasons.

The first and foremost limitations, unfortunately, were time and money. Both were primarily related to the difficulty in encountering quality professionals to transcribe lengthy interviews. A week was allotted and spent at each university to perform the interviews, and this also had a limiting effect, as not all professors were available during

the visits. It is possible that during a given week there could have been a conference on a specific topic or academic area (such as marketing), whereupon the professors available for interview were not representative of the faculty as a whole, but no such instance was apparent or known. There was also a definite but not significant limitation of language, both in the researcher's command of Portuguese and in the subjects' fluency in English. As the researcher is from Alabama, there probably was a limit of his English skills as well.

As with all research, the methodology utilized held intrinsic limitations. The primary technique used was in-depth interview. The length of some interviews (over 6 hours) became exhaustive to both researcher and subject and undoubtedly affected answers to later questions more than earlier ones. Questions deemed most important were towards the beginning of the interview on purpose to compensate. Subject personality and humor (not ha-ha humor, but disposition on the day of the interview...although a sense of humor was also beneficial) influenced the tone of the interviews. The qualitative approach was not welcomed by all subjects, with one being relatively hostile to it.

The fact that the interview was semi-structured, meaning that a script of questions was used but leeway was both allowed for and encouraged, worked for the most part but had some issues. The main issue is that Brazilians quite often do not give direct answers to direct questions, frequently giving convoluted answers. With less direct questions, subjects often ended up giving responses that did not answer the question at all. Interviewing Brazilian professors, no less, was akin to herding wildcats.

Finally, there will always be limitations during the coding, analyzing and interpretation stages of work, stemming from the researcher himself. This process is



arduous and must be exhaustive, which it was, but the codes themselves are based upon the inherent and possibly unknown biases of the researcher. During the entire research a conscious attempt was made to recognize and limit self-reference. The vastness and inductiveness of the project created a limitation in itself, as there wasn't a roadmap available for reference. Due to this, composition was the most difficult part; as even though the concepts and categories were finalized and definite, the perspective and order of presentation of results was only made apparent after trial and error.

### **3. ANALYSIS AND PRESENTATION OF THE RESULTS**

Selected quotations from the interviews are presented as they were recorded and as they were transcribed. Comments and questions made by the interviewer during the professors' responses are shown within [brackets] in *italics*. In addition, the responses were transcribed showing the actual vocabulary and phrasing of the professors, so many of the responses are not grammatically correct or fluid, but are natural to dialogue.

#### **3.1. ENDOGAMY**

An important aspect of Brazilian higher education is the prevalence of high levels of endogamy, both in the faculty bodies and in student education. Some universities have higher levels than others, both in terms of faculty and students. Endogamy of student education consists of a student staying at the same university for multiple degrees, such as for both Bachelor's and Master's, Master's and Doctorate, or all three. There are various reasons explaining this phenomenon, among these a cultural aversion to risk (Hofstede website, October 19, 2010), a cultural predisposition to stay geographically close to family, and the difficulty in gaining entrance into the more respected universities in Brazil, which are generally the public ones.

One aspect that must be discussed to balance the treatment of endogamy within the universities' corpo docents is that even though professors might teach at the same university where they obtained their PhD, they are not necessarily from within the same program. Management is highly multidisciplinary, especially in Brazil, where many programs combine public management with business management. This means that there are professors with such diverse backgrounds as public management, psychology, urban planning, business strategy, marketing, sociology, anthropology, production engineering, etc. This can limit any negative effects of endogamy, as the various colleges within the universities are distinct. In fact, for example, it is plausible that the management program at UFPR might be more similar (and in effect more endogamous) to the management program at USP than to the sociology program at UFPR.

That being said, the vestibular system is extremely competitive, with some discipline areas being more competitive than others. Business, engineering and medicine are among the most competitive courses, and can have acceptance rates as low as 2% (UFRJ and USP medical programs) of those who actually apply, and not just anyone applies. It is quite common for those students who pass the vestibular to have attended private high school and/or participated in a pre-vestibular course. Being able to attend a private school, as well as a pre-vestibular course, depends upon the financial resources of a student's family, and results in students from higher income families passing the vestibular at higher rates than students from lower income families.

Vestibular 2010	Number of Applicants	Number of Vacancies	Overall Acceptance Rate	Management Acceptance Rate
UFBA	40,785	7,916	19.41%	15.35%
UFMG	62,011	6,600	10.64%	6.94%
UFPE	44,398	6,517	14.68%	9.01%

UFPR	42,144	5,334	12.66%	10.52%
UFRGS	32,706	4,961	15.17%	13.11%
UFRJ	73,848	8,254	11.18%	6.09%
UFSC	31,408	6,021	19.17%	16.16%
UNB	23,660	1,891	7.99%	4.32%
USP	128,155	10,607	8.28%	8.84%

Table 3: Acceptance rates at public universities in Brazil (includes quota based admissions, based upon students' first discipline choice).

It is not far-fetched to conjecture that the competitiveness and difficulty in entering the major public universities in Brazil has an effect on the levels of endogamy. Access to the Master's and PhD programs are even more select, for example each PhD program offers 10-20 vacancies per year distributed among the research areas, for a total of less than 200 openings for a country with 186 million inhabitants (IBGE, October 11, 2010). There are a limited number of other Master's and PhD programs at smaller public universities and private universities, but they are not of the same quality or reputation. Once a student enrolls in a program, at any level, they inevitably become acquainted with the faculty. In addition to other measures of evaluating applicants for the MS and PhD programs, the faculty have input into the selection process.

In a country with a high level of uncertainty avoidance, it seems reasonable that students would be more inclined to stay in a program they are familiar with, rather than change programs for each higher degree. In addition, professors, most of whom are also Brazilian and share the aspect of risk aversion, would also be more likely to select students from within their university for entry into the graduate programs. There would be less inherent risk and uncertainty in choosing students who have proven themselves not only through vestibulars, but also through class work and assisting in research.

Endogamy in academic lineage can be seen in the following table, which is based upon information from the corpo docente at the relevant universities and their respective choices for location of BS, MS and PhD. These numbers only reflect professors holding either a MS and/or PhD from a Brazilian university, not professors

with a MS and/or PhD from abroad, as they are considered exogamous. They are also not to be confused with the level of endogamy regarding professors teaching at the same university where they obtained their PhD, which are also shown in the table for comparison, but will be discussed in another part of this paper.

University	Endogamy MS to PhD	Convenient Choice for PhD	Endogamy BS to MS	Convenient Choice for MS	Endogamy Corpo Docente
UFBA	43.75%	43.75%	50.00%	58.33%	32%
UFMG	62.50%	62.50%	45.45%	77.27%	33%
UFPE	29.17%	33.33%	41.67%	47.22%	33%
UFPR	16.67%	33.33%	16.67%	38.89%	0%
UFRGS	52.00%	56.00%	50.00%	85.71%	27%
UFRJ	68.75%	93.75%	50.00%	86.36%	50%
UNB	53.85%	69.23%	28.57%	71.43%	22%
USP	80.82%	93.15%	70.83%	97.22%	87%

Table 4: Endogamy levels of Brazilian graduate management programs.

“Endogamy MS to PhD” signifies that the student obtained a MS degree and then subsequently stayed at the same university for their PhD. Likewise, “Endogamy BS to MS” means that a student performed their BS and then stayed at the same university for their MS. Convenient choice was defined as choosing a university from within the same state for the next level of study, such as from USP to FGV. It is worth noting that a significant number of students stayed within the same university for all three degrees, especially at USP, but the exact percentages were not calculated. There is a degree of limitation to the definition of “Convenient Choice”, as some states have higher numbers of programs than others, thus incurring more local students, and some programs are more highly respected than others, raising their level of attractiveness to students. However, in general, students are more likely than not to choose to continue their education at a local program rather than at a more geographically distant one.

Each program is distinct in culture and practice, and this is reflected in both the statistical data and the information gained during the professors’ interviews. It is

important to compare the results for “Convenient Choice for MS” with the “Convenient Choice”, as well as the “Endogamy BS to MS” with the “Endogamy MS to PhD”. If the percentage is lower at the MS to PhD than at the BS to MS level at a particular school, it could very well mean that students are either encouraged to practice exogamy or faculty are more inclined to accept students from other programs for entry into theirs. At the same time, several professors mentioned that there are safeguards in place to prevent favoritism or nepotism, which in effect should control levels of endogamy. However, on the other hand, several professors have directly acknowledged favoritism occurs, and remarks in the interviews also bolstered a sense of favoritism within some of the programs.

When interviewed, most professors at each university caution against endogamy of student education, but it is not necessarily reflected by the numbers. Some universities definitely seem more focused on avoiding endogamy than others. Professors from UFRGS, UNB, UFMG and UFPE all overwhelmingly spoke out against a student staying within the same program for multiple degrees. On the other hand, some professors at both UFRJ (COPPEAD) and USP warned against endogamy in academic careers, but some of their professors supported it. A noted sentiment at USP, to a lesser degree at UFMG and COPPEAD, was related to a perception that both students and professors from management programs at other universities were not of the same caliber as those at USP, thus encouraging endogamy.

Apparently, however, the differences in opinion concerning endogamy specifically were more related to which university they were affiliated with, not whether or not they themselves had obtained a foreign PhD or MS degree. Both male and female professors, those with foreign and domestic PhD's, and those with endogamous degree paths themselves, responded without any discernible pattern, except for the relation to USP or COPPEAD. To a certain extent, individuals from UFMG also held to

a concept of student and university hierarchy that affected their responses towards endogamy in education.

### 3.1.1. Endogamy and UFRGS

UFRGS in particular seems to value exogamy, both in a domestic and international sense. This was reflected in the professors' statements, which were universally opposed to endogamy and supportive of exogamy, the only program truly unified in both practice and belief concerning this topic: "Endogenia... Isso é um problema, nós não temos isso aqui...Graças a Deus, a diversidade, precisamos buscar essa diversidade." (422f) and "Again, I do not recommend. (*What are the effects of exogamy?*) I think it is a revitalization of a program and business." (422b) It is also significant that there is variation not only of degree origin, but academic area origin: "E no nosso corpo docente nós temos muito poucos administradores. Por que como a gente sempre teve essa abertura, a gente sempre quis diversidade, a gente nunca fez restrição à entrada de...(Acha que este é o único aqui no Brasil que faz isto?) É. Tu podes ver o que é a USP, né?" (412a)

Professor 422f makes it a policy to combat endogamy, even to the point of opposing the entry of his own students, and others with Master's from UFRGS, into the PhD program. As he related: "Eu sistematicamente me manifesto contra (*endogamy*). Eu acho que se o sujeito fez o mestrado aqui ele tem que fazer o doutorado em outro lugar. Ele tem que ter uma visão... O doutor, no meu entendimento, uma das características do doutor ele tem que olhar o país de origem dele visto do estrangeiro; se ele é chileno, que seja do Brasil ou dos Estados Unidos ou da França; se ele é brasileiro que ele não faça o doutorado dele aqui, há limite, poderia talvez então ir para outro lugar, São Paulo, quando o sujeito não pode sair do país, mas senão ele vai, é melhor que ele vá para o exterior, vá para o exterior, o doutorado tem que fazer no

exterior. Eu já me posicionei várias vezes para os meus alunos aqui, eu não admito, eu não dou voz, eu não dou voto para eles, porque reúne os professores orientadores para fazer a admissão final dos alunos para o doutorado, eu geralmente quando o sujeito fez o mestrado aqui eu me manifesto contra.” Importantly, his understanding of the nature of a doctorate included the need for self-reference, preferably learned by studying abroad.

Another professor, one herself with a foreign PhD, suggests that if students do stay at the same university for both MS and PhD, they should at the very least change advisors. “Então, essa aqui ó, trabalhou comigo, minha orientanda, né, então, ela não pôde sair, aí então ela foi fazer doutorado com outro, que eu não quis ela. E minha atual orientanda de mestrado, ai, fica... Não tem jeito. Não oriento, mestrando meu não fica comigo.” (412a) As shown by her comments, endogamy has many layers: within the faculty, within degree progression, and even within student advisement.

The opinion of the previous professor, and others at UFRGS, most certainly contributes to a culture that both encourages and facilitates students studying abroad. They believe exogamy provides for “diversity of examples and of interrelationships, cooperation. Added value of activity.” (422c). They also oppose students staying in the same location for sequential degrees: “Ah não, eu acho que não. (*É melhor ir para outro?*) É. Eu acho que cada um... Ir pulando, foi assim que eu fiz.” (interview 412a); “Eu acho melhor fazer fora, ter diferentes experiências. (*Exogamia?*). Exato.” (412b); and “Essa é complicada por que o ideal seria que o curso de pós-graduação fosse feita em outra instituição, por que, como eu disse, enriquece o indivíduo, enriquece a instituição que o recebe e a instituição da qual ele veio. Por isso eu acho que seria recomendável.” (Interview 421c)

One of the topics of this research was the issue at quotas to enable better access for certain segments of the nation's population to public universities. One professor at UFRGS actually suggested there should be quotas in place to target and reduce endogamy in student education. He was quite adamant against this type of endogamy: "I would like never. Undergrad in one state and grad in another country to get different points of view...They should have a quota of 20-30% at most. This is killing our school and system. (422c) What is surprising is that he believes the level of endogamy at UFRGS, even though relatively low by Brazilian standards, is still detrimental, including both the school and the system in his comment.

Another professor also supported exogamy in student education, but suggested that sometimes it is simply not possible. He believed endogamy, especially in student education, to be bad, and needs to be alleviated. "Muito ruins, eu acho. (é?) é, porque... Quer dizer, podem ser ruins se a pessoa estudou a vida inteira aqui, como tem vários colegas aqui né, estudou a vida inteira, fez graduação, mestrado, doutorado e vira professor e consegue depois ter muita...Intercâmbios, estágio, pós-doutorado algumas coisas que faça, permita que faça outros contatos... Quer dizer, não é o fato de ter estudado sempre aqui que vai fazer... Mas o problema é que se ele se, não conhece outras realidades, né...Eu acho que é melhor trocar de universidade, trocar de país e coisas, mas as condições normalmente não permitem." (422d)

As with the previous professor, if a student is not able to pursue a complete PhD in a foreign country, some professors suggested the student attempt some type of alternative, such as a post-PhD or a PhD sanduiche: "should do complete PhD abroad if possible, foreign experience worthwhile, avoid endogamy, at least sanduiche." (412b)

This last professor (412b) repeated the need for students to have at least some foreign exposure many times during his interview. "Eu recomendaria para ir para o



estrangeiro ou fazer o doutorado sanduíche, para ter uma experiência diferente, principalmente se o aluno só estudou aqui. Eu até no início nem aceitava orientar doutorado alguém que já tivesse feito o mestrado, mas como tem bons alunos de mestrados, eu não vou perder por causa disso, mas eu no início eu recusava. É mais difícil, eu acho que eles não tem a mesma oportunidade de quem muda de orientador, muda de escola; ficam limitados. Então, a única compensação é eles fazerem o doutorado sanduíche.” This response in particular was similar to that of professor 422f, who relayed that he opposed the entry of UFRGS Master’s students into the PhD. 412b seems to agree, but mitigates it by saying over time she has begun to change in order to not lose the best students. Other professors at several of the other universities were also concerned with not losing good quality students, even when opposed to endogamy.

Professor 412 b extended her support for study abroad, citing the need for exposure to other professors, literature and culture. “De outras, não deve ser só daqui. Eu acho que a gente deve continuar mandar para o exterior, para não ficar todo mundo com formação no Brasil, mas acho que também essa solução do doutorado sanduíche, se bem feito, se feito no mínimo um ano, é uma boa forma de o aluno ter uma vivência no exterior...Conhecer outra literatura, outras professores, outra cultura, outra...Enfim, outra visão.” (412b) She wasn’t the only professor to suggest a minimum of one year for study abroad.

This sentiment is congruent with the teachings of cultural anthropology; that in order to understand a different culture you must stay beyond a certain threshold. The unwritten (mostly) rule of thumb for PhD candidates in anthropology is to have lived and studied in a foreign culture (not necessarily another country) for a minimum of a year during their dissertation to truly appreciate the culture from both an outside and inside perspective. This precipitates the knowledge of the culture’s language as well;

concerning English, the widely adopted language of business, Brazilian students and professors are sorely lacking in ability, from an anthropological standpoint.

As further evidence of the pervasive attitude against endogamy at UFRGS, a professor from another federal university, who holds a Master's degree from UFRGS, related that her MS advisor pushed her to consider not merely another country, but also a country that other students from UFRGS had not attended. The advisor had been interviewed on a prior occasion and was quite vehement about the both the need for exogamy in choices of graduate programs and her influencing her MS students to leave UFRGS: “Ah, com certeza! Com certeza! Além disso, ela pensou em fazer aqui, mas eu disse: nem pensar! Que eu acho que para mim foi muito boa a experiência, para a escola é muito bom nós não termos endogenia, nós sempre tivemos como... O programa foi criado em 72 e desde que ele foi criado a gente sempre teve este princípio de não... Inclusive faz muito tempo que nós não mandamos mais ninguém para Grenoble. Por que houve um período em que nós tínhamos cinco ou seis de Grenoble. (*Então não queriam mais de lá?*). Então, chega, não queremos mais de lá. (*Querem mais exogamia?*). É...Então, isso é uma característica do programa. (*Isto foi institucionalizado aqui?*) Isso.” (Interview 412a)

In general, when conversing about endogamy and its effects, all professors at UFRGS lamented on its detrimental consequences. A few professors at other universities defended or minimized endogamy, but none at UFRGS. They believed nothing good can come of it: “Os efeitos é que tende a perpetuar uma linha justamente por que...Se nós trabalhamos numa empresa, por exemplo, e só conversamos entre nós, daqui a pouco nós concluimos que o nosso produto é perfeito; o mercado talvez não considere, então eu preciso de posições externas para aprimorar o meu processo interno e saindo eu também vou levar com ele. Então, eu acho que um dos principais

efeitos da endogamia é que há uma espécie de cristalização, algumas coisas ficam ali cristalizadas e acho que não é bom.” (421c)

Another referred to problems in research that stem from endogamy, that research can stagnate. “Fica extremamente repetitivo até os temas de pesquisa, sabe? Eu, por exemplo, tenho um tema que eu acho que já está até aqui por que realmente quando a gente vai sintetizar é a questão do alinhamento, não posso mais ver esse negócio, alinhamento entre o sistema de informação e a estratégia da empresa. Esse é o tipo do tema que eu já vi tantas vezes que não tem mais nada...E não tem o fechamento: vamos pegar... sempre está mexendo em alguma coisinha...” (*Exogamia, que efeito isto tem numa escola de Administração?*) Tu dizes de ter várias influências, diversidade? Ah, eu acho ótimo!” (412a)

Yet another wished to see more exogamy in both education and literature within management, that no country should dominate either. “Eu já li alguns artigos sobre isto, por exemplo, na EnANPAD, né? Qual é a literatura mais usada nos cursos. Eu pessoalmente acho assim, acharia horrível se todo mundo aqui tivesse formado nos Estados Unidos. Acharia horrível se todo mundo tivesse estudado na Alemanha, ou na França, eu acho que nós... Tem gente que fez formação na Inglaterra, na França até demais, aqui nós somos muito França. (Muito França). Na Alemanha só tem o Luis Felipe, grande parte nos Estados Unidos. Aqui, por acaso, por causa desse acordo com a França que a maioria foi para lá.” (412b) She seems to agree with 412a, who pushed the graduate student to consider a program outside of France because of the past and present number of UFRGS students studying there.

Overall, the faculty at UFRGS also opposed endogamy within their own ranks. Most spoke out against it, and seemed glad to have diversity among their peers. Endogamy causes: “Mediocrity. Lack of oxygen. You finish with a lack of diversity; we

should have people from the USA, from Europe, even from Japan or other countries to have different perspectives here; to have partners for exchange.” (422c)

A professor suggested a faculty composed of both UFRGS and external PhDs is a good thing, especially considering that professor quality is the most important factor. However, if there needed to be a “tie breaker” between two professors applying for a faculty position, then a professor with an external PhD should be given priority over one with a UFRGS PhD. “(*Uma universidade deve buscar ter professores da mesma universidade ou de outras universidades?*) Eu acho que deve combinar. Eu se pudesse combinaria 50% local...A tá. Não, aí o critério não deve ser esse, ele não deveria ver se é ou não, o principal a ver se é competente ou não...mas agora, se tiver duas pessoas no mesmo grau, eu acho que seria interessante pegaram alguém de fora para trazer outra cultura né. Outros elementos, coisas assim. Mas só se fosse como critério de desempate.” (422d)

One seemed concerned about the fact that currently it is more difficult for a Brazilian to undertake a PhD abroad than before, inferring restrictions by CAPES due to the founding and expansion of domestic programs. “Mas se tu fores observar, tu vais ver as listas dos professores dos cursos de pós-graduação, até certa... Até 1995 mais ou menos, todos tinham formação no exterior, depois todos tem no Brasil por que aí abriram os doutorados aqui e ficou mais difícil sair, e aí sim, no sair muita gente fora.” (412b)

This same professor seemed concerned that the level at UFRGS might be rising; when just asked about endogamy, she brought USP into the conversation. “(*Que efeito tem a endogamia numa Escola de Administração?*) A USP é um caso, né?...Nós estamos ficando, está ficando. Eu não acho bom.” (412b) 412a was also concerned about the rising levels of professors at UFRGS with PhDs from UFRGS, suggesting it is

a recent development. She even opened the program's webpage on the computer and pointed them out to me: "E isso é recente, muitos deles recém-entrados, fizeram concurso, e é muito difícil a gente controlar isso por que vai por concurso público, né?" She also made a point of showing me that some of those with their PhD from UFRGS at least came from another academic department, such as one professor from anthropology.

Another also referred to USP, likening it to Harvard. She suggested that USP has a good reputation but is deteriorating in terms of quality because of endogamy. "Eu acho que é assim: "cria a fama e deita-te na cama". Ficou famoso...Harvard pode em algum momento ser a pior universidade, mas ela tem fama...E acho que existem, por exemplo, no caso da USP é por que existe um maior número de cursos, que são desse tipo; mas acho que a USP tem este problema que é da endogenia. O Brasil precisaria que a USP tivesse menos. Por que é muito importante essa universidade para o país. Ela começou bem trazendo, por exemplo, na área de Filosofia ela trouxe professores estrangeiros, europeus... (*De França, Levi Strauss de Sociologia*). Mas não trouxe americanos quase, muito pouco. Então, ela criou-se realmente com muito desenvolvimento endógeno, bastante bom e tal, agora até já tem... Mas, como tu vês na área de Administração, eles ficaram aí dentro da universidade, então... E pior, ficaram com o mesmo orientador por que aqui nós temos alguns alunos que fizeram graduação, mestrado e doutorado, mas eu acho que tem um ou dois alunos que tiveram o mesmo professor como orientador. (*No mínimo se eles ficam aqui precisam mudar para um outro orientador, para ter uma outra perspectiva?*). Isso...(Mas você acha eu USP ainda com endogenia ainda é um dos três melhores do Brasil?) Na área de Administração, não." (412a) This is significant, as more than a few professors brought up the same idea, and declined to include USP within the top three graduate business programs in Brazil in their opinions.

### 3.1.2. Endogamy and UNB

UNB, like UFRGS, is another that mostly believes endogamy is detrimental. Some of the professors' comments were general: "Eu acho que é bom ver outras visões." (622b). Others came up during conversation about program objectives, which incidentally included the need for exogamy according to one professor: "A idéia que os trabalhos sejam trabalhos robustos, trabalhos que possam ser citados, trabalhos com pares, que não seja um programa endógeno interno, e sim, um programa que as pessoas no país inteiro procurem como referencia." (621a)

As with UFRGS, most of those interviewed at UNB counseled their students to go abroad for PhDs, or at least change programs to prevent endogamy within their degree progression. This included 621b: *"(E outra forma de endogenia é quando um aluno fica na mesma universidade para graduação, pós-graduação, doutorado.)* "Eu acho isso horrível para o aluno. *(Para o aluno mesmo?)* E eu aconselho os alunos meus que não façam isso. No máximo fazer graduação e mestrado na mesma escola, mas fazer graduação, mestrado e doutorado na mesma escola eu acho isso péssimo...Em geral eu diria que seria preferível fazer fora do Brasil desde que num centro de pesquisa, numa universidade de bom nível. Isso por que nós temos uma proporção de doutores em Administração formados no exterior ainda muito pequena. E a formação de doutores em Administração no Brasil pode causar um processo de consangüinidade, o famoso endogenia...Então, eu sugeriria que mais pessoas fizeram fora." His statement is quantified by the need for students who study abroad to do so at good universities that are considered important research centers.

621a also advised against the temptation to stay in one location: "Que não façam o mesmo, não façam o doutorado onde fez o mestrado. Eu acho fundamental fazer em outro lugar, eu acho que nunca é bom você ter seguidores." He very much

argued against endogamy, saying it inhibits evolution: “Acho que os efeitos são perversos, sou completamente contrario a endogenia, eu acho que você tende a replicar e fazer leituras em um mesmo instrumento, você não evolui.” (621a) This suggests that he believes a program cannot progress if it suffers from too much endogamy.

Professor 611a suggested that there might be some advantages to staying within the same program, but overall it is important to experience other perspectives. “As vezes é melhor fazer fora por essas questões, mais tem relação com a pergunta anterior. Acho que acaba dependendo muito da situação, o ficar em uma mesma universidade tem essa vantagem de repente se ela tem excelência, porque você vai na outra, para você ter uma visão de fora. Visão de fora é importante também, eu acho que são questões que deveriam ser balizadas a cada situação específica. Fez doutorado e trabalha, de repente não é o fato de ter feito o doutorado que vai fazer com que o sujeito continue pensando da mesma maneira, continue com a mesma linha de pesquisa do que ele fez o doutorado.”

In an analogous vein to one discourse by a UFRGS professor, this same (611a) interview at UNB broached that staying within the same program can affect an individual’s ability to produce quality research. “Se o sujeito pegar e ficar voltado só para a produção local e o que ele viu na pós-graduação dele, de ficar na mesmice de não evoluiu em termos de envolvimento de conhecimento. Se o sujeito tiver uma postura de estar olhando para fora e no Brasil a gente tem muito isso, eu não sei se nos outros países, mais o Brasil valoriza muito estrangeiro...então, nesse sentido, essa questão de estar e de não ter, acho que essas duas coisas se juntam de não ter uma produção suficiente em todas as áreas que pode se falar que é de qualidade isso, e mais a questão de ver o conhecimento externamente, quer dizer, tem que acontecer as

duas coisas e mesmo que o conhecimento seja bem desenvolvido não dá para simplesmente. Bom, agora eu domino o assunto e deixo o resto para o mundo para lá. Em um mundo globalizado você tem que estar vendo o que está acontecendo fora.”

She further suggested that those students who study in a foreign countries are better able to discern what is happening in the academic world. “Se o pesquisador mesmo tendo sido se formado fora que ele tenha essa perspectiva de procurar saber o que acontece no restante, em outras universidades eis que não só fora do Brasil mais no Brasil também, não tem problema nenhum.” She is perhaps suggesting students with foreign degrees can better participate in cutting edge research because they have this different perspective. They are not limited by their education in this sense. The professor also brought up the financial aspect, that scholarships can help support study abroad. “É uma dificuldade, muitas vezes quando você está fazendo o doutorado, porque todas as coisas de bolsa auxilio, eu não tive nada disso então”

Another professor, one with a foreign perspective reinforced the difficulty in obtaining financial support to study abroad. She reiterated the phenomenon of the PhD sanduiche brought up by professors at UFRGS. “In Brazil there is a question, and a financial question, that is always important. It may be in the States as well but the thing is that it's very expensive to study overseas and you're not going to get financial aid from Brazil to do this unless it's some area in which there are not recognized doctoral programs in Brazil. So they have the idea of the sanduiche here in which you do a year were six months or to a year in another program kind of a co-orientation.” (612a)

This same professor related that knowledge of foreign programs can be an impediment to students studying abroad or selecting the appropriate program to apply to. Her comment reinforced the idea that Brazilians are highly preoccupied with program reputation and hierarchy, even abroad, and have trouble recognizing quality



programs. "One of my students was given a Fulbright and then she didn't get accepted because she didn't apply to the right schools. She didn't follow my advice because what did she do she applied to Harvard, Yale and Princeton. I told her those are not the schools for what you want to do. But she didn't because this is what is in someone's head here in Brazil. She had the fellowship and if she had gone to Illinois or something like that, which would have offered the program that she wanted (*Urbana Champaign?*). Yeah out there were a couple of our schools, our state schools they would've been really good for her but this is not what's in the people's heads here...I told her. Look at the program. I think one of them, what was the university, is Darden at the University of Virginia? I told her Darden it's a really good school! (*Top ten!*) Nobody had really heard of it here." (612a)

Overall, she believes that students at UNB are more aware of foreign opportunities than peers at other universities in Brazil, for what it is worth. She made a point to illustrate that UNB is very outward oriented, primarily due to the fact that Brasilia is both an international city and through being the capital of Brazil, hosts diplomatic missions from around the globe. This encourages their students to think beyond the "top of the mind" when considering where to do their PhD. She herself has one former student studying in Japan. "I supervised his master's thesis. He's doing his PhD in Japan and he has a bolsa from the Japanese government and he's there studying. He has a lot of observations about the relationships between professors and students and things that are allowed, very different...Brasilia is very different it's very international here, the embassies are here and so a lot of people are aware of the offers of fellowships and whatnot in different areas. Some students that have gone to our program...we have students that are studying in Spain, we have students that are studying in France...People are interested in the opportunities in Canada."

I conferred further with this same professor about a surprise I had received while

interviewing other professors. One of the questions in my interview script asked what the professor believed to be the three best management programs in the world. One of the professors answered “Washington University”, which is in St. Louis. I was surprised that he had even heard of it! It is a top-notch program, but even in the United States many people are not able to identify the program, and many who have heard of it believe it is either in the state of Washington or in Washington, D.C. The UNB professor agreed: “It's kind of a surprise response.”

The professor who mentioned Washington University did so because she had been an advisor to a former student who was studying there. This underscores the need for a relational context within Brazilian culture. This is possibly through a reduction in risk, as having such a personal connection allows the university to be elevated in its importance and prestige. Professor 612a mentioned something similar in terms of perceptions of quality: “They say it's the top of the mind and thing here in Brazil and in marketing, and every time Harvard is gonna come out”.

Endogamy within the faculty was also seen as a negative. Diversity can strengthen everything from thinking to methodology, bringing another facet into the discussion of how endogamy can affect research. “Eu acho que tem um efeito muito ruim, um efeito muito perverso de formar pessoas com o mesmo pensamento, com o mesmo aporte conceitual, metodológico e tal, e nesse sentido eu sou fortemente contrário, falando de forma positiva; eu apoio fortemente a existência de grupo de docentes, de pesquisadores com formações distintas provenientes de diferentes centros de pesquisa, diferentes universidades, para permitir uma formação mais plural, mais eclética, com conteúdos mais variados e aportes metodológicos também mais variados. (*Então, um corpo docente mais diversificado?*) Sim, sim. (621b) This statement undermines the importance of methodology in research, and the fact that

many of the programs at Brazilian universities do not adequately prepare their students for rigor in methodology, especially in quantitative methods.

Reflecting some of the discussion from the section of this article concerning endogamy in general, one professor mentioned that the fact that the graduate management program at UNB is relatively new has an effect on the level of endogamy within the faculty body. “Nós não somos mais endógenos aqui no PGA porque o programa de doutorado é recente, se o programa de doutorado não fosse recente você não teria a diversidade de professores que você tem aqui hoje, talvez eu não estivesse aqui.” (621a) It is true that the newer programs (UNB, UFPR) seem to have lower levels of endogamy, but UFRGS is one of the older graduate programs in the country and has manifested a culture to prevent it. This suggests that not only age but volition and program culture are important to managing the matter.

As with the interviews at UFRGS, the discussion turned to the inclusion of USP. This incorporated the idea that USP was not as good as it once had been, was worsening, and that endogamy, especially of the *corpo docente* was a significant contributing factor. One mentioned not only USP but also UNICAMP, another famous and reputable university: “Eu acho isso péssimo (*mas todo mundo fala que um dos melhores universidades e um dos melhores de escola de administração*) é o logo, é o preço da marca, eu acho que o preço da marca é determinante (*acha que no futuro vai*) acho que é fundamental que veja, no caso da USP e da UNICAMP embora a UNICAMP não tenha administração e também é bastante endógena, o que existe é excesso de recurso. Não vamos entrar na especificidade do sistema estadual e federal, e recursos chama pesquisa de qualidade. Você poderia fazer melhor? Até poderia, mas que chama qualidade, chama.” (621a)

The same professor suggested that the perception of a hierarchy itself stems from endogamy, and is self-replicating. “(Quando eu fiz entrevistas lá em São Paulo na USP atualmente muitos professores já falaram que não tem outras opções, que os professores formados em outras universidades não são tão bons quanto os da USP, o que você acha disso?) Eu acho que é endogenia mesmo. A endogenia ela permeia a universidade brasileira (E o processo de seleção de concurso, atualmente o banco de professores tem muito ... sobre as escolhas dos professores e está atualmente normalmente perto sobre endogenia quando tem um corpo?) Essa endogenia é responsável pelo próprio programa, pelo próprio departamento que enfim, tem posturas que eu considero inclusive do ponto de vista ético bastante criticado.” (621a)

As with many universities in Brazil, USP was represented within the *corpo docente* at UNB. One faculty member with a PhD from USP had less than positive things to say about the management program of his alma mater. “(Mas ainda quase todo mundo fala que a USP é um dos melhores, se não a melhor escola de Administração aqui no país.). Eu não acho, não. (Você não acha?) Não...Eles se acham muito auto-suficientes, né? Mas eu diria o seguinte, eu conheço com uma certa profundidade o sistema da pós-graduação em Administração no Brasil, inclusive por ter sido membro do comitê da CAPS, eu fui coordenador do comitê da CAPZ durante três anos, agora de 2005 a 2007, e eu diria a você que a USP, essa endogenia da USP está e vai levá-la, e vai levar o programa de pós-graduação da USP em Administração para o declínio. Eles estão numa fase de declínio, a produção deles é uma produção muito endógena, muito deles, né, assim, enfim.” (621b)

### 3.1.3. Endogamy and UFMG

CEPEAD at UFMG has a high level of endogamy, both among graduate students and within the *corpo docente*, but the professors seem to rail against it. Most of their

reasons matched those of the professors at UNB and UFRGS. However, one new reason brought up was the issue of nepotism, which more than likely isn't isolated to just UFMG. Similar comments were made by other professors elsewhere concerning the hiring and evaluation process, but this was the first time that nepotism had directly been broached.

One professor, holding a PhD from outside of UFMG, not only said endogamy was a serious problem in CEPEAD but that it directly contributes to nepotism. This involved not only students and their advisors, but also within research groups and the general program. “São péssimos, aqui, por exemplo, nos temos um problema muito grande de endogenia, quase todos os professores são oriundos do programa, ou fizeram graduação, ou fizeram mestrado, ou fizeram doutorado (*tudo aqui?*) tudo aqui...isso se eu for te dizer o que é que cria. Eu estava até conversando com outro professor outro dia a respeito disso, cria essa noção do feudo, eu sou professor aqui, o meu orientando vai ser o professor no futuro então nos vamos ter aqui uma continuidade do meu feudo. (*Acha que é uma forma de nepotismo?*) Pra mim é uma forma de nepotismo, eu acho que inclusive deveria ter uma regulamentação para proibir a endogenia, mas nos programas (*Cinco anos não pode trabalho aqui e precisa ir para outra universidade antes de pode voltar aqui?*) exatamente eu acho que tinha que ter, porque primeiro você começa insistir em uma determinada via de pensamento, sempre aquela, segundo que se estabelece os feudos” (211a) Her suggestion that there should be regulation to limit graduating students from staying at their alma mater echoed previous statements at UFRGS.

Endogamy as a phenomenon was roundly criticized. A typical response was: “Pode gerar o efeito...rodar em torno de si mesmo até desaparecer, você não consegue enxergar além do seu limite geográfico de atuação, entendeu? Você fica

muito restrito em termos de visão. Que afeito tem a endogenia num programa de Administração?” (221b) This professor seemed to liken the ultimate destination of an endogamous program is “down the drain”. It was even likened to the worst possible thing that can happen to a management program: “Ninguém pensa diferente, ninguém pensa de outra forma, a endogenia é a pior coisa que existe.” (222a)

Another professor restated effects that it can have on research, stemming from a limited theoretical base and formation. “Você tem pessoas que não tiveram experiências em outros... Que só conhecem um modelo, um modelo de organização, de estrutura, de departamento, um modelo é... Que foram formadas pelos mesmos professores, acabam criando também uma referência teórica muito comum, que não tiveram oportunidade de ter outras vivências...”. (211b) This can reflect a narcissism and immaturity: “Uma falta de sensibilidade para questões estrangeiras, um olhar muito voltado para si mesmo, falta de experiência no estrangeiro, falta de trato com os outros, imaturidade” (222b)

The need for students to migrate between programs during their degree progression was shared by the other professors, for the most part. “(Você acha que um aluno deve ficar na mesma universidade para graduação, mestrado e doutorado?) Embora a gente tenha muito caso aqui assim, mas eu acho que não é bom.” (211b). This was agreed with by 222c, responding to the inquiry if students should stay put: “Não tem que ser por outros.” This was also evidenced by 222b, who said: “Tem que mudar, é melhor mudar.” He did capitulate however, regarding the need to admit the best qualified students to the PhD program: “Yes, in the same program, if the guy is good it is ok, you can’t not dismiss you cannot, you have to take.”

A professor with a foreign PhD decided in part to do it abroad because he already had the MS from UFMG and did not want to succumb to endogamy. He

suggested the same for other students. “Mudar sempre, o mais que ele puder...Eu já tinha morado fora, eu queria morar fora novamente, eu achava que era importante morar fora, achava que era importante ter um diploma, fazer um doutorado fora e na verdade eu queria sair um pouco porque como eu já tinha feito graduação na UFMG, mestrado na UFMG, eu achava que era importante estar em outro lugar, conversar com outras pessoas, estudar com outras pessoas. Então, eu acho que foram basicamente essas as razões que me levaram a ir para fora.” (222a)

Likewise, another professor with a MS from UFMG went abroad to seek more exposure and enrichment. He made a point of not saying other, or foreign, programs were better than UFMG, but that the mere fact that they are different is important in itself. “Essa é uma pergunta muito delicada, eu acho uma pergunta importante, porque aqui na UFMG eu fiz o meu mestrado, na UFMG se eu fizesse doutorado na UFMG seria uma endogenia muito grande, seria algo vamos dizer assim, uma perda de oportunidade para experimentar algo que fosse inédito, inovador. Então eu acredito que aí no caso para mim era muito mais no sentido de olha, a UFMG eu até certo nível eu conheço e sei da sua potencialidade etc., mas eu acredito que se eu buscasse uma ou outra universidade eu teria um enriquecimento diferenciado, qualitativamente diferenciado, não é dizer, por exemplo, porque lá é melhor que aqui eu vou...eu já tinha experiência no mestrado que eu trabalhava em Minas Gerais, eu acho que uma experiência em outra instituição, mesmo que não fosse no exterior, mas que fosse uma instituição nacional eu procuraria.” (222c)

Again, others shared the sentiment that there is a need for expanded horizons: “Que façam fora do espaço onde fizeram o mestrado para evitar a endogenia. Que eles saiam. Ou se não sair, pelo menos façam um período de doutoramento sanduíche fora do Brasil...Ele deve buscar sempre ampliar o seu limite de conhecimento. Graduação

numa universidade, mestrado na outra e doutorado numa terceira diferente. Quanto mais você buscar aprimoramento, melhor para você, mais você abre a sua cabeça com as suas idéias e conhecimento.” (221b) One professor with a PhD from another university in Brazil believed she brings something good to UFMG, because endogamy is negative: “Sabe, eu acho que não é bom, eu mesma não sou daqui, sou de fora, eu acho que isto foi muito bom para mim, e foi muito bom para o programa, se fosse continuar onde você tá ela é (*pra idéias novas*) perspectivas novas.” (211a)

The need for at least a *sanduche* or post-PhD were often cited by Brazilian professors. Some, like the previous professor, believed these might even be better than an integral PhD abroad. He suggested that there exists enough options within Brazil to combat endogamy, and that a foreign PhD is becoming symbolic more than substantial. “O doutorado inteiro eu acho que hoje não se justifica mais, pela própria diversidade que você tem no Brasil de cursos, não se justifica, eu acho que tem muito apelo aí, um apelo simbólico de se estudar no exterior, full-time no exterior tem um apelo mais simbólico para quem vai fazer. Eu acho que o que atrai muito é isso hoje, até porque você não tem mais distância entre os países em função da própria barreira da tecnologia que foi quebrada, então você não tem mais essa possibilidade de ter esse distanciamento...Eu acho melhor fazer o sanduíche ou pós-doutoramento.”

Part of his reasoning was that a student doing an entire PhD abroad could lose their frame of reference. “Porque o período...Tem uma questão também do tempo que a gente vive hoje, os nossos tempos são muito diferenciados do tempo do passado, quatro anos hoje é muito mais tempo simbólico do que há vinte anos atrás. Essa perda do seu local de referência é muito grande por quatro anos; você ficar um ano, um ano e meio no máximo já te dá menos possibilidade de você perder essa referência. Então, a sugestão é que se faça um período mais curto de permanência fora do Brasil.” (221b)



Various other professors, including at UFBA and UFPE, mentioned the need for students to be focused on topics important to the development of Brazil as a country, and to their region of Brazil in particular. Perhaps a student learning completely at a foreign university could indeed lose their frame of reference and their perspective could be skewed away from what is best for Brazil.

Even so, most professors supported the idea of having a diverse faculty. When asked whether a program should hire their own graduates, the responses were as direct as: “Não.” (222a); “Nossa. Doutorado feito em outras universidades” (222c); and “Deve ser em outra universidade.” (221b) Another referenced the need for exogamy because CAPES keeps tabs on this as part of their evaluation process: “Eu fiz o doutorado aqui, né, nós temos vários professores aqui que fizeram o doutorado aqui. A CAPS ela tem um percentual que ela considera aceitável, chama endogenia...Pois é, isso penaliza o programa, né? (*Mas também você saiu, você trabalhou na \*\*\*?*). Eu saí, eu fui para a \*\*\*. E também parte do meu doutorado foi fora. Então, assim, eu acho que não deve ultrapassar um determinado percentual, senão realmente você acaba criando um grupo muito pouco... um grupo muito homogêneo.” (211b)

Again, as with most of the other universities, a discussion of the endogamy at USP occurred. The professors at UFMG seemed to give more respect to USP than other programs UFRGS and UNB, for various reasons, but still did not appreciate the level of endogamy at USP. When asked how USP continues to be a success despite high levels of endogamy, it was suggested that USP’s access to financial support, age, and the size of the São Paulo market all contribute. “USP é sucesso pelo modelo de financiamento das unidades paulistas também, o fato de você ter uma FAPESP por trás ajuda muito você ter uma relação de ensino e pesquisa muito forte, a USP carrega também o fato dela ter sido uma das primeiras a instituir programa de pós-graduação

no Brasil, ela tem essa força muito grande ainda. Mas o fato também de São Paulo ser 35% do PIB nacional ajuda demais, então, quer dizer, São Paulo se descolou do Brasil nesse sentido, né, está muito acima, muito fora da realidade hoje.” (221b);

As discussed earlier in the paper, it might be true that the setting of the city and state of São Paulo contribute to their endogamy, but this professor seems to believe it might help reduce its negative effects as well. “Então, eu acho que é uma consequência não muito... Agora, eu creio, eu não conheço, mas eu imagino que a USP um grande número de professores embora tenha feito doutorado lá, mas eles saem para fazer o pós-doutorado fora, né? São Paulo é um estado muito dinâmico, então eu acho que talvez eles consigam... Agora, aqui que já eu acho que já há algumas tendências, assim, um pouco mais encapsuladas, uma endogenia muito grande não seria muito desejável.” (211b) She also mentioned the fact that post-PhDs have helped minimize the damage at USP, which was also a consideration made separately in this article.

There seems to be an extremely large amount of conflict and antagonism within CEPEAD. This will be covered more in-depth later in this article, in the sections on leadership and professor cooperation. What is relevant here is that many professors believed that endogamy itself contributed greatly to this degree of conflict. Two professors specifically brought this up, one with a domestic PhD and the other with a foreign PhD: “Primeiro lugar trás um efeito maléfico de criar grupinhos e grupelhos aqui dentro, porque se eu fui orientado por você é natural que eu acabe sendo subordinado seu eterno, você vai sempre achar que você pode continuar me supervisionando e eu tenho que continuar sendo supervisionado por você, então forma esses grupelhos e esses grupelhos são negativos.” (Interview 222c) This professor highlights not only the

influence and power that advisors have, but also the nepotism that goes hand in hand with it. These groups cause divisions, negative competition, and conflict.

Another professor, who did not even want the author to use direct quotes concerning this subject because it is so sensitive at UFMG, wanted to give a specific example of conflict caused by endogamy and these cliques. This professor detailed how some research groups and organizations were founded by individual professors and ruled over time as personal “fiefdoms”. Inevitably, these groups are started, populated, and maintained by professors with PhDs from CEPEAD and students who progressed internally within CEPEAD. This professor reported that by progressing within the program, individuals become tied to and obligated to others, such as advisors. Every program included in this interview cited internal conflict, but UFMG seemed to be the most serious, at least for current conflict, and also the one most closely linked to the issue of endogamy.

#### 3.1.4. Endogamy and UFPE

UFPE had one of the lowest levels of student endogamy, but there wasn't an easily discernible reason as to why, as the responses seemed very unconcerned with the topic in general. The professors seemed to value exogamy in student education more than they disliked endogamy with the faculty body. Some professors did not see a negative aspect to professors having PhDs from UFPE, and one even thought it was a positive thing. They were definitely less vehement than other universities concerning the topic, but this could also be a cultural difference.

An interesting exchange occurred with the professor who believed endogamy of faculty employment was a positive, who when asked, “*What are the effects of endogamy on a business program?*”, immediately responded: “Who said endogamy is a bad thing?” The dialogue continued: “*What are the effects, I'm not saying it's bad, but*

*what are the effects in your opinion?)* Well if the people, question is how are people being formatted, how is their formation you know? That is the big question. Because people have a broad of mentality that go in to get what they want anywhere, everywhere, you can have people from abroad and still be the most conservative, isolated, I don't know it is a question which kind of person we want here. As the dean would say you have to put the right people on the bus in administration, when you get there and then you decide where you go. It's not I want people who wants to go there...That's the best people you can because with the best people you can you can go anywhere you decide in the best way, the most rapid way and everything. I agree with that.” (321a)

His response overlapped with the idea that some professors nationwide shared concerning admitting the best students to PhD, regardless of where they had done their Master's degree. In other areas of his interview, this professor professed the need for excellence in general; that the pursuit of excellence should be the criteria itself. However, in another part of his interview, he seemed to contradict this, at least in part, by saying students should avoid endogamy of degree progression: “They should be (sic) variate it and have different approaches. Oh yes I think it's good.” (321a)

A related perspective came from another interview where the professor did not see any effect at all of endogamy, but nevertheless believed students should avoid it, even though life in Brazil made movement difficult. He said: “Efeitos da endogenia? Não sei. O que seriam efeitos da endogenia? A endogenia é ficar na mesma coisa, então eu acho que não tem esse efeito porque eu acho que você tanto abre para fora como traz para dentro, é uma coisa de trabalhar o endógeno e o exógeno, então eu acho que não... Eu não vejo um efeito numa endogenia.” But when asked specifically about a student's education, he returned: “Não, eu acho que daí não, eu acho que graduação, se ficar num... Tudo no mesmo lugar eu acho que não é interessante, eu

acho que é interessante a gente... Aí tem uma coisa, você está falando na perspectiva do aluno, né? (Sim). Eu acho que a gente aprende muito... (Mas na sua perspectiva o que é melhor para o aluno). A gente aprende muito, não sei se foi por causa da minha vivência, tendo vivências diferentes, eu acho que a gente aprende muito...Quer dizer, então, não é isso, a meninada fica porque está difícil. Vamos ver quem sabe agora, né, o Brasil desponta para melhorar nesse sentido. Mas então eu não sei, agora se é uma tendência a pessoa ficar no mesmo lugar, não sei se..." (311a)

Yet another was focused more on the quality of the professor and their interest in focusing on issues relevant to the program, rather than whether they had obtained their PhD outside of UFPE. He didn't believe endogamy to be much of an issue. "Eu não refeito muito sobre esta coisa sobre esta, eu não tenho uma opinião forte sobre essa coisa da endogenia como sendo um critério, como sendo um problema. O problema para mim não é ser status, criado e desenvolvido aqui dentro...Para mim, o negocio não é este. Estudar problemas locais, se para estudar problemas locais eu encontrar gente de fora interessada...O que interessa é que esteja interessado, que seja capaz, comprometido com algum quadro de projeto nosso, por isso, é que a gente trouxe de fora." (322b)

He himself was a professor with a foreign PhD, and commented that women seem to be more endogamous in educational choices than men, due to cultural reasons. This however, did not affect these professors abilities or participation: "Endogenia, aquilo foi critério. Ficou realmente um grupo de uns cinco professores por motivos familiares, mulheres principalmente que não... há mulheres que ainda são amarradas ao lar, o marido não deixa a mulher fazer o doutorado fora sozinha. Quando é o contrario, vai. O homem vai e leva a mulher, mais quando é uma professora nossa, uma professora nossa para ir fazer um doutorado fora. Não vai. Faz o doutorado aqui, faz o mestrado aqui. Tem uns cinco professores aqui ou quatro que

teve essa endogenia aqui dentro, mais o resto buscamos fora. E em termos gerais teoricamente não é o fato de ser de fora de dentro, se daqui ou não ser, é corresponder ao projeto. Se a metade dos meus professores aqui, são daqui e estão bem dentro do projeto que é a metade, que seja metade, são de fora mais continuam estudando.” (322b)

Like the other professors at UFPE, 322b waffled a bit in the end. He believed that all things being equal, exogamy is preferable. “Mais se você diz: igualdade de condições? Eu prefiro os de fora. Igualdade de condições, tem um interessado de dentro e um interessado de fora, todos os dois do nosso projeto e igualdade de condições eu prefiro oxigenar o certo (interview 322b)

Only one truly seemed certain of his response, for both endogamy in general, and for students. This was 321c who stated: “Não, deve sair...Para ter outras visões”. Concerning endogamy in general he said: “Ter a mesma perspectiva, ficar pensando dentro do...*inside de Box (são coisas boas?)*. Ruim ...Eu não vejo muito bom porque fica muito viciado o conhecimento, fica só aquela visão daqueles que se formaram sem saber o que é que os outros pensam. Concurring, at least partially, was professor 311a, who hedged his acceptance of endogamy in general by encouraging exogamy within the faculty, in order to bring other perspectives: “Agora, também é importante trazer outros olhares, porque talvez aquele outro olhar às vezes também ajuda a... É um outro olhar, vem de um outro lugar, então traz um outro olhar então ele também pode trazer uma contribuição.”

### 3.1.5. Endogamy and UFBA

Like UFPE, Bahia is not highly endogamous, but the professors seem to be little more concerned with the topic, and only slightly more supportive of efforts to introduce

variety into higher education. In common with UFPE, some individuals from UFBA made comments indifferent to endogamy within faculty, but mostly they were against it for student education.

Discussion of this topic at UFPE were varied, but one seemed more concerned with it than others: “É que as idéias não arejam não vão para frente...Extremos é interessante tanto esse endogenia agressiva que pode provocar uma entropia quanto essa exploração continua que não provoca também nenhum tipo de aprendizagem os dois extremos são ruins eu acho que o ideal é encontrar um equilíbrio mesmo porque quem chega de fora, é como uma andorinha trás sementes novos e isso tem um potencial de inovação muito grande e quem esta dentro e esta aperfeiçoando os processos também é extremamente importante nesse processo de construção cognitiva coletiva, eu acho que tanto a endogenia excessiva pode levar a entropia quanto uma exogenia excessiva pode levar a um esvaziamento.” (112b)

Endogamy was seen as having some positive effects, as in: “Bom, aí teria um lado positivo que a endogenia estaria afirmando nesse caso a valorização de um determinado campo, um determinado eixo de trabalho, de pesquisa, de estudo, um tema, uma área que seria forte.” (112a) The same professor balanced this with comments on the negative aspects: “Agora, evidente que tem um efeito colateral e negativo aí, obvio, que é você não ter essa possibilidade do professor circular, ter vivido em outra realidade, não ter conhecido outros campos, enfim, a grosso modo.” He, more than most professors at any of the universities, seemed to focus on the context of each individual program when addressing the issue: “Mas eu acho que a questão da endogenia depende muito, nesses termos, depende muito do histórico de cada instituição, é natural que a USP tivesse isso porque ela foi uma das primeiras a

ter programa de pós-graduação em Administração no Brasil, então é natural até que isso acontecesse.”

Regarding students, the Baianos usually thought it was beneficial for students to practice exogamy. Again, some were direct and emphatic, such as: “Não, não , não!” (Interview 122b) Others agreed, but were more vociferous: “É melhor que vá para outra universidade, mais acontece que as oportunidades ninguém pode controlar...Eu acho interessante quando ele não fica porque se não ele não aprende novos erros e é importante aprender novos erros, aprender a errar e aprender a acertar e aprender a se confrontar, isso eu acho uma coisa interessante. Na universidade Americana que quase nunca acontece, quem faz doutorado em um lugar não vira professor naquele lugar. Aqui ainda existe essa gente que faz a graduação administração aqui mestrado aqui e doutorado aqui, eu acho que se são poucos os alunos que fazem isso tudo bem, mas quando passam a ser muitos acho que o risco para a instituição é muito grande de se isolar.” (112b)

Temporary endogamy might be unavoidable, and even beneficial, but in the long term should be avoided. One professor started with: “Depende. Se for uma escola que tenha uma carência muito grande de quadros de pós-graduação, a endogenia pode ser uma saída, né? Pode ser uma saída durante um tempo, onde você vai fazer um esforço de pós-graduação para formar seus quadros e qualificá-los para isso. Eu não tenho nada contra a endogenia.” (112a)

He continued this line of thought at another point in the interview by emphasizing that any practice of endogamy should be limited in time: “Se esse modelo ele se perpetua após você criar as condições básicas, de você ter um quadro mínimo de doutores, eu acho que aí você pode criar uma pobreza, um empobrecimento da



discussão acadêmica. Eu acho que a endogenia ela em si mesmo ela tem que ser avaliada dentro de uma dinâmica mais complexa, né?” (112a)

He finished with a reference to, and warning about, narcissism, which had been discussed by another professor at UFMG. “Quer dizer, a opção por uma endogenia ela é perigosa, você pode formar para você mesmo, entende? É o narcisismo, né? Mas eu também não advogo que não possa haver endogenia. A endogenia em alguma medida ela se for equilibrada com outras políticas, não tem, agora se for 90% ela pode ser... Cair no risco, ou seja, de ser um centrismo, né? É, eu acho. Acho que a academia... O conhecimento ele tem que ser aberto”. (112a) He seems mostly concerned with managing the effects of endogamy more than managing the phenomenon itself.

What was extremely entertaining to the author was this particular professor’s seeming invitation for immigration: “Agora, eu acho que é preciso que cada estado, dependendo do nível do desenvolvimento e do investimento em PD, em pesquisa de desenvolvimento, ele crie políticas para preservar doutores, sejam ele baiano, pernambucano, entendeu? Americanos, aqueles que queiram se radicar aqui e produzir conhecimento eu acho que são bem-vindos, eu criaria uma política de...” (112a)

### 3.1.6. Endogamy and USP

The faculty of USP seemed to be the least concerned about endogamy, and also have the least amount of faith in the other Brazilian universities’ abilities to train adequate replacements for in-house students. They were quite vehement about not having other options, and taking a look at the high levels of endogamy in degree sequence (71% and 81% for MS and PhD respectively) and corpo docente (over 90% of USP professors have their PhD from USP), these views definitely have a profound impact on the program’s selection process.

Looking at the corpo docente for FEA/USP, 56 out of 73 professors with a Brazilian PhD held both MS and PhD from USP, with two having their MS and PhD both from FGV/EAESP, and another with their MS and PhD both from UNICAMP. Even more telling is that nine of the other professors had MS degrees from other programs within São Paulo, for a total of 68 local transitions, and only 5 total professors with their PhD from within the state of São Paulo and a MS from beyond São Paulo. In addition to these 73 professors with a PhD from within São Paulo, there were 6 professors with a PhD from outside of the state of São Paulo, all from another country (5 in the USA, and 1 in France). Most of these professors are among the older professors and are close to retirement. They obtained their PhD's during the 1960's and 1970's, when there were no PhD programs in Brazil. This means that since the 1970's the USP program has become ever more endogamous.

It is telling that there is not a single professor at FEA/USP with a PhD from other states of Brazil. Many of the remarks made by the faculty at FEA represented the idea that students and faculty from other schools are inferior. The most insightful of the comments professors at USP made about this phenomenon was: “Os doutores são todos formados aqui ou na GV não tem jeito...*(Tem algumas opções no Brasil ou pode ser que não tem muitas opções?)* a gente não vai pegar alguém só porque é de fora que seja pior *(eu não vou falar mais porque vou prejudicar)* eu penso assim porque é difícil a gente fica meio que “trapped”, não tem muito o que fazer. Daqui são melhores, eu gosto muito de se não for daqui eu gosto muito do ITA de São Paulo que são excelentes pessoas e da USP que não é FEA, POLI é excelente, profissionais da POLI da engenharia daqui. No Brasil não tem igual, é ITA e POLI e lógico a USP também, mas a USP não são todos cursos são alguns cursos Administração é um bom curso, mas Poli é melhor ainda que administração na minha opinião a formação dos estudantes, profissional da Poli, eu não tenho duvida. (711a)

The professor continued by focusing on the filtering effects the elite universities have, but he discounts the students coming from the other Brazilian programs: "...tem Poli, ITA, UNICAMP são excelentes. A gente comprova porque quando a gente tem esses alunos são muito bons, já é um filtro muito forte, fortíssimo pode pegar assim de olhos fechados, são excelentes. Mil vezes esse pessoal do que pegar alguém de outro estado que a gente não sabe direito, mesmo as federais. Por ser federal não significa que seja uns bons profissionais ou bons professores bons pesquisadores não há essa certeza. Agora Poli, ITA são filtros fortísimos, os maus profissionais são exceções, raríssimas." (711a)

In his opinion, the management programs don't have the best professors or researchers, especially as compared to the various schools at USP. It is important to notice that the professor specifically states students from ITA (Instituto Tecnológico de Aeronautica), UNICAMP (Universidade Estadual de Campinas), and POLI (another USP academic department) are good enough, but that students from other states and federal universities are not necessarily good.

The belief that these institutions act as strict filters, in addition to FEA/USP's own undergraduate program, is very similar to the commonly held belief among professors nationwide that the vestibulars act as efficient filters to guarantee only the highest quality students are admitted. Keeping this in mind, when one looks at the data, few of the professors themselves had any education at ITA or UNICAMP; out of the entire corpo docente, there was only one Master's degree and one PhD from UNICAMP, and two Bachelor's degrees from ITA, out of 79 total professors. What is intriguing is that USP professors in general do not believe in quotas for students from minority or destitute backgrounds, whereas other universities have a mixture of professors both

supporting and opposing quotas. Apparently this extends to quotas for students from other undergraduate and graduate programs!

Some of the other faculty from FEA/USP echoed these sentiments, but at the same time acknowledged the need for more openness and exogamy. Most were direct and adamant about the need for quality, whatever the origin, as in: "I think that should get the best people. That's interesting. You see the problem is that..(*Here in Brazil are there other universities that have good people, best people that USP could hire?*) I think that they have some, that you can count. You can count also here. You should have, you should open to the world". (722a) This particular professor was one of the few at USP who held a degree from outside of USP, from abroad in fact. He relayed that quite often during his career he felt ostracized for various reasons. This could definitely be accounted for by the endogamous nature of USP. "I think it affects change. (*Brings change, you brought change.*) I feel that. Things that I suggested and input, they don't want. When this inter institutional, it's something that would give us hundreds of kilometers or miles of the advance."

A few did consider it better for students to leave the program to do PhD's. "Eu fiquei, mas acho que não." (721b) This was more directed towards high quality programs outside of Brazil, not within it. "Fora, porque essa visão internacional. Nós somos o país com dimensões continentais, nosso relacionamento com outros países, mesmo a America do sul é muito pequeno esse relacionamento. Eu tenho uma aluna que foi minha aluna na graduação, fez o mestrado comigo ela queria fazer o doutorado aqui, eu disse: ""Não vai para fora, vai para fora. Se você não puder fazer fora, faz em outra escola, porque você esta acostumada aqui, então você conhece tudo"". (711a)

Most approved of students undertaking PhD's at USP as long as they included at least a sanduiche or post-PhD abroad. The professor with the foreign PhD was one,

saying this path was: “Excellent. That's a good thing, master, doctoral and sanduiche. Or post doctoral. (*to get the experience abroad but not lose the chances and opportunities?*) To get new ideas. (*So that can actually help with problems of endogamy if they have the exposure?*) Yes.” (722a) He was voicing his opinion that students who leave for longer periods of time lose out, given the opportunity costs, as will be expanded on later in this article.

One individual, who had been mentioned as a leader of the program by other professors also spoke highly of alternative forms of studying abroad. She did not like the idea of integral PhD's abroad, but for a different reason, that students would not return to Brazil. “Eu acho que os melhores vasos é fazer (*PhD*) aqui e fazer uma bolsa sanduíche. Por quê? Porque ele continua, eu acho que eu conheço muitas pessoas que vão embora e não voltam, e acho que isto é ruim para o país, porque ele foi lá financiado por nós e ele acabou arranjando um emprego lá e não voltou. Estados Unidos é muito fácil de dar aula (*vai perder o brain drain?*) e mais do que isto, tem alunos que não se adaptam, então você ficando pouco tempo você aprende o que você pode lá fora, volta e trás para nós.” (711b) She seems to believe that students could learn enough in a shorter period of time to help prevent the build up of negative aspects of endogamy.

The same idea was reinforced by professor 711a, who suggested that these practices were commonplace in USP's faculty body. “Aqui não tem sido tão grave porque todo mundo estudou fora, de uma forma ou de outra a gente tem uma liberdade, uma ajuda de custos muito maior do que todas as universidades que eu tenho conhecido (mesmo) por causa da FEA...Faz a gente procurar para diminuir isso, sair mais para fora...O efeito é isso a gente procura evitar essa, diminuir esses efeitos, saindo para fora e conhecendo, participando de outros países.” Her comments both

acknowledged a problem, while at the same time minimizing it in a way. “A gente já chegou nessa situação, essa coisa da endogenia, então vamos privilegiar um pior só por ser de fora, mais também não pode ser assim, só porque é daqui também então nem tanto de um lado e nem tanto de outro lado. Não tem como ficar privilegiando ou rejeitando só porque é daqui tem que ser neutro.”

Professor 711b also covered the CAPES aspect, saying it looks for exogamy, especially foreign, as a quantifiable and positive characteristic during its evaluations of programs. “Acho que tem o objetivo de ser uma boa escola hoje e ser uma boa escola com uma pontuação alta que seja então internacionalizado, então por isso há uma preocupação, por exemplo, de contratação muito mais de professores que estudaram fora que estão de fazer intercambio e etc. De certa forma até uma desvalorização por exemplo, das pessoas que estudaram aqui dentro, eu acho que existe isso hoje em dia. (*Aqui na USP mesmo?*)...Fizeram o curso fora. Por quê? Porque é um pouco a meta o objetivo de internacionalizar, de ter uma pontuação alta.” (711b) Her comments are also covered later in this article, when discussing endogamy and program hierarchy.

After further reflection, she seemed to change her mind a bit about her own educational path. “Eu hoje, com uma visão bem critica que eu posso ter é que a minha formação foi ruim mesmo, inclusive eu fui para a GV no final voltei para cá, eu acabei não terminando o curso lá. Hoje eu falo. Puxa. Eu poderia ter terminado lá, mais é que na época o curso daqui era melhor. Eu acho importante você ir para outro lugar, conhecer, você vem com uma cabeça diferente do que de ficar sempre em uma mesma linha.” (711b)

Another, who didn't initially see many problems with endogamy, and indeed a few positives, also modified his comments slightly when appraised of the actual level of endogamy at his program. He seemed to not know the actual level was close to 90%

within FEA. “Eu não acho assim tão grave, eu acho que até ajudam um pouquinho na construção do conhecimento, o linguajar, o pensar é muito próximo, então eu acho que tem pontos positivos. Se isso for exagerado só tiver a endogenia muito grande fecha essa oportunidade do novo, novas potencias (*aqui no USP acho que é 90%...*) é muito grande!” (721b) Even though he didn’t see many negatives to endogamy, this same individual was only complimentary of exogamy. “Eu acho que poderia oxigenar mais os programas, trazer novas perspectivas ou se não, novas metodologias. Gente de fora poderia trazer uma porte metodológico para resolução e fazer pesquisa de uma maneira um pouco diferente.”

Returning to the professor with the foreign PhD, he had previously said people at USP were in a way envious of him having a foreign PhD. Again, more discussion of this will be covered in the “Professor cooperation” area of this article, but it is worth mentioning for its links to endogamy. He said those who don’t have a PhD from within are prevented from integrating with research groups, even to the point of access to resources. He describes it thus: “If you vote with me you are in. If you vote against me you’re out. It’s political. (*How do you recruit new professors? When a new person arrives here, how do they become part of the clusters?*) They put some publicity you like on the Internet or something like that. But it’s still something very closed to friends. (*Something that I’ve noticed here in Sao Paulo at USP, most of the professors have the PhD from USP. So do you think there is endogamy?*) By the time that they are professor they already recruited into...” (722a)

He suggests that by the time they graduate it is too late, that the graduating students are part of the endogamous situation. “Is that is already happened. Because this was the best university. The difference is we have many people from engineering, people from economics, in spite of the same roof they are in other mentality like

engineers. You see and all the people. But you see this is bad. This is bad because it is the culture of the university.” He sees it from an outside perspective, as: “I have a different culture because I went there for almost 3 1/2 years. You see that is the criticism of CAPES and all of the things here inside. This continues to happen because like I said you we have the big good basis structure. If we don't, and we never had this it were a problem.” As the professor at UFRGS mentioned separately, it seems that USP's success itself compounded and reinforced endogamy. She basically said, as translated: “They made their fame and then laid down in their bed.”

### 3.1.7. Endogamy and UFRJ

COPPEAD (UFRJ) held similar views to USP in terms of an idea of hierarchy in Brazilian doctoral programs. The professors were in general agreement that exogamy is good in theory, but difficult in practice. According to them, there is not enough of a critical mass in terms of doctoral programs to have enough top quality programs, resulting in both students and professors that are of lower quality and competitiveness than those from USP, COPPEAD, and FGV-EAESP. Some also believe that a less diverse faculty results in easier program management: “People talk about that. I don't know. It depends on where they did their PhD. It is the quality of the PhD it is not if it is inside or outside. One fact may be you have homogeneity, so you can coordinate things perhaps easier.” (512a)

An additional professor from COPPEAD concurred: “Ideally not. Realistically here in Brazil I mean we train the Ph.D.s and then who is going to give us a domestically trained Ph.D.s of a good level? So it's not realistic.” (Interview 511a) And yet another, who believed there were few alternatives for both students and faculty: “*(Você acha que um aluno deve ficar em uma mesma universidade para graduação e pós-graduação?)* Depende das oportunidades. Aqui não tem muito para onde correr,



depende das oportunidades. (*Você acha que as universidades devem ser professores que feito o doutorado no mesmo universidade ou deve ser professores?*) A endogenia é sempre ruim, mais eu repito, aqui não tem muito para onde ir.” (521b)

These feelings were quite similar to the view espoused by the USP professor: “Não, não tem condições de formar gente do país inteiro. Nem pensar, a gente tem deficiência rumos profissionais. Já existem outros programas de doutorado mais ainda está bem deficiente. Nossa, muito deficiente, porque você tem quantidade. Nos Estados Unidos é muita gente, são muitas escolas. Aqui em São Paulo o doutorado é em business que é uma coisa ampla, é GV, Mackenzie e a USP. Agora tem as federais, mais São Paulo que é a maior (pro país inteiro 20 possivelmente, tem mais que isso no Boston) exatamente, não dá para comparar.” (711a)

Even the professor interviewed who had a foreign degree did not see a problem with a student staying at the same university for multiple degrees. “(*Do you think there is anything wrong with a student attending the same university for both undergraduate and graduate degrees?*) The same school? (yes) No.” (512a) Another professor, who was quite cosmopolitan, including being extremely fluent in English, agreed: “Not necessarily. Not necessarily. As long as the training is good. I don't think that's a problem. I really don't see it as a problem.” (511a)

This same professor did not see endogamy as being particularly relevant to academia. “I don't think endogamy is the very relevant and the professor. Once you have, being outside, you have the other country, you have your international networks or even domestic networks, I don't think it's too much of an issue. (511a) In fact, only one professor even pointed out any negative effects at all: “Eu acho que os efeitos da endogenia o principal que coloca são os seguintes: você não renova, as idéias não circulam, você não tem contato com novos pesquisadores novas idéias, mais

competição para publicar e acho que esse é o principal efeito, você ficar preso em um escola de pensamento, se é que a gente pode dizer isso. Colocar nesses termos.” (521b)

### 3.1.8. Endogamy UFPR

UFPR was the program with the lowest rate of endogamy in its faculty. In fact, the rate was 0%! It is necessary to point out that the first PhD's graduated from the program while this study was being initiated. Therefore, it is understandable that the levels would be low to nonexistent. However, UFPR not only has no endogamy, it has little concentration of degrees from any single university. The program and professors seem to appreciate diversity. It must be mentioned that the number of professors interviewed, two, was the smallest of any program. Even this can give insight into the program though, because it is one of the smallest programs in the country, with eighteen professors at the time of data collection. Importantly, since this time, another professor with a foreign PhD has been added to the faculty.

When asked whether a student should stay within a program for both MS and PhD, 821a replied: “No. He has to have the opportunity to open alternatives of information and knowledge.” He believed that endogamy is not productive in the long run. “The replication of subculture system never works as good as its origins. The institution should find its own organizational personality represented by the lines of research.” His thoughts were that exogamy is necessary, for intellectual growth: “The effects are can represent an uncontrol or a different system to find its own personality but when it finds it can represent a bigger variety of thoughts.” (821a)

His compatriot at UFPR also supported exogamy for creative and productive reasons. “I think a mix is the best, it is really important to create conflict inside the organization to make them questions what is going on...why is one teacher saying one

thing and another saying another thing.” (812a) She did reflect on the need for sustenance of organizational culture, but that alone is not enough to justify endogamy. “Sometimes you need to keep your organizational culture alive inside, but not just anybody. It is interesting to have a mix with new people, new knowledge, with the people from inside...you need different perspectives, and if you only see one view, you will only. They are not crossing information. Which is really bad, especially in today’s globalized world.”

In addition to the need for exogamy among faculty, 812a supports it for student education. As to a student staying in one location: “I don’t think so...You need to see different points of view to make you more able to criticize things. If you see the same things always, you have a unique perception.” She herself, during her Master’s degree, was advised and influenced to study abroad in order to avoid endogamy. She seems to be continuing the tradition with her advisory capacity by encouraging others to do the same.

### 3.1.9. Endogamy and program hierarchy

Some of the ideas and quotes presented in this section have been examined before in this article, but are presented here from the perspective of how they apply to hierarchy. Higher percentages of either endogamy or convenience can mean that the programs reinforce endogamy and professors are not welcoming of students from outside their programs. Some professors don’t view endogamy as a negative aspect of a management program and a few believe it to be positive.

Compounding this idea is the fact that there is a perception of hierarchy between the various management programs. A handful of professors at several universities brought up the idea that there are not enough high quality and qualified students to fill the graduate programs, and that their students were the best candidates. To them, it

was better to choose the best candidate in their opinion, rather than force exogamy with students they believe to be of lesser quality. This was especially true at UFRJ and USP.

It is fascinating that several professors mentioned narcissism when covering a topic like endogamy. Within the Ivory Tower there is a danger of narcissism in terms of a student and their PhD or MS advisor. It is the author's experience that there is much more of this in the United States graduate programs, in business but much more so in political science, than here in Brazil. The fact that there are so many possible choices for graduate programs in the USA means that students overwhelmingly base the choice of their PhD not merely on the ranking or reputation of a university, but also specifically on the research interests of a specific professor.

As part of the application process, it is almost required by most PhD programs in business that applicants identify a group of professors in general, and one professor specifically, to act as an advisory board and advisor based upon compatible research interests. Therefore, professors know that the students under their guidance chose them specifically, and the professor supported the student for admission into the program. This lends itself to narcissism and molding the students in the nature of the professor.

Here in Brazil, there are so few programs, that students do not generally choose a program based upon a specific professors research, and in fact, evidenced by the levels of endogamy and convenient choices, professors have little to do with a student's original choice to attend a university. From within the program, from undergraduate to graduate or from MS to PhD, the students might select an advisor from within the corpo docente, but that is secondary to the original motives of choosing the program.

A professor at UFMG expressed the thought that their program is better served by keeping their students in house: “Um problema que nós não respeitamos muito isso o problema é que as vezes os melhores candidatos são aqueles que nos treinamos , é da nossa graduação e do nosso mestrado, os candidatos que vem de fora são fracos e aí você vai dispensar um bom candidato que vem aqui de dentro, aí também não dá.” (222b) Another from UFPE almost viewed the students as an investment that should not be lost: “Ah, agora você está pegando exemplo... Isso é uma tendência da casa, né? Agora também a gente tem que reconhecer que você... Você tem, eu acho que é até uma palavra, a mentoria, você...A gente vê muito em alguns programas, é o mestrando, é o doutorando, há uma formação, então aquilo ali facilita muito no sentido desse trabalho em grupo, de parceria da pesquisa, etc e tal, então eu acho que é importante também para o programa você ter os seus talentos, eu acho que sim...Mas essa coisa, por exemplo, que você está falando, de reter aqueles que são formados, aqueles talentos que o programa pode formar, eu acho que é importante.” (311a)

Another aspect to this discussion that must be broached is the location of USP, and to a lesser extent, of COPPEAD. Sao Paulo and Rio are both enormous metropolises. They are the most international cities in Brazil, and have very different dynamics from the rest of the cities in Brazil, and also from each other. The setting alone undoubtedly has some effect on culture of the programs, as well as the likelihood of a student leaving after becoming entrenched in a local university in order to pursue further degrees somewhere else. New Yorkers are notorious for having difficulties living elsewhere; as are people from Los Angeles, and similarly, Paulistanos and Cariocas seem to have trouble leaving their berço.

Professors at the respective universities touched on this idea. One at USP believed the city and state of Sao Paulo contributed greatly to both endogamy and the

lack of foreign PhDs at his university. “Opportunity costs. (*What opportunity costs?*) They don't like to leave the country and stay three or four years out. (*But here at USP, at UFRGS they like to leave the country and stay three or four years out. You know that USP has the fewest foreign professors and the highest endogamy in Brazil? Why?*) Because Sao Paulo. (*It can be because we to say the same things about New York?*) I told you. Things happen here in Sao Paulo first before anything else in South America. (*And people from São Paulo don't like to leave Sao Paulo?*). I think it's the cost of opportunity. They lose money if they go out...And comparable, what will it bring you a doctoral from France that is very criticized here.” (722a)

Similarly, a professor at COPPEAD, who was the only one interviewed from UFRJ with a foreign degree said: “Porque você vai ser professor aqui no Brasil, é aquela coisa. Tem que esperar um concurso público aparecer então, você pensa duas vezes se vale a pena ir para fora e ficar quatro anos fora, cinco anos fora. Você pode até com certeza se capacitar mais, falar com papas no assunto mais volta com um centário de terra arrasada, igual... Não sei sê você viu o planeta dos macacos? (Sim) quando o Charlton Heston encontra a estatua da liberdade enterrada. Pode acontecer isso. Você volta e encontra a estatua da liberdade enterrada na areia (é muito difícil para reintegrar, vai perder chances de ter uma rede, coisas) de uma rede, enfim... Exatamente!. Então, as coisas vão estar acontecendo enquanto você está fora, e eu não queria perder essa oportunidade.” (521b)

While it is similar at all of the public universities in Brazil, it seems to be more urgent in the minds of those at USP and COPPEAD not to lose their place at the university. Another interesting fact about this professor from COPPEAD concerned his PhD sanduiche in the United States; he went there to study under a Brazilian professor who was teaching in the US. The Brazilian-American professor had made several

appearances at COPPEAD as a guest speaker, whereupon an acquaintance was made and an opportunity to study abroad was eventually created.

However, one of the professors did specifically comment on the need for internationalization in order to elevate USP's CAPES score: "Acho que tem o objetivo de ser uma boa escola hoje e ser uma boa escola com uma pontuação alta que seja então internacionalizado, então por isso há uma preocupação, por exemplo, de contratação muito mais de professores que estudaram fora que estão de fazer intercambio e etc. De certa forma até uma desvalorização por exemplo, das pessoas que estudaram aqui dentro, eu acho que existe isso hoje em dia. (Aqui na USP mesmo?) Aqui na USP mesmo. Inclusive se você for olhar principalmente na economia eu acho que é mais, se você for ver os últimos concursos, os professores que entraram, são os professores que vieram de fora. Fizeram o curso fora. Por quê? Porque é um pouco a meta o objetivo de internacionalizar, de ter uma pontuação alta. Eu hoje, com uma visão bem critica que eu posso ter é que a minha formação foi ruim mesmo, inclusive eu fui para a GV no final voltei para cá, eu acabei não terminando o curso lá. Hoje eu falo. Puxa. Eu poderia ter terminado lá, mais é que na época o curso daqui era melhor. Eu acho importante você ir para outro lugar, conhecer, você vem com uma cabeça diferente do que de ficar sempre em uma mesma linha." (711b)

What is interesting is the conflict this statement has with the actual data. The professor perceives there as being a recent influx of professors with international degrees, when the evidence is not there to support it, at least at the time of the interview and according to the professors listed as within the corpo docente by FEA/USP. The perceptions of this professor, and of professor 711a, previously, do not seem to match reality. Professor 711a talked of the students from ITA and UNICAMP, when in reality the corpo docente has virtually no presence in their backgrounds from these schools.

Professor 711b seems to see a recent foreign presence in the corpo docente, when one simply does not exist.

Perhaps USP is so severely endogamous that they view even two students from ITA (among the corpo docente) being admitted to the MS program as significant. Or one professor with a doctorate from France in 1993, the most recent foreign doctorate listed at the time the data was gathered, as being noteworthy. A pseudo-psychological explanation could be that the professors themselves were a product of the same system, with their entire education spent at USP. This could easily lead to a lack of a self-reference criterion, or the ability to view their program and themselves with impartiality.

A professor at UFRJ served as an example when asked about endogamy in student education, albeit COPPEAD being very different in character than USP: “I don't see why. It worked for me!” (511a) Another from the same school seemed disgusted by the level of endogamy at USP when asked should a student stay at the same university for MS and PhD, but ended with a comment on the similar status of COPPEAD: “It depends. It depends on the person's history. But I definitely would recommend, I can speak about myself. I had the opportunity, I had the resources but I didn't have the conditions I would have done it abroad. I think that exposure is fundamental.”; and “Nothing against but that wouldn't be my, maybe the same university not the same school. For example here are the undergraduate is completely independent from us. But I think that if you say, what I know better for example, mestrado e doutorado, no you have to be exposed to things different thinking, different professors and not all just the same.” (511b)

She was one of the few individuals from USP or UFRJ who seemed adamantly opposed to endogamy. “Here we stimulate our, we have like a greenhouse strategy.



We attract people after that full time MBA, you are good for abroad. To avoid endogamia, that is a problem at the federals, USP! UGGH!...We have the same problem here too. (*Some universities, I know UFRGS is much more diverse and USP is at the other end of the spectrum.*) The other end of the spectrum. We, there is a problem.” (511b)

This same professor believes that exogamy is preferable to endogamy in the faculty, even though she benefited from it. “Preferably not. They hired me! Preferably not, but sometimes yes. There is a political aspect. The law of the university it's a public edital, anybody having got the degree in the same university is not an obstacle so you cannot discriminate with that. But preferably and we would prefer people from other universities from abroad that bring you new ideas, new life and oxygenate, but one of the points from abroad...it has effects.”

According to her, the effects can also be risky and difficult: “And you should, being very open also has its risks. And it's easier to run when everybody thinks all like but when you make a mistake everybody makes it together.” Thus, she thinks there should be equilibrium: “I think it should be a balance. Some people from the university can stay, some people from abroad. Its balance, I like balance you know, the problem we have with attracting foreign professors is the salaries are not very competitive here in terms. So the people we have with attracting foreign professors with foreign degrees and now we have two new: one from INSEAD, the other, they are Brazilians who wanted to live here are for familial reasons.” (511b)

In general during the interviews, the USP professors did not seem as critical of their program as other professors were of their respective programs. One exception was the only professor interviewed at USP who had a foreign PhD, who was highly

critical and frustrated with many aspects of what FEA/USP has become. Professors at COPPEAD were also less than critical of their program.

It is possible that there were professors holding foreign degree who were already going through the hiring process at the time of the interviews, but who had either not yet been hired or who had not been included in the corpo docente. This seems to be feasible, as the most recent CAPES evaluation, the Trienal 2010, saw the USP MS and PhD program jump to a “nota” of 7, which is the highest possible. This is also the only 7 in administration for the entire country, and the first program in administration to achieve such a score.

In general, it is difficult to match the various levels of endogamy with any lack of performance on the part of FEA/USP. The general consensus among professors nationwide is that USP had the best “name brand” and reputation of all universities and business programs in the country as it was also almost always cited as one of the top three business programs for research and publishing. If all other things are equal, the professor having the PhD from USP rather than another university will be given preference and more respect, according to a professor from UFRGS: *“(Acha que atualmente o lugar do doutorado no coisa tão importante? Por exemplo, o professor tem o mesmo nível de produção científica e tenho doutorado da USP ou alguém tem mesmo nível de produção científica e tenho doutorado de PUC, o doutorado USP vai ajudar muito mais do que o doutorado de PUC?) Vai. (só o nome?) só nome ainda ajuda muito.”* (422d)

More respect came from UFPE when asked if UFPE competes with USP for students entering PhD programs: “So you have to find out, the question is if someone in the Amazon has to do a PhD in administration. The question I have I talk to my professor, why should they come here rather than go to Sao Paulo. If it is in the very

same area that São Paulo is, some other professors are working on for 20 years only a crazy person would come here.” (321a) One professor from UNB also shared this idea: “A endogenia pode ser uma coisa ... e a CAPES está combatendo a endogenia, mas se a USP tem esse índice de endogenia e continua sendo a melhor, e aí. Que evidencia eu tenho de que não deveria ser assim.” (622b)

The faculty of UFMG begrudgingly respect USP and its performance, as one professor, after having extolled exogamy, was at a loss to explain why USP is so successful with such high levels of endogamy: “(Como a USP é tão um sucesso quando tem tão alto endogenia?) <risos>. Você me pegou nessa. Não sei, a USP é uma referência de universidade muito forte.” (211b) Yet another, also from UFMG, seems surprised at USP’s achievements: “A USP tem muito dinheiro (*fundações?*) eu acho que ela tem problemas sérios, tem problemas sérios internos, então parabéns que estão conseguindo superar.” (222c) It begs to differ whether the program’s performance might be enhanced or hindered by having a higher influx of students or professors from outside.

One mitigating factor that helps alleviate the problems frequently cited as associated with endogamy at USP, and other programs, is the increasing frequency of post-PhD’s and PhD sandwiches here in Brazil. This was adhered to by professors from Pernambuco: “Mais eles fizeram pós-doutorado? (*então você acha que isto ajuda*). Ajuda.” (321c); and reinforced by the professors from USP themselves. “That’s a good thing, master, doctoral and sanduiche. Or post doctoral. (*To get the experience abroad but not lose the chances and opportunities.*) To get new ideas. (*So that can actually help with problems of endogamy if they have the exposure?*) Yes.” (722a); and “Eu acho que os melhores vasos é fazer (PhD) aqui e fazer uma bolsa sanduíche. Por quê? Porque ele continua, eu acho que eu conheço muitas pessoas que vão embora e

não voltam, e acho que isto é ruim para o país, porque ele foi lá financiado por nós e ele acabou arranjando um emprego lá e não voltou. Estados Unidos é muito fácil de dar aula (vai perder o brain drain?) e mais do que isto, tem alunos que não se adaptam, então você ficando pouco tempo você aprende o que você pode lá fora, volta e trás para nós.” (711b)

Several other professors at COPPEAD and USP specifically spoke of their experiences from either (or both) PhD sanduiche and Post-PhD in the United States. These are relatively common among the other universities, but what makes USP distinctive is that while the other institutions have an influx of foreign PhDs, there are virtually none at USP. The foreign educational experience of their students and professors is almost exclusively limited to these two forms: PhD sanduiche and Post-PhD.

Fourteen out of the seventy-nine professors listed in the corpo docente at the time of the study specifically listed a foreign Post-PhD in their CV. The incidence of PhD sanduiche are not known, but assumed to be becoming ever more prevalent with more recent PhD's, as it is an imperative of CAPES. Likewise, COPPEAD had five professors out of thirty listed in the corpo docente that specifically declared a foreign Post-PhD. The difference with COPPEAD is that an additional eleven professors held foreign PhDs, and one had both a foreign PhD and a foreign Post-PhD, but again only one PhD from another Brazilian university (USP). .

USP is also world renowned as a research institution, and the professors seem to be in contact with many people from around the globe for research. This was originally suggested by a professor from UFMG: “Eu acho que, sim, endogenia, mas eles conversam muito com o exterior, a endogenia em si não é um problema, o

problema é conversar com o mundo, coisa que a gente faz pouco aqui. Sim, eu acho, acho, que a USP conversa com o mundo.” (222a)

Another consideration that must be voiced concerning the ITA and UNICAMP students is that they are admitted to the MS and/or PhD programs on a higher basis than they are later accepted as professors at FEA/USP. Perhaps students who begin the program at the undergraduate level and continue through all stages within FEA/USP have an advantage when it comes time to apply to become a professor, for several possible reasons. Even those students from other programs that do manage to gain entry into the FEA/USP PhD program seem to have troubles.

According to a USP professor, they have trouble adapting to the structure and with integration: “Fica perdido no inicio mais logo se adapta. Temos um professor aqui que ele foi meu aluno fez o doutorado, fez o mestrado na PUC vez o graduação na FAAP e ele também é professor da USPM (*ele fez o doutorado aqui?*) ele fez o doutorado aqui (*então ele aprendeu durante o doutorado?*) durante o doutorado e eu me lembro de quando ele fez o doutorado ele sofreu bastante, depois quando ele entrou como professor, aí já é um nível diferente, ele passou por uns maus bocados, mais agora não, ele está completamente aculturado.” (711a) There might exist either intentional or unintentional discrimination, isolation, favoritism, or worse, nepotism.

One professor from UNB said that endogamy can reduce the “vision” of a business program, but at the same time personally knows “excellent” professors who studied at the same university for all levels of their education. “Eu acho que o problema da endogenia é você estar vendo as mesmas visões o tempo todo, mas eu conheço pessoas que fizeram graduação, mestrado e doutorado na mesma escola e são excelentes profissionais. Eu trabalhei com uma pessoa em Viçosa que fez graduação, mestrado e doutorado em Viçosa e é um excelente profissional.” (622b)

Another UNB professor was critical of professors at USP who believe that the students from other graduate programs are not of the same quality as USP students: “Eles se acham muito auto-suficientes, né? Mas eu diria o seguinte, eu conheço com uma certa profundidade o sistema da pós-graduação em Administração no Brasil, inclusive por ter sido membro do comitê da CAPES, eu fui coordenador do comitê da CAPES durante três anos, agora de 2005 a 2007, e eu diria a você que a USP, essa endogenia da USP está e vai levá-la, e vai levar o programa de pós-graduação da USP em Administração para o declínio. Eles estão numa fase de declínio, a produção deles é uma produção muito endógena, muito deles, né, assim, enfim...” (621b)

### 3.2. REASONS FOR CHOOSING GRADUATE PROGRAMS

Having discussed some of the influences endogamy and convenience might have on a student’s choice of graduate program, it is appropriate now to delve into some of the specific reasons that professors in the sample group gave for their personal choices. Attention will be paid to any differences between those professors who hold foreign and domestic PhDs.

#### 3.2.1. Professors with Domestic MS

There were a total of 38 professors who gave direct insight during their interviews into how they chose which Master’s program to attend. Out of these 38, there were 19 professors with domestic PhDs and 19 with Foreign PhDs. In addition, one of the professors holding a domestic PhD possessed two Master’s degrees from foreign universities. Regarding the professors with domestic PhDs, in addition to giving insight into why each chose a particular graduate program for their Master’s degree, most of the responses specifically explained why they did not choose to do a Master’s degree in a foreign country. This was the same for those professors having a PhD from abroad and a Master’s from Brazil, but professors with both the Master’s and PhD from another

country were especially encouraged to explain their decision process for choosing to do the Master's degree abroad. The results were analyzed and divided into categories, with some professors citing multiple reasons for their decision.

Of the professors who have a domestic PhD, the most commonly found explanation for choosing a Brazilian university for their Master's degree was convenience, a category which also included choosing a local university for their studies. Fourteen of the seventeen professors with Brazilian Master's degrees either attended a local university, cited convenience as the primary reason, or both. Most of the other explanations for program choice also helped explain why they did not attend a foreign university.

Six of the professors acknowledged that their decision was affected by their career at the time, with many being professional adults. Three professors claimed their family situation prevented them from studying abroad. Two specifically cited financial difficulties that prevented them from pursuing foreign studies. Other professors who did not say financial problems prevented them from going did specify that they had received financial support from Brazilian universities.

Seven professors specifically stated that they never even considered studying at a university in another country, with 3 also saying they simply did not have the opportunity. Two professors did have the opportunity to study abroad for their Master's but did not go, due to other factors, including family and finances. One professor obtained a Master's degree in Brazil first, and another degree, an executive MBA, abroad afterwards. Another did not only one, but two Master's degrees outside of Brazil.

#### 3.2.1.1. MS Convenience

Out of the seventeen professors who had both a domestic PhD and domestic MS, fourteen either directly cited convenience or attended a local university for their Master's degree. One professor had a foreign MS and another had both a domestic and foreign MS. This latter professor attended a local university for her MS for the Brazilian degree, so it should be counted as "convenience". This professor also specifically stated in her interview that she attended a local Brazilian university for her PhD because she got married young and couldn't leave, which is both a family reason and a convenient choice. Out of the professors holding a foreign PhD, only six out of nineteen also had a foreign MS degree. Six of the thirteen other professors with Brazilian Master's degrees and foreign PhD's either attended a local university or cited convenience as the deciding factor.

It seems that convenience is an overwhelmingly common reason for choosing a MS program by Brazilian professors. This partially supports the concept of endogamy in graduate education, as it includes statements from professors that they continued in the same university as their BS and had previous first-hand knowledge of the programs. Convenience was also partially correlated with responses concerning both careers and family status. Many of the professors were already adults with careers by the time they pursued their MS degrees, including some that were employees of the university itself.

With respect to convenience, some of the reasoning by professors with Brazilian PhD's went: "Comodismo. Eu estava trabalhando e fazendo o mestrado, eu não larguei tudo para fazer o mestrado. Eu nunca achei que deveria largar tudo para estudar. Eu estudava e trabalhava, sempre fiz isso." (121a); "Por que na época que eu fiz mestrado era a única instituição que tinha em Minas que tinha mestrado." (211b); "Uma oportunidade, proximidade" (321c); "Resolvi porque era próximo e porque o programa lá era um programa muito bem avaliado no CAPES e eu resolvi fazer lá" (411b)



Even more: “Well I was considering going abroad. But it would be too much of a change at the time, I made up my mind, I made the decision. So I figured, I came to speak, I did all of my university level studies here in UFRJ.” (511a); “(*Porque você escolheu aqui?*) Porque dava para conciliar o mestrado lá e as atividades do mestrado com as atividades de pesquisa aqui no centro de logística quando eu era assistente de pesquisa. Dava para levar as duas coisas (*Você teve oportunidade em fazer o mestrado em outro país, ou só aqui no Brasil especificamente?*) Não, não procurei. Eu queria um mestrado perto que me permitisse estar aqui no COPPEAD e estar desenvolvendo as atividades de pesquisa em logística. Que na realidade, não tinha pesquisa em logística na época que eu fiz o mestrado em quase nenhuma universidade aqui no país, então, eu não procurei a oportunidade de fazer fora. Foi a conveniência mesmo.” (521b); “Eu morava relativamente perto da PUC de São Paulo, só que até mais do que isso, tinha uma ex-professora que virou amiga que fazia o mestrado dela na PUC e me falou bastante bem da PUC, e eu resolvi ver quais eram as opções de cursos.” (611a); “Porque eu acho que foi conveniência. Eu nasci aqui estudei aqui, prestei aqui e acabei fazendo a graduação.” (711b); and “It was closer to my hometown.” (821a)

Convenience is definitely the most important factor, but it is decidedly more important for professors who hold domestic PhDs rather than foreign ones. Less than half of the professors who have a foreign PhD and a domestic MS degree cited convenience or attended a local university for their MS. Virtually all of the professors with a domestic PhD and a domestic MS were included in this group with a total of fifteen out of seventeen.

Only three of the professors with foreign PhDs and domestic MS degrees justified their choices as being convenient as such: “Não, porque eu morava em Santa

Maria e fiz mestrado lá e a minha esposa morava lá, questões familiares.” (422d); and “(Why UFRGS?) Because I had the opportunity, mostly because of the network of professors...got the BS there, was invited...I never thought about getting a MS, the opportunity...I was thinking of especialização but UFRGS suggested a MS, so I didn't consider other schools.” (812a); “Não, na época do mestrado, não, não pensava nisso em fazer em outro país, não, a idéia era fazer um complemento por aqui mesmo, morava aqui, eu resolvi fazer aqui mesmo, tive um contato também aqui com alguns professores e tal. Eu praticamente concluí a graduação e já entrei logo no mestrado, eu tinha já na graduação uma preocupação com formação acadêmica já muito forte, já queria muito isso, já seguiu... Aí eu já fiz o transito normal, saí da graduação direto para o mestrado, numa época que não era muito comum.” (122a)

The others among this group that were labeled convenient was because they attended the same university for undergraduate and graduate, not because of specific statements. That is another way they were different from the other group of professors, who were much more explicit in offering convenience as a reason or making obvious inferences to it.

There are numerous plausible explanations for convenience being so important, including possible differences in age, career level, marital status, and entrepreneurial orientation of the subjects. Marital status in itself was cited by some as both a reason against going abroad and by others as a reason for going abroad. Some professors, both with and without children, distinctly chose to go abroad so that their families could have the experience of living in another country and partake of the benefits, such as language skills, while others said it was impossible because of being married or married with children. It seems to be more related to how they personally determine what is best

for themselves and their families, specifically in terms of risk, and thus could be associated with entrepreneurial orientation.

### 3.2.1.2. MS Family Reasons

A similar number of professors from each group remembered that family reasons were one of the primary reasons influencing their MS decision: three for domestic PhDs and two for foreign PhDs. Two foreign PhDs specifically stated they went abroad because of their family. Some of the declarations from domestic PhDs were: “Assim, pessoalmente as minhas condições familiares naquele momento não me permitiam. (*Familiares, você estava casada?*) Eu estava casada e tinha um filho de dois anos...” (211b); “E também em relação à fase da vida, né, por que a gente vai construindo família e assumi compromissos. E aí sair daqui e ir para outro país, possível é, mas às vezes dificulta um pouco mais, pelas ligações familiares, filho no colégio, essas coisas aí. Então, por isso que eu decidi que eu faria aqui.” (421c); “Eu também casei logo depois, casei com um professor daqui e acabei fazendo aqui o curso. O doutorado eu pensei muito depois, o mestrado eu fiz logo depois, mais o doutorado muito depois, mais eu já tinha três filhos, então foi mais complicado para família para sair daqui.” (711b).

The reasoning concerning family for the foreign PhDs staying put were: “Isso envolvia a minha mulher. A minha mulher na época ela trabalhava, e a nossa renda não permitia deixar a renda dela porque fazia parte, e sendo no Brasil ela podia manter o cargo publico dela em qualquer lugar do território nacional.” (322b); and as stated above in the discussion of convenience, “Não, porque eu morava em Santa Maria e fiz mestrado lá e a minha esposa morava lá, questões familiares.” (422d).

Interesting reasoning for deciding to go abroad included: “A minha esposa, minha mulher naquela época ela já tinha feito o mestrado nos Estados Unidos e ao

escolher um outro lugar teria que ser de língua inglesa porque ela falava inglês e eu também muito pouco mais já falava alguma coisa e ao mesmo tempo que não fosse os Estados Unidos, e além disso tinha dois irmãos que já estavam lá estudando, então a escolha devido a esse conjunto de razões.” (122b); and “I wanted a lifetime for my family I never had....in Europe could visit other countries and cultures.” (422c). Another also had a spouse that was pursuing graduate education in the USA, so he chose to do his graduate studies at the same university.

### 3.2.1.3. MS Career

Career level as an explanation can also be related to entrepreneurial orientation, as it was a relatively common reason for not going abroad among professors with domestic PhDs. Six out of the seventeen professors in this group recalled that their existing careers definitely affected their decision to stay in Brazil, and often locally, for their MS degree. Not a single professor with a foreign PhD, both those with foreign and those with domestic MS, remembered their career having influenced their decision to either study in Brazil or abroad, one way or another. Actually, there was one instance of a professor letting go of a lucrative executive career to pursue a PhD abroad, mostly to benefit his family through foreign exposure, but that will be discussed in the PhD section.

It seems that for professors with a domestic PhD, their careers did have more of an impact than those with foreign PhDs. It is important to note that even with a scholarship and opportunity to study abroad, one professor refused to take it, opting instead to stay and continue work: “Eu teria uma bolsa da França, uma bolsa do Governo Francês, mas eu teria que levar um dinheiro daqui, porque não tinha universidade para pagar o meu salário. Aí quando eu entrei na universidade eu quis estudar no mestrado aqui, exatamente para não sair, para continuar trabalhando. Eu

achava importante a atividade de consultoria.” (121a) This is a decidedly non-entrepreneurial, career oriented, and convenience oriented decision; convenient in the fact that he required a salary beyond a scholarship to cover necessities.

Another professor with a similar perspective was from UFMG: “Eu já tinha uma grande tendência para trabalhar com a economia do trabalho naquela época e eu senti que aquele mestrado em Administração naquele momento era importante, poderia ajudar muito nesse meu desejo de entender sobre a economia do trabalho, mas aí já derivando um pouco mais para gestão do trabalho. Então essa foi a idéia de ter feito em Belo Horizonte em 87.” It must be pointed out that this professor also had an opportunity to study abroad, not for the MS, but for the PhD, and did not pursue the opportunity. “Você tinha oportunidade para ir para outra universidade lá fora?) Tinha, tinha. Eu tive oportunidade em 87... Não, na verdade, não, não em 87, não no mestrado, no doutorado sim.” (221b)

The inability to leave research or an existing career affected the choices of several others also to not consider a foreign MS degree: “Então, um terço dessas 60 dedicadas sempre, que é o máximo que se permite que alguém trabalhe 20 mais 40. E em razão disso eu abri mão de desenvolver o meu mestrado fora por que eu tinha que compatibilizar com essa atividade que eu desenvolvia aqui.” (421c); “Porque dava para conciliar o mestrado lá e as atividades do mestrado com as atividades de pesquisa aqui no centro de logística quando eu era assistente de pesquisa. Dava para levar as duas coisas...(Você teve oportunidade em fazer o mestrado em outro país, ou só aqui no Brasil especificamente?) Não, não procurei. Eu queria um mestrado perto que me permitisse estar aqui no COPPEAD e estar desenvolvendo as atividades de pesquisa em logística.” (521b); “Não, não tinha condições, eu precisava trabalhar, não dava para

ficar fora (*porque estava trabalhando?*) Sim, sim.” (711a); and “Because I was working as a professor and gained a scholarship.” (821a)

#### 3.2.1.4. MS Financial Reasons

Financial reasons were cited by a minority of each group, with two from domestic PhDs and three from foreign PhDs, as a reason for not pursuing a foreign MS degree. They did not seem to be overly problematic however, but did have some effect on specific professors, as evidenced in: “Em outro país, não. Por uma questão sócio-econômica financeira, minha mãe não tinha condição, consegui sustentar o estudo dos filhos no colégio particular durante; antes da universidade a universidade precisaria ser pública, se não, não teria.” (721b) This does seem to hint at a possible extra barrier that students from lower income families might have in regards to their ability to study abroad with the same facility as students from higher income families.

Several others specifically stated they attended a public university because of the financial status of their family origins: “Por duas razões: primeiro que era melhor e segundo que eu não poderia pagar faculdade privada. Nem tentei.” (412b). For one professor, even the decision to major in business administration was affected in part by their family’s financial situation; “Então eu era a sétima; não tinha condições de pagar. Então ele (*pai*) falou você entra na USP ou então não faz faculdade e aí eu fiz o cursinho me preparei e entrei aqui. Eu tive que escolher uma faculdade onde eu pudesse trabalhar, me sustentar porque meus pais também não tinham condições de me sustentar, então eu escolhi administração mais ou menos por acaso, por isso por esse motivos todos. Eu fiz o curso de administração comecei a trabalhar em banco e fiz a minha graduação, eu nunca imaginei que um dia eu fosse ser professora, quando eu entrei na faculdade eu nem imaginava, só entrei pela conveniência e pela situação.” (711a)

A few mentioned that they did not have a bolsa to study abroad and this affected their decision. One even mentioned he tried to obtain a scholarship in several different academic disciplines, but could not get one: “Eu tentei tentar fazer mestrado fora através de uma bolsa do pessoal do Rotan (*Rotary?*) mas não fui bem, eu ia tentar ciência política, mas não fui bem, enfim não tive essa educação.” (222b) This showed a definite desire and will to experience study abroad, which was eventually fulfilled at the PhD level.

Most that studied abroad had a scholarship of one form or another, but a few went even without a bolsa, showing a definite entrepreneurial spirit, and one managed to gain a scholarship from a second foreign country, but only after she had already studied for one year in an intermediary country: “Então, eu decidir fazer um ano de mestrado, de crédito e depois eu viria desenvolver a tese aqui porque eu não tinha... Eu não sei com bolsa, eu sai sem nada, fiz um projeto pessoal.” (112a)

#### 3.2.1.5. Did not think of Studying Abroad for MS

Second only to convenience in the number of professors citing it as a reason was they simply did not think about studying abroad for their MS degree. This again seems to be a lack of entrepreneurial spirit, as the thought never even occurred to them: this shows a problem with vision. As many options as possible should be considered before making a decision, in order to make the best decision possible.

The number was almost even between foreign and domestic PhDs. Seven of the seventeen domestic PhDs with domestic MS degrees never thought about it at all. Some of their responses that extended beyond “No”, when asked if they had thought of studying abroad for their MS degree: “Não, não passou pela minha cabeça de fazer em um outro país.” (621a); “(*Você pensou em fazer em outro país ou não?*) Mestrado, não.” (621b); “Na minha época não se pensava muito em fazer fora.” (711b). In the

interest of touching base with the concept of endogamy, all three of these professors quoted here were from Sao Paulo and pursued their MS degrees within the city of Sao Paulo.

Members of the foreign PhD group also reported that they did not consider going abroad for their Master's, even though some of them obviously started to think after their Master's. Such as : "Não, não. Eu só pensei aqui no Brasil." (322b); "*(Did you have the opportunity to go to a university outside of Brazil for the MS?)* Didn't consider it. (512a); and "No I didn't look for it. I was in the U.S. before and I wanted to go there, because that was the best place to go. Doing the doctoral program I have a lot of friends too and colleagues and European colleagues who went to us because that was the best." (722a) The last did not consider a foreign MS but did later think about, and obtain, a foreign PhD.

One professor who was quoted earlier for making a choice of convenience also is included here: "Não, na época do mestrado, não, não pensava nisso em fazer em outro país, não, a idéia era fazer um complemento por aqui mesmo, morava aqui, eu resolvi fazer aqui mesmo, tive um contato também aqui com alguns professores e tal. Eu praticamente concluí a graduação e já entrei logo no mestrado, eu tinha já na graduação uma preocupação com formação acadêmica já muito forte, já queria muito isso, já segui... Aí eu já fiz o transito normal, saí da graduação direto para o mestrado, numa época que não era muito comum." (122a) Another that was also quoted earlier was the professor who didn't even think of doing a Master's degree at all until coerced by her professors, much less doing one abroad. She later was coerced into studying abroad for her PhD!

#### 3.2.1.6. MS Opportunity



A similar proportion of both groups simply did not have the opportunity to study abroad. Three from the domestic PhDs and four from the foreign PhDs undertook their MS in Brazil at least partially because they didn't have foreign opportunities. Several looked into studying abroad, and made attempts, similar to 222b quoted before, but in the end their efforts weren't fruitful. “(Você tinha oportunidade para fazer fora do país?) Não, na época não. Na época eu fui em 1973; 1974; 1975 e para dizer que não tinha oportunidade eu tinha, era um momento muito difícil no país, eu tinha um conhecido de trabalho que tinha sido presidente diretório Roberto Rosa Borges ele foi para a Holanda fazer um curso e houve uma repressão muito grande no Brasil 1971 eu escrevi para ele e ele mandou umas coisas que existia na Inglaterra na cidade de Brighton acho que era Brighton e algumas coisas no México, mais isso não evoluiu, não evoluiu. Então eu fiz o meu mestrado em Santa Catarina, fui professor de lá e resolvi voltar, eu sou muito nordestino, eu tenho muitos compromissos com essa cidade com o meu estado e resolvi voltar e fui para a engenharia mecânica.” (322c)

Another interesting issue is that at least two professors with domestic PhDs had the opportunity to go abroad for their MS degrees but chose not to. One was decidedly nationalist in academic orientation, without be xenophobic, and did not see a need to study abroad. “Porque o meu tema de mestrado era sobre a gestão pública brasileira, e como eu queria justamente ressaltar a importância dos movimentos sociais brasileira para construção de uma gestão pública tipicamente brasileira, não tinha sentido eu fazer um estudo fora do Brasil, então eu preferi insistir no Brasil, e aconteceu a mesma coisa no doutorado quando eu vou fazer a crítica da administração pública gerencial que é um modelo (na UNICAMP né) na UNICAMP, quando é, porque é um modelo importado a administração pública gerencial, foi trazida pelo Brasil...pelo Bresser, Pereira, é um modelo de inspiração britânica e eu queria justamente mostrar o aspecto nacional então não tinha sentido sair, na minha opinião. Eu participei de alguns

congressos, oportunidades até apareceram mas realmente eu não vi relevância de sair, inclusive eu fiz o pós-doutorado e também fiz no Brasil, porque eu estava estudando autores brasileiros: Guerreiro Ramos e Mauricio Tragtenberg e Fernando Motta, então não teria sentido eu sair do Brasil para fazer essa pesquisa. (211a) It is extremely unusual that this professor also mentioned that she made a conscious choice not to learn English because of her nationalistic sentiments.

Another professor with a similar streak, currently at UFRGS, had the opportunity to study abroad for the PhD but not the MS, and she also did not see the need or benefit, due to her focus being Brazilian topics and also having a nationalistic frame of mind. Neither of these professors were anti-foreigners, xenophobic, or against people choosing to do PhD's abroad in general, but were more influenced by their interest in, and support of, lines of research specifically relevant to Brazil. The exception being the one professor's choice not to learn English, which should be seen more as anti-colonial than xenophobic.

Previously included under the career reasoning was the professor who had been accepted to a French university and decided not to go, even though he had been offered a scholarship from the French government. It is worth reiterating his comments: "Eu tive uma oportunidade para ir para onde, rapaz, não, tentei França. Tive uma oportunidade, eu fui aceito na universidade da França, mas acabei não podendo ir porque quando eles me aceitaram para estudar na Sorbonne, eu não era vinculado a universidade, eu fui por minha vontade e aí ficou caro. Eu teria uma bolsa da França, uma bolsa do Governo Francês, mas eu teria que levar um dinheiro daqui, porque não tinha universidade para pagar o meu salário." (121a) This shows that there must be a will, as well as a way, in order for an individual to end up studying abroad. Possibly the will is more important than the way.

### 3.2.2. Foreign MS

The previous section completed reasons in common that both groups had for not studying abroad, but there are several other reasons exclusively for the group with foreign PhDs. Most importantly, and distinctively, was a strong desire to study abroad, usually for the cultural and life experiences. Where there was a will, the professors seemed to make a way, at least eventually. All professors who studied outside of Brazil could be characterized as entrepreneurial in the sense that they took risk, faced challenge, and desired new experiences. Out of the nineteen professors with a foreign PhD, nine declared that they had an urge to leave the country and experience the world.

The professor that made the bold move to initially go abroad without scholarship was adamant about experiencing another country, and also about undertaking a comparative study between that country and Brazil. “Então, eu disse assim: eu vou. Discuti com o \*\*\*\*\* que era meu orientador na época. Eu ganho mais se eu sair e agregar informações, agregar novas experiências, a UFBA ganhará mais do que se eu ficar aqui...Então, não fiz aqui por uma decisão, uma escolha, eu não queria pela questão da endogenia que você falou, ou seja, para mim eu não... Quer dizer, eu conhecia já as pessoas no limite, como pensavam, qual era a formação, quais eram as leituras que traziam, então não me agregaria. Então, eu fui pra...(Você *tinha vontade?*) Eu queria, eu precisava sair. Então, eu queria fazer um estudo comparado...(Seu orientador falou vai...). Ele falou: “Você só tem essa chance a nível acadêmico, se você ficar aqui você não vai crescer, você vai ficar na média”...Meu projeto de pesquisa, meu projeto de doutorado já estava pronto antes de fazer a escolha, então eu já tinha porque eu já pesquisava com ele antes, então um dos estudos que nós fizemos aqui no Brasil definiu, numa agenda de pesquisa no final do projeto. Então, nessa agenda eu extraí a minha dissertação, meu projeto, então já tinha ele definido na minha cabeça então não podia ser aqui no Brasil, como é que eu ia fazer um estudo comparado?

Então, eu tinha que sair, a não ser que eu tivesse uma bolsa sanduíche para sair, então era melhor eu sair, eu estava solteira na época, eu digo: eu vou. E foi fantástico!” (112a)

One professor wanted to study abroad, but wanted to lower the risk factors. This corresponds to the Brazilian cultural aversion to risk in general. He received a scholarship from an American company and made his decision based upon that fact that some of his professors here in Brazil also had degrees from the same university. “I wanted to minimize the risk of going abroad. I was 24 at the time very young I had just gotten married and had my wife with me. I had some references in at Michigan State I had some knowledge of the university. Some of my professors here at undergraduate were students at Michigan State so I was saying well I will go to a place where my professors have been and that was basically it.” (422b) The level of challenge seemed to influence destination: another wanted to study in the USA but was thwarted by the process so instead chose France. “I wanted to go to the USA but the application forms were difficult to fulfill.” He also stated that he wanted his children to experience living abroad. (422c)

Some simply wanted to study abroad for the experience and growth, even though they might have had good options in Brazil. “Por que eu tinha só duas alternativas para fazer o meu mestrado que eram duas sérias, né? Era a Universidade do Chile e a EAESP, a Fundação Getúlio Vargas de São Paulo. E eu não queria ficar no Brasil, eu queria ter uma visão do exterior, eu queria ir para o exterior, eu achava que era importante ir para o exterior, e viver uma outra cultura e ver um outro país, foi por isso que me fez escolher o Chile.” (422f); “Na verdade duas razões me levaram para a França: eu queria muito morar fora e eu queria estudar Psicanálise, na verdade. Então, eu achei que como eu era Psicólogo a França era um centro importante, então eu

decidir voltar para a França, voltar não, ir para a França.” (222a); and “Porque eu era muito jovem na época e estava querendo ter uma experiência fora do Brasil.” (122b) This last professor also mentioned that he had two brothers studying in the England at the time that he went abroad, so it might be a family trait, and this again definitely helped lower the risk factor.

Interview 112b spoke not only of his desire to study abroad, but of the fact that his foreign ancestry had a role in this desire. “Quando você vem de uma família multicultural você não pensa só que você está sempre viajando sempre pensando em outras possibilidades, então quando eu me formei eu fui morar na Yugoslávia e ai fiquei um tempo e veio a guerra depois eu tive que sair do país porque eu também tenho a nacionalidade espanhola e a Espanha apoiava a entrada da nótula lá em posa então todos os espanhóis foram expulsos da Yugoslávia. Eu terminei querendo sair na Yugoslávia, eu tinha ido para trabalhar em um escritório de arquitetura e urbanismo porque era o que eu queria, então eu nunca desviei dos meus irmãos a gente está sempre em outros lugares. Quando você nasce dentro de duas culturas o mundo realmente passa a ser muito grande.” The idea of foreign ancestry influencing university choice was considered during the research process, but for the most part did not seem to have a broad influence on professors’ choices as to study abroad or domestically. Quite a few professors delineated recent (2 generations) foreign ancestry, but only a few thought it had any effect, and only he specifically linked it as a causal factor.

To the contrary, one professor from UFRJ (511a) who considered going abroad decided not to because she didn’t have much to gain in terms of experience, as she had already had significant international experience, starting in her youth and continuing until the present. She also detailed recent foreign ancestry during the interview.

Another from UFRJ (511b) did pursue an executive MBA in the USA, after already having a Brazilian MS degree. This latter one also had significant foreign experience, including being a foreigner in Brazil.

One particular case from UFPE decided to do two Master's degrees abroad not only because there were no alternatives in Brazil, but because he wanted a specific approach to his education. This was more common in administration in the nascent stages of program development, but not recently. However, his Master's degrees were in a specific area outside of management, so they might offer insight, but not be generalizable: "After I finished civil engineering I worked and about seven years in an NGO called International Christian Fellowship in Brazil. I wanted to do theology but from a secular standpoint. To where people would take in consideration my undergraduate degree. At that time to my knowledge only two colleges would do that. London Bible College in London. And regent college in Vancouver. I asked someone who was published and very experienced in the field of theology and academics and everything, Dr. Escobar, who taught or I don't know teaches in the Eastern University today. He said if I were you, I would go to Regent college. It has the best of both worlds. All of the gadgets of north American culture and all of the culture and tradition of English environment. Everything up there. So I would go. (Did you have that kind of opportunity here in Brazil for that kind of an academic program?) No, for what they offered in Regent it was a different kind, special kind. And I wanted that way because it was kind of an interdisciplinary environment. Theological but very much concerned with how Christians would deal with other fields from a Christian standpoint. Many fields, in Brazil wouldn't have anything of the same kind you know." (321a)

In a similar manner, a few others chose to study in a foreign country simply because there was no comparable program here in Brazil. One who ended up in Italy

chose it because of the academic area being available and renowned: “Eu escolhi porque quando eu fiz a graduação aqui eu já queria fazer a graduação em Urban Planning e não tinha, aí eu fiz arquitetura e aí durante o período que eu fiz arquitetura eu terminei estudando muito por conta própria o Urban Planning com a ajuda de dois professores argentinos que eram daqui da escola e quando eu me formei eu quis continuar meus estudos procurando uma mestrado o que fosse mais adequado ao que eu queria, e o fato também do meu pai ser Espanhol.” (112b) Likewise, several with domestic Master’s made their choices because the programs were the only ones existing in Brazil at the time, specifically at USP and UFRGS.

One further topic that did not seem to affect many informants, but could be profound even so, is the desire to study at a specific university or in a particular country because it is considered at the core or forefront of a particular discipline or research area. France was cited as a common destination by professors for social science PhDs, for example. In the United States another example would be Columbia University for financial administration, due to its expertise and also location, in New York City, close to Wall Street.

One such example within the group of informants was 222a: “Então, eu achei que como eu era Psicólogo a França era um centro importante, então eu decidir voltar para a França, voltar não, ir para a França.” And another was 422c: “Why Grenoble? It is an important research center in Europe in the IS field, one or two professors distinguished in Europe in this field”

### 3.2.3. PhD

The reasons for choosing a PhD program, whether domestic or foreign, were similar to those voiced for choosing a Master’s degree program. Many of the tales included in this section partially replicate information from the Master’s degree sections,

but are necessarily part of this section as well. There are two significant differences, however. One is that, for the most part, by the PhD level the students have already completed, or are close to completing, their Master's degrees. This means that they have significantly more academic experience when making their decision of PhD program, especially in terms of research, than students graduating with a Bachelor's degree and considering a Master's program for the first time. The other difference is during their Master's programs they were directed and influenced by their "orientador", or advisor.

There is a difference between Brazil and the United States in this regard, in that generally speaking, students in the USA pursuing a graduate education who are interested in an academic career usually enter a PhD program, and are awarded a Master's degree in union with their PhD upon completion of the program. Some who do not pass the qualifying exams might be awarded their MS for completion of the academic credits and Master's thesis, and then not allowed to continue with the PhD. Students who already hold a MS degree and enter a PhD program are often required to duplicate much of their previous efforts in the pursuit of the PhD, as they are usually limited to applying 9-15 academic credits from the prior MS degree. There are some universities that offer academic Master's degrees without a PhD, but Master's degrees focused on practice or application, such as the MBA or MPA, are more the norm.

In Brazil, the Master's degree is a separate, discrete, and required stage set as a precursor to the PhD. It in itself allows for an academic career, as there are numerous job opportunities for someone holding only a Master's degree. This difference in program structure and intent, combined with the application and acceptance process, undoubtedly have an impact on where Brazilian students decide to partake of their graduate education. Hypothetically, it should allow more flexibility in terms of choice, as



a student could choose one university for their Master's degree and another for their PhD without incurring loss of credits, time and other opportunity costs American students encounter. In reality, the Brazilian system, combined with Brazilian culture, seems to limit diversity in academic progression and careers.

The time spent during the Master's degree gives students considerably more contact with the *corpo docente* than they had as undergraduates. They are exposed to other professors, research groups, conferences, and other academic opportunities. The mere fact that the student-teacher ratio is lower in graduate school than undergraduate allows for more individual attention. This works both ways, impressing upon the student the lessons of their mentors at the same time that these mentors are able to get to know the students and gauge their abilities.

The relationship between advisor and a Master's student is, hopefully and in theory, the closest academic relationship a student has had up to this point in their careers. The student assists the professor with research, classes, and sundry other things. Obviously some students are more devoted than others, likewise for professors, and some relationships are more profound than other. As a prototypical mentor relationship, students to some extent learn to emulate their advisor, including in-class didactic experiences. This can be positive, but can also be limiting, because someone can only teach what they know; so a professor with limited institutional or academic scope might not be as beneficial as a professor with a broader experience.

In their supervisory role, the advisor is able to exert a large amount of influence and control over the student's academic experience. This is not necessarily a negative thing. The professor is able to establish personal and academic networks for the student, both in terms of introduction and sponsorship. This can open many doors that would otherwise be closed. This can be especially important for establishing any

relationships outside of the university, where a student's reach might be limited, even more so for international networking.

In terms of transitioning from a Master's program to a PhD program, the Brazilian student is influenced by their advisor in different ways. Due to the nature of the application and admissions process, they need the support of various members of the faculty, in addition to being academically competent. As has been discussed at length thus far in this dissertation, endogamy and its various aspects have a hand in this selection process. This undoubtedly has an effect on student choice of program as well.

In this section, as necessary, the groups will be exclusively labeled as "Domestic PhDs" and "Foreign PhDs", to make composition and comprehension easier. In the Master's section, there were technically four categories, students with: domestic Masters with domestic PhDs, domestic Master's with foreign PhDs, foreign Master's with domestic PhDs, and foreign Master's with foreign PhDs.

As with the reasons discovered for choosing a Master's program, the most common factor contributing to the choice of a PhD program was convenience, including a local university. Eight out of the eighteen professors were included in this explanation. Additionally, for the corpo docentes as a whole, some universities showed a proportion of professors making a convenient choice for their PhD similar to that of professors making a convenient choice for their MS degree. The difference between MS and PhD convenient choice was: 97.22% vs. 93.15% at USP, 86.36% vs. 93.73% at UFRJ, and 71.43% vs. 69.23% at UNB. The other universities showed significant reductions in their percentages: UFBA 58.33% vs. 43.75%, UFMG 77.27% vs. 43.75%, UFPE 47.22% vs. 33.33%, and UFRGS 85.71% vs. 56.00%.

Regarding levels of endogamy in student education, where the student moved from one level within the university to the next level (BS to MS, MS to PhD), four universities showed increases between the BS to MS level and the MS to PhD level: UFMG 45.45% to 62.45%, UFRJ 50.00% to 68.75%, UNB 28.57% to 53.85%, and USP from 70.83% to 80.82%. UFRGS remained about the same, from 50.00% to 52.00%. UFBA lowered from 50.00% to 43.74% and UFPE lowered from 41.67% to 29.17%.

Furthermore, USP and UFRJ had levels of endogamy within the corpo docente (professors with their PhD from the same university where they were employed) at a rate much higher than the other universities. UFRJ had a 50% level of endogamy among their faculty and USP had a rate of 87%. The other universities ranged from 0% at UFPR, to 22% at UNB, 27% at UFRGS, 32% at UFBA, and 33% at both UFMG and UFPE.

Several factors play into this, starting with the age of the doctoral program at each respective university. USP is the oldest public PhD in administration in the country, and COPPEAD was also one of the first. Therefore, they have had more time to graduate PhDs in order to give them faculty positions. The other, newer programs haven't had the same amount of time. In addition, there is definitely a conceptual hierarchy among the programs, with USP and COPPEAD being perceived as producing better professors than the others, along with the private institution FGV-EAESP. UFRGS is also noted as being a top-notch program by many.

In general, all of the public universities are held apart from the rest of the PhD programs in Brazil, with the exception of FGV-EAESP. The reality of this hierarchy might not match the perception, as until recently UFRGS was the highest ranked program by CAPES, and the only to have achieved a score of 6. UFRGS also has a well-known reputation for high quality research. But their program is not as old and

established as both COPPEAD and USP, so has not had the same length of time to both develop and entrench its legitimacy.

Related to the age of the program is the number of newer faculty. There is a mandatory retirement at the federal universities of 70 years old, so some of the older faculty are phased out, but this is a relatively recent phenomenon. That is because the graduate programs here in Brazil are not very old at all. The first Brazilian professors to gain PhDs in management went to the United States in the late 1960's and 1970's. Even if they were already in their 30's when they were there, they are just now reaching retirement age.

Also, since COPPEAD and USP were the first doctoral programs in Brazil, along with FGV, they were virtually forced to become endogamous in order to fill out their corpo docente. Even though today, as has been shown through professors' comments, some at USP and COPPEAD believe they don't have any other option than to hire their own graduates, in the past this was without a doubt true. Combining this with the previously mentioned retirement age, these programs were saturated with endogamous faculty prior to foundations of the other programs, and job vacancies simply have not opened up at a rate to make significant changes in the corpo docente.

The other programs have not only had more options for hiring their professors, as there have been more graduate programs to choose from, but they have also been in stages of growth and expansion of their faculty. This means they are not stuck with an established endogamous group of professors. As with any social system, whether it be a nation, a government, or an organization, I believe there is a certain amount of path dependency that affects Brazilian graduate management programs.

Those earlier universities that found themselves limited to mostly endogamous choices developed a culture of endogamy and hierarchy, one that might have been

deserved at the time. However, this has become self-perpetuating and has persisted even with the emergence of other quality programs and hiring options. The only way this could change would be with a significant change in the corporate docents, which is virtually impossible at any established university with a large faculty body. Newer programs are more susceptible to change, as their faculty bodies are smaller and growing.

The difference in adding two new professors to a group of eighty, such as at USP, makes little difference. Adding two new professors to a group of nineteen, such as that at UFPR, can have a big impact. Adding twenty professors, even if not all are teaching in the graduate program, can have a profound effect. New professors, whether they come in numbers or singly, must go through an acculturation process. During this process, they become part of the environment, but at the same time they alter the environment. This fits within the concepts of Structuration theory, which will be further analyzed later in the paper. The larger the group in relation to the size of the faculty, the greater there is for possible change.

The example mentioned above, of adding twenty professors, actually comes from the reality of UNB's management program. Most of the professors interviewed at UNB pointed out that there had been a recent growth in the program, with around twenty new professors being hired, with some having responsibilities only in the undergraduate program and some in both undergraduate and graduate.

#### 3.2.3.1. Domestic PhD's

For this section, there were a total of eighteen professors with a domestic PhD who gave responses as to the reasons for their choice of PhD program. Out of the eighteen professors with a domestic PhD, two obtained a foreign Master's degree before entering a Brazilian PhD program. An additional professor obtained a second

Master's degree at a Brazilian university after she had already finished both a MS and PhD at a Brazilian university.

#### 3.2.3.1.1. Convenient PhD's

To begin this section of the work, it would be remiss not to cover one important aspect concerning convenience. Only professors who opted to stay in Brazil, and either chose a local university or specifically cited convenience as a reason, were included in this section. Some were included in the count represented in the table in the section on endogamy, and only those with quotable remarks are actually presented below. What is extremely important is that, even though some professors chose to do their PhD's abroad, it does not mean that they too did not benefit from convenience. Many, if not most, of the professors with foreign PhD's also had people helping them such as friends, family, and professors. Many also took advantage of established study abroad programs and scholarship offers, and a few were offered both the opportunity and the support needed to study abroad outright, without even having to ask. However, the decision to actually study in another country cannot qualify as "convenient", no matter how much they benefitted from "convenience" along the way.

Even though professor 511a has had significant international, as well as professional, experience in her life, her choice of PhD program was definitely influenced by convenience. At first she did consider going abroad, but decided it would not be worth the effort, especially since she already had foreign exposure. Her story, as relayed during the interview: "Well I was considering going abroad. But it would be too much of a change at the time I made up my mind, I made the decision. So I figured ...I did all of my university level studies here in UFRJ. I have my BA in economics, you're

probably going to ask me that so I'm telling you right away. Yeah, yeah, you know everything because you've looked at the vita, my CV. That's right, it was production engineering because there was no graduate program in economics at the UNIV so there was a track in economics within the production engineering school. So that's the reason, I wasn't doing production engineering, I was doing economics but within the production engineering school.”

What is important is that she desired a PhD, but there wasn't one in Rio at the time in management. It just so happened that an opportunity came knocking. “So when I decided to go for a PhD I was considering doing it in economics and the school had talked to the guys there. And then I found out they were just starting a formal program because they used to have a doctoral program here but it was not a program; it was on a case by case basis or tutorial...Anyway, so then I found out about this program and I had been in business for a while and I decided to go back to school and do a PhD. So I talked to the coordinator of the program the professor who just left the school now she retired and went to another school, but she told me about the plans. I had known her before and we were classmates in the economics school, but we were not friends, just acquaintances.” A personal connection helps in many ways in Brazil. It reduces risk perception, and also can facilitate exchanges or processes.

What really interested 511a was that the new program was modeled after the US system and schools. “She told me about the plans of having a PhD program patterned on U.S. schools, US programs, and I was very interested and I applied. I thought it would be nice to change from the economics into business so that was it. It would be too much of a change because I had my lifestyle, I had my apartment you know I wasn't that young anymore.” She definitely wanted to participate in the US model of business education, but apparently did not want to sacrifice much in order to obtain it. This was

decidedly against a sense of entrepreneurial spirit. She did, however, desire to extend her foreign experience with a PhD *sanduche*. “And you know one of the things that attracted me that there was a possibility of doing a, do you know what a doctoral *sanduche* is? There was a possibility of doing that. I did that I went to Warwick university in the UK.”

In addition to the overall implication of convenience she conveyed during her interview, she specifically pointed out that the arrangement of a PhD at COPPEAD with a *sanduche* abroad was easier. “I’m doing part of my research in a different country in a different environment you know that, and at the same time it was easier. I could do some work so it was easier doing it here.” Given her prior experience, language abilities, and cultural background, she just did not believe there was enough of a reward in doing the full-time PhD outside of Rio, much less abroad. However, she does support the notion that studying abroad is important for people with less foreign experience than she had, due to the exposure to another culture: “It’s not because I was afraid of living abroad, or because of languages are anything or anything. (It was just more convenient?) yeah and I didn’t need to go out to learn. Which is one of the reasons go abroad because it’s a way of really a really immersing into a culture, and I didn’t need that. I figured that it was a right decision.” (511a)

Another professor from COPPEAD also specifically cited convenience. The combination of the convenience factor with his existing career left him unmotivated to even consider a foreign PhD. “(Porque você não escolheu para ir para outro país para fazer o doutorado? Você tinha oportunidade para fazer?) Não procurei justamente pela questão da conveniência, eu queria resolver logo a questão do doutorado e não me afastar do grupo de pesquisa daqui .” (521a) Part of his response seemed to hint at a need for security, by saying that life in Brazil is precarious, including the academic



world. “(Então queria ficar aqui para continuar a pesquisa?) Continuar a pesquisa e atividades. Eu não fazia atividade de pesquisa, mais de ensino, consultoria. Você deve ter uma idéia da realidade da universidade brasileira, tudo muito precário. As vezes não tem bolsa para ir para fora, a bolsa demora a sair e se você está engajado em um grupo de pesquisa está gerando uma fonte de renda, enquanto você consegue tocar os estudos isso é o ideal.”

This fear of uncertainty was extended to include a fear of losing out on opportunities. This same professor was cited before in this dissertation, and his quote concerning “Planet of the Apes” is quite memorable. “Porque você vai ser professor aqui no Brasil, é aquela coisa. Tem que esperar um concurso público aparecer então, você pensa duas vezes se vale a pena ir para fora e ficar quatro anos fora, cinco anos fora. Você pode até com certeza se capacitar mais, falar com papas no assunto mais volta com um centário de terra arrasada, igual... Não sei se você viu o planeta dos macacos? (*Sim*) quando o Charlton Heston encontra a estatua da liberdade enterrada. Pode acontecer isso. Você volta e encontra a estatua da liberdade enterrada na areia (*é muito difícil para reintegrar, vai perder chances de ter uma rede, coisas?*) de uma rede, enfim... Exatamente!. Então, as coisas vão estar acontecendo enquanto você está fora, e eu não queria perder essa oportunidade.” (521b) This viewpoint is strikingly similar to the argument made by professor 722a from USP, who said that Brazilians do not study abroad due to opportunity costs; mainly losing out on their career and being left out of networks.

One individual from UNB chose her PhD program out of convenience, even though her choices were (seemingly) voluntarily limited by family reasons as well. Interestingly, even after having obtained her Master’s degree, she wasn’t even sure why she had bothered! “Quando eu terminei o mestrado. Quando eu fui fazer o mestrado,

eu não precisaria ter feito o mestrado, mas eu resolvi fazer o mestrado e quando eu estava terminando o mestrado eu ficava me perguntando por que eu tinha inventado de fazer o mestrado.” Even so, she decided to go ahead and pursue a PhD, which at first was not successful. “E acabei três meses depois que eu tinha terminado o mestrado eu fui em uma palestra na PUC para uma outra situação de trabalho e já estava olhando o doutorado. Só que aí, eu tive uma serie de compromissos de trabalho, voltei na rotina de trabalho e acabei não fazendo.” Note that she did not mention specifically why she did not do the PhD at the time, but that she did “return to her work routine”. (611a) The specific vocabulary used by people during discourse can be informative, such as the word “routine”, which definitely coincides with convenience.

She only decided to actually pursue the PhD when she lost the opportunity to work, apparently due to a sacrifice made for marital life. “Acabou coincidindo do meu marido ser transferido para Brasília e eu acabei e falei... Eu não tinha nenhuma oportunidade de trabalho. Eu falei: já que eu não vou trabalhar. Eu até fiquei um ano trabalhando em São Paulo e ele ficou aqui viajando, e aí, a gente resolveu que eu tinha licença sabática das faculdades ... em São Paulo então, a gente decidiu que pelo menos durante um ano a gente ia experimentar e ver o que acontecia.” It seems like the PhD was indeed something she decided to do to fill her time more than a specific volition. “Já que eu estou indo, eu não iria “fazer nada entre” então dá para eu fazer o doutorado. Comecei todo o processo de seleção no doutorado e também acabei indo de guichê em guichê, porque achei que a experiência no mestrado tinha sido interessante.” Her phrasing is unusual to say the least in that she mentions that she found the Master’s “interesting”.

Even the choice of academic area for her PhD wasn’t a decisive event, but one of sequential elimination. “Comecei a ver, tinha a certeza no doutorado eu queria fazer

alguma relacionado a trabalho. Eu tinha pensado, inclusive em fazer o doutorado em administração, só que aqui na época não tinha doutorado em administração e queria estudar relacionado ao trabalho, parte do trabalho sobre, preparo e formação uma atuação dos profissionais. Eu falei: Bom, deixa eu ver se na psicologia social do trabalho, na antropologia e na sociologia que eram as três na época tinha essa linha de pesquisa. Eu fui ver cada um deles e acabei optando pela psicologia do trabalho.” (611a) All of the choices, as she represents them, were virtually the opposite in nature of what a resolute, entrepreneurial thinking person would consider. She seems to have obtained a PhD by default more than by decision.

Yet another followed the convenient career path for their PhD. This individual was focused more on the learning itself than the degree, saying it was a natural progression of the Master’s degree. “Eu gostava porque para mim era uma forma de aprender, o ensinar é uma forma de aprender e me manter atualizado e aí Eric o doutorado foi uma consequência porque naquela época quando eu terminei em 1980 o professor da casa que tinha mestrado na casa era automaticamente admito no doutorado, não precisava fazer exame, não precisava comprovar nada, já tinha sendo selecionado no mestrado, passei.” (721b) It is notable that entry into the PhD program at that time did not require any extra effort for those students who desired to stay after their Master’s degree. This certainly promoted not only convenience but also endogamy at USP, as been talked about incessantly in this dissertation.

However, he said that at that time the Master’s program itself was so rigorous as to be more difficult than the PhD entry process of today. “No meu mestrado era um tempo que não é como hoje, dois anos você faz um mestrado, levava quatro, cinco anos para fazer o mestrado, era um numero de disciplinas enormes o dobro, exames para entrar, exames para sair, um projeto de codificação, a tese, era muito difícil. Eu já

tinha provado o que precisava ser provado. Eu pensei assim: é muita miopia da minha parte se eu não ingressar, porque eu quero, quero mesmo. A USP já naquela época em 82 já estava muito claro uma sinalização de que a carreira, o nível inicial da carreira era professor doutor, e eu era mestre e jovem. Aquilo era uma bobagem, então não fazer o doutorado, e eu fiz o doutorado e além do doutorado eu fiz a livre docência que é um concurso que só tem aqui na USP, eu também fiz.” (721b) The convenience of entering in the PhD program made it seem to him that he would be foolish not to partake of it, but again, it seems like he settled rather than selected.

Yet again, another professor with a PhD from USP took advantage of relatively easy access to pursue a PhD. “Eu escolhi a USP por que havia um processo de seleção chamado “Escolha direta pelo orientador”, e eu conhecia um dos orientadores da Sociologia da USP que poderia me abrir portas para um doutorado sanduíche. Por isso eu escolhi USP e escolhi Sociologia por que eu tive influência de colegas de trabalho daquela época da Sociologia e eu tinha preocupação de fazer uma tese voltada para a Sociologia da Ciência.” As with several other professors, personal connections helped facilitate both the decision and the entry itself. This same professor could have studied abroad, but didn’t even try. “Poderia, mas eu não tentei. Eu entrei para o doutorado na USP com vontade de fazer um período no exterior. (Sabia que você podia fazer o sanduíche, né?) Sabia e eu queria.” (621b) He was another example of someone who wanted to have some foreign experience without having to leave for an entire PhD, with his overall choice being definitely convenient in nature.

Moreover, a professor at UFRGS also had the opportunity to study in another country and did not take advantage of the opportunity. Like the previous professor, she was offered a relatively easy avenue to pursue a PhD when her Master’s program told her she could pass directly into the PhD program. “Porque no doutorado quando eu

estava me preparando para defender a dissertação eu comecei a pensar em torno do doutorado, então eu comecei a me preparar para o doutorado e aí eu estava até fazendo contato com um professor na Espanha para eu fazer lá, mais depois no programa lá de Pernambuco eles me ofereceram a oportunidade de fazer upgrade, não defender a dissertação do mestrado e passei direto para o doutorado e aí eu resolvi ficar e fazer (ficar lá), ficar lá porque eu achei que era uma oportunidade muito boa de eu encurtar o meu tempo de formação.” (411b)

Her discourse didn't specifically refer to her career, but to her age, however it was assumed her career also played some role in the decision due to this. “Porque eu retomei os meus estudos de pós-graduação já muito tarde. Para você ter uma idéia eu comecei o mestrado em Pernambuco em 2000, no ano 2000 então, eu já tinha 45 anos por aí, tinha um pouquinho menos. Mais eu não podia ficar retardando muito. O que eu quero dizer é que eu me formei de graduação até fiz uma especialização, mais demorei muito para voltar a estudar, organizar mestrado e doutorado, então quando surgiu a oportunidade de encurtar o meu tempo de formação para doutorado eu achei que tinha que aproveitar a oportunidade e aí o programa lá é considerado um bom programa, eu tinha bolsa de estudo e achei que era muito bom. Não precisava ir para o exterior.” (411b) It needs to be pointed out that this professor has nationalistic sentiments, and studies many topics specifically oriented towards the Brazilian reality, so this undoubtedly influenced her decision to stay at UFPE after her MS degree to do her doctorate.

#### 3.2.3.1.2. PhD Career

Along with convenience, and also overlapping it, an important factor that made a significant difference in choosing whether to study domestically or abroad for a PhD was having an existing career, specifically in academia. Of the eighteen professors with

Brazilian PhDs, ten of them were already professors before they obtained their PhDs, most at the same university where they were pursuing doctoral studies. Another two professors from this group worked at a university in an academic capacity but were not actual professors at the time of obtaining their PhDs. To counterpoint this fact, only five out of twenty-one of the professors with a foreign PhD were professors before obtaining a PhD. Another three had some form of job in academia. Thus, professors with the domestic PhD's were more than twice as likely as those with foreign PhD's to be a professor before obtaining their PhD (55.55% vs. 23.81%).

Some professors specifically referred to their careers as an explanation for why they did not go abroad. Many were already involved in research that they did not want to leave, or were established within research networks that were deemed too important to lose. None of the foreign PhDs relayed their career as a reason for going abroad, but several mentioned the fact that they already had careers and decided to go anyways. One in particular, already cited in the Master's section, gave up an executive career in order to enable his entire family to experience living abroad while he pursued a PhD.

One from UFRGS stated even though he had the opportunity to study abroad, his existing work was partially responsible for him not taking advantage. "Eu tive oportunidade, entretanto com o eu me vinculava até há alguns anos, poucos anos na verdade, parcialmente a universidade, o meu tempo era parcial, eu desenvolvia outras atividades profissionais, sempre trabalhei em empresas, empresas privadas, empresas públicas e paralelamente desenvolvia atividade docente, e era a parte menor, na verdade, por que 40 horas em empresa e mais 20 na universidade." (421c) Another at COPPEAD was also working as a professor, and the fact that he did not want to leave his research center was the primary reason for not studying abroad: "Justamente para não me afastar muito das atividades de pesquisa do centro, que eu estava bem

engajado em ensino e pesquisa e consultoria, mais isso não me impediu de fazer um doutorado a parte de um sanduíche lá fora.” (521b) He did, however, take six months off later to fit in a sanduiche in the USA.

An individual from USP was both a professor and consultant by the time he finished his Master's at USP, so he decided not to leave. “Eu não tinha muito idéia, aí, eu entrei no mestrado e comecei a trabalhar como consultor em projetos, e consultor de projetos você precisa ter uma bagagem teórica solida então, eu comecei a ver que eu gostava e gosto até hoje de estudar bastante. No meio do mestrado eu virei professor aqui na casa, houve um concurso e me candidatei, e passei. Então eu virei professor, aos 25 anos de idade eu já era professor aqui na USP e já dava aula dois anos em outras escolas. Comecei a minha carreira de professor aos 23 anos (*em outra universidade?*) na FAP universidade particular até como um treinamento para ver mesmo.” (721b) One detail of note is that he began as a professor at another university at a younger age (23) before becoming a professor at USP at 25. Even though age was a factor in some professors' decisions, this one already had a career at a young age. “Eu já era nessa altura professor, consultor com um certo renome, já tinha minha carreira, ganhava bem, não havia mais sentido eu fazer um doutorado fora ou um pós doutorado fora.”

As with many of the other professors, he did take journeys into the academic world beyond Brazil. What is incredible is that some of these journeys took half as much time as a foreign PhD would have. “...eu fiquei quatro meses nos Estados Unidos. Eu voltei, entreguei o relatório da pesquisa, na semana seguinte eu parti para outra. Dezesesseis meses na França ...exatamente, nos Estados Unidos e na França...CNAM...então, é uma escola politécnica de engenharia que era base do estagio, mais eu fiz visitas em instituições de pesquisa na França inteira e depois eu

tive uma outra experiência nos anos 90. O ano de 90 eu fiquei quatro anos morando na Bélgica.” (721b) It is safe to say that the professor intended to say he stayed “four months” rather than “four years” during 1990. He also visited the former Soviet Union, Greece, and several other countries related to his professional capacity. Worth noting is that most of his experience abroad was financed by both foreign and domestic scholarships, and set up through established exchange programs between USP and foreign institutions.

One final professor at USP also was working: “Não, não tinha condições, eu precisava trabalhar, não dava para ficar fora (*porque estava trabalhando?*) Sim, sim.” (711a) Another at UFPR actually began a PhD in the United States but returned in part because he already had professional experience and was treated as a novice in the USA. Even though this cannot be directly attributed to having a career at the time, it can be linked to having had a career in the past. If he had not been an experienced professional, he might very well have stayed and terminated the PhD in Florida. “The cost of the American university was too high and...tambem estava muitos exigencias de creditos que nao estavam atendendo as minhas necessidades. Eu nao estava uma aluno sem experiencia.” (821a)

Among the foreign professors, it was noted that only a few had existing careers in academia at the time they undertook their PhD. One was at UFBA: “Quando eu saí para o doutorado eu já era professor da escola, em 94 eu entrei como professor da escola e eu saí em 96.” (122a) This did not impede him, and in fact he also turned down the opportunity to be a professor in Canada in order to pursue the PhD in France, seeing Europe and France more compelling. “Primeiro eu tinha a possibilidade de ir para o Canadá para trabalhar com o professor...mas eu não queria ir para a América do Norte, eu queria ir realmente para a Europa, porque eu acho que a Europa para mim



me daria uma condição melhor de ver o mundo...Achava que Paris seria muito mais interessante.”

It can also be postulated that some professors see the opportunity to obtain a foreign PhD as beneficial to their careers in the long run, even though they might need to make sacrifices in the short term. This can be included in the entrepreneurial aspect of the research, in that entrepreneurs are seen as having the ability to see beyond the immediate and make strategic decisions for long term gain. However, for this professor, it seems more like a personal attraction for France, rather than a career move.

Professor 322c, from UFPE, also had a career, both as a professor and businessman. He was an executive who decided to delve into the academic world and gain both the experience living abroad and a PhD from another country. “Então eu sempre entendi que deveria fazer um programa fora e surgiu aí a oportunidade, só que eu não estava no metier acadêmico eu era executivo tinha 150 pessoas trabalhando comigo, tinha carro, dois motoristas duas secretarias e larguei tudo para fazer doutorado. Não apliquei para nenhuma universidade brasileira nem GV nem USP.” To him, it only seemed worth leaving his career if he was able to get the foreign PhD, even the elite universities in Brazil were not enticing enough. He also mentioned that in addition to FGV and USP, UFRGS was an opportunity, but one that he did not find interesting.

#### 3.2.3.1.3. PhD Family

Family and personal life affected around a third of the professors with domestic PhDs. This seemed to limit some of them into not considering a foreign PhD. Strikingly, several of the professors who did opt to study abroad cited family as one of the primary reasons for doing so! Some explanations were relatively vague, such as: “Na época a minha vida estava um pouco complicada, mas, assim, em termos gerais...

(*Vida pessoal?*) Exatamente. (311a) Others were a bit more specific: “E aí sair daqui e ir para outro país, possível é, mas às vezes dificulta um pouco mais, pelas ligações familiares, filho no colégio, essas coisas aí. Então, por isso que eu decidi que eu faria aqui.” (421c) The professor shown in the section before, who started the PhD in Florida, cited family reasons as one motive for desisting: “Eu comecei fazer o doutorado no EUA (*FIU: Florida International University*) mas por questões familiares eu achei que não valeu a pena continuar.” (821a)

#### 3.2.3.1.4. PhD Influenced not to study abroad

A few professors gave responses that were a bit unexpected. They said they were pressured by other Brazilians not to study abroad, even though they might have had the opportunities. One was from USP, and did his Master’s at UFPB (Paraíba). His MS advisor influenced him to stay in Brazil and pursue at PhD at USP, where the advisor had received his degree. “Porque a USP era suficientemente boa comparativo as universidades estrangeiras e com a internet hoje em dia o acesso as informações, não vi a necessidade de fazer fora todo o programa, mais sim uma parte sanduíche. (*Seu orientador de mestrado na Paraíba onde ele obteve o?*) Na USP (*Acha que ele influenciou você para ficar?*) Influenciou.” (321 c) This fits in with the endogamy aspect seen in Brazil, especially at USP. Even though his MS degree was not from USP, his advisor’s own PhD was tied in to the endogamous nature and ended up having influence.

Another was also pressured by people from USP to do the PhD at USP. “Por isso eu escolhi USP e escolhi Sociologia por que eu tive influência de colegas de trabalho daquela época da Sociologia e eu tinha preocupação de fazer uma tese voltada para a Sociologia da Ciência.” (621b) This doesn’t fit into the category of

endogamy, however, due to the fact that the individual did not obtain his MS from USP, only his PhD.

Another case needs to be included, but was such a specific one that it is probably not generalizable for many other professors. This particular professor is a devoted Evangelical Christian, and his religion and the people involved in it affected both his choice of Master's as well as PhD. He did have the opportunity to study in Europe, but: "People were good because people, he himself invited me, but I had pressures from people who said don't stay too long away from Brazil. Here is the place that you have to serve and minister." (321a) His Master's degrees were in Theology and Divinity, and both were obtained in Canada, so he was pressured not to go abroad again for the PhD for religious reasons, that is, ministering to Brazilians.

#### 3.2.3.1.5. Had chance to do PhD abroad and didn't go

In order to understand why some professors decide to go abroad, it is equally important to look at why others decided not to go abroad, especially when given the opportunity. More than a quarter of professors with Brazilian PhD's did not take advantage of the opportunity to study abroad when it was presented, for various reasons, some which have been covered in other sections. Some cited financial reasons, others family, but most can be included in the "non-entrepreneurial" category, simply due to the fact that other professors did decide to confront the challenges. It is not wise to generalize, because it is not possible that the situations between two professors were perfectly equal, but when one professor basically says: "I did not go abroad because I didn't have a scholarship, even though I was admitted."; and another says "I went abroad even without a scholarship, after working to gain admission."; it is possible to conjecture that there was a difference in spirit.

One professor who fit into the former category was a professor at UFMG who did their PhD at USP. “Eu fui aprovado para fazer o doutorado na Universidade de Frankfurt, 90, 94, mas eu fiz a USP, fiquei na USP em São Paulo. (*Mas você tinha oportunidade para fazer o doutorado inteiro lá?*) O doutorado inteiro, eu fui aceito para fazer o doutorado inteiro.” (221b)

Specifically, this professor was accepted to both USP and the Germany university, but only received a scholarship to study at USP. “(*Por que fez na USP e não lá em Frankfurt?*) Uma razão objetiva: a bolsa não saiu a tempo do meu pedido, então eu acabei fazendo na USP que era mais próximo em termos de distância. (*Então, uma coisa de geografia também da bolsa, toda a burocracia para chegar?*) Exato, é a questão da... Exato. A bolsa era... Porque o doutorado era em Sociologia de Organizações em Frankfurt. E quando eu fiz o pedido da bolsa, eu estava ao mesmo tempo participando do processo de seleção de doutorado na USP, então saiu os dois resultados simultaneamente, só que a bolsa não saiu para o exterior, então saiu da USP, eu fiquei no Brasil. Uma questão objetiva de não ter tido bolsa para a Alemanha.” Once again, this professor did not personally succumb to endogamy, as his MS was from UFMG, but his MS advisor had a PhD from USP, and might have ended up influencing the decision as well.

Another from UFMG had the opportunity but did not take it up due to her research focus being Brazilian oriented topics and her having a nationalistic streak, even though here MS advisor was himself British. “Meu orientador em mestrado era um inglês!” (211a) Similarly, one from UFRGS, who obtained her PhD at UFPE, also had the opportunity to study in Europe, but decided not to, mostly out of convenience, but she also noted that she has nationalistic sentiments and focuses her research on Brazilian topics. She specifically stated that she had the opportunity to study in Spain, where her MS advisor at UFPE had obtained a PhD. Both of these accounts were

previously included in the dissertation. Professor 321c, from the previous section, had the opportunity to study in the USA, but also decided not to, for lack of desire and because of advisor influence. Professors 321a and 621b, likewise included in the previous section, also had the opportunities to study abroad and did not, as was noted.

#### 3.2.3.1.6. Did not think about PhD abroad

One of the same reasons given for not pursuing a Master's degree in another country was reiterated when asked about the PhD: many simply did not consider it at all. Restating the fact, a lack of vision is a characteristic of a non-entrepreneurially oriented individual. However, this was a distinct minority among the reasons given for choosing a PhD, as only 3 professors declared they did not think about it; less than half the number who did not think about it for their Master's degree. One considered a sanduiche in particular, but never the complete PhD: "eu pensei em fazer um sanduíche, mais por motivos particulares eu não fiz (para o integral não estava pensando em fazer o integral?) Não, o integral em nenhum momento eu pensei em fazer." (621a) The other two simply said "no" when asked if they considered it.

#### 3.2.3.1.7. Financial reasons

Another minority included financial reasons for not studying abroad. One of these was the aforementioned professor who stayed at USP when the scholarship for Germany did not appear. The other, professor 821a from UFPR, started his PhD in Florida, in the USA, but returned partially because: "The cost of the American university was too high." And 812<sup>a</sup>, also from UFPR, mentioned that her first inclination was the USA, but that Canada was both less expensive and offered a good quality of life. It was expected that financial reasons would have been more commonly cited as a reason for not studying abroad, however it was barely mentioned. As has already been discussed,

a few did mention that they had humble family backgrounds, and that is why they had to attend public universities, which are tuition free, and this implied financial considerations were important.

However, a third of the professors who did obtain a foreign PhD specifically mentioned having a scholarship for study abroad. Others went through exchange programs, not specifying they had received a scholarship, but in probability they did. Thus, even though it might not be cited as a reason for not going abroad, it definitely was a reason for going abroad, as will be covered in one of the following sections under professors with foreign PhD's.

#### 3.2.3.2. Professors with Foreign PhDs

There were a total of twenty-one professors holding a foreign PhD who gave their responses to this specific question. They voiced multiple reasons for making the decision to study abroad. The most common was simply the desire and will. Another common one was family, and yet another was the desire to learn a specific language. A minority of professors, less than 10%, wanted to leave Brazil for a specific country because the destination was a "core" country for the research area they were interested in. About half of the professors also reported that either foreigners or Brazilians with foreign experience had significant influence on their experience, either in making the decision or in facilitating the connections and process. This will be discussed in its own area, "People who influenced the decisions.", and included relatives, advisors, Brazilian's with foreign experience, and foreign acquaintances. Issues of language and research preference will be merged with the other parts of this section of the paper.

##### 3.2.3.2.1. Wanted to study abroad

It seemed that the desire for exposure to another country, another culture, and new learning opportunities was key to deciding to go after a foreign PhD. Indeed, it was the most cited reason. Out of the twenty-one professors who held foreign PhD's, sixteen announced they had sincere desires to study abroad. Most cited a desire for cultural experience and the opportunity to learn a foreign language. The desire for new and stimulating experiences that enable growth is definitely an entrepreneurial characteristic.

Professor 112b from UFBA stated a desire to experience studying and learning a new reality: “Eu pude vivenciar qual é a realidade de uma desperte internacional que chega em um país na realidade onde não conhece para preparar o projeto em um mês, então foi isso que mais me interessou e aí o doutorado foi consequência.” Another from UFBA, 122a, wanted to study abroad, but only in France: “Primeiro eu tinha a possibilidade de ir para o Canadá para trabalhar com o professor...mas eu não queria ir para a América do Norte, eu queria ir realmente para a Europa, porque eu acho que a Europa para mim me daria uma condição melhor de ver o mundo, etc., um pouco essa... Achava que Paris seria muito mais interessante.”

222a, from UFMG, had already lived abroad, but desired to leave Brazil again in order to do his PhD. “Eu já tinha morado fora, eu queria morar fora novamente, eu achava que era importante morar fora, achava que era importante ter um diploma, fazer um doutorado fora e na verdade eu queria sair um pouco porque como eu já tinha feito graduação na UFMG, mestrado na UFMG, eu achava que era importante estar em outro lugar, conversar com outras pessoas, estudar com outras pessoas.” Partially contributing was his desire to avoid further endogamy in his education, as he had stayed at UFMG for his first two degrees. His decision apparently was the best for him: “Ir para lá foi melhor? Muito melhor! Muito melhor!”

Also from UFMG, 222c chose England for language, enrichment and cultural reasons. “Porque era necessário uma complementação dos meus estudos de uma coisa elaborado, eu acreditava então que no exterior eu poderia ter esse diferencial, então eu precisava buscar esse diferencial no exterior e eu apliquei para algumas universidades. Eu apliquei para universidades nos Estados Unidos e na Inglaterra, porque eu queria também fortalecer o meu inglês, eu acho que não adianta você falar Francês, não adianta você falar Alemão, eu não vou perder o meu tempo com essas línguas porque o mundo fala inglês mesmo e fim de papo...Fui aceito por algumas universidades tanto dos Estados Unidos e da Inglaterra, mas eu optei pela Inglaterra porque me parece que a Inglaterra é o melhor lugar do mundo para você estudar, não tem mais nada para fazer porque o clima não deixa, eu optei pela Inglaterra, por questões mesmo para estudar.” Similar to 322b from UFPE, this professor chose England on purpose, over the other countries, but his reasoning was a bit different. He thought England would be better because there was nothing to do except study! America, especially Alabama, would have been too exciting and distracting, apparently.

322b on the other hand, chose England specifically because of the language and culture. “Na época, eu procurei algumas universidades que tivessem como aderir o projeto uns três ou quatro e queria na Inglaterra (porque queria na Inglaterra?) eu queria... é uma questão de cultura, eu estava com três filhos, e meus filhos influenciaram nisso e eu preferia que. Era um filho de seis, um de oito e um de dez, então, entre os Estado Unidos e Inglaterra, eu preferi a Inglaterra.” He further expressed his desire for an expansive and educational cultural environment. “A experiência do exterior é importante para abrir culturalmente, isso era uma coisa que eu queria... inclusive, eu fazia isso desafiando a mim próprio porque eu não sabia inglês.” Like this professor, 322c, who has been mentioned several times in this paper,



wanted to study abroad as well, for family reasons, which will be detailed better a bit later in the paper.

Professor 422d, from UFRGS, always had a dream of studying abroad, England being his first choice, but virtually anywhere would have been acceptable. “Eu tinha um sonho de morar, de conhecer o mundo, de sair do Brasil pra conhecer outros países e eu vi o doutorado, o estudo, não só o doutorado, na época eu também pensava que podia fazer um curso de pós-graduação.” His desire to experience other countries motivated his search for a foreign PhD. Similarly, 412a also desired to study abroad, again, as she had already received her MS from an American university. But she would only go if she could attend the best of the best, which at that time was Harvard, of course, and she managed to be both accepted and to gain a scholarship.

One who wanted only France, because he felt a connection, was 412b. “Eu queria França, eu não queria... (*Por que a França?*) Por que eu me identificava com a cultura, com a língua; eu não queria ir para Paris, eu queria ir para o interior por que eu tinha criança pequena e como nós tínhamos vínculos com a Universidade de Grenoble eu apliquei lá.” His family situation did influence his decision, but only as much as wanting a smaller environment than Paris to live in. He also benefitted from an established exchange program between France and UFRGS, as did many other professors there. Apparently at the beginning of this exchange program, one professor (422f) at UFRGS said he desired to leave partially due to the pressure and persecution of the military regime during the 1970’s.

Another (112a) who wanted to go abroad did so because she had already exhausted the opportunities for growth at UFBA. “Por que eu trabalhava já aqui na escola, eu já trabalhava aqui antes de fazer o mestrado e o doutorado. Então, eu já tinha sido aluna do mestrado e já trabalhava aqui como pesquisadora, como técnica, então eu conhecia todos os professores, né, como pessoas, e como professores e

como técnicos. Então, não me agregaria ser aluna de novo das mesmas pessoas...Quer dizer, eu conhecia já as pessoas no limite, como pensavam, qual era a formação, quais eram as leituras que traziam, então não me agregaria.” She first studied in Portugal, but found that the culture of Spain was personally more interesting and comfortable to her.

She took advantage of an exchange program with a Spanish university to do so. “Então, a gente ia tratar de um convênio também que a gente teve... Aí fui para a Espanha, e tinha um convênio com a Universidade de Santiago de Compostela através da Agência de Cooperação Espanhola com a escola que facilitava esse intercâmbio e aí uma professora lá de Santiago, quando eu fui a Espanha, me convidou para fazer a entrevista.” Another reason she wanted to leave was to specifically avoid further endogamy in her education. “Então, não fiz aqui por uma decisão, uma escolha, eu não queria pela questão da endogenia que você falou...” (112a)

Some from this category could be paralleled with the “convenient” category for domestic PhD’s. That is because many, if not most, of the professors who went to other countries for PhD’s did so through existing exchange programs or had specific opportunities offered to them. In one way, this is convenient, but other professors who also were offered the opportunities did not take advantage of them. So what are the reasons for the difference? It seems to be a convergence of factors, some personality based, others career oriented, and yet others based upon the life situation at the time. But it still seems that an entrepreneurial orientation can either facilitate an already easy decision, or overcome difficult obstacles, such as a lack of finances or having a family in tow.

#### 3.2.3.2.2. Had financial support

Scholarships and financial support were definitely a consideration for most, if not all, professors undertaking study abroad. The cost factors and living expenses in most countries considered by the individuals in this study are, and were, significantly higher than the costs found here in Brazil. Some specifically said that they had a scholarship to study abroad, which helped them make the decision; while others who did not get financial support decided to stay in Brazil, as has been demonstrated. Noteworthy among all was 112a, from UFBA, who initially went abroad for her PhD without a scholarship or financial support, and only gained one later during her studies in Spain.

Scholarships in general are not interesting as a causal factor, as they are easily understood. The origin of the scholarship is more important, as some were obtained through CAPES, the Brazilian agency, and others came from foreign government agencies. Very little light was shed on exactly how individuals received their scholarships, most saying they applied and were either awarded or denied the funds. A few said they were outright offered scholarships, usually those from other countries.

The time factor is also an important consideration, as during the 1960's and 1970's, the United States had a widespread policy of offering scholarships to foreigners to come to US institutions for graduate schools. This was a part of foreign policy, and the military dictatorship in Brazil at the time seemed to take advantage of it. CAPES scholarships were also more easily available in the past than recently. This is due to a policy that scholarships are generally only awarded for full PhD's in areas not available at Brazilian universities.

Scholarships, or bolsa as they are called in Portuguese, are more readily available today for PhD sanduiche and post-PhD's. Some professors who had domestic PhD's received bolsas these alternatives to integral PhD's, as early as the 1990's. One was 721b, who had scholarships for periods of study in both America and

Europe. “Eu tinha um projeto que era por um pé no mundo, então, eu me candidatei para uma bolsa aqui junto do departamento para visitar universidades americanas, foi a primeira vez que eu fui aos Estados Unidos. Eu visitei quinze escolas, costa a costa, eu fiz uma pesquisa como eles estavam ensinando gestão de RH, administração de RH que era um nome na época, hoje é gestão de pessoas, na minha época chamava-se recursos humanos. Naquele mesmo ano apareceu duas bolsas, esta e uma outra para França para estudar gestão de pessoas na área de ciência e tecnologia...”

The one from France was relatively small, but the one he was awarded from Belgium was more substantial. “Aí lá na França como eu fiquei um tempo, fui bolsista do governo Frances, era uma bolsa pequena, estou falando em 600 dólares por mês, eu tinha que morar comer me vestir, foi com o dinheiro que eu levei daqui, se não, não era possível, lá era uma ajuda de custo só. Essa bolsa na Bélgica era uma bolsa, sei lá, 2000 dólares (mais de professores) já era em um outro nível, e naquele tempo no Brasil já era muito difícil você mandar dinheiro para o exterior.” (721b) He is included in this section, even though he has a PhD from USP and not from abroad, because he undertook significant time studying in other countries using these financial aids as support.

His last comment is important to note, as for a long period of time here in Brazil there were currency controls in place. This restricted the movement of money out of the country, mostly for financial security reasons, such as capital flight. This meant that even if someone had large amounts of money here in Brazil, and could have used it to study abroad, it would be difficult to access it. This was where scholarships came in, as the money being issued from the Brazilian or foreign governments was generally outside of the range of capital controls. Today this is no longer an issue for studying abroad.

For those professors with foreign PhD's, many bolsas were issued by CAPES. One professor, in particular, received both the bolsa and his salary as a professor. "Aí eu saí com bolsa da CAPES, do governo brasileiro e mais o salário de professor, né?" (122a) He did not mention how he maintained his salary as a professor, but it is likely on some form of sabbatical leave. Another managed to get a bolsa for study in France, and was the first to study on scholarship in Paris itself, according to her. "Eu como queria França me pareceu que o único destino possível na França seria Paris e consegui bolsa CAPES para Paris. Inclusive não havia acordo CAPES com Paris, assim mesmo consegui." (411a)

Likewise, 412a, who only wanted to study at Harvard, received bolsas for both her Master's level and Doctoral level studies. The first was from the United States government and was a special program, both in exchange and financial support, dedicated to bringing Latin Americans to the USA for management studies. "Eu ganhei uma bolsa, depois voltei, aí comecei a fazer Ciências Sociais; foi quando em 1961 o Point Four, Ponto Quatro, Aliança para o Progresso, era um programa do governo norte-americano que partia do pressuposto que nós tínhamos, os países da América Latina tinham recursos naturais e o que faltava era administração. E então houve um convênio com duas universidades americanas." According to her, there were others from Rio Grande do Sul who gained similar benefits at the same time. "Então, a gente tinha uma bolsa e nós fomos sete do Rio Grande do Sul na área de Administração Pública e foram cinco na área de Administração de Empresas."

Furthermore, her PhD scholarship came from the Ford Foundation, which in those days worked closely with USAID. It was also administered as part of an established program with UFRGS. "Então, nesse meio tempo aqui na universidade a gente tinha um convênio com a Fundação Ford para fazer pesquisa, nós participávamos de um projeto chamado "Aspectos Políticos e Administrativos do Rio

Grande do Sul”. Então, esse convênio com a Ford tinha duas bolsas de doutorado, mas ninguém queria ir fazer doutorado, tinham voltado do mestrado, era 1969, o dinheiro da universidade era muito pouco, então todos tinham ocupações fora, eu mesma tinha dois empregos. E eu disse para os meus colegas, eles disseram: “\*\*\*, a bolsa é tua”. Eu disse: não, eu só aceito se eu for para Harvard. Eles deram risada! Imagina! E aí eu escrevi para o professor, e fiz a minha inscrição e fui aceita.” (412a) Worthy of note is that there were two scholarships available, but no one else was interested in doing a PhD abroad, but for an unknown reason.

Another professor from UFRGS (422b), who obtained his PhD around the same time as the previous professor, was awarded a scholarship from the Brazilian government to study at Michigan State University. “...it turned out that I got a scholarship from the agency CAPES, are you familiar with CAPES? And I had to leave almost immediately and I didn't have time to do the process at other universities and I was readmitted to MSU.” The need to accept the scholarship apparently forced upon him to return to the same school where he had been awarded his Master's degree, as he did not have time to go through the application process for another school.

Another contemporary, but from USP, pursued his PhD in the USA supported by USAID. As with 412a, he said that there were multiple scholarships, and not all were used. Not only was there the USAID scholarship, but there was an established exchange program between USP and the American university. “Because we have a convenio between USP and \*\*\*. It was easier to do, I had to do all kinds of tests. But it was easier to have the agreement to go there. I had in that time I used a USAID scholarship. The last one they were going so here. We had four and me and my colleague we went together. I have a colleague and who got one and I don't know who else got it. *(So there were four that received the USAID scholarship?)* There were four received but I think only two were used at that time. Both, me and my colleague.”

According to this professor, the scholarship was offered to him, as part of the exchange program that existed. Since he was already in the MS program at USP, he had easy access, and he was not the only one, just one of the last. "I was doing my master's, I was teaching and I was a TA. I was rather, it was easy to get it. I was engaged in the process. (*The USA they actually came here in basically offer scholarships to students?*) They had an agreement with the university. I think with the school. Mainly the economics area. Most of the professors of the economics area when Delfim Netto was minister, they had a scholarship and they went to the U.S. To a doctoral program. I think about 40 people went there. And in the business area we didn't have this scholarship. So it took years here and we got it. We just got it."

Many students and professors here in Brazil don't realize that scholarships, or at least fellowships, are still available to most students who gain entry into the better PhD programs in management in the United States. Even for foreign students, it is very common to have both free tuition and a salary stipend as a PhD candidate at a US university. The American professor at UNB also commented on this, that most Brazilians simply are not aware of the opportunities.

#### 3.2.3.2.3. Family reasons for studying abroad

Likewise, exactly a third of the professors with foreign PhDs also offered family as an explanation, but from a different perspective. Some of these considered it beneficial for their children to be able to live abroad in order to experience a foreign culture and learn a foreign language. A few had spouses who had either studied abroad or were studying abroad, and who ended up influencing the decision as to whether and where to study.

One from UFBA had both a spouse and other family members, three brothers to be exact, who had an effect on the decision. “A minha esposa, minha mulher naquela época ela já tinha feito o mestrado nos Estados Unidos e ao escolher um outro lugar teria que ser de língua inglesa porque ela falava inglês e eu também muito pouco mais já falava alguma coisa e ao mesmo tempo que não fosse os Estados Unidos, e além disso tinha dois irmãos que já estavam lá estudando, então a escolha devido a esse conjunto de razões. (*Pra alguém influenciou você para ir para Inglaterra fora tua mulher?*) Meus dois irmãos que estavam lá.” (122b) It must be mentioned, as before, that having family members in the destination country was assuredly a risk mitigating factor.

Professor 322b from UFPE stated that not only did his family influence the decision to study abroad, but they also were a motivating factor as to where. He had three young children, and he wanted them to live and learn in an English speaking country, most specifically England. “(*Porque queria na Inglaterra?*) Eu queria... é uma questão de cultura, eu estava com três filhos, e meus filhos influenciaram nisso e eu preferia que. Era um filho de seis, um de oito e um de dez, então, entre os Estado Unidos e Inglaterra, eu preferi a Inglaterra.” Worth paying attention to is that this professor already had mastery of French, but never considered going to France, only England, even though he only had a rudimentary understanding of the English language. “Não, não falava. Eu comecei a estudar inglês um ano antes, esse inglês comum de nível médio. Minha língua toda é o Frances, eu tinha o total domínio em Frances (*Não considerou ir para a França?*) Não, não considerei. Não queria, eu queria a língua em inglês, eu queria adicionar alguma coisa, queria adicionar.” (322b)

He saw the opportunity to study in England as an opportunity to learn expand his abilities, rather than stay within the comfort zone of a familiar language. Again, this is



an entrepreneurial characteristic: the desire to grow and not being afraid of challenge. “Eu achava que o inglês da Inglaterra era muito mais limpo, mais claro, mais digamos assim, mais na tradição, mais tradicional eu gostava disso e tinham os três filhos que eu queria vê-los educados lá na cultura inglesa. Eu realmente esse fator cultural para mim foi importante.” (322b) Between the USA and UK, the latter was an obvious choice for him for cultural reasons. He had obviously never visited Alabama before making his final decision.

For another professor at UFPE, the same that was the executive, not only did his family influence the decision to study in England, but they also played an important part in keeping his life balanced enough that he could pursue the studies. “Não estava, foi muito difícil os dozes primeiros meses foram muito complicado, e aquela época além de casado tinha três filhos, três filhos novos, meu filho mais novo chegou com menos de um ano na Inglaterra (toda a família foi lá?), toda a família e foi importante para o meu equilíbrio.” Interestingly, he was doing a comparative research that included Brazil for his dissertation, and he opted to have his family to stay in England while he returned to Brazil to collect data. “Eu preferi que minha família ficasse lá, minha sogra na época foi para lá ficou com minha esposa e eu ficava mais tranquilo e fazer isso que você está fazendo agora.” (322c)

From UFRGS, professor 422d chose Germany based upon his wife’s opportunities for education. He had already been accepted to a university in England, which would have been his first choice. She had also applied to England, but obtained entry into a German program, so he decided to follow her instead, so that they both could have the experience. “A primeira é, eu tinha me candidatado pra Inglaterra...e aí consegui a bolsa pra Inglaterra, na mesma oportunidade a minha esposa se candidatou pra Inglaterra e também pro DAD que é uma instituição alemã e aí ela conseguiu na

Alemanha então eu fiquei com a bolsa pra Inglaterra e ela com a bolsa pra Alemanha então nos resolvemos ir os dois pra Alemanha né...e por isso que eu acabei optando pela Alemanha, mas a minha opção inicial era Inglaterra” He was the only professor interviewed with a degree from Germany, and even he would have rather had a degree from an English speaking country. Interestingly, two other professors mentioned they had opportunities to study in Germany and decided not to, specifically because of language reasons.

Another from UFRGS also based his studies on his wife’s education at Michigan State University. “Yes, when I was there I applied to the PhD, and my wife, who was with me, had been admitted to the PhD when we were doing the MS, and she had stopped in the middle of the program to come here (back) so it was really more convenience, I wouldn't say convenience, it was the only possibility if we would like to receive the scholarship.” (422b) He did not specifically say that his wife was returning to Michigan to complete her studies, but it was inferred through his use of the plural “we”. The scholarship he was referring to was one established through a US government agency and a US multinational for Brazilians to study in the USA. It needs to be pointed out that this professor went during the 1970’s.

Professor 512a was also married with children, similar to some of the previous professors mentioned. However, this time it was her husband and children, rather than wife, who affected the decision making process. She chose Canada for both academic and family reasons: “(*Why not Brazil?*) That is the question I got when I applied for a scholarship in Brazil, we have other schools here, yes, but for me with family it would be harder to justify for my family to move to another state and change everybody’s life so I could do my PhD. So if we had to move it would be difficult, if we had to stay nearby, and everybody, my family is doing what they used to do and I wouldn’t be able to

concentrate as I wanted to do for my PhD so I thought I should move where my family would have some opportunities to develop. The primary reasons.”

Her reasoning is thought provocative. She specifically states that moving to another state would be just as difficult, but would not allow her family to have the growth opportunities available in another country. The author would like to point out that this professor was the one who advised the need to pay more attention to entrepreneurial aspects of the dissertation project. When it was relayed to her that many professors used family as an excuse for not studying abroad, she basically replied that they are not entrepreneurs!

### 3.2.3.3. Negative aspects to a foreign PhD

Overall, there were only a few main ways foreign PhDs were considered negative. The responses were evenly distributed between professors with foreign and domestic PhD's. Generally, the professors took this question at its face value and responded about the negative aspects of having a foreign PhD here in Brazil. Most of these answers had to do with difficulties in coming back to Brazil due to the loss of an academic network. A few brought up that they had experienced professional jealousy from professors with Brazilian PhD's. Several mentioned there were no negatives as long as the foreign university was of high quality. Some, however, responded with concerns about the time and experience abroad itself, that there were possible negative aspects to this.

Most common were comments about difficulties in reintegration. One such was a professor at UFPE: “Muito difícil, foi muito difícil, tive momentos de desânimo, não havia interesse nenhum aqui do departamento pelo o meu PHD, pela minha tese, pelo o assunto que eu pesquisei.” (322b) Another from UFRJ: (*Any troubles with reintegrating with the network of professors here?*) it is pretty much like executives who

go abroad.” (512a) She was referring to the repatriation process of expatriates, who go through a form of culture shock after having lived abroad for a period of time, usually more than a year.

One at UFRGS suggested that there might be more of a problem for students who leave Brazil to study in another country without having the linkage come from a university here in Brazil. “Não, Eric, depende, depende, se o sujeito for para a França sem uma ligação inicial aqui com a universidade, ele não está ligado na universidade, ele vai se apresentando, tem uma demanda muito grande por doutores aqui, evidentemente, ele vai entrar no circuito através de concurso, criado concurso para tudo que é lado.” (422f) This suggests that students who already have a Master’s degree might be better positioned to go abroad. They have already been part of a university here in Brazil, so they have a network already developed, which can help with both the transition abroad and the reintegration back.

A few specifically mentioned jealousy causing problems, even to the point of discrimination. Beyond even the normal problems of conflict found in management departments, and the extremely poor levels of cooperation revealed by interviewing professors, it seems that things are even worse for you if you have a foreign PhD. “For the other persons looking at someone who had a foreign PhD, it’s the culture that the people bring to the university. It is a counterculture, the Brazilian PhDs try to fight you...they think that she thinks she knows better because she has a foreign PhD.” (812a) There seems to definitely be bits of jealousy, rivalry, and resistance to change.

The levels of endogamy at USP probably contribute to more conflict between professors with a PhD from USP and those without. Even if it is just rivalry, or ostracism, one professor felt it stemmed from jealousy, and that it has had a definite impact on his career. “Jealous (*jealousy?*). Very much. How would you say

prejudicato? (*Discriminated against...in what way?*) Every way. Every, every, every way. And I had people who once there I had a friend here, a professor here who did the masters there. He didn't have the PhD, he came back. When I was going he said when you go back you will see, and I saw...But that cluster, it's difficult to (*penetrate?*) you have to be unethical, you have to be false, a hypocrite.” (722a) He continued with a discussion of resistance to change on the part of Brazilian educated professors. “When this cluster, we don't allow his guy (*because you are not a member of the cluster*) I was a gente de mudança here. Que trocei muito coisas diferentes que não tinha aqui. E isto aí as pessoas ficam (*com medo e resistente?*) resistente, sim.”

More an institutional problem than a negative is the need for recognition of the degree. There have been cases where a student has studied abroad, only to return to Brazil and find that their degree is not recognized here or that credits do not translate. “Não, não, eu acho que as únicas, algumas formais, que dependem muito até de aspectos institucionais, legais, que tem que fazer a validação, mas isso aí é a parte formal. Do ponto de vista prático, sendo uma instituição respeitada, tecnicamente falando, eu não vejo nenhum inconveniente.” (421c) This shows the need for prior research to ensure that a university is acceptable to Brazilian authorities.

The professor from UFRJ with a foreign degree (512a) brought up the issue of recognition of her foreign degree. Not only is it sometimes difficult, but there are costs associated with the time and effort involved. “Yes, it takes a long time to get your degree here recognized, so you lose money (*you lose money because it takes time...*) it took me a year or so, to get promoted.” (512a) Another agreed: “E tem uma outra questão que acaba sendo formal, que é a questão do reconhecimento do doutorado, porque é um processo que você tem que fazer também.” (611a) One professor had experience as a foreign PhD and as an advisor of students studying abroad: “Yes, it is

more related to the accreditation of the institution. It must be an accredited institution...it could be a real problem. Federal universities receive PhD students coming back from abroad and their degrees must be reevaluated and it might not be accepted; mostly because of the accreditation, but there is a list already of universities that won't be recognized. So they go to Spain for example and stay for 3 months and have Brazilian credits reevaluated." (422c)

There seems to be opportunity costs associated with pursuing foreign education. It is not just in the time it takes to evaluate foreign credentials, but also in the time spent studying. "Personally, the time lag is too long compared to people who stayed in Brazil. Which means that people have developed their careers, their networks, and you just were not there during 4-5 years. This means that you return to Brazil and it means they have 5 years experience and you have nothing. Really negative point I believe." (812a) One professor, who has a degree from Europe, decided he would have been better off studying in Brazil and doing only a sanduiche abroad. He also recommends this to his students: "Eu tenho em primeiro lugar pensado em ficar no Brasil, eu acho que, o brasileiro no exterior perde muito tempo para dominar a língua e para se adaptar, principalmente se for com a família se adaptar a vida, aos costumes, ao mercado, para tudo. Perde muito tempo. Tanto no começo quanto durante então, não é uma coisa boa, é melhor ele estudar aqui..." (322b)

The professor from USP with the foreign PhD explained further about the opportunity cost issue. He did include the problems encountered with accreditation as one of the costs associated with a foreign degree. "Opportunity costs...They don't like to leave the country and state three or four years out...Because Sao Paulo. (*it can be because we to say the same things about New York?*) I told you. Things happen here in Sao Paulo first before anything else in South America. (*And people from São Paulo*

*don't like to leave Sao Paulo?*). I think it's the cost of opportunity. They lose money if they go out. (*If they leave, the four years are losing?*) And comparable, what will it bring you a doctoral from France that is very criticized here. It's depends on the type of doctoral they have there. If it is something it doesn't pass from our (*Accreditation?*) yeah. That's a problem.” (722a) He seemed to suggest that while it might be a problem for any Brazilian, the costs are more of an issue for students from São Paulo, and USP in particular, due to their dynamic environments.

A few mentioned the difficulties encountered in adapting to the foreign country, and that this was an added pressure on top of the hardship of any PhD program. One was 322b, who was included above and mentioned his problems in adapting to the language and culture. Another was a professor from UNB, who did not go abroad partially because of this reason. “Eu acho que é uma experiência rica, acho que talvez... eu nunca. Dificuldade, acaba sendo dificuldade para quem vai para fora de ter que estar inúmeras vezes lidando com as dificuldades de idioma, cultura, então, o fazer fora tem um custo muito maior para quem faz, porque tem que lidar com questões além do que usualmente lidaria aqui se fizesse no Brasil (*eu sei*) tem que aprender o modo de ... como funciona o outro país, como é a cultura. Quer dizer: você tem que fazer uma mudança de vida e ao mesmo tempo dar conta de fazer o doutorado, que tem uma demanda bastante grande. Eu acho, que isso são aspectos que seriam negativos.” (611a)

In addition to the need for adaptation when arriving in the foreign country, and to re-adaption to Brazil upon returning, several professors cautioned about the need to also adapt what was learned abroad. Professors find that when they return to Brazil and try to apply much of what they learned, it is out of context. Something as simple as the definition of what is a “small business” can be quite different: “Quer dizer, ele tem

que ter um pouquinho de cuidado de fazer uma adaptação, por exemplo, eu pego um livro de empreendedorismo e quando eu estou falando em Small Business, aquele livro que está ali, ó. Quer ver, mostra para ele aqui. Small Business aqui (*looking in the book*) é uma empresa de dez milhões de dólares. (*Ah!*) Ou de um milhão de dólares. A nossa small business é small mesmo.” (412a)

A different aspect of adaptation includes the need for adapting to language differences. There are definitely losses in translation, even for a tri-lingual professor: “Language in class....you don’t have the local language to exchange with students. When you are used to saying things in English and translate to Portuguese you can lose something in translation, because business language is different.” (812a) As will be discussed in the “English” section of this dissertation, graduate business programs here required that students understand English, but the reality is that they have limited capacity for English, especially in a functional sense.

Another, from UFRGS, also found problems upon his returning to Brazil, but more because his education had been in France and few students here are able to understand French. “...uma dificuldade por exemplo assim o, no Brasil é predominante o inglês como referencia, to falando agora de revisão teórica essas coisas assim né que predomina né o inglês né...Quando tu voltas tu tem que fazer uma conversão muitas vezes do teu material né, se for na França principalmente tu tem que fazer uma conversão do teu material pra ti poder interagir né com os alunos né e coisa e tal então isso eu acho que é uma dificuldade...mas eu acho que uma coisa negativa mas é que depende da visão de mundo, de eu querer muitas vezes que aqui as coisas sejam como funcionam lá fora né, então por exemplo assim é, pra alguns pode voltar deprimido né muitas vezes, né dependendo da maneira como tu encara e então.” At the end of his comments he mentioned that sometimes students become too



accustomed to living abroad and become depressed or displeased with reality in Brazil. They have trouble reconciling life in both worlds: "...normalmente a gente quer que tenha nos país em que estás as melhores coisas que tinham no país que tu gostaria que tivesse aqui né e quando tu vai no país né, queria que tivesse algumas coisas que tem aqui né, que tu valorizava tu queria que tivesse no outro país...è um prisioneiro de dois mundos né ou de vários mundos." (422a)

The professors from UFRJ seemed surprised that there could be negative aspects to having a foreign PhD. "Not at all I think it's very good...No! At COPPEAD on the contrary, that is what we want. The problem is a different one. The problem is that when the guy goes there and does the PhD there, what we can offer him is not competitive...they hardly ever come back!...It is the other way around...we would love it!" (511a) A few others echoed the sentiment that some students leave for their PhD and don't return to Brazil, and that this can be a problem for the country.

One professor at UFRGS lamented that this is quite common, and has much to do with the problems Brazil faces as a country, and with the lower quality of life here. "O problema maior que eu tenho sentido daqueles colegas, daqueles alunos, daqueles ex-alunos que eu acabei ajudando e apoiando, e levando até alguns deles para o exterior, o problema maior deles, no que diz respeito à volta, não está tanto relacionado com a questão financeira e de integração no circuito acadêmico, não está; ela está relacionada fundamentalmente com os aspectos do dia a dia, a violência urbana impede dele voltar. Então eu tenho colegas, tenho amigos que moram na Inglaterra ou na Austrália, França, evidentemente, e que diz assim: "A violência no Brasil é muito grande e as oportunidades para o meu filho estudar e ter uma boa caminhada em termos de colégio" - colégio, nem está falando da universidade - "são muito melhores aqui do que lá, eu não vou abrir mão; a minha qualidade de vida é melhor por causa

desta ausência da violência urbana, pelo menos o controle da violência urbana que tem aqui". Esse é um problema que os meus colegas estão tendo para voltar, a violência urbana. Esse é um problema sério. Então o Brasil está perdendo cérebros, o Brasil está perdendo, está escoando gente para fora por uma razão muito simples, chama-se violência urbana. É a droga, é o assalto, é essa violência gratuita que tem aqui, de ser assaltado e tudo mais, e o sujeito... Quando tu viste o mundo, quanto tu passeou em vários lugares do mundo, tu conviveu, tu conseguiste caminhar na rua com tranqüilidade chutando lata; aqui tu saís na rua com uma neurose, uma paranóia, todo o tempo, uma coisa impressionante. Então isso não é qualidade de vida. Então vários colegas, vários, vários, vários, vários, que ficaram no exterior, foram para o exterior e não querem mais voltar, eles resistem em voltar exatamente por causa disso. (*Por causa da violência*). Lastimavelmente." (422f)

It seems that the challenge to help transform the country might be too much for some, and they choose to do what they deem best for themselves and their families. Who can blame them? On the other hand, some individuals professed they returned to Brazil to try to make it a better place, and they seemed to have a strong social conscience. The professors at UFBA seemed to be extremely concerned about contributing to the improvement of specifically their city and state, as well as the country.

#### 3.2.4. Who influences the decisions

The decision to undertake graduate studies in a foreign country is a complex one. Many of those interviewed relayed that they were influenced by diverse people, and that various connections with both Brazilians who had foreign experience and with foreigners themselves helped make the decision and act upon it. It is important to note that of the several professors who had the opportunity to study abroad and didn't, the

opportunity itself came about through contact with foreigners or with Brazilians having foreign experience. Even the established exchange programs some Brazilian management departments have generally come about and are maintained by interpersonal connections, which are integral in facilitating access to the programs.

The three most important categories of influential people seemed to be academic advisors, Brazilians with foreign experience, and foreigners themselves, especially foreigners that study Brazil (so called Brazilianists). The first two categories explain why some universities are more associated with sending students to a particular country, for example UFMG with England and UFRGS with France. Once established, these networks seem to be self-reinforcing. A few subjects interviewed stated that their Master's advisors had no influence at all on their decision, but many acknowledged they played a role.

Two professors with domestic PhD's, both self-avowed nationalists, chose to study here in Brazil because their research interests were oriented towards Brazil. The first, from UFMG, might have had some influence in the matter, even though he himself was a foreigner. "Ele também estava estudando gestão pública brasileira...então ele tava interessado no Brasil, então não tinha motivo...já teve incursões da psicologia, estudou os britânicos, mas o interesse dele era pelo Brasil." (211a). Her advisor, even though a non-Brazilian, was a Brazilianist, interested in studying national topics, and she herself was only interested in these topics.

The other, also interested in studying Brazilian issues, had the opportunity to study in Spain. She was invited by a management program there, arguably due to having a connection through her Master's advisor, who had a PhD from Spain. (*Onde ela ganhou o doutorado dela?*) Ela, na Espanha". Even though she had this opportunity, she decided to stay in Brazil.

It seems that her research interests, along with the opportunity and financial support to continue from MS to PhD at UFPE was the deciding factor. “Era o que eu tinha pensado, porque na Espanha, eu estava conversando com um professor para fazer na área da ciência da informação, porque a minha formação original de graduação é bibliotecomania então, eu fiz o mestrado em administração e aí apareceu essa oportunidade. Eu conheci um professor o campo de pesquisa dele me interessava na área de ciência da informação aí eu pensei em retornar para uma área original, mais depois com a possibilidade do upgrade em Pernambuco. Eu me submeti a um processo de seleção o upgrade foi aprovado e eu resolvi ficar e continuava na área de administração.” (411b)

A few other domestic PhD's did partake of PhD sandwiches, and were helped by having either foreign contacts, or advisors with such contacts. One was 711a, from USP: “Foi um convite. Eu já estava fazendo mestrado havia interesse da escola de também atrair alunos brasileiros que faziam cursos lá.” Another was from UNB, with at PhD at USP: “(E onde você fez o sanduíche?) Eu fiz na Inglaterra...Por que este meu orientador tinha contatos...e conseguiu que eu tivesse um aceite lá com facilidade.” (621b) Worth noting is that this was not one of the established programs at USP, but a personal connection made through his PhD advisor in particular. “Na verdade não era uma rede vinculada a Sociologia da USP, mas um contato muito mais pessoal do meu orientador. (Ah, sim, especificamente do seu orientador?). É, exato.” (621b)

This same professor actually chose USP not based upon advice from his Master's advisor, who was at FGV-EAESP, but instead because he knew his potential PhD advisor at USP had a connection with England, and could help him do a sanduiche in that country. “(Ele (MS advisor) influenciou você para ficar no Brasil para fazer o doutorado e fazer o sanduíche, ou era sua vontade fazer?) Não, ele não teve influência

nesse aspecto, não. Eu tive influência para fazer o doutorado a partir do meu ambiente de trabalho. E procurei a USP, como eu lhe disse, por que tinha um orientador que eu já conhecia, não esse do mestrado, o outro, o professor Henrique Hatner. *(E você sabia antes que ele tinha um contato lá na Inglaterra?)* Sabia, sabia.” (621b)

COPPEAD is arguably the most internationalized program in Brazil, and its professors and students have contacts around the world. They also have visiting professors on many occasion, and one PhD student at UFRJ took advantage of this opportunity to establish a relationship which helped him go the USA to do a sanduiche. “Meu orientador lá foi o professor Walter Zin, ele é brasileiro inclusive, mais teve aquela coisa. *(Como você conhece ele, conhece ele antes de ir para Ohio State?)* Justamente, porque o grupo que a gente tinha aqui no centro de logística fazia ensino, pesquisa e consultoria, e fazia eventos na área, trazia professores de fora. E numa dessas oportunidades que ele veio ministrar palestra, aí, eu o conheci.” (521b) The fact that the foreign professor was also a Brazilian underscores the importance these networks can have, both formal and informal.

The advisor seems to hold an important position of influence over academic decisions, at least for many of those interviewed. Even some advisors without foreign experience push their charges to go abroad for experience and development. “Discuti com o Reginaldo que era meu orientador na época. Eu ganho mais se eu sair e agregar informações, agregar novas experiências, a UFBA ganhará mais do que se eu ficar aqui...Ele falou: “Você só tem essa chance a nível acadêmico, se você ficar aqui você não vai crescer, você vai ficar na média”. (112a)

Another professor did not heed the advice of his advisor, who wanted him to go to the USA for his PhD. He remembers that she pushed for the USA because there were many professors at FGV-RJ who had degrees from US institutions. *“(O orientador*

*influenciou você para fazer o doutorado aqui no Brasil?)* Não, ela na época minha orientadora ela me disse que eu deveria tentar nos Estados Unidos, tentar o doutorado nos Estados Unidos...Porque vários professores da GV do Rio tem doutorado nos Estados Unidos.” (622b) This particular person decided instead to go to England, because the specific research area of performance management was more highly developed there than in the United States, in his opinion. The professor he went to study with was well-known in the area. “É eu fui para Inglaterra. Eu terminei o meu mestrado em 1995 e eu fui para a Inglaterra em 99 quatro anos depois...Eles tem a Inglaterra bastante desenvolvida nessa área então, eu fui para fazer esse trabalho com ele, e fui para fazer com ele.” (622b)

The reason for his decision came from a relationship he developed with this English researcher, who was at Aston. “*(Por quê você escolheu Aston?)* Porque eu conheci em 1998 um professor chamado Tony Glover que era professor da Universidade de Aston e travei um contato muito bom e ele me convidou para ir fazer o doutorado.” (622b) He met Dr. Glover through another Brazilian student who was abroad at the time. “Ele foi orientando de uma amiga minha. Orientador de uma amiga minha que fez mestrado em Aston e eu trabalhei com essa moça na prefeitura do Rio em 1994 aí, essa moça me indicou um professor Tony Glover e aí eu comecei a conversar com ele por email.” (622b)

The majority of the foreigners who influenced Brazilians to study abroad were apparently met through academic avenues, such as John Childs from England. This included one student who, while traveling through Europe, made a point of encountering a professor whose work he had been exposed to by visiting the professor’s university. “Só eu, isso foi porque eu descobri o mestrado também por coincidência porque quando eu sai da Yugoslávia comecei a rodar pela Europa viajando e todo mundo e

todo o lugar que eu ia terminava indo na universidade na biblioteca e passando pela Itália eu tinha ido para Milão visto a biblioteca, conheci alguns professores e eu tinha lido um livro de um professor que se chamava Paulo Perini que era da universidade de Veneza ai eu resolvi ir lá.” (112b)

Another, who had desired to go abroad for a while, knew someone, who knew someone, and so on. “Tá, eu procurei um, eu conheci um alemão dessa universidade... um professor, dessa universidade, mas ele era de outra área, ele era da área de filosofia...e aí ele disse “olha eu tenho um amigo, conheço um professor lá que trabalha nessa mesma área, eu posso falar com ele pra ver se ele tem interesse em te orientar”. E aí eu comecei a fazer... Ele fez o primeiro contato, e aí eu comecei a escrever e acabei então indo pra lá né.” (422d) It seems that having a contact of some form to help initiate and facilitate the transaction can be paramount in actually succeeding. One who had a MS from the United States decided to return to America to do her PhD. “...eu tinha essa oportunidade de encontrar com esse professor que era de lá. (*A conexão com este professor*). É...Que foi o meu orientador depois.” (412a)

Foreigners influencing the decision were not necessarily located in Brazil at the time of their input. One was already involved in studying in one country when she was counseled by her advisor to not stay in that country, to consider a different one for her PhD. “Mas chegando em Portugal eu encontrei um professor português que morava na França e que dava cursos para a gente a cada período, então esse professor português, francês, conversou comigo, que ia ser meu orientador, e me sugeriu que Portugal não era o local adequado para mim fazer o estudo comparado que eu queria. Apesar de ter algumas características semelhantes ao Brasil, era muito pequeno em dimensão e não dava para mim fazer a pesquisa. Então, me sugeriu duas opções: ou Alemanha ou Espanha.” She ended up studying in Spain. (112a)

The role of advisor is emphasized by the comments of professor 422f, from UFRGS. He personally claimed responsibility for sending numerous students to other countries, in particular France. “(Você acha que o orientador tem muita influência sobre onde os alunos vão para o mestrado, doutorado?) Sim, sem dúvida, sem dúvida! Aliás, o orientador é uma peça que vai levá-los para lá e para cá, com toda isenção, com a procura da isenção, né? Eu acabei levando alguns para alguns outros lugares que não a França, né, então é para os Estados Unidos, para a Inglaterra, para a Espanha, etc., e para a França, bom, maior para a França porque eu conheço um pouco mais de gente lá, acabo influenciando, aí influencio, eu sei que influencio.” (422f)

He himself had studied in France and developed a series of relationships and networks while there. This definitely helps him when he desires to assist a student go to France. “Ah, sim, eu levo o pessoal para lá, encaminho para o doutorado, intercâmbio de graduação, intercâmbio de pós-graduação, doutorado, tudo eu. Onde que tiver... Quem manda definitivamente a partir dos anos 90, quem mandou definitivamente os alunos para a França fui eu, de graduação.” His prediction that UFRGS will continue sending students to France is an irrefutable evidence of path dependency. “Eu penso que sim porque as coisas que nós estamos amarrando e fazendo, cada vez são mais fortes em relação a isso.”

One who did his PhD in France was influenced by several of his professors. “Grenoble, because two or three of the professors in my Master’s degree came from there. I wanted to go to the USA but the application forms were difficult to fulfill.” (422c) So even though his desire was the USA, he chose France because it was easier, possibly because of the help and aid his Master’s professors provided. As previously state, it needs to be remembered that UFRGS also had long standing exchange programs with the French educational system, which had to have been established by



individuals: universities do not establish exchange programs, individuals within universities do.

UFBA had several established programs for exchange. One student took advantage of a program with Portugal to begin her foreign studies. “E foi um contato que a gente teve aqui na UFBA com o Tribunal de Contas do Estado da Bahia tinha um convênio com o Tribunal de Contas de Portugal. E através desse contato de estudo, de pessoas que vinham e que iam, a gente teve acesso a Universidade Técnica de Lisboa.” (112a) She later moved to Spain for her PhD, which also had an exchange agreement with UFBA. “Aí fui para a Espanha, e tinha um convênio com a Universidade de Santiago de Compostela através da Agência de Cooperação Espanhola com a escola que facilitava esse intercâmbio e aí uma professora lá de Santiago, quando eu fui a Espanha, me convidou para fazer a entrevista. Então, eu fiz a entrevista, fui aprovada e eles me facilitaram muito, me deram bolsa, me deram as condições para a pesquisa foram dadas na Espanha, além do objeto do estudo está focado também, ser compatível.” (112a) She notes the active participation of a Spanish professor in the evolution of her educational career, even though it was through an established program.

Even if the advisor does not directly influence the decision, they can still be responsible for opening up doors and establishing connections for the student. The most obvious connection an undergraduate or MS student in Brazil will have with international networks is usually through their professors, as they themselves have limited experience and exposure, for the most part. A subject from UFBA had already decided to study abroad, and his advisor ended up being of great assistance, even though she did not directly help him make his decision. “*(Ela teve influência sobre você, sua escolha para ir para França para o doutorado? Ela falou para você ficar aqui*

*ou faz o que você queria fazer?)* Não, porque eu sempre tive esse perfil muito engajado, sabia muito o que eu queria, então...Não, agora ela contribuiu muito pela rede de relações que ela dispunha, ela realmente abriu as portas, sempre teve essa relação de cooperação internacional muito forte e tal, foi uma pessoa que contribuiu muito para a internacionalização do programa aqui e tal.” (122a)

Through this advisor, he made contacts with foreigners who helped him accomplish his goal. “Então, ela facilitou muito, através dela eu conheci o Jean-François...eu poderia ter ido para Montreal, tinha tudo a ver com o que eu fazia, e através dela eu consegui uma carta de aceitação de uma professora na França, socióloga, que pôde me acolher no doutorado.” (122a) Furthermore, through this Jean-François he ended up expanding his foreign network greatly. Similarly, a professor at UFPR was counseled to go to the USA by her advisor, but did not do so, and through different personal connection made it to Canada. “I knew someone from Canada that could help with the transition. (*Why was USA first choice?*) Because my supervisor in the MS at UFRGS was from Harvard and she thought it would be best to go to a top ten US school.” (812a)

Similarly, there was apparently one professor at UFMG who had a lasting effect on more than one student’s academic careers, and on the nature of international networks for the management program. One subject interviewed said it wasn’t his advisor, but rather a professor who taught him in one of his classes at UFMG, that helped him on his way. “Não, não. (*só uma colega?*). Foi uma das professoras que eu tive aula.” (222b) This woman, Suzana Braga, was spoken about by many at UFMG during their interviews and outside of the interviews. She did not have a role in this professor’s initial decision, but it is probable that his education would have been very

different if not for her. “*(Ela convidou você, ou você foi para lá para pedir para ir lá?)* Não, não, ela abriu a oportunidade.” (222b)

While the author was at UFMG he met Suzana, but at a lecture sponsored by a private university. She was hosting John Childs, a well-known British researcher and Brazilianist. Her efforts at internationalization of Brazilian education are widespread, especially in Minas Gerais, and have both influenced and assisted numerous students. “A Suzana ela tinha o canal para contato e ela falou topa, vocês querem tentar aí, uns toparam e outros não toparam. “Foi uma oportunidade que eu tive, tinha um acordo com a professora Suzana...e eu queria cair fora eu queria talvez também estabelecer em termos profissionais e foi uma oportunidade que a professora Suzana me indicou e eu peguei.” (222b)

Even though the previous subject was not influenced by Suzana, she did have extensive sway over other participants. One such case was 222a: *(E para o doutorado quando você foi para Cambridge, por que você escolheu Cambridge?)* Foi a minha orientadora que na verdade me falou de Cambridge, eu na verdade não foi tanto uma escolha minha, foi ela me falou: “Olha, você vai trabalhar comigo...” *(A Suzana?)* Suzana. “Depois você pode ir para fazer o doutorado fora com o John”, que era um amigo dela há muitos anos. Então, na verdade surgiu, não houve uma escolha, surgiu essa oportunidade e, é claro, eu aproveitei a oportunidade.” (222a) On top of her influence, she made the connections between John Childs and other foreigners with the Brazilians.

Suzana herself obtained one PhD in England, at Aston, and that is at least partially responsible for her extensive experience and associations with English academics. “*(Acha que ela influenciou você também? É mais experiência voltando de Inglaterra?)* Mais, mais mesmo essa minha busca por uma universidade inglesa...

Suzana Braga, ela fez o doutorado se eu não me engano aqui, e depois ela fez um doutorado em Aston, o pós-doc dela em Aston, depois ela foi para a Universidade Birmingham, ela foi lecionar lá. *(eu sei que alguém estava falando que ela tinha um pouco de influencia entre algumas pessoas aqui)*. Tinha, tinha realmente, ela tinha um bom referencial em Cambridge, aí ela mandou alguns alunos para Cambridge.” (222c) Because of this experience that she has, Suzana is a trusted reference and was sought after by students at UFMG during her time there. “Eu confesso a você que eu cheguei a procurá-la para poder me direcionar para alguma instituição inglesa.” (222c).

Another relic of Suzana was participant 222a, who was highly influenced by Suzana. “*(Seu orientador de mestrado, Suzana, ela obteve o doutorado dela lá em Cambridge?)* Não, ela esteve em Aston, com David Rickson. *(Acha que ela influenciou você para ir para fora?)* Totalmente! 100%.” He actually believed that without Suzana he would not have even left Brazil to study at all. “*(E se você não a tivesse como orientadora, tinha uma outra pessoa, por exemplo, que não tinha experiência lá fora, você acha que você também ia para fora?)* Não, eu acho que não, acho que eu teria feito no Brasil.”

He himself is continuing the tradition, as he attempts to persuade his students to go abroad. “Por isso que hoje eu empurro os meus estudantes para fora porque a Suzana me empurrou para fora e eu quero empurrar os meus alunos para fora.” He also seems to be maintaining the relationship with Suzana, and extending it to another generation of academics. “Eu tenho um amigo agora que está aplicando para ir para Rotterdam, onde a Suzana agora... Na Erasmus. Então, eu estou falando com ele: aplique para ir para fora. Ontem, depois daquele seminário, eu encontrei com um aluno meu, ele já morou, ele tem 29 anos, ele estudou aqui, estudou na Alemanha, ele morou nos Estados Unidos, estudou na Alemanha, trabalhou dois anos e meio na Áustria, fez

um máster em Aston com John...Eu mandei cinco estudantes meus para fazer o máster com a Suzana e o John, que eles têm um máster em Negócios Internacionais.” (222a) The personal connections seem to supersede the actual location of study, as the students seem to be being sent to individuals abroad, and through the avenues established between these people and the Brazilian professors, rather than merely to a country in general.

Professor 222a also helps his students gain financial support for studying abroad, and is aware of opportunities available from other countries. “Tem bolsas. (*Tem bolsa no Brasil?*) Não, bolsas da Inglaterra. Então, isso na PUC eu estabeleci um acordo com a Holanda, então os estudantes...Eu dava aula no curso de Relações Internacionais, eu falava todos os dias para os meus estudantes: vocês têm que ir para fora, vocês tem que ir para fora, vocês tem que ir para fora. Então, vários foram para convênios com a Holanda, esses foram para fazer o máster na Inglaterra. Então, assim, da mesma forma que a Suzana fez comigo eu faço com os meus alunos: tem que ir para fora.” (222a) This seems to be something that many professors who don’t have personal experience abroad are not aware of: that scholarships from the foreign governments and private agencies are available for Brazilian students. Therefore, Brazilian students who have an advisor without foreign experience might be at a disadvantage in being aware of opportunities not only for study, but for financial support.

The legacy Suzana has established has spanned several generations of students and professors. Not only she, but many of her protégés are sending students abroad, mainly to England. “Tem alguns professores que foram para Aston...Isso também me incentivou porque alguns professores que foram daqui para lá eles vivenciaram e trouxeram a experiência de lá e falaram favoravelmente. Eu conversei com o Francisco Vidal, conversei com Ivan Beck e eles também me incentivaram a ir para a Inglaterra

(*eles já influenciou você*) Isso, trouxe essa, porque é bom, assim, quando você esta mapeando as instituições para ir toda a informação que traz de fora para você ela é computada, você tem um ganho muito grande.” (222c)

This personal connection and firsthand experience is valuable in convincing a student to follow in their footsteps. It again might be related to risk avoidance characteristics on the part of Brazilians, just as word of mouth can be important for trusting products and the importance of “brand name” in Brazil. According to a professor from UFMF: “Então se alguém chega para você e diz que lá é bom, você acredita muito mais em que passou para você essa visão, essa vivencia do que provavelmente você lê no folder que lá é pobre (*é mesmo*) isso realmente surti um efeito mais concreto.” (222c)

Another individual decided to choose a European university because another Brazilian student she knew had studied there and enjoyed the experience, so the reference helped. “E por essa universidade um colega meu fez um curso lá e eu fiz uma seleção e aprovei.” (112a) Interestingly enough, her decision was apparently not the best one, as she ended up changing countries later on. At least one interviewee had a family connection that helped lower the risk factor. He said he chose England because: “Meus dois irmãos que estavam lá.” (122b)

A professor at UFRGS pointed out that he was definitely worried about the risk factor. Due to this, he limited his decision to the university where some of his professors had obtained their education. “I wanted to minimize the risk of going abroad. I was 24 at the time very young I had just gotten married and had my wife with me. I had some references at Michigan State. I had some knowledge of the university. Some of my professors here at undergraduate were students at Michigan State so I was saying, well, I will go to a place where my professors have been and that was basically

it. The other options were Minnesota, the University of Minnesota and also Brown university and one other tiny one in Ohio. I don't remember the name. I didn't apply for these things.” (422b) Generally, not just with deciding on a graduate program, the more information one has, the less risk there is in making any given decision. Many of these people seem to take this into account and use their personal contacts to minimize the risk of making such a momentous decision.

One person who did his Master's degree at UFSC and his PhD abroad discussed how having foreign professors at UFSC influenced him to study outside of Brazil. Many of the professors in production engineering there were from India. “(*Para você o seus professores influenciou sua decisão para ir?*) Sem sombra de duvidas. Nas conversas na chance que eles tiveram...” (322c) Apparently they had a lasting effect, because he related that one of his sons ended up doing a study abroad much later in India. “Eu não tive chance por exemplo, que morar no exterior e fazer intercambio que eu acho que é uma coisa muito boa, meus filhos tiveram esse privilegio, não só porque me acompanharam e um deles o mais velho que hoje trabalha na Souza Cruz no Rio foi aluno nosso aqui de administração ele passou seis meses na Índia naquele programa da AICEC Associação internacional, muito interessante (*na índia*) na índia foi Bangalore.” (322c)

An interesting fact, and one that is important to note, is that many times personal and professional connections might not succeed when trying to study abroad. One example was from a professor that was trying to leave Brazil to do a PhD , due to pressure from the military dictatorship. “Na época eu fui em 1973; 1974; 1975 e para dizer que não tinha oportunidade eu tinha, era um momento muito difícil no país, eu tinha um conhecido (*que*) foi para a Holanda fazer um curso e houve uma repressão muito grande no Brasil 1971. Eu escrevi para ele e ele mandou umas coisas que

existia na Inglaterra na cidade de Brighton acho que era Brighton e algumas coisas no México, mais isso não evoluiu, não evoluiu.” (322c) Even though he tried, he did not manage to leave. However, at least he had a possibility, as he noted, whereas someone who didn't have a foreign connection of some sort would have had much less of a chance than he had.

### 3.3. ALTERNATIVES TO FOREIGN GRADUATE DEGREES

Professors at several universities promoted the idea that a student does not have to pursue an integral PhD in another country in order to expand their horizons and develop culturally. Several cited extensive foreign travels, participation in academic conferences in foreign countries, and student exchange programs during high school years. Others supported the ideas of doing PhD sanduiche or post-PhD's in other countries, to balance an education otherwise restricted to Brazilian institutions.

The PhD sanduiche seems to be a uniquely Brazilian phenomenon. It has a parallel in the United States called “transient” student, but it is not perfectly congruent. The term “sanduiche” itself is completely unknown in other countries, which can be detrimental to a Brazilian student's efforts in obtaining the support of a foreign professor or program for the endeavor. A transient student in the USA is one who spends a period of time, usually limited to one or two semesters, at a university other than where they are seeking a degree. This is sometimes to gain access to facilities or faculty, both of which might help in the student's research. This is not to be confused with cross-registration, which is merely taking classes at one university while enrolled in a degree program at another, through a reciprocal permission.

If CAPES and Brazilian universities are going to promote the sanduiche concept, it is important that they convey the concept to foreign universities. One particular professor from UFRJ had personal experience with this problem. He stayed for four



months in Ohio, at The Ohio State University. He went to study with a Brazilian professor who was teaching at OSU, and who had lectured at COPPEAD as a visitor; which also underscores the importance of networks described in the previous section.

One of the reasons he chose his destination was because the Brazilian professor was familiar with the *sanduiche* concept. “*Você pensou em outras universidades lá nos Estados ou Europa?*) Ele estava mais familiarizado com o conceito do que é o doutorado em São Luis (*St. Louis*) por ser brasileiro. Para a visão de outros professores norte americanos, por exemplo, você faz o doutorado lá fora ou não faz, o resto é bolsista. Então, essa coisa do *sanduiche* isso não existe (*ninguém sabia*) É ninguém sabia! Ou você vem para cá os quatro anos..... não existe (*Ainda brasileiros tem problemas de ir para Estados Unidos para sanduíche, porque muitos lá nos Estados Unidos não entendem idéia?*) Não, não entende o que é isso, o que você está fazendo aqui.” (521b)

### 3.3.1. Domestic PhD's ideas about the PhD *Sanduiche*

Few interviewees actually spoke ill of the PhD *sanduiche*, and it has become highly promoted by CAPES in recent years, mostly to promote internationalization, reduce endogamy, and increase research ties. Indeed, one person was told by her advisor to do a *sanduiche*, instead of a post-doc, but ended up doing neither. “Olha, eu acho que acaba sendo bastante comum sim. No doutorado eu tinha até pensado em fazer um pós-doc , meu orientador que não quis. Pós-doc não, um *sanduiche*. Ele falou: há, não. Deixa para fazer no pós-doc., e acabei não indo.” (611a) Her reason for not leaving was her family life, specifically having children.

The program evaluations done by CAPES place a definite emphasis on internationalization, and professors are paying attention, as this dissertation discovered they quite concerned about their CAPES rankings. As related to this subject, professor

321a spoke: “Well we have here a program because internationalization is a good thing for pontuation, not only for me but for the program. We always encourage people to do like sanduich.”

Some believe an integral PhD is better, but that a student who cannot partake of such an experience should at least do a sanduiche. Other professors believe a domestic PhD to be better, and that is should be supplemented with a foreign sanduiche. There didn't seem to be much difference in opinion between professors who hold foreign PhD's and those with domestic; however, any professor with foreign experience seemed highly accepting of the adequacy of a domestic PhD with sanduiche, perhaps due to personal experience. One professor, who began his PhD in the USA but stopped to return and do a PhD in Brazil, said: “I would orient them to do a PHD in Brazil and do a sandwich program in another country, I think a PHD student should have an international experience but do his PhD in Brazil.” (821a)

Another along these lines was a professor at UFMG, who stayed over a year in the United States on sanduiche. “Eu fiz na Universidade do Texas em Austin...Eu fiquei um ano e meio.” Interestingly, he relayed that although the primary motive of a sanduiche is research, he availed himself of the opportunity and took a variety of classes while in Texas. “Outra coisa também é que eu fiz disciplinas mesmo, matriculada, eu fiz quatro ou cinco disciplinas como aluna, embora não seja o objetivo do doutorado sanduíche a gente fazer disciplinas, mas eu fiz, quis fazer e foi muito bem, não tive problemas para fazer.” He also advises his doctoral students to do a sanduiche as well: “Eu faço o maior esforço para que eles façam o doutorado sanduíche, eu agora tenho um orientando fazendo, está em Portugal e incentivo muito, sempre que as condições deles, principalmente familiares permitem, eu incentivo muito essa experiência.” (211b)

Another, who was a PhD candidate at USP, also did not see the need to leave the country for an entire PhD when the sanduiche was an option. But he did believe that a sanduiche abroad was necessary for the foreign experience. “Porque a USP era suficientemente boa comparativo as universidades estrangeiras e com a internet hoje em dia o acesso as informações, não vi a necessidade de fazer fora todo o programa, mais sim uma parte sanduíche.” (321c) He ended up doing two sanduiches, one at Vanderbilt University in Nashville, Tennessee, and the other in Alabama at the University of Alabama, which is the best university in the world. At least in football. And some of their classes actually require reading books!

A different reason for a student to do only a sanduiche abroad and PhD in Brazil is that the younger the student, the more likely they are to have problems living away from Brazil, away from home, for such a long period of time. She suggested that: “Eu vou falar para ela fazer aqui no Brasil com a possibilidade de fazer o sanduíche no exterior, que eu acho que é importante a vivencia no exterior mais acho também que as vezes. Depende do aluno, se o aluno é muito jovem também ir para o exterior é um sofrimento bastante grande, então como aqui tem um programa, tem programas bons programas então, eu acho que ele faria uma parte aqui e vai uma parte lá fora para ter essa experiência também que eu acho importante.” (411b)

Several, even though concerned about endogamy, were convinced that a student does not need to go abroad to avoid it. One such was 221b, also at UFMG. When asked how he advised his students to choose a PhD program, he responded: “Que façam fora do espaço onde fizeram o mestrado para evitar a endogenia. Que eles saiam. Ou se não sair, pelo menos façam um período de doutoramento sanduíche fora do Brasil.” He did not truly believe an entire PhD abroad was as pertinent today as it was before. “O doutorado inteiro eu acho que hoje não se justifica mais, pela própria

diversidade que você tem no Brasil de cursos, não se justifica, eu acho que tem muito apelo aí, um apelo simbólico de se estudar no exterior, full time no exterior tem um apelo mais simbólico para quem vai fazer.” Instead, he relies upon the sanduiche and post-PhD: “Eu acho melhor fazer o sanduíche ou pós-doutoramento...Essa perda do seu local de referência é muito grande por quatro anos; você ficar um ano, um ano e meio no máximo já te dá menos possibilidade de você perder essa referência. Então, a sugestão é que se faça um período mais curto de permanência fora do Brasil.” (221b)

COPPEAD supports the idea of a sanduiche, and some students are attracted to UFRJ precisely for that reason. One was 511a: “And you know one of the things that attracted me is that there was a possibility of doing a, do you know what a doctoral sanduiche is? There was a possibility of doing that. I did that I went to Warwick university in the UK.” Part of the attractiveness was being able to do some research in the other country. I'm doing part of my research in a different country in a different environment you know that, and at the same time it was easier.” And she could also sustain her career in Rio, which she couldn't have if she spent four years or more abroad for an entire PhD. “I could do some work so it was easier doing it here.” She supports foreign educational experience, but mostly for the cultural exposure, and not necessarily the academic experience: “Which is one of the reasons go abroad because it's a way of really a really immersing into a culture, and I didn't need that. I figured that it was a right decision.” (511a)

USP also attracts students because it offers good opportunities for sanduiche. This was the case for interview 621b. “Eu escolhi a USP por que havia um processo de seleção chamado “Escolha direta pelo orientador”, e eu conhecia um dos orientadores da Sociologia da USP que poderia me abrir portas para um doutorado sanduíche...(Sabia que você podia fazer o sanduíche, né?) Sabia e eu queria.” His

efforts were made possible by contacts his advisor had, and indeed this influenced his choice of destination, which was England. “Por que este meu orientador tinha contatos...e conseguiu que eu tivesse um aceite lá com facilidade... um contato muito mais pessoal do meu orientador. (*Ah, sim, especificamente do seu orientador?*). É, exato.” (621b) This same individual promotes the sanduiche to his students, the longer the better: “O sanduíche é bom, eu diria que se a pessoa fica mais de um ano, é melhor.”

One of the more important aspects to a sanduiche is the development of personal academic networks. Having foreign experience is necessary and helpful for developing international networks, which can be most beneficial in research and publishing. As included in the part of this dissertation concerning foreign journals and publishing in English, most professors believe that having a foreign partner can help papers get approved. This might be because of the language barrier, or possibly training in methodology, but it is widely accepted among those interviewed that professors without foreign contacts are at a disadvantage when it comes to research and publishing.

This was exemplified by professor 311a, at UFPE. He himself had few foreign contacts, and encourages his students to do a sanduiche specifically for this reason. He said: “Sim, sim. Eu acho que doutorado nós temos boas condições de preparar o aluno aqui, mas é muito importante a experiência no exterior porque na realidade, como eu estou dizendo, eu não tenho tantos contatos fora, mas é porque eu não fiz um sanduíche, né? Quer dizer, eu quanto a certas situações eu não saí para sanduíche. Então, sanduíche eu acho que é uma experiência fundamental na formação de um doutor. Então, é fundamental essa formação, em termos de sanduíche, porque eu acho importante.” (311a)

The sanduiche not only is deemed better by at least one professor because it (usually) guarantees the student returns to Brazil, at least long enough to finish their doctorate. “Eu acho que os melhores vasos é fazer aqui e fazer uma bolsa sanduíche. Por quê? Porque ele continua, eu acho que eu conheço muitas pessoas que vão embora e não voltam, e acho que isto é ruim para o país, porque ele foi lá financiado por nós e ele acabou arranjando um emprego lá e não voltou.” (711b)

### 3.3.2. Foreign PhD’s ideas about the sanduiche

As with many of the domestic PhD’s, a number of foreign PhD’s, when asked specifically about whether a student should do a foreign PhD or a domestic PhD with a foreign sanduiche, they chose the latter. This is even though some had previously said that a student should go abroad, but the word “sanduiche” seemed to stimulate a slightly different response. Several made reference to the fact that information technology has reduced the need for doing a PhD abroad, as academic resources can just as easily be accessed here in Brazil. One even said that this was a reason *not* to do the sanduiche, to do the entire PhD abroad. Others focused on the cultural and international experience as beneficial.

There were various reasons for supporting a domestic PhD with a foreign sanduiche. One was due to the cost of doing an entire PhD, assuming that the cost of either would be covered by CAPES. “In Brazil now there is a question and a financial question that is always important. It may be in the States as well, but the thing is that it's very expensive to study overseas and you're not going to get financial aid of from Brazil to do this unless it's some area in which there are not recognized doctoral programs in Brazil. So they have the idea of the sanduiche here in which you do a year were six months or to a year in another program kind of a co-orientation.” (612a) Again, as has been mentioned elsewhere in this dissertation, it seems that the

professors only think of financial support coming from CAPES. They truly seem unaware of scholarship opportunities from other countries.

Another kind of cost, but not a financial one, was opportunity costs. Several professors mentioned this when referring to not doing an entire PhD abroad, or negative aspects to a foreign PhD, and one specifically recommends his students do only a *sanduche* to avoid losing out while away. Four years or more can be a long time to be “out of the loop”. One foreign PhD actually regrets having done his entire PhD abroad because of this, and wishes he had done a PhD in Brazil and a *sanduche* abroad. “Se eu fosse recomeçar tudo de novo, eu faria tudo como fiz? Não, eu faria no Brasil (*Mesmo, por quê?*)...eu faria o doutorado aqui com apenas o *sanduíche* (*sanduíche, por quê?*) Por causa do tema que eu queria estudar, que era o financiamento da educação do Brasil. Eu poderia ter pesquisado ainda mais, e eu me desvinculei durante quatro anos de um momento importante que o Brasil passava...Depois, eu acho que realmente teria sido melhor se eu estivesse feito aqui com o *sanduíche*, claro!” (322b) He lost out on both networks and on research opportunities that he believed would have been better served here in Brazil.

Such concerns are especially true for São Paulo, according to 722a: “Opportunity costs...They don't like to leave the country and state three or four years out...I think it's the cost of opportunity. They lose money if they go out...That's the reason I told you I prefer and I do a master's and a doctoral and then to a post doctoral in the U.S.. (*or a sanduiche?*) the cost opportunity.” He gave an example of a former student who did this path: “I have a friend, he went to Georgia, the city. He was not mine, I was not an adviser of him, but I was on his banca, but he had a doctoral *sanduche*, and he went to Georgia..He went before to Vanderbilt and stayed six months there and it was excellent. And he liked it so much that he went to Georgia and you spend one year.”

He suggested this avenue to help combat endogamy and promote the introduction of new ideas. “Excellent. That’s a good thing, master, doctoral and sanduiche. Or post doctoral. (*to get the experience abroad but not lose the chances and opportunities?*) To get new ideas. (*So that can actually help with problems of endogamy if they have the exposure*) Yes.” (722a)

Other professors also attributed the sanduiche with ameliorating endogamy. One was from UFRGS, which is always encouraging forms of exogamy. “Eu recomendaria para ir para o estrangeiro ou fazer o doutorado sanduíche, para ter uma experiência diferente, principalmente se o aluno só estudou aqui. ...É mais difícil, eu acho que eles não tem a mesma oportunidade de quem muda de orientador, muda de escola; ficam limitados. Então, a única compensação é eles fazerem o doutorado sanduíche.” (412b)

Some mixed the need to see how other universities worked, which is a form of exogamy. Although for many the entire PhD would be better than just a sanduiche, any form of foreign experience was seen favorably. A professor from Bahia said: “Eu acho que a experiência externa ela é importante, se não é no doutorado como um todo, que eu não sei se todas as pessoas têm essa capacidade de ficarem cinco anos fora, mas pelo menos como um estágio, como uma experiência, eu acho que essa questão do viver lá fora, do discutir com outras pessoas, é importantíssimo ver como é que funciona outras universidades, eu acho que é decisivo para a formação acadêmica. (*Como o sanduíche que vem agora?*) Como sanduíche, entendeu?” (112a) Again, he referenced the inability of some students to stay abroad for a long period of time for an integral PhD.

Likewise, professor 622b, from UNB, took advantage of the opportunity for doing his whole PhD in England. He said he even did all of his research there. “A experiência que eu tive foi do doutorado integral, inclusive quando eu fui para Inglaterra



eu conheci varias pessoas que fizeram o doutorado lá mas fizeram a pesquisa aqui. Eu não. Eu fiz todo o projeto o processo lá, doutorado a pesquisa, eu fiz tudo lá.” He suggested that if the student can’t replicate his experience, at least do a sanduiche: “Se vai fazer o doutorado aqui vamos tentar pelo menos fazer um sanduíche como a gente chama. Ficar um ano lá fora ou seis meses lá fora, já é uma experiência boa. Aqueles que podem eu incentivo a ir para fora do país.”

As with the previous professor, 322c from UFPE thought a student better served by a complete foreign PhD than a sanduiche, which he himself sacrificed to gain. “Então eu faria isso, para mim foi um sacrifício pessoal muito grande, primeiro foi a queda do status, segundo ser aluno e mesmo financeiramente.” He said the longer experience benefitted him and his family together. “...meus filhos falam inglês fluente que foi um ganho que ficou para eles, mais foi um sacrifício muito grande.” Even so, he cautioned that it truly depends on the academic area and the quality of the foreign university: “Depende a área e depende obviamente da instituição que você vai lá fora. As instituições não são iguais.” But that the experience is invaluable: “Como experiência de vida porque aumenta muito sua maturidade, fazer no exterior tem suas vantagens, porque é uma experiência única...” 322c

Finally, there was one professor who was against the idea of a sanduiche. He stated that it was a thing of the past, when Brazil had few resources and students were forced to go abroad just to gain access to them. “Olha, eu não acredito no sanduíche porque hoje com o, sanduíche faria sentido se até hoje as bibliotecas de andares inteiros fizessem sem titulo...Quando essas bibliotecas faziam a diferença eu acredito até que o doutorado sanduíche fizesse sentido, porque você vai visitar uma grande biblioteca, você vai por seis meses consultar grandes obras, conversar com um ou

outro autor que escreveu um ou outro livro ou vários livros, mas hoje as bibliotecas são todas virtuais” (222c)

He actually equated the sanduiche with libraries themselves, basically saying they were both antiques: “...doutorado sanduíche perdeu o sentido, na medida que a biblioteca não faz mais esse sentido, você dizer assim para mim, você vai conviver seis meses, dez meses com o professor, ele não vai ter tempo para ficar me atendendo na intensidade que eu demando, então é muito melhor até as vezes troca de idéias excluindo pela internet, então eu penso que o doutorado sanduíche ele faria muito mais sentido a 20, 30 anos atrás do que agora.” (222c)

However, prior to this, he had mentioned the sanduiche as a good option. It seemed that he was thinking of both CAPES, and of the need for cultural experience more than the academic results. “(*mas agora eu senti que esta empurrando o sanduíche?* Pois é, mais o CNPQ na minha percepção nesse ponto merecia uma discussão maior mais ampla. Não justifica esses ganhos, porque se um aluno meu de doutorado sai daqui e vai passar seis meses nos Estados Unidos , um ano nos Estados Unidos, ele vai ter algum ganho obvio o premio dele vai ser um ganho muito mais etéreo de punho pessoal, de vivência de uma nova cultura...” (222c)

#### 3.4. STUDENT GUIDANCE AND DIDACTIC DIFFERENCES

This section is divided into two parts. The first part concerns itself with general student guidance and didactic beliefs. It is divided into two sections: the first for professors with domestic PhD's and the second for professors with foreign PhD's. The second part focuses specifically on which professors believe students should study

abroad, and for what reasons. It is also divided into two sections, domestic PhD's and foreign PhD's.

#### 3.4.1. General student guidance (Domestic PhD's)

There were some concerns about student preparation and development. These took the form of worries about critical and analytical skills, as well as independence and motivation. Some professors really believed that correcting these shortcomings was part of their job as an educator. Some of these characteristics also tie into aspects of entrepreneurship, and suggest that students might not be entrepreneurial.

One such case was subject 211a, from UFMG who was very much concerned that her students be autonomous: “Então, eu prezo pela autonomia dos alunos, eu não acho que a pós graduação seja lugar pra fazer seguidores , sabe, do tipo assim eu tenho a minha linha de pesquisa e quero que todo mundo entre aqui e fale de todas as coisas que eu to falando, e pense da mesma forma que eu penso, então eu incentivo muito a autonomia dos meus alunos”. It is quite common here in Brazil, and in the United States, for a graduate student to learn by participating in their orientor's research, but this professor finds that limiting to the students and encourages more liberty in thought and action. “Eu acho que como um trabalho dentro de estudos críticos, não teria sentido tentar formatar a cabeça de ninguém, é então eu nunca estimulo que a pessoa faça um trabalho sobre um determinado tema, sempre peço que a pessoa procure seu tema, procure seu lugar.” (211a)

She also worries that students are not focused on the learning itself, seeing it as more of a means to an end. “O que eu percebo hoje nos meus alunos uma ansiedade muito grande, eles querem já passar logo do mestrado para o doutorado, e tem sido difícil de persuadi-los de fazer isso, embora às vezes eu aconselho, eu acho que as pessoas deveriam esperar mais um tempo, que elas não deveriam engatar um

mestrado depois um doutorado.” Too often, this results in students who are not adequately prepared when they enter the PhD programs. “Eles entram em um doutorado com muita imaturidade, muitas dúvidas, isso tem sido um trabalho difícil de fazer.” (211a)

She also desires that the students focus more on learning and quality in their PhD, rather than in quantity of production. “Eu tenho alunos de mestrado e doutorado que aqui no CEPPEAD tem um clima muito de pressão pra publicar e eu vejo que eles desviam todas as energias da dissertação pra publicações e ai eles querem ficar fazendo artigos, artigos não conseguem às vezes aprofundar no tema, ficam saltando de um tema para outro, faz um artigo e dez pessoas assinam, eu tenho tido muita dificuldade com isso...é eu queria um pouco mais de qualidade nas publicações, eu, pessoalmente para mim isso é fundamental e eu tento colocar isso um pouco pro meus alunos mas eles tem um ansiedade muito grande.” (211a)

A professor from USP shared her sentiments in part. He believes part of his mission is to convince students of the importance of learning, specifically in his area, which is people and organizations. “Os alunos não são, aqui desta escola até hoje eles fazem essa disciplinas porque é obrigação curricular, eles não percebem a importância o diferencial que é lidar com gente então, a minha árdua missão de convencê-los um pouco da possibilidade e da importância para um gestor dominar conhecimentos sobre pessoas nas organizações.” It must be difficult to get students to learn about material when they don't even believe they should be learning about it! (721b)

Still one more, from UFPE, wanted to inspire his students to be more ambitious and entrepreneurial in their thoughts and actions, also in the vein of the first professor, 211a. “First of all I tell them like Star Trek boldly going where no one has gone before. I think that is the purpose of doing a PhD.” This can only be done after learning what

others have to teach, however. “So using an analogy for a Theologian called Bath, he would say every academic endeavor should begin with a reference to the past. Which is you have to acknowledge those who've done anything before you did, you have to acknowledge and treat them as your parents...you should so to speak climb on their shoulders and trying to see, see if you can see a bit further.” (321a)

Even so, they should be independent and adventurous at the PhD level: “...you have to be able to show me that you can have your own flight. Fly by your own. To have your own ideas.” He once again emphasized the need to focus on learning, so that the independence can be meaningful. “And of course to defend it well. Not be against great authors, this is it infantile or immature behavior, but understanding people well with reverence, try to see if I can contribute with something. This kind of thing. Daring and humbleness is a nice mixture. Most of you have to accept, you have to learn first before you attempt to disagree or contribute something else.” (321a)

Still another cited an issue that seems to show a lack of entrepreneurial spirit. One professor doesn't think Brazilian students make educated enough decisions when choosing a graduate program, that quite often they are unaware of possible foreign opportunities. “Eu acho os alunos brasileiros muito pouco aguerridos no sentido de buscar essas oportunidades fora do Brasil, muito pouco. Eu acho que isso é um problema sério que nós temos no Brasil.” Students who don't look for them have a more limited selection of possible programs. Others don't have enough motivation to even finish scholarship applications. “Por exemplo, existem bolsas também na Europa, universidades que tem que destinar uma vaga para latin american e tudo mais, e muitas vezes eles não conseguem preencher essas bolsas; porque os alunos se submetem, eles param o processo no meio do caminho, eles não atendem as datas, eles não mandam a documentação, eles não lêem as orientações.” (211b)

He doesn't state it specifically, more on university level terms, but it seems that he believes it is partially the professor or advisor's responsibility to encourage the student in these endeavors. "Então, os nossos alunos eles não são treinados no sentido de buscar essas oportunidades fora do Brasil...Eu acho que isso é uma coisa, por exemplo, essa universidade, é a universidade federal que é uma universidade que deveria, na minha opinião, ter um programa de internacionalização muito mais desenvolvido do que tem, né?" He also believes that it is culturally bound, with southern Brazilian students having an advantage over the rest of Brazil. "Eu acho que no Sul do Brasil existe uma cultura mais voltada para essa experiência pela própria formação cultural, né? Paraná, Santa Catarina, Rio Grande do Sul, mas aqui eu acho que nós somos muito fechados, Minas é um estado muito. Então, é uma cultura que não facilita essa coisa de mandar o menino para o mundo muito cedo, sabe?..." (211b)

Furthermore, this type of culture not only limits Brazilians from going abroad, but also foreigners from visiting Brazilian institutions. "Mas nós não temos, nós aqui, mas as outras também na maioria das vezes não tem. Não temos alojamento, não temos o hábito de receber o aluno, não temos estrutura para integrar esse aluno, não temos cursos dependendo da origem do aluno, nossos cursos são todos em Português." So this limits the exposure of Brazilian students in two ways: they don't go abroad, and they don't even meet foreign students here at their universities for the most part. (211b)

Many of those interviewed suggested that when choosing a PhD program, students should pay heed to CAPES evaluations, that these offer insight into the quality of programs; domestic ones at least. One example was 321c: "No Brasil olhar a CAPES, a avaliação da CAPES". Another was 311a: "Bom, eu acho que dentro do país a gente tem alguns referenciais, quer dizer, a gente sabe quais são as escolas, já

conhece essas escolas, sabe até pela classificação da CAPES quais são as escolas de excelência, já conhece os grupos de pesquisa, o conjunto de pesquisadores que tem...”

The last professor also suggested looking into what are the potential programs’ strengths in terms of research. “Primeiro conhecer informações sobre a escola...Quais áreas que estão trabalhando, então, na realidade eu orientaria aquele que quer ser candidato ao doutorado procurar aquilo que se enquadre mais adequadamente nos seus interesses de pesquisa.” (311a) Several others focused on this aspect, the need to match research interests with program strengths. This is always the first and foremost concern in the USA when a student chooses a program, because they must have the sponsorship of a professor, who will be their advisor; and the advisor will only take on the responsibility if the student has matching research interests.

A few more examples of this came from UNB: “Identificar qual é a linha, o tema de interesse que teria, e a linha de atuação do orientador. Isso eu colocaria como o mais importante” (611a); and “Eu diria verificar quem são os docentes do programa...para saber linha de pesquisa, mas para saber se os docentes são docentes que fazem pesquisa, que produzem intelectualmente. (*A qualidade da produção dos docentes?*). É, exatamente, isso para mim é o fundamental.” (621b)

Another from UNB cautioned against endogamy: “Que não façam o mesmo, não façam o doutorado onde fez o mestrado. Eu acho fundamental fazer em outro lugar, eu acho que nunca é bom você ter seguidores. Acho que é bom ampliar o leque.” (621a) The need to not be a follower echoes the first professor in this section, from UFMG, that always wants her students to be independent and autonomous, and not follow blindly in her or anyone else’s research and thoughts.

#### 3.4.2. General Student Guidance (Foreign PhDs)

Concerns of the professors with foreign PhD's were not dissimilar to those of the other group. They were concerned with the need for independence, quality of education, and analytical abilities. They were also much more likely to include the need for study abroad into their answers. This last part will be covered in the next section, which is concerned with if and how professors suggest students should study abroad.

The first professor for this section believes students should always be challenged to develop new ways of interpretation. "O que eu oriento sempre é um percurso de enfrentar a construção de novas metodologias de interpretação sempre isso. Eu não pego um aluno para orientar se ele não tem esse desejo." She basically wants only those students with an intellectual curiosity, specifically oriented towards critical thought. She also wants students to have a social conscience. "Dentro do programa do mestrado aqui nós temos uma atividade que se chama residência social essa atividade de residência social: consiste em uma viagem que o aluno tem que fazer por um mês para uma instituição, projeto no exterior e isso se chama de programa de residência social e eu sou coordenadora desse projeto." Social interests seemed to be more important to the professors at UFBA and UFPE than the other universities. (112b)

As with the prior interviewee, 222c is concerned with critical thought ability of his students. In the first place, he believes most of the PhD students don't arrive with this ability: however, it is admitted that the question of the author ended up a bit leading, but only for this professor, not for any others...it just slipped out! "*Quando você acha que os alunos podem começar a cansar criticamente, quando elas chegam você precisa ensinar elas como fazer isto, quando elas ganham habilidade para que nível? Porque minha experiência aqui, eu tenho dúvida.*) Você não tem dúvida mais, você tem certeza, mas você está sendo gentil. O pensamento crítico está muito associado ao uma maturidade muito maior do que, você não ganha um cetáceo, conhecimento



cetáceo brainetics, está atrelado a maturidade a um juízo de valor eu não diria para você quando, mas em que momento. No momento em que ele tiver essa maturidade pode ser em qualquer momento cronológico pode fazer.” (222c)

This professor does believe it is the professors responsibility to develop this skill, and that it is possible to do so. “Sim, acho que sim, mas é como eu estou dizendo cetáceo, isso é até uma influencia sua, é igual ao poder, isto é influenciável.” He really wishes students to focus more on the journey itself, especially at the Master’s level, one that culminates in the PhD. “Primeiro lugar eu digo para os meus alunos de mestrado que o mestrado é só uma ponte. Mestrado é uma ponte, porque quando um aluno, um orientado meu entra no mestrado eu digo para ele que ele já tem que enxergar o outro lado da ponte, ou seja, enxergar o doutorado, eu não quero um aluno que seja mestre, eu quero um aluno doutor mesmo que ele entre no mestrado, então para mim o primeiro conselho é esse, o que você está enxergando lá do outro lado da ponte quando você começa no mestrado a não to enxergando nada, muito bem, então eu vou dizer a você o que você já pode enxergar.” (222c) In other words, he wants students to have ambition, another quality entrepreneurs have.

Extending from the desire for students to be independent and autonomous, several professors railed against students staying within the same program for multiple degrees. One wanted students to at least change advisors in order to avoid endogamy. “Eu já me posicionei várias vezes para os meus alunos aqui, eu não admito, eu não dou voz, eu não dou voto para eles, porque reúne os professores orientadores para fazer a admissão final dos alunos para o doutorado, eu geralmente quando o sujeito fez o mestrado aqui eu me manifesto contra.” (422f) He also refuses to advise his MS students at the PhD level.

Not surprisingly, many professors said that students don't follow their advice; a few actually said they didn't follow the advice of their advisors either, when they were students! "Mil conselhos, mas nenhum deles é seguido!" (222a) This professor also desired an entrepreneurial characteristic above all else: autonomy. "Primeira coisa que eu acho que é a minha grande dificuldade com aluno aqui: autonomia." He said that the students are not accustomed to being independent or responsible. "O aluno ele espera que você segure na mão dele e saia caminhando...Hoje, por exemplo, à tarde eu vou a uma reunião com um aluno na empresa em que ele vai fazer a pesquisa, mas o aluno não tem autonomia."

Due to the dependence of the students, the professors are responsible for more things than they should be. The students lack independent volition, which could be a cultural aspect of Brazilians. "Então, o processo de aprendizagem, a pesquisa, ela fica muito sob a responsabilidade do professor. Se o professor disser: faz isso, o aluno faz, se não disser, não faça nada, o aluno também não faz nada. Ele não tem iniciativa, ele não tem autonomia. Então, essa é a primeira coisa." (222a)

He also criticizes the learning and writing abilities of the students. "Segundo, a minha grande briga, aprender a estudar, você precisar aprender a ler, você precisa aprender a estudar." Their level of dependence upon the professor extends into these areas, so the professor is not just responsible for teaching, but for teaching them how to learn and how to write. "Os meus alunos, por exemplo, as experiências que eu tive, o aluno não sabe escrever e ele manda para você, então você é muito mais um revisor do texto do que propriamente um leitor do texto dele.... Autonomia, aprender a estudar, ler, escrever." (222a) The author of this paper must agree with this assessment from personal experience in translating and editing: many Brazilians have difficulty in quality composition! The result is that students also have trouble in doing research, because

they don't understand what it truly means to be an academic. "Não é aprender, né, mas como se faz isso. E a importância da metodologia. Os alunos eles acham que pesquisa é uma coisa assim: "Ah, vou lá e faço de qualquer jeito". (222a ) This must be seen within the context of how recent academia is to Brazil, especially in management studies, which has resulted in a still developing academic culture.

Subject 622b was concerned not just with writing abilities, but with the volition to publish, especially abroad. "Eu acho que nós no Brasil evoluímos muito, mas nos precisamos evoluir muito ainda porque se você for analisar a academia brasileira nós publicamos muito pouco lá fora" He wants his students to not only publish, but to publish articles that attract attention and are cited by others, to be a reference. "Hoje o que é importante na academia é o chamado fator de pacto que é o seu artigo ser referenciado e citado por outros, que isso significa que o conhecimento que você está produzindo ele pelo menos suscita curiosidade mesmo que alguém cite para falar mal, mas pelo menos cita. Isso aqui a gente ainda não tem e aí quando eu converso com os meus alunos eu falo para eles." (622b)

A professor at Bahia was also concerned with more than the content of a student's education. She was concerned with her students' overall development. "Aquilo que agregue a formação deles, aquilo que agregue não só a formação a nível de conteúdo, de base teórica, mas aquilo que permita que ele tenha experiência, uma experiência no fazer, uma experiência no descobrir." This extended to her desire that the students develop a good academic network, which she claims can be difficult: "Uma experiência na formação de rede, isso também foi um trauma pra mim, eu não tinha preparo emocional para conviver como academic." (112a)

It must be stated that the students at UFRGS seemed to already be competent academics. Those who were observed during the research seemed to be both

inquisitive and relatively independent, even when working in the same room as their advisor. There was not much room for comparison with other universities, as exposure to the students at the other universities was limited, but at UFRGS, the students were ever present and vigorously active, with each other and with professors. It was difficult to go anywhere in the building without seeing the professors surrounded by students, even during the interviews themselves! However, the students did not come across as dependent, merely ambitious.

Even so, the professors at UFRGS seem to support student-advisor interaction in a beneficial sense. A particularly energetic and affable professor seemed to be the epitome of a mentor. “PhD students go with me as assistant professors wherever I go. Recently I was in France and a PhD student went with me to understand, to better improve his skills. I normally have four PhD students, always. I manage to have one graduate PhD each year. I have one in sandwich every year: Israel, France, Spain.” He takes an active role in developing their academic careers. “We choose where they go by the main authors, by the papers they are studying by their thesis. I prepare them in a most appropriate way. They work with me in this room.” He also extends this to the undergraduate level. His graduate students have access to the undergraduate students, also. “They have four undergraduate students, 4 hours a day, as assistant GRAs. They assist my PhD and 2 MS students.” (422c)

On a different topic, foreign PhD’s were just as likely as domestic PhD’s to refer to the need to look at a PhD program’s research strengths and faculty body in order to make an educated decision about where to go for a PhD. “Well I tell them to see what it is they’re interested in. See who it is that could possibly be their advisor in this program. This is a question that they have to match their research interests with the interests of wherever they would do that.” (612a)

Another such was 122a: “Olha, antes de mais nada, ter ciência do tema que você quer investigar, da área do conhecimento que você está situado, e aí saber se naquela universidade que você vai você tem realmente condições de desenvolver o seu tema, se tem professores pesquisando aquele assunto, etc.” This, and the knowledge to be gained, is more important than the university itself. “Eu acho que o tema, a orientação do estudo, a linha de pesquisa deve falar mais alto em relação à instituição. Eu acho que a instituição aí seria apenas um veículo da possibilidade de você conseguir, eu daria prioridade a o que você está fazendo efetivamente, né, me preocuparia menos com o que está ao redor, ou com o suposto prestígio de alguma instituição, ou algo desse gênero, eu me preocuparia com o aprofundamento do conhecimento.” (122a)

#### 3.4.3. Students should study abroad (Domestic PhDs)

Professors with domestic PhD's did not show much variation within themselves, and only slightly from professors with foreign PhD's, in regards to their propensity for recommending a student should study abroad. What seemed to be different is why. Domestic professors were more likely to cite the need for cultural exposure than any other reason, and were likely to minimize qualitative differences between Brazilian programs and foreign ones. Additionally, they appeared to be more accepting of the PhD sanduiche as an acceptable alternative for the PhD. In the end though, if all things else are equal, virtually all professors prefer a student pursue a foreign PhD to a domestic one.

Even though professor 211b says that a foreign PhD is not easily accessible anymore, she says that if possible, the student should take advantage of it. “Não, o doutorado integral fora do Brasil hoje praticamente ele não é possível mais. A CAPS que é a nossa agência de fomento ela não financia mais o doutorado integral fora do

Brasil na área de Administração...Eu falaria para ele ir para os Estados Unidos. (*Por que?*) Por que eu acho que a vivência, a experiência, a possibilidade de morar fora, ela é uma coisa que marca a vida do cidadão, do indivíduo para sempre, nunca mais ele vai ser a mesma pessoa ali enclausurada, fechada.” More than one professor mentioned during their interviews that the students would no longer be closed, which suggests that the students indeed are closed to begin with!

The issue of degree status was brought up by a professor at UFPE. HE believes foreign degrees have higher esteem here in Brazil, enough so if he could do his PhD again, he would choose a foreign country for it. 321c “Possivelmente eu faria diferente. (*Como?*) Faria fora (*Porque?*) Por causa dos status, no Brasil ainda tem muito isso...é mais valorizado.” (321c) Due in part to this, he recommends they go abroad, at least if they are single. “Vai depender muito, se for solteiro se tiver possibilidade para ir para fora.” The issue of marital status was also brought up more than once during the various interviews.

More important to most interviewees than marital status was the need to learn about foreign cultures. The faculty of COPPEAD at UFRJ were overwhelmingly supportive of students going to other countries. Such as 511b: “I definitely would recommend, I can speak about myself. I had the opportunity, I had the resources but I didn’t have the conditions I would have done it abroad. I think that exposure is fundamental.” She also mentioned the need to curtail endogamy: “To avoid endogamia, that is a problem at the federals, USP! UGGH!” (511b)

Likewise, 511a, from UFRJ, promoted it for the experience. “Foreign, because of the experience (*The overall experience?*). Yes the overall experience. I always, if I have a promising masters student and they are considering going for a PhD I say don't do it here especially students tend to love COPPEAD for example.” Even though she

believes COPPEAD to be a high quality institution, she thinks it should come second to foreign universities. “I tell them OK if your option is to do it here in Brazil then COPPEAD I would say is the best or one of the best options, but if you can go abroad.”

Part of the benefit from going abroad is learning in different ways, especially in terms of methodology, which might be better learned at a foreign university. “You'll have a different perspective, you will learn and have a different way of doing research, maybe more focus on methodology than here. Than we are able to have here. More trained researchers, better support teams for research...So go abroad, if you have the opportunity go abroad.” She did bring family situation into the conversation: “Some of them because of family reasons or others they can't go; so the second best option, not because it's a second rate doctoral program, but it's a second best decision for a young person considering a doctoral program, would be staying here.” (511a)

Another professor from Rio referred to the enhanced skills in methodology that can be gained from studying outside of Brazil. “Vou recomendar fazer fora. (*Por quê?*) Justamente, por essa questão, o principal ponto que eu diria é a metodologia de pesquisa, aprender a pesquisar, utilizar as ferramentas, os instrumentos. Isso depois acaba fazendo falta e no dia-a-dia é muito difícil fazer o catch up com esse negocio. Aos trancos e barrancos eu consegui me organizar, mais minha recomendação é passar fora. (512b)

The professors from UNB seemed similarly unified in suggesting students should study abroad. The first was a bit concerned about the quality of the foreign institution: “Eu prefiro que eles façam no exterior do que façam aqui...Por causa da diversidade, eu acho legal você ter ...desde que, seja um lugar de excelência...Experiência e acadêmica, os dois. Por isso que eu falo, desde que seja um lugar de excelência, isso é fundamental.” (621a) This worry was shared with another at UNB: “Em geral eu diria

que seria preferível fazer fora do Brasil desde que num centro de pesquisa, numa universidade de bom nível. Isso por que nós temos uma proporção de doutores em Administração formados no exterior ainda muito pequena.” He also referred to the need to eliminate endogamy: “E a formação de doutores em Administração no Brasil pode causar um processo de consanguinidade...Então, eu sugeriria que mais pessoas fizeram fora.” (621b)

Subject 611a agreed with the need for living abroad: “...acredito que é bastante importante para estar conhecendo o funcionamento dos programas de outro país, como é a cultura.” It can help in many ways, especially in learning a new language (implied to be English), but she had an original take on exactly how this increased fluency is beneficial. “Eu acho que é essa a questão do estudar fora acaba facilitando porque você vai ter um convívio maior com o idioma, então isso pode estar contribuindo para você desenvolver mais isso e poder ser mais crítico com relação de você ou estar escrevendo ou que alguém traduziu. A leitura acaba sendo diferente do que você redigiu um texto ou de você fazer uma tradução, isso acaba sendo um limitador.” Just the fact that a student can increase their language ability, they consequently extend their learning and analytical capacity. Finally, she mentioned that the experience outside of Brazil helps develop broader networks. “É o que a gente falava a pouco a respeito de manter redes de relacionamentos mais amplas.” (611a)

It seems the more foreign experience a professor has, the more likely they are to tout the benefits and suggest others follow in their footsteps. Even though she had acquired all of her degrees at USP, informant 711a had extensive foreign academic experience. She studied in various locations in the United States, and extolled at length on the joys of student life and culture in the USA. “Aliás, eu hoje eu, agora não dá mais para ficar viajando de ficar muito tempo fora, mais eu se pudesse voltar atrás eu teria



ficado pelo menos dois anos nos Estados Unidos para (*agora que você sabe?*) exatamente...teria vivido melhor e aprendido melhor porque as minhas passagens lá foram muito curta, e a vida universitária americana é uma delicia, não tem igual, é uma pena que aqui a gente não possa seguir o mesmo modelo, não tem condições do aluno ficar lá viver a vida universitária, mais eu adorei!”

She reminisced at length about the system in the USA: “Poxa vida eu gostaria de fazer um intercambio nos Estados Unidos e aí apareceu a oportunidade...foi uma passagem lá maravilhosa, fiquei com vontade de ficar mais tempo.”; and wished Brazil had similar characteristics, “Essa vida universitária que a gente não tem, principalmente na administração...Quando eu fui para os Estados Unidos, puxa eu deveria ter aproveitado mais isso e aqui eu não tenho, pelo menos na administração não.” (711a) It must be noted that she spent much of her time in America in New Orleans, which is an extremely dynamic city in terms of cultural and entertainment opportunities, even for Americans! (The author knows from personal experience.)

Stemming from her personal ventures, 711a definitely recommends that Brazilian students spend as much time as possible studying abroad. “Fora, porque essa visão internacional. Nós somos o país com dimensões continentais, nosso relacionamento com outros países, mesmo a America do sul é muito pequeno esse relacionamento. Eu tenho uma aluna que foi minha aluna na graduação, fez o mestrado comigo ela queria fazer o doutorado aqui, eu disse. Não vai para fora, vai para fora. Se você não puder fazer fora, faz em outra escola, porque você esta acostumada aqui, então você conhece tudo.”

Her colleague at USP, 721b, also supported students desires to study abroad. “Fora do país...Porque, exatamente pela vivencia que ele pode ter, amadureceria mais rapidamente, aproveitaria o conhecimento da língua, alem do que, tem mais qualidade.”

Like others, the ability to increase language proficiency was a very important consideration. Subject 711b from USP also supported the idea of a study abroad, possibly of a sanduiche over a complete PhD abroad. His choice of destination depended upon the needs of the student. “Eu falei para você, eu acho que hoje em dia eu estou incentivando todo mundo a ir embora, mais não para os Estados Unidos ou Europa.” However, he did seem to prefer France for qualitative issues, such as sustainability, and he mentioned UVA (Virginia) for a student with a statistical (quantitative) research focus.

Subject 421c was the only professor to mention the possibility of cultural exchange, rather than just learning on the part of the students who go abroad. He suggested students go to another country if possible not only to bring back something from abroad but to take a piece of Brazil with them. “Evidentemente dependeria da área, mas, sem considerar uma área em particular, eu recomendaria fazer fora justamente pela oportunidade de viver numa outra cultura, aprender o idioma, e levar algo daqui e depois trazer o que ele obteve para cá. Enriquece o indivíduo, enriquece o local para onde ele vai e enriquece quando ele retorna, por essa razão.”

Furthermore, he wasn't as concerned with the quality of the foreign university as he was with the overall experience. “O critério seria não a qualidade do curso e tão pouco a possibilidade de desenvolver o seu potencial e, sim, a oportunidade de viver num outro ambiente, que eu acho muito importante, valorizo muito.” Doing a PhD in the exterior also makes it easier to gain recognition than doing one domestically. “Se ele tem o apoio e o reconhecimento externo, ele consegue ter o apoio e o reconhecimento interno.” By saying this, he is not devaluing the Brazilian institutes, just stating what he believes to be a fact of life. “Eu não quero dizer com isso que alguém que faça mestrado e doutorado na própria instituição no país não tenha esse

reconhecimento, mas, normalmente é mais fácil que haja o reconhecimento do indivíduo quando ele consegue algo fora e retorna...Isso é um fato comum. Mas o motivo principal que eu refiro é a oportunidade de conviver, de viver num outro local, aprender o idioma, se desenvolver, torna-se mais tolerante, essas coisas.” (421c)

More than a few professors from within this group declared that they did not see an integral PhD abroad as particularly beneficial. Most of these, however, did support the idea of a sanduiche or other form of more temporary exchange. 221b was concerned about endogamy, but he believes this can be solved domestically. “Que façam fora do espaço onde fizeram o mestrado para evitar a endogenia. Que eles saiam. Ou se não sair, pelo menos façam um período de doutoramento sanduíche fora do Brasil...O doutorado inteiro eu acho que hoje não se justifica mais, pela própria diversidade que você tem no Brasil de cursos, não se justifica..”

His concerns were in part because the student loses their Brazilian frame of reference by staying outside of Brazil for a long period of time. “Eu acho melhor fazer o sanduíche ou pós-doutoramento...Essa perda do seu local de referência é muito grande por quatro anos; você ficar um ano, um ano e meio no máximo já te dá menos possibilidade de você perder essa referência. Então, a sugestão é que se faça um período mais curto de permanência fora do Brasil.” (221b)

The Brazilian frame of reference, or perspective of reality, was also important for a professor from the Northeast. He suggests that the experience abroad is good for the individual, but not necessarily for the country. “I think it'll be a great idea but I think it least myself I don't encourage this.” He is more concerned himself with solving the problems indigenous to his region of Brazil, and intimates the same for others. “It is actually my task even for myself is to discover the regional calling, of the region, the northeast of Brazil. Development for example. And to provide like a line of research

that is very good, lots of substance and everything, but also with directed to a particular need of the region, a regional calling.” (321a)

A compatriot from UFPE also advised against leaving Brazil. She believed that Brazil has worked long and hard to achieve quality graduate programs in management, and students should recognize this. “Eu acredito que nós temos hoje uma maturidade grande de doutorados aqui na área de administração no Brasil, isso foi uma conquista, um trabalho de longo tempo, né?... E aí então no caso da nossa área não há mais uma tendência, nós já estamos consolidando pós-graduações aqui, então não há necessidade de ir fora.” (311a) What might be a key to this individual’s perspective might be her admission that she herself is not interested or involved in anything international. “Então, fora, eu não sei o que dizer em relação a isso até porque eu não tenho tanto conhecimento, ainda não me internacionalizei, não é uma necessidade em termos de pesquisa nossa, mas, eu até acredito vendo certas coisas que não há uma.”

Finally, professor 411b was one of the few from UFRGS that were not highly supportive of extended study abroad. She still valued foreign educational experience: “Eu vou falar para ela fazer aqui no Brasil com a possibilidade de fazer o sanduíche no exterior, que eu acho que é importante a vivencia no exterior.” One of the reasons she gave for a short time being better than longer is the age and maturity of the students. “Depende do aluno, se o aluno é muito jovem também ir para o exterior é um sofrimento bastante grande, então como aqui tem um programa, tem programas bons programas então, eu acho que ele faria uma parte aqui e vai uma parte lá fora para ter essa experiência também que eu acho importante.” (411b)

#### 3.4.4. Students should study abroad (Foreign PhDs)

Professors within this group were virtually unanimous in recommending that students should study abroad, especially for complete PhD’s. They all saw foreign

educational experience as necessary and beneficial. What is extremely telling is that only two professors said that students should not do a complete PhD abroad, one suggested a sanduiche and the other a post-PhD: many more from the other group talked of a sanduiche than this group. For the ones that recommend at least a sanduiche if a complete PhD was not possible, they specified that the longer the better. Professors with domestic PhD's rarely, if ever, added this qualification to their responses.

A typical response came from informant 112b in Bahia, who emphatically recommended her students travel abroad to study. “Eu acabei incentivando muitos alunos para viajar e todos eles tem que realizar essa atividade no exterior, alguns até me perguntam . Mas porque que tem que ser no exterior? Porque essa experiência de imersão não pode ser no Brasil e alguns projetos aqui acabam indo aqui no Brasil mesmo, mas esse vinculo de ir para o exterior é um vinculo foi decidida por todos os professores, eu também acredito que é muito rico a experiência aqui no Brasil, mas acredito que ainda no exterior é fundamental, porque você entra em contato com outras realidades...”

Her fellow faculty member 122b seemed more inclined towards qualitative oriented programs and countries than quantitative oriented ones. “Agora veja só, eu fiz pós-graduação, mestrado e doutorado na Inglaterra; que tem um sistema de pós-graduação bastante diferente do americano e bastante diferente daqui, então eu não saberia orientar uma pessoa para uma universidade americana porque eu até estive na Universidade do Texas por um ano, mas o que vi lá não me agradou, não que seja ruim...eu não posso dizer que é ruim mas não é uma coisa que esteja dentro da minha visão do que deve ser um doutorado.”

He had experience from both types of systems, in England and in the USA, and preferred England. “Vai para lá fazer muitas disciplinas como o método quantitativo e isso é totalmente fora da formação que eu tive, então para os Estados Unidos eu não saberia, mas para a Inglaterra eu mando.” (122b) Actually, the lack of quantitative methodology in Brazilian management education was a topic of discussion during many interviews, and also a reason given by some for difficulties in publishing in foreign journals, which often appreciate the quantitative approach more.

In a similar vein, a professor from Rio Grande do Sul (UFRGS) pushes more for Europe than the United States, even though he admittedly did not make this recommendation from personal experience with the USA. “Eu por exemplo assim, nesse aspecto, eu recomendaria ir pra Europa...por causa disso, eu acho que é a questão de visão de sociedade, pra mim tem uma questão de visão de sociedade. A visão europeia (*certo*) pra mim é uma visão que transmite em termos de sentido mais integral do ser humano né, ... uma posição muito mais equilibrada...né de mundo e coisa e tal, uma maneira de ver mais equilibrada. Bom, eu ainda não fui pros Estados Unidos né...” Overall, he believed a foreign education was more worthwhile than a domestic one. “Ah, eu recomendaria estrangeira...porque eu acho que além da questão de ter, provavelmente ele vai procurar um lugar do mundo, e que ofereça uma contribuição específica pra ele que ele tá buscando né e que co-atule com os valores dele, coma busca dele, além disso tem uma experiência de vida mais rica que ele teria aqui no Brasil.” (422a)

To balance the two previous opinions, professor 622b, from UNB, suggests the opposite: go West! “Eu tenho uma pré-direção pela Inglaterra pela minha experiência, mas, eu indico Estados Unidos.” He himself was educated in England, but prefers the USA. He also said any time spent learning abroad is good. “Olha, se vai fazer o

doutorado aqui vamos tentar pelo menos fazer um sanduíche como a gente chama. Ficar um ano lá fora ou seis meses lá fora, já é uma experiência boa. Aqueles que podem eu incentivo a ir para fora do país.” (622b)

From the perspective of an anthropologist, the more intercultural experience the better. At least according to this professor: “Como Antropólogo eu sugiro que ele vá para fora, né? Como diria: “Você tem que ir para fora para entender melhor a si mesmo”. Eu acho que a experiência de você estar lá fora, eu acho que o doutorado é mais do que um trabalho de pesquisa, é também uma experiência existencial, você está se auto-conhecendo também, então é uma experiência de vida muito rica, você aprende um pouco com tudo que está em volta, você sente os odores e sabores da cidade, do contexto onde você está vivendo.” This enhancement to the self-reference criterion was cited as being beneficial not only on a personal level, but on a professional, academic level. “Então, é uma experiência que acaba, indiretamente, enriquece muito a sua atividade intelectual de pesquisa acadêmica em geral, sem dúvida, enriquece bastante.” (122a) Thus: “Então, eu acho que sem dúvida iria para fora.” Again, he had another thought stemming from his background in anthropology, and a valid one, in the eyes of the author: that the reason for going abroad isn’t to find answers, but to grow. “Não naquela intenção de achar que lá fora você vai encontrar todas as respostas porque isso é uma ideologia colonizadora que eu acho que hoje a gente consegue com muita tranquilidade superar.” (122a)

Seemingly agreeing with this concept was subject 222a from UFMG. He systematically tries to convince his students to go abroad for the entire PhD, not just part of it, and not just to the core countries, because he believes the learning experience goes beyond the academic. “Qualquer país... fora, obrigatoriamente, obrigatoriamente ir para fora... Eu acho fundamental, necessário que o estudante more

fora, que faça parte do doutorado ou o doutorado pleno, completo no exterior.” He does this because he believes Brazilian culture has a limiting effect on the students. “Por que eu acho que o Brasil ainda é um país muito fechado, o Brasil as pessoas vivem muito entre elas, não é? Nós somos fechados, ou seja, pouco abertos ao mundo, nós vivemos muito entre nós e acho que, assim, é absolutamente fundamental, não é só conviver com outras pessoas, falar outra língua, pensar de outra forma.” (222a)

The ability to learn a language has been referenced *ad nauseam* in this research (actually, there are a few things *ad nauseam* about this PhD), but from an anthropological viewpoint it is the most important aspect of any long-term foreign learning experience. This is because thought itself is codified, structured and expressed through language. Therefore, each language has an inherent quality to its thoughts. “Eu aprendi a pensar... Não aprendi a pensar, mas os franceses pensam de uma forma, os ingleses pensam de outra forma, os suecos pensam de outra forma, eu passei quase um ano na Suécia.” (222a)

Again, this professor was one of the few that pushed for adventure beyond Europe and the United States. “Eu acho que é importante você sair, você ir para outros lugares e uma coisa, eu defendo não só para os países centrais, se você pode fazer um doutorado na Índia, na China, na África, não sei quantos doutorados você tem na África, na América Latina, não importa! A experiência de estar fora é muito boa. Veja bem, eu não estou dizendo que todas as universidades são melhores do que as brasileiras. (*Mas a experiência total?*). Sim, a experiência global, total, eu acho que é muito importante.” (222a) 812a, from UFPR was in accord: “Foreign. No matter where, because you will learn something different, even learning the culture will be much more than they will learn in Brazil in theory.”



A different viewpoint was voiced by another UFMG faculty member: that the students must choose an English speaking country. “Agora eu insisto muito com os meus alunos em fazer o doutorado em um país de língua inglês. Porque você não insiste com a França? Mesma razão que eu disse para você, eu particularmente até que me provem ao contrário eu vou insistir para que os meus alunos busquem universidades de língua inglesa.” (222c) This is so that the students can become more proficient in the language for research, networks and publishing.

The need to study in an Anglophone country seems to be shared with several professors. One from Pernambuco sees studies in developing countries almost as a waste of money, even though he believes foreign education itself is quite worthwhile. “A experiência do exterior é importante para abrir culturalmente, isso era uma coisa que eu queria... inclusive, eu fazia isso desafiando a mim próprio porque eu não sabia inglês .” (322b)

He was the only foreign educated professor who deemed a sanduiche to be better than an integral PhD abroad, mostly because the delay in learning brought about by language and cultural adaptation difficulties, which he modified by saying it primarily affected those students with families, like he had been. “Eu tenho em primeiro lugar pensado em ficar no Brasil, eu acho que, o brasileiro no exterior perde muito tempo para dominar a língua e para se adaptar, principalmente se for com a família se adaptar a vida, aos costumes, ao mercado, para tudo. Perde muito tempo...Então, em principio eu aconselho ficar no Brasil.”

His comments give insight into why few students leave Brazil for countries outside of North America and Europe. “Então, se os professores não sabem nada da Argentina, de Chile, de Angola e de nada e tem uma idéia depreciativa eles não vão sugerir para os candidatos que preferam universidades da Argentina, do Chile, de

Angola então, vão sugerir, vão preferir os convites feitos por universidades americanas. Eles mesmos como eu, fui formado em uma universidade européia, recebi o PHD em uma universidade européia...” Not that he himself thought the other countries were worthy of being student destinations. He definitely prefers developed countries or Brazilian universities to theirs. “Quer dizer: o que sei eu de uma universidade argentina para chegar e dizer que prefiro a Argentina. Porque razão? Eu vou vender dinheiro público, aplico dinheiro publico lá na Argentina é melhor do que aplicando na London School. É verdade também, que os sistemas de pós-graduação desses países são muito frouxos.” (322b

The other professor from this group who believed an entire PhD abroad was not the best idea was 722a. He prefers a domestic PhD with a post-doc, or even a sanduiche. “Today I recommend and I did this for several times, to enter here for masters and PhD and go after to U.S...for Post PhD. (*Why would you suggest getting a PhD here and a post PhD in America?*) The cost, too costly, too long. I think the opportunity's cost is lower to stay here.” However, his explanation said there is too much competition here, suggesting it might actually be easier to gain entry into a foreign university. “The problem here is that you don't have vagas. You don't have vagas (*vacancies?*). Vacancies. Here you have fifty persons looking after five vacancies who enter the PhD...If you have plenty of places, like you have there. (*in America we have a lot of opportunities*) A lot of opportunities.” (722a)

Some comments from an individual at UFMG on the subject focus not just on the academic aspects, but on the enrichment possibilities. “O conselho de fato é, a experiência no exterior ela é valida, conviver com os outros em todos os sentidos é importante, a possibilidade de estar próximo de pesquisadores que trabalham na sua área é relevante, você vê outra perspectiva outra experiência um acesso a books

anáficos mais rápido é válido no geral. Tem questão especial da maturação da pessoa e questão da maturação profissional a possibilidade não com que a se perde, mas com pesquisadores que trabalham nessa área.” The idea that the time spent abroad is a maturation process was relatively common, as was the ability to connect with advanced researchers. (222b)

As has been brought up before in this paper, the professors at UFRGS were the most adamant about the advantages of foreign study. All believe a foreign PhD is more beneficial than a domestic ones, and not because of the quality of the degree itself. Quite typical responses were: “Foreign, always. Because of the experience of the culture and become more enriched by culture and language.” (422c); “Eu recomendaria para ir para o estrangeiro ou fazer o doutorado sanduíche, para ter uma experiência diferente, principalmente se o aluno só estudou aqui.” (412b); and “O doutor, no meu entendimento, uma das características do doutor ele tem que olhar o país de origem dele visto do estrangeiro; se ele é chileno, que seja do Brasil ou dos Estados Unidos ou da França; se ele é brasileiro que ele não faça o doutorado dele aqui, há limite...” (422f)

Having foreign experience themselves seemed to have a profound effect on the recommendations professors made, including those at UFRGS. “Go abroad, I don't know because I did it this way but it is better. Because it is not only the quality of the education of the program but it is the value of and experience abroad...you're exposed to a different culture, different way of working on a different way of studying a different way of playing, a different way to facing life, it's different in us. For me it was very helpful for myself and my wife both of us it was almost a priceless experience...would say go abroad, it is excellent.” (422b)

Interviewee 412a, who has been a mainstay of this paper, received both her MS and PhD in the United States. She systematically sends her students abroad, and to different countries if from each other if possible. “Não, mandar para ir para outro país...E principalmente agora, até alguns anos atrás até, digamos, seria muito mais para ter visão de mundo, para ter...Mas agora, nossa, qualquer coisinha é da China, qualquer coisa.” Due to globalization, the need for an international education is more important than ever. “Então, tem que ir para fora, tem que ver o mundo, tem que conhecer o mundo, tem que... Acho que a ida para fora torna as pessoas melhores no sentido que são mais tolerantes, aprendem a conviver com diferenças, a aceitar... Auto-analisar, analisar a sua própria cultura.” Like the anthropologist from Bahia, she also mentioned the need for a self-reference. She also prefers to squelch endogamy whenever possible: “Que eu acho que para mim foi muito boa a experiência, para a escola é muito bom nós não termos endogenia, nós sempre tivemos como.” (412a)

Along with 412a, 422f was one of the professors originally responsible for instilling a sense of exogamy and an urgency to study abroad at UFRGS. He himself went abroad because: “Eu queria ter uma visão do exterior, eu queria ir para o exterior, eu achava que era importante ir para o exterior, e viver uma outra cultura e ver um outro país.” His experience was positive, and since then he has supported others efforts. “Ah, sim, eu levo o pessoal para lá, encaminho para o doutorado, intercâmbio de graduação, intercâmbio de pós-graduação, doutorado, tudo eu. Onde que tiver... Quem manda definitivamente a partir dos anos 90, quem mandou definitivamente os alunos para a França fui eu, de graduação.” (422f)

As has been voiced before, there was a concern about the quality of the foreign program, but all things being equal, foreign was seen as better than domestic. As seen with: “Depende a área e depende obviamente da instituição que você vai lá fora. As

instituições não são iguais. Como experiência de vida porque aumenta muito sua maturidade, fazer no exterior tem suas vantagens, porque é uma experiência única.” (322c); and “Se for uma boa universidade no exterior, ir para o exterior. Se for uma universidade média pra ruim eu preferia que estudasse numa boa universidade brasileira né.” (422d)

This latter professor expounded on his thoughts, saying students have access to libraries, conferences, etc.: “Mas eu acho que o mais importante na ido pro exterior não é só a universidade, mas é a vivencia é os acessos que a pessoa vai ter lá que não tem no Brasil né a facilidade, tão do lado esse, de conhecer bibliotecas de entrar em contato, ir a alguns eventos que aqui teria dificuldade...”. Students who study only in Brazil can also benefit from participating in foreign events, but not to the same degree. “Mas a experiência de vida, as coisas que ele vai ver lá é diferente daqui né? Isso pode ser diminuído na medida que o aluno daqui ele pode ir a congressos, ele faz um estágio sanduíche né, fica um ano lá, ele tiver um intercâmbio e essas coisas sim. Então essa é a diferença entre o que formou fora e que formou no Brasil vai diminuir (sim) né. Mais se pegar assim um caso típico do, aluno que estudou a vida inteira no Brasil e outro que estudou quatro anos no exterior né, aí existe essa diferença grande.” (422d)

Also touting access to conferences was informant 512a, from COPPEAD. She recommends studying abroad for: “...the same reasons I went abroad, I need the space deep down here I won’t have, I want to really very broad spectrum of knowledge and will find their kind of resources.” She says top-notch foreign universities can offer: “Proximity to main researchers, what is going on, conferences (access?) Access.” (512a)

One professor gave a reason why more UFRGS students go to France: “France is free for grad students, but not England, so more BR students go to France.” This is in addition to the fact that UFRGS has more established exchange programs with French institutions. Indeed, the exchange programs with France might be partially due to the cost factor to begin with. This same professor offered insight into some extraneous events that can arise from such exchanges: “One benefit is informal benefits. Today I have a company that employs 30 people. This company was born from a discussion with a French professor...there are formal benefits, such as the people who might stay and develop other relationships with their countries, such as international business, import export, etc...or bilateral cooperation.” 422c

To cap this section off, a particularly energetic professor from Bahia suggested that students interested in comparative research especially benefit from studying abroad. “Isso eu acho importantíssimo! E particularmente, mesmo que não seja um estudo que... Porque o meu foi estudo comparado, eu tinha que sair de qualquer forma, né, por que como era que eu ia falar da Espanha sem conhecer a Espanha? Eu precisava estar lá para estudar, para ver, para conversar com as pessoas, né, para observar como é que vive a história, mas mesmo que não seja uma tese no perfil da minha, eu acho que vale a pena você ir no centro. (112a)

She did offer words of wisdom and caution, however: “Olha, foi muito traumático o doutorado. (*Traumático?*) Traumático por que é um... Você morar num país estrangeiro, você está sozinho lá, fora da sua família, fora do seu habitat, ou seja, vivendo como estudante e não como profissional, então pra mim isso foi muito difícil.” As she points out, the experience is not always pleasant, even if it is fruitful. “Eu morei em residência universitária, eu dividi quarto com gente que era adolescente, com

horários diferentes, então isso tudo pra mim foi um aprendizado, mas foi muito difícil.”  
(112a)

Overall, the experience was worth the trouble, and if a student can't contrive a complete PhD outside Brazil, to do what they can: “Não é obrigatório, na minha concepção, se você quer fazer uma pós-graduação, o Brasil eu acho que hoje tem grandes programas, mas eu acho que a experiência externa ela é importante, se não é no doutorado como um todo, que eu não sei se todas as pessoas têm essa capacidade de ficarem cinco anos fora, mas pelo menos como um estágio, como uma experiência, eu acho que essa questão do viver lá fora, do discutir com outras pessoas, é importantíssimo ver como é que funciona outras universidades, eu acho que é decisivo para a formação acadêmica. (Como o sanduíche que vem agora?). Como sanduíche, entendeu?” (112a)

### 3.5. INTELLECTUAL DEPENDENCY

This research was focused on understanding the effects of foreign influence in Brazilian management education. It stemmed from the researcher having been exposed in the past to dependency theory, and wondering if such foreign influence constituted an intellectual dependency. Based upon the results, it is the opinion of this researcher that the results show as significant dependency exists within Brazilian graduate management studies. This dependency mostly manifests itself in the origin of management theory, in the adoption of foreign literature, in choice of research topics, and in the structure and content of the management programs themselves. This opinion is similar to that of studies concerning history that were performed by Alatas (2000; 2003). This is in addition to many of the program foundations being a result of direct foreign efforts. However, this must be taken in the context that Brazilian

management education itself is in its developmental stages, and that the dependency is an evolving process, not a state of being.

Virtually all of the professors interviewed, both those with domestic and foreign PhD's, gave some evidence of intellectual dependency, even if they termed it otherwise. From a phenomenology and interpretivist standpoint, it is significant in and of itself that most of the professors *believe* there exists a dependency; above and beyond the reality of the phenomenon. The levels of foreign material, and foreign language material, used in graduate level classes alone would qualify as a dependency. Professors are all too aware of foreign influence in Brazilian management and management education, but many don't find it a topic of concern. This dependency is not necessarily negative, but it needs to be directly addressed by those responsible for management education in the country.

In this section of the dissertation there will be an attempt to organize the evidence into the following main themes: American influence, English language, Publishing in English, Foreign journals, Literature, and other foreign influences. There will be significant overlap, which in many ways is exhausting, both on the author and on the reader, but difficult to avoid, and in most cases, necessary.

### 3.5.1. American influence

America has influenced the Brazilian management system since the very beginning. There was a systematic visitation by several US universities, most specifically Michigan State University, that was funded by USAID and the Ford Foundation, among others. Even though many of the social sciences in Brazil, starting with USP, were introduced and influenced by Europe, particularly France, America has held sway over management. At least according to one professor, who



is among the elder statesman of management education in Brazil, American businesses preceded American business management.

This individual was not positive, but believed the influence started before the arrival of Michigan State: “I don't know if it was before Michigan State, I couldn't answer this. You see the influence was a dependence on the successful of U.S. enterprises. The enterprises going abroad and the influence of the US enterprises here...You don't have any city in the world that has so many companies in the great São Paulo area like here. Even in the U.S. You have more companies here than any other city in the U.S.” Because of this environment, businesses first came to Brazil, and then the universities followed. “I think it is, how we say, the berco (*the Crib*). Yes the crib of everything here. You see that FGV was in business because of MSU and the Ford Foundation.” (722a)

This professor himself was a product of the American system. “I am not a PhD from Brazil...fortunately!” He credited it with giving him an open and entrepreneurial perspective: “From the US, and I have open mind. I see very long away, many things, many persons here they don't see...I trust in myself. I am an entrepreneur, and I am not used to...but this is not good for the persons here.” (722a)

Many professors voiced their opinions about the type and level of influence America has had. Most were general observations, but a handful were more historical in nature, as some of the professors have been involved in Brazil's management education since its inception. One professor from UFBA who had knowledge of the beginnings was informant 121a, and most of his story will be relayed here in the beginning of this section. According to him, UFBA was the second venture by the Americans into Brazil: “Já tinha uma experiência na Fundação Getúlio Vargas do Rio de Janeiro, a Bahia provavelmente foi a segunda escola aqui.”

He remembered that the Americans arrived almost 50 years ago in Bahia: “Mas aconteceu o seguinte, os dois primeiros anos as disciplinas eram brasileiras, eram daqui da escola da universidade, enquanto professores e alunos aprendiam o que era Administração na Califórnia e lá em Michigan.” He mentions that the Americans brought new courses, all of which were from the American system. “Primeiro, eles trouxeram disciplinas que nós não conhecíamos aqui, Administração de Pessoal, Administração Financeira, não conhecíamos nada disso...E aí os americanos trouxeram isso.” (121a)

What is important, and might be relevant today, is that for an entire decade afterwards, those from Bahia did not even question what had happened. “Nós só fomos sentir o reflexo disso 10 anos depois.” When they did, they discovered that there were things in the curriculum that they didn’t deem germane, and others they found wanting. “É, nós sentimos: espera aí, tem alguma coisa errada, tem tanta disciplina interessante de Administração que deveria estar dentro do currículo, por que nós estamos estudando Direito? Por que não estamos estudando Antropologia das Organizações? Por que não estamos estudando outras disciplinas que podem trazer muito mais para a expertise da Administração, que é organização e outras áreas afins?” (121a)

After the initial foundations, the Americans were not very active in the Bahian program, but their initial efforts had established a positivist and quantitative personality. “É, depois deles terem ido embora, eles não mexeram muito, trouxeram as disciplinas profissionalizantes. Trouxeram Administração de pessoal, Finanças, Marketing, Produção, algumas disciplinas como Controle de Qualidade, Planejamento e Controle da Produção. E nós não tínhamos nenhuma informação sobre isso, o Brasil não tinha.” However, a bit later, an alternative arrived, from: “...Canadá e França. Aí trouxeram essa experiência, porque o americano queria mais pesquisa, coisa mais linear, mais

concentração na área de matemática. (*Positivista?*). A área de Humana veio mais depois duma aproximação dos professores com os canadenses.” (121a)

In his opinion, much of the material and methods that came later were not as applicable as that which came before. “A maior parte da influência que eu tenho, cá para nós, é a influência americana...Agora, o que é que acontece? O seguinte, a literatura que chegou para mim na França é muito crítica em cima da minha área...Quando chegou essa literatura eu vi que não tinha aplicação. Fortalecimento do sindicato, essas coisas, não.” And according to him, both the professors and Brazilian reality more readily accepted the American way. “Então, nós ficamos mais tranqüilos com as informações que chegavam dos Estados Unidos e da Inglaterra...(Você acha que as informações dos Estados Unidos exatamente foi mais aplicado aqui no Brasil?) É, muito mais aplicado do ponto de vista, por exemplo, na minha área, a parte de aplicação, a parte de recrutamento, a parte de seleção, a parte de drenar as pessoas, forçar o mérito através do estudo para você crescer nas organizações, isso é um modelo muito americano, muito inglês, que nos adaptamos muito aqui.” (121a)

Even today, professor 121a adopts and adapts the American style. “Então, veja só, eu quero que eles tenham uma literatura e a literatura que eu uso é de um brasileiro e de um americano. O brasileiro, que é Renato, ele copia informações americanas. Ele vai aos Estados Unidos, vê o que existe de moderno e adapta a realidade brasileira. É exatamente o que eu quero fazer.” The adaptation needs to be made to fit Brazilian reality. “Na verdade para você adaptar Administração, vamos encarar a coisa com a realidade.”

However, Brazilian reality is very different than American. The professor acknowledges this, and says that management techniques and knowledge are not for the entire Brazilian population. “A Administração não chega à população pobre. A

Administração que nós fazer é para 20% da população. Os 50% de trabalhadores que não tem carteira profissional não entram na Administração, é outro mundo, a gente pode ajudar dando tecnologia, ensinando a fazer um recrutamento, ensinando a criar uma folha de pagamento, ensinando acompanhar os encargos, etc.” (121a)

These, the poor, don't participate directly in the system according to the informant, they are marginalized in more ways than one. “Eles não tem nem direito, eles estão à margem, eles não tem direito a plano de saúde, não tem nenhum assistência do estado, estão começando a ter agora. Está entendendo? Estão começando a ter. Por que na verdade durante esses anos todos eles viveram a margem.” And American management is decidedly not geared towards the informal economy and its constituents. “O curso de Administração que nós importamos dos Estados Unidos é para quem tem carteira assinada. Esse povo aí não entra. E aí a gente tem que aprender a como fazer isso, a como atrair essas pessoas. Está entendendo? (*Para a economia formal?*). Economia formal. O curso de Administração é para economia formal, não é para economia informal.”

Even though the material might not be applicable as is, he does think it might be adaptable, and eventually applied. “Pode ser adaptado, por exemplo, eu posso ser contratado pelo tráfico de drogas e aí implantar um sistema para seleção, treinamento, desenvolvimento, avaliar o crescimento da carreira, ver qual é desempenho, ver qual é a especialidade de cada um. Posso usar essas técnicas. Mas alguns milhões, existem milhões de dólares circulando aí informalmente. E infelizmente a Administração não chegou lá ainda.” (121a) He seems to believe the failure lies in many areas: with the government, management, and with the population.

Another contemporary of 121a, who had a slightly different perspective, was 412a, from UFRGS. She spoke of a “Ponto Quatro” program that was sponsored by a

group of American universities with the support of USAID. There were various facets to it, but mostly it was aimed at training administrators in Brazil and other Latin American countries. She started her involvement in: “1961 o Point Four, Ponto Quatro, Aliança para o Progresso, era um programa do governo norte-americano que partia do pressuposto que nós tínhamos, os países da América Latina tinham recursos naturais e o que faltava era administração. E então houve um convênio com duas universidades americanas. (*Quais universidades eram?*) Para a área de Administração Pública era a USC, University of Southern California. E para a área de empresas era a Michigan State.” (412a)

At that time in the 1960's there were no graduate management programs in Brazil (and only the nascent undergraduate programs at FGV, UFBA and UFRGS), so the participants had to travel to the USA to study, and when they returned: “Então, quando nós voltamos criamos a graduação em Administração.” Apparently, the “Ponto Quatro” program was not the only American venture in her region. “Mas eu trabalhava na Secretaria Estadual de Educação, no estado. E aí também dentro de um programa patrocinado pelos Estados Unidos vieram professores americanos, e um deles era de Harvard e aí eu trabalhei com ele fazendo planejamento educacional para o Estado do Rio Grande do Sul.” This is in part how she gained the opportunity to study at Harvard, along with the support of the Ford Foundation. “Então, nesse meio tempo aqui na universidade a gente tinha um convênio com a Fundação Ford para fazer pesquisa, nós participávamos de um projeto chamado “Aspectos Políticos e Administrativos do Rio Grande do Sul”. Então, esse convênio com a Ford tinha duas bolsas de doutorado, mas ninguém queria ir fazer doutorado, tinham voltado do mestrado, era 1969, o dinheiro da universidade era muito pouco, então todos tinham ocupações fora, eu mesma tinha dois empregos. E eu disse para os meus colegas, eles disseram: “\*\*\* a bolsa é tua”. Eu

disse: não, eu só aceito se eu for para Harvard. Eles deram risada! Imagina! E aí eu escrevi para o professor, e fiz a minha inscrição e fui aceita.“ (412a)

As the first professor, from Bahia, related, there was a definite American influence in the perspective and methodology, according the 412a. “Então, nós tivemos uma onda e inicialmente na área de Administração e inclusive como todos nós fomos fazer cursos nos Estados Unidos, houve uma influência muito grande do positivismo.” She even spoke in broader terms than education, that there was an entire positivistic movement in Rio Grande do Sul: “Ah, falar nisso, tu sabe que aqui em Porto Alegre tem um templo positivista? ... Religião.” And it is even represented on the Brazilian flag, although she did not say the Americans were responsible for that as well. “Religião humanista, então, a nossa bandeira tem um dístico positivista, né? “Ordem e Progresso” é um dístico positivista. E o Rio Grande do Sul tem uma influência dos positivistas.” (412a)

She says that at the time, there was nothing but this kind of influence from America. “Então, durante um período nós tivemos uma influência muito grande de lá da Administração americana, né? E, portanto, assim, eu lembro quando eu estava em Harvard na Escola de Educação, nós só tínhamos pesquisa quantitativa, não tinha qualitativa no início dos anos 70 e foi só, agora tem, agora tem pesquisa qualitativa e tal, mas não tinha, só tinha quantitativa; por que a idéia era essa de que só quando tu podes medir, pode, então é que tu realmente podes fazer afirmações, testar hipóteses, lá não tinha.”

What she says finally began to change things were closer ties with European management programs. “Então, depois começou o período de fazer doutorado na Europa, que era mais fácil por causa do Francês, e ficava mais fácil para os brasileiros e a Europa sempre tem o charme especial, né? É bacana. Então, começo a onda

européia e aí com a onda européia começou a vim a pesquisa qualitativa, que não tinha antes, né, praticamente.” Subsequently, UFRGS became very closely associated with the French institutes, and more of their professors have PhD’s from there than any other foreign country. In fact, there was one French PhD for every two Brazilian PhD’s at UFRGS at the time the data was collected for this research!

Another of the professors at UFRGS, also one of the first to have a PhD from the United States, had a similar recollection. “Interesting about the influence of MSU, you are familiar with the USAID program? They call it here point four, I am translating from ponto quarto, USAID. They really started three business schools here in Brazil: FGV founded in 1954, our school here (UFRGS) in the late 50s, and then Bahia, these were the three.” He maintained his contact with the American university responsible for most of it, Michigan State, for a long period of time. “I am pretty much aware of this because back in the late 80s, 1987, we had a meeting at MSU where they were forming an international center for business education and they invited different ex alumni from MSU from different countries, and I remember from Brazil I was there.” (422b)

He remembered that many of the other former students also participated in the reunion. “I don’t want to say dozens, but at least 6-10, and they came back and some of them came to the university not as a full time, but part time professors, and the other time they were in the government and executives or officials.” This particular memory of his shows that the impact of the American involvement went far beyond just the academic world, but that it also directly impacted politics and the economy. “You have to put this into perspective though because the way of doing business in Brazil is very much influenced by the way Americans do business. They say the multinationals really clocked Sao Paulo, it was unbelievable, the influence of the most reputable business schools in the country. It is very American biased.” (422b)

Apparently, so was the professor! “Another thing is I think it is important to extend the American way, the foreign influence in Brazilian programs.” He believes this, even though the American influence at UFRGS has long since been overshadowed by France. By comparison, however, he points out that USP has virtually no foreign influence, mostly because of the program’s age. “Most of the doctors over there (*USP*) are Brazilian educated. So different from our program. If you start a program if you go back maybe 10 or 15 years you didn't have anyone who graduated from Brazil. Some from the United States. Here we have four (\*\*\*) (*USC/Harvard*), (\*\*\*) (*UCLA*), (\*\*\*) from *UCLA*, and (\*\*\*) from the LBS, and a lot of guys from France. If you go to Sao Paulo and the same time I would say everybody, I might be wrong, but most if not all were from the same school USP.” What is quite interesting is even having experienced what he had, and believing what he did about the American way, when asked: *Does it fit the culture of Brazil?*, he answered, “Not alot but that's the way we do it.” (422b)

Still another from UFRGS received his PhD in the same generation as the first three. On the other hand, he was not educated in the USA, but in France. He remembered the happenings in the same way, but from a decidedly different perspective and with a different vocabulary than the others. “É por que ela, nós tivemos uma política de sair fora, de toda ação do plano...que teve de 58 e depois o acordo...dos anos 60, e o Ponto Quatro, etc., que eram aqueles acordos anticomunistas dentro da Guerra Fria e tudo mais.” (422f)

His take on the American influence was not as welcoming or accepting as his colleagues. “...E que criava professores, levava para os Estados Unidos, fazia lavagem cerebral, e botavam eles anticomunistas e ao mesmo tempo como método de trabalho, uma visão acadêmica tipicamente americana.” He said that there was a conscious effort on the part of the professors to counterbalance the American influence.



“E em um determinado momento aqui a nossa estrutura, mas eu digo aqui na Administração e na Economia que é onde eu fui diretor, mas antes da minha chegada se tomou uma decisão de mandar o pessoal para a Europa para fazer uma diversificação e não ficar só na mão da mentalidade americana, entendesse? Que foi influenciada fortemente, fortemente.” (422f)

This professor also spoke of the influence the Americans had on the methodology and style of research. “Se eu pudesse reduzir, é um reducionismo forte, né, mas em todo caso... O americano ele pensa no resultado, ele é pragmático e o europeu pensa no método. São duas coisas diferentes, né? Esse aqui (*Europe*) reflete e diz assim: se nós tivermos um bom método, nós chegamos a um bom resultado. E esse aqui (*USA*) diz assim: não importa como, nós temos que chegar a esse resultado.” He didn’t seem too hostile to the American style, but he did seem to prefer the European, and also made a point to link UFRGS more with the French, and therefore the Europeans. “É o pragmatismo americano e, vamos chamar de intelectualismos se tu quiseres, discussão do método que tem na Europa; e não é França, é França, é a Inglaterra, é a Alemanha, vários deles, é a cabeça européia. Essa é a diferença. E então isto de certa maneira hoje quando tu olhas os alunos, os professores aqui dentro da escola, nós temos uma boa maioria de professores originários da França.” (422f)

Despite all of this, the professor listed the United States as the country that contributes the most towards research in management. “Os Estados Unidos, sem dúvida.” He said other countries: “Tem uma produção muito importante”, but “sob o ponto de vista da quantidade, sob o ponto de vista da criatividade, sob o ponto de vista de empurrar a fronteira do conhecimento, eles têm uma velocidade menor do que aquela norte-americana.” In talking about the subject, he likened the American influence to a hegemony, which implies a definite dependence on the part of other

countries. “Os americanos têm uma hegemonia na produção científica bastante diferenciada do resto dos outros países mais importantes em Administração.” (422f)

A more contemporary influence occurred in the graduate school of UFRJ, during the development of the PhD program at COPPEAD. The effort to mimic the American model was conscious and mostly successful, with a few kinks. “(You said she was modeling it after the United States, why did she choose the United States? Do you know?) Yes, because the U.S. is the most prestigious. Especially at that time that was an almost 20 years ago and the program started in 1989.” The imitation even included matching the academic year with that of the USA, which did not work very well. “At first the first intake started in September '89 because she wanted to exactly coincide with the U.S. program so people could go. And then they realized it wouldn't work so the second intake I was from the second intake and we started in March '91.” The person responsible for the efforts was a Brazilian, but one with extensive American experience: “So she was very familiar with the U.S. System. She had lived for a while, her husband at the time was American, so she had a linkage.” (511a)

Even though the academic year did not work out the same, the philosophy, structure and strategy of the program were patterned after the US programs. “So the first idea was to, but it didn't work so the second intake in back to the regular calendar of the school. But anyway because obviously the whole concept of a PhD, not of a doctoral program, but of the PhD where you have classes, you train students and methodology, and you have classes. And then you have a qualifying exam, and then you have your dissertation proposal, and then the whole for your kind of thing is very different from what you had in England for example at the time.” In her opinion, it is not only Brazil that is imitating the US model, so Brazil was ahead of the curve. “Now they're kind of changing and going towards the U.S. model. Most systems are going

towards the U.S. model because it proved to be more productive, because Ph.D.s are supposed to research and publish and all that.” 511a

She believes that the US model is more effective because it was honed in a competitive environment. “...you have to be very serious. If your environment is not very competitive, because in the U.S., you have a very competitive environment so for your universities to gain legitimacy they have to be very good, because they're competing as several other very good universities and all of that.” Brazilian universities are not as good in her opinion, simply because the pressures to achieve aren't as high as those in the USA. “In Brazil that's a different environment, we're not as competitive. Now we're getting more competitive. It was not like that.” (511a)

Even the foundations of the Master's program at COPPEAD was highly influenced by the American model, by the choice of some of the earliest professors. “So when COPPEAD first started over 35 years ago...it started because it had a nucleus, a small group of idealistic professors who wanted to create a business school patterned as a U.S. business school.” They explored the American system and imported the model. “So this group of professors at that time visited a lot of schools and it was the same thing. So it was decided that the school would be a case school.” (511a) Another professor from COPPEAD, 512a, supported these views: It was inspired by the American programs, as far as I know.”

Not only did they import the model and the system, they also brought in American professors to train those at COPPEAD. “The faculty was trained in the case method and all of that and so this became an ingrained in our culture.” (511a) All of this added up to establishing a definite American character to the Master's program, which undoubtedly affect the later decisions for the PhD program. As has been noted

mentioned before in this dissertation, there seems to be a definite path dependency to Brazil's management programs, and COPPEAD is a striking example of it.

Even though the private universities are not part of this studies sample population, many professors referred to FGV when talking about foreign influence. Another school that was mentioned was Mackenzie, in São Paulo. “Eu acho um programa de administração que tenta aplicar princípios (*dentro do programa?*) dentro do programa de administração é do Mackenzie.” According to 721b, this school has adopted the American model, along with IBMEC, which is another private institute in São Paulo. “...Na verdade aonde você vai nesse IBMEC eles tem uma preocupação com a administração, mas eles não são um programa tão acadêmico como os demais, o doutor não tem mestrado o acadêmico tem doutorado.

He says these programs are extremely oriented towards the American way, and are eager to hire professors with foreign degrees instead of Brazilian ones, in order to further this goal. “...Eu acho interessante você ir lá, porque lá eles querem os PhD's de fora, eles não querem doutores brasileiros, eles mandam a gente fazer lá, mandavam eu não sei se eles mandam agora, mas mandavam e aí o que acontece, esses programas não são, acho que precisaria de um certo.” Professor 721b thinks their approach is having a positive effect. “...este é um outro ponto do modelo americano que deveria ser copiado pela nossas escolas, ter administradores profissionais nas gestões das universidades, escolas de programas e não colocar titulares ou professores mais experientes para gerir, deixa esses publicarem, orientarem bons alunos, melhora a parte essencial do negocio e deixa essa parte do administrativo e não toma tempo das pessoas...”

Strikingly, he thinks the private schools have a vision for success, which he doesn't think they have at USP itself. “Eu não vejo uma visão se perguntar assim:

Qual é a visão do pós-graduação, mestrado e doutorado da USP da FEA USP? Eu não sei te dizer. Eu sei lhe dizer qual é a visão de algumas pessoas que estão hoje, as pessoas mudam e a visão pode mudar e isso eu acho ruim para o programa.” (721b)

Many of the other professors interviewed noticed curricular and structural similarities between their management programs, or between Brazilian programs in general, and American management programs. This includes the functional divisions present in both the market and the curriculum: “Dependência só curricular em alguns pontos...É um paradoxo que a gente vive, a gente tem muito material que não é usado aqui, mas a gente usa muito a estrutura que os Estados Unidos aplicam, por exemplo, em termos de informações, entendeu? Por exemplo, as caixinhas de Administração: Recursos Humanos, Marketing, Produção, Finanças, Mercadologia, enfim, isso é um modelo que é um modelo usual da escola americana, que também eles praticam muito isso.” (221b)

Another who saw parallels in the curriculum was 322b, from UFPE. “...os currículos brasileiros foram em boa parte e a estrutura do ensino foram boa parte copiado dos Estados Unidos, herdado dos Estados Unidos. A pós-graduação também em grande parte.” He experienced the influx personally while a graduate student. “Eu estava na Fundação Getulio Vargas no mestrado quando...Eu estudei administração das universidades e vi a quantidade de publicações e a influencia da Universidade de Carolina do Norte diretamente sobre o ensino de administração, e a Fundação Getulio Vargas do Rio foi uma fonte de disseminação disso no Brasil.” From his perspective, Brazil has moved from an initial European heritage prior to the 20<sup>th</sup> century to one of American influence: “Nós somos muito mais europeu do que Latino Americanos, e no século XX são muito mais americanos, norte americanos do que qualquer coisa com Argentina, Bolívia, Venezuela. Se for olhar o século XX nós somos mais americanos,

se for olhar a nossa historia para trás são mais europeu, todas as nossas raízes são mais europeu...” He ends with a concession that this might not be the best mixture! “...então, as vezes o olhar de fora é desfocado.” (322b)

The same professor who spoke of Mackenzie and IBMEC believes there is a type of dependency in the curriculum as well. “Sobre o ensino. O que se ensina? Como se ensina? Eu não vejo grandes diferenças, a minha base é aqui na USP. Nós sempre nos inspiramos no modelo americano, se o acesso foi fácil, o desenvolvimento em administração é o que aconteceu nos Estados Unidos.” (721b) He believes that the American influence has even had a lasting effect on the nature of the program at USP: “Acho que pelo pragmatismo da administração, encontra um grande eco na cultura Americana.”

This was true for Brazilian management education in general, according to informant 412b, from UFRGS. She stated that: “A criação foi americana...na Administração é americana, em todos os... Quando fizeram os primeiros cursos o pessoal foi se formar nos Estados Unidos. O nosso sistema de ensino é igual aos Estados Unidos, tudo, tudo.” According to her, Brazilian professors have established a hierarchy of PhD’s, depending upon where they were obtained, one which she doesn’t believe in, with America being the most valued. “Pois é, inclusive, assim, eu nunca liguei para isso, mas eu ouvia dizer que aqui se valorizava os doutores, primeiro, formados nos Estados Unidos, depois na Europa e depois no Brasil.” (412b)

Following this sentiment, it seems that some professors even believe there should be more American influence in the Brazilian system: “Aqui a gente segue o modelo Americano de créditos mais não tem uma proximidade muito grande com o mercado os alunos. Nos Estados Unidos eles preparam mais para o mercado, aqui eu sinto uma falta disso, pelo menos na Federal.” (321c) This admiration is partially

shared by professor 112a, from UFBA. She believes that: “Estados Unidos eu acho que é o país que melhor, no sentido de eficiência, né, conseguiu definir um modelo de formação, não só em administração, mas em outras áreas também, da especialização.”

However, at the same time, she thinks the American way is focused and mostly applicable to the American market. “É uma formação muito focada na especialização, por um modelo do sistema capitalista americano. E a escola de estilo americano reproduz isso.” Within the management department at UFBA, she sees the American influence more in the business management than in the public management. “E essa escola foi formada por uma matriz americana, né...Então, a matriz é toda americana. Entendeu? Agora, a área pública, como é forte aqui nessa escola, ela tem também essa influência francesa, essa influência européia, particularmente francesa que nós dá um pouco de equilíbrio.” She herself is glad that there is a balance between the two. “Eu acho melhor é a síntese. Você entende? A síntese entre os dois modelos, entre o modelo europeu que é genérico, que é crítico, associado também a uma coisa dos Estados Unidos.” (112a)

Beyond just the structure of the Brazilian programs, the theory and literature that comprise and support the curriculum also is primarily sourced in the United States. There is a separate section on foreign material as used in class, but this section will include a few specific references. “Eu acho que a gente ainda tem muita influência americana, na área de Administração principalmente, a nossa referência teórica, os modelos, eles inegavelmente são muito influenciados...Por que os Estados Unidos é inegavelmente o maior centro produtor de conhecimento, de pesquisa, de desenvolvimento econômico, é uma referência, os periódicos, as escolas de negócio, grande parte dos nossos professores estuda lá ou faz pós-doutorado lá.” (211b)

The previous structural and curricular mimetism stems from this theoretical base. “Então, a universidade americana ela é uma referência muito forte, a estrutura da universidade, o funcionamento da universidade, a diversidade, o dinamismo...A quantidade de disciplinas que é ministrada, a internacionalização, a universidade americana, as boas universidades elas impressionam muito pelo vigor, pela produção e tudo mais.” The professor making this quote has a Brazilian PhD, but believes America definitely makes a lasting change on those who are exposed to its system. “Então, eu acho que quando a gente vai e conhece tudo a gente volta muito marcado pela experiência nos Estados Unidos.” (211b)

Another informant would apparently agree, and say that positivist research has become dominant. “Para nós o que nós chamamos de um bom paper está em um estagio anterior ou que as revistas americanas chamam de bom paper...é positiva, porque o que eles estão cobrando é ciência, é assim, isso se faz no mundo inteiro, nós não estamos tendo um jeito brasileiro de fazer ciência, há um jeito de fazer ciência, eu penso assim.” He believes that it is not important where the theory comes from, just that it is good theory. “Quer dizer: não tem um jeito americano, eles fazem corretamente é um bom padrão e porque não seguir um bom padrão?” (721b)

In addition, he discounts the French style, which is favored by some in Brazil as a counterbalance to the American influence. “...na França há uma sedução maior pela parte teórica dos trabalhos, discussão teórica não há pragmatismo, em administração eu acho isso péssimo.” He is not the only professor to mention that the French style is not as applicable to Brazil as the American; remember professor 121a, who also believed that not only was the American way more pertinent to Brazil, but only for a percentage of the population. As with that professor, 721b appreciates the applicability and pragmatism of the American works: “A teoria se boa tem aplicação pratica, se são



boas teorias o seu trabalho tem aplicação também prática, nesse ponto as vezes, isso faria uma crítica talvez as revistas americanas quer dizer, muitos trabalhos são brilhantes do ponto de vista científico acadêmico mas em gestão nem sempre tem uma aplicação prática, eles respondem uma parcela muito pequena do problema é um olhar muito específico demais para poder exatamente todur tu texto brilhar.” (721b)

This is not universally welcomed here in Brazil, however, as the interview with 622b showed. “Os Estados Unidos eu vejo uma complicação muito quantitativista muito positivista, a Inglaterra eu vejo um pouco mais como interpretacionista eles aceitam mais as pesquisas qualitativas, estudos de casos enquanto que nos Estados Unidos é mais difícil você conseguir publicar um estudo de caso, a não ser que seja uma coisa muito notável se não, não consegue.” He sees a large American influence in the Brazilian system, but does not seem to agree that it is a good thing. “Nós aqui no Brasil devido a grande parte dos professores tem sido se formado nos Estados Unidos eles estão muito nessa corrente, mas, já tem um grupo que está puxando para poder fazer um contraponto.” (622b) Even though he didn’t place himself with the latter group, but from the tone of his dialogue, and the fact that his PhD is from England, it seems he probably is.

The actual production based upon the theory makes up the great majority of teaching materials used in management programs across Brazil. The presence is impossible to discount: “Na realidade brasileira ainda eu acho que a gente tem um domínio muito grande da literatura Americana, e aqui a gente acaba tendo em algumas áreas uma influência bastante grande...”(611a) Many informants said they used close to 100% foreign material, most from the USA. “Eu acho que o material estrangeiro principalmente no pós-graduação é 100%, não vou dizer 100% mais 80% e 20% brasileiro (*de onde*) vem dos Estados Unidos, no meu caso eu priorizo os Estados

Unidos.” (721b) And more than a few believe it to be a direct form of dependency. “Na literatura que eu uso no curso...Então são todos americanos...Eu uso depende, na pós é tudo 100% todos os textos são em inglês, na graduação o livro que eu uso é completamente americano, ele é traduzido.” (711b)

Some believe this is not a form of dependence, but more of practicality. “O volume de material que é produzido e ao acesso mais fácil a esse material. (*Mas não é uma forma de dependência?*) Não, eu acho que não, é muito mais a comodidade de você ter a coisa pronta também... Por que é padronizado. Facilita para o aluno e para você também em termos de preparação em sala de aula, né? Então, é um dado que a gente tem que pensar também em termos de facilidade das duas vias, aluno e professor.” (221b)

Others view it as a form of colonialism, or even hegemony, as does 422a, from UFRGS, who also predominantly uses American literature: “Hegemonia dos mais variados níveis né?” He believes it would be difficult for Brazil to challenge this hegemony. “Então o que acho assim é que, em termos de conhecimento então, que claro que isso aí é um percurso histórico né? Nós somos uma civilização bem nova então não vamos rivalizar né com as civilizações mais antigas. E eu acho que até em administração da pra pensar até, mas em engenharia, tecnologia é muito difícil né.” However, he thinks the American contribution is justifiably important as a resource. “Então, pra sociedade preconizada numa lógica de uso,... Uso intensivo de recursos né, sem se preocupar com o resultado e coisa e tal, acho que a contribuição americana foi realmente é mais importante, pra mim.” (422a)

Within this discussion there appeared two important insights concerning American influence. First, American management is definitely the current fashion: “Aquilo que eu te disse, ou seja, o Brasil ele reproduz o modelo da moda, quer dizer, se

é uma área que nós temos recebido muita influência dos americanos é a área da administração.”; but it might also go out of fashion, “A área da administração é uma área muito vulnerável a modismo, é uma área que eu chamo de auto-ajuda. Tudo o que se põe no mercado se vende na área de administração.” (112a)

The other insight concerns the reality of the world we live in. If there wasn't and American hegemony in the area of management who would be hegemonic? And if there wasn't American influence in Brazilian management, who would be influencing it, if anyone? These points were brought home by one professor's experience in Africa, where there was an initial American presence: “...nos conhecemos, trocamos muita correspondência, que ele se apresentava como historiador, hoje ele é professor da Howard University, não Harvard, Howard Universidade (*also from the USA*) negra, Jean-Michel Tali.” But when the Americans did not pay attention, the Chinese moved in. “E aí o primeiro momento que eu vi a China na África, isso foi em 2005, aí eu fiquei muito feliz, eu digo: bem feito! O Ocidente, os americanos e nós viramos as costas para a África, bem feito, a China invadiu.” (411a) What went unspoken is that Brazil actually was also there, through her!

### 3.5.2. English

The presence of the English language in Brazilian graduate education is of paramount importance in any research concerning foreign influence: “It is a must.” (512a) English has become the de facto language of business worldwide, and thus is also the de facto language of business (and management) education in many countries: “I would say that this is the business language today. Even Europeans say we're going to talk the European English style...my wife does a lot of work with a lot of different programs with Europe and the United States and she says, “well are we going to talk American English or are we going to talk European English”.” (422b)

Brazilian graduate management programs at public universities all require students to pass an English proficiency exam in order to be considered for admission. Most management literature, including that used in these programs at the graduate level, is also written in English.

Without a functional knowledge of the language, there are definite limitations to learning capacity. “Então por isso não tem muita quantidade e as vezes a qualidade também não é assim tão a desejável alguns trabalhos [*in portuguese*]. Isso não acontece em língua estrangeira, e principalmente em inglês então, você tem acesso ao conhecimento, significa que você tenha que dominar a língua inglesa.” (721b) This limitation is magnified by the inability to choose what knowledge to access. If someone in the management field does not speak English, for the most part they are limited to reading what is translated by others. Others either translate what they find interesting, relevant, or are paid to translate. This makes translated knowledge subject to non-academic, goal-oriented external motivations.

One professor who mentioned this was 112b at UFBA, who said academics need to learn English: “infelizmente porque nos Estados Unidos não traduz tudo, traduz só o que lhe interessa então, a gente termina passando por outro filtro e aí estamos sujeitos a uma séria de questões ideológicas também.” Another divided the academic world into those who at least read English and those who didn't. “Olha, falar é uma coisa, ler é outra coisa, então nós temos uma diferença importante aqui. O professor que não lê em Inglês é um professor que está, ele está fora, ele não consegue fazer o up to date, ele não consegue está acompanhando o que está acontecendo na área da Administração por que não é só os Estados Unidos que publicam, mas todos os outros países acabam se tornando...Aí é a língua oficial da administração também, dos journals e tudo mais, estão publicando em Inglês tu tens

que saber Inglês. Então mesmo ele não sabendo ler, ele tem dificuldades enormes.” (422f)

Beyond the need to read, due to globalization knowledge of written English is highly advantageous for publishing internationally, collaborating with foreign professors, or participating in international academic conferences. “Eu acho que eles estão começando a entrar nesse mundo globalizado, que é um mundo globalizado que você tem um fio condutor que se chama língua, e o inglês hoje é uma língua que você tendo esse acesso para esse idioma você comunica com qualquer pessoa, por exemplo, você vai a Holanda você conversa em inglês com qualquer pessoa como se fosse na Alemanha, menos na França.” (622b) English is particularly important in certain areas of management education, according to 812a from UFPR: “I think it is very important in my area. It is essential because it is a matter of perception...They [*students*] should be able to exchange with the world and only have English because it is almost the universal language.”

The most common responses were: important, fundamental, and imperative. It appeared more that professors viewed English as a tool, the same as any other knowledge: “Because of the context, not because it is English, but because of the global context it is tremendously important.” (321a) Another professor, from COPPEAD, echoed this thought: “You have to have one common code. It happens to be English. This makes it easier for Indian students [*from India*] to get the...But it's a reality it has to be English. No other way.” (511a) English could be thought of as similar to open-coded software, such as UNIX, which originally came from the USA. Later, Linux and much other open-coded, free software were based upon UNIX and have been developed in countries worldwide, using the common language of its predecessors.

Some professors wished they possessed a better grasp of the language: “É muito importante, eu acho que isso muda muito coisa na vida dele. Eu falo isso porque eu tenho muita dificuldade em falar, eu aprendi velha tenho trauma assim de falar, eu falo o meu inglês todo macarrônico meio italiano. Eu acho que é uma limitante.” (711b) Others tried, but couldn’t become proficient: “Mas eu tenho um problema assim, um bloqueio com o Inglês, que eu já estudei muito! Morei, fiquei nos Estados Unidos, fiz curso lá, fiz curso particular, fiz cultural, fiz milhões de cursos. [*E ainda tem um bloqueio*]. No Canadá o ano inteiro eu estudei Inglês...Não, faz falta, eu reconheço que faz falta.” (412b)

Virtually all of the professors interviewed believed it was extremely important for both business professors and students to speak English. This viewpoint encompassed both groups of professors: those with foreign PhD’s and those with domestic PhD’s. An apparent difference was that professors with foreign PhD’s had much more to say about the topic than those with domestic PhD’s. Their responses were longer, more detailed, and gave more insight into the reasoning behind a need to speak English. The foreign country where the professors gained their PhD’s did not influence the opinion of the importance of speaking English, the belief was relatively universal.

#### 3.5.2.1. Domestic PhDs’ thoughts on English

Even the two professors who identified themselves as academic nationalists stated that it was important to speak English for those in the academic area of management. One, with a PhD from a prestigious Brazilian university, made a conscious decision to not learn to speak English. She did learn to speak French, from her own admission this seems to have been a response to the pressure to learn English from the management environment. “Eu falo Francês razoavelmente e pra te falar a verdade eu não falo inglês. Eu falo muito pouco inglês, compreendo também, mas

sempre fui resistente com a língua, nunca foi uma língua assim, sempre tive dificuldade de querer aprender mesmo isso é uma coisa achava uma coisa um pouco colonizadora sabe? tipo assim, porque todo mundo tem que falar inglês? Então a minha rebeldia era, vamos falar o Frances” (211a).

When asked whether her lack of proficiency in English limited her, she responded in a way it did. She felt limited in her ability to convey her knowledge and participate in academic conferences. “Limita de ir num congresso, pôr as minhas idéias e me fazer compreendida e conseguir disseminar as coisas que eu penso.” This professor was also restricted in her ability to conduct research, because she could not conduct interviews in English with foreign professors: “...até foram bacanas acho que nesse caso assim valeria a pena talvez eu saber inglês para chegar e entrevistá-los.” (211a)

She noted that she herself wasn't viewed in a negative light by others, but others might discount her knowledge in other areas due to her not knowing how to speak English. “Agora por outro lado as vezes que eu estive no exterior eu era vista como uma espécie de flor exótica, então eu não sei se eu falasse inglês ou eu deixasse de falar inglês as minhas idéias iam ser tomadas muito a sério...Mas eu sempre fui assim meio vista como flor exótica não sei se porque eu não falava bem o inglês, não sei se as minhas idéias também são fora do lugar...Mais eu fico pensando assim se realmente se o que eu tenho para dizer o que eu pesquisei se as conclusões que eu cheguei seriam levadas a serio e teria relevância para eles.” (211a)

The fact that Brazilian professors might not be taken seriously due to shortcomings in English is as much prejudice on the part of foreigners as anything, but no matter the reasoning, the effect is alarming. The more barriers there are to disseminating knowledge produced in Brazil by Brazilians, the worse the “trade deficit”

in knowledge will be. It is also interesting to note that in order to reduce this deficit, Brazilian professors must participate in one of the causes of said deficit: the hegemony of the English language in global business. “Depende, se ele pretende ter uma inserção internacional, fazer um pós-doutorado, se ele pretende fazer visitas, né, e trabalhar com pesquisa também, é fundamental.” (211b)

Many others shared the opinion that English is fundamental to being able to cooperate with foreign academics and participate in academia outside of the country. Among some of the statements on this idea were: “Para fazer os contatos que nós tivermos fora do país. [*Para a rede?*] Sim, fundamental.” (311a); “Depende de com quem ele quer interagir, se ele quer interagir com pesquisadores norte americanos o inglês é importante.” (411b); and “Eu acho que é essencial, eu nem vou dizer falar, mas principalmente a leitura, essencial, e claro o professor pretende apresentar sua pesquisa em congresso internacionais a língua oficial na maioria dos congressos internacionais é sempre o inglês.” (721b)

Much of the research about Brazil that is published and read outside of Brazil doesn't come from Brazilian researchers. This undeniably results in a different perspective than if Brazilians were the authors, and denies Brazilians control over the interpretation of this country's reality. “Eu acho que, enfim, vamos dizer assim, são as dificuldades da gente se fazer comunicar externamente. O olhar de quem é de fora muitas vezes ele tenta traduzir o que a gente não consegue passar para eles de forma, vamos dizer assim, em termos de publicações deveriam ser feitas por nós também. Então, o brasilianista tem uma visão parcial do nosso contexto, mas eles fazem um papel importante de divulgar a nossa realidade.” (221b)

Some Brazilians are resistant to the idea of the influence of English in Brazil. Professor 211a from UFMG acted as a lead evaluator for EnANPAD, and she



encountered at least one professor who refused to review papers submitted in English, even though the congress is international by intention. “E eu recrutei alguns avaliadores pra fazer a avaliação dos Papers, escolhi o meu time, e ai o que aconteceu, aconteceu uma coisa muito curiosa, porque veio um artigo em inglês e A ANPAD na verdade é um Congresso Internacional, é considerado Congresso Internacional, eu mandei para uma das avaliadoras e ela me respondeu dizendo assim: Que ela não ia avaliar o paper que é um absurdo num congresso brasileiro nós temos um paper em inglês, e que ela se recusava, e ai eu respondi pra ela: dizendo que na verdade eu posso passar pra outro avaliador mas a verdade e que a ANPAD é um Congresso internacional, a gente esta fazendo isso com a tendência com a intenção de conseguir uma extensão maior no estrangeiro e vice-versa etc., etc., e tal, você vê a mentalidade de um professor doutor de universidade federal na área de Teoria critica, quer dizer, você imaginaria que ela tivesse um outro posicionamento, não esse tipo de recepção, NE ainda existe muito preconceito de parte a parte.” (211a)

Even so, the overall impression discerned throughout the interviews was one supporting the importance for learning English. “Eu acho super importante mais nem todos falam.” (711a) Another professor from UFMG lends credence to the rather obvious idea that living in an English speaking country facilitates such knowledge: “Eu comecei a falar Inglês realmente, eu me soltei assim, que eu descobri que eu tinha alguma capacidade para falar, quando eu fui morar nos Estados Unidos; que antes assim eu achava que eu não conseguiria.” (211b) Speaking English learned in Brazil cannot substitute for learning the language in an English speaking country when acting in a professional capacity. “Eu tenho vários colegas, até o falar inglês é operacionalmente complexo de você definir, porque falar para fazer uma apresentação de um trabalho é muito diferente de você falar para uma viagem de turismo, entrar e sair de um hotel, pegar um taxi resolver-se em um aeroporto, então aí requer um pouco

mais de você responder, participar de reuniões, fazer pesquisas conjuntas, eu acho que aí seria interessante, muito importante.” (721b)

Without exposure to the corresponding context, it is difficult to become fluent, and impossible to speak naturally. “Mas eu acho, que muitos brasileiros que não tenham estudo fora, e eu acho que é essa a questão do estudar fora acaba facilitando porque você vai ter um convívio maior com o idioma, então isso pode estar contribuindo para você desenvolver mais isso e poder ser mais crítico com relação de você ou estar escrevendo ou que alguém traduziu.” (611a) This is true of both students and professors: “On top of that, English knowledge is a requirement of the doctoral program, there are many degrees of English. And speaking English is one thing. Being able to write in English with an educated, academic language requires a very good command of idioms, idiomatic phrases, and subtle ways of saying things or not. And having done a course at Cultura Inglesa, or speaking English when you travel abroad, it's not the same; as it's not the same as speaking English and lecturing in English.” (511b)

Several professors mentioned the need to know English in order to be able to effectively teach. First of all, they themselves must be able to understand the material that they use in class, which is predominantly in English. Admittedly, COPPEAD has a different dynamic because it has a much greater number of foreign students than the other programs, but professor 511b made an important point: “...here we have many professors who speak English, but don't feel comfortable lecturing in English or comfortable writing in English. Why? Because when you lecture in English you face a multicultural audience, a guy from India, France, Italian and one from Africa, and they all speak English with different accents and intonations and you have to know what's going to come up. You cannot prepare a discourse; it is an open class, a discussion. And for

you to feel confident you have to feel confident with the use of the language and that's harder.” Even though there might not be as much pressure from foreign students in other programs, nor such an emphasis on lecturing in English, the professors from COPPEAD are necessarily more experienced in English and if they have problems, imagine problems faced by professors from the other programs.

Management professors need to help prepare their students for future careers in management, whether in academia or not. This includes theory, practice, networking, and for most students also necessitates the need to speak English. “Por que para o aluno as oportunidades que ele identifica ou cria dificilmente não haverá concorrência, ele terá concorrentes e os seus concorrentes podem ser tão aptos, do ponto de vista técnico, quanto este candidato e aí se ele domina o idioma ele já se destaca em razão disso. Além de que há empresas que necessitam de pessoas que falem o idioma para poder exercer a atividade, caso contrário o aluno não vai conseguir colocação na empresa. Então, para o professor é indispensável de maneira que ele consiga preparar bem os alunos e para o aluno é fundamental para que ele entre no mercado de trabalho.” (421c)

#### 3.5.2.2. Foreign PhD's thoughts on English

This group of professors was perhaps more vehement about the need to learn English, but definitely had more to say on the matter. Through their foreign experience, they understand firsthand the limitations and difficulties that occur from language barriers, especially in reference to the English language in management education. Even the professors with PhD's from non-Anglophone countries pushed the necessity: Fundamental. If you don't speak it is half of your life. I was already a successful professor when I was here in 1997 and I went to the USA to learn.” (422c)

Several mentioned they chose the location of their PhD in part due to the country's language. "Eu apliquei para universidades nos Estados Unidos e na Inglaterra, porque eu queria também fortalecer o meu inglês, eu acho que não adianta você falar Francês, não adianta você falar Alemão, eu não vou perder o meu tempo com essas línguas porque o mundo fala inglês mesmo e fim de papo. Você pode se considerar felizado porque você fala a língua do mundo, você é nativo mesmo, então eu elegi esses dois países." (222c) Another chose England for the language, even though he was fluent in French and could have studied in France. "Minha língua toda é o Frances, eu tinha o total domínio em Frances (Não considerou ir para a França?) Não, não considere. Não queria, eu queria a língua em inglês, eu queria adicionar alguma coisa, queria adicionar." (322b)

One professor who went to England for a PhD mentioned how difficult it was for him to learn English as an adult: "Meus amigos falavam que eu não falava inglês. E eu dizia que iria aprender, e é difícil para uma pessoa aprender inglês já velho, não é fácil [*eu entendo*] eu fiz, consegui com muito sacrifício. Os três primeiros meses na Inglaterra eu não entendi o que o professor estava falando..." (622b) This underscores the need for education in English at the primary levels, and also that what is taught in most Brazilian primary and secondary schools does not adequately prepare students for study abroad or speak English with skill: "Obrigatório era o inglês na sala de aula, mas o inglês pra gente era uma coisa que não tinha muito sentido, era só coisa da formalidade do currículo, a gente estudar inglês desde o primário. É, no Brasil." (112a)

Again, the primary reasoning for learning English for actors in the management area was the ability to participate in international conferences, collaborate with foreign professors on research, and publish in foreign journals. Some of these aspects are monitored and quantified by CAPES, especially in regards to publishing. Apparently,

the need to publish in English has left other foreign languages by the wayside when it comes to research. When asked how important it is to publish in English, 422c from UFRGS responded: “Totally and only in English. All other journals even if they are good in their own countries...if I publish in the best French journals no one cares!” Professors nationwide are preoccupied with their personal research evaluation and also with their program’s evaluation. “É que do ponto de vista institucional a instituição ganha mais se você publica em inglês porque ganha mais pontos para a CAPES...É importante porque ele teoricamente passa a ser lido por mais pessoas ele tem acesso a Europa e ele é avaliado aqui no Brasil melhor pela CAPS.” (112b) The need to have Brazilian research read abroad is a motive for this evaluation; and to enhance Brazil’s standing in the academic community, thus reducing the trade deficit in knowledge referred to in previous section.

Without a knowledge of English, it is difficult to correspond with foreign researchers, very few of whom speak Portuguese. “É importante porque ele pode estabelecer canais de pesquisa no exterior, é importante porque ele pode usufruir de outras mídias para o ensino, e o inglês é a língua da administração.” (222b) The reality is that there is a large motive for Brazilians to learn English, and few motives for foreigners to learn Portuguese, unless they specifically study Lusophone countries. Modern translation software does not do a good enough job to be able to transmit anything more than basic communication that is grammatically correct, and definitely doesn’t meet the standards of academic communication and composition.

Brazilian academics in management must learn English if they wish to extend their influence internationally: “É a forma da gente se comunicar, de apresentar em congresso, de se comunicar com professores de lá.” (412a) Speaking Portuguese alone, or even adding Spanish and French does not enable someone to participate in

international conferences, or travel to non-Romance language countries. People must have a grasp of English: “Importante sim, porque ele tem que ler em inglês, viajar e falar em inglês.” (122b) This is for any international academic activities: “Qualquer congresso que tu vais e não precisa ser administração, se ele é internacional eles falam em Inglês. A não ser os canadenses do lado francês que se recusam, mesmo que eles saibam falar.” (412b)

In addition to conferencing, the professors are motivated to publish in foreign and international journals, most of which are in English. Even Brazilians considered fluent in English can have difficulties having their production published, due to stylistic elements that are natural only for native speakers. What was interesting was that a few professors mentioned that there are some qualitative aspects to composing in English, as compared to Romance languages. “Mas o próprio estilo de escrever, o francês ele é muito prolixo, ele dá muita volta, etc., o inglês não, ele é muito mais direto, é sujeito, verbo e predicado, então a frase é muito mais curta, o inglês é muito mais objetivo...One, two, three, four; o francês ele escreve páginas, e páginas e páginas. Eu acho que nós brasileiros somos mais parecidos, talvez por causa dessa cultura latina, a gente se aproxime mais do francês, dessa coisa da ambigüidade, né, uma resposta que você não sabe exatamente o que significa, pode ser, pode... O brasileiro não fala sim e não, ele fala: pode ser, vamos ver, eu te ligo. É uma resposta, como o John colocou ontem, nunca é: não, não posso. Entendeu? É uma coisa sempre muito... Enfim. Então, eu acho que é uma série de vantagens, eu acho que a universidade brasileira ela é muito mais... Por exemplo, não acho que exista uma cultura acadêmica no sentido da discussão de fato.” (222a) The last sentence in this professor’s statement uses rather direct language itself, but due to the fact that thought processes themselves are governed by language it might have validity.

Another professor, 612a from UNB, responded in a similar manner concerning the ability of Portuguese to be direct in management literature: “It's very indirect, so in the business world it's very passive. Passive voice that kind of thing. I think it doesn't come across as well as maybe some of the others.” She said this had more to do with the structural differences of the languages, but that it can have a detrimental effect on the readability of literature, thus affecting the credibility as well in the international arena. “You read something that has been translated into Portuguese and English and it reads like something for a five year old. It's because of the structure of the language. In other words this is going to have to change if we want to be taken seriously abroad. Because you state the obvious with such force and that kind of thing.” (612a) It can swing both ways as well: “When you are used to saying things in English and translate to Portuguese you can lose something in translation, because business language is different.” (812a)

Yet another professor from UFMG lauded English structure, and said it has actually helped him compose in Portuguese as well. He believed the ability to write correctly is even more important than the ability to speak. “Aqui no Brasil talvez não seja muito importante falar em inglês, mas é importante escrever em inglês, eu acho que isto me ajudou muito e me ajuda muito com o português, porque uma coisa que eu aprendi na Inglaterra que hoje eu valorizo muito é, você não por ser nativo, talvez você não valorize muito e eu valorizo muito porque eu sei que você pode esnober. Esnober é, você pode usar e abusar porque você sabe o que tem que fazer, eu não, eu aprendi nos Estados Unidos que as frases tem que ter sujeito, verbo e predicado, sujeito, verbo, predicado, sujeito, verbo, predicado eu não sabia disso aqui no Brasil, não sei se você já percebeu, se você já leu alguma coisa que a gente é comum em português que a gente começa com o fim da frase e depois vai desenvolvendo ela ao contrário depois

recupera e escreve em um período desse tamanho de tal forma que quando você chega lá no fim você não sabe por onde você começou.” (222c)

This same individual believed it helped him professionally in that his articles are more readily accepted, with less criticism. “Eu aprendi a escrever inglês, aprender escrever inglês, claro eu nunca vou poder escrever em inglês como um inglês, mas eu escrevo em inglês razoavelmente sujeito, verbo, predicado eu não sou muito ousado, os meus artigos quando vão eles voltam para alguma correção, mas com uma crítica um pouco menor, então, eu acho que facilita muito esse primeiro contato.” It also helped him in financial ways; expanding his professional and research opportunities, which he can use to enrich the classroom experience for the students. “Então digamos assim, falar inglês para um professor aqui no Brasil talvez não seja muito importante, para ganhar dinheiro por exemplo para mim é importante dar aula em inglês, para eu ganhar dinheiro é importante as vezes entrevistar pessoas em inglês, isso eu faço mas para dar aula aqui na universidade não é tão importante, eu penso também Eric é que o fato de eu fazer trabalhos em inglês lá fora, fazer entrevistas em inglês, dar consultoria em inglês lá fora em algumas empresas, acompanhado o trabalho de algumas empresas nacionais que precisam entrar em contato com multinacionais e assim sucessivamente acaba você também trazendo essa experiência para dentro da sala de aula.” Without his level of English, he would not have access to such opportunities: “Eu fiz o evaluation dentro de uma empresa em São Paulo uma empresa internacional e é claro que isso que eu via acontecendo que foi a compra de uma empresa nacional com uma empresa internacional eu acabei trazendo isso para dentro de sala, se eu não falasse inglês eu não teria participado dessa experiência e pudesse refletir isso dentro de sala de aula.” (222c)



Some schools are more exigent in emphasizing English ability than others. COPPEAD prides itself on having an international focus, including having foreign visiting professors, a multinational student body, and students with advanced English skills. Even so, COPPEAD runs into some problems in achieving program fluency: “On top of that, English knowledge is a requirement of the doctoral program, there are many degrees of English...here we have many professors who speak English, but don't feel comfortable lecturing in English or comfortable writing in English.” (511a) The need to internationalize is noticed by other schools: “Ter a língua usada em um programa, isso é um potencial de internacionalização, por exemplo, o COPPEAD é diferente. O COPPEAD é realmente. Meu filho fez o COPPEAD, meu filho ele fala e lê bem o inglês então, eles tinham vários estudantes e muitos professores também então, aquilo era natural, havia duas línguas, então não havia problema.” (322b); and “I think it is, today, real business students must have global mobility...all over the world, must learn English and Spanish.” (422c)

Today, USP also seems to place an emphasis on students understanding English. “Here five years ago a friend of mine was a teacher, he sent me, he asked me to pass a questionnaire and he said your students will understand English? I said it and I think they will let's try. He was astonished how well it went. And if you went to this university they must know in English.” (722a) The same professor attempted to emphasize English many years ago but faced resistance. “You see I used 20 years ago to have textbooks and English like promotions. The students who went to criticize me to the head of the department (for using) for using them. I said to him if you want the best you have to read.” It was more readily received more recently, but still had some issues: “You see eight years ago I started, I used so much in English and that the group the class and, was an afternoon class, they said why don't you teach in English. Said it would be interesting because I will train my English because if I don't I will forget.

I gave three classes, and one guy was against...Now I try to give classes in English. After eight years.” (722a)

However, it is difficult to reach the same level at the other schools. “Aqui não, aqui ficam querendo dizer assim: não é como um curso internacionalizado, mais já está em um certo nível. Querem forçar um pouco essa mudança de nível colocando dessa forma textos em inglês. Já se trouxe aqui professores de fora para dar pequenos cursos, mais eu acho que é precoce, está antes da hora o problema vem de baixo.” (322b) Even though the students are required to speak English to get in the graduate programs, many still don’t have the necessary level. “They lie about their English skills...you give them material to read and they have difficulty reading it.” (422c) Programs go to some lengths to determine if students have the appropriate level of proficiency.

The ANPAD test for admission to the graduate administration programs includes a significant English portion because of this. This sets a lower filter for the students, so that they can understand the literature and participate fully in the learning process. Professor 612a had particular insight: “I coordinated the graduate program here for a couple of years and the question of the entrance exams and things like that. We've gone back and forth on it because there's a lot of opposition in the colegial but I feel that there is a certain level that people have to have a or they're not able to work in English: on the ANPAD test, which is the 70th percentile.” She herself believes any students scoring lower than 70% are not able to succeed in the program. “If our students are not able to read and worked at the 70th percentile on the ANPAD test they are not going to be able to keep up with the pace in my class. This is something that I'd definitely, and it's really true. We've tried lower levels and it really has an impact on the ability of the

students to understand. When they don't understand, things have to be done to help them along.” (612a)

Even so, just as with COPPEAD, new initiatives are being started at other schools which emphasize the international role and importance of English. A professor at UFRGS, who has a PhD from France, is in the midst of installing an international MBA program, with foreign and Brazilian students. Even though its primary partners are from France, the language of instruction will be in English. “Olha aqui. Eu acabei de montar isso aqui com a Sorbonne...exatamente para te mostrar isso aí...E é um tempo aqui e um tempo lá na França, e todo ele em Inglês...E são 720 horas; 240 horas aqui em Porto Alegre...E a Sorbonne, o papel da Sorbonne é Negociação Internacional, isso que ela vai fazer, 240 horas sobre Negociação Internacional.” When asked why use English rather than Portuguese or French, he responded: “Os franceses falam pouco, quer dizer, não tem muito interesse em falar em francês porque afinal de contas é a língua maternal deles, né? Mas eles usam muito a língua inglesa porque é uma língua de comércio, uma língua internacional e os brasileiros também, eles não são muito preocupados com o francês, eles são preocupados mais é com o inglês porque eles precisam, quem vai para a área internacional precisa do inglês. Então, nós conversamos assim: o que é que nós vamos fazer? Nós não vamos montar um povo aí de 20 pessoas que vai querer fazer um trabalho para preparar um ano antes e ensinar francês para eles ou ensinar português para os franceses, então nós decidimos que a língua oficial seria o inglês.” (422f)

Another interesting train of thought that surfaced during discussion of how English can be used as a common language between people from two non-English countries was its function in China. What is different is that fact that the Chinese are noted for having difficulty with English pronunciation, which demands that the listeners

have a high level of skill with English to understand them: “Você viu que temos alunos aqui que vão fazer residência social FAB que acabou, viaja agora que acabou de fazer residência social dela e ela vai para Índia e depois vai para China é que existe o problema da barreira da língua ir para Ásia implica saber a outra língua ou então ter um ótimo domínio do inglês, porque o inglês que o chinês fala não é fácil de entender, então você precisa realmente ter um conhecimento da língua inglesa para poder ir para China não basta o inglês básico.” (112b) This is also found in multicultural classroom settings at COPPEAD, according to 511a: “Because when you lecture in English you face a multicultural audience, a guy from India, France, Italian and one from Africa, and they all speak English with different accents and intonations and you have to know what's going to come up. You cannot prepare a discourse; it is an open class, a discussion. And for you to feel confident you have to feel confident with the use of the language and that's harder.”

Along these lines, one professor from UFRGS commented on how English being the language of world commerce might be a limiting factor for the Chinese. “Eu acho que deve ser um problema para os chineses, que devem representar realmente um esforço muito grande para eles. Tanto que eu encontrei com uma menina lá em Pequim, que ela trabalhava no hotel e aí eu perguntei de onde ele era, ela era de uma cidadezinha muito pequena, muito pequena, quer dizer, setenta mil habitantes, né? [*É, para a China é muito pequena*]. Setenta mil habitantes, mas que o partido tinha selecionada ela lá para vir para Pequim por que ela sabia Inglês. Então, era muito importante, foi antes das Olimpíadas. Então o partido tem até esse controle de quem sabe, então para eles é extremamente importante. E para nós também, claro.” (412a)

### 3.5.3. Publishing in English

Stemming from the more general comments concerning the English language was a discussion of how important it is for Brazilian management professors to publish in English. Both personal evaluation and program evaluation are affected by the production volume as well as the publishing journals of research, with English language and foreign journals being more highly recognized and rewarded by CAPES and CNPQ. One professor from UFPE remarked humorously that publishing in English is important: “Very much so. [*Why?*] Because it does what CAPES demands. What we call the mother in law? Stepmother!” (321a) Some professors were critical of this approach, but most seemed to accept the need while being concerned about the barriers that exist to publishing in English. Again, as with the general discussion of English, both groups of professors seemed to coincide in viewpoints, especially on the difficulties encountered, with foreign educated professors offering slightly more detailed responses. However, there were several of these professors who remarked that publishing in English was not personally important to them; something which few of their domestic PhD counterparts professed.

#### 3.5.3.1. Domestic PhDs’ thoughts on publishing in English

Domestic PhD’s were similar to foreign PhD’s in their opinions that Brazilians need to publish in English in order to reach a foreign audience. “It is because English is a worldwide language that can reach all nations and we also have something to say.” (821a) Again, English was seen by some as a tool to use for gaining access to the foreign journals and thus higher recognition and reward in their careers. “Para o dia-a-dia as aulas são em português. Não é tão importante, mais é aquela coisa, você emplacar a sua pesquisa lá fora e os artigos lá fora, tem que ter um canal, no mínimo conversar por e-mail, saber escrever o seu texto redondinho antes de passar para um revisor para dar uma ultima olhada, de preferência um revisor que seja um *native*

*speaker*, se você der para um revisor brasileiro, ele vai ver o português e vai deixar.” (521b)

A typical response when asked if it is important to publish in English went: “Sem dúvida!” (421c) while others added: “Super importante! Super importante! [*Por quê?*] Não só para aumentar a sua visibilidade na academia, além do Brasil, mas também por que isso influencia a avaliação do programa de pós-graduação junto a CAPES.” (621b); and “Se nós queremos publicar em periódicos internacionais, muitos deles, assim, nós queremos publicar em periódicos que são editados fora do país, tem que ser em Inglês.” (311a)

The professors at COPPEAD, USP and UNB seemed most interested in publishing internationally, as an extension of internationalization and to raise their programs’ visibility. “You have, I think we still are trying to consolidate this mentality, this mindset that research is what the graduate school should be about. This is not the tradition of the country...” (511a) They were unanimous on the need for highly advanced English to achieve this goal, and several also added that having a foreign partner helps immensely. Several of the professors from COPPEAD were among the most fluent in English out of all the professors interviewed across Brazil, and they seemed both adamant of the need to publish in English and of the problems in doing so. One professor had a lifelong difficulty with English, but still managed to publish in foreign journals: “É aquela coisa, e apesar de tudo isso é de grande varela da pesquisa que eu faço hoje, não me sinto confortável para falar em uma aula, para uma palestra, mais para escrever, pesquisar. Eu tenho artigos lá fora. Fundamental!” (521b)

Another UFRJ professor, fluent in English and holding a graduate degree from a prestigious American university believed publishing in English was: “Fundamental.” (511b) She continued with the observation that COPPEAD has its own standards and

targets for publication, that don't necessarily coincide with CAPES, due to its high level of internationalization and foreign interaction. "We mainly focus, as we are EQUIS accredited [*European Quality Improvement System*] for publication in domestic journals, although it is very good, it is not the main target. So we try to target top international, not CAPES list, but the top international journals." (511b) Another responded: "Very important" and included; "We know the system, you have CNPQ researchers, we know the number of PQ researchers and different schools. Some schools they have maybe more quantitative in terms of, but not necessarily the qualitative of the papers published in prestigious journals...it's very distorted the information we get." (511a)

USP was also concerned with internationalization, specifically in regards to its CAPES rating, and saw publishing abroad as quite necessary. "Volto as pontuações CAPES, se você quer internacionalizar você tem que estar lá fora". (711a) This professor continued by saying that not only do they publish abroad, but they take inspiration in research from abroad, specifically in methodology and style: "É por isso a gente começou a olhar como é que o americano faz. A forma é diferente, brasileiro não tem mais o blá, blá, blá, americano é aqui, qual é a questão importante, a questão é essa, como você vai resolver, qual é o método...Se você quer publicar fora você tem que fazer isto." (711a) Likewise, 721b was concerned with CAPES evaluations: "Os programas dado a facilidade que eu tenho mais do que a maioria, como é necessário que os programas tenham um certo caráter internacional, isso tudo ajuda a avaliação pelo sistema CAPES, que é um sistema bastante perverso, é muito exigente até em termos quantitativos muito mais que qualitativos. Eu comecei a mandar esses paper para trabalhos em congressos, revistas internacionais, então, eu andei passando isso."

The last professor specifically mentioned that colleagues who speak English well enough to publish in foreign journals contribute more to the growth of Brazil's graduate

programs than the faculty who cannot. “Para publicar em inglês eu diria que é hoje o que faz, que dá uma distinção, separa o pesquisador de ponta do, separa o eficaz do eficiente...porque o professor eficiente publica bem, publica em língua portuguesa nas nossas revistas e em boas revistas já não é fácil, mas alguém que possa contribuir mais para o crescimento dos programas de pós-graduação onde estão alocados são as pessoas que tem uma habilidade de publicar e conseguem publicar em inglês. Já conversamos, e não é tão fácil assim, e a primeira dificuldade é a barreira da língua, quer dizer: escrever um texto acadêmico em inglês para quem não foi alfabetizado em inglês é muito mais difícil.” (721b) This is an interesting observation that could definitely play into several of the theories that will be discussed in the conclusions section of this thesis, foremost among them Structuration Theory.

The other university that seemed highly focused on foreign publication was UNB. All of the professors there were highly enthusiastic about the need to publish in English. Professor 621a believed it was more important to focus on the international conferences and journals than the Brazilian ones: “Eu acho eu é fundamental, eu defendo isso e estimulo os alunos. É mais importante que os alunos publiquem e participem de congressos no exterior do que no congresso no Brasil.” He believed that participating in foreign research networks was of benefit, and that the quality of foreign academic venues and publications was higher than Brazilian ones. “Porque eu acho que eles vão ter contato com pesquisadores de diversas nacionalidades, acho que eles vão ter oportunidade de conhecer outras universidades em outros países, eles se sentem mais estimulados e apresentar no exterior. Porque eu acho que a qualidade dos produtos dos trabalhos e dos congressos no exterior é de qualidade superior do que aqui no Brasil, espero que os meus pares não escutem isso (621a)



The next professor from UNB, 611a, restated the fact that English is the universal language of academic knowledge and that much knowledge not published in English is effectively lost. “Sim. [*Important to publish in English.*] Eu acho que, o idioma inglês acabou virando o idioma padrão em termos de ligação de conhecimento, por exemplo, desse grupo que eu te falei da área de treinamento o pessoal tem um conhecimento acumulado extremamente grande, não deixa nada a dever para o acúmulo de conhecimento estrangeiro e de repente não está no cenário mundial porque não publicou em inglês.” She proposed the idea that having a research partner who is a native English speaker is of immeasurable benefit in achieving access to foreign journals.

Luckily, at UNB there is one American professor who is highly regarded by her colleagues. “A gente acaba tendo no PPGA, a professora JanAnn certamente acaba ajudando. A gente escreveu em português o artigo, pagou um tradutor que fazia a tradução e que o professor JanAnn inclusive estava fora na época e depois a gente discutindo com ela, ela também ficou com interesse na pesquisa e a gente tem que complementar algumas coisas então ela acabou se integrando a pesquisa e acabou também fazendo uma revisão e escolhendo mais alguns termos e algumas coisas que eu acho, que isso acaba ajudando. Essa questão ajuda.” (611a) Other professors agreed that having foreign partners is integral to success, especially if they are well known.

Professor 511b has extensive international experience, and matching international research networks. She became integrated into Hofstede’s network after studying in the Netherlands, and mentions how it has helped in publication, but even so, nothing comes easy. “And getting your papers there is very tough. I am publishing one with Hofstede, it is a top, top AA journal of social psychology. Being Hofstede who he

is, it took 3 years for the paper to be approved.” Hofstede has the strength of reputation to go toe to toe with foreign editors and publishers, something most professors don't have, especially here in Brazil. “And the process was long and you know, the revise and reviewers, you don't know, and being Hofstede, “I don't agree with this”. When you are not a famous researcher as he is, it may be practically [*impossible*] to question the reviewers or to having access to chief editors and ask them “What's this?”” (511b)

English definitely presents a barrier to publishing abroad for Brazilians: “Uma barreira. Por mais que você fale e escreva dificilmente você vai conseguir publicar lá fora por que você tem o quê? Essa dificuldade quase que intrínseca ao idioma. A gente escreve em Inglês, fala Inglês, mas espera aí... [*Pode ser correto, mas não natural?*] Exatamente, não é o que é exigido em termos de uma publicação internacional.” (221b) Foreign journals rightfully demand that submitted articles meet standards of written English. “No mínimo para você não escrever no português, você faz dois anos de inglês e acha que está escrevendo, mais está escrevendo português, e isso é uma das principais razões para se rejeitar papers lá fora. Como é que a gente insere todo esse contexto aqui lá fora, no circuito de pesquisa lá fora. Desajeitado, não é aquela expressão. Está em inglês, as palavras estão em inglês, [*Mais o jeito não é inglês?*] o jeito não é. [*Quando eu estou lendo alguns artigos eu sei que isto não é feito por um americano, e também os revistas sabem.*] Sabem! E percebem e vamos lá. Eu acho que existe um lado de deficiência e de dificuldades que tem que ser vencidas, mais que claramente existe um pré-conceito do outro lado, do desconhecimento dado daqui de baixo. Vamos ver se esse material não é radioativo, se não tem problema.” 521b Many professors also thought this resulted in forms of discrimination, which will be covered in the next section. Another example was: “Por causa da língua, você não tem como escrever, você não é nativo para escrever como um nativo demora muito tempo, eles reconhecem um texto que não produzido por um.” (321c)

More than a few professors mentioned how difficult it is for Brazilians to compose and article with enough fluency to meet the demands of foreign publications. “Sim saber inglês é importante pra publicar em inglês, e olha que por mais que você saiba ainda assim é difícil, porque, é difícil é muito diferente você escrever na sua língua mãe ou escrever numa língua estrangeira. Por mais que você tenha um bom vocabulário chega em alguns momentos especialmente para no meu caso, que trabalho com estudos organizacionais você tem limitações muito grandes pra transitar, por exemplo, tem muitos temas da filosofia da psicanálise e aí o meu vocabulário em português supera o vocabulário que eu tenho em inglês, e às vezes fica muito difícil.” (211a)

Professor 511b mentioned the problems encountered specifically due to the language barrier and the need to resort to translation. Keep in mind that this professor was one of the most fluent in Brazil encountered during the interviews: “On top of that, access to international journals requires a very good command of the English language. And seeing that you write it in Portuguese and then you have it translated doesn't work.” More than a few professors had horror stories concerning translation services, including her. “I had a paper, I had experience in Portuguese, and I have no time, and send it to, I wanted to commit murder, because you know, it was a disaster. The English was not natural, [*literal translations?*] you cannot translate because the style the way you write is completely different.” (511b)

Other professors also agreed that translation was not usually effective, unless the author had enough proficiency to read English with enough fluency to notice translation errors, even if they did not have the level of fluency necessary to compose directly in English. One was 611a from UNB: “Nessa questão de tradução, o que acaba acontecendo. Você perguntou de domínios idiomas. Meu pai ele falava varias línguas, ele falava sueco, falava alemão, falava Frances, falava inglês acho que basicamente,

então inúmeras vezes eu perguntava para ele algumas coisas em inglês, português. Qual é o contexto em inglês? Não, essa palavra pode ser varias coisas dentro, então, você tem que ver o conjunto. Eu acabo tendo uma idéia dessas questões que eu vejo que muito até tradutores, pegam a primeira palavra que vêm no dicionário e coloca ali, as vezes não tem nada ver com ... isso eu acho que acaba ajudando um pouco a ter um certo discernimento com relação ao que acaba vendo.”

Once again, she mentioned the need to study abroad in order to increase English abilities. Having such skills can reduce any limits placed on other Brazilian academics without the same experience. “Mas eu acho, que muitos brasileiros que não tenham estudo fora, e eu acho que é essa a questão do estudar fora acaba facilitando porque você vai ter um convívio maior com o idioma, então isso pode estar contribuindo para você desenvolver mais isso e poder ser mais critico com relação de você ou estar escrevendo ou que alguém traduziu. A leitura acaba sendo diferente do que você redigiu um texto ou de você fazer uma tradução, isso acaba sendo um limitador. Eu acho, que nem sempre as pessoas acabam entendendo a idéia do que está acontecendo. Mesma coisa você pegar um tradutor e colocar lá e achar que está fazendo sentindo depois, apesar que eles tem melhorado bastante.” 611a

There were only two professors who were not adamant about the need to publish in English, but both still believed it was important to some degree. One was from UFRGS, and was more interested in topics that concerned Brazilian reality specifically and not necessarily in publishing abroad: “Acho que é importante mais não é para mim pelo menos não é prioritário.” (411b) Another was from UFMG, who believed it also important, but the focus should be first on internal, domestic research development, both in publishing and in collaboration, before turning to an international focus. “Eu acho que sim. Só que é sim e não. Sim, do ponto de vista de você ter visibilidade

internacional; não, do ponto de vista se você quiser mudar o seu contexto. Eu acho que nós temos muito pouca comunicação entre os, por exemplo, a gente tem aqui, são muitos centros de pós-graduação pelo país, você deve estar conhecendo isso muito bem, eu não converso com o pessoal do Paraná, por exemplo. Vocês não conversam com a gente, vocês não conversam conosco nem nós com vocês, a gente não tem interação interna no Brasil. Então, eu acho que deveria fortalecer essa relação interna para poder depois de fato pensar em também olhar para fora, então você não pode desejar um em detrimento do outro, tem aquela coisa simultânea.” (221b)

The first professor cited also believed that most Brazilian professors who do publish in foreign journals are capable of composing in English, and merely need editors to polish the final product. This is a point with which I must vehemently disagree; from my personal experience, there are few professors with the proficiency necessary to compose directly in English, even though I do agree it is much better to do so due to the thought process. As a translator, I find it many times more difficult to revise papers written by Brazilians in English than I do to translate papers written by Brazilians in Portuguese; this is with very few exceptions in my history.

When she was asked: [*“Você acha que um professor brasileiro precisa usar uma alguém para traduzir o artigo para inglês para publicar em revistas?”*] she responded, “Eu acho que a maioria deles não, os que estão aí publicando em inglês eles as vezes usam o serviço de um revisor, mais em geral escrevem em inglês bem. ... Acho que sim, acho que é importante que ele esteja bem escrito na língua.” I must say that I wholeheartedly agree with her from an anthropological standpoint, and also fully understand the difficulty of achieving this level of fluency in a foreign language, especially as an adult. “Eu penso sempre assim, se você se propõe a escrever em uma língua que não é a sua você tem que se desdobrar e caprichar mais ainda do que

se fosse a sua [*Para mim seria difícil.*] Mais eu acho que se você se propõe a esse desafio, é difícil mais é uma coisa importante. Porque mesmo que não seja, se você não domina completamente você escreve o mais correto que puder e faz uma revisão, eu acho isso uma questão de respeito a língua de uma outra, de um outro povo. Você vai aprendendo é um processo que leva um tempo e você. O respeito a língua para mim não é que você fale corretamente, primeiro lugar é que você se esforce para falar e se esforce para escrever e depois em um caso de um veículo oficial, formal periódico um evento eu acho que precisa passar por uma revisão. É um respeito para mim falar a língua ou pelo menos registrar aquele conhecimento em um língua que seja acessível.” (411b)

Like several professors, this particular one brought up the controversy of Brazilian journals publishing in English. “Eu não gosto por exemplo, de ler em revistas brasileiras artigos publicados em inglês...Acho que é importante a publicação internacional, acho que algumas revistas fazem, mais eu acho que se é para publicar em inglês então, eu vou publicar em uma revista americana, norte americana. E por aí vai, algumas áreas publicam com revistas brasileiras em inglês, eu acho que depende também muito da área. Agora se ela publica em inglês para mim ela tem que publicar o mesmo número em português.” (411b)

One interesting anecdote concerning the adoption of English worldwide came from Germany. In 2009, the German Language Association sold the German language on Ebay in order to call attention to how English has become pervasive in Germany. ([www.ebay.com](http://www.ebay.com))

### 3.5.3.2. Foreign PhDs’ thoughts on publishing in English

What was a surprising result was that more professors with foreign PhD’s responded that publishing in English was not personally important to them, or not very

important in general, than did the professors with domestic PhD's. Most did come to consensus on the fact that language limitations greatly affect the possibility of getting published, and many also referred to the need of having papers approved by international journals [in English] because of CAPES. Overall, most professors did support the need, but there existed more dissent than within the domestic camp. One of the professors from UFBA who did believe it important still quantified his response: "Isso é controverso, eu acho que é importante mas acontece que os nosso sistema de incentivos esta repousando quase e exclusivamente nisso e existem barreiras terríveis na nossa área principalmente." (122b) His response demonstrates the paradox: that virtually all incentives are placed upon the most difficult of publishing challenges, which is perhaps logical. If there were no, or few, incentives, would anyone go to the effort of publishing abroad in English? And then what effect would this have on Brazilian management education and research?

Another faculty member from UFBA, 112a, also believed CAPES demands held sway. "Eu acho importante, mas não acho decisivo, digamos...Quer dizer, quando eu falo, eu respondo isso eu penso justamente no sistema da CAPES. Eu acho que é importante você valorizar a internacionalização, que a gente chama, né, do programa. Mas eu não acho que isso seja o fator mais importante para lhe colocar num nível sete, por exemplo." His reasoning is that CAPES is making a blanket policy that does not take into consideration the distinctions between subject areas. The hard sciences have a distinct advantage over the social sciences in both composition and publication, as there are fewer language and research barriers.

The laws of physics do not change from one country to another: "Algumas áreas são por excelência, por necessidade até de avanço na ciência, né, internacional. Então, eu acho que injusto, né, você colocar: ah, a área de Física, área dura, por exemplo,

área de saúde e aí você comparar com área de, por exemplo, o Direito é muito difícil que o Direito consiga se internacionalizar, a não ser com estudo comparado, mas o Direito é muito... [*Específico?*]. Específico.” (112a) It is true that some areas are quite distinctively based upon national characteristics. In management for example, accounting is probably the least transferrable subject area, and finance one of the most.

UFBA seemed to be less worried about publishing abroad than other programs, which perhaps might be a characteristic peculiar to their program. In the opinion of the researcher, it is one of the programs that is least oriented towards business, and seemed to be oriented more towards public management. The professors seemed to have more respect for, and influence from, continental European programs (France, Spain, and Italy in particular) than the USA or the UK. This probably has an impact on the professors perceptions of the importance of publishing in international journals in English.

To substantiate this, another professor from UFBA, 122a, personally did not focus on publishing in English, and mostly attributed the need to CAPES regulations. “Por que eu tenho um posicionamento um pouco, talvez, específico em relação a essa questão...Então, eu quero falar da minha situação em especial. Eu, por exemplo, eu não corro muito atrás desse tipo de coisa, eu podia estar buscando mais publicar em veículos internacionais, em revistas americanas ou inglesas, enfim, etc., etc. Mas eu não tenho feito muito esse movimento, eu tenho... Que isso me cansa um pouco, essa necessidade de publicar por que tem que publicar, por que precisa. Eu procuro fazer as coisas de maneira mais qualitativa.” However, she does believe that Brazilians need to disseminate their knowledge to confront the colonization of knowledge [from the USA and Europe primarily]: “Mas você deve saber também, eu acho que isso é reflexo dessa relação de colonização do conhecimento. [*Eu estou perguntando a sua opinião*



sobre isto.] Deve ser reflexo dessa relação de colonização do conhecimento, então sobre esse aspecto é importante que os brasileiros consigam publicar mais lá fora, até para poder se apresentar um pouco mais e tal.” (122a)

As was previously mentioned, professor 222c from UFMG believes it is important to learn to write in English, and that it had helped him in his composition, even in Portuguese. “Aqui no Brasil talvez não seja muito importante falar em inglês, mas é importante escrever em inglês, eu acho que isto me ajudou muito e me ajuda muito com o português, porque uma coisa que eu aprendi na Inglaterra que hoje eu valorizo muito é, você não por ser nativo, talvez você não valorize muito e eu valorizo muito porque eu sei que você pode esnobar.” However, a bit confusingly, when asked if it is important to actually publish in English in foreign journals, he answered “Para CAPS é, para mim não é.” (222c) This was true even though he himself was fluent in English and had a PhD from an English university! Two of his compatriots at UFMG seemed to disagree, answering the same question: “Absolutamente, 100%, sim!” (222a) and “Tem. É importante.” (222b)

Yet another professor, this time from UFPE, remarked that he personally did not think it was important for him to publish in English. As with 222c, this professor also had a PhD from one of the best universities in England (and the world). “Eu não tenho interesse nenhum no exterior. Não tenho interesse pelo menos na área de administração, a língua é uma barreira e eu acho que não compensa.” (322b) He specifically pointed out that the language barrier was so great that it isn’t worth the effort. If he, who lived and studied in England at a top university, feels it is too difficult to be a worthwhile challenge, what should be expected of other Brazilian professors and researchers, especially those with domestic PhD’s and considerably less foreign experience.

What is interesting is that this professor has an established international network, but collaboration within that network is not interesting to him, for various reasons. The differences in manner and culture seem to be as large as the language barrier for 322b: “A gente se corresponde, eu gostaria de trabalhar com ele, mais de um modo geral é decepcionante o formalismo da academia de administração, eu acho que não interessa isso não. Acho que eles tem um cultura administrativa própria, uma coisa própria, ali eles estão altamente desenvolvidos, mais não é isso que está me ... eu estou olhando para o outro lado. Eu não tenho interesse nenhum fora do Brasil, não conheço e possa ser que até haja lugares interessantes que pensem fora do padrão, fora do paradigma.” Additionally, the few foreign researchers with whom he does see possibility are not in English speaking countries. He held a favorable view of the researchers from Scandinavian countries: “Conheço o professor Alvaci que pensa realmente bem, mais ele é sueco ou dinamarquês, sei que na Suécia, Dinamarca e Escandinávia geral tem grupos que pensam de forma inovadora, mais está muito distante, eu acho que tem muita coisa para fazer no Brasil.” (322b)

Nevertheless, he sees a need for sending Brazilian academic production overseas. Part of it is for visibility: “Isso eles acham muito importante por uma questão de status internacional [*de seu opinião*] Na minha opinião é importante como forma de tentativa, vão de eles lá lerem os que nós produzimos [*para disseminar a informação dos outros*] a nossa pesquisa ser conhecida fora, isso é importante.” (322b) He himself is on the review board for one of the top academic journals in management in Brazil: “Eu faço parte do comitê editorial da revista da Fundação Getulio Vargas de São Paulo, vim de uma reunião agora, quarta-feira da semana passada, estive lá na reunião a tarde inteira e um dos assuntos discutidos foi esse e existe já agora uma alternativa diferente, são as versos em inglês das nossas revistas, então, quando nós oferecemos versões em inglês principalmente as revistas eletrônicas on-line então, os

estrangeiros que tiverem interessados não vão ter a barreira da língua.” As with others, he referred to the need to meet CAPES standards: “Isso, no entanto, é preciso acrescentar alguma coisa aí, é que muito envio ou submissão de trabalhos em inglês para revistas do exterior ou para impressos é muito para cumprir uma exigência da pontuação da CAPES porque isso pontua muito bem.” (322b)

The rest of the professors with foreign PhD’s were more supportive of publishing in English in foreign journals. They had opinions and examples similar to the group of domestic professors, mostly referring to CAPES, language limitations, the need for foreign partners, and the need to distribute Brazilian research beyond its borders. A professor from UFRGS, 412a, made the comment that part of the reason for publishing in these journals was because of their quality: “Sim, por que os periódicos mais importantes do mundo são em inglês, né?” Another member of the UFRGS faculty, 422c, believed: “Totally and only in English, all other journals even if they are good in their own countries [*are in English*].” Other typical responses were: “É muito importante.” (422d); “Totally important.” (512a); and my favorite, short and sweet, “[*É importante para pesquisadores brasileiros publicar em Inglês?*] É.” (412b)

Professor 812a, who is fluent in a handful of languages, including English, said: “I cannot see the world just in Portuguese. It is a matter of visibility and exchange. To talk with other professors doing research in other countries, comparing the countries.” Professor 622B, from UNB, agreed with her, and believed that Brazilian professors need to work harder at achieving a stronger international presence in management research: “Eu acho que nós no Brasil evoluímos muito, mas nos precisamos evoluir muito ainda porque se você for analisar a academia brasileira nós publicamos muito pouco lá fora, muitos poucos professores talvez você consiga contar nos dedos da mão que tem publicação internacional... Eu acho fundamental, nós temos que começar a

publicar para que as pessoas lá fora vejam que a gente está fazendo e que aqui a gente tem coisa boa para mostrar, nós temos experiências excelentes aqui mais, se eles não lêem muitas das revistas nossas não publicam em inglês, ninguém vai saber nunca.”

He was the first professor to mention not only the CAPES evaluations, but also the level of a professor’s citation index: “Você vai achar muito pouca gente, e hoje o que é importante na academia é o chamado fator de pacto que é o seu artigo ser referenciado e citado por outros, que isso significa que o conhecimento que você está produzindo ele pelo menos suscita curiosidade mesmo que alguém cite para falar mal, mas pelo menos cita.” (622b) He himself advises students to study abroad to be able to enhance their ability to publish: “Isso aqui a gente ainda não tem e aí quando eu converso com os meus alunos eu falo para eles. Olha, se vai fazer o doutorado aqui vamos tentar pelo menos fazer um sanduíche como a gente chama. Ficar um ano lá fora ou seis meses lá fora, já é uma experiência boa. Aqueles que podem eu incentivo a ir para fora do país.” (622b)

As with many others, the language itself was seen as a barrier. “É uma barreira.” (622b) Even though he lived in England for his PhD, he still needs help with revision in English, and having working relationships with native English speakers helps greatly. “Eu ainda hoje sempre que eu vou publicar alguma coisa lá fora, eu tenho um amigo lá na Inglaterra que eu mando para ele aí ele lê, ajeita e manda.” (622b) As was hinted at in the previous paragraph, students who do some or all of their studies in an English speaking country not only learn the language better, but develop their networks in a way impossible for their domestic PhD counterparts. According to this individual, the program strategy is to expand its international exchange programs in a way that can enhance international publication: “Eu acho que está mais informal, inclusive a gente

está precisando fazer um planejamento estratégico para que essa idéia seja compartilhada e comprometida com todos os membros do grupo, nós somos um grupo muito bom de professores, mas acho que a gente precisa melhorar na publicação e nossa dissertação internacional.” (622b)

A few of the professors believed there was some discrimination, or at least disinterest, on the part of foreign journals to accept Brazilian research. This was partially attributed to language problems by professor 422c. “At the time they laughed at me. It is true that we cannot speak or pronounce the formal English; we can express our ideas, and our ideas are good ideas, but the journals and prof from USA don’t have the goodwill to accept our ideas and publish them.” Yet again, partnerships are considered important for overcoming this barrier: “...this brings to you yourself a partnership to help publish better. You can understand from our construction of our text. Need help with translation and context, etc.” And also for the need to study in an English speaking country, “For the guys that lived for years in USA have native English, but other professors don’t.” (422c)

Some professors discounted the claims of discrimination, saying the problem really was the faulty English. “Não, não! É que o inglês é ruim mesmo, então... <risos> Não discriminam, não, é que não há... Quando a forma é muito ruim, né, tu fica...” (412a) This professor actually pulled out a copy of an article that was sent to her, as part of the review process for an academic journal, to show that poor composition is the fault, even in Portuguese. “Aqui ó, esse é em português. O cara fala aqui ó: “As forças podem ser exógenas ou endógenas a organização”. Aí ele diz assim aqui ó: “As forças endógenas provém do ambiente como novas tecnologias, mudança nos valores da sociedade, novas oportunidades, limitações do ambiente. Essas forças externas...” E aqui ele disse... [*Ele confundiu o endógeno e exógeno*]. É. <risos>. Pode? [*Este é*

*mestrado, doutorado ou graduação?*] Eu não tenho ideia. Ele é blind review. [*Ah, então*]. Eu não sei que nível é, mas, poxa vida, não dá, né? A forma limita.” (412a)

The only professor from USP with a foreign PhD remarked that English is definitely a barrier, but there were also institutional barriers making publishing in English more, rather than less, difficult. He, professor 722a, said publishing in English is: “Very important”, but “The problem here is having to put it in English, and well English. And the money...I went I went to the cluster, I went to ask people here to [*pay to*] translate. I could translate but it's not like, they said no you cannot apply it.” This person said he ran into institutional problems at USP getting access to the resources needed to pay for translations. “Political problems. Yes of course. So you have to go through another way. You have to be creative. [*Creative. I've heard that a few times during my interviews here in Brazil. Professor saying that you have to be creative.*] Creative. There some barriers that you have to go around.” (722a)

Even before reaching the translation stage, there are some problems that occur because of the language barrier. Some of these are specific to management. The vocabulary itself can be an issue, as professor 422b, himself educated in the USA and fluent in English, related in an anecdote. “Sometimes we don't have the words. I'm doing research in brand equity if you want me to translate equity the way accountants do it is patrimonio, because net equity, a balance sheet item they translated as patrimonio liquido, this is known and it's even published in all of the trade publications, but customer equity we would say patrimonio cliente, you don't want to say that, we would say valor do patrimonio do cliente, because equity sometimes can be value. Translated as valor, but then you have the thing called customer equity that has three drivers: brand equity, value equity, and retention equity. You have a translate? Valor do cliente, then valor do valor! [*which means nothing!*] Then what I did, I translated

value equity, as valor para o cliente, value for the customer. That's OK then brand equity, valor da marca, because brand value is one thing in brand equity is another thing. Brand value is always associated with monetary value such as Coca-Cola and Microsoft are the most valuable Brands. We have this problem and you have to explain it to the students.”

The vocabulary problems are a real and present issue in composing and submitting papers for publication. This is true even for papers written in Portuguese, submitted to academic journals that publish in Portuguese. “One day I had a paper that was rejected from ANPAD, I wrote it with some of my students. I put a note at the very beginning, we're going to use the regional English version of the terms because we did not find an accurate translation for the nouns we are using. A lot of Anglicism's, because they said we have the proper words in Portuguese for this. [*but it's not a consensus as to what the proper words are?*] Marketing is marketing all over the world. In the very beginning they tried to use marketologia, but marketology is a different thing.” (422b)

This same professor also reinforced the observations about the use of passive voice in Portuguese, and how this can permeate both Brazilian's direct efforts in English and translations. He said there is widespread usage of copy editors, not just translators, in order to make articles' styles match journal requirements. “There's a very interesting article published in the journal of marketing January of 2008 and I think of the heading was "do the better articles have better readability" or something like that. And they did but you know everyone is sending articles to copy editors. So I have some addresses of copy editors because I had one paper published in the journal of business research recently in the last bit issue of September 2009. It took me a long time to revise the stance thing, you wouldn't believe it. Because it said no passive voice, no

passive voice. But this has to do with the style of the publication. God you wouldn't believe that, and I said there is still some passive voice here here and here, change it. *[it must be when there are research is working in collaboration]* we had three authors but I did all of the editing.” (422b)

To close this section of the paper, the author feels the need to relate a personal experience that occurred in Belo Horizonte, Minas Gerais. He attended an academic presentation by eminent professor John Childs, from England, at a private university on September 8, 2009. The audience was comprised entirely of Brazilians, mostly students, but some professors. There were other professors presenting, mostly from UFMG, and also including Tania Fischer, who was organizing and hosting the event. The language barrier became evident quite rapidly. Dr. Child made his presentation in English, using a professional translator to convert it into Portuguese. Dr. Child apparently understands some Portuguese, but is not able to speak it sufficiently to give a presentation.

The presentation itself was interesting, but the perspective was definitely that of a non-Brazilian. The topic was contingency theory, focusing on “hybrid organizations” that need to be “ambidextrous” in nature. However, from the beginning, there seemed to be a lack of synchronization between Dr. Child and the translator. He spoke relatively quickly, with few pauses; speaking for up to several minutes at a time, with numerous points made each time. This proved difficult for the translator, who had trouble keeping up with the translations, as she did not have a prior copy of the presentation. She tried to remain respectful, and not speak over him, but this resulted in her not being able to remember, or at least not translate, his discourse in its entirety.

Most of the audience did not know exactly what was missing, but enough did that everyone soon became quite aware of the shortcomings. The boiling point came after



the translator ran into trouble translating the words “exploration” and “exploitation”. Both translate as “exploração” into Portuguese, but have completely different meanings, and the distinction between them was highly significant in the context of Dr. Child’s presentation. The translator actually translated “exploration” as “exploração”, and used the Anglicized “exploração” for “exploitation”. This did not sit well at all with the audience, who openly disagreed and argued with both the translator and Dr. Child, with a significant portion of the crowd leaving before the end of the program.

What is striking is that this was something foreseeable, and should have a minor and easily remedied issue. There were definitely currents of resentment over the Anglicization during the presentation, and problems with the proper usage and preparation of a translator should not be present at the appearance of one of the most renowned management researchers in the world. Many significant management professors were involved in the organization of the event, but it was not well-managed in reality.

#### 3.5.4. Foreign Journals

This section is focused almost exclusively on respondents’ opinions as to whether foreign journals discriminate against Brazilian authors in any way. While the reality of whether or not the journals actually discriminate is an important matter, it is one that is completely separated from this. Opinions and perspectives of discrimination can have just as much impact as actual and open discrimination, and that is the focus of this part of the thesis. Quite a few of the interviewees did believe that foreign and international journals do treat Brazilian authors differently, and some specifically stated that the journals had discriminatory practices. Some commented on blind review, with most saying that in theory blind review might exist, but in practice it is not a reality.

Less than a quarter of the professors who addressed the issue directly believed Brazilians were treated the same, generally in comparison to American and European researchers. The relative ratio of professors who believed Brazilians were treated differently to those who did not was slightly higher among the group of professors with foreign PhD's than the group with domestic PhD's. Among the group with foreign PhD's were thirteen professors who believed in different treatment, four who replied Brazilians were treated the same, and one who did not know. In addition, within this group was the American professor from UNB, who addressed the journal review policy in general, but did not comment on differences in treatment. The group of domestic PhD's had eleven who said there existed a difference in the treatment, five who said there was no difference, and two who did not know.

What is extremely important here is that the more difficult the journal submission process is, especially if Brazilian professors believe this is due to discrimination or different treatment, the less likely they are to make the attempt to publish abroad. This increases the one-sided nature of academic dependency and so called trade-deficit in knowledge, by reducing the amount of Brazilian developed research that is emitted to other countries. Only by understanding why professors believe what they do can steps be taken to ameliorate the situation. If it is a misconception, then an information campaign might be necessary. If there is some truth to the belief, then possibly a higher level of incentives, or incentives of a different nature, might override the challenges professors face and encourage them to try harder.

On the other hand, one gave a slightly different answer to the question about discrimination which raised an important question in itself: "Eu não sei te dizer, eu não sei como eles tratam os outros." (611a) Many of the opinions are based upon either personal experience or colleague experience, and probably are not substantiated by

much knowledge of non-Brazilians' experiences in the same submission process. Could claims of discrimination be no more than so-called "sour grapes"?

#### 3.5.4.1. Domestic PhDs' thoughts on foreign journals

Of those professors holding domestic PhD's who did not believe Brazilian professors faced disparate treatment from foreign journals, several stated that Brazilians were treated the same as anyone else, only that there were problems in research quality. Some stated that the quality of Brazilian researchers was not on par with those of other countries, generally referring to the United States and Europe. As 621b said: "Por que o que se percebe entre colegas da academia brasileira é uma reclamação de que eles são preteridos em relação a pesquisadores dos chamados países centrais. Agora, muitas vezes o indivíduo reclama sem olhar para a qualidade daquilo que ele fez. Será que a qualidade daquilo que eu fiz está num nível de uma publicação padrão internacional? Uma interrogação aí. Entende?". In all, the professors from UNB and COPPEAD seemed less likely to support the idea of different treatment. The other universities gave a mixed bag between disparate impact and outright discrimination.

Professor 421c from UFRGS agreed with 621b in that the journal criteria is based upon quality research, not national origin. "Eu não acredito que haja discriminação em função da origem é...Eu acredito que se um autor brasileiro produzir um trabalho, enviar para um periódico internacional, seja em Inglês, em Alemão, em Espanhol, se o trabalho for bem feito e estiver bem redigido, como um trabalho feito por um nativo, ele não seria discriminado. Essa é a minha crença." (421c) A lack of rigor in methodology can be troublesome for Brazilian authors. It was not uncommon for those interviewed to mention that training in research methodology at Brazilian graduate programs is not very thorough.

This can prove to be a problem after graduation, when professors are trying to get published, but might lack the skills to produce strong and well-grounded research. In the long run, it according to one USP representative, it might be in Brazilian professors' best interests to learn from the foreigners' examples. "Para nós o que nós chamamos de um bom paper está em um estagio anterior ou que as revistas americanas chamam de bom paper... é positiva, porque o que eles estão cobrando é ciência, é assim, isso se faz no mundo inteiro, nós não estamos tendo um jeito brasileiro de fazer ciência, há um jeito de fazer ciência, eu penso assim. Quer dizer: não tem um jeito americano, eles fazem corretamente é um bom padrão e porque não seguir um bom padrão." (721b)

Some professors related personal stories concerning articles submissions and either success or rejections. 621b from Brasilia gave one in which he said an article he submitted was returned with comments detailing the paper's shortcomings. "Em dois meses recebemos um parecer com relação ao artigo, três pareceres de três avaliadores, cada um deles tinha uma página ou mais de comentários e em todos os comentários, assim, bastante acertados e realmente apontando falhas, algumas nós já sabíamos que o artigo continha aquelas falhas, outras nós não sabíamos ainda e foram apontadas pelos avaliadores." (621b) His observation is that Brazilian journals do not offer the same level of critique, which might imply that these domestic journals are truly not as stringent: "E quando se submete um artigo a um periódico brasileiro a avaliação não vem com tal profundidade quanto essa que você recebe de fora. Compreende?"

According to 511b from COPPEAD, the foreign journals treat all Latins differently than Americans and Europeans, not just Brazilians. "Not Brazilian, Latin. Yes." However, she doesn't see it as discriminatory, but a result of language problems and methodological differences. "But it's not a question of discrimination; it's sometimes self

cost discrimination...I would describe it like this. It depends on the field, but the English is not up to standard. In my field, people who cannot do numbers usually choose qualitative...In Europe international journals have a pension, preference for quantitative approaches that “look more scientific” in terms of the seriousness.” Even the idea of entrepreneurship came up in this discussion on methodology, as another individual from COPPEAD remarked: “Como eu sou empreendedor? Eu vou dizer uma coisa, eu acho que com essas aulas de metodologia que a gente tem aqui conseguir colocar um paper lá fora isso tem uma dose de empreendedorismo e criatividade.” (521b)

It seems that due in part to methodology, the authors who submit articles for consideration do not meet the patterns established and looked for by the journals. “And many times quantitative skills lack...There are no problems in the area of finance, but in the area of organizations, yes, because here look at the field of organizations or culture, they will all look at qualitative only.” (511b) This was supported by 621b: “Então, a minha experiência pessoal me diz que nós não somos preteridos por editores de periódicos de países centrais, é uma questão de o que é que nós produzimos? Qual é a qualidade daquilo que nós produzimos? Se nós produzimos com qualidade igual ao superior a dos americanos, nós vamos conseguir publicar lá também.”

511b added that even the sample size of a study here in Brazil is usually not up to the international standards. “But sometimes you need for larger things, 3,000 interviews.” However, the professors are not provided with appropriate resources to undertake such research, and this hurts their chances of being published when they are competing against academics from other countries that do provide significant levels of support. “So I think that that’s one of the things, yes, the lack of really good investment for you to carry out serious, big research and problems with the language and methodological doubts.” (511b)

Her compatriot 511a echoed this idea: “And of course we don't get the as large samples as you can get in the U.S. or Canada or Europe. We don't, you know it's impossible. You're doing a PhD program here so you know it's impossible. So of course you have smaller samples and I think that what editors might expect it is something more like characteristics of Brazil as a developing country, as any emerging market, this kind of thing is very much accepted.” (511a) Even though American universities do provide a significant level of support and resources for their professors and researchers, Brazilians seem to have a starry eyed concept of what academic life really is like in the USA. “Agora, eu tenho certeza que a gente não publica tanto porque certamente as escolas americanas tem uma estrutura, cobram mais os docentes para essas publicações, mas fornecem essa estrutura, aqui não tem o profissionalismo...eu imagino assim, na minha fantasia que deve ter quase uma linha de montagem de artigos nessas escolas americanas em certos departamentos, equipes técnicas que estão o tempo inteirinho...olhando o estado da arte, vendo o que está sendo publicado, enviando coisas, isso tudo facilitaria o docente a publicar pagas eu acho.” (721b)

A comparative study of publication success between various countries outside of North America and Western Europe could shed some light on the reality of journals' submission processes. As was mentioned in the beginning of this section, Brazilian professors have little to compare their own experiences to, and are not truly knowledgeable for the most part of authors in other countries success or failure. An individual at USP made the comment that he has seen a large representation of Chinese and Korean authors in academic conference proceedings and journals. “Eu tenho visto muito coisa, não da Índia mais da Korea, em vejo muita presença de Koreanos nesses congressos que eu vou, nos papers. Eu faço pesquisa, busca na Proquest, Ebsco e encontro muita coisa escrita publica em língua inglesa em journal americanos que vem da korea.” (721b)

When asked if he thought the Korean authors are better than Brazilians he responded: “Eu acho, porque eles estão muito mais próximos...mais próximos ao modelo Americano...tenho visto muita coisa da China, porque há um interesse do que a China está fazendo, principalmente nos próprios journal americanos, por exemplo, um trabalho que tem alguma pesquisa.” (721b) What is interesting is his perspective that it is easier for Chinese or Koreans to publish in American journals. From an American’s perspective, Chinese and Korean language and culture are more remote from those of America than Brazil’s are. “A nossa pesquisa que eu tenho é sobre o perfil do gestor brasileiro, se fosse o perfil do gestor Chinês eu certamente publicaria muito mais facilmente em um journal americano de qualidade do que no caso de um outro. Tem algumas coisas interessantes assim. Eu acho que metodologicamente, cuidado com a visão bibliográfica, muito mais comparável o padrão americano do que o nosso, do que nós estamos, eu acho que eles estão a frente.” (721b)

There are definitely more Chinese and Korean graduate students in the United States than Brazilians, so perhaps they are learning the style and methodology required to get published. However, I would daresay that the language barrier is even more difficult for them than Brazilians. It is true that virtually all authors who are not native English speakers, or possibly Germanic language speakers, have more difficulty with English than Brazilians. As commented by 511a: “[*You think the language barrier has a lot to do with that?*] Yes it does. But it does for Italians for Spanish researchers. I mean I don't think we are disadvantaged in this sense...” (511a)

Interviewee 211a from UFMG does believe it is more difficult to publish in management than other academic areas, but not due to discrimination. “Assim eu não acho que haja discriminação. O que eu acho é que às vezes os interesses deles caminham para um lado e os nossos caminham para outro.” However, when asked

whether there were limits on topics of research, 211a responded: “...de linha de pesquisa, de perspectivas, acaba que quando você tem a publicação de algum brasileiro é, as temáticas que você for pesquisar você vai perceber que é, são coisas assim, que poderiam despertar algum interesse fora ou que trazem alguma coisa assim diferente, mas por exemplo dificilmente você vai competir com eles numa mesma linha de pesquisa.”

This last part of her response was provoking and partially contradicted her initial answer. This professor believed that even with a supposedly level playing field, Brazilian professors are limited in their choices of research topics, partially because if they choose the same lines of research as an American for example, the American article will be chosen for publication. She believes foreign “Brazilianists” are more likely to be published in the social sciences: “Pois é no Brasil especialmente na área de ciências sociais, ciência política você tem muitos brasilianistas, e em geral são eles que conseguem levar uma versão do Brasil lá pra fora. Os brasileiros mesmos não conseguem muitas vezes ter esta inserção.” (211a)

As for her reasoning why, she believes that the foreign journals do not understand that Brazilians can offer something unique and that the Brazilian perspective actually contributes something new. “Que já me questionaram muito assim, eu to com um artigo aqui mesmo no Brasil, um artigo que já foi visto e revisto milhares de vezes eu to tentando publicá-lo, porque uma das coisas que eu quero argumentar é tradição autora e sempre me contestam, sempre falam as teorias não vem de fora de qualquer forma? E ai eu vou dizendo não as teorias podem vir de fora mas o tratamento de que os brasileiros dão é diferente do que os norte-americanos deram e que os europeus dão, e as vezes é tão difícil fazer com que eles compreendam isso, isso caia como alguma coisa legitimamente feita no Brasil nacional.” (211a) She continued that



Brazilian authors themselves are partially responsible, as some don't act with enough independence in their research, supposedly referring to theory generation and creativity in theory application. "Existe ainda uma resistência por parte da academia brasileira em aceitar essa idéia de uma autonomia."

Another individual continued with this line of reasoning, saying there were few incentives for producing innovative, high quality research. "And I think that as there is no incentive in terms of money for research many times research in Latin America is like repetition or copy with nothing actually very new. Or there are doubts that of the, how do you say, the seriedade, que e uma coisa bem feita. I think this you have to break barriers, little by little, with good serious research." (511b) Another professor at UFRJ, 511a, gave similar thoughts: "I don't think that it's a discrimination against the researcher. I think there's one issue of irrelevance. Relevance. We do research on Brazil and that's where we, so when an editor gets a paper on Brazil...But in a regular self contained field like marketing or operations management and, and OK they had those results in Brazil, how relevant is that for where really matters? So I think it is not the discrimination but it's more difficult to publish because it's more difficult to be relevant. [*So in terms of the lines of research the choice of topics?*] Yes. I don't think they discriminate against the researcher." (511a)

Some of the responses seemed quite similar, but one professor would respond that foreign journals disinterest in Brazilian research is exclusionary but not discriminatory. "Olha eu não sei se discrimina contra autores brasileiros, mais eles tem critérios excludentes que são muito focados nas coisas dele, nas áreas deles de pesquisa então, eu acho que sim." (411b) Others also thought that this question of relevancy is by nature discriminatory. "Eu acho que discriminam não pela qualidade do trabalho mas sim pela origem. Que interesse eles podem ter em terras brasilis

[*você acha que os problema de pesquisa ou os assuntos escolhidos?*] não. O cara de marketing é a mesma coisa, estratégia é a mesma coisa, a gente está na corrente de pesquisa, nos temas. Mas onde é aplicada a pesquisa para conhecer a nossa realidade, o que interessa a eles a nossa realidade. O problema está lá e não aqui.” (721b)

However, even if relevance is an issue, a limitation on what topics a professor can choose if they want to be published seemed to be a common concept. One professor suggested that authors should be more diligent in choosing which journals to submit specific articles, due to the highly delineated nature of journals’ scope. “Eu acho que é interessante você fazer uma gestão estratégica também da onde você vai se submeter, eu acho que é interessante você. A coisa hoje é muito segmentada então, é você refazer um bom recorte, acho que isso é fundamental para você ter sucesso na produção e que seu trabalho seja de fato lido, você tem que fazer uma boa seleção dos periódicos, são aqueles com recortes específicos.”(621a)

It was also suggested that Brazilian academic journals should follow the lead of the foreign journals and focus on specific themes. “Sim, as revistas internacionais elas já fizeram uma coisa que as revistas brasileiras estão precisando muito de fazer, que é a definição temática. A maioria das revistas brasileiras é genérica...então ela publica Marketing, Finanças, Recursos Humanos, Logística, Organizações, Estratégias e tudo mais.” (211b) Perhaps because Brazilians are accustomed to submitting their articles to Brazilian journals, which are generic and accept from many areas, they don’t pay enough attention to choosing the correct foreign journals for submission. “Então, a gente saber identificar para qual revista mandar um determinado artigo é fundamental! Qual que é a linha da revista, qual é a posição até ideológica da revista, é uma coisa

muito importante, que é uma coisa que nós ainda estamos a começando a mapear.”  
(211b)

Some areas might be less difficult than others: “Even Brazilians when they write on Brazil in the international business field it's easier to publish, it's not that it's easier but it's less difficult to get the attention after the desk band in operations or in marketing or in organizations because then they say oh this is peculiar to Brazil so what's the interest to our audience. Because the audience of the journals even though they are the world they are mostly American academics or European academics.” (511a)  
According to 711a, Brazilians have little to offer that is different or better than what the Americans and Europeans offer. “Só complementando também, não tem muito que a gente possa oferecer que seja diferente do que os outros países possam oferecer em administração não tem nada de mais.”

Thus, in order to get their attention, Brazilians must do something profoundly innovative in their research, more so than Americans. “Talvez alguma coisa assim, no aspecto cultural aí sim, até digo para os meus alunos, se você quiser publicar internacionalmente você tem que procurar algum assunto que tenha peso. Vai falar sobre marcas vai falar sobre segmentação, vai falar coisas que são comuns a todo mundo. Não tem que fazer alguma coisa que seja realmente diferente, que chame atenção que tenha peso para um estrangeiro conhecer. Então, esse aspecto cultural é interessante, essa questão de mercado, todo mundo quer explorar ou investir o mercado já está todo explorado nos países desenvolvidos...É diferente, é pegar realmente alguma coisa que seja típico do local, aí nós temos oportunidade sim de publicar.” (711a)

No matter the audience, the rest of the professors from the domestic PhD group thought Brazilians were the recipients of disparate treatment, or at the very least

disparate impact, from foreign journals. The majority of respondents seemed to attribute this to language difficulties: "Tratam [*differently*], sim, mas tem uma diferença fundamental: o nosso Inglês para poder ser publicado externamente não é o Inglês britânico ou americano, então dificulta muito o entendimento por parte de quem faz os pareceres dos artigos. Eu vejo isso claramente quando eu recebo os pareceres de artigos. Eles comentam, olha, a própria dificuldade de você se comunicar naquele idioma de origem deles, entendeu?" (221b) Again, language is the largest barrier to publishing, but as was mentioned, why is it more difficult for Brazilians than Chinese or Koreans, whose languages are much more distant from English than Portuguese? "Uma barreira. Por mais que você fale e escreva dificilmente você vai conseguir publicar lá fora por que você tem o quê? Essa dificuldade quase que intrínseca ao idioma. A gente escreve em Inglês, fala Inglês, mas espera aí...[*Pode ser correto, mas não natural?*] Exatamente, não é o que é exigido em termos de uma publicação internacional." (221b)

Others also attributed the challenges to linguistic barriers. "Como é que a gente insere todo esse contexto aqui lá fora, no circuito de pesquisa lá fora. Desajeitado, não é aquela expressão. Está em inglês, as palavras estão em inglês, [*Mais o jeito não é inglês*] o jeito não é." (521b) His statements also gave voice to the opinion that blind review isn't necessarily deaf review. "Sabem! E percebem e vamos lá." Along with this, there seems to be some prejudice from the "other side": "Eu acho que existe um lado de deficiência e de dificuldades que tem que ser vencidas, mais que claramente existe um pré-conceito do outro lado, do desconhecimento dado daqui de baixo." (521b)

Just as the preceding professor, interview 321c from UFPE also attributed it to not being native speakers. "Por causa da língua, você não tem como escrever, você não é nativo para escrever como um nativo demora muito tempo, eles reconhecem um

texto que não produzido por um.” Due to this, he also had trouble believing in blind review. “Não porque só vai para o blind review depois disso, mais pelo blind review eu acredito que trata, embora que cada diurno tem uma política de publicar autores mais conhecidos. É muito difícil um autor estrangeiro, principalmente um autor brasileiro, consegui passar essa barreira.” (321c) Another UFPE professor agreed with his colleague that blind review is not valid: “If they are humans like the rest of us I would say no.” (321a)

A professor from USP was more direct in saying that Americans do discriminate. “Americano faz discriminação . [*Como você acha de qual jeito?*] Eles são grupos fechados, eles não aceitam nem europeus, não é porque nós somos subdesenvolvidos eles não aceitam nem os europeus. Eu já participei de algumas. Eles aceitam conferencias, mais periódicos é bem mais difícil.” (711a) Many suggested that Brazilians cannot get published if they don't work with foreign partners. “[*Acha que ajuda ter um parceiro?*] Sim, só consegue publicar se tiver parceiro.” 321c

This is one aspect that increases the need for universities to have good international exchange programs and for students to study abroad. “Isso é uma das grandes vantagens de você ter uma associação com uma universidade estrangeira, daí você tem um intercâmbio com professores, você tem a possibilidade de estar desenvolvendo projetos de pesquisa e depois de estar publicando junto.” (211b) Obviously a Brazilian who researched for 4 years or more in another country would have the access and the possibility of doing so, while a Brazilian who studies in a domestic university might be limited to a PhD sanduiche, or to nothing at all. “O problema é o contato, o conhecimento, ninguém vai publicar um paper a não ser que seja um premio Nobel que o cara de repente é um gênio, mais um paper normal entre um americano e um brasileiro, se ninguém conhece o brasileiro é lógico que não vai

entrar. Isso é normal. [*Um brasileiro solteiro não pode publicar na revista de um primeiro nível nos Estados Unidos?*] Se ele não é conhecido, ele primeiro tem que fazer o network dele, depois sim, depois que ele entrou na rede ele pode publicar sozinho. Todo mundo fala: Esse cara é bom. Mais ele primeiro precisa conhecer, entrar na rede, participar das reuniões, participar da academy...” (711b)

Of course, having an American on your very own faculty is a handy alternative to going abroad to develop such a network. UNB is fortunate to have the presence and support of Dr. JanAnn Medeiros. “A gente acaba tendo no PPGA, a professora Janan certamente acaba ajudando. A gente escreveu em português o artigo, pagou um tradutor que fazia a tradução e que o professor JanAnn inclusive estava fora na época e depois a gente discutindo com ela, ela também ficou com interesse na pesquisa e a gente tem que complementar algumas coisas então ela acabou se integrando a pesquisa e acabou também fazendo uma revisão e escolhendo mais alguns termos e algumas coisas que eu acho, que isso acaba ajudando. Essa questão ajuda.” (611a)

Unfortunately, access to foreign professors is not as widespread as the belief that a partnership with them is necessary to get published. “Primeiro que o pesquisador brasileiro para ele publicar lá fora ele precisa estar associado com um outro professor e ter realizado uma pesquisa comparada. E isso é muito importante. Por que ninguém se importa com o Brasil, ninguém está ligando para o que é que foi um resultado de uma pesquisa feita aqui no Brasil na área de Administração...Eu acho que quando você está fazendo uma pesquisa junto com um professor estrangeiro isso tem mais credibilidade para as revistas. (211b) Even so, things might get easier after a professor becomes established within a network. After the first successful publication, others are not as difficult, according to 511a: “Once you get published into a name to a journal then

you're asked to be our reviewer, your second time it's easier. It's easier; you just have to be part of a community. I think it's kind of a cultural thing because it's a community.”

#### 3.5.4.2. Foreign PhDs' thoughts on foreign journals

The group of subjects with foreign PhD's held very similar reasoning to their domestic PhD counterparts, bringing up the CAPES push for internationalization, but they were significantly more likely to believe foreign journals actively discriminate against Brazilians. They were also much vehement about the need to have foreign partners to help in publishing. The topic of blind review was more widely discussed in this group as well, with most believing it to be something akin to the mythical unicorn. Several professors also mentioned that Brazilianist foreigners were not good substitutes for native Brazilian perspectives, such as: “Imagina-se alguém que cresceu naquela cultura conhece mais do Brasil do que o brasileiro.” (112b) A comparative study between the publishing success of foreign educated professors and Brazilian educated ones would be interesting, but is not within the scope of this study.

Some believed this drive for internationalization by CAPES was negative: “Não, o negócio é publicar lá fora em revista indexada ao no Wizi essa é a política porque nós queremos melhorar nossas estatísticas, essa é a política. Higher Science que tem uma visão positivista, popperiana e mertoniana do que é a atividade científica, essa é a questão básica, entendeu. E isso eu não acredito.” (122b) For others it is seen as helping contribute to Brazilian research being sent abroad. “É que do ponto de vista institucional a instituição ganha mais se você publica em inglês porque ganha mais pontos para a CAPES...É importante porque ele teoricamente passa a ser lido por mais pessoas, ele tem acesso a Europa e ele é avaliado aqui no Brasil melhor pela CAPES.” (112b) But everyone takes note of what CAPES demands: “Talking about how you say you don't worry if we're going to get this published in the other countries, but CAPES

really pushes and says we have to publish in these journals; of the A1 journals all of them are foreign or international.” (612a)

This emphasis on publishing abroad might have an effect that could prove detrimental to Brazilian journals in the long run, with 422c saying Brazilian professors should only try to publish in English language journals: “Totally and only in English,...all other journals even if they are good in their own countries...if I publish in the best French journals no one cares...” 612a believes that in the short term it helps raise the bar in terms of quality, and makes the professors elevate their efforts. “I think it maybe helps the Brazilian administration to at least make the attempt to publish in these journals.”

However, she also expressed concern that such exclusive emphasis might retard the development of Brazilian academic journals in management studies. “Because I think that there's a lot of rigor in these journals and the attempts to publish at least makes you think, I have mixed feelings in fact you can hear me criticize some of this because I feel you know that we are struggling to establish journals in Brazil, in our area we don't have very many and they are not very good yet. So what we're going to do if we are pushing people to publish it all the best things overseas is that we're never going to be able to develop our own journals, so I am really worried about that. I'm definitely worried about that...I would hate for it to have the effect of completely exvaciatar, just completely turning worthless the local journals. The second-tier and that kind of thing, but that's the danger...” (612a)

However, as with the other group, the biggest hurdle to publishing in foreign journals is still the language barrier. “Primeira barreira do idioma, segunda barreira do ponto de vista do tipo de pesquisa que se faz.” (122b) Some think it natural and necessary for the journals to reject Brazilians articles that are not in natural English.



“Não, não! É que o inglês é ruim mesmo, então.” (412a); and “Eu acho que é uma discriminação até meio natural, né, por causa do domínio da língua.” (422a) Even for the professors that studied abroad composing in English can be problematic. “Eu acho que é um processo de o brasileiro às vezes não, tem problemas até na, de colocar no padrão, no formato, na linguagem mesmo né ou as vezes não é um inglês adequado pra revista ou ele não sabe bem a forma que a revista quer né, então eu acho que isso é um processo até natural porque o americano que pesquisou no Brasil provavelmente conheça bem a revista e sabe o formato que ela exige.” (422d)

One individual with a PhD from England does not believe there is discrimination if the quality of the paper is good, but that the language is definitely a barrier, even for him. He uses a contact with whom he became familiar while he studied abroad to help him review his composition. “É uma barreira. Eu ainda hoje sempre que eu vou publicar alguma coisa lá fora, eu tenho um amigo lá na Inglaterra que eu mando para ele aí ele lê, ajeita e manda.” (622b) This again supports the idea that study abroad can help professors in their careers by helping them get published in higher level journals.

Most of the professors remarked in one way or another of the need for cooperating in research with foreigners to gain assistance and access. “It is true that we cannot speak or pronounce the formal English...this brings to you yourself a partnership to help publish better...For the guys that lived for years in USA have native English, but other professors don't.” (422c) In management and administration it is more of a requirement than other areas, such as exact sciences. “Pode ser até uma rede que não seja uma rede formal, mas o fato de colocar: eu sou professora da UFBA, e conheço não sei quem, vinculada a tal pesquisa, eu já fiz isso, ou trato de uma coisa que interessa aos Estados Unidos, interessa a revista européia, o que seja, você

tem chance. Se você for um mero desconhecido, sem nenhum vínculo, você terá muita dificuldade, na área nossa, não sei na área de saúde, entendeu?” (112a)

Similarly, several other of this group focused on the language barrier, and how it is obvious to editors and reviewers that the author is a non-native English speaker. One such was 812a from UFPR. “No. It depends on the quality of English of course.” But she also commented on blind review: “The first cut is the editor and the editor knows where the paper comes from”. Blind review was not widely accepted as true. “Não, claro que não. Nenhum professor acredita no blind review, todos nós já participamos de praticas de blind review e sabemos que é, ainda mais com a internet agora, então blind review não existe.” (112b) Her fellow Baiano as of the same mind: “Não. Mesmo que seja blind review é você perceber de onde o cara é, eu não vou escrever sobre uma empresa da Inglaterra, vou escrever sobre uma empresa daqui, então ele sabe logo de onde vem o trabalho.” (122b)

Professor 812a also mentioned that if a journal had to choose between two equal articles, one from UFPR and one from Georgia Tech that, “I should say they would prefer GaTech. But it depends on the subject, such as Latin America, maybe Brasil.” When asked, “Se um professor do Brasil, por exemplo, entrega uma novo conceito pro mundo contra um americano que mostrou o mesmo, mesmo coisa, a gente vai prestar mais atenção pro americano”, professor 422a responded the same way: “Eu acho. Isso aí eu acho que é claro. “ 122a from UFBA agreed that all things being equal, the American would be chosen over the Brazilian: “É, provavelmente o sujeito lá ele que vai ser, provavelmente.” As did 422d, who believes Brazilians must be better than Americans and Europeans just to compete on the same level; that Brazilians are held to a higher standard. “De alguma maneira discrimina porque a preferência é, vamos dizer, algumas revistas tem é, vamos dizer, ela procura ter algum artigo, um artigo dum

país desenvolvido assim, aí ela vai ter nove artigos falando dos países, ou dos Estados Unidos ou da Europa né, então o artigo brasileiro tem que ser muito bom pra poder concorrer né. Ele não precisa... Tipo assim, se ele for do mesmo nível ele não entra.”

A slightly different view was from 112b, who truly believed foreign journals are not welcoming to outsiders. “Preservação da academia, a academia é extremamente reacionária e cooperativista em todos os lugares então vamos preservar os nossos então aí se dá muito pouco espaço e segundo porque se desconhece o mesmo tem um certo preconceito se desconhece o desenvolvimento da pesquisa dos países periféricos” She also jovially mentioned that it would be good to have quotas for articles from developing countries: “...seria bom que existisse um sistema de cotas o que não tem!” 222a from UFMG doesn’t think the journals even read articles submitted from Brazilians: “[*Como elas tratam*] Como autores brasileiros, ou seja, o que eles têm a dizer? Nada. Então, não vamos ler.” His colleague 222b said the same: “...they don’t expend the time for us. They don’t waste the time.”

Professor 322b, educated in England, said that the journals are only interested in Brazil within the context of a comparative study of Latin America: “Se monta nas, ver se nas perguntas, ver nos interesses, por exemplo, lá na Inglaterra que eu via, só olhava o Brasil como dentro da América Latina quer dizer, então é latino americanista. Eu mandei uma vez um artigo para a Latin America Administrativo Review a muito tempo, os comentários que eu recebi, era uma pesquisa da minha tese de doutorado, os comentários que eu recebi eram de quem não estava interessado no Brasil, era o Brasil como uma manifestação da America Latina.” This is partly due to what audience the journals are trying to reach: it must be remembered that journals also have clients (readers) that they must pay attention to. “Um editor de um periódico internacional ele tem uma preocupação de publicar artigos, textos que tenham um

interesse amplo. [*Estudos comparativos atualmente?*]. Exatamente. Um texto que aborde especificamente uma empresa ou um grupo de empresas de um país periférico, como é o caso do Brasil, pode não despertar interesse nos leitores daquele periódico.” (621b)

Others were of the same opinion: “If you're researching and publishing on the Brazilian concepts and the Brazilian, the reality is that we will not be published unless it is a comparative study between here and another country. This happens a lot and the person that's a little bit indignant when they get a reply back that says so why a study this, why study this there what's your reasoning com? You have to have some better reasoning than just because you're there?”(612a) In a manner, this is discriminatory, as the same standards are not applied to research from other areas of the world: “Well why did you study it in the United States, you have a better reason the study *advindas* because you're there? For heaven's sake! This is very narrow minded.” (612a)

According to many, there is a definite need to be conscious of research topics. Some believed that the choices were truly limited if you want to get published, while others said that you just need to know exactly where to submit the finished research. A few gave brief, emphatic responses as to whether there were limits: “Sem dúvida, sem dúvida, sem dúvida!” (422f) Another invoked colonialism: “Oh yes, especially here because of the aspect of colonialism. There's one thing, I am exaggerating and for didactic purpose, but the idea is that Latins should be paying attention to what people have been doing up there.” (321a) One professor said it actually helps to limit yourself, in order to focus on one research area: “Eu acho que sim. É uma exigência natural, você não tem como, você tem que definir o seu escopo de atuação e atuar naquela linha até, enfim, você não pode ficar mudando o tempo todo. (221b)

On the other hand, there were many responses that inferred Brazilians just don't choose the right journals to submit to, or don't do enough research into the appropriate journals. "Não! Não! Se os pesquisadores daqui souberem eles tem muitas opções hoje, souberem procurar. Eu não sei, eu sou um péssimo... eu sou muito restrito, mais eu sei que quem quiser procurar vai encontrar o que quiser, a variedade de periódicos que onde ele coloca o que ele está fazendo." (322b) Also: "Não, isso hoje tem... ah, tem algumas, alguns temas que tem um maior interesse global né e outros menos mas acho que qualquer área você consegue publicar né." (422d) Professor 612a pointed out that all researchers, not just those in Brazil, face the same limits when it comes to choosing publishable topics. "I think that maybe even to get published if you're in another country probably you have to kind of choose and whatnot."

This same professor from UNB stated limits are a reality, but said that it should not be allowed to limit the choices of topics deemed important for research. She advises her students to include subject matters that are important to Brazil and its future, even if they are not necessarily publishable in foreign journals. "And I certainly feel that we, and I tell them this all the time, especially the master's and doctoral students who are perhaps going to have academic careers you know, we have to focus on problems that are interesting to us in our context. This isn't necessarily going to mean we're going to get this published overseas because it's a different set of problems and preoccupations that we have here, but we should produce knowledge that's important and this will contribute in a way also, there isn't such a thing as a general theory yet but if we have information about how things are in more contexts we're going to have a better possibility of eventually coming up with ideas that are going to fit better." (612a)

Overall, the professors with foreign PhD's seemed much more apt to blame the foreign journals of discrimination. Many saw discrimination in not only the language issue, but also in studies focusing on Brazil as a subject. "Tem uma certa discriminação assim pelo fato de ser assim, sei lá de países em desenvolvimento né. Eu acho que tem. Sul Americano principalmente né." (422a) Only one professor said specifically that European journals practice outright discrimination, but several did say that American journals are guilty of it. "Eu acho também que tem um outro aspecto que é o comparativismo porque as revistas sobretudo as revistas estadunidenses, claro que privilegiam a publicação dos estadunidenses porque depois quando sai a lista dos países que mais influenciou na pesquisa são com eles também, existe um acordo tácito." (112b)

When asked if foreign journals treat Brazilians the same, 322b told a story of a conversation he had during EnANPAD: "De jeito nenhum! [*como não?*] As avaliações... eu digo pelo seguinte, eu quando eu estava na ANPAD eu convidei dois anos painelistas de fora uma delas da universidade de Sydney e que tem uma revista de repercussão internacional e está em ligação... faz parte de outros comitês. Jantamos e conversamos." He related that the Australian professor informed him journals rejected Brazilian articles for various reasons, mostly language and methodology. "Eu senti isso, que ela desconhecia totalmente isso e tinha uma idéia de que a produção, o trabalho submetido, as chances eram muito pequenas e ela interpretava isso honestamente isso ou não, ela interpretava como dificuldade de se ajustar a qualidades ou exigências formais, o modo de escrever, o uso adequado de termos da língua e modo de fazer referencia, etc e tal. Vocês não estão acostumados a essa maneira, vocês tem a maneira de vocês de pesquisa e de montar um texto então, é difícil para vocês."

What 322b saw as disparate treatment might be viewed by another as simply Brazilians not meeting the same rules of composition that all papers are subjected to. He also seemed to object to the demands for excessive citations, saying that this reduces originality and innovation in research. “E eu sei de historias de colegas que tiveram artigos rejeitados e muito encima de defeitos formais, principalmente nas revistas americanas são extremamente formais, a quantidade de citações que tem que haver é sem sentido. Cita, para citar, para mostrar aquela penca de coisas, paginas. Não é isso! O que é que tem de idéias adicionais? É dando mais o mesmo, da mesma coisa, é um pega do outro, pega do outro.” At the same time, he blamed a lack of resources here in Brazil for not being able to compete with Americans in the volume of citations. “É aquela coisa, você tem cinco artigos e daqui você mistura para ser uma coisinha arrumada e tem outro, tem 30; 50 tem 100 porque eles tem recursos de informática de buscadores e outras coisas que são capaz de usar uma literatura enorme, então, eles se envolvem demais com esse recursos de informação que tem e o texto fica muito isso, uma composição da informação disponível sobre aquilo ali, e o que se acrescenta de novo é pouco e não é original, falta originalidade. O próprio processo de seleção de artigos e mesmo bater graus acadêmicos e tudo exige muito isso, está muito preso a tradição do local.” (322b)

Professors from UFRGS also saw discrimination in journals' actions. When asked, “*Você acha que as revistas estrangeiras ou internacionais discriminam os autores brasileiros?*” 422f responded: “Tem uma tendência a acontecer isso, tem uma tendência, existe uma tendência para acontecer isso.” His co-worker concurred: “Acho. [*De qual maneira?*] Eu acho que às vezes falta para nós rigor na metodologia, né? Não que não saiba usar, mas que não saiba explicar, não deixe bem claro, né? Eu acho, assim, os franceses bem mais metódicos, deixa muito claro a metodologia. [*Não*

*é somente porque vem do Brasil, o artigo está escrito aqui?]* Eu acho que um pouquinho tem isso... Também tem isso, tem as duas coisas.”

What is interesting is that this professor believes the discrimination is not just because of the language, because even if a Brazilian contracts with an American to do the translation and give the paper an American linguistic style, the journals still say it is poorly written. “[*Por exemplo, se tem um professor nos Estados Unidos que escreve um mesmo artigo que um professor no Brasil, quem vai ser publicado?*] Ah, com certeza ele, e sempre vão criticar que mesmo que tu contrates um americano para traduzir eles vão dizer que está mal feito o artigo, mal escrito.” (422f) He gave an example of a personal experience he had, this time in France, where he obtained his PhD: “Aí eu tinha um artigo meu que era bem conceituado, mandei traduzir por uma francesa, mesmo assim eu discuti com ela, contestei, ela revisou, etc. e tal. Aí quando eu fui apresentar lá, por sorte uma professora que era da comissão que fazia as apresentações, eu pedi para olhar o artigo, ela disse que tudo bem, mas tinha que fazer correções. E como era ela simpática, ela corrigiu para mim. Tem alguma diferença do francês canadense para o francês, mas mesmo assim, tendo sido feito por uma francesa a tradução, eu dei mais uma revisada e ainda não ficou bom. E eu tentei publicar o artigo e não conseguir. E ele aqui é bem considerado esse artigo.” (422f)

Again, there was widespread acknowledgement for the need to have a foreign partner, otherwise the article might not even be read by the journal at all: “Ou o artigo é muito, muito, muito bom porque muitas vezes ele não é nem lido, ou então você tem que ter algum contato e aí é pouco (ou parceria) ou parceria de lá e é pouco democrático o acesso.” (112b) Also by 222b: “Yes, of course those guys they hold eles tem emprego largo and they have to publish, they do that, sometimes you have some invited searched from Brasil because of a connection or because of the merit and then



they publish.” 222a considers himself lucky to have access to John Child from England, even if he is not co-authoring a paper directly with him: “Eu sei que se eu quiser publicar no exterior, se eu publicar com o John vai ser muito mais importante. Eu sei que publicar com o John pode ser... Abrir muitas portas para mim. O John abriria portas para mim, não a publicação com ele, ele abriria portas para mim.”

He continued to say that the Americans getting published does anger him, even if he thinks it is necessary to some extent, and that those involved in journal review are closed groups which are difficult to penetrate for a Brazilian: “Claro! Claro que eu fico com raiva...Tem um grupo, ok? Eles se conhecem, na verdade, então assim, você pode publicar em parceria, mas claro que eu vou ficar muito mais puto se eu encontrar o mesmo artigo, é um americano que vai ser publicado, nunca um brasileiro.” (222a)

As was mentioned before, it seemed that the professors from UNB and UFRJ did not see the same discrimination that professors from other universities did. Professor 512a, who speaks quite good English wasn't positive, but hoped discrimination wasn't a factor. “I don't know. I prefer not to think that it happens.” She herself does not like it when people make excuses or claim discrimination: you either perform to a higher standard or you don't, and you shouldn't complain. “Maybe but I tend to think we are dealing with scholars, so although people may say there are politics, it is content. So the same way as when I was a business person, I was a woman, an engineer woman, right? So I never thought there would be discrimination, there would be less money. I went there to show what I can do and would be rewarded, this is how I see things. If you think this way, you are finding excuses for not developing yourself, if it has been rejected it is not good enough [*for whatever reason*] yes.” (512a)

A congruent perspective came from 612a at UNB, who remarked that Brazilian professors don't take criticism constructively, and often too personally. This is in part

due to the cultural differences between Brazil and the United States in particular. In the USA it is more acceptable to be direct and frank, and constructive criticism is more welcomed. "I don't know but I think they do. But I think that what happens because they'd have this question of frankness and this criticism and this kind of thing that we've talked about before, what we would think is normal give and take people are very severely affected by this year in Brazil [*Take it personally*] and they take it personally. Of course if you get a really bad review on something and you think that it is a test of how you're going to react." (612a)

She continued saying that Brazilian professors should take the criticism at face value and see if there are truly ways to improve their research and composition. "Anyways, but I think that usually you take a deep breath and kind of think about it. See what's there that as of value." (612a) This professor gave a recent example, of how she was happy to have received a response, any response, from a foreign journal when submitting an article. "I will give you a reaction right now I am writing a paper together with two of my colleagues and we sent it off to a journal and what we got back was a revise and resubmit and I was happy!... this is editor and they said it was relevant and they said a lot of things. And they said there's this this this and this you know OK they were right." (612a)

What is significant in her story is the extreme differences in perspective between her viewpoint and that of the other professors. She, being educated in America saw the request for revision as a positive thing. "So I was really happy with this because I think that anybody who comes to the American System and you get a revise and resubmit and yet you think that's really great." The Brazilian educated professors saw it as a rejection. "My Brazilian colleagues and that had ridden the paper with me were so dejected and sad and were downhearted. I said this is good, this is good!

Because I think maybe people get that, you get a revise and resubmit in Brazil it's a rejection, but it's *not* a rejection.” (612a)

There might be a significant difference in how the journals here in Brazil work, as compared to those from the United States and Europe. “So I think maybe it's a cultural thing again you know so revise and resubmit is a nice way of saying no here but to revise and resubmit is kind of saying OK your then I have to work but if it's worth our while to look at this again. So I think that maybe there's a kind of a difference in the perception and the more the people have contact with this the more they're going to come to understand that as well.” If Brazilian professors are accustomed to the Brazilian journals, where a revision request might be a rejection, then when they receive a similar request from a foreign journal they might just give up. This is something that would seem to be quite easily remedied, just from an information campaign to broaden awareness of the differences.

However, even if the research is good, the likelihood of getting it published is very small. This is based simply upon the law of supply and demand: there are multitudes of articles being submitted from all over the world and relatively few top tier journals. “Os três ambientes produzem grandes pesquisas de grandes pesquisadores, mais eu ousou dizer que o trabalho feito no Brasil ele não tem muito interesse nos Estados Unidos, principalmente pelo volume que se tem lá, pela qualidade. Da mesma forma também não é importante na Europa pela volúpia e a qualidade que se tem lá, então são três mundos diferentes de pesquisa se eu posso dizer assim e altamente significativo.” (222c)

### 3.5.5. Literature

#### 3.5.5.1. Foreign Language Material

Thankfully, this section is not replete with as many direct quotations as the other sections of this dissertation, even so there will be some! What was learned was that there is an overwhelming amount of not just material with foreign origin being used in classes at Brazilian management programs, but also material delivered to students in a foreign language. This is especially true in graduate level studies, and almost of the foreign language material is in English. The percentages of material in English in graduate studies stayed mostly above 50%, with quite a few responding they used 90-100% material in English. Few said they used foreign language material in undergraduate classes, that virtually all was translated. "It can be a text that was originally written in English but I look for translations. But if I cannot find then it is in English because it is a must here." (321a)

What is true is that the translated versions used here in Brazil are not highly accurate. There are significant problems in context, and mostly literal translations. A maioria traduzido. Tem um exemplo interessante, eu dou uma disciplina na graduação que chama Relações de Trabalho, aí eu dei um texto em Inglês e um Espanhol, num conjunto de vinte textos para leitura. Quase que eu fui crucificado porque eu dei dois textos em língua estrangeira para poder ler. Em vinte textos, dois, um Espanhol e um Inglês. Quer dizer, esse é o percentual médio que os professores adotam aqui.[*Você acha que alguma coisa é perdida na tradução?*] Seguramente que sim! Sempre perde, sempre." (221b) This has a detrimental effect on the learning capacity of students. However, if they cannot understand the original there are few options and even if they read English, few understand all of what they read.

A few of the responses are given in more detail here, with a simpler listing for the more direct responses afterwards. Professor 122a from Bahia avoids using foreign language material. He does so because he doesn't want to disadvantage some

students who might not be able to read with the same proficiency as others. “Ah, no idioma estrangeiro? Não, isso eu evito. Isso eu tenho evitado, no idioma estrangeiro eu praticamente não repasso...é como uma forma até de nivelar para todo mundo, sempre vão ter aqueles que não lêem em Francês e se você distribuir um material em Francês alguns poderiam ler e outros não, então uma tentativa de nivelar, a razão principal é essa na verdade.” (122a)

Professor 322b from UFPE chooses not to use any foreign language material for a different reason. He believes that students aren't able to understand them, and it is a wasted effort that limits their learning. “Na pós-graduação eu comecei dando em textos em inglês, eu comecei dando três textos no meio de quinze, mais no ultimo ano eu dei zero em inglês...porque havia traduções, eu preferia a tradução e os alunos realmente aproveitavam, eles não lêem em inglês com a mesma facilidade, não lêem. Eu queria produtividade, eu queria que lessem mais e refletissem mais no mesmo espaço de tempo, se eu dou em uma língua estrangeira o rendimento é menor, se eu tiver o texto em português o mesmo texto do autor em português, eu comecei a usar isso, isso foi uma evolução minha porque eu tinha três acho que quatro.”

On the other hand, professor 422b demands that his students make the effort. “For graduate school, most of it, in English. One thing that is good at least they can read in a different language and they are more prepared, I don't want to say globalization because that is really the saying that everybody likes to speak about but they are more cosmopolitan.” He also mentioned the sometimes atrocious translations. “Sometimes we don't have the words. I'm doing research in brand equity if you want me to translate equity the way accountants do it is patrimonio, because net equity a balance sheet item they translated as patrimnio liquido, this is known and it's even publish and all of the trade publications, but customer equity we would say patrimonio cliente, you don't want to say that, we would say valor do patrimonio do cliente, because equity

sometimes can be value. It is translated as valor, but then you have the thing called customer equity that has three drivers, brand equity, value equity, and retention equity. You have a translate? Valor do cliente, then valor do valor!”

The other responses were more or less uniform, and did not expound as much on the reasoning or giving of examples. Just a few of the other answers concerning percentages of foreign language material are included here:

#### 3.5.5.1.1. Domestic PhD's

- “Na graduação zero, e no mestrado 90% em inglês.” (321c)
- “Aí só na pós-graduação, eu acho que cerca de 70%...Inglês.” (411b)
- 100%! (511b)
- It depends, to our executive education students I would say zero because it's required to be translated. But I use the same cases, because I teach cases on a case based teacher, so when I have the same cases to my regular grad students I use the English version. Because I think it is important for them. (511a)
- No Lato senso é zero, no stricto sensu vai 50%. (521b)
- Na graduação as vezes até faço alguma indicação mais não chega a estar na bibliografia. Na pós-graduação acaba sendo bastante comum uma quantidade bastante maior de literatura estrangeira. (611a)
- Na pós-graduação em torno de 80% em língua... 20% em Língua Portuguesa e 80% em outro idioma, predominantemente o Inglês...para a graduação eu uso basicamente literatura em Língua Portuguesa. [*Traduzido?*] É, traduzido. (621b)
- “...eu diria 80% inglês, 15% espanhol e 5% francês.” (711a)

- “Eu uso depende, na pós é tudo 100% todos os textos são em inglês, na graduação o livro que eu uso é completamente americano, ele é traduzido. Mais a gente usa muito material estrangeiro.” (711b)
- “No pós-graduação é o contrario, os 80% que eu uso 100% em língua estrangeira [*você precisou modificar este material de qualquer maneira para entregar para os alunos*] não, não modifico nada.” (721b)
- “100% in the Phd program, 50% mestrado, graduação 0%, in English, porque in Brasil, English is a second language.” (821a)

#### 3.5.5.1.2. Foreign PhDs

- 80% [*graduate*], “Eu tenho utilizado atualmente na graduação agora dessa disciplina esse semestre 40% dos dados são textos meus, traduzidos por mim e 60% é de fora acho que é 50% e uns 10% eu tento usar autores brasileiros.” (112b)
- “Na graduação zero, na pós- graduação 50%.” (122b)
- No máximo espanhol para eles, na graduação. Na pós-graduação a gente trabalha muito com os nossos próprios textos porque a gente está discutindo a matéria que é a nossa pesquisa.” (112a)
- “Numa turma 50%... Bom, eu dou duas disciplinas, uma turma 100%, outra turma 100% em Português. Uma turma 100% em Inglês, outra turma 100% em Português.” (222a)
- Na graduação 0%, na pós-graduação aí eu tenho esse compromisso de fazer separação e distinção seria 40% eu peço para os alunos lerem no original. (222c)
- “Outro idioma 60, 70%” (222b)

- “Aí eu acho que é uns 50%...Na graduação, não, não dou em Inglês para eles.” (412a)
- “...isso é 80, 90% né de fora...então, mas é a maior parte assim né...em inglês. Então o francês deve ser uns, é... Uns 5 ou 10%.” (422a)
- “Talvez 5% eu diria e na pós-graduação 70%.” (422d)
- “50% for grad students.....20% for undergrads...English mostly, rarely French or Spanish. (422c)
- “Na graduação nenhum. E em Francês eu não posso usar porque a maioria não lê. Então, as vezes eu até traduzo, quando eu acho muito importante ou então uma aluna que fala francês se prontifica a ler e resumir para os outros. Então, eu uso Espanhol, Português, pouco Inglês por que eu também sou ruim no Inglês, tem que ser muito importante o texto para eu usar em Inglês. <risos>. Não, sério!” (412b)
- “100%, even the Brazilian stuff we use is in English” (512a)
- “I would say it is probably 90% foreign. [*In a foreign language?*] I would say probably the same proportion.” (612a)
- “English. The majority.” (722a)
- “Undergraduate I should say zero %. The only thing I gave to them was 3 pages in English and they couldn't read it, so I gave up! Graduate 99% in English...I have a lot of material in French, but no one can read it. Spain and Italy are good for clusters and internationalization.” (812a)

### 3.5.5.2. Influence of foreign language material on students

More important than the percentages of foreign and foreign language material used is what effect they have on the students. None of the professors with Brazilian PhDs believe there was a negative effect. Almost a fifth of professors with foreign PhDs



believe that the extensive usage of foreign teaching material has a general negative effect. About a third believes there are substantial problems with context. Both groups of professors were almost as likely to believe it had net good effects, primarily with development of the students in terms of language ability, exposure to theory, and general knowledge of the world. A widespread belief between the two groups was that foreign material has a problem with contextualization or application to Brazilian reality. Additionally, many from both groups believed there simply are not alternatives to the foreign materials, which implies a definite intellectual dependency.

#### 3.5.5.2.1. Domestic PhDs' thoughts on influence of foreign literature

Most of the professors in this group believed the effects were either neutral or positive, none actually said there were negative effects. Many said it helped the students develop their language abilities, which would help them in their careers later on. “Eu acho que é fundamental por que quando eles vão fazer a dissertação ou a tese, eles vão ter que ler muito artigo, muito material em Inglês; então eles têm que ter esse treinamento durante o mestrado, doutorado nem se fala mais, doutorado essa questão já tem que estar superada; mas no mestrado eu acho que eles precisam ter esse treinamento em sala de aula.” (211b)

It was also observed that just by thinking in another language, the students are able to see things from a different perspective. “Oh yes here we make a demand. Because most of the material is in English but we make a demand that people understand English. It is like the Greek of or the Latin in Jesus is time for instance. The lingua comun, and everyone would speak in Greek and afterwards and Latin because of the romans. [*What effect did you think it has on the students to actually learn from foreign sources?*] I think it's great. I think it's great because it forces you to think in

another mindset which is really good for research.” (321a) This was echoed by 821a from UFPR: “They have a broader view of what they are learning.”

Several also mentioned that the students themselves approve: “They like it. They like it no problem. They have to know that it's mostly Harvard cases or Western Ontario or IED and the other schools. They know they are studying the very same materials that students in other the prestigious schools that are certified like us are studying. So they qualify to work at any global firm.” (511a) Another: “Os alunos, eles gostam, eles realmente percebem que estão tendo acesso a uma leitura que está mais evoluída possível.” (621a) The students don't really worry about it according to one professor, and there is no bad effect: “Acho que eles não se preocupam muito com isso, acho que nenhum efeito. Negativo, nenhum.” (721b)

Quite a few said there simply are no alternatives to foreign material, and even foreign language material, here in Brazil. This might have been a way of avoiding saying there were negative effects, but still, the professors looked at it as inevitable. “Mas por outro lado eles são bombardeados permanentemente por textos de língua estrangeira, então eles têm que buscar isso aí, isso aí não tem como...Eles não têm como fugir disso. É uma realidade, eles têm que superar de certa forma.” (221b) The professors see it as a way to make sure students are as up to date on global research as possible: “Se você falar, “Olha, vou pesquisar essa área de conhecimento”, só pesquisando que não dá é importante ter essa visão que tem sido pesquisado e qual é o conhecimento acumulado fora do Brasil.” (611a) Also: “Globalização, porque o que se produz lá é o que todo mundo lê.” (321c)

There were also justifications saying that it is necessary because the quality of foreign material is better. This is in addition to the language skills benefits and being up-to-date. “Para alunos da pós-graduação, ou seja, de mestrado e doutorado, eu julgo

essencial o material em língua estrangeira; primeiro para que eles tenham domínio de leitura e de interpretação em Língua Estrangeira... a literatura mais recente não é em Língua Portuguesa, ela está em Língua Inglesa e, portanto, o contato com esta literatura implica em contatar um conhecimento mais recente.” (621b) Professor 711a from USP says that Brazil simply doesn't have the literature needed to substitute for the foreign material. “Porque ainda não temos autores...Olha, eu, para nós em business não é tão ruim assim porque o mundo é globalizado então os professores em geral já viajaram o mundo todo, já conhecem as culturas, principalmente americana européia então é a forma deles também conhecerem coisas não só do Brasil mais também de fora então, não é de todo mundo.”

However, the main problem with foreign material, apart from problems understanding the language, are problems with examples and context. “Agora é lógico que sempre seria o material didático tem muito estrangeiro mais a gente traz também material nosso, revistas exame que a gente traz os casos e discuti, então essa deficiência de exemplos brasileiros nós trazemos, eu pelo menos procuro fazer isso, mais eu não acho ruim não o mundo está globalizado eles precisam conhecer.” (711a) Several individuals said there needs to be an inclusion of Brazilian examples and reality. “Eu acho que é uma questão importante, é o caso de você contextualizar esses conteúdos com a realidade nacional, aí sim...quer dizer, pensar a realidade nacional, eles trazem referenciais.” (311a)

Professor 411b from UFRGS said that too often Brazilian academics, especially in management, focus on abstracts that don't pertain directly to Brazil. He believes that the knowledge used should be able to relate to Brazilian reality. “As vezes eles reclamam um pouco então, eles dão um certo cansaço, mais eu acho também como eu tenho sempre muito cuidado de tentar fazer uma apropriação da realidade das

questões colocadas nos artigos estrangeiros a nossa realidade, mais eu acho que via de regra essa influencia da literatura estrangeira ela é muito. De alguma forma ela contribui para essa coisa que a gente tem no Brasil que é de mais ou menos não prestar muita atenção na nossa realidade e viver focado em coisas abstratas que não tem muito haver com a realidade nossa.” (411b) This was agreed with by 421c: “Mas gradativamente a gente percebe que a complementação aí, a utilização de material produzido localmente, pesquisas feitas aqui no Brasil por pesquisadores brasileiros, pesquisas desenvolvidas localmente.”

Interviewee 511b from COPPEAD disputed that the students learn mostly from foreign sources actually, and that it is important to emphasize critical thinking, no matter the source of material. “They don’t learn almost entirely from foreign sources because you always make the bridge to Brazilian reality and try to what applies, what doesn’t apply, why not, why yes. And we have Brazilian cases, and they have their own experience, that’s why critical thinking is very important.”

#### 3.5.5.2.2. Foreign PhD’s thoughts on influence of foreign literature

The group of professors with foreign PhD’s had much more to say on the issue than the previous group. This might be because they have a different perspective of the material itself, as many of them have greater foreign language skills than their domestic PhD counterparts. Being able to understand the foreign language material better themselves, they would necessarily also be able to notice when the students don’t fully grasp or understand the material; whereas the professors with domestic PhD’s might not have the language ability to know more than the students themselves. This group of subjects was also more likely to point out contextualization problems.

Of those professors who believe it has a negative effect, the mostly cited the language barrier. 211a said that the students have enough trouble learning the material

in Portuguese, much less English! “Então, eu não vou falar pra você que os alunos lidam facilmente com isso, porque não lidam não. Eles já tem dificuldade em ler em português, quanto mais em inglês, entendeu? A leitura é sempre um negocio puxado, a leitura não é uma coisa que você faça, não é uma coisa que a maioria das pessoas façam voluntariamente por prazer especialmente quando são leituras técnicas, leituras acadêmicas.” She herself remembers that she for a long period of time during her education, she couldn’t understand more than the general ideas of assigned readings. “Assim, eu lidei com isso no mestrado, e até brinco que eu aprendi a ler filosofia lendo em inglês, porque o que acontecia, eu lia em inglês no começo eu não sabia ler nada, comecei do zero. Então tudo que eu conseguia fazer lendo os textos de ciência política na época do mestrado, era aprender o sentido geral do texto, depois eu percebi que aprender o sentido geral do texto servia também...”. (211a)

Another interview at UFMG produced a similar response, but contradicted her in saying that the general idea is not enough. 222b answered that: “O efeito é a principio negativo, ele pode captar erroneamente alguns conceitos, pode entender erroneamente a abordagem de alguns autores, pode não entender as críticas ou sugestões desses autores e fica limitado na sua capacidade de pesquisa.” He actually blames a lot of it on the lack of effort on the part of students: “...eu creio que é comportamento de aluno, preguiça intelectual, querer estudar uma língua sentar e se dedicar. É menos essa regressão intelectual e muito mais comportamental, na minha visão.”

Individual 322b from UFPE doesn’t think foreign language material is worthwhile for the students. From his personal experience the students don’t put forth the effort, get frustrated, and end up not reading all, or possibly any, of the material. Thus, they have severe limitations on the breadth and depth of their knowledge. “Eu acho que aí, tem uma razão extrínsecas que não vale a pena, que não compensa que há um certo

status. Não vale a pena isso. [*Você acha que limita o entendimento?*] Limita, limita, limita, limita... Não, não falam e não entendem normalmente e se botar como a gente já fez aqui, trazer professor falando inglês aqui, oferecendo etc. Entendem 30%; 50% e principalmente ficam cansados. Se agora, você mandar ler um texto, a maioria dos alunos lê o texto mais se vem outro texto e outro e outro um curso inteiro. Cansa! E se colocar para uma discussão eles param no meio. Cansa, perde o vocabulário e não vale a pena, então, quando eu falei de status, não adianta eu dizer por aí que os meus alunos tem aulas em inglês, os meus alunos lêem textos em inglês, aqui o inglês é a segunda língua. Não adianta, não é verdade, e eu acho que não precisa ser assim.”

Most of the other negative responses related to the contextual discrepancies. At UFRGS, USP, and COPPEAD, many professors said the students are able to read the English with few problems, but the examples used and context cause confusion. One such was 412b: “Os nossos alunos atuais a maioria sabe muito bem o Inglês, a maioria sabe Inglês. Agora mesmo eu estou orientando uma menina que está terminando e ela não lê em Inglês, os alunos novos, os meus orientandos, os meus bolsistas todos lêem em Inglês... Mas a maioria é só exemplos americanos, é uma coisa absurda! Talvez isto me irrite um pouco.” Her colleague voiced a similar view, including comments about the translation errors. “One thing that is good at least they can read in a different language and they are more prepared... From the start point the translation here is bad it's just unbelievable...” (422b)

Subjects from other a few other schools also mentioned that the problem wasn't necessarily the language, but the context. “Eu acho ler os textos não é difícil, né, porque eu acho que é... Quer dizer, a consequência maior que eu acho quando você adota uma bibliografia majoritariamente estrangeira, ou em inglês que seja, é que você não vai ter como... Você não vai contribuir para o aluno fazer uma reflexão sobre o seu

contexto.” (112a) Her associate at UFBA mentioned that the more theoretical the work, the fewer contextual problems: “Essas fontes a gente usa mais para aula, para debater às vezes um conceito, sobretudo uma discussão mais abstrata. [*Mais teórica*] É, mais teórica. Aí você usa sem maiores problemas. Agora, é muito importante que o professor esteja atento a essa contextualização, que ele pode estar absorvendo esse conteúdo de fora sem conseguir discernir direito e tal...Para fazer os trabalhos aqui na ponta e tal, a pesquisa, aí a gente usa mais a referência, normalmente usa mais a referência local, às vezes uma ou outra assim que pode ajudar.” (122a)

One of the more common problems encountered involving context is that most of the foreign literature is oriented towards large, multinational corporations, whereas most of the companies in Brazil are small and family owned. “Eu tento que eles trabalhem, é claro que quando eles estão falando assim, de uma grande empresa, isso é uma outra realidade.” (622b) A few professors, especially those from COPPEAD and USP, said they use case studies about Brazilian businesses to supplement the foreign literature. However, most of the professors from the other schools claimed there were not enough domestic case studies available, especially of a good quality.

Even some of the professors who believed foreign language materials are necessary and beneficial still saw inherent problems. Professor 412a said it is important to use due to the global dominance of English. “Justamente isso, eu acho que é muito importante que tenha esse conhecimento material de fora por que nós estamos num mundo em que o inglês ainda é a língua dominante, né?” But she also believed that because the students don’t understand the language, they have limits placed on their learning capacity. “Não, não entendem tudo, não. Inclusive... [*Isto limita o conhecimento?*] É. Tu encontras, assim, pelas traduções do abstract, tu vê que os caras não entenderam. <risos>. Nem sempre entenderam o que eles estavam fazendo.

Muitas palavras, coisas assim ó: periódico, eles traduzem como jornal. São completamente diferentes, são conceitos diferentes, né?”

As with the other group, several professors said there are no alternatives to foreign material. This can vary depending upon subject matter, but for the most part there aren't Brazilian sources. “Nos casos destas minhas disciplinas a gente não tem fontes brasileiras, então eu pego para mostrar que existente duas escolas diferentes ou eu vou escrever tudo e eu me pré disponho em escrever quase tudo desses 50% de fonte estrangeira eu diria que 25% eu traduzo, só que é um trabalho muito grande e aí eu peço para alunos a me ajudarem a traduzir, mas eles recebem uma ou outra língua 20, 25% em outra língua.” (112b) At least they are up to date on what is going on outside of Brazil! “Eles estarem minimamente sabendo o que se faz no mundo na área.” (122b)

A multilingual professor from UFPR thinks that foreign material is good for the development of the student. She said it makes them think more, and more deeply. But she makes sure to present it in a manner that stimulates their cognition. “Critical thinking, which they don't have here. Mainly undergraduate. I have three points of view: one is the theory I present which is the good one, not the right one; the other is the national one, superficial, with some contradictions with what I am presenting; the third is what is new that the students should bring to class the current events. With these three points of view I can create a critical view. I think it is working. I am teaching seniors. It is that they are lazy so we have to make them think.” (812a)

It should be noted that the previous professor from UFPR obtained her MS from UFRGS, and that the professors interviewed at UFRGS held similar views. It could be an aspect of strong culture at UFRGS. “Pode ser vista de duas maneiras, se é feita uma leitura sem um senso crítico pode levar a pensar que né que todos os outros



lugares, os países centrais são lá a maravilha, que lá têm as melhores soluções, ou pode ser visto também se a pessoa tem um senso crítico o que ela pode tirar de bom daquilo ali né. Então eu acho que, mas eu acho que é importante conhecer o que foi feito nos outros países, o que tem de...Digamos assim, de estado da arte ali. Tem coisas mais avançadas né.” (422d) Another said: “Good effect, they can see and identify other groups interested in developing the same subjects or approaches, their English skills, their interests in writing to these people [*authors*] and get feedback. The authors appreciate it.” (422c) And yet another stated that by studying foreign material the students gain a better ability to publish abroad: “Porque se tu quiseses ter a chance de fazer uma publicação internacional tu tem que ter um referencial internacional. Então, antigamente até a gente via às vezes os alunos falarem que não iam usar... Mas agora essa pressão e eu acho que é a questão da avaliação da CAPES né, é fundamental né. Então, como a gente está querendo publicar no exterior se você não discutir as idéias dos autores estrangeiros, você vai ter dificuldades de ter um referencial de um nível que é aceito de externamente e aí tem a predominância da língua inglesa.” (422a)

Again, several professors focused on the quality differences between foreign and domestic literature. “It is not a problem, it is a problem when professors say we must have more material here, we have to have good material, it is not a matter of nationality.” (512a) They believe that the best literature should be used no matter the country of origin, and just so happens that currently the best material comes from other countries, according to them. “I feel that the quality of the research is better. I think it's different since I write in both English and Portuguese, the way that you express yourself is different in different languages. The weighing, it's interesting, I'm interested in language probably as a result of the life that I've led. And I'm interested in the way that things translate or don't translate.” (612a)

One comment that was made more than once concerned the “classics” in management. It seemed that many professors respect these so much that they believe they need to be presented in the original language, which is usually English. “Essa pergunta é uma pergunta muito difícil de responder, eu penso viu Eric que os clássicos sempre respeitam na sua forma original...se quiser usar lá a escola clássica tem que pegar o Taylor tem que lendo o original, eu acho que os nossos alunos eles tem que ser capazes de compreender que nós estamos citando clássicos, se os clássicos são em inglês, a pessoa quando estuda direito ele estudo os clássicos em Alemão, nesse caso a gente tem que saber lidar com isso, nós não temos uma bibliografia a altura, não é que não seja a altura, acho que a gente corromperia os clássicos se a gente traduzisse os clássicos.” (222c)

#### 3.5.5.3. Do students understand foreign language material

This aspect of the research might be one of the most important. The idea is that if students cannot understand the material they are reading, how can they learn from it? Even if they have a functional capacity of 70-80 % in reading English, for example, that is the maximum amount that they are able to learn from textual materials. This would compare to supposedly 100% among native speakers. Therefore, it would be virtually impossible for Brazilian students to graduate with the same level of knowledge, all else being equal. This limit on comprehension is compounded by the reality that even native students in their own countries rarely read all of the assigned material, much less Brazilian students who would suffer from more reading fatigue due to the foreign language.

In addition, it is important to understand the perceptions that the professors have in regards to how much the students understand. If a professor is blind to the possibility that the students don't understand the material, then the professor cannot remedy the

situation. However, if a professor is more cognizant of both the limitations themselves, and of the status of the students' comprehension, that professor can be a much more effective educator. The results from this part of the research were striking, as they displayed the most diametrically opposed responses of any topic under scrutiny.

The responses were literally opposite in terms of the ratio of professors from each group that believed students understood the assigned foreign language literature, primarily in English. There was a 5 to 1 ratio of Professors from the group with a PhD from a Brazilian university who believed their students fully understand foreign language material. In addition to those saying their students fully understood the material, there was an equal number of professors who believed that their students understand some or most of the material, depending on the specific material used, as there were professors who said their students did not understand the material. The complete ratio between "yes" or "some" and "no", was 6 to 1.

Professors holding PhD's from foreign universities gave responses almost the exact opposite of those with domestic PhD's. There was a 5 to 1 ratio of professors who believed the students did not fully understand the material compared to those who said yes they did. Only one professor with a foreign degree believed that students somewhat understood the material, responding that undergraduate students could not understand foreign language material, implying that graduate students could for the most part. These extreme differences can only be explained through the differences in education that the professors themselves experienced during their periods abroad, where they had language difficulties. Also, since their language skills are necessarily better than their domestic PhD equivalents, they are better able to know when students are having problems with reading comprehension.

3.5.5.3.1. Domestic PhD's thoughts on student comprehension of English literature

Many of the domestic PhD's lend much credence to the belief that the English proficiency tests administered to students as part of the ANPAD test is stringent enough to assure students who have high levels of English. "Aqui, todos os programas de pós-graduação eles tem que fazer um teste de proficiência em Inglês, eles fazem um teste (...), então, eles tem um bom nível de leitura, podem não ter... Não falam, né?" (211b) The author of this research must make comment that in his experience, the level of English proficiency for most students he interacted with was limited at best, for some even in terms of reading comprehension. This previous professor's statements beg to differ. "Mas a capacidade de leitura deles é boa, é bastante boa. Eu creio que eles compreendem, assim, 80% do que lêem e depois na aula, com a discussão e tudo mais eles compreendem." (211b) There are some exceptions, primarily students who have spent significant time living abroad.

Various professors said they themselves see no problems when reviewing the students' performance, but this has to be taken in light of the fact that the professors themselves are not fluent. The responses ranged from "Yes they do." (821a) to "Acredito que sim. Eu acredito que sim pelo extrato que é produzido eu vejo que eles tem domínio...Olha, a grande maioria tem relativo domínio estrangeiro a ponto de ler e interpretar, não a ponto de escrever um texto em inglês, mais a ponto de acompanhar, ter uma afinidade com a leitura." (621a) In reality, the professors interviewed at COPPEAD had the best grasp of English of any in Brazil, so their opinions might be more justified. "Yes. They understand. They may not be able to communicate with the same fluency what they understand but we, in this full time MBA when I teach I translate...The majority of my material is in English." (511b)

Another professor, 621b from UNB, invoked the knowledge of his American associate, JanAnn Medeiros, in saying that because the students pass the English test,

they must have a good grasp of the language. “Os alunos de mestrado e doutorado entendem, mesmo porque para entrar no programa eles fazem um teste, um teste, e nós exigimos um percentual de acerto na prova de Inglês. Que segundo a professora JanAnn que é americana, é do programa, o percentual que nós exigimos significa um percentual da pessoa capaz de ler, ler textos técnicos em Administração.” In addition, the professor JanAnn he references is from Iowa, not Alabama, so she really does speak the best of English!

It was also said that the more the students read, the better at it they become. “No inicio não, mais depois aprendem.” (321c) One comment made by professor 711b from USP said that students of today have a higher level of English than those of the past. “Hoje em dia os alunos não são como na minha época. Eu vejo pelo meus filhos, meus filhos estudam aqui, eles nascem e já põe na escola de inglês, então eles tem uma vivencia com a língua muito maior, então para eles a dificuldade é muito pequena. Agora, os alunos mais velhos tem, tem mais dificuldade, mais eu acho que isso não é limitante. Depois o pessoal tem que aprender, tem que conviver.” (711b) This might suggest that professors should pay more attention to older, so-called non-traditional students to make sure that they are learning at the same rate as their younger classmates.

There was anecdotal evidence that levels of proficiency differ between the MS level and the PhD. “Atualmente eu dou aula no doutorado, isso aí é previsto que o doutorando domine a Língua Inglesa. [Mas o previsto e a realidade são coisas diferentes, né? Acha que atualmente eles entendem?]. Eu acho que sim, as minhas experiências revelam isso. Agora, a experiência de mestrado, não sei se...Muitos mestrandos não dominam, então eles tem uma dificuldade muito grande com os textos

em Inglês, a gente sabe que... Ouve dizer que eles vão fazendo aquelas traduções, etc. Então, até na orientação de mestrado complica.” (311a)

Another said that those entering the PhD already have their MS degree, and therefore should have already mastered English. “Tanto é que no mestrado ninguém tem teoricamente o título de mestre em administração se não tiver proficiência na língua inglesa, só que a proficiência é para leitura e compreensão, não é voltado a falar.” (721b) Yet another from COPPEAD mentioned that the Master’s degree programs are not distinctive from the other degrees, and not necessarily up to par, and that the doctorate must be ever more rigorous. “No doutorado não, você afunda a rosquinha e deixa, mestrado é mais um mito de passagem, uma festa. Eu costume dizer o seguinte: o grande desafio aqui no Brasil é o mestrado não descambar facilmente com um projeto de final de curso de graduação e o doutorado não virar um grande mestrado esse é o risco que a falta de metodologia robusta de pessoas dando cursos de metodologia, de ter massa critica para discutir e que isso gera. O doutorado vira um grande mestrado.” (521b)

In addition, two professors mentioned that they must monitor the class response and facilitate understanding due to the level of understanding. When asked if the students understand the material in English, professor 421c responded he needs to be careful from the moment he actually selects the material: “Normalmente sim, até por que quando eu seleciono, eu também cuido para evitar que se transforme numa barreira aquilo ao invés de um auxílio.” His associate points out that she helps the students understand the literature better through discussion. “Acho que sim, as vezes algumas coisas não, mais aí a gente sempre faz exposição dialogada, bom claro sempre fica alguma coisa.” (411b)

There were only a few professors among the domestic PhD group that believed students either don't or only somewhat understand the material. One pointed out that the type of material itself plays an important role in comprehension; that more technical literature is easier to understand. "Como é que eles entendem? Depende de qual é o material que você passa para a leitura deles, né? Materiais mais técnicos são de fácil compreensão, são quase que aplicativos. Materiais mais filosóficos e sociológicos exigiriam uma interpretação diferenciada por parte deles. Então, depende muito do tipo de material que você vai pedir que eles leiam, que eles falam uso deles." (221b) The main problem in management is that so much of the material is based in the social sciences, especially sociology, anthropology, and psychology.

One professor at COPPEAD, who himself mentioned he always had significant problems with the English language, thought that students also don't understand English sufficiently. This is especially true for academic materials, according to him. "Não, eu acho que não. É a dificuldade de não só lendo uma outra língua, mais uma linguagem técnica e você tem que dominar outra língua, dominar o técnico, é meio complicado de... tem gente que pega rápido, e tem outros que realmente o negocio não decola mesmo. É um processo de anos para você formar um pesquisador, nenhum mestrado é uma experiência tão rápida, como você molhasse o biscoito no café e tirar rapidamente." (521b)

There also seems to be a class issue to the discussion. It is known that the majority of students in the public universities in Brazil come from the upper economic strata, and even more so in some academic areas, such as medicine and administration. It was brought up that students from the upper classes have had more opportunities to travel abroad, and thus are more exposed to English. "[*Você acha que eles entendem completamente o material que vem de fora ou outro idioma?*]

Não...Tem uma certa variação. Tem alguns alunos que é uma realidade que a gente tem aqui na UNB desse pessoal muitas vezes de classe media, media alta, na atualidade muito deles fizeram intercambio fora do país. No ensino médio ou alguns até agora no próprio período da universidade da graduação que vão fazer intercambio fora e voltam, então, esses acabam dominando o idioma. Outros que não dominam o idioma acabam tendo uma certa dificuldade principalmente em um primeiro instante depois é assim, acaba tendo que aprender na marra, não tem jeito.” (611a)

#### 3.5.5.3.2. Foreign PhD's thoughts on student comprehension of English literature

At the opposite end of the spectrum were the opinions of the professors with foreign PhD's. They overwhelmingly believed that Brazilian students could not sufficiently understand the foreign language material assigned in graduate level classes. Most of these professors spoke English rather well, some quite fluently. Even the ones who studied in France seemed to have a decent comprehension of English, but also had their own experiences in learning a different foreign language to help temper their responses. One professor at UFRGS, who was quite fluent in English even though he studied in France, seemed extremely frustrated by the situation: “They lie about their English skills! You give them material to read and they have difficulty reading it. [*Do they understand?*] No, that is a big problem.” (422c) Another said students' comprehension: “É muito pouco, tanto porque os alunos têm uma dificuldade grande.” (112a) which was similar to 222c's response of “Claro que não.” (222c)

Not understanding the material fully has a detrimental effect on the education process. “O efeito é a principio negativo, ele pode captar erroneamente alguns conceitos, pode entender erroneamente a abordagem de alguns autores, pode não entender as críticas ou sugestões desses autores e fica limitado na sua capacidade de pesquisa.” (222b) Another professor, who has been quoted before in this paper, said



the following: “[*Você acha que limita o entendimento?*] Limita, limita, limita, limita... Não, não falam e não entendem normalmente e se botar como a gente já fez aqui, trazer professor falando inglês aqui, oferecendo etc. Entendem 30%; 50% e principalmente ficam cansados.” (322b)

This same professor says the use of English in the graduate programs is more an issue of status than of utility. “[*Mais você fala uma coisa de status, você acha ainda que os professores acham que os textos estrangeiros tem mais status que o mesmo brasileiros?*] Não é os textos estrangeiros, é a língua.” In his opinion only COPPEAD is different; that the students there at UFRJ speak English at a different level than the other programs. “Ter a língua usada em um programa, isso é um potencial de internacionalização, por exemplo, o COPPEAD é diferente O COPPEAD é realmente. Meu filho fez o COPPEAD, meu filho ele fala e lê bem o inglês então, eles tinham vários estudantes e muitos professores também então, aquilo era natural, havia duas línguas, então não havia problema. Aqui não, aqui ficam querendo dizer assim: não é como um curso internacionalizado, mais já está em um certo nível. Querem forçar um pouco essa mudança de nível colocando dessa forma textos em inglês. Já se trouxe aqui professores de fora para dar pequenos cursos, mais eu acho que é precoce, está antes da hora o problema vem de baixo. (322b)

The students that I spoke with at UFRGS seemed to have a decent grasp of English, but according to their professors, most are not sufficient enough. “Não, não entendem tudo, não. Inclusive... [*Isto limita o conhecimento?*] É. Tu encontras, assim, pelas traduções do abstract, tu vê que os caras não entenderam. <risos>. Nem sempre entenderam o que eles estavam fazendo. Muitas palavras, coisas assim ó: periódico, eles traduzem como jornal. São completamente diferentes, são conceitos diferentes, né? [*É verdade*]. Então, e por aí a fora. Quer dizer, as mesmas barbaridades que são

feitas com o Espanhol, são feitas com o Inglês também, deu uma palavrinha um pouquinho parecida.” (412a) Another from there said that students under his advisement seemed to have a better understanding than others at UFRGS, but did not say why: “É difícil falar isso, mas os alunos de maneira geral, eu não sei se dá para mim. Mas eu acho que com os orientandos sim. Como os orientandos sim, mas com os alunos eu tenho minhas dúvidas.” (422a)

A professor from UNB who is fluent in English herself made some insightful comments not only on the level of understanding but also on the dynamics of the graduate admission process at her university. Her take on the ANPAD test was that anything less than 70% would not be sufficient for students to participate meaningfully in the classes. “I coordinated the graduate program here for a couple of years and the question of the entrance exams and things like that. We've gone back and forth on it because there's a lot of opposition in the colegial but I feel that there is a certain level that people have to have a or they're not able to work in English. On the ANPAD test, which is the 70th percentile. If our students are not able to read and work at the 70th percentile on the ANPAD test they are not going to be able to keep up with the pace in my class. This is something that I'd definitely, and it's really true. We've tried lower levels and it really has an impact on the ability of the students to understand. When they don't understand thing have to be done to help them along.” (612a) In her comment she mentioned that “We've gone back and forth on it...”, which shows that there is some disagreement as to whether students with lower scores should be admitted. It can be inferred that those professors also have different opinions as to the learning capacity of students with lower scores.

Professor 812a from UFPR said that students truly don't have the ability to understand the material, but she attributed it as much to a lack of absorptive capacity as

to language problems alone. “The students don’t fully understand the material. I think it is a matter of don’t have the absorptive capacity. A kind of minimum knowledge to understand what I am presenting. How can they understand something they have never thought of?” Another professor who not only teaches in Brazil but also in Africa mentioned that she stopped using literature in English because of problems in comprehension, and even stopped teaching in non-Lusophone countries! “...mas eram países francófonos, de língua Frances dava muita dificuldade para traduzir para os meus alunos os documentos todos, então eu resolvi que eu ia passar a trabalhar com os países africanos de Língua Portuguesa.” (411a)

During the interviews with the professors who had foreign PhD’s, many of them gave stories of how difficult their own language trials and tribulations were. This included professors who had studied in America, England, Canada, France, Germany, Spain, Portugal, Italy and Chile. What is interesting is that many of the professors thought they were prepared before arriving in the foreign location, but quickly found out that they didn’t speak the language as well as they thought. One such example was 412b, who studied in Grenoble: “[*Então você falou Francês antes de você ir lá?*] Ah, eu achava que falava, mas! <risos>” She also mentioned that she never was able to learn English despite many attempts, and thus he uses few English language materials in her classes. “Então, eu uso Espanhol, Português, pouco Inglês por que eu também sou ruim no Inglês, tem que ser muito importante o texto para eu usar em Inglês. <risos>. Não, sério!...Mas eu tenho um problema assim, um bloqueio com o Inglês, que eu já estudei muito! Morei, fiquei nos Estados Unidos, fiz curso lá, fiz curso particular, fiz cultural, fiz milhões de cursos. [*E ainda tem um bloqueio?*]. No Canadá o ano inteiro eu estudei Inglês.” If after all of this effort and time, she believes she cannot properly use English language material, how can students who have less experience with the language be expected to?

112b from UFBA attempts to translate as much as she can to minimize problems in comprehension. “Muitas coisas eu traduzo, faço uma tradução livre não autorizada sobretudo para a graduação e sobretudo quando são textos em italiano ou Frances porque é complica muito a vida do aluno, quando é inglês é um pouco mais fácil mesmo assim eles não entendem muito.” She also uses students who have more experience with the language to help the class understand the literature, especially in her graduate classes: “O que eu tenho feito também é agora, eu peguei um aluno que morou na Inglaterra bastante tempo e ele também faz umas traduções para o resto da turma, então é legal porque você cria essa interação entre os alunos, se alguém sabe uma língua ajuda os outros, isso é importante porque os outros passam a notar como é importante conhecer outra língua e também criam trocas.” (112b)

An extremely well-traveled professor from UFBA had significant problems of her own when she ventured abroad to study, even in Spanish, which is the most proximal language to Portuguese. One thing she points out in the following quote is that as an adult, it is much more difficult to learn languages, even one as close to Portuguese as Spanish. “[*Você falava espanhol antes de você ir para lá, não?*]. Esse foi o problema também que eu daria esse conselho, ou seja, não imagine que porque é uma língua-irmã é igual, não é, você lê razoável...você lê, então vá preparado para isso, ou seja, você domine a língua porque eu tive que fazer, além de dominar o espanhol para poder ter a bolsa, eu tive que fazer um teste de proficiência que pra mim foi muito difícil e o mais difícil para um adulto é você falar algo que você não domina que você sabe que é ridículo você falar uma língua que não é a sua língua-mãe, então vai sair meio engraçado, meio palhaço, aí você fica com aquele pudor de falar, então eu tive muita dificuldade, mas aprovei em quatro meses que eu comecei a fazer o curso, eu aprovei lá com o certificado e tive problema com a estrutura da língua porque eu tive que escrever e defender em espanhol, então eu tive que fazer um esforço extraordinário,

então foram duas teses, uma em Português, eu escrevia em Espanhol, mas eu escrevia pensando em Português, então quando eu ia fazer a correção com a pessoa que eu contratei que era uma pessoa muito amiga minha, a lógica não funcionava porque eu estava na lógica portuguesa, então isso pra mim foi um trauma, eu acho que o conselho que eu dou é esse, ou seja, você domine a língua não só na sua superficialidade, mas na sua estrutura, porque é o pensar, né, senão você complica a sua vida nesse aspecto.” (112a)

Another professor who thought he spoke Spanish went to Chile for his PhD. He soon discovered that he had more difficulty than he would have imagined. “Aí quando eu decidi ir para o Chile, que eu não sabia falar espanhol, chego no Chile para fazer o mestrado, já entrei no primeiro dia, eu achava que falava espanhol. <risos>. Eu entrei na sala de aula, era Sociologia Aplicada a Administração, o cara fala a aula inteira, eu disse assim: eu não entendi nada! Nada! <risos>” (422f) The experiences of the previous two professors is important because graduate students here in Brazil are being asked to study predominantly in a foreign language that is not very proximal to their own. They would even have problems doing the same reading, research and composition in Spanish, which is much closer, as evidenced by these personal stories.

Only a handful of professors among those with foreign PhD's responded that students understood English. Their responses were typically short, and mostly along the lines that students are required to understand English, and therefore they do! As 512a at COPPEAD said: “They have to, they know that!” Unfortunately, even though the students know they must be proficient in English, few of them actually are.

### 3.6. ENTREPRENEURIAL ORIENTATION (XENOPHILIC ENTREPRENEUR)

This segment of the research seems to be the crux of the issue. To begin with, virtually all professors in Brazil should be viewed as entrepreneurs, at least to some

extent. That is because there are still so few individuals who have achieved the Masters level, much less the PhD level. The level of action and sacrifice needed to achieve a PhD in Brazil is quite challenging, which bespeaks of entrepreneurial activity. However, the additional risk level of studying abroad, combined with self-professed penchance for risk by the foreign educated respondents to the interviews, might warrant further attention to aspects of entrepreneurial spirit among professors.

There was a definite difference between the professors with domestic PhD's and those with foreign PhD's in regards to their responses to: "What characteristics do you have as an entrepreneur?" Some professors did not think they were entrepreneurial at all, but most gave some kind of answer. Most common among both groups were statements referring to having vision, being innovative, and being fond of challenges. However, not a single person from the domestic PhD group mentioned they are risk takers, while this seemed to be one of the most prevalent responses from the group of professors with foreign PhD's. Risk taking is often included in the definition of entrepreneurial behavior.

### 3.6.1. Domestic PhD's as entrepreneurs

Several domestic PhD's saw themselves as being innovative in one way or another, including some who said they had initiative. This innovation referred to ideas and research primarily. "Minha característica como empreendedor é o seguinte, eu gosto de descobrir novas oportunidades, novos negócios, novas ideias, o que tem de inovação e vê se aplica ou não, tento aplicar." (121a) A form of innovation is taking initiative, doing something first and before others. "Eu tenho iniciativa. Apesar de que eu ando meio assim... Mas eu tenho iniciativa. Não sei se isso é ser empreendedor." (321a) Others enjoyed taking the initiative to be both innovative and to face new challenges. "Eu gosto de novidades e desafios." (321c)

Facing challenges means having ambition, being persistent, and being able to plan for contingencies. Most of the professors who included themselves in this category referred to their academic exploits, whether it was in research, classes, or developing new programs. “A primeira é essa coisa de enfrentar os desafios, né, a outra é uma capacidade muito grande que eu tenho de fazer projetos, de fazer novos projetos, um know-how que eu acumulei muito grande de fazer projetos de cursos, cursos novos, uma capacidade de escrever, de redigir muito grande que eu tenho.” (211b) Professor 611a mentioned that she follows through with her projects, wanting to see them finished. “Cada pergunta difícil! De projetos que eu acabo decidindo fazer acho, que acaba tendo uma coisa de ser bastante persistente, tentar fazer com que aquilo aconteça e procurando pelo menos fazer acontecer. O básico é isso.” (611a) This takes: “Persistência e disciplina, que são quase sinônimos, né? [*Elas funcionam muito bem juntas*]. Exatamente.” (621b)

By definition, a challenge also means that in some way, you are lacking in resources and must overcome the deficiency. One professor referred to his ability to publish in foreign journals, even with a background in methodology that was not as strong as the foreigners also competing to be published. “Como eu sou empreendedor? Eu vou dizer uma coisa, eu acho que com essas aulas de metodologia que a gente tem aqui conseguir colocar um paper lá fora isso tem uma dose de empreendedorismo e criatividade. Como diria o Faustão, se vira nos trinta. Você vê TV, o programa do Faustão? Se vira nos trinta.” 521b

Another professor detailed some of the accomplishments she had achieved as part of her ambitious nature. “Reergui o núcleo de pesquisa e gestão pública, desenvolvi a minha linha de pesquisas organizacionais e críticos aqui dentro, coordeno hoje três projetos de pesquisa financiados pelo CNPQ mais um pela FAPEMILE, quatro

projetos, dois três já foram financiados antes nesses últimos quatro anos, sou uma das idealizadoras, coordenadoras do programa Certificação Ocupacional Do Governo De Minas Gerais, então assim, empreender para mim não costuma ser problema eu tinha até algumas ambições maiores aqui do ponto de vista de programa de extensão de programa de pós-graduação Lato Sensu na área de gestão pública, programas de intercâmbio de inter-institucionais, só que realmente faltou clima institucional porque que eles viessem a tempo de ter ocorrência mesmo.” (211a)

If someone is going to be innovative and confront challenges, it helps to have vision, especially combined with a long-term orientation. “Visão. Eu acho que a visão é...O que eu tenho mais de visão, é perspectiva de longo prazo, eu não trabalho com curto prazo. Basicamente essas duas, duas grandes características de empreendedorismo que eu teria mais fortemente.” (211b) Having this vision and orientation help in strategic planning, and can also tie back in to being innovative. “Eu procuro ter ideias criativas, criatividade, procurar ter, né? Mas ter ideias para frente, pensar um pouco o futuro mais... (Mais a longo prazo). A longo de prazo no sentido de estar concretizando novos projetos, é isso, é isso que eu invento. Tentar concretizar novos projetos, tentar plantar uma semente, alguma coisa assim.” (321a)

Subject 211b spoke at length on how having vision helps her be innovative and to plan, and how it was a characteristic of her as an entrepreneur. “Eu acho que eu tenho uma visão que vai além da universidade, uma visão do mercado, do que é que está acontecendo fora da universidade; então eu acho que eu não fico só fechada numa visão. Eu tenho às vezes, assim, uns insights, umas coisas assim que no momento em que elas acontecem, eu não consigo compreender muito bem, mas depois eu vejo que eu me antecipo às coisas. Eu tenho uma capacidade assim de ver com uma certa antecendência movimentos que vão acontecer depois, mas não por uma



coisa, assim, extra, não, exatamente porque eu capto a informação, eu busco a informação.” (211b)

On the other hand, a few professors mentioned that they were either not entrepreneurs, or voiced opinions elsewhere in the interview that contradict some of the commonly held assumptions about entrepreneurial personalities. Professor 621a simply did not consider himself to be an entrepreneur in any way: “Eu não me considero um empreendedor.” (621a) In addition, professor 321a had a volatile reaction when asked about competition in a different part of the interview. “First I would like to say that I do not like competition. Competition is a cancer. Cancer you do not treat with band aids. You expurgate, you take out.” (321a) Competition is a generally, but not universally, held assumption about entrepreneurs.

For this specific professor it was not anything positive: “No it's not competing. It's not the question, of the idea of competition is a cancer. It's much better to look for excellence. But because you look for excellence, when you look for competitive advantage you are my enemy, if you win I lose. If I look for excellence your victory is not a threat to me. I have tomorrow as my day...So this is a cancer in the home, the families, the enterprises and everything. You shouldn't have any patience with competition or competitive advantage of anything. You have to expurgate or take it out and put something better.” Even though he did not like the idea of competition, he did have another value common to entrepreneurs, the search for excellence. “I am looking for excellence. I'm looking to do the best of that I can, not to be better than others. This changes the approach to life.”(321a)

### 3.6.2. Foreign PhD's as entrepreneurs

A few of the professors with foreign PhD's also took contention with the idea of their being entrepreneurs. “Eu detesto discurso de empreendedorismo, eu não acredito

que o mundo vai ser formado por empreendedores, isso pressupõe um conceito de competição social que eu não acredito então eu acredito na corporação então eu não me vejo como empreendedora. Eu coopero para um mundo melhor tento de uma forma até preservar essa ingenuidade de querer transformar as coisas.” (112b) This professor thought that it was wrong to focus on how studying abroad could constitute entrepreneurial behavior. Part of her reasoning also argued against the competitive aspect of entrepreneurship. “Eu acho que os professores que vão para outros países olhá-los como empreendedores eu acho bastante restritivo porque realmente o empreendedorismo tem essa idéia da competição, eu acho que é mais a vontade de produzir conhecimento de articular e criar de inovar a em si, mas eu acho que é uma inovação que traz satisfação pessoal, social mas que não implica em destaque perante aos outros.” (112b) In her statements, she sounded quite similar to 321a, from the other group of professors.

Another professor at Bahia also was perturbed about entrepreneurship being an aspect of the study. “Primeiro eu desconstruo um pouco o conceito de empreendedorismo, né, sobretudo na sua versão tal como ela se banaliza no Brasil nos últimos anos, ela se transforma quase que numa ideologia.” (122a) However, after his first comment, he paused and continued: “Mas eu tenho, eu sei que eu tenho esse perfil empreendedor, um pouco assim desbravador, eu tenho isso assim.” (122a) After his reflection, he said that he has the personality and ambition to face challenges and the vision to plan projects. “Eu tenho um pouco uma coisa de ficar olhando lá na frente e de ser muito ofensivo. Aqui, por exemplo, a gente, boa parte dos nossos projetos a gente consegue desenvolver porque a gente empreende, porque existem amarras burocráticas que inibem muito fortemente e a gente consegue meio que... Isso são iniciativas de risco, quer dizer, você está correndo risco em termos de prestação de contas, uma série de coisas, você está tentando furar o cerco burocrático que... Eu

tenho isso muito forte. Eu coloco muito coisas minhas nos processos para agilizar, andar e tal. Eu tenho essa coisa ofensiva, de ir para frente. Eu vou mesmo.” (122a)

Another individual also began with the disbelief that he should be asked how he was an entrepreneur. “Empreendedor? Nenhuma. Eu não sou empreendedor. [Terminou?] Oi? [Quer pensar mais?] Não, não sou empreendedor. [Você não tem características?]” (222a) Nevertheless, when he thought for a second, he decided he did indeed have entrepreneurial aspects. Some of these included innovation: “Eu gosto de pensar em novos artigos, assim, de novas coisas, novas pesquisas e tudo, eu acho que isso, sim, eu tenho uma característica aí empreendedora de pensar novas pesquisas, por exemplo, eu quero criar um centro sobre estudos da China aqui.” However, he discounted these characteristics by saying he is easily defeated. “O problema que eu não sou empreendedor, eu sou um falso empreendedor, eu começo... Ah, não deu certo! Eu paro. Mas eu sempre tenho mil idéias...Sim. Talvez, mas agora com as meninas, porque eu penso e elas tocam para frente, isso é bom.” 222a

When asked specifically about his experience studying in another country, he decided that he did indeed have persistence. “[Mas você acha que não precisa ser um pouco empreendedor para ir para fora como você fez? Em todos os países, estudando...] Sim, sim, sim, porque na verdade quando eu fui para a França eu não tinha bolsa, eu fui...Fiz todos os empregos, eu fui chofer de uma Condessa, eu trabalhei numa igreja como sacristão, eu cuidava de crianças. Sim, então sim, tem uma... É, de fazer coisas para a minha vida pessoal, sim, eu sou. Eu fui para a Índia, fiquei lá três meses na Indian Institute of Management em Ahmedabad. Eu gosto disso, de fazer contato com pessoas, mas sempre assim... Aí depois o professor indiano veio para o Brasil. O que pode ser feito de pesquisas, entendeu? Isso, sim, é uma coisa... Tá, buscar parcerias. Acho que sim.” (222a) Several of the professors from this group

pointed out that they decided to go abroad to study even without a scholarship, which is a very risky and challenging decision to make.

Another person said they were not entrepreneurial at first, but then corrected himself by amplifying his definition of entrepreneur. “Eu não sou um empreendedor. Eu como empreendedor sou muito empreendedor teórico, ou seja, empreendedor de idéias porque o projeto teórico o projeto de idéia, é um projeto muito mais ousado se você conhecer o risco dele, ele é muito mais ousado, muitas vezes mais temerário do que o projeto executivo. Eu sou um empreendedor de idéias!” (322b) This fit right in with the categories of vision and innovation. “Eu tenho idéias a muito tempo que no meu trabalho de mestrado, a dissertação de mestrado desde de 78, 1977; 78 eu tinha claras sobre a gestão de uma universidade, uma gestão diferente, eu projetava nitidez e então, eu gosto de imaginar situações diferentes com base em novas idéias. Essa é a forma de empreender.” (322b)

Professor 112a from UFBA also started her graduate studies in Europe without a scholarship. “Eu fui sem bolsa, eu fui com a minha poupança pessoal. [*Isso não é uma coisa de empreendedor?*]. É, empreendedor. [*Nem todas as pessoas querem fazer isso.*] Mas empreendedorismo que para algumas pessoas é não inteligente. Porque ao invés de aplicar na bolsa, eu apliquei em conhecimento, como o conhecimento é algo que ele não se materializa no retorno a nível material e, sim, status e possibilidades, é um empreendedorismo, eu fui empreendedora, mas trabalhei muito pra isso, fiz inclusive psicanálise para saber como lidar com isso, entendeu?” (112a) Many entrepreneurs who open their own businesses invest their life savings and other financial resources they have available to make their dreams come true. These professors who use whatever financial resources they have, without a scholarship, are risking just as much as someone founding a business.

As with the previous professor, 222b also took a big chance when going to Europe. “Talvez a questão do diálogo, eu sou meio para tomar iniciativa as vezes, deixo correr...eu fui sozinho e não tinha nem emprego com nada, então solto.” What he saw was his ability to break away from his routine and take a greater level of risk. “Bom. É essa curiosidade, coragem de tomar assumir riscos, tem uma questão que é importante que eu vejo que é muito comum nos mineiros pessoal muito acostumado com o tradicional acostumado com a rotina e eu tenho um desapego a rotina, isso é importante. Essa iniciativa eu tive uma boa oportunidade e agarrei.” (222b)

Likewise, subject 322b dropped everything in Brazil to go to England. For him, the risk was even greater, because whereas the previous two professors went as individuals, 322b had to take his entire family with him. “Isso é uma qualidade importante que é o risco, enfrentar o risco, mais existe o risco fora do empreendedor, até um jogador gamble ele também gosta de risco e não pode ser chamado de empreendedor [é *mesmo*] Então, eu enfrento risco, mais no meu caso era um pouco diferente. Eu estava fazendo um investimento, sobre este aspecto um investimento em outra área e me decepcionei.” (322b) He looked at the decision as a risk, but not gamble necessarily. However, because of having a family at the time, he had a larger responsibility as well.

There were many professors in the group of domestic PhD's who said that they didn't go abroad, or consider going abroad, for their PhD because they were married with families. Just as many professors with foreign PhD's said they went abroad specifically because of their families! Professor 512a specifically chose to go to Canada to give her family more opportunities while she pursued her PhD. In addition, she specifically called out those professors with families who didn't go abroad, saying they were not entrepreneurs: “[*You are the first who said you went abroad for or partially*”

*because of family issues, many of the others said specifically “I never considered it because of my family issues, I could not take them there”.*] This is not an entrepreneur. You know, that is the kind of thing, “I don’t want to move”, and I have a very good reason to move the family, a husband, and my daughter and the dog, so I think the entrepreneur profile needs to be researched.” (512a)

Therefore, in the opinion of 512a, individual 222c from UFMG is a good example of an entrepreneur. “Em primeiro lugar eu acho que eu sou um tanto é ousado, ousado demais, eu acho que essa é uma característica. Ousado, porque eu fui para a Inglaterra com eu, minha esposa, um filho de oito anos e uma filha de três meses de idade, eu acho que precisa de uma boa dose de ousadia e arrogância cognitiva, digamos assim.” Even though he did have a scholarship, it wasn’t easy to take his entire family with him to England. “Por mais que você me diga, você foi com bolsa, é complicado. Eu acho que o fato de você ir dessa forma para o exterior é algo empreendedor, uma boa característica.” (222c) In the end, he agrees that his colleagues that go abroad with their families are definitely entrepreneurial in spirit. He himself realized that his self-discipline and vision were entrepreneurial characteristics. “Outra coisa também é o fato que eu penso que eu sou muito disciplinado, ao mesmo tempo que eu tenho essa coisa toda a disciplina me obriga a planejar com antecedência, planejar é um negócio complicado, planejar dá trabalho, planejar te obriga a sentar em uma cadeira e considerar cenários, estabelecer linhas de ação, evitar ameaças, explorar oportunidades. Administração você sabe. Então eu penso que também essa disciplina junto, esse equilíbrio, foi benéfico para mim deste ponto de vista de empreendedorismo.” (222c)

A few others pointed out that they like to face challenges in general. “Que aceito fazer trabalhos que são muito desafiante. É basicamente isso, quer dizer não me vejo

como empreendedor nem dentro da academia, existem outros colegas que são muito mais empreendedor do que eu, eu nunca estive dedicado a criar grandes laboratórios com mil pessoas em torno.” (122b) One particularly viewed administrative positions in the management department as challenging, which they undoubtedly are: “Eu sou muito empreendedor. É sempre difícil falar sobre o que é que você tem de bom, por exemplo, eu vou dizer. Quando eu assumi a chefia do departamento, não fui eu foi um grupo, você não faz nada sozinho, você não é dono. Eu fui um dos responsáveis, primeiro pela implantação dos MBA executivos, curso de especialização que se tornaram ao longo do tempo o principal financiador das nossa atividades. Tudo isso aqui, essas coisas todas, não só nas salas...Algumas coisas que ocorreram aqui deste departamento eu empreendi, tanto é que passei um tempo fora em uma instituição privada na faculdade Boa Viagem até abril desse ano, eu tirei licença por três anos ainda e lá foi para implantar as coisas.” (322c) As was mentioned before, the definition of challenging pretty much means you are working with limited resources, and must overcome this, and many professors interviewed complained about a lack of resources in general, including this one. “Agora isso desgasta um pouco porque você não tem recursos abundantes, os recursos sempre são escassos.” (322c)

Several of the interviewees combined talk of challenges with remarks concerning persistence. “Eu não desisto nunca, eu sou como diz o brasileiro, eu não desisto nunca. Eu fiz graduação em uma faculdade bem fraca inclusive no interior faculdade particular, professores muito mal qualificados e eu terminei a faculdade. Eu terminei a faculdade, porque eu entrei até por opção, falta de opção não tinha outra faculdade na cidade, tinha medicina ou administração. Eu fiz administração por falta de opção, fiz e terminei, quando eu terminei em 1985 eu falei que não iria ficar lá. Eu quero fazer o meu mestrado na melhor escola de administração do Brasil que na época era a FGV e acho que ainda continua sendo, pelo menos está entre as três melhores pelo ranking aí

da casa.” (622b) This same professor stuck with it when learning English, even though it was quite difficult in the beginning. “...agora minha meta é fazer o doutorado fora do Brasil. Meus amigos falavam que eu não falava inglês. E eu dizia que iria aprender, e é difícil para uma pessoa aprender inglês já velho, não é fácil (eu entendo) eu fiz, consegui com muito sacrifício. Os três primeiros meses na Inglaterra eu não entendi o que o professor estava falando (mesmo) inclusive um que é um grande amigo que eu tenho hoje, foi a primeira aula que eu tive e eu não entendia nada que ele falava.” (622b)

One dynamic individual actually created and installed a course on innovation and entrepreneurship. “Eu criei aqui na escola uma disciplina Empreendedorismo e Inovação, que os alunos da graduação se queixavam que eles aprendiam muito a ser gerentes, empregados, mas não aprendiam a criar uma empresa.” (412a) This particular professor was educated in the United States, and sees distinct cultural and educational differences that inhibit entrepreneurial activities in Brazil. “- Eu acho que tem um estilo de pedagogia adequado a cultura. A cultura americana é muito mais do empreendedorismo: vai atrás, não sei o quê, não é de o professor ficar em cima de ti e te ajudar. Aqui eu continuo tendo problemas com os meus alunos de pós-graduação, pedindo que façam trabalho, eles: “Ah, eu esqueci de fazer!”. Sabe? (Sim). Doutorandos. Eles são muito mais dependentes; se alguma coisa sai mal, a culpa é do orientador.” (412a)

Professor 722a from USP also saw his education in the United States as helping him develop an entrepreneurial outlook. “I am an entrepreneur, and I am not used to...but this is not good for the persons here. You see that we have you are in your first email that I was a PhD from Brazil. I am not a PhD from Brazil...fortunately! From the US, and I have open mind. I see very long away, many things, many persons here they



don't see.” He was comparing himself to the other professors at USP, most of whom were also educated at USP. This particular subject was highly critical of the managerial skills of the others, and that they were not competent and lacked vision. “I want to see good management do things without money. That is the thing. Take a lot of persons here or FGV or UFRGS, give him a company without money, what they do? (Shaking box) Nothing! Nothing. You see. That is important. Give to this foundation instead of \$6 million cruzeiro or reais, \$30,000 or \$30 million and we do better! I trust in myself.” (722a)

To close this section, subject 412a told some of her life history during the interview, a life which in a way was entrepreneurial, because it was definitely full of risk taking. She was in the United States during the end of desegregation, at a time when it was still uncommon for whites and blacks to even mingle, much less romance. Her story: “Aí nós fomos, eu e um rapaz do Sudão, uma rapaz finíssimo, ele tinha estudado na França, e nós entramos no restaurante e quem que disse que a gente tinha serviço? Aí ele foi lá conversar, isso na Boulevard, né, estava num restaurante chique. Aí ele teve que levantar, ir lá, fazer uma ameaça e tal, aí nós tivemos serviço, mas era assim...E me olhavam com um... <risos>. Essa doida! <risos> Mas eu tinha um namorado hindu e ele era...Mas antes de sair de casa, dividíamos as despesas, eu dava o dinheiro para ele que nessa época ainda o fato de uma mulher pagar não podia, mas a gente podia dividir a casa antes e...E nós íamos sempre num restaurante diferente por que ele não dava gorjeta. Mas ele tinha, ele era, tinha um turbante dourado e um colete dourado, assim, então aquele negro que eu ia, não pensei nisso, agora com esse que parecia um marajá, olha! <risos> Era assim de serviço! <risos> Bom, eu namorei um. <risos>. (Sim, sim. vamos voltar). Eu estou te contando toda a minha vida! <risos>” (412a)

#### **4. CONCEPTUAL FRAMEWORK**

An apology must be made that not enough Brazilian authors were used in the theoretical review. This can be the result of several things: there are not enough Brazilians publishing in these areas; it is difficult to access the results of those Brazilians who are publishing in these areas; and the author probably did not try hard enough to find and include them! The last part of the sentence is being included because the burden of responsibility should be placed upon the researcher to find and include them, no matter how difficult, but this has regrettably only become apparent after the research is finished.

#### 4.1. REVIEW OF RELEVANT THEORETICAL LITERATURE

Given that this study was rigorously, if not religiously, approached from Glaser defined grounded theory, the literature review prior to development was oriented mostly to proving its originality and providing support for its proposal. It is important to keep in mind that the research design can influence the interpretation of collected data. Thus, both a theoretical construct was not established prior to, or during, the data gathering, coding, and conceptualization. Several “embryonic” diagrams representing agents, structure, relationships, and effects were created and discarded during the evolution of the project.

It is especially important to understand everything in context, not just the phenomenon being studied, but also the way it is studied. In addition, the researcher must be cognizant of path dependency (historical influences), especially in regards to culture and institutions. “As tipificações recíprocas das ações são construídas no curso de uma história compartilhada. Não podem ser criadas instantaneamente. As instituições têm sempre uma história, da qual são produtos.” (Berger & Luckmann, 1966, p. 70) Depending upon the historical basis, phenomena can have multiple

explanations. This all became more evident as time went by, with the perfect example being endogamy and the various explanations for its existence, most of which are not mutually exclusive of each other.

#### 4.1.1. Institutional Theory

Some of the most important concepts to Institutional Theory are not unique. The ideas of dualism and duality, action and strategy as a process rather than an object, recursiveness between agents and structures, legitimacy, and a systemic orientation are shared with several other theories. These notions are “essential for the full understanding of the Institutional Theory in the light of the ontology and epistemology that sustain the definition of its presuppositions and for its adequate utilization in the area of organizational studies.” (Machado da Silva, Silva da Fonseca, & Crubellate, 2005, p. 3)

An institution, such as a management program, is not merely an object nor is it a cause or an effect. It is by nature “...*simultaneously causes and effects*; that is, institutions are both the objects of state choice and consequential...Once constructed, institutions will constrain and shape behavior, even as they are constantly challenged and reformed”. (Martin & Simmons, 2001, p. 451) Institutions are, as adapted from Richard Scott (Scott, 2001, p. 48):

- Social structures that have attained a high degree of resilience.
- Transmitted by various types of carriers, including symbolic systems, relational systems, routines, and artifacts.
- Multi-leveled, from the world system to localized social relationships.
- Stable, but subject to change both incremental and discontinuous.

The three main ingredients (or “pillars”) of institutions are:

- Regulative: institutions constrain and control behavior;
  - stresses rules and laws (extrinsic).
- Normative: Rules that “introduce a prescriptive, evaluative, and obligatory dimension to social life”; (Scott, 2001, p. 54)
  - stresses a moral basis (intrinsic and extrinsic);
- Cultural-cognitive: “shared conceptions that constitute the nature of social reality and the frames through which meaning is made”; (Scott, 2001, p. 57)
  - stresses that legitimacy comes from “adopting a common frame of reference or definition of the situation”; mostly intrinsic and subconscious in nature (Scott, 2001, p. 61)

As a pertinent example, if being published in a level 1A international journal results in more points towards a programs evaluation than being published in a domestic journal, it necessarily endows more legitimacy to the international journals. This can reduce the legitimacy and status of the domestic journals, imperiling their relevance. Likewise, if professors with foreign experience and degrees are better able to produce research that aligns with the approval of these journals, such as through better command of the English language, and are thus published in them, it will eventually shift legitimacy away from professors not able to do so. This could possibly leading to higher legitimacy and status for foreign PhDs than domestic ones, whether or not deserved, and an increase in professors holding PhDs from foreign universities.

Legitimacy leads to, and is supported by, three recognized types of isomorphism. The more successful any group within a university setting is, the more likely it is to effect change. Changes on any level affect every level: “Adjustments, refinements, amendments, shortcuts, modifications, departures at the micro level all take their toll on

the macro frameworks.” (Scott, 2001, p. 188) This can be reflected in all three types of isomorphism: Coercive, mimetic and normative. Coercive is based on political (power based) influence. Mimetic signifies imitation of an existing model, particularly in times of uncertainty. Normative is primarily associated with “professionalization”. (DiMaggio & Powell, 1983, p. 150) Both of the latter two types are valid in reference to endogamy.

In terms of normative isomorphism, the hiring and selection process of new professors is highly subject to their relationships with existing professors. Their university of origin is extremely important, in both endogamous and exogamous schools, and is a form of social capital: “resources are often usable across institutional borders: Material resources or prestige earned in one system may be employed to alter one’s situation in another.” (Scott, 2001, p. 188) Given the high levels of endogamy and existence of a hierarchy among Brazilian management programs, this is a vital concern. Combined with path dependency, professors with more prestigious degrees, such as those from older, more established Brazilian programs (USP, FGV-SP, COPPEAD) exist in larger numbers, reinforce endogamy, and have more social capital, thus having more influence.

Many Institutional author researchers researching Latin America “assume that institutions shape incentives for actors to maximize their interests through some strategic actions rather than others and thereby give rise to typical patterns of behavior”. (Huber & Dion, 2002, p. 15) This study paid close attention to clues that such behavior existed in regards to foreign influence and foreign degrees, but what became most apparent were again the patterns of endogamy. Choices of graduate program for the most part were motivated by convenience and security; a strategy in and of itself.

#### 4.1.2. Structuration Theory

“...strategy is the structure. I have argued that structure itself will not go away. But it is clear that the practicalities of structure are inseparable from broader issues of culture and control.” (Whittington, 2001, p. 127) Towards the later stages of conceptualization, it became evident that Structuration theory would be quite appropriate as one premise for explanation of the phenomenon at study. Application of this theory is present in the discussion section of the article.

When a Structurationist perspective is adopted, strategy is defined as interactions among multiple agents, with both intended and unintended consequences. Structurationist arguments are similar to Institutional ones, but decrease the deterministic role of institutional forces, increasing the importance of agents' actions and perceptions. The idea of recursiveness and duality is enhanced and reinforced: “Structuration theory, then, conceptualizes agents and structures as mutually constitutive yet ontologically distinct entities. Each is in some sense an effect of the other; they are “co-determined”. Social structures are the result of the intended and unintended consequences of human action, just as those actions presuppose or are mediated by an irreducible structural context.” (Wendt, 1987, p. 360)

An even more important concept is that agents are reflective (reflexive): able to observe, understand, and act on their environment in meaningful ways. “The core idea is reflexivity: the capacity of humans to be reflexive – to think about their situation – is the ability to change it. The concepts of the duality of structure and competent agents are inter-related.” (Pozzebon, 2004, p. 253) This is extremely important in regards to why some professors choose to pursue degrees at foreign universities and others at domestic universities.

Structure, habits, relationships and power distribution are embedded in institutions and in institutionalized practices. They are accepted as norms and constrain

individual and group action. This: “affects the strategic opportunities of members of the institutional field, but is not the straightforward or direct result of discrete acts of agency. Rather, it is the result of complex discursive struggles between members of an institutional field as each tries to influence the way in which it is defined”. (Pozzebon, 2004, p. 261)

For both Institutionalists and Structurationists, power is an important concept. “Power is then conceived as fundamentally linked to intentionality.” (Machado da Silva, Silva da Fonseca, & Crubellate, 2005, p. 6) To be an agent is to act with purpose and meaning: power without intentionality can result in unintended consequences. An agent with no power has no consequence. Likewise, an isolated agent is by definition powerless: power and agency are social concepts that require more than one actor. Structuration theory believes: “instead of being understood as focuses of determination, institutions must be seen as conditions for the manifestation of social structures and the capacity for agency, i.e., for reproduction and reconstruction of structures while individuals constitute and express themselves as social actors.” (Machado da Silva, *et al.*, 2005, p. 11)

#### 4.1.3. Rational Choice

There are distinctions between Institutionalists, Structurationists, and Rational Choicers. To some extent, Institutionalists and Structurationists accept rational choice, in that goal-oriented individuals make informed decisions while pursuing their own interests. However, even if the functioning and consequences of institutions are the primary topics, if the explanations are based upon the preferences of the individuals (actors or agents) and their goals and desires are explicitly problematized, then the research is primarily actor-centered rational choice. (Huber & Dion, 2002, p. 24) According to Rational Choice, actors are goal oriented, their preferences are structured

[*meaning they order their preferences by rank*], and they as individuals are the focus of analysis.

#### 4.1.3.1. Bounded Rationality

Bounded Rationality signifies that individuals make their decisions and set their goals based upon limited information; that they are not necessarily aware of all options and/or variables. The limitations are not only due to a lack of access to or awareness of information, but also to cultural filters that organize and constrain individual thought processes. “Free will” is not so much “free” as it is confined. Every action that we take depends on our biological makeup, our culture, and the environment that surrounds us at the moment...On the cultural level, patterned, learned behavior creates habitual ways of thinking that incline people to analyze experiences according to the particular customs of their culture.” (Stein & Rowe, 1993, p. 14)

The choice of which graduate program to attend is a perfect example of bounded rational choice, one which again reinforces the idea of endogamy. It is not possible to garner all information about all possible programs, just the most probable ones. Likewise, the program (or programs) a given student is personally familiar with and directly involved in will be on the “top of the mind” simply by association. In addition, knowledge, perspective and usually opinions of management programs are greatly affected by ranking, evaluation, and accreditation results as published by various organizations, such as CAPES and business magazines. Because students are simply not able to have first-hand knowledge of all programs, they more often develop opinions based upon second-hand data.

#### 4.1.4. Path Dependency



Human behavior is highly dependent upon previous personal experiences. Prior experience offers frames of reference, categories of classification, and avenues of decision making. This is most evident in routine behavior, where choices are made on an almost unconscious level. An experienced driver doesn't normally think about most of the actions performed while driving a car, but a new driver would make deliberate choices and actions while driving. In this study, path dependence was evident for both individuals and institutions. For individuals, it was most evident in their educational and career paths. For institutions, it was most evident in their *corpos docente*.

Social systems, including institutions, suffer from path dependency. Bureaucracies are notorious for their inability to change due to historical conditions. On a larger scale, the state of affairs for countries today largely depends upon conditions and decisions made in the past. There has been much research, not universally accepted, concerning why the United States and northern Europe developed more rapidly and to a further extent than Latin America and other lesser developed regions. Much explanation has centered on path dependency stemming from colonial periods, such as the argument concerning the countries colonized by Catholic countries versus Protestant countries.

#### 4.1.5. Caste System in Academia

A kind of path dependency leads to a "caste system" for universities, not only domestically within the United States and Europe, but throughout the world. Universities, professors, and research in the United States and Europe are often regarded as better than those of other world regions, usually without taking the historical and longitudinal aspects into consideration. This ranking, both official and unofficial, remains relatively static despite significant alterations to fundamental characteristics of corresponding countries, educational systems, and said universities. "Also puzzling is

the stability of departmental prestige rankings over long periods of time, despite the tremendous turnover of faculty, the intense competition for scholarly recognition, and the rise and fall of new theories and lines of research” (Burris, 2004, p. 241)

Studies have shown that more successful and more liberal academics also come from more privileged social backgrounds. (Lipset, 1982, p. 146) Part of the idea of caste system in academia is that access to the top tier universities is limited. Those that are allowed in become a member of an exclusive society, and to some extent are destined to perpetuate the cycle. Dependency theory has a similar concept: “Specifically, dependency theory asserts that the dependent country is fastened to the world economy by a transnational class linkage.” (Gilpin, 1987, p. 286) Such a class linkage exists between the upper echelons of world universities, primarily through professors and their academic pedigrees.

It is extremely difficult for a student from a lower or middle class Brazilian family to gain access to the best domestic universities, much less the best foreign universities. This stems from a historical lack of investment in public education. “30 percent of the entire (Brazilian) education budget is earmarked for public universities, according to Government statistics... at the expense of primary education and reinforces the country's already heavily skewed distribution of income. Unless students come from families that can pay for private primary and high schools, they are unlikely to gain admission to the best universities, which are public.” (Schemo, 1998) Data demonstrating the acceptance rates at public universities in Brazil are found later in this article, and the statistics prove that even for those attempting to enter, a group which is limited in itself, the percentage admitted ranges from a low of 4% to a high of 16%.

It is also very unlikely that a lower income Brazilian could gain a student visa from the USA or a European country. This is due to the fact that they must show

enough financial resources to not only fund their studies, but also to guarantee their desire to return to Brazil and not stay or work illegally outside of the parameters of their student visa. Adam Smith spoke of such concepts in his classic “The Wealth of Nations”. In it he speaks of the differences in access to education between the rich and the poor. Rich students’ “parents and guardians are generally sufficiently anxious that they should be so accomplished, and are, in most cases, willing enough to lay out the expence which is necessary for that purpose. If they are not always properly educated, it is seldom from want of expence laid out upon their education; but from the improper application of that expence.” (Smith, 1986, pp. 303-304)

Smith continues by saying that the hardships of daily life that the poor must endure preclude any opportunity of gaining a proper education, even if they could afford one. Those fortunate few who come from the privileged classes not only have the funds, but also the relief from having to survive life itself, which together enable them to enter into academia. “The employments of people of some rank and fortune, besides, are seldom such as harass them from morning to night. They generally have a good deal of leisure...It is otherwise with the common people. They have little time to spare for education. Their parents can scarce afford to maintain them even in infancy. As soon as they are able to work, they must apply to some trade by which they can earn their subsistence.” (Smith, 1986, p. 304)

The caste concept is evident whenever there is interaction between individuals from universities of different levels of prestige. This seems to be especially true for international interactions. The “partners” from the “lesser” school are expected to follow the lead of those from the “better” school, and are not accorded the same respect. Such was evident in a study of cooperation between Brazilian and English universities participating in a cooperation agreement signed by the British Council and CAPES of

Brazil. “There appeared to be a high level of mutual trust and low level of conflict between the partners. It might be argued, however, that this lack of conflict arose from the subordination of the Brazilian group to its British partner. Evidence to support this view is to be found in the clear hierarchical division of activities. Whereas the Brazilians were not invited to undertake teaching in the United Kingdom, the British academics became involved in teaching and supervising during their visits to Brazil.” (Canto & Hannah, 2001, p. 34) The Canto and Hannah study opined that a minority of the partnerships were horizontal, or relatively equal, in nature, but that the agreement as a whole: “In particular, it appears to be promoting collaboration that can be described as having advanced neocolonial characteristics.” (Canto & Hannah, 2001, p. 39) During this research, many professors remarked that their universities having exchange programs with prestigious universities in developed countries was a sign of recognition of the quality of the Brazilian program, helping the Brazilian university’s reputation, but doing nothing to enhance the reputation of the developed country partner.

#### 4.1.5.1. Caste and Endogamy in the University

The concept of endogamy comes from anthropology. Endogamy in a literal sense means “inbreeding”, in that members of a society choose others within the same society for marriage and mating. In an expanded perspective, endogamy signifies any society which is closed to outsiders. “A caste is doubtlessly a closed status group. For all the obligations and barriers that membership in a status group entails also exist in a caste, in which they are intensified to the utmost degree.” (Gerth & Mills, 1946, p. 405)

The concept can be applied directly to the idea of a caste structure within national and international university systems: “Although the most prestigious academic departments rarely hire PhDs from lesser ranked departments, the converse is not true. To hire the graduate of a middle-ranked department would undermine the principle of

social exclusiveness. That guarantees the status honor of the most prestigious departments.” (Burris, 2004, pp. 244-245) Here in Brazil this is extremely evident at USP and for USP (and FGV-SP) graduates, and to a lesser extent UFRJ’s program and graduates.

For the most part, there is limited endogamy in the United States of America within a single university, but extreme endogamy within universities ranked in the top 5% and high endogamy within those ranked in the top 20%. In a study of hiring practices at all 94 American departments of Sociology that grant the PhD, 56% of all professors hired at top 5 programs were from within the top 5 programs. 91% of all professors hired at top 5 programs were from top 20 programs and 88% of all professors at top 20 programs were from top 20 programs. (Burris, 2004, p. 247)

By not allowing outsiders, the universities are able to slow down the change process in theory and schools of thought. Evolution at the top universities is like molasses, and the fact that there is so much inbreeding between them is a plausible explanation. “Rules of endogamy, however, always form the essential basis of a caste...caste is essentially hereditary.” (Gerth & Mills, 1946, pp. 399,401) The hereditary aspect is in regards to the fact that a professor who did not attend one of the top tier universities can never become a member of the closed society. The only way is to “inherit” the pedigree through graduation at one of said universities.

The pedigree of a professor is too often seen as proof positive of their quality as both a researcher and a teacher, often without a basis in reality: “There is little evidence of any independent effect of the prestige of one's PhD-granting department upon productivity, either at the pre-doctoral stage or later in the academic career. The strongest predictors of post-doctoral productivity are pre-doctoral productivity

(publications and/or citations) and how quickly candidates complete the doctorate.” (Burris, 2004, p. 241)

In counterpoint to endogamy is the concept of exogamy. Exogamy is the concept where a society forces members to leave in order to marry and mate. Here in Brazil, the only management program that seemed to have an active culture of exogamy was UFRGS, which has a virtually institutionalized practice of exogamy for its graduate students. Many individual universities in the United States subscribe to this directive for students by not wanting a student who obtains an undergraduate degree at one university to remain there for graduate study. Others require that a student leave for at least 5 years before returning as a professor. The student can gain new insight, theoretical exposure and contrary opinions by studying at another university.

The problem again, is that while exogamy might be the rule at the individual university level, endogamy is the rule within the upper caste of the university hierarchy. A student might be encouraged to pursue graduate studies at another university, but not just any university. It must be at another university of equal status and prestige.

There is quite probably a feedback loop in regards to the hiring process of professors. If you look at the corpo docente at any given university, especially in the social sciences, you will see a limited number of degree granting universities represented. Part of the selection process depends upon support and acceptance from existing professors at the hiring university. Existing professors are arguably more likely to hire individuals from their alma mater, as well as those with similar theoretical bent. Again, this is incredibly evident at USP, where the management program has an approximately 90% rate of endogamy. These feedback loops are positively self-reinforcing, even though many consider them to be negative.

#### 4.1.6. Dependency Theory

For over half a century, various forms of dependency theory (Dependencia) have circulated around the academic world, mostly in the developing countries. Among the professors interviewed it was widely believed to be a valid theory, for some it had historical, but not current, validity, and for a few the theory was seen as an excuse for domestic problems and past shortcomings. The theory has not been as welcomed in the United States and Europe as in Latin America.

Dependencia is defined in its political economy form as: “a situation in which the economy of certain countries is conditioned by the development and expansion of another economy to which the former is subjected. The relation of interdependence between two or more economies, and between these and world trade, assumes the form of dependence when some countries (the dominant ones) can expand and can be self-sustaining, while other countries (the dependent ones) can do this only as a reflection of that expansion, which can have either a positive or a negative effect on their immediate development.” (Gilpin, 1987, p. 282)

Due to historical precedents and path dependency, those countries that developed first also developed faster and further. “...dependency is not a relationship between commodity exporters and industrialized countries, but one among countries with different degrees of industrialization...Development and underdevelopment remain economic categories essentially related to the degree of development of the productive structure, and hence to its level of technological development.” (Vernengo, 2006, p. 557) They were not limited in their development by the existence of a “saturated” world order.

The word saturated is specifically used because previously there was room for growth in every sense for the United States and Europe, mostly at the expense of relatively helpless indigenous societies. The world of today, both economically and

geographically, is saturated, with little room for expansion, and virtually all expansion must come at the expense of other nation-states in a zero-sum game. Thus, the weaker and lesser developed countries have little to no hope of ever “expanding” at the expense of the stronger, already developed ones.

A key aspect of Dependency Theory is the perspective that underdevelopment is a process and not merely a condition. “Liberals define underdevelopment as a condition in which most nations find themselves because they have not kept up with the front-runners; dependency theorists see it as a process in which the LDCs are caught because of the inherent relationship between developed and underdeveloped nations” (Gilpin, 1987, p. 282) As long as the countries are trapped in the relationship, they will suffer from the effects of the process.

There are definitely some weaknesses in Dependencia as an economic theory, but these weaknesses do not mean that the theory is completely invalid. Some countries have shown that growth, expansion and development are possible in the current world order, even at the direct expense of the existing powers. Several countries from Asia have succeeded in playing the developed countries game better. Singapore and Hong Kong adopted and mastered British principles and fused them with Chinese methods such as guanxi (networks of family and friends) to become economic powerhouses. Korea and Taiwan focused heavily on high quality education, with rigid governance of both society and economy.

These countries adopted enough Western principles to play the game, but only those that they found necessary. They rejected many Western ideas, and those that were adopted were adapted to better fit the respective cultures and environments. Many of the mandates of the “Washington Consensus”, which were supposed to be necessary for development, were not implemented in these countries:



“East Asian countries – South Korea, China, Taiwan, Japan – showed that high savings did not require high inequality, that one could achieve rapid growth without a substantial increase in inequality...governments in the region took active steps to ensure that the rising tide of growth did lift most boats, that wage inequalities were kept in bounds, that some educational opportunity was extended to all. Their policies led to social and political stability, which in turn contributed to an economic environment in which businesses flourished”. (Stiglitz, 2002, p. 79)

Most of the countries that did adopt the Western methods and mandates did not develop as rapidly or as much, and the distribution of any growth that did occur was extremely limited. “Elsewhere, where governments adopted the Washington Consensus, the poor have benefited less from growth. In Latin America, growth has not been accompanied by a reduction in inequality, or even a reduction in poverty. In some cases, poverty has even increased.” (Stiglitz, 2002, p. 79) There are distinct differences between Latin American countries and those mentioned from Asia that make comparisons of development difficult. Many are cultural differences, but others are historical and geographical.

Most Asian countries suffered in some way and at some time from colonialism, from French Indo-China to the occupation of parts of China and the Opium War, but it was of a completely different pattern and degree than the colonialism of Latin America. In Latin America, a great number of the native populations were either wiped out or enslaved, and those remaining were completely marginalized, even as of today. The all-pervasive slave trade from Africa to the Americas never existed in Asia.

In addition, very little European immigration occurred in Asia, whereas it was extensive in the Americas. In Asia, the populations were never truly displaced, and many of the institutions and societal structures survived, whereas virtually all such

societal aspects in the Americas were destroyed and replaced with those from the colonial powers. One reason for this is geography: Latin America was much easier to access by the European powers than was Asia.

The ocean currents were perfect for ships to leave Europe, pass Africa to pick up slaves, leave the slaves in South America, the Caribbean and North America, and return to Europe with the goods of trade. The United States and Europe have ever since paid much closer attention to Latin American countries than to Asian countries. This might be seen as a hidden blessing for the development of Asia and a curse resulting in the deterioration of Latin America. As many Mexicans say: "So close to the United States. So far from God."

The United States has not allowed for much divergence from the economic, political, and social paths they have chosen for the countries in its "backyard". As relayed in Eduardo Galeano's "Open Veins of Latin America", President Taft of the USA was quoted as saying: "The day is not far distant when three Stars and Stripes at three equidistant points will mark our territory: one at the North Pole, another at the Panama Canal, and a third at the South Pole. The whole hemisphere will be ours in fact as, by virtue of our superiority of race, it already is ours morally." (Galeano, 1973, p. 107)

It is not necessary to subscribe to the causality arguments of Dependencia to believe that the phenomenon itself exists. Dependency between countries is a reality, but it is not necessarily a cause of underdevelopment, or at least the only one:

"A continuum exists in which every country is more or less dependent upon others, and some are certainly more dependent than others...There is a tendency, unfortunately, to confuse these two meanings of dependence and to assume that the fact of dependence provides the explanation of economic underdevelopment...There is no doubt, however, that the immense gap between the developed and the less

developed economies along with global market conditions have made it much more difficult to escape dependence in the late twentieth century than it was for developing economies in the nineteenth century.” (Gilpin, 1987, pp. 303-304)

In addition to the idea of dependence between countries, there is the idea of interdependence. This idea does not concern itself with the relative power or processes of influence that exist, instead: “Interdependence implies nothing about the degree of equality among the actors: it merely denotes a situation where all the actors suffer costs from terminating their relationship.” (Milner, 1993, p. 163) Interdependence and dependence are not mutually exclusive, but are actually mutually reinforcing, in that to some extent and in some ways the “independent” countries do need the “dependent” ones, even as they limit their development.

So the question is, what, if any, are the costs to the USA and Europe for terminating relationships with developing countries? Many of the developed countries rely on the developing countries for raw materials and also as a destination market for their finished goods, and thus would lose a substantial portion of their economies. The developing countries are dependent upon the developed countries for financial investment, technology infusion, and high tech manufacturing. “The origins of the center-periphery relation are strictly technological and determined by the international division of labor. In other words, the center produces manufactured goods for itself and the periphery, whereas the periphery produces commodities mainly for the center as well as maintaining a relatively large subsistence sector.” (Vernengo, 2006, p. 554)

A serious argument could be made that the nature of interdependence underlying the dependency structure favors the dependent countries. The developed countries have few alternatives for natural resources or for expanding their market share but the developing countries do have options. Why must capital investment come from foreign

sources? Why can't the dependent countries develop their own high-tech industries? If Brazil is capable of manufacturing cars, computers, and electronics, why can't it also develop the technology itself without relying on infusions from abroad? The dependent countries, or at least the major dependent countries like Brazil, China, India, and Mexico, all have these capabilities.

In many ways, the developing countries have let the developed countries set the rules of the game. They play the game, rather than opting out of it, or attempting to change the rules. Some have suggested that they withdraw from the dependent relationships: "Domestic equity can be achieved, they argue, only by lessening or actually breaking the links with the world capitalist economies." (Gilpin, 1987, p. 292) Or at least they could refuse to play until the rules of the game are redefined in a more equitable manner, especially in regards to economic and social policy:

"Part of the problem lies with the international economic institutions, with the IMF, World Bank, WTO, which help set the rules of the game. They have done so in ways that, all too often, have served the interest of the more advanced industrialized countries-and particular interests within those countries-rather than those of the developing world...by failing to take into account the systemic effects of policy, not only did they fail to take into account the broader impacts on society, they even failed in the more narrow attempts to estimate accurately the consequences for school enrollment." (Stiglitz, 2002, pp. 85, 214)

#### 4.1.6.1. Intellectual Dependency

The term "intellectual dependency" was selected for use in this article because the phenomenon is much more far-reaching than just academics. It includes not only the systems, structures and institutions of higher education, but also the political systems, the daily practices and methods of managers and workers, and even the

behavior and thought patterns of everyday citizens. In some ways, dependency has extended to culture, at the very least in terms of material culture.

Here in Brazil, it is more likely to hear American than Brazilian music in a store, a shopping mall, or from a youth's earphones. American fashion is imitated and worn everywhere, even to the extent that any t-shirt with English words is coveted, even when the words as written have no meaning whatsoever. There are more American television channels on satellite and cable than Brazilian ones. This influx of ideas and ideals is evolving the culture of not only Brazil, but other countries as well, and its levels of dependency go far beyond the ivory halls of universities. This research does focus primarily on the academic aspect of this dependency of consciousness.

Academic dependency is an idea that: "originated in Brazil in the 1950s...The structure of academic dependency can be understood in terms of the following dimensions:

1. Dependence on ideas as well as the media of ideas
2. Dependence on the technology of education
3. Dependence on aid for research and teaching
4. Dependence on investment in education. " (Alatas, 2000, p. 84)

Academic dependency is in many instances a remnant of colonialism. From the founding of universities in developing countries to the generation of theories, most academic endeavors come from, or are constrained by, the developed countries. "Education is one essential element of the neocolonial structure. It helps to maintain and to some extent to perpetuate colonial links. Educational institutions located in the developing countries or in the so-called periphery are strongly dependent on the

institutions located in the well-known academic centers. The reason for the maintenance of this link is very much related to the technological development of the centers, their advanced techniques and higher education performance.” (Canto & Hannah, 2001, p. 29)

A parallel to the commercial idea of dependency theory can be made with students from developing countries. Students can be seen as a raw material, which is taken to the USA and Europe (or to domestic hubs-the public universities), refined and returned to their periphery as a finished product. The research agendas are also set in the USA and Europe which, in combination with perceptions of legitimacy of journals and universities, acts as a barrier limiting the development of nationalist research programs.

Much of the academic work that comes from developed countries is politically and culturally charged, even if done so unconsciously. As Lee Heller quotes Russel Reising: ““Many theories of American literature are a form, conscious or not, of American cultural imperialism functioning to consolidate and define the cultural dominance of the United States.” (Heller, 1998, p. 353) This results in a form of academic imperialism, which is similar to political and economic imperialism: “There are imperialistic relations in the world of the social sciences that parallel those in the world of international political economy.” (Alatas, *Academic Dependency and the Global Division of Labour in the Social Sciences*, 2003, p. 601)

Also borrowing from the Dependencia of political economy is the idea of the hub and spoke system, as in a bicycle wheel. This idea holds that there are “spokes” of dependency radiating out to the dependent countries from the “hubs” of developed countries. Furthermore, within each country there exists another hub and spoke arrangement between the dependent and underdeveloped interior and the hubs of the

more developed metropolitan areas. The universities in Brazil are also arranged in this manner, with the best and most developed located in the great cities, smaller satellites in smaller cities, and cascading on down to the periphery.

In the academic sense, this is not only relevant to the nature of the communication and cooperation between universities, professors and students (raw materials), but also in the dissemination of the “finished product”. Due to the fact that the social sciences developed first and foremost in the USA and Europe, so too did their systems for the distribution of their knowledge, primarily in the form of journals. “The distribution networks between core and periphery have come to be well developed over the years while those among third world countries is lacking. Consequently, in a place like Malaysia or India it is much easier to obtain works published in the United States and Britain than in each other’s countries... As a result, Third World scholarship in terms of the selection of problems, the language of communication, and the choice of research methods are often tailored to the requirements of the market.” (Alatas, 2000, p. 86) Thus, in order to reach out to academics in other developing countries, it is quite often necessary to navigate the channels of the developed countries. The advent of the internet could offer a solution to some problems of access and distribution.

This directly influences who is capable of reaching the audiences worldwide, through control of the distribution channels. Even though most journals use “blind” submission guidelines, the language and translation barriers take their toll on professors from developing countries who submit articles to journals. “Desta descontextualização resulta uma renovada importância do papel de novos atores, como sejam o tradutor, o editor ou o prefaciador. A sua condição de “gatekeepers” confere-lhes destaque desde logo no que respeita às condições de recepção dos textos traduzidos.” (Fortuna, 2007, p. 9) The single most important barrier to publishing in a foreign journal, as determined

by this research, was the lack of an ability to write in English indiscernible from that of a native English speaker.

An analysis of articles published in the top five refereed academic journals (Organization Studies, Academy of Management Journal, Academy of Management Review, Journal of Management Studies, and Administrative Science Quarterly) between 1995 and 2003 found that no one from an Argentine university was published during the period. This is not to say that the journals necessarily rejected Argentine authors, as perhaps no articles were even submitted.

However, Argentine professors are regularly published in other academic fields in leading journals. “In the year 2003, Argentine authors affiliated with local universities published two articles in the American Economic Review, perhaps the most prestigious scholarly journal in the discipline. This suggests that some of the factors identified by Baruch (2001) as impeding the participation of non-American authors in American management academic journals (e.g., language, lack of effective networking, differences in theoretical interests and approaches) are not problems that affect all disciplines equally. So perhaps management knowledge is unusually highly concentrated in the core?” (Gantman & Parker, 2006, p. 28)

The end result of this, when combined with other aspects of the academic world, is that even when the topic of an article is a less developed country, more than likely the author of that article is from a developed country:

“There are nodal points where such knowledge is produced and from where it is globally distributed. Research in Indonesia, for example, may be extensively done by foreign scholars, affiliated to universities or research institutions around the globe, rather than Indonesian nationals or scholars attached to its local institutions. This unequal production and distribution of knowledge is widening the knowledge gap



between highly productive and less productive countries. This raises the issue of how far knowledge is produced to meet local needs rather than the interests of a global community of scholars or the R&D interests of multinational corporations.” (Gerke & Evers, 2006, p. 4)

The relationship is one way, as there have always been numerous scholars from developed countries in developing ones, but not vice versa: “Scholars in First World countries undertake studies of both their own countries as well as other countries, while scholars in the Third World tend to confine themselves to research on their own countries” (Alatas, *Academic Dependency and the Global Division of Labour in the Social Sciences*, 2003, p. 607)

In some ways academic research sponsored and funded by the developed countries becomes a public good as long as the knowledge can be transmitted and disseminated. Many poor countries cannot afford the research expenditures necessary to develop nationalist research, models and educational systems. As a public good, like air, the cost for the knowledge is born by the developed countries, but can be used and adapted by all.

However, the fact that the origins of the research come from the developed countries, taken together with the concept of path dependency, limit the possibilities for researchers from developing countries. Alatas considers this as a psychological dimension: “whereby the dependent scholar is more a passive recipient of research agenda, methods and ideas from the social science powers.” (Alatas, *Academic Dependency and the Global Division of Labour in the Social Sciences*, 2003, p. 603) Quite often, whether passive or not, professors see limits placed upon either the topics or methodology of their research if they desire to be published in a foreign journal.

What is of interest to a journal with an international, and primarily core, audience might not match the necessities of Brazil as a country.

In addition, foreign journals, as reported by the subjects, are mostly interested in comparative studies between Brazil and a foreign country, not in Brazil alone. This places an additional limit on the Brazilian professor, who often does not have the access or resources to do quality comparative research between Brazil and another country. Thus, it helps if the professor has established a network with foreign professors who can participate in this type of research. Those Brazilians who have studied abroad have a greater chance of having developed this kind of network. Some professors went so far as to declare that without a foreign partner giving legitimacy to their work, journals were less likely to publish their work.

The fact that the research agendas are set in the developed countries gives rise to another aspect of intellectual dependency. Much of what is being done in developing countries is imitating the research of the developed countries, many times without the necessary reflection or adaptation. Numerous professors lamented about Brazilian faculty not being able to generate theory or original research, that domestic production was virtually exclusively imitating and applying research from the core countries, primarily the United States.

Also, when asked how well foreign business practices function when introduced into Brazilian companies, the professors mostly responded that without adaptation they don't function well, with some reporting they don't work no matter what, and a few believing they work fine. Many referred to foreign business practices as "fads" that come and go without improving anything, being mostly for appearance and not really being used for enhanced operational performance. This is a type of captive mindset that is not of a critical or inquisitive nature, as referred to in:

“In Argentinean higher education, it seems that the popular knowledge of a hegemonic global power is simply being translated for local consumption, with local academics functioning as compradors... Much of what is taught on the local MBA degree focuses on popular American management thought, and in doing so presents an idealized and uncritical image of the business world.” (Gantman & Parker, 2006, pp. 35-36)

And

“The phenomenon of the captive mind refers to a way of thinking that is dominated by Western thought in an imitative and uncritical manner. Among the characteristics of the captive mind are the inability to be creative and raise original problems, the inability to devise original analytical methods, and alienation from the main issues of indigenous society. The captive mind is trained almost entirely in the Western science, reads the works of Western authors, and is taught predominantly by Western teachers, either directly or through their works. It is the captive mind that uncritically imitates Western social science.” (Alatas, *Indigenization and Social Science: The Role of Culture in Malaysian Development*, 1993, p. 4)

Furthermore, the lack of academic resources that are either created in or come from developing countries compounds the issue. Most of the material used in universities in developing countries comes directly or indirectly from the USA or Europe. Even if the material is translated, which is never perfectly performed, it is quite often misunderstood because of context. The context of case studies from the United States, for example, might be completely irrelevant in Brazil or other developing countries:

“We must observe that the tradition of using foreign books, as well as the limited availability of high quality domestic materials for graduate programs, acts as a vector in

favor of the continued status of administration as an “imported field.” (Wood & Paes de Paula, 2004, pp. 88-89)

And

“The fact that social science emerged in Europe and that it was implanted in East Asia presented many problems and raised a number of issues. One of the key issues we like to discuss is the question of irrelevance. Implanted social science inevitably raises the issue of irrelevance as a consequence of the encounter between Western theories and East Asian realities. The epistemology of the “invaders” is something to be questioned in terms of its applicability, pertinence and attunement to East Asian political and cultural contexts”. (Lee, 2000, p. 772)

Not only are cultures and environments different, but the teaching methods are quite different as well, primarily due to cultural factors. The emphasis on application versus theory varies depending on culture. In addition memorization versus critical thinking also varies. “Particularly in graduate school, U.S. professors tend to focus on professional scholarship and highly theoretical concerns; disciplinary interests often prevail over worldly ones...Brazilians seek to contextualize abstract theories, personalize concepts, and connect the topics of the course to the cultural and political realities of their lives.” (Crabtree & Sapp, 2004, p. 119) This lack of ability for critical thought on the part of Brazilian graduate students was extremely distressing to one professor interviewed who had extensive experience in both the United States and Brazil.

#### 4.1.6.2. Academic Nationalism

Academic nationalism is another concept that could be borrowed from political science. The need for pride and self-worth in one’s country, culture and self is

considered by many to be important. In addition, the need for a clear definition of identity is fundamental to being able to research one's own country. Such identity could lead to changes, evolution, and development in the domestic academic system: As stated before, this research and article are applied in nature, in that they seek to serve as a source of information for further research and policy on management education in Brazil.

With appropriate policy, the educational system can best serve the country's needs and long-term goals and objectives. Education is the key to development and changing a country's global status. "There is another reason for the rise of nationalism, even more important. The interstate system is not a mere assemblage of so-called sovereign states. It is a hierarchical system with a pecking order that is stable but changeable. That is to say, slow shifts in rank order are not merely possible, but historically normal. Inequalities that are significant and firm but not immutable are precisely the kind of processes that lead to ideologies able to justify high rank but also to challenge low rank. Such ideologies we call nationalisms." (Wallerstein, 2000, p. 305)

Nationalism does not preclude the use of foreign ideas, resources or education, but does demand their adaptation as well as the development of independent domestic institutions. "What is needed in the Third World, then, is an indigenous social science tradition that transcends Marxist and other critiques of modernization theory and that serves as a corrective to imitative social scientific work in the Third World...Indigenization is to be seen as a simultaneous call to internationalization as long as the latter is understood not as a one-sided process but rather as one emanating from developing societies while incorporating selectively the Western social sciences." (Alatas, 1993, p. 19)

Other bases of and for legitimacy in the academic and intellectual world must be established and accepted. Foreign appointments, degrees, or publications should not necessarily be accepted as better just because they are foreign, but based upon valid and verified evidence. Some countries already operate with a more inward looking focus, and could serve as examples for developing countries who wish to create a nationalistic domestic academic system:

“The Japanese case illustrates one possible avenue. Generally, the Japanese social science establishment, while very much influenced by western models, does not gauge success according to publications in western periodicals and western languages. There is, in a sense, an opting out of that game. The same is true of the German social sciences. In both cases, great prestige is to be derived from publishing in the national language in nationally recognized periodicals.” (Alatas, 2003, p. 606)

A final aspect that is related to nationalism, and also comes from political science, is the concept of sovereignty. As sovereign states, countries are supposed to have absolute control within their boundaries. The most difficult thing to control is the diffusion of ideas and knowledge. Historically, educational endeavors have been supported by the United States government as a tool a foreign policy. France and some other countries have gone so far as to enact laws that limit the amount of foreign material and language can be seen on television and heard on the radio. Is there any need for protection of education as well? Are research agendas, theories and practices imported from the USA and Europe threats to sovereignty? When one considers that in a developing country few people hold higher degrees, and those that do are by and large in positions of economic and political power, should a country allow their education to be largely controlled and constrained by foreign sources?

## **5. DISCUSSION, CONCLUSIONS, SUMMARY AND RESEARCH RECOMMENDATIONS**

In this section the results will be analyzed and discussed in light of the theoretical framework. Conclusions will be made as to how the various theories coincide or support the analysis of the results, as well as how the results might differ from established theories. Finally, suggestions will be made for further research on important aspects that emerged from the results.

To begin with, the methodology chosen for this research, based in ethnography and constant comparative theory, avoided implementing or applying any theory as much as possible prior to the generation of concepts and categories. Even the analysis of the interviews was done before introducing theoretical conditions on the research. This was primarily done due to the rigor needed in producing a well-grounded study that was allowed to emerge from the facts. While this study does not claim to be a pure grounded theory production, it was guided by Glaserian defined methods. In honesty, the theories chosen for and included in the dissertation proposal defense were primarily for its approval: it is still difficult to convince many academic agencies of the validity of emergent theory techniques without the support of a theoretical framework.

Having said this, all of the theories included in the original proposal did end up being pertinent to the results of the research to some degree or another. A sincere attempt was made to not allow them to color the results: an effort was made to forget them during the coding and categorization process, which, given the mental capacity of the researcher, was not difficult to do. The theoretical-cognitive framework that became apparent was interconnected, with some theories applying more to the macro

level (educational system and individual programs) and others more to the micro (professor) level.

Institutional Theory was highly relevant, especially on the macro level and specific management programs. Structuration Theory was applicable at both levels, and at all universities. Rational choice was evident on the micro level, and coincided greatly with the aspects of endogamy. Path dependency was germane to the educational system as a whole, as well as to specific programs. The concept of caste in academia was also apparent at both the macro and the micro levels; starting with CAPES evaluations and including both professor research ratings and PhD locations. Dependency Theory, specifically intellectual dependency, was the ultimate destination of this research, and proved to be significant in many respects.

## 5.1. DISCUSSION

A new theory did not truly emerge from the study, but a nascent sociology of knowledge in Brazilian management programs did. The results are not parsimonious, being inherently descriptive in nature. The theories that can be aligned with the results however, are exclusive in their application. For example, there was a distinctive division within the research of the micro vs. the macro. The micro consisted of the individual professors, while the macro consisted of national governmental agencies (CAPES first and foremost). The individual management programs, while located on the macro side, served as a sort of bridge between the micro and macro. Each theory was relevant to a different aspect of the educational system studied, but together help to shed light on the overall phenomenon.



Therefore, Institutional Theory was more applicable and explicative for the macro level: the influence of CAPES, which affects all programs and professors in terms of evaluations, rankings, research directives, etc. Likewise, Structuration Theory was applicable to the interaction itself between professors and their environment, specifically the management programs. Rational Choice Theory applies directly to professors' cognitive processes, decisions, and strategies. Path Dependency Theory was pertinent to individual management programs, essentially regarding endogamy and foreign exchange programs. Caste System in Academia (Burriss, 2004), itself partially based on Weber's theories of social status (Garth & Mills, 1946), applies to the university system as a whole, with management departments being ranked relative to each other. Finally, Dependency Theory, as drawn upon for this dissertation, focuses on management education in Brazil.

#### 5.1.1. Institutional Theory

Institutional theory and Structuration Theory were the first theories to be seen as highly relevant during analysis of the results. The three pillars of Institutional Theory were each apparent: regulative, normative and cultural-cognitive. These related to the educational system as whole, individual programs, and individual professors. There was direct evidence of coercive regulations, mimetic behavior, and concern with legitimacy. Additionally, there was extensive institutionalization within each of the programs, some to greater extents than others. The foundations at USP, internationalization at COPPEAD, and French partnerships at UFRGS were all perfect examples.

##### 5.1.1.1. Regulative Pillar

The most prominent example encountered during the analysis of the regulative pillar was that of CAPES. Both CAPES and CNPQ became dominant during the military regime, and existed as both policy and tool. This increased their power and enhanced their legitimacy over a long period of time. “The reasons for the Brazilian exception need to be better explained. At first, the most plausible hypothesis seems to be that the part of the scientific community that had a long-standing link with military sectors, since the foundation of the Conselho Nacional de Pesquisa (CNPQ, National Research Council), managed to exploit the ambition of the military project to build a “power-Brazil”, favoring support for the sciences and universities...Unlike the “de-institutionalization” that took place under the military governments in Chile, Argentina and Uruguay, the social sciences in Brazil expanded, consolidated their institutionalization and professionalized their forms of operation.” (Trindade, 2005, pp. 315-316) The net effect was an institutionalization of both agencies to the point where they are

CAPES is the overarching and overwhelming presence that is responsible for both controlling and eliciting behavior at all levels of management education in Brazil. Apparently, it has been successful in guiding the university system to a stronger positioning than other Latin American countries. “Compared to neighboring Argentina, Brazilian education has a “big head on wobbly feet...About ten top universities have considerable segments of the faculty doing research; the majority has an island of research here or there; and the weaker have close to nothing. This puts Brazil ahead of all other Latin American countries in terms of total research potential, effort, and performance.” (Castro, 2000) Individual programs are constantly aware of the need to meet CAPES demands in order to maintain and improve their triennial evaluations. The concern for this was apparent on a broad level at each university. In addition, professors as individuals were preoccupied with meeting the needs for publication; this was both for themselves and for their programs.

Most comments concerning CAPES were relatively neutral in nature; few were positive and some were negative. However, virtually everyone recognized the power and authority that CAPES holds, establishing its legitimacy without debate (except for one individual!). This power places CAPES, an institution itself, at the head of a subordinated institutionalized system, in which the universities and management programs are member participants. Probably the most potent aspect of power is money, which CAPES wields in excess: “Brazilian public spending on higher education, as a proportion of the GNP, is the highest in the world. Whereas the country spends 4.7 percent of its GDP on education (compared to an average of 3.7 percent in the rest of the region), 25.5 percent, or more than U.S. \$9 million in 1995, was spent on higher education--which, in turn, enrolled merely 1.9 percent of all students”. (Castro, 2000) Programs seek to please CAPES through their actions, in order to gain a higher evaluation, and therefore higher prestige. “Acho que não tem, se a gente pensar na pós-graduação a gente acaba tendo os parâmetros da CAPES como o que se exige para ser padrão cinco e isso acaba servindo como base e na pós a gente acaba tendo contatos.” (611a)

Since the programs are constituted by the professors, this trickles down to the individual level. Many individuals recognize the need to modify their actions, to not only gain higher recognition in CNPQ ratings for themselves, but also for their programs. “Very much so. [*Why?*] Because it does what CAPES demands. What we call the mother in law? Stepmother!” (321a) Two major initiatives CAPES has begun involve research collaboration and internationalization. Many of the interviews revealed that professors are focused on publishing in the highest level journals for this reason; virtually all of which are foreign journals. “Talking about how you say you don't worry if we're going to get this published in the other countries, but CAPES really pushes and

says we have to publish in these journals; of the A1 journals all of them are foreign or international.” (612a)

This line of reasoning was repeated many times during the data collection. “Volto as pontuações CAPES, se você quer internacionalizar você tem que estar lá fora”. (711a) It seemed to be widely accepted as important, in order to extend the reach of Brazilian research into the global audience. “É que do ponto de vista institucional a instituição ganha mais se você publica em inglês porque ganha mais pontos para a CAPES...É importante porque ele teoricamente passa a ser lido por mais pessoas, ele tem acesso a Europa e ele é avaliado aqui no Brasil melhor pela CAPES.” (112b) Another faculty member from Bahia, 112a, was influenced by CAPES strictures, even if he doesn’t fully agree with them. “Quer dizer, quando eu falo, eu respondo isso eu penso justamente no sistema da CAPES. Eu acho que é importante você valorizar a internacionalização, que a gente chama, né, do programa. Mas eu não acho que isso seja o fator mais importante para lhe colocar num nível sete, por exemplo.”

Similarly, 721b at USP paid attention to the need for publishing abroad to elevate CAPES evaluations: “Os programas dado a facilidade que eu tenho mais do que a maioria, como é necessário que os programas tenham um certo caráter internacional, isso tudo ajuda a avaliação pelo sistema CAPES, que é um sistema bastante perverso, é muito exigente até em termos quantitativos muito mais que qualitativos. Eu comecei a mandar esses paper para trabalhos em congressos, revistas internacionais, então, eu andei passando isso.” Even those who did not agree with how CAPES and CNPQ demands were affecting the nature of research still referred to them as necessary policy: “Não, o negócio é publicar lá fora em revista indexada ao no Wizi essa é a política porque nós queremos melhorar nossas estatísticas, essa é a política. Higher

Science que tem uma visão positivista, popperiana e mertoniana do que é a atividade científica, essa é a questão básica, entendeu. E isso eu não acredito.” (122b)

In addition, the requirements for research collaboration, especially with partners at other universities, are having ever more effect on professors and programs, especially notable at UNB. “As ações são muito mais individuais do que coletivas e na pós-graduação acho que, é algo que também acontece mas é algo que está mudando por demandas da própria CAPES e do CNPQ cada vez mais um incentivando que as atividades sejam desenvolvidas em conjunto.” (611a) The professors from this program seemed to be more concerned with meeting CAPES requirements than any other program: when asked questions about department objectives, they invariably included CAPES in their responses. They also seemed to agree that CAPES goals were justified. “E nesse sentido o objetivo geral nosso é aumentar o nível de visibilidade na academia em nível nacional e depois em nível internacional e alcançar conceitos superiores junto a CAPES como agência de fomento a pós-graduação. [*Então, tem pós-graduação boa com os objetivos da CAPES?*] Tem. Isso por que eu acredito firmemente que os objetivos e os modelos que a CAPES utiliza estão corretos.” (621b)

UNB actually included this as part of their planning process. “Our program actually wants to achieve, we certainly don't want to fall behind but we knew that we do have a stated goal, in this next round of the valuations which will be at the end of this year we go to five. And then in the next round to go to six.” (612a) This process resulted in an established strategy, which was actually formalized. “Sim, mas até como estratégia. Porque isso o CAPES olha melhor isso no que uma colaboração entre pares da própria universidade .” (621a) While a few individuals were not completely on board, most believed the net effect was positive. “I will talk about the graduate program. I think there is collaboration and I think it is becoming stronger. Initially when I first

came it was everybody doing their own thing and there was not a lot of collaboration. But now in fact you see that there are...[*What sparked the change?*]. If you want the truth [*I always want the truth!*] possibly I think that it is because CAPES is insisting on this.” (612a)

It should be noted that UNB’s attention and adherence to the directives apparently contributed to their moving up to grade 5 in the most recent triennial evaluations. “And what happens here, is the following. I think all of the Brazilian schools look at CAPES, and CAPES has a range of 7,6,5,4,3, and below three you don’t have a graduate program. We are four and we’re looking at five and we want to go to six and there is not any, I think in the area of administration nobody has more than a six in Brazil right now.” (612a) Other programs also see the CAPES evaluations as the primary objective, such as UFPE: “A graduação para graduação baixo nível e o mestrado para que o mestrado e o doutorado chegue a seis na avaliação CAPES.” (321c); and “Metas, por exemplo, de atingir um nível superior na classificação da CAPES, nível cinco no programa de pós-graduação.” (322b) Even though COPPEAD professors like to advertise their EQUIS accreditation, CAPES comes first when asked about objectives: “O COPPEAD enxerga como importante uma melhor pontuação na CAPES, passar para um programa de nível seis, ser cinco no meu entendimento era uma coisa até alguns anos atrás era uma zona de conforto, mais agora todo mundo está virando cinco, com a diferenciação é virar seis e tem que ter pesquisa.” (521b)

USP was also focused on its CAPES grading, as shown in the interview with 711b. “Você tem que ser uma escola muito de primeiro nível porque tem uma CAPES que fica avaliando para saber se, então a escola hoje ela tem o objetivo de ter uma das escolas boas.”) This was further represented in its strategy. “E como ela vai conseguir isso? Através de metas. Quais são as metas? Produzir, o professor tem que produzir

bastante, isso de certa forma faz uma pressão muito grande sobre a gente, as vezes nem a qualidade importa tanto, importa muito mais a produção. E a outra questão que hoje que eu acho que tem haver com a sua pesquisa é a internacionalização. Acho que tem o objetivo de ser uma boa escola hoje e ser uma boa escola com uma pontuação alta que seja então internacionalizado, então por isso há uma preocupação, por exemplo, de contratação muito mais de professores que estudaram fora que estão de fazer intercambio e etc.” (711b) As demonstrated by her comments, CAPES’ macro level demands on the management program must be fulfilled at the individual level by the professors.

This person was also concerned with what effect CAPES had on the legitimacy and prestige of PhD origins. She stated that the current regulations favor professors who obtain their PhD’s from abroad. “De certa forma até uma desvalorização por exemplo, das pessoas que estudaram aqui dentro, eu acho que existe isso hoje em dia. [*Aqui na USP mesmo?*] Aqui na USP mesmo. Inclusive se você for olhar principalmente na economia eu acho que é mais, se você for ver os últimos concursos, os professores que entraram, são os professores que vieram de fora. Fizeram o curso fora. Por quê? Porque é um pouco a meta o objetivo de internacionalizar, de ter uma pontuação alta.” (711b) In this way, CAPES is further institutionalizing a hierarchy among universities; within Brazil there is a hierarchy among the public programs, which is being extended to include foreign universities.

This belief was reinforced by 511a from UFRJ, who commented that COPPEAD wants foreign PhD’s more than domestic ones: “Not at all I think it's very good...At COPPEAD, on the contrary, that is what we want.” Private institutions are also focusing on hiring professors with foreign degrees. According to 721b, beyond FGV-EAESP, both IBMEC and Mackenzie, both also in São Paulo, have completely patterned their

programs after the American ones, and seek to hire only foreign title professors. “Eu acho interessante você ir lá, porque lá eles querem os PhD’s de fora, eles não querem doutores brasileiros, eles mandam a gente fazer lá, mandavam eu não sei se eles mandam agora, mas mandavam e aí o que acontece, esses programas não são, acho que precisaria de um certo.”

Even if the students do not rely on a scholarship from CAPES, the organization can still limit their choices if the students wish to return to Brazil and have academic careers. Part of its power as an institution is in coercive abilities, which in some ways can seem punitive. “Yes, it takes a long time to get your degree here recognized, so you lose money (*you lose money because it takes time...*) it took me a year or so, to get promoted.” (512a) Thus, certain patterns of behavior and foreign connections become institutionalized and others are prevented.

There were very few professors who openly criticized CAPES. One who did was 321a from Pernambuco. He brought up CAPES during questioning about the objectives and strategy of the program at UFPE. “The formal objectives are like the standard ones, to please and make amendments worth the people and the CAPES, which is the institution which does everything they want, and it's fine.” When asked to clarify the point, he continued: “[*Is that disseminated to the professors for a while, does the administration, the coordination say do this to meet the CAPES?*] Oh yes. Oh yes. This is one thing, probably because of my background, one of the fights that I've sometimes had in the *collegiado*, of the program is the people say look CAPES has said this, and did we comply?”

He didn't necessarily state that CAPES was wrong or negative, but he did question the need for discourse and reflection. “I say gentlemen why do you have to comply? You know? They're talking with peers! They have to say it least look we're



proposing, not proposing, we're saying this because of this this this, it's a kind of respect. I have, I question. I say look our mentality here is like a sergeant. You know it's not like an official lieutenant or whenever. Lieutenants give orders. Lieutenants are able to think by themselves. Sergeants and corporals and privates they obey. That's the sergeant mentality, yes sir whatever you say. I think it's inappropriate from the university to do this. Completely inappropriate. It's not only to say like the Spanish say "Hay gobierno, soy contra!" You know? "no es eso", there's government I'm against. It is to say no, convince me, this is an academy you know. You have to argue, you don't have to give orders [*there should be a discourse*] yes there should be a discourse, you should see the good points and everything." (321a) His words actually underscore the original growth of CAPES during the military regime, and possibly give insight into the character of the institution and organization.

Another aspect of control and power, not from CAPES, but from the Conselho Nacional de Educação, concerns recognition of foreign degrees. According to many of the professors interviewed, it is easier to get foreign degrees accredited if they were obtained in certain countries: primarily the United States and Western Europe. "Yes, it is more related to the accreditation of the institution. It must be an accredited institution...it could be a real problem. Federal universities receive PhD students coming back from abroad and their degrees must be reevaluated and it might not be accepted; mostly because of the accreditation, but there is a list already of universities that won't be recognized." (422c) This is one way that the regulative aspects of Brazilian management education can directly influence the destination of choice for students who desire to study abroad.

USP was also concerned with internationalization, specifically in regards to its CAPES rating, and saw publishing abroad as quite necessary. One professor said that

not only do they publish abroad, but they take inspiration in research from abroad, specifically in methodology and style: “É por isso a gente começou a olhar como é que o americano faz. A forma é diferente, brasileiro não tem mais o blá, blá, blá, americano é aqui, qual é a questão importante, a questão é essa, como você vai resolver, qual é o método...Se você quer publicar fora você tem que fazer isto.” (711a) This leads us to normative aspects of Institutional Theory.

#### 5.1.1.2. Normative Pillar

The regulative nature of CAPES and Brazil’s management education has led to the establishment of certain norms in behavior and program character. In most graduate programs the paramount issue is production: publication, particularly in foreign journals. The need to qualify individually and as a program have led to schools demanding ever more production from their faculty. “You have, I think we still are trying to consolidate this mentality, this mindset that research is what the graduate school should be about.” (511a) According to some, this has led to an increase in volume without a corresponding increase in quality. However, it has also led to distinctions between those professors who belong to graduate programs and those who are allowed to only participate in the undergraduate programs.

The professors themselves enact the norms that come from CAPES: they both emit peer pressure and directly affect students they teach and advise. Professor 621a pushed his students to focus more on the international conferences and journals than domestic ones: “Eu acho eu é fundamental, eu defendo isso e estimulo os alunos. É mais importante que os alunos publiquem e participem de congressos no exterior do que no congresso no Brasil.” This pressure to publish also has its downfalls, as attention to methodology and rigor is not at the level professors would hope. “Eu tenho alunos de mestrado e doutorado que aqui no CEPPEAD tem um clima muito de

pressão pra publicar e eu vejo que eles desviam todas as energias da dissertação pra publicações e ai eles querem ficar fazendo artigos, artigos não conseguem às vezes aprofundar no tema, ficam saltando de um tema para outro, faz um artigo e dez pessoas assinam, eu tenho tido muita dificuldade com isso...é eu queria um pouco mais de qualidade nas publicações, eu, pessoalmente para mim isso é fundamental e eu tento colocar isso um pouco pro meus alunos mas eles tem um ansiedade muito grande.” (211a)

Again, there is an exorbitant amount of pressure to publish in foreign journals by CAPES and CNPQ, specifically English language ones. This is displayed in the comments from 422c: “Totally and only in English. All other journals even if they are good in their own countries...if I publish in the best French journals no one cares!” The wording of his response is important, as it references the fact that “no one” cares, not specifically CAPES or CNPQ. This is a distinction which highlights the normative effects of their institutionalization: normalized behavior among the institutions constituents, which is passed on from professor to student. “Hoje o que é importante na academia é o chamado fator de pacto que é o seu artigo ser referenciado e citado por outros, que isso significa que o conhecimento que você está produzindo ele pelo menos suscita curiosidade mesmo que alguém cite para falar mal, mas pelo menos cita. Isso aqui a gente ainda não tem e aí quando eu converso com os meus alunos eu falo para eles.” (622b) These agents are aware of where other members fit in, both on the program and individual levels, further reinforcing the hierarchy: “We know the system, you have CNPQ researchers, we know the number of PQ researchers and different schools.” (511a)

One consequence, possibly unintended but likely intended, is a mimetism of the American education management system. “Now they’re kind of changing and going

towards the U.S. model. Most systems are going towards the U.S. model because it proved to be more productive, because Ph.D.s are supposed to research and publish and all that.” (511a) The idea that the US schools and researchers are at the top of the hierarchy, especially given American influence in Brazilian management education foundations, have led many programs and individuals to imitate the American way. Interview 721b revealed support for this concept: “...este é um outro ponto do modelo americano que deveria ser copiado pela nossas escolas, ter administradores profissionais nas gestões das universidades, escolas de programas e não colocar titulares ou professores mais experientes para gerir, deixa esses publicarem, orientarem bons alunos, melhora a parte essencial do negocio e deixa essa parte do administrativo e não toma tempo das pessoas...”

Some schools show evidence of mimetism not only in their professors orientation on publication, but also in their structure and curriculum. The program at UFPE based a good deal of its program on the US schools. “...os currículos brasileiros foram em boa parte e a estrutura do ensino foram boa parte copiado dos Estados Unidos, herdado dos Estados Unidos. A pós-graduação também em grande parte.” (322b) COPPEAD was consciously copied the American structure when it established its PhD program. The American system was chosen over the European systems, even to the point of having the academic year begin in August the first year. “So the first idea was to, but it didn't work so the second intake in back to the regular calendar of the school. But anyway because obviously the whole concept of a PhD, not of a doctoral program, but of the PhD where you have classes, you train students and methodology, and you have classes. And then you have a qualifying exam, and then you have your dissertation proposal, and then the whole for your kind of thing is very different from what you had in England for example at the time.” (511a)

According to the last professor, virtually all of the other countries are following the lead of the United States. “Now they’re kind of changing and going towards the U.S. model. Most systems are going towards the U.S. model because it proved to be more productive, because Ph.D.s are supposed to research and publish and all that.” (511a) This reinforces her belief that the choice made by UFRJ was the correct one, and that it put them ahead of the adoption curve. On the other hand, this mimetism has been extended to research orientation.

Until the recent past, Brazilian research has been almost completely application oriented, with little focus on theory generation. More professors are attempting to publish theoretical studies than before, but still today, virtually all theory is imported from other countries: mainly the USA. Quite often, Brazilian professors copy a foreign study that has already been published, merely replacing the foreign subjects, such as companies, with Brazilian ones. “And I think that as there is no incentive in terms of money for research. Many times research in Latin America is like repetition or copy with nothing actually very new. Or there are doubts that of the, how do you say, the *seriedade*, *que e uma coisa bem feita*. I think this you have to break barriers, little by little, with good serious research.” (511b) This itself is an unintended consequence that has become institutionalized due to the demands on production quantity versus quality.

This is a form of intellectual dependency, which will be discussed later, and is referred to by Alatas as the captive mind. “The phenomenon of the captive mind refers to a way of thinking that is dominated by Western thought in an imitative and uncritical manner. Among the characteristics of the captive mind are the inability to be creative and raise original problems, the inability to devise original analytical methods, and alienation from the main issues of indigenous society. The captive mind is trained almost entirely in the Western science, reads the works of Western authors, and is

taught predominantly by Western teachers, either directly or through their works. It is the captive mind that uncritically imitates Western social science.” (Alatas, 1993, p. 4) Part of the problem is that by imitating, not only is there no true development, there is also degeneration. Even though he was referring to program endogamy, the statement from professor 821a can be applied to this concept: “The replication of subculture system never works as good as its origins. The institution should find its own organizational personality represented by the lines of research...The effects are can represent an uncontrol or a different system to find its own personality but when it finds it it can represent a bigger variety of thoughts.” (821a)

Further mimetism can be found in the need to be proficient in English. This aspect also overlaps with, and leads to, the cultural-cognitive pillar. The pressure to publish in English demands that professors and students have a functional ability in the English language. Each program has English proficiency institutionalized as both an entry and exit requirement at the graduate level: “On top of that, English knowledge is a requirement of the doctoral program...” (511b) This is reinforced by the professors’ own views and interactions with students, such as 512a’s comment about how students must know English at COPPEAD: “They have to, they know that!” Professors at UFPE also remarked directly on how the students must be able to perform in English “ Oh yes here we make a demand. Because most of the material is in English but we make a demand that people understand English.” (321a)

UFRGS also stipulates that students be adept at the language: “For graduate school, most of it, in English. One thing that is good at least they can read in a different language and they are more prepared, I don't want to say globalization because that is really the saying that everybody likes to speak about but they are more cosmopolitan.” (422b) The fact is that the professors are those responsible for enforcing the English

language requirements, not necessarily the ANPAD testing or proficiency testing put in place by the respective programs. The reality is that by choosing to use predominantly foreign literature in English as didactic material, the professors are not only participating in an imitation of foreign management education, but they are also establishing the English language as a norm for their students.

As has been previously discussed, the regulative aspect of increased foreign publication is an important part of how Institutional Theory applies to foreign influence in management education. “Eu acho que, o idioma inglês acabou virando o idioma padrão em termos de ligação de conhecimento, por exemplo, desse grupo que eu te falei da área de treinamento o pessoal tem um conhecimento acumulado extremamente grande, não deixa nada a dever para o acúmulo de conhecimento estrangeiro e de repente não está no cenário mundial porque não publicou em inglês.” (611a) Furthermore, this regulative aspect blends into the normative pillar by establishing publication in English language journals as the norm. “Totally and only in English, all other journals even if they are good in their own countries [*are in English*].” (422c) Professors also advise their students that they need to not only speak good English in order to publish internationally, but also to participate in international academic conferences. “Depende, se ele pretende ter uma inserção internacional, fazer um pós-doutorado, se ele pretende fazer visitas, né, e trabalhar com pesquisa também, é fundamental.” (211b)

The mimetism goes even further, to a linguistic and psychological level in fact, because as the professors become more proficient in the English language they actually compose their papers in a different manner. “...o inglês não, ele é muito mais direto, é sujeito, verbo e predicado, então a frase é muito mais curta, o inglês é muito mais objetivo...One, two, three, four; o francês ele escreve páginas, e páginas e páginas. Eu

acho que nós brasileiros somos mais parecidos, talvez por causa dessa cultura latina, a gente se aproxime mais do francês, dessa coisa da ambigüidade, né, uma resposta que você não sabe exatamente o que significa, pode ser, pode... O brasileiro não fala sim e não, ele fala: pode ser, vamos ver, eu te ligo. É uma resposta, como o John colocou ontem, nunca é: não, não posso. Entendeu? É uma coisa sempre muito... Enfim. Então, eu acho que é uma série de vantagens, eu acho que a universidade brasileira ela é muito mais... Por exemplo, não acho que exista uma cultura acadêmica no sentido da discussão de fato.” (222a)

. It is not only normative pressures from CAPES and colleagues that affects Brazilian professors; the institutional aspects of international journals also affect the way Brazilian professors must behave. “As a result, Third World scholarship in terms of the selection of problems, the language of communication, and the choice of research methods are often tailored to the requirements of the market.” (Alatas, 2000, p. 86) The subjects interviewed gave personal examples of how they had to alter their actions in order to get published in international journals. “It took me a long time to revise the stance thing, you wouldn't believe it. Because it said no passive voice, no passive voice. But this has to do with the style of the publication. God you wouldn't believe that, and I said there is still some passive voice here here and here, change it.” (422b)

Journals favor those who produce in accordance with their standards; if not residents of the journal's country of origin, then people who imitate them in terms of composition and rhetoric. “Eu acho que é um processo de o brasileiro às vezes não, tem problemas até na, de colocar no padrão, no formato, na linguagem mesmo né ou as vezes não é um inglês adequado pra revista ou ele não sabe bem a forma que a revista quer né, então eu acho que isso é um processo até natural porque o americano que pesquisou no Brasil provavelmente conheça bem a revista e sabe o formato que



ela exige.” (422d) This leads to rejections of those who do not fit the pattern, and acceptance of those who do. “Por causa da língua, você não tem como escrever, você não é nativo para escrever como um nativo demora muito tempo, eles reconhecem um texto que não produzido por um.” (321c) As was stated earlier in this paper, blind review is not deaf; the only way to publish like a native is to write like a native.

Brazilians are not naturally programmed to compose in a style that is embraced by foreign journals: “It's very indirect, so in the business world it's very passive. Passive voice that kind of thing. I think it doesn't come across as well as maybe some of the others...It's because of the structure of the language. ” (612a) The more Brazilian academics are forced to publish in English, the more it will affect their very critical perspectives. “Aqui no Brasil talvez não seja muito importante falar em inglês, mas é importante escrever em inglês, eu acho que isto me ajudou muito e me ajuda muito com o português, porque uma coisa que eu aprendi na Inglaterra que hoje eu valorizo muito é, você não por ser nativo, talvez você não valorize muito e eu valorizo muito porque eu sei que você pode esnobar. Esnobar é, você pode usar e abusar porque você sabe o que tem que fazer, eu não, eu aprendi nos Estados Unidos que as frases tem que ter sujeito, verbo e predicado, sujeito, verbo, predicado, sujeito, verbo, predicado eu não sabia disso aqui no Brasil, não sei se você já percebeu, se você já leu alguma coisa que a gente é comum em português que a gente começa com o fim da frase e depois vai desenvolvendo ela ao contrário depois recupera e escreve em um período desse tamanho de tal forma que quando você chega lá no fim você não sabe por onde você começou.” (222c)

In addition to linguistic demands that are institutionalized in foreign journals, there are also stylistic demands. One of these is a focus on quantitative, or positivistic, methodology, especially in American journals. Another is in the need for research that

is well established in prior studies, shown by citations in the article. “E eu sei de historias de colegas que tiveram artigos rejeitados e muito encima de defeitos formais, principalmente nas revistas americanas são extremamente formais, a quantidade de citações que tem que haver é sem sentido. Cita, para citar, para mostrar aquela penca de coisas, paginas. Não é isso! O que é que tem de idéias adicionais? É dando mais o mesmo, da mesma coisa, é um pega do outro, pega do outro.” (322b) In essence, both the need for numerous citations and a positivistic nature in conjunction with CAPES publication pressures, are both coercive and normative aspects of Institutional Theory that directly impact the behavior and character of Brazilian academics and their research by limiting those who get published to those who follow the rules.

These normative and coercive pressures of learning English, as well as to gain entry into international publications, lead Brazilian researchers to seek methods to satisfy them. The most effective method discovered in this research was choosing to study abroad, which conforms better to Structuration Theory and will be discussed in that section. Another effective method, which frequently is related to and dependent upon study abroad, is establishing research networks with foreign academics. “Para fazer os contatos que nós tivermos fora do país. [*Para a rede?*] Sim, fundamental.” (311a) In order to interact with the foreign academics, English is a requirement. “Depende de com quem ele quer interagir, se ele quer interagir com pesquisadores norte americanos o inglês é importante.” (411b) The need for foreign research partners introduces the idea of legitimacy, as many professors in Brazil adhere to the belief that in order for their work to be considered legitimate for publication by a foreign journal they must partner with a foreign academic. This might have some basis in reality in the final article composition in terms of English, but also has a great deal to do with perception; probably more so the Brazilian professors’ perceptions than the journals’.

### 5.1.1.3. Cultural-Cognitive Pillar

The cultural-cognitive pillar is primarily based on shared beliefs of what is considered legitimate in terms of actions, behaviors, and conditions. Institutions inherently “shape incentives for actors to maximize their interests through some strategic actions rather than others and thereby give rise to typical patterns of behavior”. (Huber & Dion, 2002, p. 15) Many of the beliefs that underscore this pillar are not even conscious in nature, but become second nature. One example of a condition that is widely accepted without conscious reflection is the hierarchy of management programs here in Brazil. Without specific knowledge of why one program is necessarily better than another, professors’ opinions almost automatically coincide with CAPES rankings.

This was made evident in the responses to the interview questions regarding the best and most prestigious universities and management programs in Brazil. Typical responses included wording similar to “according to CAPES”, followed by some combination of the highest scoring programs. This not only gives CAPES more legitimacy, but also gives more legitimacy to the hierarchy of management programs. This belief is actually strongest at USP itself, of course, and has further repercussions on levels of endogamy.

Several professors at USP, and also at UFRJ and UFMG, directly evoked this hierarchy in justifying endogamy due to a fear of students from other schools not being good enough: “A gente comprova porque quando a gente tem esses alunos são muito bons, já é um filtro muito forte, fortíssimo pode pegar assim de olhos fechados, são excelentes. Mil vezes esse pessoal do que pegar alguém de outro estado que a gente não sabe direito, mesmo as federais. Por ser federal não significa que seja uns bons profissionais ou bons professores bons pesquisadores não há essa certeza. Agora Poli, ITA são filtros fortíssimos, os maus profissionais são exceções, raríssimas.”

(711a) These normative aspects reinforce the high levels of endogamy present at some programs, such as USP; while at the same time the normative aspects of others reduce endogamy, such as at UFRGS. Endogamy and exogamy are truly institutional forces that have relatively deterministic effects on members of the various management programs.

Whether USP deserves it or not based upon quality, USP was almost invariably listed as the most prestigious program in the country. In the most recent triennial evaluation, the program and USP became the first to score 7. However, by unconsciously equating the USP program with a score of 7, all departments and people within that program also are placed on a pedestal. In reality, USP might be the strongest program overall, but other individual programs might be better in specific areas, in marketing or strategy for example. However, all programs with FEA/USP gain the same level of legitimacy automatically due to the CAPES rating, and professors must educate themselves in other ways if they wish to make critical and informed decisions on specific aspects of FEA.

Another institutionalized aspect that could be included in this pillar is the belief that Brazilian professors need a foreign partner to be considered legitimate in the eyes of international journals. “[*Acha que ajuda ter um parceiro?*] Sim, só consegue publicar se tiver parceiro.” (321c) Part of this relates to the real issue of the language barrier: “It is true that we cannot speak or pronounce the formal English...this brings to you yourself a partnership to help publish better...” (422c) An extremely important distinction is that this perspective is not necessarily from the journals’ point of view, but of the Brazilian professor. “Ou o artigo é muito, muito, muito bom porque muitas vezes ele não é nem lido, ou então você tem que ter algum contato e aí é pouco [*ou parceria*] ou parceria de lá e é pouco democrático o acesso.” (112b)

That journals really do believe this is beyond the scope of this research, but the fact that virtually every professor interviewed expressed this belief makes is a culturally accepted norm within the academic management community here in Brazil. “Pode ser até uma rede que não seja uma rede formal, mas o fato de colocar: eu sou professora da UFBA, e conheço não sei quem, vinculada a tal pesquisa, eu já fiz isso, ou trato de uma coisa que interessa aos Estados Unidos, interessa a revista européia, o que seja, você tem chance. Se você for um mero desconhecido, sem nenhum vínculo, você terá muita dificuldade, na área nossa, não sei na área de saúde, entendeu?” (112a) Many other professors expressed the same belief, showing that it has definitely become institutionalized, and therefore is a controlling factor in their behavior. “Primeiro que o pesquisador brasileiro para ele publicar lá fora ele precisa estar associado com um outro professor e ter realizado uma pesquisa comparada. E isso é muito importante. Por que ninguém se importa com o Brasil, ninguém está ligando para o que é que foi um resultado de uma pesquisa feita aqui no Brasil na área de Administração...Eu acho que quando você está fazendo uma pesquisa junto com um professor estrangeiro isso tem mais credibilidade para as revistas.” (211b)

An additional example, one which is not from Brazil but can parallel the Brazilian management elite to some extent, comes from Argentina. “In the Argentine case, almost all the members of the academic elite are also part of the professional consulting elite and hence their internal criteria of validation and legitimation differ in emphasis from those that are dominant in core countries. If ideologies reflect interests, then it is hardly surprising that there is a linkage between status in the local consulting field and status in academia in which prestige in the former is associated with, and tends to generate, prestige in the latter.” (Gantman & Parker, 2006, p. 32) What is important is that the criteria of validity and legitimacy are established by the professors themselves, in response to institutional demands. In Brazil, these demands come from CAPES and

also from ideas imported primarily from the American system. The prestige resulting from meeting these criteria further entrench the institutional aspects, and generate a path dependency, which will be discussed in its own section.

### 5.1.2. Structuration Theory

There are many similarities between Structuration Theory and Institutional Theory. Where they diverge is that Structuration Theory is less deterministic in that it allows for more reflection on the part of actor-agents. “Structuration theory, then, conceptualizes agents and structures as mutually constitutive yet ontologically distinct entities. Each is in some sense an effect of the other; they are “co-determined”. Social structures are the result of the intended and unintended consequences of human action, just as those actions presuppose or are mediated by an irreducible structural context.” (Wendt, 1987, p. 360) These agents are definitely bounded by the structure of their Institutional environment, but they also are able to affect change in their environment, thus altering the institutions. “The core idea is reflexivity: the capacity of humans to be reflexive – to think about their situation – is the ability to change it. The concepts of the duality of structure and competent agents are inter-related.” (Pozzebon, 2004, p. 253)

Another inherent aspect of Structuration Theory is the combination of power and intent. First of all, actors must have power to act; relative levels of power within an institution help determine the outcomes. “Power is then conceived as fundamentally linked to intentionality.” (Machado da Silva, Silva da Fonseca, & Crubellate, 2005, p. 6) An agent with no power has no ability to affect change. Power is also related to prestige and legitimacy. Similarly, an isolated agent is by definition powerless because the dynamics of Structuration Theory are based in social exchange and interaction. Actors must also act with purpose, but even with intention there are unintended consequences.

Extending beyond the application of Institutional Theory already discussed, Structuration Theory is most pertinent to the conscious decision of where to obtain a PhD. This is the primary example of agents making informed decisions through reflective thought, following through with an action, and eventually having a profound effect on the institution where they are eventually made faculty. Some decided to stay where they were comfortable: “Well I was considering going abroad. But it would be too much of a change at the time, I made up my mind, I made the decision. So I figured, I came to speak, I did all of my university level studies here in UFRJ.” (511a) and “Uma oportunidade, proximidade” (321c). Others made the decision based upon CAPES evaluations “Resolvi porque era próximo e porque o programa lá era um programa muito bem avaliado no CAPES e eu resolvi fazer lá” (411b).

This was true for both Brazilian educated and foreign educated PhD's. Professor 422d, from UFRGS, wanted to go to England, but anywhere abroad would have made him satisfied. “Eu tinha um sonho de morar, de conhecer o mundo, de sair do Brasil pra conhecer outros países e eu vi o doutorado, o estudo, não só o doutorado, na época eu também pensava que podia fazer um curso de pós-graduação.” Some professors made a conscious decision to avoid endogamy and seek out opportunities for new mentors and knowledge. “Por que eu trabalhava já aqui na escola, eu já trabalhava aqui antes de fazer o mestrado e o doutorado. Então, eu já tinha sido aluna do mestrado e já trabalhava aqui como pesquisadora, como técnica, então eu conhecia todos os professores, né, como pessoas, e como professores e como técnicos. Então, não me agregaria ser aluna de novo das mesmas pessoas...Quer dizer, eu conhecia já as pessoas no limite, como pensavam, qual era a formação, quais eram as leituras que traziam, então não me agregaria.” (112a)

For virtually all of these professors, there was important interaction between themselves and their advisors and colleagues. Many referred to how others influenced

their decision of graduate program. “So when I decided to go for a PhD I was considering doing it in economics and the school had talked to the guys there. And then I found out they were just starting a formal program because they used to have a doctoral program here but it was not a program; it was on a case by case basis or tutorial...Anyway, so then I found out about this program and I had been in business for a while and I decided to go back to school and do a PhD. So I talked to the coordinator of the program the professor who just left the school now she retired and went to another school, but she told me about the plans. I had known her before and we were classmates in the economics school, but we were not friends, just acquaintances.” (511a)

Others specifically mentioned that their advisors held sway: “Porque a USP era suficientemente boa comparativo as universidades estrangeiras e com a internet hoje em dia o acesso as informações, não vi a necessidade de fazer fora todo o programa, mais sim uma parte sanduíche. (*Seu orientador de mestrado na Paraíba onde ele obteve o?*) Na USP (*Acha que ele influenciou você para ficar?*) Influenciou.” (321 c) USP did have more pressure to maintain endogamy than other schools: “Por isso eu escolhi USP e escolhi Sociologia por que eu tive influência de colegas de trabalho daquela época da Sociologia e eu tinha preocupação de fazer uma tese voltada para a Sociologia da Ciência.” (621b) What is important to note is the relative power between advisors and their students. This power differential allows the advisor to have a great deal of influence over the decisions students make, such as relative to research or educational decisions.

Finally, one professor was pressured to not go abroad for his PhD by members of his religious community, a different institution than the university, but an institution nonetheless. “People were good because people, he himself invited me, but I had



pressures from people who said don't stay too long away from Brazil. Here is the place that you have to serve and minister.” (321a) Specifically, the pressures that are noted from the perspective of Structuration Theory come from the other individuals within the institution, and not only from the institutional environment and structure. The relationships between structure and institutional dynamics, which were presented in the introduction in Table 1, are all the results of interactions between individual agents within a university. Most of these agents in a university are in actuality professors, as the department administrators and other leadership positions are generally filled from the faculty body.

Another important aspect of Structuration Theory that is not emphasized in Institutional Theory is that of unintended consequences. The most obvious one discovered during this study was the apparent and probable marginalization of Brazilian academic journals due to the emphasis being placed on publishing in foreign journals. “É que do ponto de vista institucional a instituição ganha mais se você publica em inglês porque ganha mais pontos para a CAPES...É importante porque ele teoricamente passa a ser lido por mais pessoas, ele tem acesso a Europa e ele é avaliado aqui no Brasil melhor pela CAPES.” (112b) Due to personal and program gain, professors have taken to heart the mandate from CAPES to publish in international journals. “Isso eles acham muito importante por uma questão de status internacional [*de seu opinião*] Na minha opinião é importante como forma de tentativa, vão de eles lá lerem os que nós produzimos [*para disseminar a informação dos outros*] a nossa pesquisa ser conhecida fora, isso é importante.” (322b)

This also has the unintended effect of focusing exclusively on English language journals, which has a definite impact on research style, as was discussed before. 412a agrees with the CAPES orders in that the best journals are necessarily in English: “Sim,

por que os periódicos mais importantes do mundo são em inglês, né?” A colleague of his concurred: “Totally and only in English, all other journals even if they are good in their own countries [*are in English*].”

The unintended consequences come from decisions made by agents within CAPES, whose directives are then followed by at least the majority of Brazilian management professors. Several professors commented on this possible devaluation of Brazilian management journals: “Because I think that there's a lot of rigor in these journals and the attempts to publish at least makes you think, I have mixed feelings in fact you can hear me criticize some of this because I feel you know that we are struggling to establish journals in Brazil, in our area we don't have very many and they are not very good yet. So what we're going to do if we are pushing people to publish it all the best things overseas is that we're never going to be able to develop our own journals, so I am really worried about that. I'm definitely worried about that...I would hate for it to have the effect of completely exvaciar, just completely turning worthless the local journals. The second-tier and that kind of thing, but that's the danger...” (612a)

In addition, there is an unintended consequence that favors foreign PhDs. This is because those who are foreign educated, especially in an English speaking country, are better able to publish in these international journals. COPPEAD in particular is intent on attracting professors with foreign degrees: “Not at all I think it's very good...At COPPEAD, on the contrary, that is what we want.” (511a) Private universities in São Paulo, including FGV-EAESP, IBMEC and Mackenzie all hire have policies of hiring foreign educated professors when possible. “Eu acho interessante você ir lá, porque lá eles querem os PhD's de fora, eles não querem doutores brasileiros, eles mandam a gente fazer lá, mandavam eu não sei se eles mandam agora, mas mandavam e aí o que acontece, esses programas não são, acho que precisaria de um certo.” (721b)

One individual from USP said that the policy devalues Brazilian degrees: “De certa forma até uma desvalorização por exemplo, das pessoas que estudaram aqui dentro, eu acho que existe isso hoje em dia. [*Aqui na USP mesmo?*] Aqui na USP mesmo. Inclusive se você for olhar principalmente na economia eu acho que é mais, se você for ver os últimos concursos, os professores que entraram, são os professores que vieram de fora. Fizeram o curso fora. Por quê? Porque é um pouco a meta o objetivo de internacionalizar, de ter uma pontuação alta.” (711b) As was mentioned in the discussion of Institutional Theory, this establishes and reinforces the hierarchy among management programs. “Although the most prestigious academic departments rarely hire PhDs from lesser ranked departments, the converse is not true. To hire the graduate of a middle-ranked department would undermine the principle of social exclusiveness. That guarantees the status honor of the most prestigious departments.” (Burris, 2004, pp. 244-245) According to one professor, there is a definite perspective here in Brazil of a hierarchy in degree origin. “Pois é, inclusive, assim, eu nunca liguei para isso, mas eu ouvia dizer que aqui se valorizava os doutores, primeiro, formados nos Estados Unidos, depois na Europa e depois no Brasil.” (412b)

What is important to Structuration Theory is the relationship with this prestige and power. With more prestige comes more power, and with more power necessarily comes more influence. Historically USP has been the most prestigious domestic program, and its professors are worried about maintaining their status. “Agora estrategicamente é uma questão de manter um prestígio um nome, a gente tem muito orgulho de fazer parte da USP é manter mesmo o prestígio.” (711a) This concern with prestige also leads programs to adopt methods and structure from foreign programs, most often from the USA. “(*You said she was modeling it after the United States, why did she choose the United States? Do you know?*) Yes, because the U.S. is the most prestigious. Especially at that time that was an almost 20 years ago and the program

started in 1989...They know they are studying the very same materials that students in other the prestigious schools that are certified like us are studying.” (511a)

Furthermore, just like endogamy, prestige and power can be self-reinforcing. If the structure focuses on publishing in English in foreign journals, then foreign educated professors will fare better. If they fare better, they will gain more prestige and power, and then be able to have more influence in the future. Thus, they will be able to affect the structure of their respective institutions, as well as other institutions like CAPES, more than professors with domestic PhD's. In the long run, it is a distinct possibility that this will lead to a very real devaluation of both Brazilian PhD's and Brazilian academic journals. The reflective nature of Structuration Theory enables agents to make informed decisions, such as professors choosing to study abroad for whatever reason, such as gaining prestige and an advantage in publishing ability. This idea of recursiveness plays directly into a discussion of Rational Choice Theory.

### 5.1.3. Rational Choice Theory

The theory of Rational Choice is borrowed from political science, but is appropriate for use in this study in order to understand individual professor behavior. Rational choice is definitely limited to the individual, and does not apply at the institutional level. This research believes that Institutional Theory is of use in describing the environmental aspects encountered, while Structuration Theory is best served to explain the inter-agent dynamics, and Rational Choice is significant in understanding how professors establish their goals, structure their choices, and make their decisions. The theory generally states that individuals will look to maximize their benefits based upon what possible choices the environment allows, with the possible choices being rank-ordered based upon preference. For the purpose of this study, the idea of bounded

rationality is introduced. Bounded rationality makes an allowance for decisions made based upon limited information.

The most direct introduction of this theory in this study is why an individual professor chooses one particular PhD program over the others. What was discovered in this study, as discussed in the presentation of data, is that there were a limited number of reasons for choosing a program, which were different for professors with domestic PhD's and those with foreign PhD's. The domestic PhDs' primary motivations for making their decisions were: convenience, existing careers, and family reasons. The foreign PhDs' motivations were: xenophilic personality and family reasons. Other aspects that directly influenced their decisions within these categories were: financial reasons, endogamy, advisors, and entrepreneurial orientation.

. The primary difference between the domestic PhD's and the foreign PhD's was found to be in their risk aversion. Domestic PhD's were many times more likely to choose a program out of convenience. "(Porque você não escolheu para ir para outro país para fazer o doutorado? Você tinha oportunidade para fazer?) Não procurei justamente pela questão da conveniência, eu queria resolver logo a questão do doutorado e não me afastar do grupo de pesquisa daqui ." (521a) Some literally took advantage of an easy opportunity to advance within their existing program. "Eu gostava porque para mim era uma forma de aprender, o ensinar é uma forma de aprender e me manter atualizado e aí Eric o doutorado foi uma consequência porque naquela época quando eu terminei em 1980 o professor da casa que tinha mestrado na casa era automaticamente admito no doutorado, não precisava fazer exame, não precisava comprovar nada, já tinha sendo selecionado no mestrado, passei." (721b)

Professor 411b had the opportunity to study abroad in Spain, but made the decision to stay at UFPE for her PhD. "Porque no doutorado quando eu estava me

preparando para defender a dissertação eu comecei a pensar em torno do doutorado, então eu comecei a me preparar para o doutorado e aí eu estava até fazendo contato com um professor na Espanha para eu fazer lá, mais depois no programa lá de Pernambuco eles me ofereceram a oportunidade de fazer upgrade, não defender a dissertação do mestrado e passei direto para o doutorado e aí eu resolvi ficar e fazer [*ficar lá*], ficar lá porque eu achei que era uma oportunidade muito boa de eu encurtar o meu tempo de formação.” (411b) There were many other examples of how the domestic professors made their choice based upon convenience, but what is important is that they for the most part weighed the possibilities and made their decisions based upon the greatest possible gain for the least possible risk.

The desire to avoid risk was evident in virtually all of the domestic professors' decisions in one way or another. When citing career reasons for not studying abroad, the professors were showing that they desired to maintain their careers for fear of losing them, based upon a conjecture of the risk of loss versus possible gain. “Não, não tinha condições, eu precisava trabalhar, não dava para ficar fora (*porque estava trabalhando?*) Sim, sim.” (711a) This included a fear of being isolated from their existing professional networks. “Porque você vai ser professor aqui no Brasil, é aquela coisa. Tem que esperar um concurso público aparecer então, você pensa duas vezes se vale a pena ir para fora e ficar quatro anos fora, cinco anos fora. Você pode até com certeza se capacitar mais, falar com papas no assunto mais volta com um centário de terra arrasada, igual... Não sei se você viu o planeta dos macacos? [*Sim*] quando o Charlton Heston encontra a estatua da liberdade enterrada. Pode acontecer isso. Você volta e encontra a estatua da liberdade enterrada na areia [*é muito difícil para reintegrar, vai perder chances de ter uma rede, coisas*] de uma rede, enfim... Exatamente!. Então, as coisas vão estar acontecendo enquanto você está fora, e eu não queria perder essa oportunidade.” (521b)

In addition to convenience and career, several professors referred to having existing families as reasons for staying in Brazil. “E aí sair daqui e ir para outro país, possível é, mas às vezes dificulta um pouco mais, pelas ligações familiares, filho no colégio, essas coisas aí. Então, por isso que eu decidi que eu faria aqui.” (421c) Even though one subject did begin a PhD in the USA, he returned to Brazil in part because of his family. “Eu comecei fazer o doutorado no EUA (*FIU: Florida International University*) mas por questões familiares eu achei que não valeu a pena continuar.” (821a) The importance of making a rational decision is compounded when the results impact more than the individual. Others remarked in general that they did not study abroad because of financial reasons, often because they could not get access to a scholarship. This also was a rational choice between possible future gains versus the possibility of immediate financial hardships.

This desire to avoid risk is a direct example of rational choice. Based upon the information they had, the professors chose to stay where they could speak the language, had careers, and also had established their families. Changing their life in order to study abroad could have had negative results, which the domestic PhD's desired to avoid. On the other hand, professors who chose to pursue a PhD in another country went through a similar decision making process, but for one reason or another decided that a foreign PhD was more beneficial to them. Or, it is possible that they are just irrational to begin with.

Foreign PhD's most often cited an intrinsic desire to study abroad. . . “A experiência do exterior é importante para abrir culturalmente, isso era uma coisa que eu queria... inclusive, eu fazia isso desafiando a mim próprio porque eu não sabia inglês.” (322b) This stems from having a personality that is xenophilic. To coin the term, these professors are “xenophilic entrepreneurs”. Their desire was inborn, and many did

not consider a domestic program. “Eu tinha um sonho de morar, de conhecer o mundo, de sair do Brasil pra conhecer outros países e eu vi o doutorado, o estudo, não só o doutorado, na época eu também pensava que podia fazer um curso de pós-graduação.” (422d) To them, choosing a foreign program was the rational decision in order to fulfill their desires, as well as because they believed the learning experiences, including educational, linguistic, and cultural, were of greater benefit in the long run.

Some made the decision specifically to enhance their existing education in a way that a Brazilian university couldn't offer. “Porque era necessário uma complementação dos meus estudos de uma coisa elaborado, eu acreditava então que no exterior eu poderia ter esse diferencial, então eu precisava buscar esse diferencial no exterior e eu apliquei para algumas universidades.” (222c) This same professor made a mindful decision to choose a university in an English speaking country, because he saw English as the most useful language to learn. “Eu apliquei para universidades nos Estados Unidos e na Inglaterra, porque eu queria também fortalecer o meu inglês, eu acho que não adianta você falar Francês, não adianta você falar Alemão, eu não vou perder o meu tempo com essas línguas porque o mundo fala inglês mesmo e fim de papo. Você pode se considerar feliz porque você fala a língua do mundo, você é nativo mesmo, então eu elegi esses dois países.” (222c) This was also a factor in another professor choosing England: “Minha língua toda é o Frances, eu tinha o total domínio em Frances (Não considerou ir para a França?) Não, não considere. Não queria, eu queria a língua em inglês, eu queria adicionar alguma coisa, queria adicionar.” (322b)

Others took advantage of existing exchange programs to fulfill their dreams of studying abroad. “Eu queria França, eu não queria... (*Por que a França?*) Por que eu me identificava com a cultura, com a língua; eu não queria ir para Paris, eu queria ir para o interior por que eu tinha criança pequena e como nós tínhamos vínculos com a



Universidade de Grenoble eu apliquei lá.” (412b) There were both facilitators and obstructions to making this decision, including advisors and financial support.

Professors with foreign PhD's who had families also stated that they made a conscious effort to go abroad to give their families the opportunity to live abroad. “Eu queria... é uma questão de cultura, eu estava com três filhos, e meus filhos influenciaram nisso e eu preferia que. Era um filho de seis, um de oito e um de dez, então, entre os Estado Unidos e Inglaterra, eu preferi a Inglaterra.” (322b) Professor 512a chose Canada because of the possibilities it offered for her family. “(*Why not Brazil?*) That is the question I got when I applied for a scholarship in Brazil, we have other schools here, yes, but for me with family it would be harder to justify for my family to move to another state and change everybody's life so I could do my PhD. So if we had to move it would be difficult, if we had to stay nearby, and everybody, my family is doing what they used to do and I wouldn't be able to concentrate as I wanted to do for my PhD so I thought I should move where my family would have some opportunities to develop. The primary reasons.” In addition, it was this professor who said that anyone who used their family as an excuse to not study abroad was not an entrepreneur.

The results of these decisions have direct and lasting impacts on the structure of their respective management programs. The more professors choose to study abroad, the more likely it is that they themselves will influence their students to partake of foreign educational opportunities. In addition, they bring back with them access to foreign networks for research with academics from other countries. In the long run, these results become institutionalized and can lead to a path dependency. Endogamy begets endogamy, exogamy begets exogamy, so to speak.

#### 5.1.4. The Theory of Path Dependency

There were two main ways that the theory of Path Dependency can pertain to the results of this study. The first goes way back to the foundations of the Brazilian programs. The second deals with the ideas of exogamy and endogamy. Having American influence since the beginning had a distinct impact on the structure, curriculum and nature of Brazilian management programs.

Most of these programs had significant amounts of foreign influence, especially American, up until the early 1980's. "In the late 1950s, the Brazilian government, as well as the Ford and Rockefeller Foundations, started a vigorous and well-managed system of sending students to the United States for graduate studies...This became, from the 1960s on, a massive effort, mobilizing many thousands of students who went to leading U.S. schools--and later to Europe--to get their master's and doctorate degrees." (Castro, 2000) One of the subjects interviewed personally partook of a Ford Foundation scholarship for her graduate education. "Então, nesse meio tempo aqui na universidade a gente tinha um convênio com a Fundação Ford para fazer pesquisa, nós participávamos de um projeto chamado "Aspectos Políticos e Administrativos do Rio Grande do Sul". Então, esse convênio com a Ford tinha duas bolsas de doutorado, mas ninguém queria ir fazer doutorado, tinham voltado do mestrado, era 1969, o dinheiro da universidade era muito pouco, então todos tinham ocupações fora, eu mesma tinha dois empregos. E eu disse para os meus colegas, eles disseram: "\*\*\*\*, a bolsa é tua". Eu disse: não, eu só aceito se eu for para Harvard. Eles deram risada! Imagina! E aí eu escrevi para o professor, e fiz a minha inscrição e fui aceita." (412a)

The Ford Foundation, along with several American universities, prominent among them UCLA, Michigan State, and Vanderbilt, had direct participation in establishing several of the oldest management programs in Brazil. "I think it is, how we say, the berco (the Crib). Yes the crib of everything here. You see that FGV was in business because of MSU and the Ford Foundation." (722a) This was true for UFRGS

as well: “A criação foi americana...na Administração é americana, em todos os... Quando fizeram os primeiros cursos o pessoal foi se formar nos Estados Unidos. O nosso sistema de ensino é igual aos Estados Unidos, tudo, tudo.” (412b) In addition to FGV and UFRGS, both USP and UFBA were included. A professor from UFBA shed further light on the beginnings: “Mas aconteceu o seguinte, os dois primeiros anos as disciplinas eram brasileiras, eram daqui da escola da universidade, enquanto professores e alunos aprendiam o que era Administração na Califórnia e lá em Michigan.” (121a) He mentions that the Americans brought new courses, all of which were from the American system. “Primeiro, eles trouxeram disciplinas que nós não conhecíamos aqui, Administração de Pessoal, Administração Financeira, não conhecíamos nada disso...E aí os americanos trouxeram isso.”

UFRJ made a decision to pattern itself after the American universities for its graduate program COPPEAD. “It was inspired by the American programs, as far as I know.” (512a) This included sending professors to the United States to observe various business schools there and bring back a blueprint. “So when COPPEAD first started over 35 years ago...it started because it had a nucleus, a small group of idealistic professors who wanted to create a business school patterned as a U.S. business school. So this group of professors at that time visited a lot of schools and it was the same thing. So it was decided that the school would be a case school.” (511a) This decision still is apparent today, as COPPEAD is the most similar to an American graduate school in Brazil. In addition, they even imported American professors to train those at COPPEAD. “The faculty was trained in the case method and all of that and so this became an ingrained in our culture.” (511a)

Beyond the path dependency that stems from the American influence back in the day, each individual program has a distinct level of endogamy, which is also path

dependent. From the very beginning UFRGS attempted to avoid endogamy. “Ah, com certeza! Com certeza! Além disso, ela pensou em fazer aqui, mas eu disse: nem pensar! Que eu acho que para mim foi muito boa a experiência, para a escola é muito bom nós não termos endogenia, nós sempre tivemos como... O programa foi criado em 72 e desde que ele foi criado a gente sempre teve este princípio de não... Inclusive faz muito tempo que nós não mandamos mais ninguém para Grenoble. Por que houve um período em que nós tínhamos cinco ou seis de Grenoble. (*Então não queriam mais de lá?*). Então, chega, não queremos mais de lá. (*Querem mais exogamia?*). É...Então, isso é uma característica do programa. (*Isto foi institucionalizado aqui?*) Isso.” (412a) This has resulted in UFRGS having the most heterogeneous faculty among Brazilian public universities, as well as the highest percentage of professors holding foreign PhD's.

On the other hand, many programs at Brazilian public universities have high levels of endogamy . “(Eu acho que é endogenia mesmo. A endogenia ela permeia a universidade brasileira (*E o processo de seleção de concurso, atualmente o banco de professores tem muito ... sobre as escolhas dos professores e está atualmente normalmente perto sobre endogenia quando tem um corpo?*) Essa endogenia é responsável pelo próprio programa, pelo próprio departamento que enfim, tem posturas que eu considero inclusive do ponto de vista ético bastante criticado.” (621a) The most endogamous programs were USP and UFMG, both of which defended their incestuous practices by stating there were few, if any, alternatives.

By far USP has both the highest level of endogamy and the lowest level of professors with a foreign PhD. The program started on this path primarily because they believed that students graduating from other universities were not qualified enough to be admitted for study at the graduate level at USP. At the time, there were also only a

few programs that offered the MS and PhD degrees in Brazil, and USP did not believe it had a quality selection of professors available, so they stayed in-house by hiring their own graduates. To this day, the professors as one remarked that the students from other programs are not as good as theirs, and therefore their students have priority in access to the graduate school.

A few of the professors at UFMG noted their disagreement with the nature of endogamy. One in particular noted that it resulted in a system of nepotism, which she blamed as the root cause of the high level of conflict encountered at CEPEAD. “São péssimos, aqui, por exemplo, nos temos um problema muito grande de endogenia, quase todos os professores são oriundos do programa, ou fizeram graduação, ou fizeram mestrado, ou fizeram doutorado (*tudo aqui?*) tudo aqui...isso se eu for te dizer o que é que cria. Eu estava até conversando com outro professor outro dia a respeito disso, cria essa noção do feudo, eu sou professor aqui, o meu orientando vai ser o professor no futuro então nos vamos ter aqui uma continuidade do meu feudo. (*Acha que é uma forma de nepotismo?*) Pra mim é uma forma de nepotismo, eu acho que inclusive deveria ter uma regulamentação para proibir a endogenia, mas nos programas (*Cinco anos não pode trabalho aqui e precisa ir para outra universidade antes de pode voltar aqui?*) exatamente eu acho que tinha que ter, porque primeiro você começa insistir em uma determinada via de pensamento, sempre aquela, segundo que se estabelece os feudos.” (211a)

This path dependency and endogamy is also directly related to the caste concept of higher education. Here in Brazil, as has been discussed in several places in this paper, there is a definite concept of a hierarchy among both domestic programs and international programs.

#### 5.1.5. Caste System in Academia

“Rules of endogamy, however, always form the essential basis of a caste...caste is essentially hereditary.” (Gerth & Mills, 1946, pp. 399,401) Here in Brazil, the levels of endogamy at public universities, in particular within management colleges, are extremely high. For whatever reason, this has established a caste system; with USP and FGV-EAESP [*a private institution*] at the top, UFRJ and UFRGS generally considered next, and then the rest of the public programs. In addition, due to CAPES mandates on publishing and CNPQ research ratings, there has developed a caste system within the professors themselves. The levels of endogamy at respective universities are shown below, in a reproduction of Table 4, found in the introduction.

University	Endogamy MS to PhD	Convenient Choice for PhD	Endogamy BS to MS	Convenient Choice for MS	Endogamy Corpo Docente
UFBA	43.75%	43.75%	50.00%	58.33%	32%
UFMG	62.50%	62.50%	45.45%	77.27%	33%
UFPE	29.17%	33.33%	41.67%	47.22%	33%
UFPR	16.67%	33.33%	16.67%	38.89%	0%
UFRGS	52.00%	56.00%	50.00%	85.71%	27%
UFRJ	68.75%	93.75%	50.00%	86.36%	50%
UNB	53.85%	69.23%	28.57%	71.43%	22%
USP	80.82%	93.15%	70.83%	97.22%	87%

Table 4: Levels of endogamy at graduate management programs. (reintroduced.)

This caste system is actually based at a level below the university. In general, it is very difficult for Brazilian students from lower income families to gain admittance into the public programs, which are paradoxically tuition free. “30 percent of the entire (Brazilian) education budget is earmarked for public universities, according to Government statistics... at the expense of primary education and reinforces the country's already heavily skewed distribution of income. Unless students come from families that can pay for private primary and high schools, they are unlikely to gain admission to the best universities, which are public.” (Schemo, 1998) As was also

shown in collected data in the introduction, the acceptance rate for students at the undergraduate level in public management programs ranged from 4-16%.

The idea of caste system in academia is based upon access to the top tier universities being limited. Thus, the most exclusive programs have the highest prestige and also have the highest desire to protect their prestige. The way to do this is to place limitations not only upon students entering, but also on professors hired. “Although the most prestigious academic departments rarely hire PhDs from lesser ranked departments, the converse is not true. To hire the graduate of a middle-ranked department would undermine the principle of social exclusiveness. That guarantees the status honor of the most prestigious departments.” (Burris, 2004, pp. 244-245) This can be seen most visibly in the fact that USP has an 87% rate of endogamy within its faculty and UFRJ has a 50% rate.

Once a person gains entry into the program, whether as a student or a professor, not only do they not want to lose their membership, but they also want to sustain the exclusivity of membership. This creates a definite chain of hierarchy from top to bottom among the Brazilian management programs, which is similar to that expressed in dependency theory related to a cadre of ruling elites maintaining and sustaining the dependent relationships of developing countries with developed countries. “Specifically, dependency theory asserts that the dependent country is fastened to the world economy by a transnational class linkage.” (Gilpin, 1987, p. 286)

This is also shown in international academic relationships. Several professors, when asked, said that their universities gain recognition or legitimacy through having established and functioning exchange programs with prominent foreign universities. However, they also said that the respective foreign universities do not see any benefit concerning recognition or legitimacy coming from the relationship with the Brazilian

university. In a manner of speaking, this is a one-way dependent relationship, due to the fact that the foreign university holds all of the cards; they have few incentives to accommodate any demands from the Brazilian school that they don't see as important.

This reality defines the nature of any interactions that occur within these exchange programs, such as demonstrated in the results of a study that observed a relationship between a Brazilian university and a British one. "There appeared to be a high level of mutual trust and low level of conflict between the partners. It might be argued, however, that this lack of conflict arose from the subordination of the Brazilian group to its British partner. Evidence to support this view is to be found in the clear hierarchical division of activities. Whereas the Brazilians were not invited to undertake teaching in the United Kingdom, the British academics became involved in teaching and supervising during their visits to Brazil." (Canto & Hannah, 2001, p. 34) This leads into the debate about whether or not Brazilian management programs suffer from an intellectual dependence on foreign management education.

#### 5.1.6. Dependency Theory

Dependency Theory, as defined in the introduction of this paper, is: "a situation in which the economy of certain countries is conditioned by the development and expansion of another economy to which the former is subjected. The relation of interdependence between two or more economies, and between these and world trade, assumes the form of dependence when some countries (the dominant ones) can expand and can be self-sustaining, while other countries (the dependent ones) can do this only as a reflection of that expansion, which can have either a positive or a negative effect on their immediate development." (Gilpin, 1987, p. 282) It has historically been viewed as an aspect of a zero-sum game played between those countries that developed earlier and those that are still developing. "...dependency is not a



relationship between commodity exporters and industrialized countries, but one among countries with different degrees of industrialization.” (Vernengo, 2006, p. 557)

Even though Dependency Theory has its origins in International Political Economy, there are some variants that apply to academia. “There are imperialistic relations in the world of the social sciences that parallel those in the world of international political economy.” (Alatas, 2003, p. 601) In particular, academic dependency was first coined in the 1950’s here in Brazil. The concept includes a dependence upon: ideas, literature, educational technology, training in research and teaching, and financial assistance. According to Canto and Hannah, the international education system is an extension of neocolonialism: “Educational institutions located in the developing countries or in the so-called periphery are strongly dependent on the institutions located in the well-known academic centers.” (Canto & Hannah, 2001, p. 29)

What was discovered during this study was that the majority of professors believed in Dependency Theory, both in the domestic PhD group and the foreign PhD group. “Acho que sim, porque o poder dos países mais desenvolvidos eles conseguem bloquear algumas questões de desenvolvimento mais rápido.” (321c) One believed it was a conscious strategy on the part of developed countries. “É! É uma estratégia deles, vamos entender o lado deles. Poxa, eu desenvolvi eu criei, eu batalhei a duras penas e vou entregar tudo de bandeja para o outro [é *uma estratégia?*] lógico que é!” (721b) Only two of the professors with domestic PhD’s thought it wasn’t a valid theory, and only three of the professors with foreign PhD’s thought it wasn’t valid.

Two professors at UFRJ had the opinion that Dependency Theory was only used as an excuse for Brazil not developing. “No, as I said, you have to find your way [*Not just on a personal level, but a national level?*] Of course! There is no excuse for whatever it is, the resources are here you have to do something with that, and not

complain.” (512a) Her colleague specifically said that even though Dependency Theory might have some truths behind it, it has been used more as an excuse than as a method to sustain change. “All theories have things that support them, but many times they are used as excuses for not doing things. Latins tend a lot to blame somebody else. It’s very, there is a myth in Latin culture, Brazilian culture, that foreign is better. But it serves two purposes, one if it’s imported it’s better, but at the same time if something goes wrong you have somebody to blame and it’s very helpful.” (511b) What goes unsaid is that the myth she refers to is in essence a way that Brazilians support dependency; because while it might be a myth that foreign is necessarily better, the actions and results that come from Brazilians making decisions based upon the myth are quite real.

Some thought it was only historically true, but most thought it still relevant in its premise of a world economic system structured of dependent relationships. Eu acho que isso tem haver com a divisão internacional do trabalho, formação dos países a diferença entre os países centrais e periféricos então, são países que tiveram uma industrialização. One professor, who has personally studied the theory extensively, said Brazil has suffered from its dependent relationships in the past, and continues to be limited by the nature of the global economy. “O Brasil teve período da historia do Brasil que tinha um desenvolvimento, mais a forma como o sistema capitalista se instalou e a estratégia de dominação desses países eu acho que foi muito grande e são países centrais e a própria formação da divisão internacional de trabalho engenhe essa situação. Então, o nosso desenvolvimento sempre foi um desenvolvimento dependente.” (411b)

When asked to clarify their perspectives on the nature of dependencia, specifically as to whether it was a state of being or a process, virtually all referred to it as a process. “Eu acho que é um processo na minha opinião, não acho que é um

estado, eu acho que é alguma coisa que você vai ter uma base histórica todo um desenrolar de contradições extensões e decisões e causas, conseqüências que vão dar origem a uma posição de dependência, não acho que ela seja desencrustada de uma maneira tão fácil.” (211a) Another described it thus: “Eu acho que ela é um processo, eu acho que ela é um processo porque você consegue romper esse processo vide exemplo, eu sempre puxo o exemplo da, o exemplo koreano [*sim, você falou antes*] a gente consegue romper isso, varias estratégias.” (621a)

This is important in that even though professors believe Brazil exists in a dependent state, this state can be changed through the adoption of appropriate strategies. Another professor noted that even though he believes dependencia is quite real, it is not necessarily something negative. “Que a independência é uma forma de imperialismo mais que a dominação que vem de fora encontra aqui um correspondente e se uni isso é muito importante. Mais isso não quer dizer que esse imperialismo seja necessariamente uma coisa ruim para o desenvolvimento do país talvez esse seja o principal problema da teoria da independência. O Canadá é um país dependente mais é um país muito rico [*é verdade*] a India não tem dependência nenhuma e é um país muito pobre.” (122b)

A few professors mentioned that dependencia is real, but the nature of it is currently more interdependent. However, as was shown in the example of the Brazilian and British exchange program, there is definitely one actor that holds all the cards. “Interdependence implies nothing about the degree of equality among the actors: it merely denotes a situation where all the actors suffer costs from terminating their relationship.” (Milner, 1993, p. 163) There are few repercussions for developed countries if they disrupt a relationship with a developing country. Developed countries for the most part can survive without any single developing country, as there are many suppliers of raw materials, but developing countries are most often tied to single

consumer markets for their resources and products. “The origins of the center-periphery relation are strictly technological and determined by the international division of labor. In other words, the center produces manufactured goods for itself and the periphery, whereas the periphery produces commodities mainly for the center as well as maintaining a relatively large subsistence sector.” (Vernengo, 2006, p. 554) In addition, the developing countries are highly dependent on the developed for technology and R&D.

One individual drew parallels between various international development agencies and how they can further entrench the existence of dependency. “Esse jogo do poder é um jogo ancorado...e daí claro que ideologicamente imagine a fundação Ford incentiva vários pesquisadores e mandam para fora, como que é feita essa seleção e outras fundações a Rockefeller Center até hoje também faz isso. Os programas de cooperação internacional os grandes programas como por exemplo, o da Aliança para o progresso que houve aqui em paralelo com o plano Marshall também e serão carregados de ideologia.” (112b) Another related a personal account of how these international agencies directly interfered with her research and participation in development projects in Africa. “Tá, então, o que é que eu me dava por conta? Que eu não poderia trabalhar num local, enquanto eu trabalhava num local eu fazia todo um trabalho aqui os caras davam um...no FMI, no Banco Mundial e desmontava o meu trabalho. Então, o que eu tinha que começar a entender a Geopolítica Internacional, tinha que entender como se dá essa configuração, essa relação de força, também me incomodava muito ver na África o discurso de nós vamos resolver os problemas do mundo, via a cooperação internacional para o desenvolvimento, me incomodava muito; via o papel daquelas organizações, tanto que eu tenho um projeto de pesquisa hoje que é “O papel das organizações não-governamentais na governança do

desenvolvimento”. Para mim é a inserção dos países de economia periférica na lógica do regime de acumulação capitalista.” (411a)

In a similar vein, researchers in the academic world fall into the same pattern. There are many Brazilianist authors in management education in the United States, but how many “Americanist” authors are there in Brazilian management education? “Scholars in First World countries undertake studies of both their own countries as well as other countries, while scholars in the Third World tend to confine themselves to research on their own countries.” (Alatas, 2003, p. 607) In reality, virtually all Brazilian professors are in essence “Americanists” because they use an overwhelming amount of American literature in their teaching and in their research. “We must observe that the tradition of using foreign books, as well as the limited availability of high quality domestic materials for graduate programs, acts as a vector in favor of the continued status of administration as an “imported field.” (Wood & Paes de Paula, 2004, pp. 88-89) The theories are also imported and rarely even modified before being applied in research.

As was discussed in the introduction, there was an analysis performed of articles published in the top five refereed academic journals (Organization Studies, Academy of Management Journal, Academy of Management Review, Journal of Management Studies, and Administrative Science Quarterly) between 1995 and 2003. What was discovered was that not a single researcher from an Argentine university was published in these journals during this time period. What is striking is that this was during the heart of the Argentine financial crisis, when the market was being scrutinized on a regular basis by numerous academics, and many papers were being written to explain why it occurred and what effects it was having. The author of this dissertation remembers reading articles during this time period specifically describing how extensive barter

markets had replaced the use of hard currency in Argentina. Apparently, even though the topic was of interest, it was only of interest if authored by a non-Argentinian.

What is notable is that Argentinian researchers were published in other areas, even in ones related to management, such as economics. “In the year 2003, Argentine authors affiliated with local universities published two articles in the *American Economic Review*, perhaps the most prestigious scholarly journal in the discipline. This suggests that some of the factors identified by Baruch (2001) as impeding the participation of non-American authors in American management academic journals (e.g., language, lack of effective networking, differences in theoretical interests and approaches) are not problems that affect all disciplines equally. So perhaps management knowledge is unusually highly concentrated in the core?” (Gantman & Parker, 2006, p. 28) The reality is that the barriers cited in this quote were almost identical to the ones cited by Brazilian management professors interviewed for this dissertation.

The language barrier is the most prominent, and the most cited by Brazilian authors. Editors at academic journals are supposed to practice a “blind review” during the submission process to prevent bias, however, even if the editor doesn’t know who wrote the paper, they can still tell if it was written by a native English speaker. “The first cut is the editor and the editor knows where the paper comes from.” (812a) These editors act as the first regulatory agent that supposedly maintains authors from developing countries in a dependent position. “Esta descontextualização resulta em uma renovada importância do papel de novos atores, como sejam o tradutor, o editor ou o prefaciador. A sua condição de “gatekeepers” confere-lhes destaque desde logo no que respeita às condições de recepção dos textos traduzidos.” (Fortuna, 2007, p. 9) The research quoted, that of Fortuna, discovered that the language barrier, specifically

the inability to write in a native English style, was the most important factor preventing non-English speaking researchers from being published in international journals.

Professor 411b in particular, had quite a bit to say about Brazil's intellectual dependence:

“Penso que a teoria da independência por exemplo, o Brasil tem uma tradição de pensamento social muito forte, muito importante, os pensadores dos anos '30, '40, que começaram a discutir e outros também mais antigos, mais vamos ficar aí a discutir e pensar muito sobre a realidade brasileira e colocar coisas muito importantes em discussão. Eles foram totalmente excluídos da discussão, então para mim a maior o maior prejuízo da ditadura militar afora as vidas humanas que se perderam nisso, que também é uma perda muito grande. O pensamento social brasileiro que ficou sufocado durante esse período e a possibilidade de reflexão então, a geração que emerge é uma geração que não conhece nossa tradição intelectual que é bastante rica e que é muito.

Eu estudo isso, eu junto com outros pesquisadores naturalmente tem assim meio como uma missão resgatar o pensamento social, tentar na medida do nosso trabalho assim ajudar a resgatar o pensamento social brasileiro porque o que mais me impressiona é como eles eram capazes de estudar a realidade e as coisas no momento em que estava acontecendo. Então, eles são absolutamente contemporâneos com aquilo que estava acontecendo e ao mesmo tempo com uma capacidade teórica que cativa tão grande que até hoje você pega aquilo e você lê e você diz, poxa o cara parece que estava falando de hoje (eu acredito) só que isso está rompido na formação.

Então, eu faço com os meus alunos no segundo semestre da graduação primeiro que eu procuro trabalhar com autorização dos brasileiros na medida do possível, independentemente disso eu faço seminários com eles de autores brasileiros. Guerreiro Ramos, Tractenberg, [*Fernando C.*] Prestes Motta, Celso Furtado, Milton Santos, mesmo o que não são da área de administração, mostrar que a gente tem uma

tradição de pensamento que nos ajuda compreender a realidade nacional, que não está desvinculado com a realidade internacional. Não sou xenófoba nem nada, e nem quero exorcizar mais, é entendendo bem o nosso país que a gente consegue se relacionar com os outros, se não a gente não se relaciona a gente se submete sempre.” (411b)

Furthermore, the results of this study show that an overwhelming amount of foreign material is used in the graduate management programs in Brazilian public universities. It is only partially true, and only for some areas, that there are no alternatives of Brazilian origin. Some professors, like 411b above, and 211a at UFMG, specifically pointed out that they go out of their way to use primarily Brazilian authors in their classes. It is true that the great majority of what is published in management journals, as well as the classic theoretical texts, come from the United States. But the Brazilian professors make the choice to use the material that is published there; that is disseminated from the core countries. They choose not to use material from peripheral countries, which, even if not published, might be valid.

This brings up another main aspect of intellectual dependency: distribution and dissemination of knowledge. Most of the academic journals, especially in management, come from the core countries. It has been demonstrated that for whatever reason, such as the language barrier, foreigners have trouble publishing in these journals. Therefore, the dissemination of knowledge is a one-way avenue, from core countries to peripheral countries. This leads to a sincere and severe trade-deficit in academic knowledge. The effect, whether positive or negative, is debatable, but it is a reality.

Another reality is the nature of research in the peripheral countries, in this case, Brazil, is different than that of the core countries. Most of it is focused on imitating research disseminated from the core countries, often without reflection or contextualization. Professor 122b from UFBA dealt with this during his interview. “Que



os conceitos e as teorias pelo menos nessa área de ciências sociais não são transpostas para um outro contexto tem que haver uma adaptação. Não pode ser moda crítica, tudo bem ele falou isso a tempos e tempos atrás mais isso hoje em dia ninguém quer saber, ninguém presta a atenção e tratamos de imitar o que se faz principalmente nos Estados Unidos.” His explanation as to why this has happened concerns the system of incentives for professors to publish. “Primeiro eu falo do sistema de incentivos...A política científica quem faz a CAPES e o Ministério da Ciência e Tecnologia, mas a minha tese ou a minha hipótese melhor dizendo é que a política científica ela foi capturada pela comunidade científica dominada pelos pesquisadores da barra do *aliens*. Essa é minha hipótese, eu tenho escrito sobre isto...A razão que a nossa formação é, cada vez mais americana e isso acontece também na economia, alias está acontecendo na economia de uma forma violenta, mais rápida e mais violenta ainda.” (122b)

By not generating its own theory, and by not contextualizing or adapting what is adopted from the core countries, Brazilian management research remains in a dependent position. What became evident during this research is that this is being promoted by CAPES policies, which focus on quantity of publication and on publishing in foreign journals, which give more points to research ratings. The quantity of publication is a factor because professors desire to churn out numerous articles, which favors “borrowing” an established framework from an existing published study, replacing the foreign subjects with Brazilian ones, and writing a new paper. This is simply the most expedient way to produce numerous articles, but ends up relegating Brazilian research to the role of a talking parrot from the Amazon.

On the other hand, by placing the incentive on publishing in foreign journals, Brazilian researchers find themselves limited in what they can research, and how. While it is debatable whether or not research topics are limited by foreign journals, it

seems to be a reality that the methodology and research design are. This is because the foreign journals, because they are located in core countries, also have a primary audience of core country academics. What interests them is what is directly relevant to their reality. This conflicts with what is relevant to Brazilian reality in many cases. In order to get published, Brazilian researchers must make it of interest to the foreign readers, usually by choosing to undertake a comparative study.

In addition, as was uncovered during this study, and supported by the opinions of most of the interviewees, Brazilian researchers must partner with foreign researchers to gain access to these journals. This can be because foreign academics have more established networks and influence, such as the example of Hofstede given by 511b, or they help with the English composition. However, by relying on having a partnership, in which the Brazilian is generally the dependant partner, the Brazilian must sacrifice their autonomy in research decisions. Some might be better at negotiating their research relationships, but any relinquishing of autonomy is similar to a country giving up its sovereignty. The final effect is that any country where researchers must give up their autonomy, such as Brazil, automatically is placed in a less independent, and therefore automatically more dependent, position. The difference is that researchers from core countries, such as Brazilianists in the USA, have the option of developing research with partners, and are not forced to, so they remain in an independent position.

## 5.2. CONCLUSIONS

The opinion of the author of this research is that Brazilian management education does exist in a state of intellectual dependence, but it is an evolving process, not a permanent state of being. One thing that must be pointed out is that the current and historical context of Brazilian management education has a direct influence on the nature of dependency. The demand for management education initially came about in

Brazil due to a demand for trained managers to work for companies that were investing in factories, mostly in São Paulo. The fact that most of the companies were American definitely had an effect on the theories and techniques that were instilled in the pedagogy.

Management education in Brazil is also relatively young. The first undergraduate programs in the country were founded in the 1960's with help from American universities. The oldest graduate programs, specifically the PhD programs, are less than two decades old, with most less than a decade. Business programs have not had enough time to develop a critical mass of professors who hold PhD's, and only in the last decade has there been a significant impetus for academic research. These contextual elements strengthen the argument that dependence in this case is a process, one which will likely diminish over time.

The idea that Brazilian management education is dependent is substantiated primarily because of the dominance of foreign literature, primarily American, which is used in Brazilian management programs. The literature and theories used are not exclusively American, especially in programs that included Public Management. These programs borrow heavily from France and England, in particular. In business management as well, strategy as practice is widespread here in Brazilian graduate programs, but uncommon in the USA. In addition, even though most literature is usually translated into Portuguese at the undergraduate level, it is almost invariably delivered to graduate students in English. The nature of this dependent relationship is dynamic and complex, and varies between universities.

For example, the author believes that, from the research results, the more internationalized a program becomes, the less dependent it is. This is a paradox that is based upon the nature of dependency. As long as the management programs are merely recipients of foreign management literature, theory and practices, the knowledge

trade balance is 100% negative. However, the more the program internationalizes, the more the knowledge deficit can be reduced, because the connection becomes more two-way than one-way.

The conduit for this foreign influence, and the dependent relationship, is definitely the professors as individuals. This is not only true for foreign educated professors, but also includes Brazilian educated professors. This is because the professors are obviously responsible for teaching the students, so their influence is direct. In addition, the professors choose what didactic material they will use, and by choosing foreign literature over domestic, they enhance the dependent nature of their teaching style. As individual agents, professors are also responsible for establishing and maintaining international exchange programs. Institutions, such as the management program, do not have relationships with other institutions; these relationships are between agents, not structure.

Professors with foreign PhD's and those with Brazilian PhD's are accountable for maintaining and furthering intellectual dependence in different ways. For example, as professors act in an advisory capacity, they have great influence over where their charges decide to pursue a PhD. Foreign educated professors are more likely, as shown in this research and also via the analysis of endogamy levels, to push their students to study abroad, although not necessarily for complete PhDs. In a way this extends the dependence, because the students obtain an education that is removed from Brazilian reality, but at the same time they are made more capable of disseminating their own research. This enables them to reduce the overall trade deficit in knowledge after they graduate, return to Brazil, and begin to publish in international journals. They are also more likely to have extensive foreign research networks, which helps disseminate knowledge and also opens up doors for the students they advise.

On the other hand, professors with a domestic PhD don't have the same networks, so their students cannot benefit from them in this way. They also are limited in their ability to understand foreign material in its native languages, because they normally have less fluency than their foreign educated counterparts. This results in their using materials that they themselves might not fully understand, in terms of nuances and origins. Furthermore, due to this level of fluency, they are not able to discern whether or not their students fully understand the assigned literature; at least not to the same level a foreign PhD might.

Therefore, it is a conclusion of this research that foreign educated professors reduce the levels of dependence in several ways. First, they are more capable of recognizing and questioning foreign influence in Brazilian management education. They also increase the foreign networks their universities and students can take advantage of, which reduce the one-way nature of the dependency. Furthermore, they are better able to publish in international journals, which directly reduces the trade deficit in knowledge. Eventually, given enough time and attention, the dependence should evolve into a more equitable interdependence.

Behind the scenes, but just as important, are CAPES and CNPQ policies. The policies that promote publishing in foreign journals might seem to reduce the intellectual trade deficit and dependence in the short term, but in effect it is limited in nature. That is because the research that does finally get published in foreign journals is forced to fit within the designated patterns and styles. This is true for language, topic, and research design. Therefore, whatever knowledge is produced in Brazil must pass through this filter before arriving in the hands of the readers, and automatically the nature of the research is altered.

In the long run, this might have a detrimental effect on Brazilian management education. This is because in the long run, Brazilian management journals will probably

be further marginalized and become even less relevant both domestically and internationally. Thus, the journals where unadulterated Brazilian research might be published will be irrelevant. In turn, Brazilian management science will have no alternatives in the future, other than eminent foreign journals.

This is by nature a path dependency of its own. If in the future, CNPQ and CAPES wish to change and focus on Brazilian management journals, they will need to return to them, revitalize them, and re-establish them as viable and scholarly. All of the time between now and then will be essentially lost, and the journals will more than likely go into decline during this period. It is the suggestion, that instead of focusing on publishing in foreign journals because they are of a higher quality at the moment, CAPES and CNPQ should focus instead on bringing Brazilian articles up to international standards.

The journals should also be made available in English and possibly other languages, such as Spanish and Chinese, in order to reach the widest audience possible and disseminate Brazilian generated knowledge to its furthest extent. The English language should not be necessarily viewed as an aspect of neo-colonialism, but rather as a tool, such as a computer programming language. Computer programming languages also originate in the core countries, but are used by programmers worldwide, including those in developing countries, to produce original, useful and innovative software. The English language can likewise be used as a tool to reduce Brazil's intellectual trade imbalance.

### 5.3. SUMMARY

This research sought to discover the nature of foreign influence in graduate management programs at Brazilian public universities. It used constant comparative theory and ethnomethodology to undertake and analyze a series of interviews

performed with both foreign educated and Brazilian educated professors. The results of the study determined that, in general, management education in Brazil exists in a dependent relationship with management education from the core countries, the United States in particular. This dependence takes the form primarily in the use of foreign management literature, but also consists of research design, topic selection, publishing directives, program structure, curriculum, and language proficiency requirements. The dependency is not a permanent state of being, but an evolving process.

No new theories were generated from this dissertation. Existing theories were adequate for explaining the different aspects of the phenomenon. These included: Institutional Theory, Structuration Theory, Rational Choice Theory, Caste System in Academia, Path Dependency Theory, and Dependency Theory. However, this research served to broaden and extend the theoretical aspects of Dependency Theory in a significant way, especially in terms of intellectual and academic dependency, making a worthwhile theoretical contribution to the pool of knowledge. In addition, this work generated a deeper understanding of the sociology of management education in Brazil.

Specific questions that were researched and answered were:

1. What is the extent of foreign influence at individual universities in terms of percentage of professors holding foreign degrees?

University	Faculty Size	# Analyzed	% PhDs Represented	# Foreign PhDs	# Foreign PhDs Analyzed	% Foreign PhDs Represented
UFBA	31	5	19.35%	12	4	33.33%
UFMG	24	5	20.83%	8	3	37.50%
UFPE	40	6	12.5%	7	3	42.86%

UFPR	19	2	11.11%	2	1	50.00%
UFRGS	45	5	22.22%	20	7	35.00%
UFRJ	28	4	14.29%	12	1	8.33%
UNB	23	5	21.74%	8	2	25.00%
USP	79	5	6.33%	6	1	16.67%

Table 2: Representativeness of research sample. (reintroduced)

University	Endogamy MS to PhD	Convenient Choice for PhD	Endogamy BS to MS	Convenient Choice for MS	Endogamy Corpo Docente
UFBA	43.75%	43.75%	50.00%	58.33%	32%
UFMG	62.50%	62.50%	45.45%	77.27%	33%
UFPE	29.17%	33.33%	41.67%	47.22%	33%
UFPR	16.67%	33.33%	16.67%	38.89%	0%
UFRGS	52.00%	56.00%	50.00%	85.71%	27%
UFRJ	68.75%	93.75%	50.00%	86.36%	50%
UNB	53.85%	69.23%	28.57%	71.43%	22%
USP	80.82%	93.15%	70.83%	97.22%	87%

Table 4: Levels of endogamy at graduate management programs. (reintroduced)

2. Which countries were chosen as locations for post-graduate study and why: was it proactive, reactive or opportunistic?

- Other than UFRGS, which has an established and entrenched relationship with French universities, and UFMG, which showed a preference for British universities, Brazilian universities did not have significant differences in professors' foreign PhD locations. Most professors chose the location of their PhD based upon opportunities, usually through personal and professional connections, such as having advisors who had studied abroad and had academic networks. In addition, established exchange programs, such as those at UFRGS, were key to students being able to go abroad. The nature of the decisions made was directly relevant to personal propensity for risk aversion, which ties directly in to a concept of xenophilic entrepreneurship.



3. What effect, if any, does obtaining a foreign degree have on professors' perspectives, opinions, and pedagogy?
  - The overall results showed that there were few, and quite minor, differences in opinions and perspectives between foreign and domestic educated professors. This was evident in the fact that there was little variation in response to questions about such various topics as Dependency Theory, personal objectives, management department strategy, leadership, quotas, legitimacy, gay marriage, and racism. What is different is the level of fluency in the English language, and how this affects their ability to implement appropriate and controlled usage of English language literature in class.
4. What is the relationship between program endogamy and foreign influence?
  - In many ways there is no connection between program endogamy and foreign influence. All programs, regardless of the level of endogamy, were primarily affected by foreign influence through literature used in the classroom. Another aspect that was evident was that while exogamy itself does not necessarily increase the likelihood a student will choose a foreign program for their PhD, endogamy definitely limits the likelihood.
5. Does Brazilian management education have an intellectual dependency on the United States and Europe?
  - The crux of this dissertation's results is that Brazilian management education is definitely dependent upon management education in the United States and Europe. In addition, Brazil is apparently one of the most isolated educational systems in the world, and most contact that does exist is incoming, not outgoing. It exists primarily in the usage of foreign literature in management education, whether translated for undergraduate classes, or presented in English for graduate classes. If translated, there are numerous errors in

translation. If delivered in English, even the graduate students do not fully understand the material due to the language barrier. Furthermore, much of the literature does not fit or apply to the Brazilian context and reality. In many cases it must be modified, especially when using foreign case studies. Other ways Brazilian management education is dependent upon foreign management education is found in research design, topic selection, publishing directives, program structure, and program curriculum.

#### 5.4. SUGGESTIONS FOR FURTHER RESEARCH

The scope of this research was quite broad, due to its nature as an emerging study. However, it produced some interesting results that can help guide future research. Some of the topics that might be of interest for future studies are:

- Are professors holding foreign degrees more productive researchers than those with domestic degrees?
- Do foreign journals truly treat authors from developing countries differently than those from developed countries?
  - If this is only a perception, and not a reality, then how does it affect Brazilian professors' research objectives and production?
- Are Brazilian academic journals, especially in management education, becoming less relevant on a global stage?
- How can Brazilian journals be improved to compete on par with international journals?
- What is the effect of CAPES and CNPQ publication requirements?
- What is the nature and extent of the connection between entrepreneurial orientation and choosing to study abroad?
- What is the nature of Brazilian academic genealogy?

- What qualitative and quantitative differences are there between endogamous and exogamous management programs?
- Is there any justification for a caste system or hierarchy between management programs?
- Are Brazilian management programs controlled and guarded by cronyism and pseudo-nepotism?

## EPILOGUE

“Finally, the struggle will be an intellectual one, in the reconceptualization of our scientific canons, in the search for more holistic and sophisticated methodologies, in the attempt to rid ourselves of the pious and fallacious cant about the value-neutrality of scientific thought. Rationality is itself a value-judgment if it is anything, and nothing is or can be rational except in the widest, most inclusive context of human social organization.” (Wallerstein, 2000, pp. 433-434)

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## 6. APPENDICES

### 6.1. INDIAN STUDENTS

There are virtually no indigenous Brazilians participating in management education at Brazilian public universities, especially at the graduate level. One question from the interview asked: “Have you ever had an Indian student before?” The answers were sometimes surprising. The only school to report having native students was UNB, and only at the undergraduate level. The other schools said they had never taught an Indian, and some had never even seen one. Even the professors from UNB remarked that these students had much more difficulty than the other students, due to poor quality basic education, such as in mathematics. In addition, the Indian students probably won't be attending UNB much anymore, as new campuses open up in the far north of Brazil, the Indian students will be funneled to these, as they are closer in proximity to most of them.

Another aspect is the quota system being used for Indian students. According to UFPR's own admission statistics, only 2 vacancies out of 42,144 total vacancies were set aside for native students. Even though this topic is not directly relevant to the discussion of foreign influence, it is important in its own light. One professor mentioned that he had taught blacks and “blind” students. Another said she has taught Indians from India. Another mentioned that he had Indians from Peru, but not Brazil. Some of the professors' comments are included here in the appendixes.

- “Não...basta todo mundo achar é todo mundo pacifico tinham milhões de índios aqui a gente matou 90% quase não tem mais índio aqui morreram todos. (112b)
- “Eu acho que eu nunca tive um índio na minha vida. No Brasil, né?...Quer dizer, claro que existem índios que estudaram, mas lá em Brasília, na UNB, né, porque está mais perto. O índio no Brasil é outro problema sério. No Brasil o índio não é nem cidadão, o índio é uma coisa exótica nas cidades brasileiras, a antropologia deve ter

um espaço enorme de discussão aí. Mas para mim me surpreende porque eu convivi na Espanha com vários índios peruanos, vários índios colombianos, índios mexicanos e para mim era um horror que os nossos índios a gente veja como algo que é, sabe? (*Algo selvagem ainda?*) Selvagem, quer dizer, pra mim é uma loucura isso. Agora, também é muito difícil que você... Isso é uma consequência do próprio processo de colonização, óbvio, né? Vocês também mataram índio que tinham direito e não tinham direito, né? A conquista do Oeste, do Leste, ou seja, foi um desastre. Eu acho que o modelo conhecido por mim, eu não conheço muito, mas o que eu convivi na Espanha sobre essa discussão de convivência com povos indígenas, talvez a sociedade que tenha mais avançado nisso é o Canadá, né? Porque os índios canadenses eles são inseridos, tem participação em royalties na exploração da sua terra e eles são politizados, eles buscam ajudar as outras comunidades indígenas na América Latina, então eu tive assim acesso, ajuda no sentido não só da politização, mas ajuda no sentido material mesmo, porque eles têm recursos, então isso me impressionou muito. Que eu acho que nem na Austrália tem essa relação. Nem na Austrália. Então, é uma relação muito difícil, eu acho que a gente conseguiu com o negro... É uma outra relação, o negro foi extraído da África e jogado aqui dentro, mas com o índio nós fomos mais perversos ainda, o índio nós dominamos o seu território, tiramos o seu habitat, entendeu? Os colocamos para a periferia, ou para, né, e não reconhecemos isso, isso é uma coisa que nós não pensamos nisso, não pensamos. (112a)

- “Não, embora também é difícil falar do índio no Brasil porque todos nós somos um pouco índio, mas o índio propriamente, né, que nasceu e viveu na tribo, etc., que depois veio...Mas isso é impossível no Brasil. Esse índio no Brasil ele só é índio propriamente dito quando ele teve sua infância numa tribo e depois foi fazer uma escolarização posterior em alguma escola numa cidade, alguma coisa assim, porque existem alguns fenótipos de brasileiros entre nós que são, praticamente, quase 100%

indígenas, mas ele não se auto-define como indígena, nem ninguém ou...É, mas essas cidades do Brasil, essas fronteiras elas estão mais claras e definidas, Paraná, Goiás, e tal, aí a população indígena. Aqui essa coisa está mais diluída, no Nordeste isso está mais diluído, a população indígena foi praticamente incorporada à população normal, por isso que as pessoas têm um pouco esse fenótipo meio indígena e tal, já foi um pouco misturado. Embora haja, sim, tribos que tem feito muito barulho nos últimos anos, especialmente aqui na Bahia tem algumas tribos que estão lutando por questões de demarcação de terra, tem feito... Mas o próprio fenótipo do Nordestino, tão parecido, então fica meio difícil de você traçar essa fronteira. (122a)

- Nunca tive um aluno índio. (211b)
- Não, nunca tive aluno índio, não....Nenhum... Engraçado, interessante, uma boa... Interessante, uma boa lembrança. (221b)
- “Índio não, nunca tive, que eu me lembre nunca tive. Tive negros, cegos mas não índio.” (222b)
- “Mixed people like myself, yes lots. Like a native no, not that I recall.” (321a)
- “Não, eu não me lembro de ter... eu não posso dizer que não, eu posso dizer que não tenho a certeza de que era índio. A fisionomia, mais as vezes a segunda geração e inclusive, há uma diferença muito assim, do tipo de índio, porque uma coisa é o índio de Pernambuco. Minha mulher, o avô dela, a avó paterna dela era índia, a mãe do pai dela era índia e o pai dela tem muito sangue de índio e ela também deve ter. Ela tem sangue, negro, índio e branco...Aquele que tem dificuldade da língua...Eu morei um ano em Belém no interior do Para convivi com muitos índios, vi escolas, eu dava cursos do segundo grau e ensinei a índios lá nas margens do rio Tocantins, mais aqui na universidade não me lembro.” (322b)
- Não, assim não, que eu me lembro não. E mesmo em administração você tem muito poucos negros, muito poucos. Tem mulatos, mais aqui em Recife dificilmente



“você encontra um negro puro, como encontra no sul. No sul você as vezes tem um negro puro, aqui é mais misturado...Alias eu tive um aluno que se formou o ano passado, um moreno, atlético que se chamava Jefe Jeferson.” (322c)

- “Nativos tu queres dizer os índios? (Os índios). Olha, a gente tem pouco contato com eles, mas me parece que um grupo de índios lá do Norte e tal, estão sendo muito mal tratados por que estão com áreas enormes de território e outros brasileiros que estavam cultivando arroz lá, foram todos mandados embora, né, por causa da área e tal. Então, eu acho que os índios... E é um problema muito controverso, no momento em que eles entram em contato com os brancos, tem que alterar, altera a cultura, altera... E aí? (*Inevitável*). A pressa o deixam eles... Não pode ser museu. Eles não podem ser objetos de museu. Eu não sei bem qual é a resposta a dar sobre o assunto, mas acho que tem que deixar eles evoluírem naturalmente, mas também não tratar de isolá-los muito nem serem excessivamente condescendentes, eles tem que... (*Deixá-los para escolher mesmo*). Eles têm que escolher, mas eles também não... Olha, eles estão fazendo coisas, assim, violentas, estão querendo dinheiro, eles fica como crianças: eu quero! Eu quero! Eu quero! Né?.” (412a)

- “When the French come here they come by curiosity....to see the Indians...Bad, unfortunately. The problem is that the natives are persuaded by the Sem Terra and become affiliated. They are used for political purposes.” (422c)

- “Tu sabes que eu fui candidato a Reitor, né? (Não sabia). Eu fui candidato a Reitor em 2002. E esse assunto das cotas foi uma questão debate muito grande, importante, e eu não tenho... É uma posição difícil e várias vezes nos debates me perguntaram tanto os alunos quanto os professores e os profissionais me perguntaram isso, eu respondia com a minha história. Eu entrei para a universidade em 1976, eu tive muito poucos alunos negros na minha universidade, essa aqui é uma universidade de elite, é a mais importante, é aqui é escola de elite; eu fui diretor da Faculdade de

Ciências Econômicas dessa universidade que é a maior unidade em termos de alunos e professores, era, agora a Administração saiu, ficou fora. E eu tive muito poucos alunos negros, eu tive como professores um professor negro somente, um professor negro, um, e como colega um negro, aqui não tem ninguém. O mais moreno que tu vais ter aqui é o Pedroso. Não tem negro aqui. Então, por que não tem? Por que os negros sempre ficaram depois da abolição da escravatura em 1988, eles ficaram sempre colocados em segunda classe, empurrados para lá e tal, não tinha mecanismos de ascensão social nem coisa nenhuma, então para mim eu acho que era uma coisa importante. A segunda, eu estou há 33 anos, já naquele tempo estava menos quando eu fui candidato a Reitor, agora 33 anos que eu sou professor aqui, eu nunca tive um aluno índio. Nenhum Guarani, nenhum (...), nenhum índio, nenhum índio, nunca! 33 anos dando aula aqui dentro nunca tive um índio. Então, eu acho que a cota, as cotas são importantes desde que elas tenham um tempo determinado. Eu sou favorável, é difícil pensar isso, quer dizer, o caminho meu é dar um tempo, tipo 10, 15 anos ou 20 anos se for o caso, ou 10 renovar por mais 10 anos, que tenha tempo determinado, renovado, avaliação se houve efetivamente modificação, transformação e aí pronto, utilizar a cota.” (422f)

- “Eu nunca tive. E negro muito poucos, muito poucos. E colega negro só um.” (422f)
- “Are there any natives? Have you seen any? [*I know some, yes*] You know some? What do they look like?” (512a)
- “No never. Not to my knowledge, maybe before my time...Of course lots of people have Indian blood...I don't know anybody who's an Indian, I've never met anybody. I've never met a native Indian, never. This is different, most of us have, where would I meet except maybe on a street in Manaus like 30 years ago I might have met without really.” (511a)

- “An Indian? What’s an Indian student? [*Indigeno*] From Amazonas? [*From qualquer lugar no Brasil.*] Not from India? That’s what I mean.” (511b)
- “Não. Índio não, mais já negro. A definição assim... do que é branco, índio, negro no Brasil é muito diferente do que nos Estados Unidos. Nos Estados Unidos você pode ser o loiro de olho azul, mais se o seu avô for negro, você é negro. Se fosse pelo padrão norte americano de etnia, sim eu já orientei negro. Pelo padrão brasileiro, moreninho.” (521b)
- “Now we have around a 18 or 20 in our undergraduate program here.” (612a)
- “Here there being phased out because there are schools that offer administration closer to the reservations new. Yeah but we have a number, we have a lot of foreign students in our undergraduate programs too because of the diplomatic. UNB is kind of a pioneer in the use of a racial quotas and things like that and also for example we have a special program for our students that are indigenous students. Because they have a lot of trouble with mathematic as for example and they have a lot of trouble maybe with the Portuguese language is as well. So there are programs for tutoring them and in these areas so that they are able to kind of pass, otherwise the lot of them would never make it through our system. [*There are few in business, are they not encouraged or are they not?*] I can't really speak of this, but maybe it just isn't interesting to them. I really have not an answer to that. I'd have to find out spot, I'll look into this because it is curious.” (612a)
- “Aqui na UNB...em administração...em pós-graduação eu nunca tive a oportunidade.” (621a)
- “Eu acho que é algo importante porque a gente acaba tendo uma realidade no Brasil em que muitos alunos que não tem na formação boa no ensino médio que não consegue entrar na universidade pública então, de repente ter cotas pode ser uma maneira de estar inserindo esse alunos só que só o sistema de cotas não é o

suficiente, tem que ter uma preocupação em melhorar o ensino básico e essa questão das cotas deveria ser por tempo limitado até que o ensino médio permitam que esses alunos acendam um restart publica e esse alunos muitas vezes deveriam ter um acompanhamento para que eles pudessem enfrentar as dificuldades que por ventura acabem acontecendo. Estando na coordenação a gente acaba vendo que a gente tem varias situações de alunos que as vezes não são nem alunos que entraram por sistema de cotas, mais a gente tem por exemplo, alunos indígenas que tem dificuldades enormes em matemática em tudo que é da área de exatas, eles não tiveram no ensino básico fundamental eles não tiveram nada, acho que acaba não fazendo muito parte da lógica deles essa parte toda de quantitativa. Tem muitos alunos que acabam desistindo no meio do caminho e uma situação também que acontece, é que muitos alunos estrangeiros acabam tendo muitas dificuldades. Na questão das cotas, eu não tenho nenhum dado assim, eu até sei que o DEG tem feito alguns estudos mas que também cheguei ter situações de alunos que acabam tendo problemas para estar acompanhando.” (611a)

- “Não, nunca tive.” (621b)
- “Índio, aqui sempre tem um mistura de índio, agora índio inteiro...Não nunca tive.” (711a)
- “Eu acho que não tem índio no Brasil quase. Porque na verdade. Se for pegar em São Paulo, por exemplo, a minha mãe, eu falei que o pai da minha mãe era italiano e a mãe da minha mãe era brasileira, tem mistura de índio. Se você for dizer, eu tenho índio na família. Voltando aquela coisa que eu falei, brasileiro você vem para cá e se mistura rapidamente, mesmo que você vá em um bairro japonês no Brasil. Eu dava aula lá no bairro japonês, tem de tudo, não é só japonês e quase ninguém fala japonês todo mundo fala português, então, existe a verdadeira miscigenação. O que é negro aqui? Sabe. (mais ainda tem índio mesmo) lógico...tem, tem, tem aquela por exemplo,

você vai para Itaiaem, aqui perto de casa tem, perto aqui da onde tem uma casa lá tem uns índios, mais assim, o que eu estou dizendo é que tem muita mistura também como não tenha duvida a grande maioria da faculdade dos estudantes são brancos, branquinhos assim como eu, mais que no Brasil é uma grande mistura de morenos, e você não sabe o que é e o que não é. *[se alguém pergunta para professor, eu estava aqui perguntando para os professores até agora, se já tinha tido um índio, mais nenhum professor falou eu ensino um índio, mais se você pergunta de alguém que você ensinou uma japonesa uma judeu, todo mundo fala sim, sim]* isso é verdade *[o porcentagem da população]* mais é que os índios foram dizimados quase, não tem quase índio, porque eles foram dizimados.” (711b)

- “Aqui? Nunca. Eu já tive negros, vários de convenio e estrangeiros, mais índio eu não me lembro de nenhum, se tive não percebi, mais eu quero crer que nós nunca tivemos.” (721b)
- “They are not treated.” (821a)

## 6.2. OBJECTIVES OF MANAGEMENT COLLEGES

This section is important to include, even though the results don't show any difference between the Brazilian educated professors and those with foreign PhD's. What is important is that only 2-3 of the universities seemed to have any formalized departmental objectives. Even at those which did there were individual professors who were not aware of what the objectives were, signifying that the objectives and strategy were not being relayed or dissiminated to the faculty in an effective manner. Indeed, even when professors responded that objectives existed, their descriptions of these objectives were often quite vague and generic. This section will be divided into statements about each respective university, for ease of comprehension.

### 6.2.1. UFBA objectives

One interesting anecdote about Bahia is that several professors referred to the objectives being written and posted in the management department, somewhere, but no one could tell me exactly where!

- “Não são formalizados. Eu acho que claro há os formais como melhorar a gestão o complexo de gestão da cidade dos processos, mais eu acho que esses são os objetivos explícitos, eu acredito mais nos objetivos implícitos.” (112b)
- “Ser uma boa escola de administração. Não tem ai em baixo, tem a visão é aquilo ali. Eu sendo reconhecido como excelência na área...eu acredito eu acho que esse são os objetivos.” (122b)
- “Quer dizer, pra mim é uma pergunta não tão difícil porque eu estou muito perto da diretoria...Então, eu acho que o objetivo da escola hoje é discutir, colocar o campo da administração como um campo científico, como um campo que tenha uma dimensão ideológica e crítica porque até hoje...Administração ela padece de um problema muito sério que é particularmente administração de empresa, que é uma administração muito focada para o mercado, muito focada para o instrumento e para a ferramenta, para o ferramental, né?...E nessa escola em particular, que é a articulação entre ensino, pesquisa e extensão.” (112a)
- “Tem, tem um plano estratégico que foi feito recentemente. Mas é difícil fixar objetivos específicos porque isso muda muito a partir do perfil dos diferentes professores que fazem parte dela, né, da escola de Administração. E aqui a gente tem um ambiente extremamente plural, aqui é uma escola que tem o seu lado business muito forte, sempre teve, só que ela tem várias outras facetas, várias outras caras importantes...É, tem um planejamento

estratégico que foi feito, eu acho que aí no corredor têm algumas...[*Mas ninguém lê?*]. <risos>” (122a)

### 6.2.2. UFMG objectives

When asked about the department objectives, the responses revealed that CEPEAD at UFMG is a big ole mess. Something notable did occur during one interview. When asked about college legitimacy, one individual answered with her opinions of what a university should be, which by proxy gives insight into what she also believes objectives should aim for. “A universidade pra mim é um lugar do pensar e do pesquisar e dar formação pra cidadania, eu não acho que a universidade seja um lugar pra se formar massa de trabalho, de trabalhadores, não acho que é isto, não vejo esta como uma função da universidade, eu acho que esta é a função do ensino técnico, essa é a função do ensino médio, agora a universidade é um lugar para se preservar pensamento, para se preservar a defesa, na minha opinião, da cidadania e da pesquisa básica aplicada, formar para o mercado de trabalho eu acho que é uma das possibilidades e não deveria ser um central da universidade e o sistema de cotas ele aponta justamente para isso, estabelecer a inclusão das classes mais baixas, das classes etnicamente mais desfavorecidas pela inclusão na universidade. (211a)

- “Hoje eu acho que essa agenda ela existe, eu acho que as pessoas têm claro a importância da qualidade do curso, eu acho que elas têm claro que esse programa precisa alcançar uma nota seis na CAPES; então tem uma série de ações que a gente precisa ter para isso acontecer. [*Essas coisas são escritas em algum lugar? São formalizados?*] Não, não estão formalizados, não estão.” 211a
- “Aqui na UFMG no meu departamento, eles não estão muito claros, não. [*Não são formalizados?*] Não são formalizados.” (221b)

- “Não tem.” (222a)
- “Departamento de administração do CEPEAD não tem projeto [Não tem objetivos, especialmente não foram usados?] Nós estamos passando uma fase péssima de gestão departamental, nosso departamento não tem uma proposta de trabalho consolidada, não tem objetivo claramente definido...Não existe projeto no departamento, existem projetos individuais de professores que querem a pontuação da casa, mas isto não é projeto da casa, você me fez a pergunta departamento, departamento não tem projeto. [Você acha que deve ter ou não?] Claro! Departamento sem administrativo de uma Business School ou um projeto são uma falha grave, uma falha clamorosa do departamento...Aqui nós não temos. Não temos. Lamento. O que nós temos aqui é o departamento sendo utilizado muitas vezes para projetos pessoais, porque o departamento sendo administrativos ele é muito procurado, e essa procura externa muitas vezes, então ele é usado dessa forma.” 222c
- “Os objetivos do departamento tem algo formal, mas no geral em síntese é tentar prover o ensino que possa servir para a formação do profissional em um sentido mais amplo da palavra, esse profissional é um profissional que detêm certas habilidades mas detêm certos valores, idéias, concepções. [O departamento tem qualquer coisa em escrito, formalizado com objetivos?] Tem. Mais em síntese é por aí, eu não to lembrando muito, mas a idéia é formar bons meninos e meninas bons profissionais que tem condições de concorrer em um mercado lógico eles precisam trabalhar, mas no entanto não basta isto. Não adianta você formatar profissionais, você tem que formatar gente, você é humano.” (222b)

### 6.2.3. UFPE objectives



- “Tinha um planejamento mais já venceu faz um bom tempo e hoje em dia está mais apagando fogo, mais estão fazendo. O objetivo principal mesmo assim informal que ainda fale o que foi escrito a um tempo atrás é sempre incrementar a graduação. A graduação para graduação baixo nível e o mestrado para que o mestrado e o doutorado chegue a seis na avaliação CAPES.” (321c)
- “The formal objectives are like the standard ones, to please and make amendments worth the people and the CAPES, which is the institution which does everything they want and it's fine. [*Is that disseminated to the professors for a while, does the administration, the coordination say do this to meet the CAPES?*] Oh yes. Oh yes.” (321a)
- “Os objetivos do programa, eu acho que são os objetivos do programa se consolidar enquanto programa, chegar ao nível cinco, que é uma excelente qualificação dentro...Tem que ser sete, mas é chegamos a cinco e isso é uma coisa muito importante, quer dizer, porque dentro da própria região eu acho que nós temos também objetivo aí...[*Formalized?*] Não, isso realmente eu não tenho, assim, escrito, não sei se eu que não conheci, mas realmente não há um planejamento...É, eu acho que efetivamente nós temos as intenções, mas em termos de planejamento no sentido de consolidarmos isso até num plano. [*Acha que ajuda para ter a coisa planejada, uma coisa formalizada ou não?*] Eu acho que sim, dentro de um processo de planejamento naquilo que planejamento é, né? Eu acho que sim. Agora, esse planejamento de curtíssimo prazo, eu acho que não, estou dizendo que eu acho extremamente importante a gente ter essa discussão de um planejamento, de estabelecer, né, no sentido de visão, aonde nós queremos

chegar, né? Nós temos que ter isso claro para todos nós como um conjunto de professores.” (311a)

- “Eu não estou mais credenciado para responder a isso, uma vez que eu me aposentei no final do ano passado. Agora, o que eu vi até o final do ano passado, o que me parece continua é que, esse objetivos são muito mais implícitos do que explicitados de forma conceitual [*não são formalizados?*] não são muito bem formalizados e o que é formalizado são metas mais do que objetivos. Metas, por exemplo, de atingir um nível superior na classificação da CAPES, nível cinco no programa de pós-graduação, então, isso é uma meta que o pessoal, mais é diferente de ter um objetivo que gere cultura, que gere uma cultura entre os pesquisadores.” (322b)
- “Nesse momento a gente está vivenciando uma espécie de crise, eu acho na minha opinião. Eu acho o seguinte, que nos últimos cinco anos as lideranças se aposentaram e a nova liderança ainda está se estabelecendo. Eu particularmente tenho feito um esforço inclusive uma comissão para gente tentar elaborar um planejamento estratégico que per salve a departamento, o departamento incluindo a graduação a pós-graduação o mestrado e doutorado para os próximos dez anos, porque eu tenho uma impressão que bateu em um teto de vidro e que a gente precisa de apoio internacional eu acho que tenho absoluta crença nisso, eu tenho conversado.” 322c

An interesting diatribe came from interview 321a. He was the only one who said there really were formalized objectives. Surprisingly, he also railed against how they were being decided upon and implemented. “This is one thing, probably because of my background, one of the fights that I've sometimes had in the colegiado, of the program is the people say look CAPES has said this, and how do we comply? I say gentlemen

why do you have to comply? You know? They're talking with peers! They have to say it least look we're proposing, not proposing, we're saying this because of this this this, it's a kind of respect. I have, I question. I say look our mentality here is like a sergeant. You know it's not like an official lieutenant or whenever. Lieutenants give orders. Lieutenants are able to think by themselves. Sergeants and corporals and privates they obey. That's the sergeant mentality, yes sir whatever you say. I think it's inappropriate from the university to do this. Completely inappropriate. It's not only to say like the Spanish say "Hay gobierno, soy contra!" You know? "no es eso", there's gov't I'm against. It is to say no convince me, this is a academy you know. You have to argue, you don't have to give orders [*there should be a discourse*] yes there should be a discourse, you should see the good points and everything." (321a)

#### 6.2.4. UFRGS objectives

Most of the faculty at UFRGS seemed convinced that there were formalized goals, which there might have been, but there didn't seem to be consensus just as to what they were! Some interviews pointed out that objectives were stronger in the past than the present; that there might be some current leadership and management problems.

- “Eu acho que oferecer formação de qualidade eu nunca vi assim formalmente [*então não tem declarado formalmente*]. Deve ter mais eu é que nunca vi isso.” (411b)
- “Da Escola de Administração é a excelência no processo de formação de profissionais e de pesquisadores, com atuação na área de docência, pesquisa e extensão. E eu entendo que essa posição que eu referi a pouco está alinhada com essa proposta da universidade...O objetivo da instituição é primar pela excelência no ensino, na pesquisa e na extensão, e eu me alinho

com isso...Não, são formais e reforçados de maneira informal. Ou seja, eles fazem parte da cultura, né? Como eu estou aqui há 25, quase 25 anos na universidade, além de ter sido aluno aqui anteriormente, ou seja, eu convivo, eu vivo nesse ambiente aqui desde a metade da década de 70...Como aluno, é, contando aluno e professor são mais de 35 anos. E sempre essa imagem que é declarada como essa busca de excelência, eu sempre encontrei elementos na prática que comprovam isso, tem comprovado isso.” (421c)

- “É formar pessoas que saibam gerenciar organizações, sejam elas organizações privadas, públicas...[São objetivos diferentes para graduação e pós-graduação?] São. A pós-graduação se concentra mais em pesquisa e ensino. Enquanto que a... Quer dizer, dois tipos de pós- graduação, né? Pós-graduação stricto sensu para ensino e lato sensu para gestão de empresas, de setor público, a gente tem doze cursos de especialização diferentes.” (412a)
- Ah, tem né os tradicionais, digamos assim, aqueles né de trabalhar com... Articular pesquisas e tal, que é da universidade né? Da escola de administração na realidade eu não conheço muito bem...Pra mim! Pra mim, não tive essa preocupação assim de ver o que que é, não posso falar dos professores né, mas pra mim não tive essa preocupação assim de olhar os objetivos. Pra verificação.” (422a)
- “They present their goals in a way to fulfill research and education and another in interrelationships between public society and the university. It is very difficult to perform a good managerial work. I was involved until 2002 very much with the administration of the department. I was seeking at the

time the best degree from the education ministry (*federal*) and we received 6 stars.” (422c)

- Quais são os objetivos? [*Do departamento, sim.*] Do departamento acho que o objetivo é gerenciar o...A vida dos... Quer dizer, a vida acadêmica dos professores, distribuir carga horária e...[*Elas tem alvos formal? Disseminados para os professores que falam isso são os alvos do departamento?*] Não, que eu saiba não.” (422d)
- Eu acho que principalmente ensino e pesquisa.[*Isto é atualmente formalizado ou informal?*] Não, não, isso já está nos preceitos da universidade, da escola, é uma coisa que... Esse ensino, pesquisa e extensão, eu não faço extensão praticamente, mas seriam os três objetivos principais.” (412b)
- “São, tem alguns objetivos assim quantitativos bem claros, né? Até porque nós temos mecanismo de medir: quantos artigos tu tens por ano, quantos orientandos de doutorado tu tens, quantos orientandos de mestrado, então ele tem uma coisa quantificada em termos de produção científica. Número de horas-aula dadas, número de aula na graduação, no mestrado, no doutorado, etc., etc., etc., entendeu?...Eu acho que há sintonia. Só que esse aqui precisa, até porque ele é financiado pela população do povo brasileiro, pelo povo brasileiro, ele precisa quantificar e mostrar o porquê tu estás ali dando aula, por isso ele precisa ser quantificado, o que não impede da minha motivação pessoal para ser professor.” (422f)
- “I remember we, in the mid 1990s we had where we wanted to be the best school in Brazil. And I think we are in the graduate we're definitely the best, because we said we want to be this [*Were there any specific goals or general goals to be the best?*] It was like the strategic content like in the model of Prahalal, or simply, the vision. I remember that we said in 10 years, this was

in 1995, we want to be the best in the country. I mean the graduate school and it was our understanding that if we had a good graduate school the undergrad would almost go at the side but would also be good and this was really the goal.” (422b)

#### 6.2.5. UFRJ objectives

COPPEAD was the program with the most coherent and formalized objectives. The professors also seemed to be well-informed about the objectives. It was the only university where an official mission statement was referenced.

- “The of objectives of COPPEAD are very clearly stated in our mission formally written yes it's a service to Brazil and formação de gestores. Of course they always say leaders but that is very an art, you can argue that point. And pay a service to Brazil and also the form of professors and researchers that were in other schools we form them and in our doctoral program. Mainly the target is to form a group of people, managers, that are able to perform not only domestically but internationally, globally, and that have a more global perspective of like cultures and the environment.” (511b)
- “To be excellent. [*Are they formalized? Are they written down?*] Yes there is a mission. For that I would suggest you talk to Adriana she will be our next dean. [*I'm asking this because sometimes the goals can be formal but not disseminated to the professors. So I'm asking you, do you know the goals and objectives?*] No no, oh well, I do the formal goals, because I was involved in the first international, because we have EQUIS accreditation, I was the champion of the accreditation, so I led the school through the first round of the accreditation. I pioneered the accreditation and the participation in the international rankings, the financial times and all of that. You should ask

somebody who was not involved, because of course I know we have a formal goals...part of our application we have a mission, of course we have to have that?...I think COPPEAD became what it is because people believed to really that we have to be excellent, that we have a mission for its the Brazilian Society. In our mission we mention the Brazilian Society because the public.” (511a)

- “Acho que os objetivos do COPEADE tem uma interseção aí. COPEADE quer saber se vai poder se financiar, se vai ter dores de cabeça ou não. O COPEADE enxerga como importante uma melhor pontuação na CAPES, passar para um programa de nível seis, ser cinco no meu entendimento era uma coisa até alguns anos atrás era uma zona de conforto, mais agora todo mundo está virando cinco, com a diferenciação é virar seis e tem que ter pesquisa, mais a dificuldade é ser o equilibrista, esse mix de coisas de Lato sensu, de financiar de fazer a pesquisa de fazer a política.” (521b)
- “Excellence and all of these things.” (512a)

#### 6.2.6. UNB objectives

- “Olha, primeiro principalmente acadêmico, boa produção acadêmica. A idéia que os trabalhos sejam trabalhos robustos, trabalhos que possam ser citados, trabalhos com pares, que não seja um programa endógeno interno, e sim, um programa que as pessoas no país inteiro procurem como referencia. Acho que esse é o principal objetivo [*São formalizados ou são mais informal?*] Olha, eu acho que esse objetivo ele possui, isso é uma coisa informal, carrega no espírito dele do programa isso, que seja um lugar de referencia. A gente está eu acho, que isso é comum para todos os

programas, todos procuram trabalhar para ser referencia no país e ter um conceito cada vez mais alto. Nosso grande objetivo hoje é chegar em um conceito Maximo em um menor espaço de tempo possível.” (621a)

- Na atualidade, é desenvolver atuar efetivamente ensino, pesquisa e extensão. A questão do currículo é uma das metas que a gente estabeleceu. *[Essas coisas são formalizadas ou não?]* O que aconteceu! Não sei se já te falaram, que na UNB a gente tem nos departamentos a cada dois anos no de chefia, então tem uma eleição para a escolha do cargo de chefia...A gente vem, e aí tem alguns professores que já vem a algum tempo procurando uma mudança nisso. Sei lá, mais de dez anos nisso, então, na ultima eleição o que aconteceu o ano passado, essa atual gestão assumiu acho que 15 de setembro então, a campanha tinha um programa de campanha. Quais são? O que as chapas propõe para fazer em um departamento tendo ganho a eleição? A gente tem esse programa que foi estabelecido e a gente, procura estar cumprindo, então, tem essa questão do foco, ensino, pesquisa e extensão, a mudança do currículo. Eu não vou lembrar todos agora, mais em algum lugar eu tenho o programa.” (611a)
- “O departamento hoje tem como objetivo aumentar o grau de visibilidade na academia em nível nacional e depois em nível internacional...E nesse sentido o objetivo geral nosso é aumentar o nível de visibilidade na academia em nível nacional e depois em nível internacional e alcançar conceitos superiores junto a CAPES como agência de fomento a pós-graduação. *[Estes objetivos são formalizados e disseminados para os professores ou são mais informais?]* Eu diria que são mais informais do que formais. Mas um programa pós-graduação em Administração concluiu há um ano atrás um plano estratégico onde se formalizou isto.” (621b)



- *[Do you think that there is possibly a perspective of not wanting to fall behind in CAPES instead of wanting to achieve in CAPES?]* Our program actually wants to achieve, we certainly don't want to fall behind but we knew that we do have a stated goal, in this next round of the valuations which will be at the end of this year we go to five. And then in the next round to go to six. *[Is this formalized, a written statement?]* Yes, this came out of sort of a planning meeting. *[Is it well disseminated to the professors because there can be a break between planning...]*...The colegiado does get together and discuss these things and so everyone knows that this is what we want and everyone is kind of working for that. *[So everyone is focused on CAPES? And everyone actually believes that CAPES has legitimacy?]* Well, let's put it this way, everyone believes that CAPES has power and they believe there is nothing else.” (612a)
- “Consolidar o curso de doutorado porque o nosso curso de doutorado tem três anos. Nós temos duas teses de doutorado já defendida, e chegar a uma nota que coloque o curso como o padrão, classe nível mais alto do Brasil...Eu acho que está mais informal, inclusive a gente está precisando fazer um planejamento estratégico para que essa idéia seja compartilhada e comprometida com todos os membros do grupo, nós somos um grupo muito bom de professores, mas acho que a gente precisa melhorar na publicação e nossa dissertação internacional.” (622b)

#### 6.2.7. USP objectives

- “Aqui tem duas partes uma de graduação outra de pós-graduação, eu vejo que no pós-graduação se está buscando a excelência realmente ser a melhor escola de administração do país, que nós temos corpo docente, nós

temos substancias isso está bastante claro, porque nós sempre fomos muito relaxados nessa questão de CAPS indicadores sempre muito, nunca ligamos para isso. E der repente a gente percebeu que tinha muitas escolas que tinham outras escolas se preocupando e aí agora é que se começa se mexer, mais muitos professores que fazem parte do corpo docente não estão preocupados, é um grupo que está realmente mais preocupado...Agora estrategicamente é uma questão de manter um prestígio um nome, a gente tem muito orgulho de fazer parte da USP é manter mesmo o prestígio.” (711a)

- Puxa difícil. [*Formalizado ou informal?*] Eu acho assim, o que a faculdade tem como meta. Hoje em dia está muito. Você tem que ser uma escola muito de primeiro nível porque tem uma CAPS que fica avaliando para saber se, então a escola hoje ela tem o objetivo de ter uma das escolas boas. E como ela vai conseguir isso? Através de metas. Quais são as metas? Produzir, o professor tem que produzir bastante, isso de certa forma faz uma pressão muito grande sobre a gente, as vezes nem a qualidade importa tanto, importa muito mais a produção. E a outra questão que hoje que eu acho que tem haver com a sua pesquisa é a internacionalização. Acho que tem o objetivo de ser uma boa escola hoje e ser uma boa escola com uma pontuação alta que seja então internacionalizado, então por isso há uma preocupação, por exemplo, de contratação muito mais de professores que estudaram fora que estão de fazer intercambio e etc.” (711b)
- “Isso é uma boa pergunta. Eu nunca os vi por escrito formalmente...acho que o objetivo do departamento é oferecer um curso de administração de boa qualidade...não vi em escrito...eu imagino seja esse...Eu acho um programa de administração que tenta aplicar princípios dentro do programa de

administração é do Mackenzie eu acho que tem uma tentativa, é que na verdade aonde você vai nesse IBMEC eles tem uma preocupação com a administração...Eu não vejo uma visão se perguntar assim: Qual é a visão do pós-graduação, mestrado e doutorado da USP da FEA USP? Eu não sei te dizer. Eu sei lhe dizer qual é a visão de algumas pessoas que estão hoje, as pessoas mudam e a visão pode mudar e isso eu acho ruim para o programa.” (721b)

- “To have the best students, too, in the best students who then go out. In undergraduate and graduate courses.” (722a)

#### 6.2.8. UFPR objectives

- Atingir uma maturidade acadêmica e internacionalizarse. (821a)
- “I think my department is thinking about forming people in the undergraduate level. The way they do strategic plan, internationalization strategy. Not changing thought or the way they think. Research doesn't matter for them, not an issue.” (812a)

#### 6.3. INTERVIEW SCRIPT

The questions highlighted in yellow were stricken from the interview, each being removed at a different time after it was perceived that the responses had no bearing on the research at hand. Likewise, the questions in blue were added to the interview script at some time during the research, and thus each of these was only asked from a certain point onwards.

1. What is your age?
2. Where were you born?
3. Where were you raised?

4. Where were your parents born?
5. Was either of your parents professors?
6. Where were your grandparents born?
7. What do you consider to be your ethnicity?
  - a. Color? Race?
8. What do you consider to be your religion?
9. Did you attend private school (colegio)?
10. In which country did you obtain your Master's degree?
  - a. Why?
  - b. From which university?
    - i. Why?
  - c. If in Brazil, did you have the opportunity to attend a foreign university for graduate school?
    - i. If so, and you chose Brazil, why?
11. In which country did you obtain your Ph.D.?
  - a. Why?
  - b. From which university?
    - i. Why?
  - c. If in Brazil, did you have the opportunity to attend a foreign university for graduate school?
    - i. If so, and you chose Brazil, why?
12. If you have studied at a foreign university, what do you see as the main difference between that university and your current one?
  - a. What advice do you give to students to help them choose a PhD program?
  - b. What are some reasons a Brazilian student should go abroad for a PhD?
13. Where did your Ph.D. advisor obtain their graduate degrees?

14. Where did your MS advisor obtain their graduate degrees?
15. What year did you gain your Ph.D.?
16. What year did you start working at your current university?
17. What languages do you speak?
18. What languages did you speak as a child?
19. What motivates you?
  - a. What is the one achievement you are the most proud of?
  - b. How are you an entrepreneur?
20. What are your goals as a professor?
  - a. If you could be a full professor at any university in the world, which would you choose?
21. What are the goals of your business department?
22. Is there a qualitative difference between public and private universities in Brazil?
23. Which are the top three universities in Brazil?
24. Which are the top three undergraduate business programs in Brazil?
25. Which are the top three graduate business programs in Brazil?
26. What is the most reputable university in Brazil?
27. Which Brazilian business program has the best researchers?
28. Which Brazilian business program has the best teachers?
29. What are the three most reputable business programs in the world?
  - a. What is the best outside of EUA and EU?
30. What is more important for a business professor: being a good researcher or being a good teacher?
31. What is more important for a business program: having professors who are good researchers or who are good teachers?
32. How does business research in Brazil compare to that in the United States?(%)

33. How does business research in Brazil compare to that in Europe?
34. How does business research in Brazil compare to that in other BEMs?
35. How does business education in Brazil compare to that in the United States?
36. How does business education in Brazil compare to that in Europe?
37. How does business education in Brazil compare to that in other BEMs?
38. What three countries have the best overall business universities?
39. What three countries contribute the most to business research?
40. What is the most important country in terms of contributions to business education?
  - a. Why do you think so?
41. How well prepared are first year business students where you teach (graduação)?
42. How well prepared are students entering Master's programs?
43. How well prepared are students entering Ph.D. programs?
  - a. Students think critically?
44. If a Brazilian student has the opportunity to choose between a Brazilian federal university and a foreign university for a Ph.D., what would you recommend?
45. Are there any negative aspects to a Brazilian having a foreign PhD?
46. What are your feelings about federal and state universities in Brazil being free?
  - a. Do they value it?
47. Should foreign students also be given free education in Brazilian public universities?
  - a. How does hosting foreign students benefit Brazil?
  - b. Any particular countries Brazil should host?
48. Should there be quotas at public universities for students of specific ethnicities?
49. Should there be quotas at public universities for students from lower income families?

50. Should there be quotas at public universities for students from public high schools?
51. What amount of foreign teaching material do you use in your classes?
  - a. Why?
52. What amount of teaching material that you use is in a foreign language?
  - a. Which languages?
    - i. Why?
  - b. Do you have to modify it for your classes?
    - i. How?
  - c. What effect does this have on Brazilian business students?
  - d. Do the students fully understand the material?
53. Where does most business theory originate?
54. How important are case studies in business education?
55. Are foreign case studies pertinent to Brazil?
56. How important is it for Brazilian business professors to speak English?
57. How important is it for Brazilian business students to speak English?
58. What are the three most important languages for business globally?
59. What are the three most important languages for Brazilian business students to learn?
60. Is it important for Brazilian researchers to publish in English?
61. Do foreign or international academic journals discriminate against Brazilian authors?
62. What is the focus in Brazilian undergraduate business education, theory or practice?
  - a. Why?
  - b. How does this prepare business students for the marketplace?

- c. What impact does this have on the Brazilian economy?
63. What is the focus in Brazilian graduate business education, theory or practice?
- a. Why?
  - b. How does this prepare business students for the marketplace?
  - c. What impact does this have on the Brazilian economy?
64. What is more important for undergraduate business education, theory or practice?
65. What is more important for graduate business education, theory or practice?
66. Is there a dissonance between what Brazilian business programs teach students, and what Brazilian businesses need from their managers to succeed?
67. Who is the leader of your business program?
- a. Why?
68. How do universities gain legitimacy?
69. Where does your university gain its legitimacy?
- a. What is the benchmark of your university?
  - b. Who is your university's competition?
70. How do professors gain legitimacy?
71. Choose three words to describe the professors in your university's business department.
- a. Consulting?
72. Describe the nature of colaboração between professors in your business program.
- a. Fora da programma?
73. Describe the nature of support professors receive from your university.
74. How do you get this support? Do some get more than others?



75. How competent are the support personnel (secretaries, etc.) at your university?  
(1-10)
76. How well do current business practices of foreign origin function within Brazil?  
Sustainable development? Just in time? Quality control?
77. What is the primary reason that the United States, Japan and Western Europe developed economically more rapidly and highly than Brazil?
78. Is dependencia a valid economic or political theory (or both)?  
a. Why doesn't Brazil have a domestic car maker?
79. What were negative impacts of the military dictatorship in Brazil?
80. What were positive impacts of the military dictatorship in Brazil?
81. What effect did the military dictatorship have on business education?
82. What effect did the military dictatorship have on the economy?
83. What is your opinion of socialism?
84. What is your opinion of communism?
85. What is your opinion of capitalism?  
a. How do you define success for a company?  
b. What is more important: stockholders (acionistas) or stakeholders (grupos de interesse)?
86. What is the relationship between capitalism and democracy?
87. What is the relationship between socialism and democracy?  
a. Can capitalism exist without democracy?
88. What is the most democratic country in the world?  
a. What is the most free?
89. What is the best form of government?
90. What is the best form of government for Brazil?
91. What is the best form of economy?

92. What is the best form of economy for Brazil?

93. How involved should a government be in managing its financial (financeiro) market?

94. How involved should a government be in managing its commercial market?

95. What is your general opinion of Lula? On a scale of 1-7:

- a. How well has Lula's administration managed the Brazilian economy?
- b. How well has the administration managed foreign affairs?
- c. What grade would you give Lula as president overall?

96. What is your opinion of the PT?

97. What is your chosen party?

98. Is Brazil better off or worse off than the day Lula entered office?

- a. How would Brazil be different if Lula had never been president?

99. What is your opinion of Fidel Castro?

100. What is your opinion of Che Guevara?

101. What is your opinion of Hugo Chaves?

102. What is your opinion of Salvador Allende?

103. What is your opinion of Pinochet?

104. What is your opinion of Margaret Thatcher?

105. What is your opinion of Ronald Reagan?

106. What is your opinion of George W. Bush?

107. What is your opinion of Barack Obama?

108. What is your opinion of the United States government?

109. What is your opinion of the Russian government, post USSR?

110. What is your opinion of the Chinese government?

111. What is your opinion of the Chinese economic model?

112. Why has the Brazilian economy not grown like those of China and India?

113. What government in the world do you most admire?
  - a. Why?
114. What is the most stable economy in the world?
115. What economy in the world do you most admire?
116. What is the best country in the world?
  - a. Why?
117. Who is to blame for the world's current economic crisis?
118. What country has the most intelligent people?
119. Do citizens of some countries work harder than others?
  - a. If yes, why?
120. Who works the hardest?
121. How hard do Brazilians work?
122. How hard to Japanese work?
123. What form of economy best suits Brazil?
124. What is your opinion of the landless movement in Brazil?
125. How are natives treated in Brazil?
126. What is more important for Brazil's future: preservation of the Amazon in as natural state as possible or developing the natural resources found there?
  - a. Should other countries help pay for the preservation?
127. What is your opinion of state owned enterprises (estatais)?
128. What is your opinion of nationalization of natural resources (oil, gas, etc)?
129. Should a student attend the same university for both graduate and undergraduate degrees?
  - a. Why or why not?

130. Should a university hire professors holding a Ph.D. from the same university?
  - a. Why or why not?
131. What are the effects of endogamy on a business program?
  - a. Por que USP e tão sucesso?
132. What are the effects of exogamy on a business program?
133. What are the three most important disciplines (outside of business) that contribute to business education?
134. What is Brazil's best discipline (area) of business education?
135. Is there a dependence upon foreign business education by Brazilian business education?
  - a. If so, what is the nature of this dependence?
136. Are women treated the same as men in Brazilian businesses?
137. Are female professors treated the same as males in Brazilian universities?
138. Are female students treated the same as males students in Brazilian universities?
139. Are there any differences between male and female professors in Brazil?
140. Are there any differences between male and female students in Brazil?
  - a. Do females need to work harder for the same recognition?
141. Are professors with darker skin given the same consideration for academic positions as those with lighter skin in Brazil?
142. Are students with darker skin treated the same as those with lighter skin?
143. Is there more or less racism in Brazil than in the United States?
144. Is there more or less racism in Brazil than in the EU?
145. What is the nature of racism in Brazil?
146. Does skin color have anything to do with success in Brazil?

147. Does everyone in Brazil have a chance at a good life if they work hard?
148. Does everyone in Brazil have an equal chance at a good life if they work hard?
149. What is the most important issue facing Brazilian business education at the moment?
150. What is the (biggest problem) most important issue facing Brazil at the moment?
151. Why does Brazil have one of the greatest divides between rich and poor in the entire world?
  - a. What should be done about it?
  - b. Por que Brasil nunca tinhe uma revolucao na escala nacional?
152. Should abortion be legal?
153. Should gay marriage be legal?
154. Should religious organizations have tax exempt status?
155. What role should religion play in government?
156. Should gay couples or individuals be treated the same as heterosexuals in regards to adoption rights?
157. Do you know any professor in business who is gay or lesbian?
158. Should a woman be married before having children?
159. Should Brazil allow the death penalty?
160. Should Brazil incarcerate juveniles?
161. Should marijuana be legalized?
162. Should cocaine be legalized?
163. Should Brazil have a socialized health system available for all citizens?

164. Should the Brazilian government produce generic copies of high cost medicines (such as HIV medicines) that are patented in other countries and distribute them free or at cost?
- a. If yes, should the Brazilian government supply other countries with these medicines?
165. Should all Brazilians be taxed equally in terms of percentage of income?
- a. If no, how should they be taxed?
166. Who should bear the greater tax burden: business or individuals?
167. Should rodovias be managed by private companies that use pedágios?
168. Should pedágio pricing be controlled by the government?
169. Will Brazil as a country be better off or worse off in ten years?
- a. Does change have to come from top down or bottom up?
170. What will be Brazil's most pressing problem in ten years?
171. Will the disparity between rich and poor in Brazil be smaller or larger in ten years?
172. How will Brazilian business education be different in ten years?
173. Have you ever hosted a student (or students) at your home?
174. Do you socialize with students outside of the university?
175. Have you ever hosted someone from your university, other than another professor or student, at your home?
176. Have you ever visited the home of someone from your university other than a professor or a student?
177. Do you know any of the maintenance or security personnel at your university by name?
178. When did you hear about sustainable development? From where?
179. What is the reward are you getting for being a professor at your university?

180. Are you happy?
181. What type of experience in a foreign country do you have other than in a PhD or MS degree program?
182. Is there anything else you would like to add or comment?
183. Time of interview?