

ADDRESSING THE ELEPHANT IN THE ROOM: GLOBAL MIGRATION AND ITS IMPLICATIONS FOR BUSINESS SCHOOL TEACHING

AIDA HAJRO*

University of Leeds

Vienna University of Economics and Business (WU Vienna)

MILDA ŽILINSKAITĖ*

Vienna University of Economics and Business (WU Vienna)

PAUL BALDASSARI

Flex Ltd.

Vienna University of Economics and Business (WU Vienna)

Migration is a pressing global phenomenon, interconnected with human rights, sustainability, economic development, and geopolitics. It has important implications for the activities, strategies, structures, and decision-making processes of firms. Yet despite its undeniable impact on management, migration has been all but ignored in business school teaching curricula. In this essay, we seek to make two contributions. First, we clarify the grounds for integrating migration issues into management education. Second, we delineate how to achieve this. Specifically, we suggest that teaching migration as a threshold concept can provide a way to reshape students' ways of thinking about the complex and often paradoxical relationships between companies, nation states, inter-governmental organizations, civil society, and industry.

移民是一个不容忽视的全球现象,与人权、可持续发展、经济发展以及地缘政治密切相关。它对企业的经营、战略、架构和决策过程具有重要的意义。然而,尽管移民现象对管理具有无可争辩的影响,但商学院的教学课程却常常将其忽略。在这篇文章中,我们试图在两方面提出一些见解。首先,我们理清了将移民问题纳入管理学教学的根本原因。第二,我们详述了如何实践。具体而言,我们建议将移民现象作为阈值概念来进行教学,这样可以帮助学生重新思考公司、民族国家、政府间组织、民间社会和行业之间复杂且经常矛盾的关系的方式。
关键词:移民,管理教育,阈值概念,商业与社会

“[Migration is] part and parcel of the contemporary world’s social transformation.” —Stephen Castles and Mark J. Miller¹

We wish to thank Paul Hibbert and the three anonymous reviewers for their developmental and constructive comments. We also acknowledge the support of Johanna Baldassari and Theo Abart. Finally, special thanks goes to our wonderful copy editor, Stan Fisher.

*The first and second authors contributed equally to this paper.

¹ Stephen Castles is an honorary professor of sociology at the University of Sydney and a former foundation director of the International Migration Institute at the University of Oxford. Mark J. Miller is professor emeritus of political science and international relations at the University of

The number of international migrants is estimated at 281 million, with nearly two thirds of these being labor migrants (International Organization for Migration [IOM], 2021). At the same time, the shortage of both high- and lower-skilled labor continues to increase, especially in advanced economies, making labor migration a salient topic for businesses (British Chambers of Commerce, 2019; IOM, 2020). The growing demand for labor is also reflected in policy-making, as revealed by recent longitudinal large-scale studies showing that in most migrant-receiving countries, over the past five decades economic immigration policies have consistently become less, and not more,

Delaware and a former editor of *International Migration Review*.

restrictive—which contradicts a common myth (de Haas, Natter, & Vezzoli, 2018; Gordon, 2017). Political discourses around migration, however, have been anything but relaxed. Host societies continue to experience anti-immigration backlashes and repeated incidents of xenophobic violence.

The tensions between the demand for migrant workforces and the public perception of migration as a problem are visible in the media and in political debates, yet virtually absent from research and teaching in business schools. Interest in migration has only recently captured the attention of management scholars. Systematic reviews of high-impact management journals have shown that although this topic is no longer terra incognita, research on it remains very much in a nascent state (Hajro, Caprar, Zikic, & Stahl, 2021). This is echoed in business school curricula, as illustrated by our findings from a sample of 360 syllabi across 64 internationally accredited business schools in 26 countries. These samples were collected to assess the basic premises of the arguments we seek to advance in this conceptual provocation. Using similar methodology as in prior research on syllabi content (e.g., Charlier, Brown, & Rynes, 2011; Wu, Huang, Kuo, & Wu, 2010), we found that only 11 of the 360 course syllabi included migration-related references (for more details, see Appendix A). Migration was also absent from the syllabi of courses whose titles suggested high compatibility with this subject, such as “Human Capital Sustainability,” “International HRM to Improve Lives,” or “Global Management Practices.”

Our point of departure in this paper is that migration should be at the heart of business studies. Students and their lecturers alike can benefit significantly from exploring the interrelationships between migration, business, and society, all of which are germane to practitioners (ergo, to most of our students’ futures). These are also management issues because migration interacts with many features of business, such as corporate governance, strategy, corporate social responsibility (CSR), and cross-cultural and human resource management (HRM). Furthermore, a relationship exists between migration and sustainable development, as illustrated in the Sustainable Development Goals (SDGs) of the United Nations (UN) Agenda 2030 (UN, 2015). In addition, zooming back in to our educational institutions, leading accreditation bodies have suggested that in coming years we will see an increase in the number of students who have migration backgrounds (Mescon, 2018).

As a phenomenon, migration is a great fit for “bringing content and pedagogy together to achieve quality learning,” in which content refers to the

selection, organization, and assessment of learning materials, and pedagogy refers to the development and implementation of an effective learning environment (Zepke, 2013: 98). First, on the content selection side, the various aspects of migration can serve as apt illustrations to both support and challenge theories often addressed in business classrooms. From the perspective of firms, migration is a suitable example for teaching responsible global leadership (Zilinskaite & Hajro, 2020) and political CSR (Giuliani, 2018). Migration-related narratives can also offer fertile ground for discussing multicultural identity formation (Brannen & Thomas, 2010; Fitzsimmons, 2013), sense-making (Fernando & Patriotta, 2020), and acculturation (Berry, 1997), as well as other topics typically addressed in cross-cultural management courses. At the same time, insights into current migration patterns may also challenge the assumptions underlying some of our theories. For instance, the general belief in international business (IB) research has been that human capital assets are location-bound and, as such, accessible to all firms established in that location (Mudambi, Narula, & Santangelo, 2018). What these studies have rarely considered is that migration has modified the balance of location-specific human capital advantages with, in some countries, an internationally mobile talent pool that is becoming ever more accessible.

Second, on the pedagogic theory side, migration presents an opportunity for teaching complexity and fostering metacognition. Many aspects related to migration contest accepted knowledge, pushing learners to acquire more holistic or new ways of generating meaning. Furthermore, the learning process can be particularly challenging because it necessitates the integration of multiple levels of inquiry, as well as a multidisciplinary approach. As such, we argue that migration aligns with the notion of “threshold concepts,” and adds to debates on their nature, use, and application. Threshold concepts have been defined as a cognitive gateway to “opening up a new and previously inaccessible way of thinking about something” (Meyer & Land, 2003: 1). The applicability of threshold concepts has been addressed in many disciplines. In business-related fields, it has been suggested to be relevant for teaching economics (Davies & Mangan, 2007), entrepreneurship (Bolinger & Brown, 2015), responsible management (Hibbert & Cunliffe, 2015), ethics and CSR (Vidal, Smith, & Spetic, 2015), cross-cultural management (Nahavandi, 2016), and leadership (Hawkins & Edwards, 2015). In our essay, we do not focus on a

particular discipline but rather—in a similar vein as Neal’s (2017) provocation on poverty or Dyer and Hurd’s (2018) work on gender equality—address migration itself as a threshold concept.

In short, our provocation will elaborate upon both the content input and a contribution to pedagogic theory enabled by adopting migration as a subject topic for business school teaching. The rest of this essay is organized as follows: We first introduce the counterintuitive aspects regarding the volume, diversity, and geographical scope of migration. We then suggest five integrative dimensions of business involvement in migration management that highlight key relationships between corporations and nation states, intergovernmental organizations, civil society, and industry. We derived these dimensions by mobilizing knowledge from the social science disciplines that have been dominating the migration studies for decades, and connecting this knowledge to the literature on migration in business.² Parallel to these content inputs, we discuss why and how the topic of migration can bring about new insights into the pedagogical potential of threshold concepts, particularly regarding their integrative features and boundedness. Our focus is generally on teaching at the undergraduate levels; however, whenever relevant, we also provide suggestions for the master’s and executive MBA levels.

THE COUNTERINTUITIVE NATURE OF MIGRATION PATTERNS

Many aspects related to migration are counterintuitive. They challenge one’s prior assumptions. This can be referred to as *troublesome knowledge*, which is the first of five core characteristics identified in the literature on threshold concepts; the other four are *integrative* understanding, *irreversible* and *transformative* thinking, and a *bounded* disciplinary area of knowledge (Meyer & Land, 2003, 2005). As described by Meyer and Land (2003, 2005), threshold concepts are troublesome to learners because

they bring to the surface counterintuitive knowledge that may be difficult to understand or may even appear to be in conflict with existing assumptions. Furthermore, threshold concepts are integrative, in the sense that understanding them requires the coalescence of various ideas. Once a deeper grasp of a topic has been created, the learning process becomes irreversible—newly acquired understanding can no longer be ignored. As such, threshold concepts are also transformative, causing a shift in personal or professional views of a subject. These integrative, irreversible, and transformative characteristics have also been described as interrelated and interwoven (Davies & Mangan, 2007). Finally, threshold concepts have mostly been addressed as specific to a discipline and useful in delineating the boundaries between academic communities (Meyer & Land, 2003; Wright & Hibbert, 2019). However, as we explain later in the essay, migration provides an interesting counter-case to this last feature.

With regard to migration issues as troublesome knowledge, scientific analyses of the big data on global migration patterns are very recent. In 2019, Hein de Haas and colleagues presented results on the directionality and spread of migration, based on the Determinants of International Migration project at the University of Oxford—a five-year, large-scale quantitative project using data from the UN Population Division and the Global Bilateral Migration Database, and other sources (de Haas et al., 2019). Their findings challenge many of the widespread public assumptions about migration flows. For instance, a common perception is that we live in a time of unprecedented, rising mass migration (Czaika & de Haas, 2014). Although the absolute number of international migrants has significantly increased over the past five decades, the world’s population has also undergone extraordinary growth (World Population Prospects, 2019). Thus, the relative number of cross-border migrants on a global level has remained remarkably constant, fluctuating around 3.6%—meaning that most people (96.4%) reside in the countries in which they were born (IOM, 2021). Awareness of this may cause a sudden shift in learners’ perspectives about the phenomenon, thereby giving rise to the following question: If global migration is not accelerating at an alarming speed, why should business scholars and practitioners bother? The answer to this lies on the other side of the same coin—the recent transformations (rather than the absolute numbers) in migration patterns. This has important implications for the activities, strategies, structures, and decision-making processes of firms.

² We reviewed titles, abstracts, and keyword lists of three leading migration-specific and multidisciplinary academic journals—*International Migration Review*, *Journal of Ethnic and Migration Studies*, and *Migration Studies*—from the past 10 years. We read the contents of every issue, focusing on labor migration research, to identify commonly used interdisciplinary theoretical frameworks. This overview was complementary to recent reviews of articles on migration in management and international business journals by Hajro et al. (2021) and by Hajro, Stahl, Clegg, and Lazarova (2019).

First, the directionality of migration has changed (de Haas et al., 2019). For example, although for centuries Europeans were moving outward through colonizing, fleeing wars and religious persecution, and settling in lands elsewhere on the globe, these patterns reversed in the second half of the 20th century. Under the influence of decolonization, demographic changes such as aging populations, rapid economic growth, and the creation of the European Union (EU), this region has emerged as a global migration magnet. In 2019, Europe hosted around 87 million international migrants, comprising around 30% of the total global number (IOM, 2021). Furthermore, the decline in European emigration coincided with an increase in emigration from India (the largest country of origin today), China, and several Southeast Asian and Latin American countries (IOM, 2021). Second, the geographical spread of immigrant populations has also changed. Although more countries generate emigrant populations, these tend to increasingly concentrate in regions such as the United States and Canada, the EU, Australia and New Zealand, or the Gulf states. In other words, a shrinking number of prime migration destinations attract people from an increasingly diverse array of countries (Czaika & de Haas, 2014).

These transformations in both the origins and destinations of migrants have significant implications for the management activities of business organizations. The so-called migration “corridors” have triggered *unexpected fluctuations in labor supply* in some of the (formerly) emerging economies, such as countries in Eastern Europe or Southeast Asia. For instance, labor shortages caused by emigration from Eastern to Western European states after the last two waves of EU expansion now represent a serious challenge for corporations with factories in Eastern Europe, prompting them to rethink and redesign their hiring practices (Inotai, 2019). The changes in international migration patterns have also led to *unexpected shifts in competitive advantage* between companies from migrant-receiving and migrant-sending countries. Migrant diasporas are concentrated predominantly in high-income countries, which in 2020 accounted for two thirds of overall global migration, and in cosmopolitan city hubs (Castles, 2010; IOM, 2021). Shared home-country bonds within these different diasporas represent unique channels of knowledge that provide conational firms with idiosyncratic benefits. In turn, this positively influences location choice and survival through processes of local learning and knowledge

transfer (Gould, 1994; Hernandez, 2014). To use a classical example, although economic considerations were important factors in the decision of Honda to enter the United States in 1959, one of the key reasons why the company’s managers selected Los Angeles was its large Japanese immigrant community (Pascale & Christiansen, 1989). Finally, the increase in the multiplicity of migrants’ countries of origin has resulted in an *unprecedented degree of national diversity*, especially, but not only, in multinational firms (Zilinskaite & Hajro, 2020). All these factors affect companies’ policies and practices.

These various aspects of contemporary migration are not only important factual learning inputs—they also draw learners’ attention to new realities. The learning outcome is that it may change students’ thinking about migration and its implications for business and management. To enable such transformation, students will have to compare their previous understanding with the new content, which leads us to what the literature on threshold concepts has referred to as the integrative feature (Hibbert & Cunniffe, 2015). In the next section, we outline how successfully studying migration presents a uniquely complex integrative challenge.

FIVE INTEGRATIVE DIMENSIONS OF BUSINESS INVOLVEMENT IN MIGRATION MANAGEMENT

Integrating migration into management education in ways that build upon, but also reach beyond, prior knowledge is not a straightforward task. At the macro level, governmental bodies (international, national, regional) shape policies related to the movement of people despite pressures from other stakeholders, such as the private sector and civil society. Similarly, one level down, the members of industry trade associations push for lowered barriers to immigration in opposition to the limitations favored by unionized workforces. In firms, procurement and human resources (HR) departments wrestle with the issues involved in attracting enough migrant applicants, selecting among them, and retaining those hired. In addition, at the bottom are the migrants themselves, who may or may not make their own decisions about where they will work, for how long, and under what conditions (Buckley, Doh, & Benischke, 2017; Hajro et al., 2021).

Focusing on how the private sector responds to migration-related challenges is one way to introduce migration into the business school curricula. Based on

the interdisciplinary literature review, as described above, we suggest five thematic modes of business involvement in migrant workforce management, each demonstrating an aspect of a uniquely complex integrative learning challenge.

- National political intersections: Businesses' reliance on migrants and countries' immigration regimens
- Economic intersections: Remittances, trade, and entrepreneurship
- Multisector intersections: Corporations, intergovernmental organizations, and civil society
- Industry intersections: Migration predicaments in global value chains
- Sociocultural intersections: The role of companies in reflecting or reshaping societal attitudes toward immigration

We next describe each theme in more detail.

Theme 1: National Political Intersections: Businesses' Reliance on Migrants and Countries' Immigration Regimens

Governments primarily control migration flows by means of restrictive regulations on the mobility of noncitizens; intensifying selective issuance of visa and residence permits; or increasing border controls, deterrent policies, and (forced) return migration. Sudden changes in countries' immigration regimens necessitate levels of coordination and expertise not easily found within business organizations—such as specialized legal departments or expertise in foreign workforce recruitment. In the context of a lower-skilled migrant workforce, this has given rise to migrant recruitment agencies that engage in unethical or illegal practices. Some countries, because of policy loopholes or systemic corruption, have minimal regulation, and recruiters operate in regulatory “gray zones.” Some of these agencies reportedly charge workers the equivalent of one to three years of their future wages (Interfaith Center of Corporate Responsibility [ICCR], 2017). According to International Labor Office [ILO] (2017), conservative estimates indicate that, as a consequence, around 25 million people globally are trapped in forced labor in the private sector. The industries most vulnerable to such abuses are agriculture, construction, apparel, and the manufacture of consumer goods.

These topics remain unaddressed in business and management scholarship (Hajro et al., 2021) and, to

the best of our knowledge, also in teaching. From corporate reports and nongovernmental organizations (NGOs), we know that firms are increasingly engaging in direct hiring to avoid dealing with dubious recruitment agencies (Institute for Human Rights and Business [IHRB], 2020a). However, this comes with a range of challenges that companies must evaluate relative to their business needs and constraints. For example, HR staff must be trained and based in, or frequently visit, migrant-sending countries to select new hires and supervise health screenings and onboarding. Companies that lack qualified personnel for these functions must acquire these capabilities. Increased HR capacity is also necessary for supervisory functions, such as performance management, administration of migrant workers' grievance processes, or dormitory management.

A policy contrast to the barriers to freedom of movement for lower-skilled labor migrants are the migration-facilitating policies in place for the highly skilled. Policy-makers across the world increasingly recognize the role skilled migrants play in economic development. In 2015, nearly half of the 172 UN member states affirmed their intention to encourage immigration of skilled individuals; this was twice the number of such affirmations in 2005 (Czaika, 2018). At about the same time, an increasing number of emerging economies were starting to entice returnees because they represent a source of highly skilled talent with managerial experience and entrepreneurial skills acquired in their foreign jobs (Tung & Chung, 2010). These tensions have impeded efforts by companies to retain individuals from a relatively small pool of globally available scientists, health care specialists, engineers, and information technologists (Lewin, Massini, & Peeters, 2009). The complexity of these issues has prompted businesses to start developing innovative systems to attract, retain, and move workforces across borders (Green & Hogarth, 2017). These issues directly affect the roles of HR staff, especially chief human resource officers, who are at the helm of strategic decisions.

Theme 2: Economic Intersections: Remittances, Trade, and Entrepreneurship

Migrants' remittances are among the most widely researched subjects in political and labor economics (Clemens, 2011). In 2019, total global remittances amounted to USD 706 billion, and flows to low- and middle-income countries rose to a record USD 550 billion, becoming the largest source of direct money

inflow for developing economies (World Bank, 2019). The use of remittances encompasses the financing of household consumption, investments in health and education, and the founding and growth of new business ventures (Adams & Cuecuecha, 2010; Cummings & Gamlen, 2019; Hanusch & Vaaler, 2015).

In some countries, diaspora-owned businesses make up a significant share of foreign direct investment (FDI). For example, in Georgia, an estimated 17% of private sector firms belong to the country's diaspora abroad (Organisation for Economic Co-operation and Development [OECD], 2016). Furthermore, several studies have demonstrated that returning migrants are more likely to start businesses compared to people who never left, thereby enabling entrepreneurship in contexts in which it could not flourish otherwise (Demurger & Xu, 2011; Naude, Siegel, & Marchand, 2015). Migrants also significantly contribute to innovation and entrepreneurship in their host countries. In the United States, for example, immigrants represent 13% of the population but constitute nearly 30% of all entrepreneurs (IOM, 2020). Their success is most visible in the engineering and technology industries. Silicon Valley is often cited as the hub of such successful migrant innovators and entrepreneurs (Lal, Reeves, & Rai, 2006).

Students are perhaps less aware of the impact of migration networks on trade and investment flows between countries of origin and destination. On the supply side, migrants enable their home country firms to obtain resources when expanding abroad, including labor and capital, or transfer valuable knowledge across locations more effectively (Kerr, 2008; Kulchina, 2016). On the demand side, migrants may be direct customers of the focal firm or create demand for the firm's products among the host country's population (Shukla & Cantwell, 2018). For example, using a panel data set of 47 U.S. trading partners, Gould (1994) showed that immigrant links to the home country have a strong positive impact on exports and imports. Similarly, in a study conducted 20 years later, Hernandez (2014) found that common nationality links to immigrant populations have a meaningful impact on where firms establish foreign operations, and on the survival prospects of those operations. This is because, "as a source of homophily, [migrant communities] help overcome the relational and communication barriers to the exchange of knowledge" (Hernandez, 2014: 98). Another recent example in this context is a study by Cai, Meng, and Chakraborty (2021). The authors conducted an empirical analysis of 50,000 Chinese firms that export to

205 nations and found that smaller, individually owned, geographically isolated firms trying to enter foreign markets benefit far more from same-nationality migrants abroad than do more established multinational companies (MNCs), state-owned enterprises, or firms located in established trading clusters such as Special Economic Zones.

Theme 3: Multisector Intersections: Corporations, Intergovernmental Organizations, and Civil Society

Collaboration on migration issues has been growing between intergovernmental organizations, NGOs, and the private sector. Although, as described in Theme 1, the nation states' immigration regimens remain the most powerful determinant of global labor mobility, the rise of initiatives and working groups by nonstate actors may be signaling a definite power shift (Geiger & Pécouc, 2013). In a classroom context, this may even be discussed as "history in the making."

Intergovernmental efforts to improve management of cross-border labor migration at the policy level have been on a rocky road. In 2003, after 13 years of political mobilization around the topic, the UN gathered the minimum number of signatories needed for the International Convention on the Protection of Rights of All Migrant Workers and Members of Their Families to go into force. However, this remains one of the least ratified UN human rights treaties; none of the predominantly migrant-receiving states has endorsed it (Zilinskaite & Hajro, 2020). In a search for a different approach, in 2006 the UN secretary-general at the time, Kofi Annan, convened the first High-Level Dialogue on International Migration and Development. The discussion begun there resulted in the establishment of the Global Forum on Migration and Development (GFMD), which encompasses active efforts to get the private sector on board and to "enable business to play an increased role in shaping migration and skills mobility policy" (GFMD, 2019).

This reflects the broader trend of the past decade—namely, intergovernmental organizations and civil society turning their attention to the business community, nudging it to take the lead in responsible migration management. Consequently, international NGOs and think tanks on migration, such as Verité, the Institute for Human Rights and Business, and the Business for Social Responsibility today have numerous corporate partners. The topic of these unusual partnerships provides fertile ground for classroom discussions that connect solidly with the previously

addressed national and economic intersections, as well as with the industry context that we will describe in Theme 4.

Theme 4: Industry Intersections: Migration Predicaments in Global Value Chains

Recent years have witnessed a rise of industry networks of different sizes and scopes that address human and labor rights issues in global value chains. MNCs that operate in several industries commonly maintain memberships in more than one such association. This type of horizontal collaboration allows for faster information exchange, creation of shared standards, unified auditing procedures, and joint lobbying to influence national governments. Alliances also provide companies with self-assessment tools and organize supplier training. For example, the Responsible Business Alliance in the electronics industry and The Consumer Goods Forum have established assessment frameworks for due diligence on forced labor issues (see Table A1 in Appendix A for the links to their websites). Member companies are encouraged to implement these measures as part of their quality control.

Companies' responses to the new industry norms vary. On the one hand, by becoming members of industry alliances, corporations become subject to public exposure. Adopting new standards for auditing increases the likelihood of problematic findings, which can lead to negative publicity and jeopardize firms' social licenses to operate in challenging markets. As an example, one of the most important areas of companies' responses to changing industry contexts lies in the monitoring of second- and third-tier suppliers. These suppliers are far more frequently implicated than are firms' direct contractors in human trafficking and in forced labor of migrant workers (Gordon, 2017; ICCR, 2017). Since the highly publicized scandals of human rights violations of the 1990s and early 2000s that shook the food, electronics, and consumer goods industries, MNCs have increasingly accepted responsibility for wrongdoing in their extended value chains. Although in many cases such acknowledgments are still limited to a concern with reputational risk and do not translate into legal liability, as Nolan (2017) argued this is nevertheless an improvement in comparison to the "denial of responsibility" approach of the previous decades. As a result, some form of "norm diffusion" (Winston, 2018) through industry socialization can be observed.

Theme 5: Sociocultural Intersections: The Role of Companies in Reflecting or Reshaping Societal Attitudes toward Migrants

This final theme of business involvement addresses migrants' integration into their host societies. The most prevalent models of national migrant incorporation policy, as widely studied in sociology and political science, have been those of assimilation, multiculturalism, and integration. They can be differentiated according to the expected degrees of adaptation by migrants and of accommodation by the receiving society (Chand & Tung, 2019). Assimilation considers diversity a risk for social cohesion, and it requires the highest degree of adaptation by immigrants and a low degree of accommodation by the receiving society. That is, migrants must fully embrace the receiving society's values to the detriment of their original ones (IOM, 2020). In contrast, the multiculturalism model values diversity and expects a low degree of adaptation by migrants—who can retain their cultural identities—and a high degree of accommodation by the receiving society (Castles, de Haas, & Miller, 2014). Finally, the integration model lies between assimilation and multiculturalism. It expects a medium degree of adaptation by migrants and of accommodation by the receiving society (Bivand Erdal & Oeppen, 2013; Favell, 2005).

These national policies not only create different opportunity structures for migrants but also evoke different reactions in the native population (Freeman, 2004; Portes & Böröcz, 1989). For example, in states that build upon the perspective of assimilation, migrants are often perceived as a threat to national identity, values, economic stability, and security (Appave & David, 2017). Some researchers have argued that assimilation expectations result in anti-immigration sentiments, with negative implications for organizations that employ foreign-born workforces (Hall, 2017). Noteworthy is that in management literature, recent research has suggested possible exceptions. A study by Hajro, Gibson, and Pudelko (2017) showed that national context was not the key predictor of how business organizations navigated cultural differences. The authors conducted a comprehensive qualitative exploration involving 11 business organizations with regional or main headquarters in Austria—a country that tends toward exclusionist, assimilationist tendencies in its migration policies (Malmusi, 2015). They identified three types of diversity climates in MNCs. These three mapped onto the national policy models of

assimilation, multiculturalism, and integration. For example, the climate the authors coded as awareness-focused shares similarities with multiculturalism; engagement-focused climates resemble integration; and policy-focused climates correspond to national policy models of assimilation. The shared national context was not the key predictor of how business organizations navigated cultural differences—an observation that provides food for thought regarding the role of companies in absorbing, reflecting, or reshaping broader societal attitudes toward immigrant populations. From the pedagogical perspective, this research revealed how new ways of thinking can be both connected to the prior knowledge and also challenge it. Perceptions, attitudes, and behaviors do not always spill over from one context into another as suggested in previous literature (Alderfer & Smith, 1982;

Ilies, Wilson, & Wagner, 2009). In other words, exposure to prejudice against immigrants within the broader society may not always influence the degree to which discrimination is legitimized within an organization.

Vertical and Horizontal Integration

Each of the five themes discussed provides valuable pieces of a puzzle that give sense to diverse aspects of learning. Yet the real complexity of the learning challenge lies in putting this puzzle together, through integrating different insights within each theme (“vertical” integration) as well as across all themes (“horizontal” integration). The vertical integration within individual themes offers opportunities for students to compare prior knowledge from their business and management

TABLE 1
Intersections and Interdisciplinary Integration

	Gaps in knowledge on migration from business and management fields	Range of other disciplines and disciplinary perspectives that have addressed migration (list is not exhaustive)
National political intersections	The global work experience has been primarily studied from the perspective of expatriates; far less attention has been paid to high-skilled migrants, and virtually none to lower-skilled or low-status migrants (Harrison, Harrison, & Shaffer, 2019).	Development studies International relations Labor and common law Migration history Political economy Political science Population geography
Economic intersections	Management and business scholars have only recently begun to look into migrant remittances and trade impacts; the same applies to migrant entrepreneurship (Hajro et al., 2021).	Development studies History of migration Macroeconomics Microeconomics Socioeconomics
Multisector intersections	Management and business scholarship has acknowledged the role of intergovernmental bodies and NGOs in global governance and value creation processes of MNCs; however, private–public sector collaboration on migration management remains a blind spot in this literature (Buckley et al., 2017).	Environmental studies (e.g., social sustainability) Interorganizational relations and networks Labor and common law Political science (e.g., human rights studies) Public sector management
Industry intersections	The recruitment and management of migrant (especially lower-skilled or low-status) workforces in MNCs’ global value chains, and the role of industry alliances, are virtually absent in business and management scholarship (Zilinskaite & Hajro, 2020).	Economics Environmental studies Labor and common law Interorganizational relations and networks Socioeconomics
Sociocultural intersections	Management and business literature on the acculturation and integration of migrants has been conducted mostly at the individual level and on pre-employment; there is limited understanding of organizational policies and practices for migrant workforces (Hajro et al., 2019).	Critical studies (e.g., critical race theory, feminism, nativism) Cultural anthropology Cultural studies History of migration Migrant transnationalism Psychology (e.g., cross-cultural, coping and stress, acculturation) Sociology Sociolinguistics

learning elsewhere (e.g., global supply chain management) in the curriculum with the relevant contents, concepts, and theories from the migration studies in other disciplines (e.g., topics addressed in the theme on industry intersections). There are many perspectives that are highly relevant to the questions business and management scholars are already working with, but which cannot be answered within the confines of our disciplines (Hajro et al., 2021). As such, vertical integration may lead to the amendment of previously acquired disciplinary ideas—a “‘discipline’ conceptual change” (Davies & Mangan, 2007: 714). In Table 1, we summarize the current gaps on migration in business and management literature, and suggest an array of other disciplines and interdisciplinary perspectives that we could learn from and build upon.

The horizontal integration across all five themes is arguably more challenging. However, it also provides the potential to reveal the full complexity of interrelationships and interdependencies between migration, business, and society. Thus, the main benefit of horizontal integration for the business classroom lies in its use of migration as a real-world phenomenon to both gauge and foster students’ understanding of the embeddedness of business in social, political, and economic relations. The combination of the five themes provides a roadmap of one way to achieve this, thereby “bring[ing] new ideas and ways of thinking into view which, when integrated into a worldview highlight the importance of new insights and diminish the importance of old understandings” (Hibbert & Cunliffe, 2015: 182).

The idea of vertical and horizontal integration, to the best of our knowledge, is novel to the threshold concept literature. It also raises important questions regarding the boundedness of threshold concepts. Threshold concepts are generally considered to demarcate the boundaries of both a subject and disciplinary areas (Davies & Mangan, 2007; Vidal et al., 2015). However, pedagogical literature on potential exceptions to this is still relatively rare, and no consensus exists on how to achieve integrative interdisciplinary learning (Baillie, Bowden, & Meyer, 2013; Wimshurst, 2011). Yet, migration acts across various scholarly and professional domains. Thus, the interdisciplinarity and horizontal intersections that we addressed above delineate what the *unboundedness* could look like and what role it may serve. These insights enrich the current understanding of how certain threshold concepts operate beyond the disciplinary frontiers to the extent that the existing knowledge is changed or used in intellectually innovative ways.

TEACHING MIGRATION AS A THRESHOLD CONCEPT

Thus far, we have touched upon the troublesome, integrative, and unbounded features of migration. We will now move to the remaining two characteristics of threshold concepts identified in the literature: irreversibility and transformation. We will illustrate them with instructional suggestions and examples of experiential interactive classroom exercises. All these activities are also easily adaptable to online teaching.

Irreversibility refers to the argument that once a concept is acquired and integrated into the spectrum of prior understanding, it will likely remain in place (Dyer & Hurd, 2018; Meyer & Land, 2003). As noted by Hibbert and Cunliffe (2015), the role of lecturers in ensuring irreversibility is not straightforward; however, there are ways to nudge this process along. Given the sensitive nature of the migration phenomenon, the learning environment needs to be supportive: psychologically safe, appreciative of differences, and open to new ideas (Garvin, Edmondson, & Gino, 2008). Migration is one of the topics on which almost everyone in a classroom will already have formed an opinion. Students need to feel they are free to disagree with their peers (or lecturers as authority figures) and to ask “naïve” questions. They will be more motivated to exchange sensitive insights if they perceive their opinions as recognized and valued (Garvin et al., 2008; Romme & van Seggelen-Damen, 2015).

Provided the right atmosphere has been created, we suggest critical conversational triggers that will guide class participants in becoming more aware of and comfortable with migration-related paradoxes. A good springboard for a provocative in-class discussion at the undergraduate level is a picture of “Schrödinger’s immigrant”—a play on the famous Schrödinger’s cat paradox in quantum physics (Richwine, 2016). This portrays two dominant societal preconceptions about an immigrant: a foreigner who is too lazy to work and yet is stealing local jobs, simultaneously. *Is it possible for both assertions to be true at the same time?* A related assignment that may be used as pre- or post-class homework could be to have students listen to and write their critical comments on the *Freakonomics Radio* podcast episode “Is Migration a Basic Human Right?” (Dubner & Gunja, 2015), accompanied by the reading of academic sources cited in the episode (e.g., Clemens, 2011). A different activity for undergraduate courses could include viewing a documentary on the recruitment costs incurred by lower-skilled, low-status migrant workers in different host societies (e.g., Isaara Institute, 2019;

Verité, 2014). The following in-class question could subsequently provoke lively discussions or serve as a basis for essays: *Would you pay a year's salary to get a job, and if yes, under what circumstances?* The literature on threshold concepts has shown that such types of reflective questions support the irreversibility process (Romme & van Seggelen-Damen, 2015).

The fifth aspect of threshold concepts is that they are transformative. That is, the reconfiguration of previously acquired understanding may push students to put knowledge into action (Hibbert & Cunliffe, 2015). To illustrate how this fits with migration teaching, we will use an example from an executive MBA course on people management offered at a Triple-Crown accredited business school and recently taught by one of the coauthors of this essay. To initiate the discussion, the lecturer first showed a short documentary on the exploitation of Nepalese migrant workers in Qatar during preparation for the World Cup 2022 (The Guardian, 2013). The country has a population of 2.7 million, plus 1.7 million migrant workers. It has been infamous for depriving these migrants of freedom because many employers, after confiscating their passports, exploit them with little risk of legal repercussions.

To make the discussion more engaging and real, the lecturer asked the students if they had encountered this topic previously. (Our experience shows that undergraduate students are mostly unaware of this topic, but many executive MBA students have heard

about it in one way or another.) The first student to volunteer knew about this from working for a company that also practiced withdrawal of the identification documents of lower-skilled foreign workers. This student considered this a responsible thing to do because the company was liable for these migrant workers. However, another student, who had a migration background, quickly opposed this view and recounted a story of a close friend, who, after being told his documents would be held by a prospective employer, refused the job offer. These two reactions first gave rise to doubt and confusion among other class participants. After a short debate, a student with extensive experience in HRM whose company had confiscated migrants' passports in the past told the class that such practices, although previously widely used, were no longer acceptable because of the new industry standards. This discussion provided the perfect foundation for the lecturer to introduce the case of HP Inc., as the first multinational in the electronics industry to set up new requirements for recruiting, hiring, and managing foreign migrant workers.

In 2014, HP issued a guidance document on standards for the management of foreign migrant workers for dissemination across the company's value chain. It includes aspects related to direct employment versus monitoring recruitment agencies, implementing a "Supplier Pays" model of recruitment fees, establishing responsible factory and dormitory management practices, and increasing HRM capacities at supplier

TABLE 2
Sample Exercises to Help Integrate Migration Into Management and Business Education

<p>Theme 1: National political intersections <i>Useful for class discussions on HRM and CSR- or ethics-related topics</i></p>	<p><i>Class discussion or debate questions:</i>^a What are the essential attributes and tasks of 21st-century HRM managers? Should they assume responsibility for migrant worker human and labor rights standards in their companies? How can they navigate disruptions imposed by changing political frameworks? What support and incentive structures need to be in place to attract international talent?</p> <p><i>Potential example to discuss in class:</i> <i>Flex Ltd.:</i> To deal with labor shortages in low-cost locations, the global electronics manufacturer Flex restructured its HRM department, introducing functional units across various countries and charging them with recruiting, employing, and integrating migrant workers (e.g., bringing Nepalese workers to its factories in Malaysia). The company has allocated over 400 of its staff members to deal with migration-related issues (Personal Communication with HR staff at Flex).</p> <p><i>Experiential or integrative learning activities:</i> <i>Addressing labor shortages:</i> Groups of students are assigned hypothetical company cases; for example, of a German MNC with manufacturing facilities in Hungary, an Australian firm with factories in Malaysia, or a U.S. high-tech firm headquartered in Silicon Valley. The challenge is to recruit a workforce for these locations (lower-skilled for the first two and high-skilled for the third). Students are then asked to research the host country's demographic composition and key facts about its immigration policies. The group working on the Hungarian case might be surprised to find that companies there are bringing in factory workers from Mongolia and Vietnam instead of from neighboring Eastern European countries (Inotai, 2019; Pancevski, 2019). The group focusing on Malaysia might discover that foreign MNCs there rely on migrant workers from Nepal (Dixit, 2019). The third group could run into the challenges of limited quotas for annual US H-1B visas, cutthroat competition for talent, and difficulty in keeping up with salary hikes. The second part of the exercise could be to look for ways to solve these challenges.</p>
--	--

TABLE 2
(Continued)

<p>Theme 2: Economic intersections <i>Useful for class discussions on IB, strategy, and CSR- or ethics-related topics</i></p>	<p><i>Class discussion or debate questions:</i> Should remittance transfers be considered within the broader context of the cost of migration? Under what conditions do migrant remittances serve as a source of venture capital and new business ideas? What is the relationship between FDI and remittances; and, more generally, what are the pro-trade effects of migration? Which firm-level characteristics enable firms to reap the most benefits from migrant diasporas?</p> <p><i>Potential example to discuss in class:</i> <u>Western Union (WU)</u>: The overarching business model of WU relies on its use to transfer money, especially by international migrants. Today, WU handles roughly half of the global remittances sent across borders every year. Hikmet Ersek, the company's CEO at the time of this writing, is a Turkish migrant who has developed a set of migrants-first corporate values. However, WU has been severely criticized for the costs of its remittance transactions. For low-wage migrant workers; in particular, the costs of remittance transfers deprive them of significant portions of their earnings. Many therefore rely on the informal money transfer channels, like <i>hawala</i> (a trust-based method of transferring money through a special broker or dealer, which originated centuries ago in South Asia). These services are less expensive and can reach locations with no formal banking institutions, but the anonymity and informality of these channels makes them attractive for money laundering (Weiss, 2019).</p> <p><i>Experiential or integrative learning activities:</i> <u>Rethinking competitive advantage</u>: This exercise is about critically assessing Porter's Diamond in light of today's realities. Porter (1990: 29) argued that the influence of a nation on the international competitive performance of firms occurs through the ways in which "a firm's proximate environment shapes its competitive success over time." Because firms typically develop a domestic context before expanding internationally, the "home base" plays a key role in shaping a firm's approach to strategy and organization. However, this model does not include the crucial role of global migration. After being introduced to Porter's Diamond, groups or pairs of students are assigned to assess the following points. (a) According to Porter, skilled human resources are a product of investment by individuals, universities, and governments situated in the home base. <i>How applicable is this argument today?</i> (b) Porter argued that nations gain competitive advantage in industries in which the home demand gives their companies a clearer picture of emerging buyer needs, thereby pressuring them to innovate faster. <i>Are all firms' key buyers concentrated in the home country? What role do migrant diasporas abroad play in creating demand for goods produced in their countries of origin?</i> (c) In Porter's single home-based diamond approach, a firm's capabilities to tap into the locational advantages of other nations are rather limited. <i>To what extent does this statement hold true today?</i> Here, the instructor could prompt a discussion on migrants serving as catalysts of knowledge in overcoming the barriers to learning inherent in the process of firms' internationalization. After having discussed these questions, students can be asked to draw their interpretation of what a new Porter's Diamond would look like.</p>
<p>Theme 3: Multisector intersections <i>Useful for class discussions on global value chains and CSR- or ethics-related topics</i></p>	<p><i>Class discussion or debate questions:</i> In the context of migration, should businesses assume a political role beyond their economic activities? Should they remain on the receiving side of intergovernmental initiatives, such as the GFMD, or become more proactive? What are the pros and cons of NGO-business partnerships concerning migrant workers' human and labor rights?</p> <p><i>Potential examples to discuss in class:</i> <u>The Dhaka Principles for Migration with Dignity</u> is the first initiative of its scale to set the global standard for protecting migrant workers' human and labor rights (Institute for Human Rights and Business [IHRB], 2020b). <u>The UN Global Compact</u> comprises explicit business guidelines regarding migration-related SDG targets (United Nations Global Compact, 2017). <u>The International Organization for Migration</u>, in its open-access migration portal, includes additional useful resources for companies (https://migrationdataportal.org/).</p> <p><i>Experiential or integrative learning activities:</i> <u>Reflecting upon the role of the private sector in responsible migrant workforce management</u>: Students are assigned to: (a) review the "Employer Pays Principle" by Leadership Group for Responsible Recruitment (IHRB, 2020b); (b) identify best- or worst-practice examples from the private sector, using benchmarking tools provided by NGOs such as KnowTheChain (https://knowthechain.org/) and Verité (https://www.verite.org/commodity-atlas/); and (c) formulate desirable further business actions.</p>

TABLE 2
(Continued)

<p>Theme 4: Industry intersections <i>Useful for class discussions on global value chains and CSR- or ethics-related topics</i></p>	<p><i>Class discussion or debate questions:</i> How do companies define supply chains, and how many layers do they take responsibility for? Should companies step out of value chains in which they do not have enough control, or continue operating in those value chains and work on gradually improving the situation? Can individual corporate players make a difference, or are large-scale industry alliances a must?</p> <p><i>Potential examples to discuss in class:</i> <u>HP Inc.</u>: HP Inc. was one of the first companies to combat forced labor and human trafficking in its supply chain and to drive progress on responsible migrant workforce management across the electronics industry (Hewlett-Packard Enterprise and HP Inc., 2016). <u>Coca-Cola, Patagonia, Migros Group, and Marks & Spencer</u> have allowed negative findings of their migrant workforce assessments to be made publicly accessible (ICCR, 2017).</p> <p><i>Experiential or integrative learning activity:</i> <u>Resolving human-centered problems in the value chain</u>: Students are asked to imagine they are early-career managers who, while conducting human rights due diligence, discover gray areas in their company's value chain (e.g., blind sides of procurement; lack of supplier training; issues with work safety, living conditions in foreign workers' dormitories, or migrant workplace integration; excessive hiring fees; or other topics). The task may also be narrowed down to global crisis situations, such as COVID-19, during which MNCs had to choose between repatriating their migrant workers (e.g., sending Bangladeshi workers from Qatar back to Bangladesh) versus keeping them quarantined in migrant dormitories at the risk of developing clusters of COVID-19 infection (e.g., Brookings, 2020; Phua & Hwee Min, 2020). Students are then encouraged to envision and create solutions to these problems, reviewing relevant industry standards.</p>
<p>Theme 5: Sociocultural intersections <i>Useful for class discussions on international management and cross-cultural topics</i></p>	<p><i>Class discussion or debate questions:</i> Can organizations and their leaders minimize the impact of external influences, such as intolerance, discrimination, racism, and xenophobia, on their migrant employees? What practices need to be in place to prevent negative attitudes in a society from spilling over into the organization? And, vice versa, can exposure to a positive organizational climate influence how individuals make sense of and view diversity issues in society?</p> <p><i>Potential example to discuss in class:</i> <u>Keystone</u>: Keystone is a social enterprise located in the rural United Kingdom that set up a dedicated program of support for the region's growing immigrant population. This had profound implications for how the organization was viewed by parts of the established local population. Some people were deeply unhappy about it, believing Keystone acted as a magnet to foreign-born newcomers, and therefore ultimately stigmatized the organization and its staff. Because of this, it might have been expected that the organization would disassociate itself from migrants. Intriguingly, however, Keystone progressively deepened, rather than diluted, its association with the migrant population (Tracey & Phillips, 2016). This case provides fruitful avenues for discussion on how organizations and their leaders can combat the negative effects of migrant stigmatization.</p> <p><i>Experiential or integrative learning activity:</i> <u>The role of firms in supporting skilled-migrant employees</u>: After moving to a new country, many skilled migrants experience a drop in social status because of their overt demographic cues and foreign education credentials (Anderson & Kilduff, 2009). Thus, practices that HRM departments usually put in place to support expatriates (e.g., pre-departure training, local support for nonwork administration, support in building a social network) may not suffice. Students are asked to come up with additional HRM tasks involved in managing skilled migrants. These may include: ensuring that equitable employment practices are in place (e.g., investment in the development of migrant employees, equal pay for equal work, safe ways for migrants to voice their concerns), integration of differences (e.g., psychological safety, appreciation of different views, cultural induction practices), inclusion in decision-making (e.g., climate for healthy debate, serious consideration of everyone's ideas), and support for migrant families (e.g., assistance with advice and practical help on accommodations, schools, language courses, social networks, etc.) (Hajro, Zilinskaite, & Stahl, 2017; Nishii, 2013).</p>

Notes: The exercises provided in this table can be adapted across undergraduate and graduate levels of instruction. For executive MBA courses, integrative activities described in Themes 2, 4, and 5 may be of particular interest due to their potential practical application.

^a The open-ended questions are intended to serve as stimuli for class discussions, whereas the yes-no questions could provide the basis for debate. Many of the questions could be adapted to provide either option.

sites (Hewlett-Packard Enterprise and HP Inc., 2016). The in-class analysis of this document led to further discussion on whether multinational firms are always culprits or could also be solutions to human and labor rights' violations of migrant workers. At the end of the day, the first student recognized the problematic aspects of their company's practices and told the class of their intention to bring these issues to the surface at their workplace. This result is just one example of how the topic of migration can help not only identify areas of transformative knowledge (in the case of MBA students, from the perspective of practitioners), but also inspire action.

Table 2 contains additional class discussion questions and practical examples on how to incorporate migration in management and business courses. These instructional suggestions are specific to activities and content for different classes (cross-cultural management, CSR, global supply chain and human resource management, international business, and strategy). The five themes can also be taught as a standalone course with a broader interdisciplinary character. The illustrative cases and exercises provided in this table can be used for undergraduate as well as graduate—including executive MBA—levels of instruction.

Additional online resources for lecturers are listed in Table A1 in Appendix A.

CONCLUDING THOUGHTS

In this provocation, we have sought to make two key contributions. First, we have built a case for the topic of migration to find its way into the business school curricula, where it is currently largely absent. Second, we have proposed that it be addressed in the classroom as a threshold concept. Migration fully encompasses four of the five characteristics of threshold concepts—troublesome knowledge, integrative capacity, irreversibility, and transformation. To help learners cross the threshold, we need to first invest time in facilitating the encounter with troublesome knowledge (Hibbert & Cunliffe, 2015). This can be done by unpacking stereotypical views of migration (e.g., scope and geography of migration, or viewing migrants exclusively as a source of labor) and contrasting them with current state-of-the-art research as well as challenges business practitioners face. Second, since individual theories cannot address and explain this phenomenon in its entirety, it is important to incorporate insights from multiple disciplines and use multilevel methods (Brettel & Hollifield, 2014; Hajro et al., 2021; Inglis, Li, & Binod, 2019). Limiting the learning to a single discipline or level of analysis would inhibit students'

understanding of the complexity of migration processes. By contrast, the vertical and horizontal integration of the five themes that we have delineated in this essay provides the means for fostering the integrative interdisciplinary learning. This does not refer to simply summing up insights from various disciplines. Rather, it is a roadmap for achieving learning outcomes of a quite different order that would not be possible with a single-disciplinary approach. The above also challenges the common definition of threshold concepts as being disciplinary-bounded (Meyer & Land, 2003). Migration is an interesting counter-case to how unboundedness manifests in the learning experience. We believe that this distinctiveness enriches the conversation on threshold concepts. However, further investigation is needed on its pedagogical implications (Baillie, Bowden, & Meyer, 2013; Wimshurst, 2011).

The features of irreversibility and transformation refer to what learners begin to see after they cross the threshold (Meyer & Land, 2003). Threshold concepts can act as portals to a shift in perspective toward more analytical thinking, not taking things for granted, and becoming more reflective and conscious about one's experiences in and beyond the classroom (Hibbert & Cunliffe, 2015). Unfortunately, it is often the case that capable students complete their business degrees without having grasped the intricate and often paradoxical relationships between corporations and nation states, industries, intergovernmental organizations, and civil society (Alvesson, Gabriel, & Paulsen, 2017; Arum & Roksa, 2011). We believe that tackling migration as a topic can put learners on a path that leads to these much-needed profound conceptual changes.

Furthermore, it is noteworthy that approaching migration as a threshold concept may be challenging not just to learners but to lecturers as well. While we call for more awareness of the scientific facts on this real-world phenomenon, we by no means insist that our instructional suggestions should be incorporated indisputably. Lecturers are free to choose which specific aspects to include in their classrooms and how to teach them. This may even open another important path for future research on how threshold concepts influence and shape learning environments (Davies & Mangan, 2007; Meyer & Land, 2003). More processual insights are needed to understand how teachers handle their own assumptions about migration, whatever they may be, and communicate them in the classroom. Research into what happens in the classroom on the topic of migration would also contribute to our broader

understanding of implicit biases, colearning, and reflexive teaching.

Migration is and will remain a permanent feature of economic growth and societal change. The close relationship between business, migration, and society, as we hope to have illustrated, demands that business schools join the debate on migrant workforce management. As aptly pointed out by McGahan (2019: 114), the “complications of [im]migration permeate the facets of psychological, organizational, economic and managerial life that are at the core of our expertise.” As management scholars, we should be at the forefront in educating future business practitioners and leaders about these important issues. Thus, it is time to give migration the kind of attention it deserves in business education.

REFERENCES

- Adams, R. H., & Cuecuecha, A. 2010. Remittances, household expenditure and investment in Guatemala. *World Development*, 38: 1626–1641.
- Alderfer, C. P., & Smith, K. K. 1982. Studying intergroup relations embedded in organizations. *Administrative Science Quarterly*, 27: 35–65.
- Alvesson, M., Gabriel, Y., & Paulsen, R. 2017. *Return to meaning*. Oxford, U.K.: Oxford University Press.
- Anderson, C., & Kilduff, G. J. 2009. The pursuit of status in social groups. *Current Directions in Psychological Science*, 18: 295–298.
- Appave, G., & David, I. 2017. Integration that values diversity—Exploring a model for current migration dynamics. In M. McAuliffe & M. Klein Solomon (Eds.), *Migration research leaders' syndicate: Ideas to inform international cooperation on safe, orderly and regular migration*: 159–167. Geneva, Switzerland: IOM.
- Arjalies, D.-L., Bansal, P., & Kaloty, B. 2020. *Assessing corporate impact: Danby's response to Syrian immigration*. London, ON: Ivey.
- Arum, R., & Roksa, J. 2011. *Academically adrift: Limited learning on college campuses*. Chicago, IL: University of Chicago Press.
- Baillie, C., Bowden, J., & Meyer, J. 2013. Threshold capabilities: Threshold concepts and knowledge capability linked through variation theory. *Higher Education*, 65: 227–246.
- Barnard, H., Deeds, D., Mudambi, R., & Vaaler, P. M. 2019. Special issue: Migrants, migration policies, and international business research: Current trends and new directions. *Journal of International Business Policy*, 2: 275–288.
- Bastia, T. & Skeldon, R. (Eds.). 2020. *Routledge handbook of migration and development*. London, U.K.: Routledge.
- Berry, J. W. 1997. Immigration, acculturation, and adaptation. *Applied Psychology*, 46: 5–34.
- Bivand Erdal, M., & Oeppen, C. 2013. Migrant balancing acts: Understanding the interactions between integration and transnationalism. *Journal of Ethnic and Migration Studies*, 39: 867–884.
- Bolinger, A. R., & Brown, K. D. 2015. Entrepreneurial failure as a threshold concept: The effects of student experiences. *Journal of Management Education*, 39: 452–475.
- Brannen, M. Y., & Thomas, D. C. 2010. Bicultural individuals and intercultural effectiveness. *International Journal of Cross Cultural Management*, 10: 5–16.
- Brettel, C. B. & Hollifield, J. F. (Eds.) 2015. *Migration theory. Talking across disciplines* (3rd ed.). London, U.K.: Routledge.
- British Chambers of Commerce. 2019, January 3. *BCC quarterly economic survey: Big squeeze on firms from recruitment, prices and cash flow*. Retrieved from <https://www.britishchambers.org.uk/news/2019/01/bcc-quarterly-economic-survey-big-squeeze-on-firms-from-recruitment-prices-and-cash-flow>
- Brookings. 2020. *Webinar: Covid-19 and migrant workers in the Gulf* [Video file]. Retrieved from <https://www.brookings.edu/events/webinar-covid-19-and-migrant-workers-in-the-gulf/>
- Buckley, P. J., Doh, J. P., & Benischke, M. H. 2017. Towards a renaissance in international business research? Big questions, grand challenges, and the future of IB scholarship. *Journal of International Business Studies*, 48: 1045–1064.
- Castles, S. 2010. Understanding global migration: A social transformation perspective. *Journal of Ethnic and Migration Studies*, 36: 1565–1586.
- Castles, S., de Haas, H., & Miller, M. J. 2014. *The age of migration: International population movements in the modern world* (5th ed.). London, U.K.: Palgrave Macmillan.
- Cai, H., Meng, Y., & Chakraborty, S. 2021. Migrants and exports: Decomposing the link. *Journal of World Business*, 56: doi:10.1016/j.jwb.2020.101166.
- Chand, M., & Tung, R. L. 2019. Skilled immigration to fill talent gaps: A comparison of the immigration policies of the United States, Canada, and Australia. *Journal of International Business Policy*, 2: 333–355.
- Charlier, S. D., Brown, K. G., & Rynes, S. L. 2011. Teaching evidence-based management in MBA programs: What evidence is there? *Academy of Management Learning & Education*, 10: 222–236.

- Choudhury, P., Hernandez, E., Khanna, T., Kulchina, E., Shaver, M., Wang, D., & Zellmer-Bruhn, M. Forthcoming. Migration and organizations. *Organization Science*.
- Clemens, M. 2011. Economics and emigration: Trillion-dollar bills on the sidewalk? *Journal of Economic Perspectives*, 25: 83–106.
- Cummings, M. E., & Gamlen, A. 2019. Diaspora engagement institutions and venture investment activity in developing countries. *Journal of International Business Policy*, 2: 289–313.
- Czaika, M. 2018. High-skilled migration. Introduction and synopsis. In M. Czaika (Ed.), *High-skilled migration. drivers and policies*: 1–19. Oxford, U.K.: Oxford University Press.
- Czaika, M., & de Haas, H. 2014. The globalisation of migration: Has the world become more migratory? *International Migration Review*, 48: 283–323.
- Davies, P., & Mangan, J. 2007. Threshold concepts and the integration of understanding in economics. *Studies in Higher Education*, 32: 711–726.
- de Haas, H., Czaika, M., Flahaux M-L., Mahendra, E., Natter, K., Vezzoli, S., & Villares-Varela, M. 2019. International migration: Trends, determinants, and policy effects. *Population and Development Review*, 45: 885–922.
- de Haas, H., Natter, K., & Vezzoli, S. 2018. Growing restrictiveness or changing selection? The nature and evolution of migration policies. *International Migration Review*, 52: 324–367.
- Demurger, S., & H. Xu. 2011. Return migrants: The rise of new entrepreneurs in rural China. *World Development*, 39: 1847–1861.
- Dixit, K. 2019, September 15. Nepal and Malaysia rewrite rules for migrant labour. *Nepali Times*.
- Dubner, S., & Gunja, A. 2015. Is migration a basic human right? (No. 231). *Freakonomics Radio* [Audio podcast episode]. Retrieved from <https://freakonomics.com/podcast/is-migration-a-basic-human-right-a-new-freakonomics-radio-podcast/>
- Dyer, S. & Hurd, F. 2018. Equality as a threshold conception: Challenging future manager's perceptions. *Equality, Diversion and Inclusion*, 37: 683–397 .
- Favell, A. 2005. Integration nations: The nation–state and research on immigrants in Western Europe. In M. Bommers & E. Morawska (Eds.), *International migration Research: Constructions, omissions and the promises of interdisciplinarity*: 41–67. Aldershot, U.K.: Ashgate.
- Fernando, D., & Patriotta, G. 2020. “Us versus them”: Sensemaking and identity processes in skilled migrants' experiences of occupational downgrading. *Journal of World Business*, 55: 1–13.
- Fitzsimmons, S. R. 2013. Multicultural employees: A framework for understanding how they contribute to organizations. *Academy of Management Review*, 38: 525–549.
- Fitzsimmons, S., Minbaeva, D., Phene, A., & Narula, R. Forthcoming. Global mobility of people: Challenges and opportunities for International business. *Journal of International Business Studies*.
- Freeman, G. 2004. Immigrant incorporation in Western democracies. *International Migration Review*, 38: 945–969.
- Garvin, D. A., Edmondson, A. C., & Gino, F. 2008. Is yours a learning organization? *Harvard Business Review*, 89: 1–11.
- Geiger, M., & Pécoud, A. 2013. International organisations and the politics of migration. *Journal of Ethnic and Migration Studies*, 40: 865–887.
- Giuliani, E. 2018. Regulating global capitalism amid rampant corporate wrongdoing—Reply to “Three frames for innovation policy.” *Research Policy*, 47: 1577–1582.
- Global Forum on Migration and Development. 2019. *The business advisory group on migration*. Retrieved from <https://gfmdbusinessmechanism.org/>
- Gold, J. & Nawyn, S. J. (Eds.). 2019. *Routledge international handbook of migration studies* (2nd ed.). London, U.K.: Routledge.
- Gordon, J. 2017. Regulating the human supply chain. *Iowa Law Review*, 102: 445–504.
- Gould, D. M. 1994. Immigrant links to the home country: Empirical implications for U.S. bilateral trade flows. *Review of Economics and Statistics*, 76: 302–316.
- Green, A., & Hogarth, T. 2017. Attracting the best talent in the context of migration policy changes: The case of the UK. *Journal of Ethnic and Migration Studies*, 43: 2806–2824.
- Groutsis, D., Vassilopoulou, J., Ozbilgin, M., Fujimoto, Y., Mor Barak, M. E., Greenwood, R., & Shi, J. (forthcoming). Migration management: Tensions, challenges, and opportunities for inclusion. *Academy of Management Discoveries*.
- Hajro, A., Caprar, D., Zikic, J., & Stahl, G. K. 2021. Global migrants: Understanding the implications for international business and management. *Journal of World Business*, 56: doi:10.1016/j.jwb.2021.101192.
- Hajro, A., Gibson, C., & Pudelko, M. 2017. Knowledge exchange processes in multicultural teams: Linking organizational diversity climates to teams' effectiveness. *Academy of Management Journal*, 60: 345–372.
- Hajro, A., Stahl, G. K., Clegg, C. C., & Lazarova, M. B. 2019. Acculturation, coping, and integration success of international skilled migrants: An integrative review and multilevel framework. *Human Resource Management Journal*, 29: 328–352.

- Hajro, A., Zilinskaite, M., & Stahl, G. 2017, 4–8 August. Acculturation of highly qualified migrants at the workplace: The importance of individual coping strategies and organizational climate for inclusion. *Academy of Management Meeting*, Atlanta, GA.
- Hall, S. M. 2017. Mooring “super-diversity” to a brutal migration milieu. *Ethnic and Racial Studies*, 40: 1562–1573.
- Hanusch, M., & Vaaler, P. M. 2015. Migrant remittances, capital constraints and new business starts in developing countries. *World Bank Group, Macroeconomics & Fiscal Management*, 8: 1–4.
- Harrison, D. A., Harrison, T., & Shaffer, M. A. 2019. Strangers in strained lands: Learning from workplace experiences of immigrant employees. *Journal of Management*, 45: 600–619.
- Hawkins, B., & Edwards, G. 2015. Managing the monsters of doubt: Liminality, threshold concepts and leadership learning. *Management Learning*, 46: 24–43.
- Hernandez, E. 2014. Finding a home away from home: Effects of immigrants on firms’ foreign location choice and performance. *Administrative Science Quarterly*, 59: 73–108.
- Hewlett Packard Enterprise and HP Inc. 2016. *Hewlett-Packard Company supply chain foreign migrant worker standard guidance document*, Version 1.1. Retrieved from <http://h20195.www2.hp.com/V2/GetDocument.aspx?docname=c05116077>.
- Hibbert, P., & Cunliffe, A. 2015. Responsible management: Engaging moral reflexive practice through threshold concepts. *Journal of Business Ethics*, 127: 177–188.
- Ilies, R., Wilson, K. S., & Wagner, D. T. 2009. The spillover of daily job satisfaction onto employees’ family lives: The facilitating role of work-family integration. *Academy of Management Journal*, 52: 87–102.
- Inglis, C., Li, W., & Binod, K. 2019. *The SAGE handbook of international migration*. London, U.K.: SAGE.
- Inotai, E. 2019. *Hungary’s hard line on immigration softened for some*. Retrieved from <https://balkaninsight.com/2019/12/19/hungarys-hard-line-on-immigration-softened-for-some/>
- Interfaith Center of Corporate Responsibility. 2017. *Best practice guidance on ethical recruitment of migrant workers* [Report]. Retrieved from <https://goo.gl/E5qTZD>
- International Migration Institute. 2015. Former director Hein de Haas busts 7 migration myths. Retrieved from <https://www.migrationinstitute.org/imi-archive/news/former-director-hein-de-haas-busts-7-migration-myths>
- International Organization for Migration. 2020. *UN world migration report 2020*. Retrieved from https://publications.iom.int/system/files/pdf/wmr_2020.pdf
- International Organization for Migration. 2021. UN world migration report 2022. Retrieved from <https://publications.iom.int/books/world-migration-report-2022>.
- Institute for Human Rights and Business (IHRB). 2020a. *The Leadership Group for Responsible Recruitment*. Retrieved from <https://www.ihrb.org/employerpays/leadership-group-for-responsible-recruitment>.
- Institute for Human Rights and Business (IHRB). 2020b. *Dhaka principles for migration with dignity* [Brochure]. Retrieved from <https://www.ihrb.org/dhaka-principles/downloads-translations>.
- International Labour Office. 2017. *Global estimates of modern slavery*. Geneva: ILO.
- Isaara Institute. 2019. *A recruitment journey* [Video file]. Retrieved from https://www.youtube.com/watch?time_continue=1&v=QNiCdZLqJ0o&feature=emb_logo
- Kerr, W. R. 2008. Ethnic scientific communities and international technology diffusion. *Review of Economics and Statistics*, 90: 518–537.
- Kulchina, E. 2016. Personal preferences, entrepreneurs’ location choices, and firm performance. *Management Science*, 62: 1814–1829.
- Lal, B. V., Reeves, P., & Rai, J. 2006. *The encyclopedia of the Indian diaspora*. Singapore: Didier Millet.
- Lewin, A. Y., Massini, S., & Peeters, C. 2009. Why are companies offshoring innovation? The emerging global race for talent. *Journal of International Business Studies*, 40: 901–925.
- Malmusi, D. 2015. Immigrants’ health and health inequality by type of integration policies in European countries. *European Journal of Public Health*, 25: 293–299.
- McGahan, A. M. 2019. Immigration and impassioned management scholarship. *Journal of Management Inquiry*, 29: 111–114.
- Mescon, T. 2018, March 14. Global mobility in higher education: Students apply where they are encouraged. *AACSB*. Retrieved from <https://www.aacsb.edu/blog/2018/march/global-mobility-in-higher-education-students-apply-where-they-are-encouraged>
- Meyer, J. H. F., & Land, R. 2003. Threshold concepts and troublesome knowledge: Linkages to thinking and practicing within the disciplines. In C. Rust (Ed.), *Improving student learning: Theory and practice—ten years on*: 412–424. Oxford, U.K.: Centre for Staff and Learning Development.
- Meyer, J. H. F., & Land, R. 2005. Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning. *Higher Education*, 49: 373–388.
- Mudambi, R., Narula, R., & Santangelo, G. D. 2018. Location, collocation and innovation by multinational

- enterprises: a research agenda. *Industry and Innovation*, 25: 229–241.
- Nahavandi, A. 2016. Threshold concepts and culture-as-meta-context. *Journal of Management Education*, 40: 794–816.
- Naude, W., Siegel, M., & Marchand, K. 2015. Migration, entrepreneurship and development: A critical review. UNU-MERIT Working Papers, No. 033. Retrieved from [https://cris.maastrichtuniversity.nl/portal/en/publications/migration-entrepreneurship-and-development-a-critical-review\(4e61f30c-62d4-4d4f-84cb-6c4e8c295dad\).html](https://cris.maastrichtuniversity.nl/portal/en/publications/migration-entrepreneurship-and-development-a-critical-review(4e61f30c-62d4-4d4f-84cb-6c4e8c295dad).html).
- Neal, M. 2017. Learning from poverty: Why business schools should address poverty, and how they can go about it. *Academy of Management Learning & Education*, 16: 54–69.
- Nishii, L. H. 2013. The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56: 1754–1774.
- Nolan, J. 2017. Human rights and global corporate supply chains: Is effective supply chain accountability possible? In S. Deva & D. Bilchitz (Eds.), *Building a treaty on business and human rights: Context and contours*: 238–265. Cambridge, U.K.: Cambridge University Press.
- Organisation for Economic Co-operation and Development. 2016. *Perspectives on global development 2017: International migration in a shifting world*. Retrieved from www.oecd-ilibrary.org/development/perspectives-on-global-development-2017/the-development-impact-of-migration-in-origin-countries_persp_glob_dev-2017-11-en.
- Pancevski, B. 2019, September 8. Hungary, loudly opposed to immigration, opens doors to more foreign workers. *Wall Street Journal*.
- Pascale, R. T., & Christiansen, E. T. 1983. *Honda (A)*. Harvard Business School Case 384–049.
- Phua, R., & Hwee Min, A. 2020, September 12. The long, challenging journey to bring COVID-19 under control in migrant worker dormitories. *Channel News Asia*. Retrieved from <https://www.channelnewsasia.com/news/singapore/in-focus-covid19-singapore-migrant-worker-dormitories-lockdown-13081210>
- Pieterse, A. L., Evans, S. A., Risner-Butner, A., Collins, N. M., & Mason, L. B. 2009. Multicultural competence and social justice training in counseling psychology and counselor education: A review and analysis of a sample of multicultural course syllabi. *Counseling Psychologist*, 37: 93–115.
- Porter, M. E. 1990. *Competitive advantage of nations*. New York, NY: Free Press.
- Portes, A., & Böröcz, J. 1989. Contemporary immigration: Theoretical perspectives on its determinants and modes of incorporation. *International Migration Review*, 23: 606–630.
- Ratha, D. 2014. The workforce crisis of 2030—and how to start solving it now. TEDGlobal2014. Retrieved from: https://www.ted.com/talks/dilip_ratha_the_hidden_force_in_global_economics_sending_money_home/details?language=en
- Richwine, J. 2016. “Schrodinger’s immigrant” is no paradox: Welfare and work go together in today’s America. Retrieved from <https://cis.org/Richwine/Schrodingers-Immigrant-No-Paradox-Welfare-and-Work-Go-Together-Todays-America>
- Romme, A., & van Seggelen-Damen, I. 2015. Taking nothing for granted in management education: A systemic perspective on the role of reflective questioning. *Organizational Management Journal*, 12: 76–86.
- Shukla, P., & Cantwell, J. 2018. Migrants and multinational firms: The role of institutional affinity and connectedness in FDI. *Journal of World Business*, 53: 835–849.
- Szkudlarek, B., Newman, A., Van Dijk, H., & Wehrle, K. Forthcoming. Effective strategies for humanitarian migrants’ employment, inclusion and integration. *Journal of International Management*.
- Strack, R. 2014. *The workforce crisis of 2030—and how to start solving it now* [Video file]. Retrieved from https://www.ted.com/talks/rainer_strack_the_workforce_crisis_of_2030_and_how_to_start_solving_it_now?language=en
- Talani, L. S. & McMahon, S. (Eds.). 2015. *Handbook of international political economy of migration*. Cheltenham, U.K.: Edward Elgar.
- The Guardian 2013, September 25. *Qatar World Cup 2022: Migrant workers forced to work for no pay* [Video file]. Retrieved from <https://www.youtube.com/watch?v=e5R9Ur44XV8>
- Tracey, P., & Phillips, N. 2016. Managing the consequences of organizational stigmatization: Identity working a social enterprise. *Academy of Management Journal*, 59: 740–765.
- Tung, R. L., & Chung, H. F. L. 2010. Diaspora and trade facilitation: The case of ethnic Chinese in Australia. *Asia Pacific Journal of Management*, 27: 371–392.
- United Nations Global Compact. 2017. *Business reporting on the SDGs. An analysis of goals and targets*. Retrieved from <https://www.unglobalcompact.org/library/5361>
- United Nations. 2015. *Transforming our world: The 2030 agenda for sustainable development*. Retrieved from <https://sustainabledevelopment.un.org/sdgs>
- Verité 2014. *The story of Edz* [Video file]. Retrieved from <https://vimeo.com/91446934>
- Vidal, N., Smith, R., & Spetic, W. 2015. Designing and Teaching business & society courses from a threshold

- concept approach. *Journal of Management Education*, 39: 497–530.
- Weinzierl, M., Flanagan, K., & Su, A. 2019. *Immigration policy in Germany (A)*. Harvard Business School Case 9-715-029.
- Weinzierl, M., & Scherf, R. 2019. *Immigration policy in Germany (B)*. Harvard Business School Case No. 9-720-010.
- Weiss, M. A. 2019. Remittances: Background and issues for congress. *Congressional Research Service*. Retrieved from <https://fas.org/sgp/crs/misc/R43217.pdf>
- Wimshurst, K. 2011. Applying threshold concepts theory to an unsettled field: An exploratory study in criminal justice education. *Studies in Higher Education*, 36: 301–314.
- Winston, C. 2018. Norm structure, diffusion, and evolution: A conceptual approach. *European Journal of International Relations*, 24: 638–661.
- World Bank. 2019. *Migration and Remittances*. Retrieved from <https://www.worldbank.org/en/topic/labormarkets/brief/migration-and-remittances>
- World Population Prospects. 2019. *Highlights*. Retrieved from https://population.un.org/wpp/Publications/Files/WPP2019_Highlights.pdf.
- Wright, A., & Hibbert, P. 2019. Threshold concept learning: Emotions and liminal space transitions. *Management Learning*, 50: 355–373.
- Wu, Y.-C. J., Huang, S., Kuo, L., & Wu, W.-H. 2010. Management education for sustainability: A Web-based content analysis. *Academy of Management Learning & Education*, 9: 520–531.
- Zepke, N. 2013. Threshold concepts and student engagement: Revisiting pedagogical content knowledge. *Active Learning in Higher Education*, 14: 97–107.

APPENDIX A

EMPIRICAL EVIDENCE ON LACK OF INCORPORATION OF GLOBAL LABOR MIGRATION MANAGEMENT IN BUSINESS SCHOOL TEACHING CURRICULA

Our claim that migration management is virtually absent from business school teaching curricula is supported not only by our own years-long observations as lecturers but also by findings from a collection of 360 syllabi across 64 business schools in 26 countries. We first chose to look at 200 internationally accredited business schools across different continents; this preliminary sample size has been used in previous curricula studies and is considered sufficient given the expected sample attrition rates (Pieterse Evans, Risner-Butner, Collins, & Mason, 2009). We drew our initial list of schools based on

- Zilinskaite, M., & Hajro, A. 2020. Responsible global migrant workforce management leadership challenges and opportunities. In M. Mendenhall, M. Zilinskaite, G. K. Stahl, & R. Clapp-Smith (Eds.), *Responsible global leadership. Dilemmas, paradoxes, and opportunities*: 101–119. New York, NY: Routledge.



Aida Hajro (aida.hajro@wu.ac.at) is a professor in International Business at the University of Leeds and a visiting professor at the Management Department of Vienna University of Economics and Business. Her current research and teaching interests lie in sustainable development, with special focus on the social-side of sustainability, specifically, migration.

Milda Žilinskaitė (mzilinsk@wu.ac.at) is a senior scientist at the Competence Center for Sustainability Transformation and Responsibility, Vienna University of Economics and Business, and a visiting faculty at the International Anti-Corruption Academy. Her current teaching and research foci include labor migration, SDGs, cross-cultural management, ethics and value-based compliance.

Paul Baldassari (paul.baldassari@flex.com) is Executive Vice President, Operations Strategy and Excellence, and the former Chief Human Resources Officer at Flex (NASDAQ: FLEX). Paul leads the advanced engineering, quality, and operations excellence group, the company's asset management function, corporate real estate and facilities, to drive financial and operational performance improvements.



publicly available rankings provided by the three major global accreditation bodies: The Association to Advance Collegiate Schools of Business (AACSB), The European Quality Improvement System (EQUIS) and The Association of MBAs (AMBA). At the time of data collection (January–April 2020), AACSB included 874, EQUIS 172, and AMBA 292 accredited institutions. After eliminating the overlaps of institutions that had double or triple accreditation (with 98 schools in the latter category), we further consulted the *Financial Times Global MBA Ranking 2019* and *Times Higher Education Best Universities for Business Degrees 2020* rankings (top 100 institutions) to further narrow down our selection. Similar approaches have been employed in prior research (e.g., Charlier, Brown, & Rynes, 2011; Pieterse et al., 2009; Wu et al., 2010).

Next, we scanned the selected schools' undergraduate and graduate course catalogues for international

TABLE A1
Useful Resources for Business and Management Education About Migration

Handbooks on migration (cross-disciplinary):

- ✓ Bastia, T., & Skeldon, R. (Eds.) 2020. *Routledge handbook of migration and development*. London, U.K.: Routledge.
- ✓ Brettel, C. B., & Hollifield, J. F. (Eds.). 2015. *Migration theory. Talking across disciplines* (3rd ed.) London, U.K.: Routledge.
- ✓ Czaika, M. (Ed.). 2018. *High-skilled migration. Drivers and policies*. Oxford, U.K.: Oxford, University Press.
- ✓ Gold, J., & Nawyn, S. J. (Eds.). 2019. *Routledge international handbook of migration studies* (2nd ed.). London, U.K.: Routledge.
- ✓ Inglis, C., Li, W., & Khadria, B. (Eds.). 2019. *The SAGE handbook of international migration*. London, U.K.: SAGE.
- ✓ Talani, L. S., & McMahon, S. (Eds.). 2015. *Handbook of international political economy of migration*. Cheltenham, U.K.: Edward Elgar.

Journal special issues on migration in business and management:

- ✓ Barnard, H., Deeds, D., Mudambi, R., & Vaaler, P. M. 2019. Special issue: Migrants, migration policies, and international business research: Current trends and new directions. *Journal of International Business Policy*, 2: 275–288.
- ✓ Choudhury, P., Hernandez, E., Khanna, T., Kulchina, E., Shaver, M., Wang, D., & Zellmer-Bruhn, M. Forthcoming. Migration and organizations. *Organization Science*.
- ✓ Fitzsimmons, S., Minbaeva, D., Phene, A., & Narula, R. Forthcoming. Global mobility of people: challenges and opportunities for International business. *Journal of International Business Studies*.
- ✓ Groutsis, D., Vassilopoulou, J., Ozbilgin, M., Fujimoto, Y., Mor Barak, M. E., Greenwood, R., & Shi, J. (forthcoming). Migration management: tensions, challenges, and opportunities for inclusion. *Academy of Management Discoveries*.
- ✓ Hajro, A., Caprar, D., Zikic, J., & Stahl, G. K. 2021. Global migrants: understanding the Implications for international business and management. *Journal of World Business*, 56: doi:10.1016/j.jwb.2021.101192.
- ✓ Szkudlarek, B., Newman, A., Van Dijk, H., & Wehrle, K. Forthcoming. Effective strategies for humanitarian migrants' employment, inclusion and integration. *Journal of International Management*.

Business school network initiatives on migration:

- ✓ Migration, Business & Society. www.migrationbusinesssociety.net

Intergovernmental organizations and internationally leading NGOs that publish publicly accessible resources on migration:

- ✓ Alliance 8.7: <https://www.alliance87.org/>
- ✓ Business and Human Rights Resource Center: <https://www.business-humanrights.org/>
- ✓ Business for Social Responsibility: <https://www.bsr.org/>
- ✓ Institute for Human Rights and Business: <https://www.ihrb.org/focus-areas/migrant-workers>
- ✓ International Organization for Migration: <https://www.iom.int/labour-migration>
- ✓ Issara Institute: <https://www.issarainstitute.org/>
- ✓ KnowTheChain: <https://knowthechain.org/>
- ✓ Social Accountability International: <https://sa-intl.org/about/issue-areas/>
- ✓ The Global Forum on Migration and Development: <https://gfmdbusinessmechanism.org/>
- ✓ The International Centre for Migration Policy Development: <https://www.icmpd.org/home/>
- ✓ The Organization for Economic Co-operation and Development: <https://www.oecd.org/migration/>
- ✓ The World Bank Group, KNOMAD: <https://www.knomad.org/Verité>; <https://www.verite.org/>
- ✓ United Nations Department of Economic and Social Affairs: <https://www.un.org/development/desa/pd/>
- ✓ United Nations Population Fund: <https://www.unfpa.org/migration>

Global industry alliances with a strong migration focus:

- ✓ Ethical Trading Initiative: <https://www.ethicaltrade.org/>
- ✓ Leadership Group for Responsible Recruitment: <https://www.ihrb.org/employerpays/leadership-group-for-responsible-recruitment>
- ✓ Responsible Business Alliance: <http://www.responsiblebusiness.org/>
- ✓ Roundtable on Sustainable Palm Oil: <https://www.rspo.org>
- ✓ Seafood Task Force: <https://www.seafoodtaskforce.global/>
- ✓ The Consumer Goods Forum: <https://www.theconsumergoodsforum.com/>

Informative talks:

- ✓ International Migration Institute. 2015. Former director Hein de Haas busts 7 migration myths. Retrieved from <https://www.migrationinstitute.org/imi-archive/news/former-director-hein-de-haas-busts-7-migration-myths>
- ✓ Ratha, D. 2014. *The hidden force in global economics: Sending money home* [Video file]. Retrieved from <https://cutt.ly/2hSdKm0>
- ✓ Strack, R. 2014. *The workforce crisis of 2030—and how to start solving it now* [Video file]. Retrieved from <https://cutt.ly/YhSdIRU>

Case studies:

- ✓ Arjalies, D-L., Bansal, P., & Kaloty, B. 2020. *Assessing corporate impact: Danby's response to Syrian immigration*. Ivey Publishing Product No. 9B20M107. London, Ontario: Ivey.
- ✓ Weinzierl, M., Flanagan, K., & Su, A. 2019. *Immigration policy in Germany (A)*. Harvard Business School Case No. 9-715-029. Boston, MA: Harvard Business Publishing.
- ✓ Weinzierl, M., & Scherf, R. 2019. *Immigration policy in Germany (B)*. Harvard Business School Case No. 9-720-010. Boston, MA: Harvard Business Publishing

management and business, HRM, CSR or ethics, strategy, supply chain management, and cross-cultural management courses. We employed “liberal operationalization” of course titles (Charlier et al., 2011), searching for keywords or phrases that were consistent with these teaching areas (e.g., “people management” or “managing human capital” for HRM, and “intercultural management” or “management across borders” for IB and cross-cultural management). Syllabi were then obtained via direct downloads from schools’ websites (where available) and by contacting registrars’ offices, program coordinators, and individual instructors via email. We further sent inquiries to

two email distribution lists widely used by management scholars. Our final sample consisted of 360 course syllabi. We examined each document by using the search function in the Atlas.ti 8.0 software to identify lemma *migra**, and *mobil**, as well as keyword phrases “foreign worker(s),” “foreign-born employee(s),” “(low-) skilled worker(s),” “modern slavery,” and “forced labor.” Semantic consistency of the search results was checked manually, and findings that included the terms found in different contexts (e.g., “knowledge and idea *migra**tion”) were eliminated. Our finding was that only 11 of the collected syllabi included migration-related references.