Global Competence: Essential characteristics as perceived by Faculty and Program Heads in International Business Programs at Ontario’s five Institutes of Technology and Advanced Learning.

by

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A thesis submitted in conformity with the requirements for the degree of Doctor of Philosophy
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GLOBAL COMPETENCE: ESSENTIAL CHARACTERISTICS AS PERCEIVED BY FACULTY AND PROGRAM HEADS IN INTERNATIONAL BUSINESS PROGRAMS AT ONTARIO’S FIVE INSTITUTES OF TECHNOLOGY AND ADVANCED LEARNING

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Abstract

The purpose of this study was to understand how global competence was defined by study participants and to identify the knowledge, skills, and attitudes that were perceived as essential to its development as a student learning outcome of International Business Programs. This study focused on faculty teaching in the International Business Programs and the heads who oversee those programs at Ontario’s five Institutes of Technology and Advanced Learning (ITALs).

This was an exploratory descriptive case study with quantitative and qualitative data collected concurrently from three perspectives: faculty, program heads and relevant documents. The response rate (n=8 of approximately 57 invited) of faculty teaching in these programs, and only one of the five program heads, was disappointingly low. However, the in-depth analysis of a total of 25 course outlines (five of the required courses of each of the five programs), provided a rich source of information on the knowledge, skills and attitudes integral to global competence.

Consistent with the literature, I did not find a common definition of global competence, but the term ‘culture’ recurred throughout the definitions presented. The competencies found to
be essential to global competence included: discussing/explaining, examining and/or analyzing culture, communication and/or negotiation, describing, assessing and/or analyzing the external environment (political, economic, legal and/or social), developing and evaluating strategies, describing, examining and/or analyzing international trade, comparing, examining and/or evaluating the Canadian perspective, and discussing and describing human rights, ethics and social responsibility, all within the global context. Celebrating diversity was included at the program and institutional level.

Three main teaching/learning strategies were employed in the classroom to support the development of global competence: case studies, developing a business and/or marketing plan, and simulations and games. At the program level, study abroad options in various countries were available. Mandatory foreign language study was proposed.

Although the findings of this case study are not generalizable, global competence is an area that is of interest to institutions of higher education, and this study may be informative for other colleges and universities interested in exploring global competence as a student learning outcome of internationalization.
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This journey has been a privilege.

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Acronyms

ACCC – Association of Canadian Community Colleges

ACIIE - American Council on International Intercultural Education

CAAT - Ontario Colleges of Applied Arts and Technology

Co-op – Co-operative Placements

DMIS - Development Model of Intercultural Sensitivity

EES – Essential Employability Skills

GTA – Greater Toronto Area

IDI – Intercultural Development Inventory

ITALs - Institutes of Technology and Advanced Learning

MTCU – Ministry of Training, Colleges and Universities

OISE – Ontario Institute for Studies in Education

OPSEU - Ontario Public Service Employees Union

OQF - Ontario Qualifications Framework

PEQAB – Postsecondary Education Quality Assessment Board

SMAS – Strategic Mandate Agreement Submission

SMEs – Subject Matter Experts
TRU – Thompson Rivers University

U of T – University of Toronto
Chapter One: Introduction

The purpose of this study was to establish an understanding of how global competence is defined and which knowledge, skills, and attitudes are essential to the development of global competence as a student learning outcome of internationalization. This exploratory descriptive study focused on the perceptions of faculty teaching in the International Business Programs and the heads who oversee the programs at Ontario’s five Institutes of Technology and Advanced Learning (ITALs). Furthermore, the purpose was to identify the extent to which global competencies were being articulated in program and course learning outcomes and what learning activities are being used by faculty to promote their achievement. Institutional commitment to internationalization, human resource policies, procedures and professional development opportunities for faculty and program heads and the challenges that study participants have encountered in fostering the development of global competence were also examined. This study is grounded in Bennett’s Development Model of Intercultural Sensitivity (DMIS).

Background and Statement of the Problem Situation

The process of internationalization for institutions of higher education in Canada as a response to globalization, that is, “the economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (Altbach & Knight, 2007, p. 290), has prompted the emergence of institutional activities, programs and courses that intend to support the development of globally competent students. Jackson (2008) suggests,

the impact of globalization extends well beyond the realm of business and enterprise, it affects the cultural fabric of societies and educational institutions. It is a powerful force for change in practices and ways of conceptualizing the world and one’s place in it. (p. 349)
At the national and institutional levels, internationalization is defined as, “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2006, p. 214). The term ‘global’ is used to address the scope, and the triad of terms ‘international, intercultural, and global’ are intended to complement each other (Knight, 2006). Childress (2009) states, “higher education leaders have called for the internationalization of their institutions to prepare students to succeed in the 21st century” (p. 290).

Across Canadian colleges, the development of global competence has become a key student learning outcome of internationalization. The International Education and Mobility: Internationalizing Canadian Colleges and Institutes (2010) report published by the Association of Canadian Community Colleges (ACCC) indicates that 85.2% of respondents to a national survey specify that preparing students to “succeed in and contribute to the global economy or develop international competencies in students” (p. 8), is the principal reason for promoting and integrating the process of internationalization at their colleges. However, Jurgens and Robbins-O’Connell (2008) suggest that “studies have shown that more and more students graduate from their colleges and universities with little to no global awareness or sensitivity” (p. 66).

The original mandate for Ontario colleges did not incorporate the process of internationalization. However, in the New Charter passed in the year 2002, “the mandate of the Colleges of Applied Arts and Technology (CAAT) was re-written to reflect the new provincial and global realities resulting from the rise of globalization” (Cudmore, 2005, p. 38). Institutions are now challenged not only to “provide accessible, quality, career education and training to enhance social and economic development throughout Ontario, but also to meet local, regional, and global marketplace demand” (Cudmore, 2005, p. 38). Many institutions are engaging in
activities related to internationalization that are perceived to foster global competence as a student learning outcome. The ACCC (2010) report identified “seven sections representing the various facets of an institution’s internationalization activities” (p. 1). These activities include: institutional internationalization policy, internationalization of curriculum, delivery of programs and services abroad, international mobility for Canadian faculty and staff, international mobility for Canadian students, international students in Canada, and international cooperation projects (Association of Canadian Community Colleges, 2010). Furthermore, “up to 80% of colleges are planning to become more active in internationalization activities in the future” (ACCC, 2010, p. 12).

Aligned with the New Charter (Ministry of Training, Colleges and Universities, 2002), programs have been developed at the college level to prepare students for careers in the global marketplace. Li (2013) states, “although student global competence has been recognized as an important learning outcome by more and more colleges and universities, campus internationalization efforts remain fragmented and largely ineffective” (p. 125). Jurgens and Robbins-O’Connel (2008) suggest that, “the lack of intercultural competencies among students in higher education is one of the most significant issues facing higher education and society in general” (p. 66). Furthermore, “little research exists with the expressed purpose of defining the term ‘global competence’ or of identifying the knowledge, skills, attitudes, and experiences necessary to become globally competent” (Hunter, White & Godbey, 2006, p. 7). Hunter et al. (2006) discuss the challenge of defining what global competence is as running “tandem with the rapidly developing, critical need for colleges and universities to internationalize their curricula and the college experience in general” (p. 5).
Academic institutions have indicated that the preparation of students to “succeed in and contribute to the global economy or develop international competencies in students” (ACCC, 2010, p. 8), is a desired outcome of the internationalization process. This provokes key questions that need to be addressed by faculty and administrators, and these questions, according to Li (2013), include:

how do institutions of higher education know if they are graduating students who can function appropriately in a global environment? How do institutions measure the effectiveness of their internationalization efforts? Even more importantly, what does it mean to be globally competent? Furthermore, how can we design a curriculum to enhance student global competence? (p. 126)

Identifying the knowledge, skills and attitudes that comprise global competence, and how global competence is defined by those who oversee and teach in the programs that promote its development, is instrumental to understanding how intended learning outcomes can be achieved. Jayakumar (2008), suggests, “as a final stopping point for young adults before they enter the workforce, higher education has an important role to play in ensuring that the next generation of workers is up to the growing challenges of an increasingly diverse global community” (p. 617). Without understanding what ‘global competence’ is, it may lead to students enrolled in the International Business Programs being unprepared for the global marketplace upon graduation.

Research Questions

The overall question that this study sought to address was: How is global competence defined by the study participants and what are the essential global competencies required upon graduation for students from the International Business Programs at Ontario’s five Institutes of Technology and Advanced Learning?
More specifically, this exploratory descriptive study addressed the following questions:

Research Question #1.

   a) How do study participants define the term “global competence” and what do they perceive to be the essential knowledge, skills, and attitudes of “global competence”?

   b) What are the global competencies articulated in the learning outcomes of International Business Programs and courses in Ontario’s five Institutes of Technology and Advanced Learning (ITALs)?

Research Question #2. What teaching methods and learning activities are incorporated into these International Business Programs and courses to support the development of global competence as a student learning outcome?

Research Question #3. What are the challenges participants encounter in fostering the development of “global competence” as a student learning outcome?

Research Question #4. What institutional commitment and human resource development policies, procedures, and opportunities support the development of “global competence” of the faculty, program heads and students in these institutions?

Rationale

According to Egron-Polak (2012), “internationalization appears to be, at present, one of the key change processes influencing the development of higher education in most countries” (p. 57). Furthermore, around the world, institutions of higher education “are reassessing their mission and responsibilities. Most feel compelled to address the following question: how can
they best prepare their graduates to become global citizens and professionals in today’s complex world. The policy-based response of many is internationalization” (Jackson, 2008, p. 350). Internationalization is generally understood by most stakeholders in higher education as bringing benefits to all participants;

from the individual learner who can broaden his/her horizons, who can learn from the experience of foreign lecturers; to the faculty member or researcher who can join an international team of scholars; and to the national and even regional level, where economic development and competitiveness are improved with an international-ready workforce. (Egron-Polak, 2012, p. 66)

The development of global competence as a student learning outcome of internationalization can benefit students during their time at the college and beyond graduation. The report published by the American Council on International Intercultural Education (ACIIE) and The Stanley Foundation (1996) states, “the task to globalize a community college is an imperative, obstacle-laced, time consuming enterprise. And yet, the rewards and benefits can be enormous to students, faculty, administrators, trustees, and the community” (p. 19).

Knight (1999) states that, “the preparation of graduates who have a strong knowledge and skill base in intercultural relations and communications is considered by many academics as one of the strongest rationales for internationalising the teaching/learning experience of students” (p. 20). Investigating how global competence is understood by faculty teaching in programs that promote its development and the program heads that oversee the programs is vital to supporting student success in both the local and global economy beyond graduation. Fantini (2009) suggests, “as educators and trainers, we need to be absolutely clear and explicit about what we do...how we conceptualize our subject matter affects how we define goals and objectives, design
and implement courses, and monitor and assess outcomes” (p. 475). A shared understanding of what these competencies are is essential to the creation, development, and implementation of effective programs, courses and learning outcomes that are intended to support its development.

Although the findings of this study cannot be generalized beyond the study institutions, they will add to the existing body of knowledge in the areas of internationalization and global competence. The findings will be of interest to stakeholders engaged in the internationalization process, and may help faculty and program heads inform the development of programs, courses and their intended learning outcomes.

**Personal Interest**

Through my experiences with international development projects in rural communities located in South America and Africa, I have learned that those who seek to make a social impact in communities that may be unfamiliar and different from their own, must develop an understanding of the context that they are working in. Understanding the complexities of our global system and the differences between cultures and contexts is critical to the success of international development projects. I often ask myself whether I possess the global competencies to participate in the projects in which I am engaged regardless of my intention and desire to make a positive impact. Engaging in this self-reflection encouraged me to think about the competencies that are now required in order to be effective in today’s global world which ultimately persuaded me to take up the exploration involved in this study.

In my opinion, developing global competence, whether it is an intended student outcome or an individual pursuit, is complex and multi-faceted. This study is important to me because I believe that by understanding how global competence is perceived, and identifying what the
global competencies are, educators can use these data in their courses to inform learning outcomes and develop learning activities that support its development. As an educator, I believe we have the ability to create transformational experiences for our students that will impact not only them, but also others. Developing global competence will prepare students for the global marketplace, and I am convinced that it will influence the way they engage with the world upon graduation.

**Theoretical Framework**

Stier (2004) suggests that “diverging or contradictory ideologies appear to guide internationalization in higher education” (p. 84). The three internationalization ideologies are referred to as idealism, instrumentalism and educationalism. Idealism assumes that “through international cooperation, higher education can contribute to the creation of a more democratic, fair and equal world” (Stier, 2004, p. 88). However, it can be criticized that this view “is approached within the realms of the ‘rich world’s’ value systems and ethnocentrism” (Stier, 2004, p. 89). Instrumentalism “considers higher education to be one means to maximize profit, ensure economic growth and sustainable development, or to transmit desirable ideologies of governments, transnational corporations, interest groups or supranational regimes” (Stier, 2004, p. 90). Cultural imperialism and short-term financial gains from attracting fee-paying international students is a critique of this ideology that some higher education institutions employ. Educationalism focuses on the individual’s learning process, but it is also criticized for its ethnocentric qualities (Stier, 2004).

The ideologies influence the strategies that higher education institutions choose to employ as they engage in the process of internationalization. Stier’s (2004) notes that “universities and educational policy-makers do not adhere to merely to one of these ideologies,
but often vacillate between them. Nor do educators within a given institution necessarily share
the same interest or ideological view of internationalization” (p. 88). The focus of these
ideologies is at the institutional and policy level which provide the context and may or may not
be consistent with the actual integration of internationalization at the program/course level.

Knight and deWit (1999) outline four approaches to internationalization: activity, competency, ethos, and process. The activity approach, which is examined in chapter two, considers the “categories or types of activities used to describe internationalisation: such as curriculum, student/faculty exchanges, technical assistance, international students” (Knight & deWit, 1999, p. 15). Knight and deWit (1999) describe the competency approach as “more closely related to an outcomes approach to education where quality is thought of in terms of knowledge, skills, interests, values and attitudes of the students” (p. 15). Although important, but not a focus of this study, the ethos approach places an emphasis on “creating a culture or climate on campus which promotes and supports international/intercultural initiatives” (Knight & deWit, 1999, p. 15). The process approach, which is similar the Knight’s definition of internationalization, is described as the “integration of an international or intercultural dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures” (Knight & deWit, 1999, p. 15).

The three institutional ideologies described by Stier (2004) and the approaches to internationalization outlined by Knight and deWit (1999) impact the strategies that higher education institutions use to integrate the process of internationalization which influences policies as well as programs. The extent to which the development of individual global competence can be fostered is dependent on the commitment made and approaches used by an institution. However, the stated institutional values or commitments may not be fully evident at
the level of program/course implementation which raises a question as to the extent to which the institutional commitment is rhetoric or real. The commitment to work towards internationalization is relatively new for the Canadian college sector (ACCC, 2010), which suggests that at this point it may be more rhetoric than reality in relation to institutional support for developing global competence as a student learning outcome.

In view of the inputs, activities, and outputs of internationalization, Deardorff (2006) suggests that the “assessment of student outcomes of internationalization can be placed within the theoretical program logic model (Rogers, 2000) in which outcomes become one step beyond outputs, defined as the citing of numbers as indicators of successful internationalization efforts” (pp. 242-243). Deardorff (2006) cites interculturally competent graduates as an example of an outcome of internationalization beyond the inputs, activities, and outputs. Bennett (2004) provides a conceptual framework for understanding what the developmental stages are for intercultural competence. This research study focuses on global competence as a student learning outcome, and Bennett’s Development Model of Intercultural Sensitivity (DMIS), “is often credited as the theoretical foundation for the development of individual global competence” (Li, 2013, p. 127). This study is grounded in Bennett’s DMIS.

Bennett (2004) states that he developed his theory to explain why some people seemed to get a lot better at communicating across cultural boundaries…I thought that if I were able to explain why this happened, trainers and educators could do a better job of preparing people for cross-cultural encounters, (p. 1)

And, as a result the DMIS was created. Bennett (2004) states that, “as people became more interculturally competent it seemed that there was a major change in the quality of their
experience, which I called the move from *ethnocentrism to ethnorelativism*” (p. 1). Included in the stages of the Bennett’s developmental model are “six distinct kinds of experiences spread across the continuum from ethnocentrism and ethnorelativism” (Bennett, 2004, p. 1). Each stage is described as follows:

The most ethnocentric experience was named the *Denial* of cultural difference, followed by the *Defense* against cultural difference. In the middle of the continuum the *Minimization* of cultural difference seemed to be a transition from the more virulent forms of ethnocentrism to a more benign form, leading to the ethnorelative *Acceptance* of cultural difference. At the heart of ethnorelativism was *Adaptation* to cultural difference, followed in some cases by the *Integration* of cultural difference into identity. The sequence of these experiences became the “stages” of the DMIS. (Bennett, 2004, p. 1)

The stages of development as described by Bennett (2004) are presented in Figure 1. It is important to note that the model presented by Bennett (2004) is not considered to be a model of knowledge, skills, and attitudes, instead, “each orientation of the DMIS is indicative of a particular worldview structure, with certain kinds of cognition, affect, and behaviour vis-à-vis cultural difference typically associated with each configuration” (p. 11). This model is not a description of cognition, affect, or behaviour, instead “it is a model of how the assumed underlying worldview moves from an ethnocentric to a more ethnorelative condition, thus generating greater intercultural sensitivity and the potential for more intercultural competence” (Bennett, 2004, p. 11). Intercultural sensitivity can be identified as an indicator of intercultural competence and is defined as, “the ability to recognize, respect, and discriminate cultural differences and different points of view” (Fabregas Janeiro, Fabre & Nuno de la Parra, 2014, p.
16). Changes in competencies are then considered to be “manifestations of changes in the underlying worldview” (Bennett, 2004, p. 11).

**Figure 1:**

*Bennett’s Development Model of Intercultural Sensitivity*

![The Stages of Development](image)

Source: Bennett, 2004, p. 2

Paige, Jacobs-Cassuto, Yershova and DeJaeghere (2003) refer to the DMIS as an important theoretical advance, as it “presents a complex model of intercultural development, framed in terms of the phenomenology of an individual’s affective, cognitive, and behavioral construal of, as well as response to, cultural difference” (p. 469). To build on the DMIS model for this study, it “seeks to empower educators with this information so they can create curricula that facilitate movement through these stages of intercultural sensitivity” (Olson & Kroeger, 2001, p. 119). Wang (2013) supports this notion and states that “diagnosing stages of development for students will allow instructors to develop curriculum relevant to particular stages and facilitate development of students’ intercultural competence” (p. 204).

Bennett (1986) describes strategies for educators to employ in order to train for intercultural sensitivity. Strategies include ‘cultural nights’ to build cultural awareness; “these generally take the form of ‘Mexico Night’ or similar functions, where music, dance, food, and costumes are exhibited” (Bennett, 1986, p. 187). Increasing cultural self-esteem through “discussions of what is ‘good’ about one’s culture, accompanied by discussion of ‘good things about other cultures” (Bennett, 1986, p. 189) are techniques that can be employed by educators.
Simulations, reports, multicultural group discussions, interviewing individuals from a different culture and cultural mediation are also teaching strategies that support DMIS (Bennett, 1986).

Using the competency approach, this study built on Bennett’s (2004) model and examined not only the knowledge, skills, and attitudes that participants identified as essential to the development of global competence, but the learning activities that were incorporated by faculty to facilitate its development as a student learning outcome.

Scope and Limitations of the Research

I found a limited body of scholarly research related to the development of global competence as a student learning outcome in higher education. Within this limited body of research, I found a lack of agreement on the definition of the term global competence and the knowledge, skills, and attitudes that support its development. Furthermore, I found little representation of the Canadian perspective due to the limited scholarly research within this context. The aim of this study was to contribute to the existing body of knowledge and to identify how global competence is defined and what the competencies are as perceived by faculty teaching in the International Business Programs and the heads that oversee the programs at Ontario’s five ITALs. Additionally, the aim was to identify learning activities that were used to support the development of global competence and the challenges in fostering its development as a student learning outcome as experienced by the study participants.

This study focused on the five ITALs in Ontario which are unique to the college sector since they are “allowed to have a higher proportion of their activity in baccalaureate programs” (Jones & Skolnik, 2009, p. 25). The International Business Programs were included in this study since the programs focused on developing competencies for students to succeed in the global economy specifically in the business domain. Although the findings cannot be generalized to all
Ontario colleges, global competence is an area that is of interest to all institutions of higher education, and this study may be informative not only for the participating ITALs, but also for other colleges and universities interested in exploring global competence as a student learning outcome of internationalization.

**Summary and Outline of the Remainder of the Document**

Chapter one presented an introduction to the study and a statement of the problem situation. This chapter presented the research questions that are explored in this study, identified Bennett’s DMIS as the theoretical framework, and outlined the limitations. A rationale was presented with an overview of my personal worldview and perspective. Chapter two presents the literature reviewed that was relevant to this study and identifies the gap that I found. Chapter three addresses the research design and methodology of the study. The findings are presented in chapters four and five along with an analysis of the results. Chapter six provides a summary, discussion and suggests recommendations for further research, praxis and theory development.
Terms and Definitions

**Case Studies** – “the factual account of human experience centered in a problem or issue faced by a person, a group of persons, or an organization” (as cited in Bonwell and Eison, 1991, p. 38).

**Competence** - “characterized as an ability to perform a task satisfactorily, the task being clearly defined and the criteria of success being set out alongside this” (Whitty & Willmott, 1991, p. 310).

**Competency** - “an ability, a skill, a knowledge, or an attitude that can be demonstrated, observed, or measured” (ACIIE & The Stanley Foundation, 1996, p. 3).

**Co-operative Education** - “a program which alternates periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services and the professions” (Canadian Association for Co-operative Education, 2014, para. 1).

**Course Outline** - “refers to the documentation of a course’s purpose, learning outcomes, essential employability skills as well as its sequence of instruction, resources and evaluation criteria” (Durham College, 2012, n.p.).

**Cultural Intelligence** - “an individual’s capability to function and manage effectively in culturally diverse settings” (Ang, Van Dyne, Koh, Ng, Templer, Tay & Chandrasekar, 2007, p. 337).

**Globalization** - “the economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (Altbach & Knight, 2007, p. 290)

**Integrative trade** - “a complex global system in which goods, services and services related to goods are traded across many borders many times along global value chains, powered by larger amounts of foreign and direct investment” (as cited in MTCU, 2012, p. 20).
**Intercultural Sensitivity** - “the ability to recognize, respect, and discriminate cultural differences and different points of view” (Fabregas Janeiro, Lopez Fabre and Nuno de la Parra, 2014, p. 16).

**Internationalization** - “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2006, p. 214).

**Learning Outcomes** – “statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning” (as cited in Western University, *n.d.* n.p.).

**Mission Statement** – “is a written, formal document that attempts to capture an organization's unique and enduring purpose and practices” (Bart & Tabone, 1998, p. 57).

**Multicentrism** - “a world of irreducibly diverse and multiple centers of being and value” (Weston, 2004, p. 25).

**Part-time Employee** - “to have service based on ¼ month's credit respectively for each full month of part-time employment with the College” (OPSEU, 2012, p. 90).

**Partial-load Employee** - “a teacher who teaches more than six and up to and including 12 hours per week on a regular basis” (OPSEU, 2012, p. 48).

**Sessional Employee** - “a full-time employee appointed on a sessional basis for up to 12 full months of continuous or non-continuous accumulated employment in a 24 calendar month period” (OPSEU, 2012, p. 89).
**Vision Statement** - “ideal that that represents or reflects the shared values to which the organization should aspire” (Kirkpatrick, Wofford & Baum, 2002, p. 139).
Chapter Two: Review of the Literature on Internationalization and the Development of Global Competence

Hunter, White, and Godbey (2006) suggest that “little research exists with the expressed purpose of defining the term global competence or of identifying the knowledge, skills, attitudes, and experiences necessary to become globally competent” (p. 271). The purpose of this study was to establish an understanding of how global competence is defined and which knowledge, skills, and attitudes are essential to its development as perceived by faculty teaching in the International Business Programs and the heads who oversee the programs at Ontario’s five Institutes of Technology and Advanced Learning (ITALs). This chapter focuses on a review of relevant literature, which includes proposed definitions of global competence, perspectives of the knowledge, skills, and attitudes that are associated with it, and institutional activities and strategies that foster the development of global competence at institutions of higher education.

While this study is focused on Ontario ITALs, the review includes literature outside of the provincial scope that has relevance to the topic. The literature is reviewed under the following headings: global competence, activities and strategies that support the development of global competence, program standards at Ontario colleges, Bloom’s Taxonomy, assessment of learning and credentials, and the challenges and risks of internationalization. This chapter concludes by presenting the areas of agreement, gaps and inconsistencies which arose from the literature reviewed.

Global Competence

A competency is defined as an “ability, a skill, a knowledge, or an attitude that can be demonstrated, observed, or measured” (ACIIE & The Stanley Foundation, 1996, p. 3). Although the development of global competencies is a desired student learning outcome of
internationalization (Association of Canadian Community Colleges, 2010), Hunter et al. (2006) state that “there is no consensus, regarding the knowledge, skills, attitudes and experiences necessary to become globally competent” (p. 271). According to Deardorff (2006), few universities address the development of interculturally competent students as an anticipated outcome of internationalization in which the concept of ‘intercultural competence’ is specifically defined. This lack of specificity in defining intercultural competence is due presumably to the difficulty of identifying the specific components of this complex concept. (p. 241)

The definition, meaning, and understanding of global competence can vary depending on the individual, context, and/or institution. Adding to this complexity, “multiple terminologies have been employed in [on] various occasions such as ‘intercultural competence,’ ‘global mindset,’ ‘global citizenship,’ and ‘intercultural sensitivity,’ to name a few” (Li, 2013, p. 126), making it difficult to define and leading to confusion about the terminology used among stakeholders in higher education. Fantini (2009) suggests that the confusion can hinder “the attempts to design pedagogical interventions that can promote student global competence and to evaluate whether such competence truly exists in our students” (as cited in Li, 2013, p. 127).

Within the literature reviewed, I found the concepts of global competence were discussed both as intercultural competencies and international competencies. This section presents literature that uses this diverse language synonymously. This chapter begins by presenting proposed definitions of global competence, and themes identified within the literature reviewed.

In Olsen and Kroeger’s (2001) study that examined global competence and intercultural sensitivity, the researchers used the following operative definition; “a globally competent person has enough substantive knowledge, perceptual understanding, and intercultural communication
skills to effectively interact in our globally interdependent world” (p. 117). Wilson (1996) referenced substantive knowledge as including, “knowledge of cultures, languages, world issues, global dynamics, and human choices” (as cited in Olsen & Kroeger, 2001, p. 118). I suggest that the perception of how many languages one should learn and what classifies an individual as being fluent in each language could vary depending on the audience with whom you speak to. Stohl (1996) suggests, “debates rage between area studies and global studies specialists about how many cultures one should learn about and in what depth” (as cited in Olsen & Kroeger, 2001, p. 118). I would include in the debate, which cultures are being identified as the ones faculty focus on in the classroom. I question whether the focus is on dominant cultures and languages, and how depth of knowledge would be measured and/or acknowledged. I also question which specific world issues are identified as contributing to the knowledge component of global competence.

In terms of perceptual understanding and intercultural communication skills, these components are difficult to classify and categorize because our emotions, interpersonal skills and perceptions are involved (Olsen & Kroeger, 2001). According to Wilson (1996), perceptual understanding has been identified to include, “open-mindedness, resistance to stereotyping, complexity of thinking, and perspective consciousness” (as cited in Olsen & Kroeger, 2001, p. 118). Additionally, according to Olsen and Kroeger (2001), intercultural communication skills “are those skills we draw on to engage effectively with others. These skills include adaptability, empathy, cross-cultural awareness, intercultural relations, and cultural mediation” (p. 118). I suggest again that situational context impacts on how one views effective interaction or engagement with another and it can depend on the individuals involved. The term ‘effectively’
used in the operative definition can vary in meaning across cultures. I question how effectiveness is measured or perceived and whether this measure will vary from interaction to interaction.

According to ACIIE and The Stanley Foundation (1996) report:

global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate the richness and benefits of this diversity. (p.4)

The above reference to the term *general knowledge* differs from Olsen and Kroeger (2001) who use ‘substantive knowledge’ in their operative definition. In the definition presented by ACIIE and The Stanley Foundation (1996) it is also not clear how coping is defined (and whether this is synonymous with tolerating the existence of different cultural values and attitudes). How one can or would celebrate the richness and/or the benefits of diversity is also not clear. It may be difficult to build a framework of expectations, activities and/or strategies based on the interpretation presented by ACIIE and The Stanley Foundation.

Mansilla and Jackson (2011) define global competence as “the capacity and disposition to understand and act on issues of global significance” (p. 97). The four capacities of global competence identified by Mansilla and Jackson (2011) include the following: investigating the world beyond one’s immediate environment, recognizing diverse perspectives (others’ and one’s own), communicating ideas effectively with diverse audiences, and taking action to improve conditions. This definition includes an action component that may have been implied by previously presented definitions, but perhaps not articulated in such a way. In contrast, Green and Olson (2005) present a description of a globally competent individual as:
One who demonstrates knowledge of world geography, conditions, and events. It is someone who has an awareness of the complexity and interdependency of world issues and events and an understanding of the historical forces that have shaped the current world system. In terms of attitudes, a globally competent person has a sensitivity and respect for personal and cultural differences. It is someone who is capable of empathy and can handle ambiguity and unfamiliarity. Regarding skills, a globally competent person has critical thinking and comparative skills, including the ability to think creatively and integrate knowledge. Also, it is a person who has effective communications skills including an understanding of intercultural communication concepts. (as cited in Shams & George, 2006, p. 1)

This description speaks to the knowledge, skills, and attitudes of a globally competent individual. To build on this, Li (2013) describes knowledge-based global competencies to include three dimensions, “(1) knowledge on one’s own culture in the global context, (2) knowledge about the other culture in question, and (3) understanding of global issues, processes, trends, and systems” (p. 128). Skills-based global competencies are described by Li (2013) as being comprised of three subdimensions:

(1) the ability to acquire, analyze, and evaluate information and use cultural references to think critically and solve practical learning problems (Deardorff, 2006); (2) the skills to listen, observe, and relate, so that one can communicate and connect with people from other cultural backgrounds (Bok, 2006); and (3) the capacity to use acquired knowledge to extend one’s access to learn the unknown. (pp. 128-129)
Finally, attitude-focused global competencies are considered to have a two-dimensional construct, “(1) openness to intercultural opportunities, and (2) tolerance to cultural differences and ambiguity” (Li, 2013, p. 128).

Li (2013) suggests that global competence can be “broadly defined as one’s ability to transcend domain or discipline and properly comprehend cultural norms and global events so that one can interact, communicate, and work effectively outside one’s environment” (p. 127). Similarly, Hunter (2004) defines global competence as, “having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment” (p. 101).

A ‘Global Competence Checklist’ was developed by Hunter (2004) based on a research study that was conducted using the Delphi technique with a panel of 17 experts. Since the development of the checklist, an objective assessment has been created to assess global competence. According to the trademarked model, “no single dimension can represent a ‘global competency’ nor is one aptitude more important than another” (Global Competence Aptitude Assessment™, 2014, para. 3). Mansilla and Jackson (2011) use a similar approach and assert that, “global competence is best seen as an integrated outlook on the world - not a collection of independent skills” (p. 11). Mansilla and Jackson (2011) identify three core assumptions that underlie the framework which suggests: “global competence involves engaged learning, embraces the world selectively, and requires disciplinary and interdisciplinary knowledge” (p. 12). Reimers (2009) supports the notion of an integrated approach to global competence. Reimers (2009) suggests that global competency comprises the knowledge and skills that help people understand the flat world in which they live, the skills to integrate across disciplinary domains to
comprehend global affairs and events, and the intellect to create possibilities to address them. (p. 25)

According to Reimers (2009), there are three dimensions to global competence that are interdependent: the first is a positive disposition towards cultural differences and a framework of global values, the second is the ability to speak, understand, and think in foreign languages, and the third is a deep knowledge and understanding of world history, geography, the global dimensions of topics, and the process of globalization itself. Furthermore, “global competency also includes fostering an attitude that makes it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse geographies” (Reimers, 2009, p. 25).

Reimers (2009) uses the term “deep” when referencing the depth of knowledge that is required which is not reflected in previous definitions that are presented. Olsen and Kroeger (2001) mentioned substantive knowledge which refers to breadth as opposed to depth. Again, I raise the question of how many languages, which languages, how is fluency measured, and who determines this.

Culture was a dominant theme found in the literature reviewed with respect to a definition of global competence. This included intercultural communication, knowledge of one’s own culture and other cultures outside of their own, accepting different cultural values, having respect for cultural differences and comprehending cultural norms. Themes of understanding, interconnectedness and effective interaction were identified in the literature reviewed. Differences in the type of knowledge (general, substantive, and deep) and questions regarding the amount and depth of languages and world history one should learn were also identified. The next section explores institutional activities and strategies.
Activities and Strategies that Support the Development of Global Competence

The process of internationalization in higher education incorporates inputs, the activities that the institution engages in, and outputs which can include the number of students that are or have engaged in specific activities, programs, or courses. This section presents the literature reviewed related to institutional activities and strategies that are used to promote internationalization and to develop global competence for faculty, staff and students.

Institutional activities.

The activity approach to internationalization is described by Knight and deWit (1999) as “one that has been most prevalent and is characteristic of the period when one described the international dimension in terms of specific activities or programmes. The most predominant types of activities include [recruiting] international students, development assistance or academic mobility” (p. 15). The Association of Canadian Community Colleges (ACCC) (2010) report included the responses of 108 colleges across Canada, and identified seven activities as facets of an institution’s internationalization activities, which included: institutional internationalization policy, internationalization of curriculum, delivery of programs and services abroad, international mobility for Canadian faculty and staff, international mobility for Canadian students, international students in Canada, and international cooperation projects. Figure 2 charts the extent to which Canadian colleges reported that they were engaged in these internationalization activities.

The findings of the ACCC (2010) report indicated that 43.3% of respondents were highly engaged in the recruitment of international students and 33% were highly engaged in international cooperation. International cooperation included development programs and exchanges. The ACCC (2010) report also shows that only 14.3% of respondents indicated that
they were highly engaged in the internationalization of curriculum and training; however, this category had the highest percentage of institutions that indicated that they were moderately engaged. Furthermore, 39.4% of institutions indicated that they were not engaged in the delivery of programs and services abroad and 35.3% indicated that they were not engaged in the international mobility for faculty and staff. Institutions that indicated that they were moderately engaged in the six listed activities ranged from 39.4% to 62.3%. However, the ACCC (2010) report states, “up to 80% of colleges are planning to become more active in internationalization activities in the future” (p. 12).

Program and organizational strategies.

According to Knight and deWit (1999), there are many ways to describe the initiatives which are undertaken to internationalize an institution…strategy is the preferred term because of the inherent notion of planned
direction and the fact that it can be applied to academic types of activities as well as organisational types of procedures and policies. (p. 23)

The two types of interdependent strategies that are proposed by Knight and deWit (1999) are classified as program and organizational. Table 1 lists these authors’ program strategies which, “refer to those initiatives which are academic in nature or are related to the teaching, learning, training, research, advising or supporting activities of the institution both at home and abroad” (Knight & deWit, 1999, p. 23). These strategies are grouped within four categories, which are: academic programs, research and scholarly collaboration, external relations and services, and extra-curricular activities.

The program strategies listed under academic programs closely relate to the internationalization activities identified in the ACCC (2010) report of Canadian colleges. These include activities such as: student exchange programs, internationalized curricula, work/study abroad, international students, and faculty/staff mobility programs. Strategies categorized under research and scholarly collaboration focus on faculty engagement and include activities related to international conferences, seminars and published articles and papers. External relations and services place an emphasis on project work and include activities related to community-based partnerships, community services, and international development projects. Strategies related to extra-curricular activities focus on student engagement in events, clubs, and peer groups. The four categories reflect different strategies that can be used to assist in the development of global competence.

Study abroad programs have become a strategy employed by institutions to help develop global competence among students. Fabregas Janeiro, Lopez Fabre and Nuno de la Parra (2014) suggest that the activities to develop global competence in higher education rely on “promoting
Table 1:

*Knight and deWit’s Program Strategies*

<table>
<thead>
<tr>
<th>Academic programs</th>
<th>Research and scholarly collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student exchange programs</td>
<td>- Area and theme centres</td>
</tr>
<tr>
<td>- Foreign language study</td>
<td>- Joint research projects</td>
</tr>
<tr>
<td>- Internationalized curricula</td>
<td>- International conferences and seminars</td>
</tr>
<tr>
<td>- Area of thematic studies</td>
<td>- Published articles and papers</td>
</tr>
<tr>
<td>- Work/study abroad</td>
<td>- International research agreements</td>
</tr>
<tr>
<td>- International students</td>
<td>- Researcher and graduate student exchange programs</td>
</tr>
<tr>
<td>- Teaching/learning process</td>
<td>- International research partners in academic and other sectors</td>
</tr>
<tr>
<td>- Joint and double degree programs</td>
<td>- Link between research, curriculum and teaching</td>
</tr>
<tr>
<td>- Cross-cultural training</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Faculty/staff mobility programs</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Visiting lecturers and scholars</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Link between academic programs and research, training and development assistance</td>
<td>------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>External relations and services (domestic and abroad)</th>
<th>Extra-curricular activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Community-based partnerships and projects with non-government groups or private sector companies</td>
<td>- Student clubs and associations</td>
</tr>
<tr>
<td>- International development assistance projects,</td>
<td>- International and intercultural events</td>
</tr>
<tr>
<td>- Customized/contract training programs off-shore</td>
<td>- Liaison with community based groups</td>
</tr>
<tr>
<td>- Link between development projects and training activities with teaching and research</td>
<td>- Peer groups and programs</td>
</tr>
<tr>
<td>- Community services and intercultural project work</td>
<td>- Social, cultural and academic support systems</td>
</tr>
<tr>
<td>- Off-shore teaching sites and distance education</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Participation in international networks</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Alumni development programs abroad</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

Source: Knight & deWit, 1999, p. 24

multicultural activities around campuses and supporting students’ participation in short or long term study abroad experiences…however, it has been proven that these isolated efforts have not
been enough to impact higher education intercultural competence” (p. 17). Furthermore, Ashwill (2004) asserts, “institutions of higher education need to develop strategic theory based comprehensive plans to become interculturally competent communities. It will never be enough just to attract international students to the campuses, or to design cultural nights and international food courts” (as cited in Fabregas Janeiro et al., 2014, p. 17). For academic programming, Hovland (2009) suggests that “the infusion of global attitudes, knowledge, and skills needs to be carefully woven into the day-to-day learning activities throughout every course students take” (as cited in Li, 2013, p. 129).

Li (2013) states that for educators, globalization endeavours can occur both inside and outside the classroom, and that “they should also be aware that cultivating student global competence is, albeit challenging, an objective that they can achieve with some simple pedagogical interventions” (p. 138). According to Durocher Jr. (2009), “intercultural communication skills do not simply occur; they can, however, be cultivated and encouraged through controlled readings, directed observation, and informed mentoring” (p. 133). However, the needs may vary among students since “intercultural training is not a one-size-fits all proposition. The pedagogical needs of individuals in the different stages differ greatly from one another” (p. 132). The approach should be holistic, and as Li (2013) asserts, educators “should actively explore innovative approaches to curriculum and coursework design so that global competence becomes an integrated part of students’ overall learning experience” (p. 138).

Knight and deWit’s (1999) organizational strategies are listed in Table 2 which include “policies, procedures, systems and supporting infrastructures which facilitate and sustain the international dimension of the university or college” (p. 23). Strategies listed under the governance category emphasize the importance of commitment that is required from senior
Table 2:

*Knight and deWit’s Organizational strategies*

| Governance                                                                 | - Expressed commitment by senior leaders  
|                                                                             | - Active involvement of faculty and staff  
|                                                                             | - Articulated rationale and goals for internationalization  
|                                                                             | - Recognition of an international dimension in mission statement and other policy documents |
| Operations                                                                 | - Integrated into institution-wide and department planning, budgeting and quality review systems  
|                                                                             | - Appropriate organizational structures  
|                                                                             | - Communication systems (formal and informal) for liaison and coordinator  
|                                                                             | - Balance between centralized and decentralized promotion and management of internationalization  
|                                                                             | - Adequate financial support and resource allocation systems |
| Support services                                                            | - Support from institution-wide service units, i.e. student housing, registrariat, counseling, fund-raising, etc.  
|                                                                             | - Involvement of academic support units i.e. language training, curriculum development, library  
|                                                                             | - Student support services for international students studying on campus and domestic students going abroad i.e. orientation programs, counseling, cross-cultural training, student advisors, etc. |
| Human resource development                                                  | - Recruitment and selection procedures which reorganise international and intercultural expertise  
|                                                                             | - Reward and promotion policies to reinforce faculty and staff contribution to internationalization  
|                                                                             | - Faculty and staff professional development activities  
|                                                                             | - Support for international assignments and sabbaticals |

Source: Knight & deWit, 1999, p. 26

leaders at the institution and involvement of faculty and staff. Operations strategies focus on the structures and systems of an institution, and support services provide strategies that focus on the student experience. Human resource development includes strategies that support development activities for faculty and staff and considers the recruitment and selection procedures. According to Greenholtz (2000), decisions regarding recruitment for faculty are made based on “academic expertise, research record, and teaching experience” (p. 411) and cultural competence is not considered. Furthermore, when hiring support staff the following is used as criterion:
experience with administrative procedures in an educational context and familiarity with various types of computer software. In some cases, proficiency in a particular language is also a criterion. However, in neither the case of faculty nor of support staff is cultural competence commonly considered, either as a hiring criterion or as a training need. (Greenholtz, 2000, p. 411)

Professional development programs for faculty and staff to develop and/or enhance global competence are essential. According to Greenholtz (2000), “a complete human resources package should also include comprehensive training programmes for existing and newly hired faculty and staff as well as career planning and counselling” (p. 415).

For institutions, the following steps are presented by ACIIE and The Stanley Foundation (1996) as critical for colleges to undertake when attempting to engage in facilitating an environment that promotes the development of global competence among students:

- Obtain the commitment of the college’s CEO and board of trustees
- Include global education as an integral component of the institution’s mission statement to establish it as a priority for the college and its community
- Review and revise accreditation criteria to acknowledge the importance of global competence
- Develop and implement a comprehensive global education program on campus
- Conduct a needs assessment for local businesses and others interested in global education and commerce
- Allocate resources, including release time, to faculty for research and development of curriculum, exchanges, and activities
- Provide support and incentives for international initiatives, both on and off campus
- Provide student services - academic advising, career counseling, instructional support services - to promote access to global education for all learners. (p. 5)

The initial steps listed here as specific to the college sector overlap with strategies presented by Knight and deWit (1999) including faculty involvement and support services. ACIIE and The Stately Foundation (1996) present six general areas of concentration for institutions to consider when beginning or expanding their efforts in internationalization. These include, “coordination of efforts, student and faculty involvement, active community participation, commitment, technology, and financial resources” (p. 15). Table 3 includes an example of the strategies that are identified under each area of concentration (see Appendix A for full list of strategies).

The strategies presented are similar and overlap with those identified by Knight and de Wit (1999), with the exception of one major area which considers technology included by ACIIE and The Stanley Foundation (1996). Technology promotes access and flow of information. In 2011, a pilot experiment was conducted by Li (2013) and was based on “some initial evidence that, by providing students with opportunities to collaborate virtually with peers from foreign cultures, we can improve student global competence in an easy to use and cost-effective way” (p. 127). A pedagogical intervention was designed and “provided students from China and the U.S. with opportunities to establish virtual contact and to work collaboratively on international business related research papers” (Li, 2013, p. 125). The results of the intervention, “confirmed the proposed pedagogical intervention as an easy-to-use and [an] effective supplement to develop student global competence” (Li, 2012, p. 125). Furthermore, Li (2013) asserts, “with computer-aided communication technologies so readily available these days…we can conveniently and cost-effectively establish virtual global contacts across international borders and achieve powerful results” (p.138). I suggest that the use of virtual field trips and global speakers
### Table 3:

**Institutional Strategies Adapted from ACIEE and The Stanley Foundation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| **Coordination**        | • Identify appropriate personnel to manage internal and external programs and grant funded activities.  
                         | • Recognize the need for a variety of programs to draw a critical mass of participation.  
                         | • Inventory library holdings to expand awareness of existing resources and identify gaps needing to be filled in order to support curriculum development. |
| **Student and Faculty Involvement** | • Identify faculty who are interested and willing to be involved.  
                              | • Designate a coordinator of efforts for international and intercultural programs, with a central, visible location on campus to facilitate the internal dissemination of information about programs and opportunities. The coordinator should report directly or indirectly to the president.  
                              | • Work toward extensive grass roots level involvement in global education initiatives across the institution to provide a broad base of support for the coordinator.  
                              | • Develop a well-coordinated, international student program using these students as resources for area expertise.  
                              | • Seek faculty development opportunities                                                   |
| **Active Community Participation** | • Conduct an inventory/audit of resources and needs of the institution and its community. Be sure to include students, college personnel, and the lay community as potential global education resources.  
                                   | • Establish links with business and industry and seek their support and involvement in the program. |
| **Commitment**          | • Secure the commitment of the CEO and the academic vice president to include global efforts in the institution’s effectiveness plan.  
                         | • Seek the support of the board of trustees and work with/through them to create a mission statement that includes global education. |
| **Technology**          | • Utilize information technology, including distance learning and teleconferencing, Internet e-mail, and the World Wide Web.  
                         | • Reconceptualize the way languages are taught to take into account new technologies and to strengthen the link between culture and language. |
| **Financial Resources** | • Initiate a line item in the college budget for international programs.  
                         | • Work with state and local funding sources to legitimize use of resources to support global education initiatives. |

Source: ACIEE & The Stanley Foundation, 1996, pp. 15-16

incorporated with the use of technology can be strategies used to assist with the development of global competence in the classroom.
Additional strategies found in the literature reviewed for academic institutions include the following: retooling teacher preparation programs, encouraging scholarly research and program evaluations, and prioritizing the development of global competence as part of the mission and institutional practice of higher education (Mansilla & Jackson, 2011). Themes of commitment from senior leadership, recognition of global competence in the mission statement, involvement of faculty and staff, allocation of resources, and student support services was consistent across the literature reviewed.

When considering both types of strategies (program and organizational), I would add that an emphasis on the collaboration between academic programs and support services could promote the quality of the student experience. An institution may engage in the recruitment of international students as an academic program strategy, however, the organizational strategy that supports having student support services for international students would be complementary. Collaborative efforts can impact the effectiveness of activities and strategies and the overall experience for stakeholders.

**Program Standards, Bloom’s Taxonomy and Assessment of Learning and Credentials**

System-wide program standards were initiated for the Ontario CAATs in 1993 by the Government of Ontario with the following stated objectives of,

- bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs. (MTCU, 2012, p. 1)

For a program of instruction at an Ontario college, there are three elements that are included in each program standard; essential employability skills / generic skills, vocational standards, and
general education / general breadth courses. These three components “outline the essential skills and knowledge that a student must acquire and be able to reliably demonstrate in order to graduate from the program” (MTCU, 2012, pg. 1). This section discusses the three elements that comprise the program standards for the Business Administration – International Business Program at Ontario colleges. Bloom’s Taxonomy and the assessment of learning and credentials are also presented in this section.

**Essential employability skills and the Ontario Qualifications Framework.**

The Ministry of Training, Colleges and Universities (MTCU) *Colleges of Applied Arts and Technology Policy Framework* (2005) established Essential Employability Skills (EES) which are “to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential” (p. 16). The skill categories fall under six areas which include: communication, numeracy, critical thinking and problem solving, information management, interpersonal and personal (MTCU, 2005, p. 15). The EES are “skills that, regardless of a student’s program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning” (MTCU, 2005, p. 15). Furthermore, “all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories” (MTCU, 2005, p. 16). The fundamental assumptions that the teaching and realization of the EES are:

- These skills are important for every adult to function successfully in society today.
- Our colleges are well equipped and well positioned to prepare graduates with these skills.
• These skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education. (MTCU, 2005, p. 15).

The EES includes defining skills and learning outcomes and all graduates “must be able to reliably demonstrate the Essential Employability Skills” (MTCU, 2014). The EES are embedded within MTCU’s Ontario Qualifications Framework (OQF) (2014) under the categories of certificate, diploma and advanced diploma credentials.

The MTCU’s Framework for Programs of Instruction (2005) includes a credentials framework which presents the complexity of knowledge and vocational outcomes for certificate, diploma and advanced diploma credentials. For the advanced diploma, “breadth, depth, and complexity of knowledge involve analysis, diagnosis, design, planning, execution, and evaluation across a broad range of technical and/or management functions” (p. 8). For the baccalaureate programs, the OQF presents “generic competencies that the holder of each qualification is expected to be able to demonstrate, with a focus on knowledge and skills transferable to the workplace or useful for further study” (MTCU, 2014, n.p.). The generic competencies for baccalaureate degree programs are categorized under depth and breadth of knowledge, conceptual & methodological awareness / research and scholarship, communication skills, application of knowledge, professional capacity / autonomy and awareness of limits of knowledge (MTCU, 2014). The generic competencies listed under depth and breadth of knowledge for a baccalaureate degree are listed as,

a. A general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline;
b. A broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;

c. An ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline;

d. Some detailed knowledge in an area of the discipline;

e. Critical thinking and analytical skills inside and outside the discipline;

f. The ability to apply learning from one or more areas. (MTCU, 2014)

The OQF focuses on breadth and a broad understanding for the degree programs, whereas the Framework for Programs of Instruction focuses on depth for the advanced diploma programs, “the degree of emphasis on breadth as against depth of knowledge and skills may vary, with most weighting placed on depth” (MTCU, 2005, p. 10). The next section examines the vocational standards that are specific to Ontario college International Business Programs.

**Vocational standards.**

Vocational standards are learning outcomes that are specific to the program itself. These learning outcomes “set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation” (MTCU, 2012, p. 2). MTCU’s (2012) Business Administration – International Business Program Standard listed 13 vocational learning outcomes for any of these programs leading to an Ontario college advanced diploma. Table 4 presents the list of these vocational learning outcomes for this specific type of program.

Integrative trade is included in seven of the vocational learning outcomes and is defined as, “a complex global system in which goods, services and services related to goods are traded
<table>
<thead>
<tr>
<th>Vocational Learning Outcomes</th>
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<tbody>
<tr>
<td>Business Administration – International Business Program</td>
</tr>
<tr>
<td>1. conduct an environmental scan to evaluate the impact of world issues on an organization’s international business opportunities.</td>
</tr>
<tr>
<td>2. conduct, evaluate and present market research to support an organization’s international business decision-making.</td>
</tr>
<tr>
<td>3. prepare and analyze documentation and follow procedures to support the movement of products and services in the organization’s global supply chain.</td>
</tr>
<tr>
<td>4. analyze the impact of statutory and regulatory compliance on an organization’s integrative trade initiatives.</td>
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<tr>
<td>5. develop and implement strategies to negotiate effectively within various cultural environments and to address the impact of cultural differences on an organization’s integrative trade initiatives.</td>
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<tr>
<td>6. develop and present an international marketing plan, and evaluate sales strategies that support an organization’s integrative trade initiatives.</td>
</tr>
<tr>
<td>7. identify and interpret relevant international financial documents and assess financial strategies that support an organization’s integrative trade initiatives.</td>
</tr>
<tr>
<td>8. analyze the impact of an organization's integrative trade initiatives on its human resources management strategies, policies, and practices.</td>
</tr>
<tr>
<td>9. develop and present an international business plan.</td>
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<tr>
<td>10. plan, implement and evaluate team projects by applying project management principles.</td>
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<tr>
<td>11. analyze principles of corporate sustainability, corporate social responsibility and ethics, and apply them to an organization’s integrative trade initiatives.</td>
</tr>
<tr>
<td>12. select and apply current technologies to support an organization’s integrative trade initiatives.</td>
</tr>
<tr>
<td>13. develop and present a plan for ongoing personal and professional development to enhance work performance within the international business field.</td>
</tr>
</tbody>
</table>

Source: MTCU, 2012, pp. 5-6
across many borders many times along global value chains, powered by larger amounts of foreign and direct investment” (as cited in MTCU, 2012, p. 20). According to the program standard for the *Business Administration – International Business* credential, upon completion of the program,

graduates are prepared to carry out a variety of business functions in the global marketplace. Graduates are prepared to assume complex, non-routine tasks in sales, risk management, marketing, business planning, compliance and research. They are also able to apply communication, networking, entrepreneurial, negotiation and teamwork skills to support integrative trade initiatives. They are comfortable with new technologies and are able to integrate them with an organization’s overall mission and objectives. They can prepare the documents and follow procedures to support the movement of products and services across international borders. They can develop and implement strategies to deal with cultural differences. They can also assess the business rationale behind corporate sustainability and corporate social responsibility initiatives. (p. 4)

These established vocational learning outcomes are specific to the *Business Administration – International Business Program* that leads to an advanced diploma. For a college degree program, the Postsecondary Education Quality Assessment Board (PEQAB) (2010) states that for colleges,

a degree program in an applied area of study is a prescribed set of courses/studies and work-related experiences oriented to a field of practice that culminates in mastery of the bodies of knowledge and skills appropriate to the honours baccalaureate degree standard
in the field of study, and mastery of the knowledge and skills necessary to be an effective
practitioner upon graduation and to remain professionally current thereafter. (p. 11)

Furthermore, “to the extent that vocational outcomes are not jeopardized, college degrees are
expected to be designed to qualify graduates for consideration for further study” (Postsecondary
Education Quality Assessment Board, 2010, p. 11). The next section explores the general
education / general breadth requirement for Ontario college programs.

**General education.**

A general education / general breadth requirement is the third element of the program
standards for Ontario colleges. The MTCU’s *Framework for Programs of Instruction* (2005) for
Ontario College advanced diploma programs states the purpose of the general education
requirement is to,

- contribute to the development of citizens who are conscious of the diversity, complexity,
  and richness of the human experience; who are able to establish meaning through this
  consciousness; and, who, as a result, are able to contribute thoughtfully, creatively, and
  positively to the society in which they live and work. (p. 19)

This is to be achieved through courses (required and elective) which are separate from the
vocational courses. MTCU (2005) describes five themes for developing courses that would
provide general education and meet the requirement; Arts in Society, Civic Life, Social and
Cultural Understanding, Personal Understanding and Science and Technology. Of the five
themes, two relate to the international and global context (Civic Life and Social and Cultural
Understanding). The rationale provided for the theme ‘Civic Life’ promotes the importance of
having knowledge in “the meaning of civic life in relation to diverse communities at the local,
national, and global level, and an awareness of international issues and the effects of these on
Canada, and Canada’s place in the international community” (MTCU, 2005, p. 21). The theme related to ‘Social and Cultural Understanding’ incorporated the acquisition of “a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture” (MTCU, 2005, p. 22) in its rationale. For the Ontario college advanced diploma, it is a requirement that “graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work” (MTCU, 2012, p. 24). For an Ontario College credential leading to a diploma or advanced diploma, the purpose of the general education requirement is to provide students with the opportunity to do so.

For degree level programs, PEQAB’s (2010) Handbook for Ontario Colleges requires programs to offer “an education of sufficient rigor, breadth and depth to achieve the knowledge and skills identified in the degree level standard” (p. 20). A benchmark for this standard which relates to the international context states,

all bachelor programs have a breadth requirement that includes coherent and substantive non-core offerings. This requirement informs the design of non-core courses and provides the basis of at least some of the assessment of student outcomes. The non-core curriculum contributes to the achievement of:

a) the development of critical thinking, quantitative reasoning, written and oral communication skills;

b) more than introductory knowledge in the humanities, sciences, social sciences, global cultures and/or mathematics;

c) knowledge of society and culture, and skills relevant to civic engagement; and
d) more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core field(s) of study. (PEQAB, 2010, pp. 20-21)

The requirement is for 20% of courses to be general breadth courses as “no more than 80% of the program hours are in courses in the core or main field(s) of study” (PEQAB, 2010, p. 21). The requirement of general breadth courses for baccalaureate programs is aligned with the general education requirement for advanced diploma programs.

**Bloom’s Taxonomy.**

Bloom’s Taxonomy is a system for “classifying educational goals, objectives, and, most recently, standards” (Krathwohl, 2002, p. 218). Bloom’s Taxonomy has been used as a guideline for writing learning outcomes in the Ontario College sector, and Seaman (2011) notes that “more than 50 years after the handbook’s publication in 1956, it continues to be widely used today in the disciplines of teaching, curriculum writing, and learning theory, as well as content development, instruction, and assessment” (pp. 29-30). As an educator in the higher education system in Ontario, I have used Bloom’s Taxonomy as a guide when creating new courses.

Bloom’s Taxonomy of educational objectives, “is a framework for classifying statements of what we expect or intend students to learn as a result of instruction” (Krathwohl, 2002, p. 212). The original Taxonomy used six major categories for the cognitive domain and included; Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation which were “ordered from simple to complex and from concrete to abstract. Further, it was assumed that the original Taxonomy represented a cumulative hierarchy; that is, mastery of each simpler category was prerequisite to master of the next more complex one” (Krathwohl, 2002, pp. 212-213). This original Taxonomy was revised in 2001 and the order of the categories was changed and some categories were renamed. Krathwohl (2002) notes that ‘Knowledge’ was renamed to
‘Remember’, ‘Comprehension’ was renamed to ‘Understand’, and the three terms – Application, Analysis and Evaluation – where used as their verb forms (Apply, Analyze and Evaluate). Finally, “Synthesis changed places with Evaluation and was renamed Create” (Krathwohl, 2002, p. 214). Similar to the original Taxonomy, “the revision is a hierarchy in the sense that the six major categories of the Cognitive Process dimension are believed to differ in their complexity, with remember being less complex than understand, which is less complex than apply, and so on” (Krathwohl, 2002, p. 215). Krathwohl (2002) notes that “Understand through Create are usually considered the most important outcomes of education” (p. 215). However, “Booker argues that lower level knowledge is foundationally important and compares higher level thinking skills to a room that will not stay up without the walls of lower level knowledge” (Seaman, 2011, p. 35).

The Mahoney and Schamber (2004) study,

explored how curricular interventions in general education courses can influence the development of intercultural sensitivity among students. The study found that a general education curriculum employing analysis and evaluation of cultural difference is more effective in improving students' levels of intercultural sensitivity than a curriculum employing comprehension of cultural difference. (p. 332)

Although this research study did not include general education courses, an interesting finding is that the higher levels of sophistication using Bloom’s Taxonomy contributed to the development of intercultural sensitivity.
Assessment of learning and credentials.

Understanding how global competence is perceived impacts how it is assessed. Fantini states (2009) “whereas scholars have written about intercultural competence for many years…its assessment depends on the clarity of both its definition and conceptualization” (p. 458). For the construct of global competence, Li (2013) presents the dimensions (and subdimensions), definitions, and also measurement items in Table 5. The measurement items can provide teachers “with useful guidance on what specific aspects of a global competence targeted objective their students are still behind on, so that focused pedagogical attention can be more precisely applied” (p. 139).

Fantini (2009) states, “assessment seeks to ascertain whether and to what extent our students attain the objectives set forth” (p. 475). The assessment of global competence in higher education is a challenge identified in the literature reviewed, Reimers suggests that “we need to make global competency count, and counting it means we need to assess foreign language capacity; we need to assess knowledge of other countries and regions on topics that are global in nature; and we need to assess intercultural competency” (Harvard EdCast, 2010). Fantini (2009)

Table 5:
The Dimensions, Subdimensions, Definitions, and Measurements Items for the Construct of Global Competence

<table>
<thead>
<tr>
<th>Global Competence Dimensions and Definitions</th>
<th>Subdimensions and Measurement Items</th>
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<tbody>
<tr>
<td>Attitudes: One’s positive approach toward cultural differences and a willingness to engage those differences.</td>
<td>1. Openness to international/ intercultural opportunities. a. Recognize the benefits one can gain from learning from a foreign culture. b. Recognize one’s capacity to advocate for and contribute to global related issues. c. Appreciation of the foreign culture (art, food, religion, philosophy, etc.) d. Willingness to learn more about a foreign culture. e. Willingness to perceive social phenomena from</td>
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<tr>
<td>Perspectives</td>
<td>Skills: A broad range of personal capabilities to collect and process information in a cross-cultural environment, through either interpersonal communication or research of secondary sources.</td>
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<td>perspectives of people from a foreign culture. 2. Tolerance to cultural ambiguity and acceptance of cultural differences. a. Awareness of the similarities and/or differences between one’s own and a foreign culture. b. Awareness of one’s own biases, prejudices, or stereotypes in relation to a foreign culture. c. The willingness to seek compromise/understanding with people of a different culture.</td>
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<td></td>
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<tr>
<td>1. Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems. a. The ability to identify important global issues. b. The ability to recognize implications of global issues for oneself, community, and society c. The ability to provide culturally grounded arguments to study global issues. 2. Communicates and connects with people from other cultural backgrounds. a. The ability to understand the perspective of other people of a different culture. b. The ability to articulate one’s own perspective to other people of a different culture. c. The ability to compromise differences with people of a different culture. 3. Uses knowledge of other cultures to extend one’s access to information, experiences, and understanding. a. The ability to identify and collect evidence from a variety of credible international sources, and media format for global issues. b. The ability to synthesize and comprehend the evidence collected from various sources to address global issues. c. The ability to develop coherent responses to address global issues.</td>
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<tr>
<td>Knowledge: The understanding of history, geography, economic, political, and other issues related to one’s own and a foreign culture, which provides background and context to new cultures so that one can think critically and creatively about complex international challenges. 1. Understand his/her culture within a global and comparative context. 2. Understand basic facts about the other culture (i.e., beliefs, values, perspectives, practices, and products). 3. Understand global issues, processes, trends, and systems (i.e., economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations).</td>
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</table>

Source: Li, 2013, pp. 130-131
suggests that “testing and evaluation are an integral part of the educational process, not only at the end of a course but also at the beginning and throughout as well” (p. 475). I agree with Reimers and Fantini (2009) that assessment is critical, and I question how the knowledge, skills and attitudes can be demonstrated by students and observed and evaluated by faculty inside the classroom.

Greenholtz (2000) proposed that the Intercultural Development Inventory (IDI), developed by Bennett and Hammer (which was an operationalization of Bennett’s DMIS model), could be used to assess specific intercultural training effectiveness:

the IDI can be used to increase self-awareness of intercultural sensitivity, to increase organization-level understanding of the developmental issues of its members, to identify the training and education needs of client populations, to evaluate the effectiveness of training, and to prepare clients for entry into a new culture or multinational environment.

(p. 412)

However, Friedman and Antal (2005) discuss the DMIS model as achieving intercultural effectiveness “by actively engaging with cultural differences through adaptation and integration” (p. 75) and suggest that there are drawbacks with this. Instead, they present a different model, Negotiating Reality, which “offers an alternative to the adaptation approach to intercultural competency based on broad generalizations about national cultures” (p. 82). Each interaction is treated uniquely, and “negotiating reality generates the necessary cultural knowledge for situations as they arise and, from this knowledge, constructs effective action strategies” (p. 77). This model “provides an approach for dealing effectively with the uniqueness, uncertainty and instability inherent in intercultural interactions among culturally complex beings in changing contexts” (Friedman & Antal, 2005, p. 77). Furthermore, “it does not focus on coming to
agreement, adjusting, or forging common identities, although these are possible outcomes.

Rather, negotiating reality is about learning and engaging [with] the complexity of culture without being overwhelmed by it” (Friedman & Antal, 2005, p. 82). Recognizing the uniqueness of interactions, I question how we can assess whether or not we possess the skills to ‘negotiate reality’ and what the core competencies are that can help us develop this in faculty, staff, students and ourselves.

Assessing global competence as a student learning outcome can present challenges for faculty and for institutions. Some institutions provide credentialing based on the acquisition of the knowledge, skills and attitudes related to global competence, but do not carry out an assessment of these competencies. At Thompson Rivers University (TRU) in British Columbia, a global competency credential has been developed and provides students with a distinction on their transcript in an attempt to promote and encourage global citizenship on campus. TRU utilizes a point system, and students must provide a presentation, poster session or publication, and a portfolio documenting their activities and experience (TRU, 2012). The point system includes four categories [additional language, international experience (abroad), intercultural or international focus (at TRU) and intercultural or international focus (off-campus)], and students must earn a minimum of 12 points in two or more categories in order to qualify for program completion (TRU, 2012). This distinction is noted on the student’s transcript upon graduation and “allows students to earn formal recognition for their intercultural and international experiences – from Study Abroad, to learning a second language, to volunteer work” (TRU, 2012, n.p.).

The Centre for Global Competency, housed at the University of Central Oklahoma (UCO), “provides a unique opportunity for UCO students to earn a certificate, issued by the
university that confirms that the individual has participated in the necessary activities to become a globally competent person” (University of Central Oklahoma Centre for Global Competency, 2012, n.p.). Academic achievement, global experience and a capstone project are the three components that the certification entails, and it is stated that “by this recognition, you will have a tremendous competitive advantage in the marketplace as companies and businesses consider your competency” (UCO Center for Global Competency, 2012, n.p.). However, according to Fabregas Janeiro et al. (2014), “there is no evidence of any acquisition or improvement in students' intercultural competence, or the development or improvement of knowledge, skills or attitudes improvement as result of their participation in the Certification program at UCO” (p. 15).

**Challenges and Risks of Internationalization**

Institutions of higher education may perceive themselves as engaging in activities and/or strategies that attempt to foster global competencies as a student outcome of internationalizing their campuses. However, Jurgens and Robbins-O’Connell (2008) suggest that “studies have shown that more and more students graduate from their colleges and universities with little to no global awareness or sensitivity” (p. 66). Based on the literature related to the challenges of assessment, I would question how global awareness or sensitivity is measured. Reimers (2009) identifies two challenges, “first, incorporating opportunities to develop these competencies in the graduate curricula of various fields of studies…and second, expanding opportunities to develop the foundations of international competence in elementary education and in the undergraduate curriculum” (p. 25).
According to Egron-Polak (2012) in a review of past surveys whereby the International Association of Universities invited respondents to identify the risks of internationalization, “institutions place the risk of commodification and commercialization of education first, followed closely by the risk of brain drain and growth of foreign degree mills” (p. 66). Stier’s (2004) instrumentalism ideology of internationalization suggests that “academia is no different than other markets. For educational traders having access to new, unexploited markets is essential. American and Australian universities make big efforts to attract fee-paying students” (p. 91). Furthermore, “Countries market themselves as research and education nations. Accordingly, universities want to strengthen their and their country’s ‘competitiveness’ at the global academic arena” (Stier, 2004, p. 91). It may be argued that the recruitment of international students to Canadian campuses is a strategy employed by institutions of higher education to generate additional revenue given the fee differential. Knight (1999) suggests, “if one is to ensure that improving the quality of higher education is the primary goal of internationalisation, not the development of international export markets, it is essential to find the balance between income generating motives and academic benefits” (p. 19).

In relation to the development of global competence as a student learning outcome, higher education institutions are “encouraging students to explore international and intercultural opportunities aiming to prepare them to face international and global challenges in their workplaces” (Fabregas Janeiro et al., 2014, p. 15). However, Durocher Jr. (2009) suggests that business students are not receiving the education that is needed to succeed in the global marketplace:

while American business schools do an excellent job of providing the necessary business knowledge to their students, their representatives lack a clear understanding of the
assumptions and values that motivate business practices around the globe. With limited exposure to foreign language[s], limited study abroad experience, and little or no effective intercultural communication training, many of America’s business students are simply not getting the education they need for success in the global economy. (pp. 132-133)

Based on a case study of the internationalization process of one university in the United States of America, Dewey and Duff (2009) discuss four barriers to faculty involvement as another challenge in international activities:

First, there is a general lack of coordination and information available regarding engagement in international initiatives. Second, many constraints exist due to limited funding availability for international work. Third, numerous administrative policies and procedures exist that serve as disincentives to participation in international initiatives. Fourth, there is a lack of support staff and personnel to facilitate international initiatives. (p. 496)

Strategies that I identified in the literature review to support the development of global competence for faculty include internationalizing the curricula and human resource development opportunities. According to Dewey and Duff (2009), faculty identified barriers to developing international curricular, noting that “program curricula are already packed, and adding new courses could only come at the expense of removing other required or elective courses in the curricula” (p. 497). Furthermore, “not all faculty consider international research, teaching, and creative work to be central to their individual academic mission and professional success” (Dewey & Duff, 2009, p. 497). Assessment, internationalizing the curricula, and active faculty involvement are challenges that were identified in the literature reviewed.
Gaps and Inconsistencies in the Literature

Hunter et al. (2006) assert that “during the past decade, several international educators have proposed definitions for the term global competence…however, when comparing the definitions proposed (or assumed) by each, there is little commonality and, in almost all cases, (they) are American derived” (p. 268). The literature reviewed and presented related to the definition of global competence and the knowledge, skills, and attitudes associated with it is primarily American in context with a limited Canadian perspective. Jurgens and Robbins-O’Connell (2008) suggest, “few studies have attempted to investigate the types of programming and services offered or promoted to undergraduate students within higher education and the impact of such programs on students’ intercultural competencies” (p. 68). This research study sought to contribute to the existing body of knowledge, and explored the activities, strategies, and challenges faculty and program heads developed and encountered in fostering the development of global competence as a student learning outcome of internationalization.

Summary

In this chapter, I presented a review of the literature that I found that was relevant to my study. Although there was not a consistent definition of global competence, similarities and common themes arose from the definitions presented. Specifically, themes of cultural awareness, intercultural communication, understanding, interconnectedness, cultural differences and effective interaction emerged from the literature reviewed. The development of global competence as a student learning outcome of internationalization prompted the exploration of program and organizational strategies that support the internationalization process in higher education. Institutional strategies and activities were presented and focused on: academic programs, research and scholarly collaboration, external relations and services, extra-curricular
activities, student exchange programs, internationalized curricula, work/study abroad, international students, and faculty/staff mobility programs. Additionally, I explored program standards, Bloom’s Taxonomy and relevant literature related to credentials and the assessment of learning. The literature suggests, how global competence is understood will impact how it is measured and assessed. The next chapter presents the research design and methodology that was used for this study.
Chapter Three: Research Design and Methodology

The purpose of this study was to understand how global competence was defined by study participants and to identify the knowledge, skills, and attitudes that were perceived as essential to its development as a student learning outcome. This was an exploratory descriptive case study focused on faculty teaching in the International Business Programs and the heads who oversee those programs at Ontario’s five Institutes of Technology and Advanced Learning (ITALs). This chapter presents the research design, site and participant selection, data collection and recording, analysis of the data, establishing credibility, methodological assumptions, limitations and ethical considerations.

Research Questions

The overall question that this study sought to address was: How is global competence defined by the study participants and what are the essential global competencies required upon graduation for students from the International Business Programs at Ontario’s five Institutes of Technology and Advanced Learning? This research study examined global competencies that were identified by study participants and found in the program and course learning outcomes. Teaching and learning methods that support the development of global competence were explored and challenges to foster its development were examined. Additionally, the institutional commitment to internationalization and human resource policies, procedures and opportunities were examined to identify the level of support for the development of global competence among faculty, program heads and students.
Research Design

Creswell (2009) describes research design as, “the intersection of philosophy, strategies of inquiry, and specific methods” (p. 5). This study was an explorative descriptive case study, whereby “the researcher explores in depth a program, event, activity, process, of one or more individuals” (Creswell, 2009, p. 13). Stake (1995) states a case study “is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (p. xi). The case study method is the preferred method when, “(a) ‘how’ or ‘why’ questions are being posed, (b) the investigator has little control over events, and (c) the focus is on a contemporary phenomenon within a real-life context” (Yin, 2009, p. 2). It is used “to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena” (Yin, 2009, p. 4).

I selected this design because I focused on the International Business Programs offered at Ontario’s five ITALs which are unique to the college system and as such constitute a case appropriate for study. This design was appropriate for my research study which focused on a contemporary phenomenon and posed ‘what’ and ‘how’ questions. Yin (2009) notes, “some types of ‘what’ questions are exploratory” (p. 9). I found limited research on global competence in my review of literature, specifically in the Canadian context, which made this design relevant for my study.

According to Stake (1995), people and programs are the cases of interest in both education and social service, “each one is similar to other persons and programs in many ways and unique in many ways. We are interested in them for both their uniqueness and commonality. We seek to understand them” (p. 1). For the case study design,
the richness of the phenomenon and the extensiveness of the real-life context require case study investigators to cope with a technically distinctive situation: There will be many more variables of interest than data points. In response, an essential tactic is to use multiple sources of evidence, with data needing to converge in a triangulating fashion. (Yin, 2009, p. 2)

The strategy of inquiry that I used was the concurrent mixed methods whereby the researcher “converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem” (Creswell, 2009, p. 14). Using this strategy of inquiry, both forms of data were collected at the same time. The assumption is that “collecting diverse types of data best provides an understanding of a research problem” (Creswell, 2009, p. 18).

A unique strength of the case study method is “the ability to deal with a full variety of evidence - documents, artifacts, interviews, and observations” (Yin, 2009, p. 11). I used the mixed methods strategy whereby both quantitative and qualitative questions were posed in online questionnaires and relevant themes identified in an extensive document analysis. Themes identified in relevant documents were compared with the analysis of the responses to the questionnaires. Findings were interpreted in relation to themes identified in the literature and my own professional experience.

**Site Selection**

This was a case study of the International Business Programs at Ontario’s five ITALs which are unique to the system of colleges in the province, since these institutions are “allowed to have a higher proportion of their activity in baccalaureate programs” (Jones & Skolnik, 2009, p. 25). Four of the five ITALs offer baccalaureate level International Business Programs, while
one (George Brown College) offers a similar program at the College Advanced Diploma level. The five ITALs were identifiable on their websites and include Conestoga College Institute of Technology and Advanced Learning (Conestoga), George Brown College (George Brown), Humber College Institute of Technology and Advanced Learning (Humber), Seneca College of Applied Arts and Technology (Seneca), and Sheridan College Institute of Technology and Advanced Learning (Sheridan). According to Hicks, Weingarten, Jonker and Liu (2013), “degree granting emerges as the most important distinguishing feature in contemplating formal differentiation between colleges” (p. 3). The ITALs can have up to 15% of programming approved at the degree level, whereas all other colleges can only have up to 5% (Hicks et al., 2013). Figure 3 presents the enrolment and programs approved at the degree level in any area for each ITAL.

**Figure 3:**

*Enrolment and Programs Approved at Degree Level*

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<thead>
<tr>
<th>College</th>
<th>Enrolment at Degree Level 2011</th>
<th>Growth in Degree Enrolment 2007 to 2011</th>
<th>Programs Approved at Degree Level (as of June 21, 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Approved</td>
</tr>
<tr>
<td>Humber</td>
<td>1,982</td>
<td>182%</td>
<td>21</td>
</tr>
<tr>
<td>Sheridan</td>
<td>1,814</td>
<td>30%</td>
<td>13</td>
</tr>
<tr>
<td>Seneca</td>
<td>1,144</td>
<td>72%</td>
<td>14</td>
</tr>
<tr>
<td>Conestoga</td>
<td>628</td>
<td>87%</td>
<td>9</td>
</tr>
<tr>
<td>George Brown</td>
<td>614</td>
<td>52%</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: Hicks et al., 2013, p. 13
Students attending Ontario’s five ITALs are enrolled as either full-time or part-time registrants. Each ITAL provides a range of programs from full-time diplomas and degrees to apprenticeship programs and post-graduate certificates. Table 6 presents the student demographics and a program overview at each ITAL.

All five ITALs are geographically located in urban areas within Ontario. Four of the five ITALs, George Brown, Humber, Seneca and Sheridan, are located within the Greater Toronto Area (GTA) which is known to be highly multicultural and diverse. Conestoga is located in the Kitchener-Cambridge-Waterloo area which is also an urban location but it is not as diverse in its population as the GTA ITALs. According to Statistics Canada (2013) the 2012 population of census metropolitan areas states that all five ITALs in Ontario serve a population greater than 100,000. Table 7 presents the geographical location, classification and metropolitan area population of each ITAL.

At the time of this study, all five ITALs were active in international activities and had an international centre or office. The business faculties were chosen because they are the largest faculties in the colleges in Ontario. The next section discusses how participants were selected.

**Participant Selection**

The participants for this study included the program heads who oversee the International Business Programs at the five ITALs that are the focus of this study, and the full-time and contract faculty teaching *required* courses in these programs. Contract faculty can include sessional, part-time or partial-load employees, and perspectives from all three types of faculty were included in this study. According to the Ontario Public Service Employees Union (OPSEU) *Academic Employees Collective Agreement* (2012), a sessional faculty member is defined as,
Table 6:

*Student Demographics and Available Programs at Ontario’s Five ITALs*

<table>
<thead>
<tr>
<th>Institute of Technology and Advanced Learning</th>
<th>Student Demographics (approximations)</th>
<th>Available Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conestoga College Institute of Technology and Advanced Learning</td>
<td>Full-time students: 11,000 Part-time enrolments: 30,000+ International students: 800 Apprenticeship seats: 3,300 Alumni: 93,000</td>
<td>Full-time Diploma Programs: 120+ Part-time Programs: 130+ Apprenticeship Programs: 26 Four-year Bachelor Degree Programs: 9 Collaborative Degrees: 2 Graduate Certificate Programs: 23</td>
</tr>
<tr>
<td>George Brown College</td>
<td>Full-time equivalent: 24,849 Continuing Education Registrants: 61,300 International students: 3,270 Alumni: 200,000+</td>
<td>Full-Time Programs: 135 Diploma Programs: 33 Post-Graduate Certificates: 27 Certificates: 27 Apprenticeship Programs: 11 Continuing Education Certificates/Designations: 189</td>
</tr>
<tr>
<td>Humber College Institute of Technology and Advanced Learning</td>
<td>Full-time students: 25,000 Part-time students: 57,000 Alumni: 200,000+</td>
<td>Full-time Programs: 150 Part-time Certificates: 200 Bachelor’s Degree Programs: 17 Online Courses: 370+ Online Programs: 40+ Continuing Education Courses: 1,400 (Source:<a href="http://www.ontariocolleges.ca/SearchResults/HUMBER/_/N-1z1417q">http://www.ontariocolleges.ca/SearchResults/HUMBER/_/N-1z1417q</a>)</td>
</tr>
<tr>
<td>Seneca College of Applied Arts and Technology</td>
<td>Full-time students: 25,000 Continuing education registrations: 70,000 International students: 3,500+</td>
<td>Full-time Programs: 150+ Career Options: 500+</td>
</tr>
<tr>
<td>Sheridan College Institute of Technology and Advanced Learning</td>
<td>Full-time students: 18,000 Continuing and part-time students: 35,000 International students: 2,000+ Alumni: 110,000</td>
<td>Programs leading to Degrees, Certificates, Diplomas, and Post-graduate Diplomas: 130+</td>
</tr>
</tbody>
</table>

Source: Public websites of the ITALs (see References for specific URLs)
**Table 7:**

*Geographical Location, Classification and Metropolitan Area Population of Each ITAL*

<table>
<thead>
<tr>
<th>Institute of Technology and Advanced Learning</th>
<th>Geographical Location and Classification</th>
<th>Statistics Canada: Population of census metropolitan areas persons (thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conestoga College Institute of Technology and Advanced Learning</td>
<td>Kitchener-Cambridge-Waterloo: Urban</td>
<td>505.1</td>
</tr>
<tr>
<td>George Brown College</td>
<td>Toronto: Urban</td>
<td>5,941.5</td>
</tr>
<tr>
<td>Humber College Institute of Technology and Advanced Learning</td>
<td>Toronto: Urban</td>
<td>5,941.5</td>
</tr>
<tr>
<td>Seneca College of Applied Arts and Technology</td>
<td>Toronto: Urban</td>
<td>5,941.5</td>
</tr>
<tr>
<td>Sheridan College Institute of Technology and Advanced Learning</td>
<td>Greater Toronto Area: Urban</td>
<td>5,941.5</td>
</tr>
</tbody>
</table>


“a full-time employee appointed on a sessional basis for up to 12 full months of continuous or non-continuous accumulated employment in a 24 calendar month period” (p. 89). A partial-load employee in the Ontario college sector is defined as, “a teacher who teaches more than six and up to and including 12 hours per week on a regular basis” (OPSEU, 2012, p. 48). OPSEU (2012) considers a part-time employee “to have service based on [one quarter] month's credit respectively for each full month of part-time employment with the College” (p. 90). For the purpose of this study, the term ‘contract’ is used to include all three types of employees.

Those teaching in the elective courses for each program were *not* invited to participate in this study, because it would not be possible to systematically track all of the electives that students choose to complete as part of the International Business Programs, or the faculty who teach those electives. Appendix B provides a list of the required courses for each International Business Program at Ontario’s five ITALs that were retrieved from publicly available databases.
These faculty were chosen as participants for this study, because their responsibilities include “defining course objectives and evaluating and validating these objectives; specifying or approving learning approaches, necessary resources, etc.” (OPSEU, 2012, p. 120). In reviewing the ITAL websites, I identified a total of 171 required courses that were part of the International Business Programs at Ontario’s five ITALs (see Appendix B). I estimated that there were at least 57 potential faculty invited to participate in this study (program heads invited appropriate participants on my behalf), which takes into account that a faculty member may teach more than one course that is a part of the International Business Program at the ITAL.

The program heads, which include unique titles with similar positions (e.g., dean, program chair, and director) of the International Business Programs at Ontario’s five ITALs were selected as participants because they are the final authority who approve college courses and programs and oversee the program objectives. I invited one program head of the International Business Program at each ITAL to participate in this study for a total of five potential participants.

Potential participants were purposefully selected since they are key informants. Access to the names and contact information of the program heads was obtained from publicly available databases, and was readily available on each ITAL’s website. Of the five program heads that were invited, only one (20%) consented and participated in the online questionnaire. My goal was to include all faculty teaching the required courses (see Appendix B for a list of all required courses) in each of the International Business Program as participants in this study. I sent an e-mail (Appendix C) to each of the five program heads asking them to forward my Invitation to Participate (Appendix D) to faculty in each cluster (full-time, sessional, partial load and part time faculty) requesting them to go to the online questionnaire where they were asked to consent to
participate if they were willing to do so. I can confirm that three of the five program heads sent the original request and reminders to the faculty because I was copied on the e-mail communication to the faculty and/or the program head sent me a confirmation directly. I assume that the other two program heads also sent out the invitation to the faculty on my behalf, but I have no evidence of that since the online survey was anonymous. To my huge disappointment, of the estimated 57 potential faculty participants that were invited, 8 (14%) consented to participate and only 4 faculty answered at least one question. This was despite my sending four reminders (Appendices E and F) to the program heads reminding them to be sure to forward my invitation to their faculty and extending the response deadline by six weeks.

I was very concerned about the low response rate, and thought that the perceptions of external experts with extensive experience in the area of developing global competence as a student learning outcome would be useful in understanding the findings. Four external experts agreed to personal communications to ascertain their perspectives based on my questions in Appendix L. Three of the external experts were from Ontario colleges and one was from a university. They were:

- James Cullin, Associate Dean at the School of Business at Humber College
- Julia Lewis Satov, Lead Global Citizenship & Equity Learning Advisor at an Ontario college (at her request the institution is not identified)
- Oded Tal, Program Coordinator, BBA – International Business Management at Conestoga College
- Sarah Witol, Director, Professional and International Programs at the University of Toronto

All four externals provided written consent to be identified by name and institutional role.
Data Collection and Recording

Instrumentation.

Originally I intended to adapt data collection tools I found in the literature and sought the authors’ permission to adapt those tools for use as part of my own study. However, I did not receive permission to adapt two separate lists of global or intercultural competencies from these authors. In the one case, the author had subsequently syndicated his questionnaire and it was only available for purchase and use in its entirety which would not have been appropriate for my study. The two instruments that were used to collect data for my study did not include the previous work of these scholars and were designed by me based on relevant elements identified in the scholarly literature I reviewed.

One questionnaire (Appendix G) was designed for potential program head participants, and the second questionnaire (Appendix H) was designed for potential faculty participants. The questionnaires are identical (so that comparisons can be made) with the exception of questions number four and five which ask the program heads to comment on the activities and learning outcomes of the program and the co-operative placements (co-op) for students. The Canadian Association for Co-operative Education (2014) defines the co-operative education as “a program which alternates periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services and the professions” (para. 1). Faculty were asked to comment on activities and learning outcomes in the course(s) that they teach.

The questionnaires asked open and closed-ended questions, and were reviewed for content validity by two subject-matter experts (SMEs) at the Ontario Institute for Studies in Education (OISE) to ensure their completeness and relevance to the focus of this study. The
questionnaires asked participants’ responses using a three-point response scale ranging from 1 for “not at all”, 2 for “somewhat”, and 3 for “very much.” For open-ended questions, space was provided for participants to list and describe their responses. In the online survey questionnaire, questions were not set as mandatory to answer in order to proceed to the following question. The questionnaires were created in Survey Wizard 2 which is hosted on a secure Canadian server by OISE and both were administered online. The questionnaires were accessible online to potential participants from April 14, 2014 to June 25, 2014.

In addition, I analyzed all relevant documents that were accessed on publicly available databases on the websites of each ITAL. These included program websites, course outlines, annual reports, academic plans, business plans, strategic plans, Strategic Mandate Agreement Submissions (SMAS), and human resource policies related to recruitment, hiring, and professional development.

Data collection.

For this study, I used the concurrent triangulation data collection approach whereby “the researcher collects both quantitative and qualitative data concurrently and then compares the two databases to determine if there is convergence, differences, or some combination” (Creswell, 2009, p. 213) thereof. Using this approach, both quantitative and qualitative data were collected at the same time from three distinct sources: the faculty, program heads and documents relevant to the International Business Programs in the five ITALs.

I contacted the program heads directly via e-mail invitation (Appendix I) which served as an introduction to the study and included an active link for participants to access the consent
form in order to complete the online questionnaire (Appendix G). They were asked to respond within four weeks.

The program heads received a separate e-mail on the same day (Appendix C) requesting that the invitation for faculty to participate in the questionnaire (Appendix H) be forwarded on my behalf to all faculty (full-time and contract) teaching in the specified program at their ITAL.

For both questionnaires, once the participant clicked on ‘I Agree’ on the online form, they were re-directed to an online version of the questionnaire. Participants had the choice to agree or not agree to the terms of consent. If they clicked on I agree they had access to the entire questionnaire. If they did not agree, they were thanked and the site closed.

Ten days after I sent the invitation, I sent a reminder e-mail with an active link to the consent form to the program heads thanking those who had completed the survey, and inviting those participants who had not completed the survey to do so at that time (Appendix E), I also sent a second e-mail on the same day to the program heads to forward to potential faculty participants thanking those who had completed the survey, and inviting those participants who had not completed the survey to do so. This garnered a few responses to the faculty online questionnaire, but none from the program heads. A second e-mail reminder was sent to the program heads three weeks after the initial contact, again encouraging those who may not have completed the survey (Appendix F) to do so, and a second reminder for faculty was sent to the program heads this same day. Another reminder (the third) was sent following this to again encourage program heads and faculty to participate in the study. This encouraged one program head to complete the questionnaire and two more respondents to the faculty questionnaire accessed the site. We sent a final reminder approximately eight weeks after the initial contact to
the program heads requesting their participation; however this did not garner any more responses.

Due to the disappointingly low response rate from program heads and faculty teaching in the International Business Programs at the five ITALs, I extended the study for an additional six weeks (to June 25, 2014), and a total of four reminders were sent. I considered offering an incentive to encourage participation and decided not to do so because there was no undue time or effort required, and the topic related directly to their professional responsibilities. The document analysis phase of this study was thankfully much more productive!

I gathered publicly available data and documents related to the International Business Programs at each ITAL from their program specific websites. Data collected included program descriptions, lists of required courses, co-op information and study abroad options. All five ITALs posted their program descriptions – three of which identified their intended program learning outcomes.

Learning outcomes are defined as “statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning (as cited in Western University, n.d., n.p.). I was able to identify program learning outcomes for the International Business Programs as described on their publicly accessible websites. These data helped to answer research questions one and two. Of the five ITALs, three (60%) articulated program learning outcomes on their websites, and this garnered a total of 45 program learning outcomes for these three programs. I had requested the program learning outcomes from the two ITALs that did not have them publicly available, and was advised by one that, “The outcomes
are course based. They are in the course outlines” (Personal communication, May 8, 2014). The other college did not respond to my request.

Additionally, I collected five course outlines of required courses from each of the International Business Programs that were included in this study. A course outline “refers to the documentation of a course’s purpose, learning outcomes, essential employability skills as well as its sequence of instruction, resources and evaluation criteria” (Durham College, 2012, n.p.). Furthermore,

Communicating the purpose, expectations and outcomes of a course within a program of study is vital to engaging students and the successful achievement of program learning outcomes. Clearly articulated and documented course outlines are essential to our core business of teaching and learning. (Durham College, 2012, n.p.)

I chose five course outlines from each ITAL from the list of required courses as identified on the websites that related specifically to the international context. The selection criteria that I used to select the outlines was that the course content had to relate specifically to the international context and that there were comparable courses across all five ITALs. Each program had introductory business courses that were foundational and not specific for international business. I did not include these introductory courses in my analysis of course outlines because they were not directly or specifically relevant to the international context.

Three of the five ITALs (60%) had course outlines publicly available on their college websites, and I was able to retrieve 15 course outlines (five from each ITAL). For the two ITALs that did not post their course outlines on their websites, I sent a request to the Program Coordinator at one ITAL and the Dean at the other requesting their programs’ course outlines
and I received six course outlines from each of these programs electronically. Of the six that I received electronically, I chose five course outlines to analyze. I received written permission from the Deans of the programs at both of these colleges (Appendix J) to use the college names and course codes since they did not have course outlines publicly available. I collected and analyzed a total of 25 of 171 course outlines (14.6%) for this study (Appendix K). In the analysis of the course outlines I examined the course descriptions, learning outcomes, delivery, and evaluation methods in order to contribute to the answer for research questions one and two.

The sources of data collected to answer research question number four were varied. Data for the institution commitment to the development of ‘global competence’ was sought from publicly available annual reports, academic plans, business plans, strategic plans, and the SMAS for each ITAL where available. The strategic mandate agreement process was an initiative by the MTCU “to meet the challenge of sustaining the quality of its public higher education system in the face of increasing enrolments and diminishing resources” (Higher Education Quality Council of Ontario, 2013, p. 7). One outcome of this process was to increase differentiation “of the Ontario postsecondary system by asking each Ontario postsecondary institution to articulate an institutional mandate statement identifying its distinctive strengths or aspirations and to identify key objectives aligned with that aspiration” (Higher Education Quality Council of Ontario, 2013, p. 5). All five ITALS had SMAS publicly available on their websites and were used as a source of data.

Table 8 presents the research questions and the corresponding data collection source that was used to answer each research question.

Data for human resource policies, procedures and opportunities that support the
**Table 8:**

*Research Questions and Data Source to Answer Each Question*

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Collection Tools</th>
</tr>
</thead>
</table>
| 1. a) How do study participants define the term “global competence” and what do they perceive to be the essential knowledge, skills, and attitudes of “global competence”? | Faculty Questionnaire: Q1, Q2, Q3ab, Q5  
Program Head Questionnaire: Q1, Q2, Q3ab, Q6  
Program Learning Outcomes  
Course Outlines                                                                                                                                  |
|   b) What are the global competencies articulated in the learning outcomes of International Business Programs and courses in Ontario’s five Institutes of Technology and Advanced Learning (ITALs)? | Faculty Questionnaire: Q1, Q2, Q3ab, Q5  
Program Head Questionnaire: Q1, Q2, Q3ab, Q6  
Program Learning Outcomes  
Course Outlines                                                                                                                                  |
| 2. What teaching methods and learning activities are incorporated into these International Business Programs and courses to support the development of global competence as a student learning outcome? | Faculty Questionnaire: Q4  
Program Head Questionnaire: Q4, Q5  
Program Learning Outcomes  
Course Outlines                                                                                                                                  |
| 3. What are the challenges participants encounter in fostering the development of “global competence” as a student learning outcome?                                                                                       | Faculty Questionnaire: Q11  
Program Head Questionnaire: Q12                                                                                                                      |
| 4. What institutional commitment and human resource development policies, procedures, and opportunities support the development of “global competence” of the faculty, program heads and students in these institutions? | Faculty Questionnaire: Q7, Q8, Q9, Q10ab  
Program Head Questionnaire: Q8, Q9, Q10, Q11ab,  
Publicly available documents including annual reports, academic plans, business plans, strategic plans, strategic mandate agreement submissions, human resource policies, and ITAL websites. |

Development of ‘global competence’ came from program websites, human resource policies, SMAS, academic plans, and the employment section of each ITAL website. Policies related to human resources and faculty development were publicly available on three of the five ITAL websites. I requested human resource policies from the two ITALs that did not have them publicly available. Although I did not receive the policies from one ITAL because they said that
they were busy with the recruitment season, the other ITAL sent their policies to my attention electronically. A total of eight official policy statements were collected (Appendix M).

**Data analysis.**

Rossman and Rallis (1998) state, “data analysis involves collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by participants” (cited in Creswell, 2009, p. 184). For the qualitative data that were collected using the questionnaire, I completed coding and thematic analysis. I employed comparative analysis to determine where there was agreement and disagreement of themes identified. Constant comparative analysis is described as “a method of analysing qualitative data where the information gathered is coded into emergent themes or codes” (Hewitt-Taylor, 2001, p. 39). To ensure that no new themes emerge, “the data are constantly revisited after initial coding” (Hewitt-Taylor, 2001, p. 39). For recording, data transformation was used where appropriate, whereby I was able to “quantify the qualitative data. This involves creating codes and themes qualitatively, then counting the number of times they occur in the text data” (Creswell, 2009, p. 218). This suggested the relative importance of the themes identified, based on the number of participants who reported similar concepts.

I conducted content analysis of publicly accessible documents related to the International Business Programs at each ITAL to identify relevant themes. This included an analysis of each program description (n=5; 100%) and the program learning outcomes that were identified in three of these (60%). I conducted content analysis of five course outlines at each ITAL of required courses that were offered in the International Business Programs to assess the learning
outcomes and learning activities that were approved by faculty. Relevant themes were identified across courses within the ITAL and across each International Business Program.

Additionally, I conducted content analysis of publicly available documents related to human resource development policies and procedures at each ITAL to assess the level of importance placed on global competence as reflected in these documents. Document analysis was used to assess the opportunities that are available for students, program heads, and faculty related to the development of global competence.

The quantitative data collected were analyzed using Excel to calculate the percentage and frequencies of the responses to quantitative questions. The results are presented in the findings, and then compared and integrated with the findings that respond to the specific research questions.

Establishing Credibility

Content validity.

Yin (2009) states, “case study designs need to maximize their quality through four critical conditions related to design quality: (a) construct validity, (b) internal validity, (c) external validity, and (d) reliability” (p. 24). To establish credibility, I used a triangulation of the findings of the different data sources. Creswell notes, “if themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study” (Creswell, 2009, p. 191). To establish content/construct validity, the questionnaire instrument was reviewed by two Subject Matter Experts (SMEs) at OISE who were chosen for their recognized knowledge of internationalization, global and international education, and their areas of research interest. Lawshe (1975) states, “if the subject
matter experts are generally perceived as true experts, then it is unlikely that there is a higher authority to challenge the purported content validity of the test” (p. 565). I asked these two experts to review each question/statement for its relevance to the focus of my study and the research questions that I sought to answer. I sent each expert the content validity tool (Appendix N) and they were asked to respond to the following question for each component: Is this essential, useful but not essential, or not necessary to include in this study? Following this, “responses from all panelists are pooled and the number indicating ‘essential’ for each item is determined” (Lawshe, 1975, p. 567). Lawshe (1975) recognizes a limitation in that the experts will be influenced by their own values and the assessments of the experts can only be “estimates, or approximations, arrived at through human judgments known to be fallible” (p.574). Once I received the signed SME forms from both of the experts, I used the feedback to update the questionnaire that I would use for my pilot study. Two changes were made to the wording of my instruments.

**Face validity.**

Following the feedback provided by the SMEs, one round of pilot-testing for face validity of the questionnaire was conducted by me in March 2014 over two weeks with five college faculty members who have a knowledge of global issues but would not be invited to participate in this study. The five faculty members were chosen based on a course (or courses) that they taught at an Ontario college that was not included in the study outside of pilot-testing. The pilot-testing tool (Appendix O) was conducted online using Survey Wizard 2 and asked participants to indicate whether the questions were clear or unclear, or leading in any way, that is, if any question suggested a negative or positive response. Based on the feedback from the pilot study group participants, the questionnaire was deemed as clear and questions were not leading in any
way. I anticipated that the time required to complete the study would be between 45 to 60 minutes; however the pilot study participants indicated that it only took them between 15 and 30 minutes to complete. I changed the DRAFT invitation letters to the program heads and faculty that would be invited to participate in the study to reflect this feedback. These faculty responses were not included in the findings of this research study.

**Validation of coding.**

To ensure consistency of the identification of themes from the qualitative data collected, a peer examiner was asked to help identify and establish the codes and the themes that were identified from the data. The peer examiner was an SME in the area of global competence in the Ontario college sector, but outside of the participating ITALs. I sent the SME my coded themes and the data electronically. The SME then compared the results to the data and determined the extent to which the themes were consistent or not. Where both of us agreed on a theme, it was coded as a strong theme, and where only one of us identified a theme it was coded as a weaker theme. There were no major differences in the themes that were identified by me and the SME. Additionally, this provided a validity check of my own unrecognized biases given my current role as a faculty member at one of Ontario’s five ITALs, and my past experiences abroad, which may have had an impact on what I viewed and what I may not have viewed as a strong theme.

**Methodological Assumptions**

A methodological assumption for this study was that the responses by participants were honest and current, because they would have nothing to gain or lose by participating, and because all participants were key informants who have first-hand knowledge and experience in the topic that was the focus of this study. It may have even been helpful to the participants since
it encouraged them to reflect. Another methodological assumption was that the course outlines were developed and approved by faculty teaching in the International Business Programs at the five ITALs and are representative of the faculty perspective. The program standards are issued by the Ontario Ministry of Training, Colleges and Universities (MTCU) and it is assumed that the program learning outcomes of the ITAL International Business Programs were consistent with program standards. It was also assumed that the program learning outcomes examined were approved by the program heads of the International Business Programs and are representative of their perspective. Additionally, it was reasonable to assume that the values expressed in formal codified policies of the ITALs (such as the mission statements, strategic plans, SMAS and professional development policies) reflected not only the values of the institutions but also those of the participants.

Limitations

This is a case study of the International Business Programs in Ontario’s five ITALs which are institutions that are unique to the college system in Ontario. It is important to recognize that generalizability is not the purpose of case studies; instead it is the goal of case studies to gain a deep understanding of the phenomena addressed.

For this reason, a limitation to this study is that the findings cannot be generalized beyond the ITALs that were the subjects of this study. The data collected and presented apply to the ITALs specifically and not generally to the Ontario colleges, because the latter do not have the authority to grant more than 5% of programming at the degree level (Hicks et al., 2013). Because of the uniqueness of the ITALs, the findings cannot be generalized to colleges outside of Ontario either. However, global competence is an area that is of interest to all institutions of higher education.
education, and this study may be informative not only for the participating ITALs, but also for other colleges and universities interested in exploring global competence as a student learning outcome.

The disappointing response rate of the faculty and program heads was an unanticipated limitation. However, the methodological assumptions described above suggest that the perspectives of these participants are reflected in the program descriptions and program outcomes, and more specifically in the course outlines that drive the learning experiences of these students.

**Ethical Issues and Considerations**

No research activity or data collection began until the approval of the Research Ethics Boards was received - first from the University of Toronto (U of T) (Appendix P), and then from each of the five ITALs. Participation in this study did not result in any known physical or psychological harm to the participants. The data for this study were collected by Survey Wizard 2 which is an online survey application that is hosted on a secure Canadian server. Only my thesis supervisor and I had access to the data. There was a very slight possibility that the webmaster who posts the questionnaire and issues the login code may have been able to trace the identity of respondents and potential participants were informed of this in the consent forms and process. The data was stored on computers that were password protected and accessible only to me. All electronic information outside of a secure server environment was encrypted consistent with the University of Toronto data security and encryption standards available at:


http://www.utoronto.ca/security/UTORprotect/encryption_guidelines.htm
Participants were informed that participation was voluntary and all participants had the right to decline to answer any question they did not wish to answer, and withdraw from this study at any time and without explanation or penalty of any kind prior to submitting the questionnaire responses. Because the responses were anonymous, once the data were submitted, I was not able to track them in order to delete the data if anyone decided to withdraw after completing and submitting the data. This was communicated to potential participants in the invitation and consent forms. Questionnaires were available only in English since instruction in all of the ITALs is only in English.

Participants will not be identifiable in the reporting of the findings as all data collected using the online questionnaires were anonymous. The data will be kept secure for two years after completion of my thesis and then fully deleted or destroyed by shredding.

Summary

This chapter provided an overview of the methodology that was used to collect, analyze and interpret all data that were collected. This study was an explorative descriptive case study which was the preferred design because I focused on the International Business Programs at Ontario’s five ITALs which are unique to the college system. The participants for this study included program heads who oversee the International Business Programs at the five ITALs and faculty teaching required courses in these programs. The concurrent triangulation data collection approach was used and both quantitative and qualitative data were collected from the faculty, program heads and documents relevant to the programs that were the focus of this study. Chapters four and five present an analysis of the findings.
Chapter Four: Findings Related to Research Questions One and Two

The purpose of this exploratory descriptive case study was to understand how global competence was defined and to identify the knowledge, skills, and attitudes that were perceived as essential to its development as a student learning outcome of International Business Programs in Ontario’s five Institutes of Technology and Advanced Learning (ITALs). This study sought the perspective of contract and full-time faculty teaching required courses in these programs and of the heads who were responsible for those programs. The overall question that the study sought to address was: How is global competence defined and what are the essential global competencies required upon graduation of students from these programs? More specifically, this research study examined the global competencies and teaching/learning methods articulated in program and course learning outcomes, and the challenges that participants encountered in fostering the development of global competence as a student learning outcome. The institutional commitment and human resource policies, procedures and opportunities that support the development of global competence for faculty, program heads and students were also explored in this case study.

A concurrent mixed methods approach was used and the data were collected from questionnaires and document analysis which informed the research questions. This chapter presents a description of Ontario’s five ITALs, a profile of the participants, the findings from the data presented that inform research questions one and two that were explored in this study, and a summary of these findings.
Description of Ontario’s Five ITALs

The five ITALs were identifiable on their websites and include Conestoga College Institute of Technology and Advanced Learning (Conestoga), George Brown College (George Brown), Humber College Institute of Technology and Advanced Learning (Humber), Seneca College of Applied Arts and Technology (Seneca), and Sheridan College Institute of Technology and Advanced Learning (Sheridan). As described in chapter three, under the heading of site selection, Ontario’s five ITALs are unique to the system of colleges in the province and four of the five ITALs are located in the Greater Toronto Area which is known for its diversity and being a multicultural city. The uniqueness of the ITALs is that they can have up to 15% of programming approved at the degree level, whereas all other colleges in Ontario can only have up to 5% (Hicks, Weingarten, Jonker & Liu, 2013). Chapter three presented the enrolment and programs approved at the degree level (see Figure 3) at the ITALs, the student demographics and program overview for each ITAL (see Table 6), as well as the geographical location, classification, and metropolitan area population (see Table 7). This chapter presents a description of each ITAL’s mission, vision and values and an overview of the International Business Programs included in this study as identified in my document analysis.

Mission, vision and value statements.

I was able to locate the mission statement of all five ITALs on their websites, and a summary is presented in Table 9. A vision statement is described as an “ideal that that represents or reflects the shared values to which the organization should aspire” (Kirkpatrick, Wofford & Baum, 2002, p. 139). A mission statement is also defined as “a written, formal document that attempts to capture an organization's unique and enduring purpose and practices” (Bart &
Table 9:
The Mission Statements of Ontario’s five ITALs

<table>
<thead>
<tr>
<th>Institute of Technology and Advanced Learning</th>
<th>Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conestoga College Institute of Technology and Advanced Learning</td>
<td>To CHAMPION innovation and excellence in the development and delivery of education and training. To SERVE responsibly the diverse and ever-changing needs of the community. To INSPIRE students and employees to strive towards their highest potential.</td>
</tr>
<tr>
<td>George Brown College</td>
<td>Inspired by a commitment to achievement through excellence in teaching, applied learning and innovation: - We will set the benchmark to which all colleges will aspire, and be recognized as a key resource in shaping the future of Toronto as a leading global city. - We will build a seamless bridge between learners and employment as we develop dynamic programs, and workplace-ready graduates who will be the candidates of choice for employers. - We will create a community of life-long learners, grounded in the principles of access, diversity, mutual respect and accountability.</td>
</tr>
<tr>
<td>Humber College Institute of Technology and Advanced Learning</td>
<td>Humber develops broadly educated, highly skilled and adaptable citizens to be successful in careers that significantly contribute to the communities they serve locally, nationally and globally</td>
</tr>
<tr>
<td>Seneca College of Applied Arts and Technology</td>
<td>To contribute to Canadian Society by being a transformational leader in providing students with career-related education and training.</td>
</tr>
<tr>
<td>Sheridan College Institute of Technology and Advanced Learning</td>
<td>Sheridan delivers a premier, purposeful educational experience in an environment renowned for creativity and innovation</td>
</tr>
</tbody>
</table>

Source: Public websites of the ITALs (see References for specific URLs)

Tabone, 1998, p. 57). Contributing to the community (Toronto, Canada and/or globally) was a common theme found among the mission statements of the ITALs. A reference to careers/workplace was also mentioned in three of the five mission statements. At George Brown,
I was not able to differentiate between the mission and vision statements on that College website. I contacted a support staff and faculty member at the George Brown requesting the mission and vision statements and was redirected to the website that does not differentiate between the two. I was also unable to locate the vision statement for Seneca. I did request the vision statement from an administrator at Seneca, and he/she responded to my request electronically notifying me that they were unable to locate it either. Table 10 presents the vision statements that I was able to locate for each ITAL on their websites.

**Table 10:**

The Vision Statements of Ontario's five ITALs

<table>
<thead>
<tr>
<th>Institute of Technology and Advanced Learning</th>
<th>Vision Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conestoga College Institute of Technology and Advanced Learning</td>
<td>To be recognized as a world-class institution in polytechnic education.</td>
</tr>
</tbody>
</table>
| George Brown College | Inspired by a commitment to achievement through excellence in teaching, applied learning and innovation:  
- We will set the benchmark to which all colleges will aspire, and be recognized as a key resource in shaping the future of Toronto as a leading global city.  
- We will build a seamless bridge between learners and employment as we develop dynamic programs, and workplace-ready graduates who will be the candidates of choice for employers.  
- We will create a community of life-long learners, grounded in the principles of access, diversity, mutual respect and accountability. |
| Humber College Institute of Technology and Advanced Learning | Leadership in Polytechnic education |
| Seneca College of Applied Arts and Technology | Not Available |
| Sheridan College Institute of Technology and Advanced Learning | To become Sheridan University, celebrated as a global leader in professional education |

Source: Public websites of the ITALs (see References for specific URLs)
Among the vision statements that were available, leadership in education (polytechnic and professional) was a common theme.

Core values “prescribe the attitude and character of the organization” (Wenstøp & Myrmel, 2006, p. 680). I was able to locate the stated values of each ITAL on their respective website, and a summary is presented in Table 11. The term ‘Excellence’ is found on the list of values for all five ITALs. Diversity and Respect were listed as values on three of the five ITALs.

Table 11:

The Value Statements of Ontario’s five ITALs

<table>
<thead>
<tr>
<th>Institute of Technology and Advanced Learning</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conestoga College Institute of Technology and Advanced Learning</td>
<td><strong>Respect</strong> - We consider the needs and rights of all people in Conestoga’s community. We believe that everyone should behave with honesty and treat others fairly. <strong>Excellence</strong> - We are committed to the highest standards in the delivery of products and services. <strong>Community</strong> - We are committed to our community as an academic leader, responsible employer, partner and corporate citizen.</td>
</tr>
<tr>
<td>George Brown College</td>
<td><strong>Learning Community</strong> - We foster an environment of reciprocal dialogue to ensure learning, solve problems and strengthen the George Brown community. <strong>Excellence</strong> - We commit ourselves to delivering a ‘George Brown standard’ of quality and superior performance. <strong>Accountability</strong> - We hold ourselves responsible to ensure the future sustainability of George Brown, academically and fiscally. <strong>Diversity and Respect</strong> - We show mutual respect for each other within the community of George Brown including all of our stakeholders, in all of our behaviour.</td>
</tr>
<tr>
<td>Humber College Institute of Technology and Advanced Learning</td>
<td><strong>Student-Centred</strong> – We hold the current and future success of our students as our highest priority. <strong>Excellence</strong> – We are committed to outstanding services, academic programs and teaching. <strong>Innovation</strong> – We anticipate and respond to emerging trends to meet</td>
</tr>
</tbody>
</table>
| Seneca College of Applied Arts and Technology | **Excellence** - While we will always be flexible in our approach, we never compromise on quality, standards and results.  
**Innovation** - From the day our first students walked through our doors in 1967, we understood that the world is in constant evolution. We are always improving, innovating and looking ahead.  
**Community** - We build bridges and networks within our college, to our community and across the world. And we give back, building and strengthening the communities where we live and work.  
**Diversity** - Seneca celebrates its extraordinary diversity as an enriching strength and a competitive advantage in today’s global economy. |
| Sheridan College Institute of Technology and Advanced Learning | **Academic Excellence, Creativity and Innovation, Global Citizenship** |

Source: Public websites of the ITALs (see References for specific URLs)

websites, and ‘Community’ was another term found consistently in the core values of the ITALs. Sheridan included Global Citizenship as a core value, and the global community/economy was mentioned among two of the ITALs. The next section presents an overview of the International Business Programs at Ontario’s five ITALs that were included in this research study.

**Program overview.**

There have been several changes in program offerings recently. At the time of this study, Sheridan offered the *Bachelor of Business Administration (Global Business Management)* program. However, this degree was no longer available for September 2014 and closed to new
applications. The program website stated, “applicants to this program will be referred into the suite of new BBAs which launch in Fall 2014” (Sheridan, n.d., n.p.).

At the time of this study, George Brown did not offer a degree program related to international business. However, because this is a case study of the five ITALs in Ontario, the Business Administration - International Business advanced diploma program at George Brown was included. When this study was conducted, a co-operative placement (co-op) was not required for the advanced diploma program at George Brown. For the 2014-2015 year of study, the Business Administration – International Business program was updated to include a requirement for co-op as a part of the program. Table 12 presents a list of each ITAL, the name of the program that was included in this study and program course details.

**Table 12:**

*Ontario’s five ITALs and their Corresponding International Business Programs*

<table>
<thead>
<tr>
<th>Institute of Technology and Advanced Learning</th>
<th>Program Name</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conestoga College Institute of Technology and Advanced Learning</td>
<td>Degree: International Business Management (Bachelor of Business Administration)</td>
<td>Required: 31  &lt;br/&gt; Electives: 4  &lt;br/&gt; Co-op Available: Yes  &lt;br/&gt; Co-op Required: Yes</td>
</tr>
<tr>
<td>George Brown College</td>
<td>Diploma: Business Administration – International Business</td>
<td>Required: 33  &lt;br/&gt; Electives: 3  &lt;br/&gt; Co-op Available: Yes  &lt;br/&gt; Co-op Required: No</td>
</tr>
<tr>
<td>Humber College Institute of Technology and Advanced Learning</td>
<td>Degree: Bachelor of Commerce – International Business</td>
<td>Required: 34  &lt;br/&gt; Electives: 7  &lt;br/&gt; Co-op Available: Yes  &lt;br/&gt; Co-op Required: Yes</td>
</tr>
<tr>
<td>Seneca College of Applied Arts and Technology</td>
<td>Degree: Bachelor of Commerce – International Business Management Degree</td>
<td>Required: 38  &lt;br/&gt; Electives: 4  &lt;br/&gt; Co-op Available: Yes  &lt;br/&gt; Co-op Required: Yes</td>
</tr>
<tr>
<td>Sheridan College Institute of Technology and Advanced Learning</td>
<td>Degree: Bachelor of Business Administration (Global Business Management)</td>
<td>Required: 35  &lt;br/&gt; Electives: 4  &lt;br/&gt; Co-op Available: Yes  &lt;br/&gt; Co-op Required: Yes</td>
</tr>
</tbody>
</table>

Source: Public websites of the ITALs
The next section presents a profile of the participants included in this study.

**Profile of the Participants**

Throughout chapters four and five, I used the code PH to address the responses to the online questionnaire from program heads, and the code F to address the responses from faculty. Numerical numbers were assigned to each response based on the order that the responses were received.

The program heads that were invited to participate in the study were those who were identified on the ITAL websites as responsible for the International Business Program. They were selected because they are the final authority who approve courses and programs and oversee the program objectives. The program heads had various titles (e.g., dean, program chair and director) for similar positions.

One male and four female program heads were invited to participate in the study. Only one of the five program heads (20%) accessed the online questionnaire, consented to participate and answered all of the questions. The reasons as to why the other four program heads did not access the questionnaire are unknown; however, it could be speculated that it was because they did not have time, they were too busy (as one potential participant stated in response to an email reminder), or they were not comfortable answering the detailed questions related to their International Business Program. The one respondent, PH1, identified her/himself as holding the role of a program head of the International Business Program at their college for 6-10 years, but did not indicate whether she/he was involved in creating the course outline/outcomes of the program included in this study.
Contract and full-time faculty who taught required courses in the International Business Program were invited to participate in this study. At the time of this study, there were 171 required courses across the five ITALs. Assuming that faculty taught an average of three courses per semester, it is estimated that approximately 57 faculty members were invited to participate in this study. Because the program heads were asked to invite faculty who met the inclusion criteria, I do not have an exact number of invitations that went out on my behalf. Based on the estimated 57 who were invited to participate, only 8 (14%) accessed the online questionnaire by clicking on the provided link in the invitation and consented to participate. Four of these eight faculty answered at least one question. These four faculty represented 13 of the 171 required courses (7.6%) identified. The reasons as to why the other four faculty did not answer any questions after agreeing to participate are unknown. It could be speculated that it was because they were too busy marking assignments and/or final exams when the study first began; they decided not to participate after agreeing; they did not feel as though they could answer the questions, or they left the site and just forgot to go back to the questionnaire. The online questionnaire was available from April 15, 2014 to June 25, 2014 and a total of four reminders were sent to the program heads to forward to the potential faculty participants.

We did not include anyone who did not answer at least one question. Of the four valid responses two indicated that they were full-time faculty at their College (F3 and F5), and one indicated she/he was on contract (F7). Respondent F8 did not indicate whether she/he was full-time or contract. Of the four respondents, all indicated that they were above the age of 45 and the two full-time faculty respondents (F3 and F5) had been teaching in the International Business Program between six and 10 years. F3 taught four courses that were all specific to international business and F5 taught six courses of which five were specific to international business; one was
a foundational course for all business students. Respondents F7 and F8 indicated that they had been teaching in the International Business Program for between one and five years. Respondent F7 taught one course that was not specific to international business, but was a foundation course for all business students and respondent F8 taught two courses (one was specific to international business and the other was not). It is assumed that F8 was a contract faculty member at his/her College. Of the 13 courses that were represented by the four faculty who consented and responded to at least one question, ten courses were identified as specific to international business and three were identified as foundation/common courses for all general business students but were not specific to international business. The next section presents the findings from the data collected.

Findings

The findings are presented according to the specific research questions explored in this study which collectively addressed the overall question: How is global competence defined and what are the essential global competencies required upon graduation of students from the International Business Programs at Ontario’s five Institutes of Technology and Advanced Learning? This chapter presents an analysis of the findings related to research questions one and two.

Research Question 1a: How do study participants define the term “global competence” and what do they perceive to be the essential knowledge, skills, and attitudes of “global competence”?

Data from the online questionnaires were to answer this research question. Questions one, two and six of the online questionnaire for program heads (Appendix G) provided the data for
research question 1 (a). In the faculty online questionnaire, questions one, two and five (Appendix H) did so.

**Program Head Questionnaire Responses**

There was only one valid response to the program head online questionnaire. For the first question, respondent PH1 defined global competence as “understanding of cultures/diversity and how to apply this understanding to the world of business.” The global competencies that respondent PH1 perceived to be essential included, “knowledge of differing perspectives based on cultural/religious/ethical/geographical/world banking/education systems as they apply to our global reality.” When asked about the similarities and differences between ‘global competence’ and ‘intercultural competence’, respondent PH1 replied “intercultural competencies-understanding of differing cultural perspectives.”

In my conversation with one of the external experts, Oded Tal, Program Coordinator of International Business Management at Conestoga, regarding his perceptions of this finding he stated:

I believe that intercultural competencies are a subset of global competencies. For the most part, they enable a person to effectively communicate, live and work with people from other cultures, in Canada. Global competencies, on the other hand, enable a person to effectively communicate, live and work with people from other cultures, all over the world. (Personal communication, July 25, 2014)

Another external expert, James Cullin, Associate Dean at the Business School at Humber stated “I personally prefer the term global competencies.” (Personal communication, July 25, 2014) but he did not explain why. In consulting with Sarah Witol, Director of Professional and
International Programs at the University of Toronto, she provided a broader context in that she said “it is the case that no one has agreed to the terminology,” (Personal communication, July 24, 2014). She provided an example of attending a conference recently where she stated that lots of different terms were used by institutions when discussing global competence. When describing her own experience, Sarah Witol explained that “intercultural competence and intercultural competencies are used at her institution.” The external experts agreed that intercultural competence incorporates the cultural dimension as identified by PH1, however, it is difficult to differentiate between the two terms.

**Faculty Questionnaire Responses**

There were four valid responses received for questions one and two that addressed this research question. Question one of the faculty online questionnaire asked, “How would you define ‘global competence’? What is your understanding of this term?” Respondent F3 answered, “Understanding of Political, Social, Cultural concepts of the international context.” Respondent F5 replied, “The ability to seek, evaluate and utilize global resources and markets.” Respondent F7 answered, “The ability to provide effective service on projects that cross national boundaries and to work within a variety of cultures.” The final respondent replied “understanding ethics from a variety of cultures,” (F8).

Question two of the faculty online questionnaire asked, “Please list the competencies (knowledge, skills, and attitudes) that you perceive to be essential to global competence?” Respondent F3 specified “Communication, Cultural Sensitivity and Team Work.” Respondent F5 identified “Openness to new ideas, Cultural Awareness, Ability to monitor and assess risks and total costs, Currency management and International/Global sourcing and Marketing” as the
knowledge, skills and attitudes essential to global competence. Respondent F7 specified “Successful project management” and respondent F8 stated “ethics, cultural, geography and industrialization” as the competencies they perceived to be essential to global competence.

James Cullin stated that “it does not surprise me that people are focused on culture and ethics” (Personal communication, July 25, 2014). Julia Lewis Satov, Lead Global Citizenship & Equity Learning Advisor at an Ontario college, was surprised by the term ethics and when asked about her perception of this finding she stated it is “not ethics as much as culture” (Personal communication, July 24, 2014). Sarah Witol agreed that cultural competencies were important to the development of global competence (Personal communication, July 24, 2015). The experts perception of competencies related to culture were generally consistent with those of the faculty respondents.

Of the four faculty respondents to the online questionnaire, there were two valid responses for question number five which asked, “In the literature reviewed, the terms ‘intercultural competencies,’ and ‘global competencies’ are used. What is your understanding of these terms? How are they different or similar?” Faculty were asked to describe briefly, and respondent F3 replied that “they seem interchangeable.” Respondent F7 identified a difference between the two terms stating, “Global means being involved with more than one nation. Intercultural means working within and/or with different cultural groups.”

Summary and Interpretation

From the responses to the online questionnaires, I could not identify a common definition of global competence, because respondents focused on the characteristics of global competence as opposed to defining the term. The terms ‘culture’ and ‘ethics’ appeared in response to
questions one and two for the program head and faculty who responded to the questionnaires. Respondent PH1 included culture/diversity in the definition of global competence, and having “knowledge of differing perspectives based on cultural/religious/ethical/geographical/world banking/education systems as they apply to our global reality” as the essential global competencies. Similarly, three of the four faculty respondents mentioned ‘culture’ in the definition of global competence (F3, F7 & F8). Furthermore, three of the four faculty respondents (75%) listed ‘culture’ (awareness of and sensitivity) as an essential global competency. Although I was not able to establish a succinct definition from the data, the dominant theme among the respondents for the essential knowledge, skills and attitudes emphasized cultural competencies. Awareness, understanding and knowledge of cultures was found in the data collected from the online questionnaires. This is consistent with the literature reviewed, whereby, in chapter two, culture was the dominant theme found in the literature (e.g. Li, 2013; Olsen & Kroeger, 2001; Reimers, 2009) related to the definition of global competence. The literature referenced knowledge of one’s own culture and other cultures outside of their own, accepting different cultural values, having respect for cultural differences and comprehending cultural norms as components of a definition for global competence.

Both respondents PH1 and F7 mentioned the terms ethics and geography as essential global competencies. Knowledge of geography was consistent with the definitions presented in the literature reviewed (Green and Olson, 2005; Li 2013; Reimers 2009), however the term ethics was not. Competencies that were not consistent across respondents to the online questionnaire but were listed included the following: communication, teamwork, openness to new ideas, ability to monitor and assess risks and total costs, currency management, international/global sourcing and marketing, successful project management and
industrialization. Project management principles were also identified in the vocational learning outcomes of the *Business Administration – International Business Program Standard* (MTCU, 2012).

When asked about the similarities and differences between the terms ‘global competencies’ and ‘intercultural competencies’, they were identified as interchangeable by one faculty respondent and another differentiated the two by referencing working with cultural groups as related to intercultural competence specifically. Respondent PH1 differentiated the two by referring to intercultural competencies as “understanding of differing cultural perspectives.” Perhaps culture is specific to ‘intercultural competencies’, and the term ‘global competencies’ is used more broadly.

**Research Question 1b) What are the global competencies articulated in the learning outcomes of the courses and International Business Programs?**

The sources of data used to answer this research question were varied and included the International Business Program descriptions on the ITAL websites, program learning outcomes, 25 course outlines (Appendix K) and data from the online questionnaires from program heads and faculty. Of the 25 course outlines that I analyzed, 15 were posted on the college websites and 10 were provided after I sent a request to the Program Coordinator at one college and the Dean at another. Permission was received by the Deans of the programs at both colleges (Appendix J) to use their College names and the names and codes of the course outlines that I analyzed. All 25 course outlines included a course description and learning outcomes which were used to identify themes that answered this research question.
Program Descriptions

All five ITALs had program descriptions posted on the International Business Program websites. Four of the five (80%) referenced knowledge, skills and/or attitudes in their program descriptions. At George Brown (n.d.), the Business Administration – International Business program website stated,

graduates will be prepared to perform information management, negotiation, research, planning and other functions related to business in general and international business in particular. Graduates of this program will have demonstrated their knowledge, skills and abilities related to international business, and will have prepared for careers which include negotiators, freight forwarders, logistics and marketing. (para. 1)

Humber’s Bachelor of Commerce – International Business program website (n.d.) specified that the degree will “help you develop the skills and knowledge you need to carve out a career not only in a large multinational company but also in nimble, fast-paced small and medium businesses, as well as entrepreneurial ventures” (para. 1). The specialized courses specific to international business are stated to provide “the opportunity to gain practical skills through applied projects such as creating a strategic plan to launch a business into an international market” (Humber, n.d., para. 3).

At Seneca (n.d.), the program description was stated as follows,

This International Business Management degree program provides you with specialized skills and knowledge in the areas of international business strategy, technology and the business processes required to effectively work in today’s global marketplace. Graduates will possess well–developed critical thinking, problem–solving, communication,
interpersonal and team skills, which are critical in this complex environment. Finally, graduates will have the skills required and cultural understanding necessary to succeed in a global business environment. (para. 1)

Additionally, Seneca’s program website included a separated section titled ‘Celebrate Cultural Diversity’ which stated “students from across the globe are attracted to this program, making the educational experience inter-culturally rich and diverse” (n.p). Seneca’s 2012-2017 Academic Plan (n.d) specified “intercultural knowledge and global perspective” (p. 11) as one of its ten core literacies. Seneca’s Strategic Mandate Agreement Submission (2012) identified the core literacies as going “beyond the Essential Employability Skills to address the complex set of global challenges facing this and future generations” (p. 7). Although Sheridan’s Bachelor of Business Administration (Global Business Management) program website (n.d.) did not reference knowledge, skills and attitudes generally, “cross-cultural communication skills” (para. 3) was listed as a key focus area in the program description. The next section presents the data collected from the program learning outcomes.

**Program Learning Outcomes**

Of the five ITALs, three (60%) had program learning outcomes publicly available and a combined total of 45 program learning outcomes were analyzed. I had requested the program learning outcomes from the two ITALs that did not have them publicly available, and was advised by one that, “The outcomes are course based. They are in the course outlines” (Personal communication, May 8, 2014). The other college did not respond to my request. Data from question three of the program head online questionnaire, and themes related to the global
competencies articulated in the program learning outcomes are presented here. Additionally, an analysis of the program learning outcomes in comparison to Bloom’s Taxonomy is presented.

**Program head questionnaire responses.**

Respondent PH1 to the questionnaire for program heads included the following program learning outcomes that are articulated in the business program at his/her College: “ethics, diversity, development, respect, language, cultural, international law/security and cross cultural communications.”

In communication with Oded Tal about his perception on this finding based on his own experience and understanding, he agreed that global competencies included those mentioned but also others, such as:

1. Extended understanding world cultures and world religions (also part of intercultural competencies).
2. Understanding world geography, history and politics.
3. Understanding global business, including international law, international trade and finance, global supply chain management, global business ethics, etc.
4. Working around the challenges of time zone differences to working with global teams, partners or clients.
6. Dealing with cultural barriers while working with people from other cultures in Canada and overseas, including understanding business etiquette.
7. Using various collaboration tools when working with global teams.
8. Feeling comfortable while living, studying or working in another country, including dealing with the first and the second culture shocks.

9. Speaking at least one second language. (Personal communication, July 25, 2014)

The themes of ethics, culture, communication and law identified by the external expert Oded Tal are consistent with respondent PH1 and with the ITAL’s program learning outcomes. James Cullin expressed that cultural competencies were the main focus in the internationally focused programs that he is responsible for (Personal communication, July 25, 2014).

PH1 mentioned language in response to question 12, “…one critical piece missing from the curriculum is LANGUAGE. An opportunity for all students to learn a new language.”

The experts’ perceptions related to the suggested language study requirement varied. Julia Lewis Satov shared her personal experience of taking a language course and found that it did not necessarily connect students to culture, history or business communication skills. James Cullin disagreed with a language study requirement and stated, “it limits students who do not have an aptitude for language but have an aptitude for other things. From the Toronto aspect, in any classroom there will be students that speak a different language.” On the other hand, Oded Tal, was supportive and described “at Conestoga, IBM students must take at least two courses in the same second language (currently French or Spanish), and can take up to four courses in each of these languages as part of their six breadth electives courses. We also offer Mandarin, and plan to offer German.” Sarah Witol also agreed with a language study requirement and stated “for a lot of programs it is a requirement and it would assist in the development of global competence.” Perceptions from the experts were varied but two of the four agreed with the response of PH1.
Program learning outcomes on program websites.

The dominant themes that came from the program learning outcomes that were publicly available on three of the five ITAL (60%) websites included: the legal context, the cultural context, ethics, negotiations, operations, technology, global marketing strategies, developing a project and/or business and the essential employability skills. The program learning outcomes that I analyzed tended to combine multiple themes. One of Conestoga’s program learning outcomes combined the legal context, cultural context and ethics “develop operating policies and procedures which are legally compliant and ethically and culturally appropriate” (n.p.). Similarly, Seneca combined legal and ethical challenges for one of its program learning outcomes, “integrate regulatory, ethical and legal challenges when devising global business strategies” (n.p.). Negotiations was another theme found in the data, and Sheridan linked this with developing strategies, culture and diversity, “develop strategies to negotiate and conduct business in a multicultural setting that recognize the complexities of diverse regulatory regimes, cross-culture environments as well as social linguistic diversity” (n.p.).

A program learning outcome example for operations was found on three ITAL websites. For instance, Conestoga stated that for that ITAL, a program learning outcome was to, “develop operating programs, policies and practices which are aligned with overall organizational goals and objectives in both domestic and international settings” (n.p.). The theme of technology was found in two ITAL program learning outcomes, however only one that mentioned technology was internationally focused and identified the learning outcome “manage employee and organizational information and administration systems through the effective use of information technology which is culturally, legally and ethically appropriate” (Conestoga). The other
program learning outcomes that mentioned technology were general, “integrate industry standard ERP technology into the business decision making process” (Seneca).

Designing/creating global marketing strategies was a theme found in two of the ITAL’s program learning outcomes (Seneca and Sheridan). At Seneca, the program learning outcome stated the graduate would be able to “design a comprehensive global marketing strategy which addresses corporate objectives and constraints” (n.p.). Designing/developing a global business plan and/or project was included in the three of the ITAL’s program learning outcomes. Conestoga’s program learning outcomes included: “apply the knowledge, skills, attitudes and behaviours gained through the program in both coop work terms and the integrated project work” (n.p.). At Seneca, “plan the effective implementation of multifaceted global business projects using project management skills” was one of its program learning outcomes. Sheridan stated their graduates would be able to “develop a comprehensive, strategic international business plan for a corporate provider” (Sheridan, n.p.). The Essential Employability Skills (EES), as described in chapter two, were present throughout the program learning outcomes for three of the ITALs. Conestoga specifically referenced the EES in its program learning outcomes as follows, “demonstrate an understanding of essential employability skills including: group dynamics, critical and creative thinking skills, communication and ethical reasoning skills, and an ability to apply these skills in a variety of contexts” (n.p.). The EES are general and not specific to the international context.

**Bloom’s Taxonomy.**

As discussed in chapter two, Bloom’s Taxonomy presents a level of sophistication of learning that is used by educators and administration to establish student learning outcomes. The
Taxonomy is “a scheme for classifying educational goals, objectives, and, most recently, standards” (Krathwohl, 2002, p. 218). Bloom’s Taxonomy ‘Action Verbs’ are categorized under the following six headings; Remember, Understand, Apply, Analyze, Evaluate and Create. Of the 45 program learning outcomes that were analyzed, majority were grouped under the ‘Apply’ (n=18; 40%) category and the ‘Create’ (n=18; 40%) category. A program learning outcome that fell under this category at Conestoga specified “apply the concepts of human relations, organizational behaviour and leadership to the development and enhancement of multidisciplinary teams in culturally appropriate ways” (n.p.).

Seneca’s program learning outcomes included “integrate regulatory, ethical and legal challenges when devising global business strategies” (n.p.) which is an example that would be classified as ‘Apply’ using Bloom’s Taxonomy. Sheridan listed as one of its program learning outcomes, “interact effectively at all operational levels and functions of business in an international environment” (Sheridan, n.p.) which also fell under this category.

Similar to the ‘Apply’ category, 18 of the 45 program learning outcomes (40%) were categorized as ‘Create’. One of Conestoga’s program learning outcomes that fell under this category included, “develop operating programs, policies and practices which are aligned with overall organizational goals and objectives in both domestic and international settings” (n.p.). At Seneca, “design a comprehensive global marketing strategy which addresses corporate objectives and constraints” (Seneca, n.p.) was listed as one that would be grouped in this category. One of Sheridan’s program learning outcomes that fell in this category included “develop strategies to negotiate and conduct business in a multicultural setting that recognize the complexities of diverse regulatory regimes, cross-culture environments as well as social linguistic diversity” (n.p.).
The ‘Evaluate’ category included 7 of the 45 program learning outcomes (16%). One example at Sheridan stated “evaluate comprehensive international business situations including complex economic impacts and future strategic planning” (Sheridan, n.d. n.p.). The categories ‘Apply’, ‘Create’ and ‘Evaluate’ accounted for 96% (n=43) of the 45 program learning outcomes. The remaining program learning outcomes were categorized as ‘Understand’ (n=1; 2%), and analyze (n=1; 2%) and there were no program learning outcomes categorized as ‘Remember’ using Bloom’s Taxonomy. The categories that are represented in the program learning outcomes are a higher level of sophistication of learning (Apply, Create and Evaluate). There is no indication in the program learning outcomes as to where the foundational elements (Remember, Understand and Analyze) that support the higher level of sophistication of learning are achieved. The next sections analyzes course learning outcomes to identify themes and to examine whether the foundation for higher level learning is established at the course level.

Course Outlines: Learning Outcomes

Data related to the global competencies articulated in the course learning outcomes are presented in this section. The data came from an analysis of 25 course outlines and four faculty responses to the online questionnaire.

All 25 course outlines included a course description and listed student learning outcomes. Of the 25 course outlines that I analyzed, 80% (n=20) included unit outcomes and/or topical outlines that would be covered for the duration of the course. From the data, seven themes emerged and are presented here.
Theme one: strategies (develop and evaluate).

All ITALs had required courses in strategy which varied from business strategy to strategic planning and/or analysis. Of the five ITALs, four (80%) had required courses that were internationally focused in relation to strategy (Conestoga, Humber, Seneca and Sheridan). All five ITALs had at least two course outlines that mentioned strategies in the learning outcomes. Developing and/or evaluating strategies within the international context was mentioned in 16 of the 25 course outlines (64%) that I analyzed.

Conestoga’s MKT7220 course incorporated the evaluation of “international market entry strategies” (p. 1) in its course learning outcomes. Learning outcomes for George Brown’s MGMT2029 course stated that students would reliably demonstrate the ability to “recognize and discuss the role of management in international trade activities; formulate competitive global strategies and choose appropriate organizational structures” (p. 3) whereby they would be able to “apply strategic thinking to develop international strategies” (p. 3). Humber’s BUS4500 course listed “demonstrate a systematic approach to problem solving and intercultural conflict management strategies” as a learning outcome for the course. At Seneca, a learning outcome for the BMI701 course stated “devise strategies to overcome barriers to entry into global markets” (p.1). The first learning outcome for Sheridan’s LAWS16529 listed “develop strategies to address the major legal and regulatory issues involved in conducting international business” (p. 1).

Develop and evaluate international strategies was a dominant theme found within the course outlines that I analyzed. International strategies included market entry, marketing and conflict management strategies.
Theme two: political, economic, legal and social factors.

All ITALs had a required course in law as a part of the International Business Program. Of the five ITALs, four (80%) included required courses specific to international law. All five ITALs included required courses specific to economics with an emphasis on both micro and macro-economics. Two of the five ITALs (40%) had required courses related to culture (Conestoga and Sheridan), and only one of the five ITALs (20%) included a required course for international politics (Sheridan).

Of the course outlines that I analyzed, All ITALs had at least two course outlines that mentioned the political, economic, legal and/or social context in the student learning outcomes. Describing, assessing and/or analyzing the external environment, which included political, economic, legal and social was mentioned in 60% (n=15) of the course outlines. Conestoga’s BUS71190 listed “describe the political-legal environment and assess the political economy of the 2008-2009 global financial crisis” (p. 1) and “describe the socio-cultural environment” (p. 2) as a part of the unit outcomes for the course. Analyzing political risks, legal risks and economic risks were incorporated into the learning outcomes of George Brown’s MGMT2025 course, and the second in-class session for this course specified the political and legal environments in the topical outline. A learning outcome that supported this theme for Humber’s BUS4007 course stated “analyze and assess the external environment of an organization, including the major political and economic systems, their linkages, major forms of economic integration, political risk, and strategies and tactics used by MNEs [multinational enterprise] to address these issues”. Seneca’s BMI801 course added religious systems to its course outline, “discuss the impact of political and religious systems on international business.” Sheridan’s MKTG29402 courses listed the evaluation of business environments in foreign countries as a learning outcome for the
course. The ability to describe, assess and/or analyze the political, economic, legal and social context was a dominant theme found in the course outlines that I analyzed.

**Theme three: culture, communication and negotiation.**

Of the five ITALs, four (80%) had required courses in communications for the International Business Programs. However, only one of the five ITALs (20%) had a required course that was focused on international communication (Humber), whereas the other three programs focused on academic, professional and/or business communication.

Discussing/explaining, examining, and/or analyzing culture, communication, and/or negotiation was mentioned in 52% (n=13) of the course outlines.

The first three learning outcomes for Conestoga’s CULT72000 stated,

Successful completion of this course will enable the student to:

1. Examine ways of conceptualizing and perceiving cultures.

2. Examine ways of dealing with cultural diversity.

3. Construct a typology of value contrasts between world cultures which help to diagnose potential breakdowns in communication and social relations. (p. 1)

For Conestoga’s CULT72000 course, a unit outcome listed for learning outcome number one “examine ways of conceptualizing and perceiving cultures” (p. 1) examined “the impact of ethnocentrism on cross-cultural relations” (p. 1). Unit outcomes that supported the second learning outcome for this course included “assess one’s own and other’s levels of cultural
intelligence (CQ)” (p.3) and “apply techniques for building cultural intelligence” (p.3). This was the only course outline that I analyzed which referenced cultural intelligence, which is defined in the literature as “an individual’s capability to function and manage effectively in culturally diverse settings” (Ang, Van Dyne, Koh, Ng, Templer, Tay & Chandrasekar, 2007, p. 337). The third learning outcome for Conestoga’s CULT72000 incorporated all three components of this theme in its unit outcomes, “apply best practices in cross-cultural communication” (p. 3) and “understand variances in negotiating cross-culturally” (p.3).

George Brown’s MGMT2025 course focused on culture and negotiation in its learning outcomes and topical outline which highlighted a difference between the terms ‘adopt’ and ‘adapt’ as it relates to consumer behaviour for marketing in different countries and identified the issue of multicentricism. Weston (2004) defines multicentrism as “a world of irreducibly diverse and multiple centers of being and value” (p. 25). Analyzing negotiation strategies in the international context was listed as a learning outcome alongside the following:

- Analyze the issue of multi-centricism in International Marketing
- Evaluate the differences between adopt and adapt in relation to International Marketing
- Evaluate and understand host culture requirements in relation to International Marketing. (George Brown, MGMT2025, p. 3)

The topical outline for George Brown’s MGMT2025 included units dedicated to the cultural dynamics of international markets which included “assess the communication styles” (p. 11) as a part of the topic and a unit dedicated to negotiating in international marketing.
Humber’s BUS4500 course description stated, “students examine their own culture, values, beliefs, biases and identities and assess personal skills and interpersonal communications techniques needed to effectively work internationally and adapt interculturally”. Four of the ten learning outcomes for this course are listed here:

- Discuss issues of race and racism, ethnicity and ethnocentrism, stereotyping and discrimination, power and privilege.
- Prepare a report analyzing one’s personal beliefs, values and cultural biases.
- Explain interculturally appropriate communication strategies.
- Using the case study method, examine strategies for coping in new environments and adjusting to different cultures. (Humber, BUS4500)

Humber’s BUS4500 course focused on examining and assessing one’s own culture (values, beliefs and biases) and the unit outline specified a focus on cultural, ethnic and personal identity. This course mentioned adapting interculturally in the course description, ethnocentrism and adjusting to different cultures in the learning outcomes.

Seneca’s BMI804 course description stated “students will assess various world cultures and gain an understanding of the implications of diversity and the dynamics of intercultural communication on an international consulting practice” (p. 1). A learning outcome for Seneca’s BMI804 that supported this theme stated “analyze cultural values in relation to issues of social organization, context, authority and business communications that may affect the delivery of consulting services” (p. 1). There was no topical or unit outline available for this course.

Sheridan’s CULT13921 course incorporated culture, communication and negotiation in its course description:
Students will develop a conceptual and practical understanding of cultural differences and their impact on international business interactions. Students explore appropriate avenues for conducting business in a global context by developing strategies to deal effectively with cultural differences in communications, management and intercultural venues. In addition, students learn how to deal effectively with cultural differences in a business context by developing and reinforcing cultural awareness and self-confidence. Topics include an analysis of major cultural values of various world cultures, issues of social organization, the dynamics of intercultural communication and negotiating across cultures. (p. 1)

The course description emphasized understanding and dealing with cultural differences in business interactions and developing cultural awareness. For this course, students are required to complete a cultural self-assessment and a report on negotiations. A learning outcome that supports this theme specified that students would “design effective strategies for use in communication, negotiations, and management in multi-cultural settings that reflect cultural awareness and respect” (Sheridan, CULT13921, p. 2). Analyzing culture-specific models and evaluating “the implications of the values of a particular culture in the areas of business communication, management and negotiation” (Sheridan, CULT13921, p. 2) are also included in the learning outcomes of this course.

Of the course outlines presented here, discussing/examining ethnocentrism was relevant to this theme and understanding cultural differences as well as one’s own culture was prominent.
Theme four: international trade, World Trade Organization and dispute resolution

All ITALs had required courses in international trade ranging from international trade finance, international trade management and international trade law as a part of the International Business Program. Describing, examining and/or analyzing international trade (the exchange of goods, and services across borders), the World Trade Organization (WTO) and/or the dispute resolution process was mentioned in 52% (n=13) of the course outlines that I analyzed.

International trade, the WTO and dispute resolution were all incorporated in a learning outcome for Conestoga’s LAW72200 course, “examine the dispute resolution mechanisms contained in various international trade agreements, such as NAFTA, or supported by international bodies such as the WTO” (p. 1). For this specific learning outcome, the unit outcomes specified:

4.1 Summarize the main functions of the WTO

4.2 Describe the methods by which disputes are settled through the WTO

4.3 Summarize the main functions of NAFTA

4.4 Discuss the dispute resolutions provided by NAFTA. (Conestoga, LAW72200, p. 2)

The learning outcomes for George Brown’s MGMT2031 course included an analysis of the “major international trade agreements and their relevance/usefulness, and examine Canadian National Legislation vis-à-vis Canada’s trading partners” (p.3) which identified examining regional trade agreements, the NAFTA agreement, and the WTO. Another learning outcome for this course stated “examine dispute/resolutions techniques specifically for international conflicts in regards to trade agreements and the International Court of Arbitration, ICC, The New York
Convention, and the UNCITRAL” (p. 3). Interestingly, all five course outlines analyzed for George Brown referenced international trade.

For Humber’s LAW4001 course, a learning outcome stated “describe the legal structure of the WTO and critically assess the effectiveness of the core legal principles underpinning the multilateral trade system” (p. 3). Unit outcomes for this course included examining the economic and legal context for international trade and trade and the environment which focused on the emerging issues in international trade law (Humber, LAW4001). Seneca’s LSP101 course mentioned world trade in the course description that would provide students with “an overview of the major regions of the world with emphasis on the increasing interconnectedness of people and places due to the influence of globalization on world trade, the economy, communication, culture, and the natural environment” (p. 1). Sheridan’s LAWS16529 included “appraise alternative methods of business dispute resolution” (p. 2) as a learning outcome and one unit focused on international business disputes in the unit outcomes. International trade, the WTO and dispute resolution were seen as connected and commonly appeared together in the course outlines that I analyzed. Furthermore, this theme was interconnected with theme two presented earlier.

**Theme five: comparative – the Canadian perspective.**

Of the five ITALs, two (40%) had required courses that incorporated the Canadian context within their course titles (Conestoga and Seneca). Comparing, examining and/or evaluating the Canadian perspective was mentioned in 13 of the 25 course outlines (52%) that I analyzed.
Learning outcomes for Conestoga’s MGMT72100 course included “compare and contrast Canadian employment laws to numerous international employment laws” (p. 1) and “manage international labour relations and comply with employment law from a Canadian perspective” (p. 1). George Brown’s MGMT2025 referenced “examining Canada’s relationship with the developing world” (p. 6) in the topical outline for class focused on emerging markets. The course description for Humber’s MKTG3001 specified that students would examine “the scope and challenges of international marketing; the dynamics of international trade; and the impact of culture, politics and international law in identifying and evaluating global marketing opportunities from the point of view of a Canadian business enterprise” (p.2). A learning outcome for this course to support this included examining “the parameters leading to globalization of North American firms with special emphasis on Canada’s position in the world” (Humber, MKTG3001, p. 2). Sheridan’s LAWS16529 listed “compare the Canadian legal system with other legal systems in the world” as a learning outcome for the course. Seneca did have a required course titled *Introduction to Canadian Business*, however, I did not analyze this course outline. Of the course outlines I examined for Seneca, I did not find one that referenced the Canadian context and/or perspective. The comparative perspective was a theme that was interconnected to themes two and four described above.

**Theme six: human rights, ethics and social responsibility.**

Of the five ITALS, three (60%) had required courses specific to ethics (Humber, Seneca and Sheridan), and two of the five ITALs (40%) had required courses specific to corporate social responsibility (Conestoga and Sheridan) for their international business programs. There were no required courses listed that were specific to human rights, however, this topic was referenced in
student learning outcomes and/or unit outcomes. Of the 25 course outlines that I analyzed, 11 (44%) mentioned human rights, ethics and/or social responsibility.

Conestoga’s CULT72000 course included “trace global problems specific to equity, peace and sustainability” (p. 1) and “discuss historical and current international human rights issues” (p. 1) as a part of the learning outcomes for the course. A unit outcome that supported the learning outcomes was “explain various international human rights concepts” (Conestoga, CULT72000, p. 2). A learning outcome for George Brown’s MGMT2029 course stated “describe the principles, issues and practices of global ethics and social responsibility in managing international trade” (p. 3) which included recognizing corporate social responsibility as well as social obligation issues. The topical outline for this course included a module dedicated to ‘Global Ethics and Social Responsibility’ which included the following subtopics, “understand the five dimensions that influence corporate culture; understand the parameters of corporate social responsibility; recognize how corporate culture influences corporate social responsibility; form opinions as to the adoption of social responsibility and/or social obligation strategies” (George Brown, MGMT2029, p. 8). Humber’s BUS4500 listed “discuss ethical principles and behaviours in the context of conducting business overseas” (p. 2) as a learning outcome for the course. Human rights was also mentioned in the learning outcomes of Sheridan’s LAWS16529 course, “evaluate Canadian business practices in the context of Canadian and international human rights, discrimination, immigration, labour and employment law requirements” (p. 2). Seneca had a required course on Business Ethics; however I did not analyze this course and of the course outlines that I did analyze, I did not find one that referenced human rights, ethics and/or social responsibility.
Theme seven: the importance of diversity.

There were no required courses listed that were specific to diversity. Of the five ITALs, three (60%) mentioned the importance of diversity (Conestoga, George Brown and Seneca) in the course outlines that I analyzed. Of the 25 course outlines, 5 (20%) mentioned the importance of diversity with three of the course outlines coming from Conestoga’s International Business Program. The course description for Conestoga’s CULT72000 stated “incorporating varying perspectives on diversity, students develop an understanding of the impacted groups, develop strategies which demonstrate respect for diversity and critically examine social change performed on a world stage” (p. 1). A learning outcome for this course included examining ways “of dealing with cultural diversity” (Conestoga, CULT72000, p. 1). The unit outcomes that supported this learning outcome included analyzing various similarities versus differences between world cultures, assessing one’s own and other’s level of cultural intelligence, and applying techniques for building that cultural intelligence (Conestoga, CULT72000).

The course description for George Brown’s MGMT2029 stated that the student will “understand the importance of regionalization in world trade and appreciate the importance of diversity and its impact upon global business practices” (p. 2). A learning outcome for George Brown’s MGMT2029 course stated,

- Explain the importance of cultural diversity and predict its impact upon the management of successful foreign trade ventures; discuss the effective management of human resources and the development of a competitive workforce

- Understand the importance of cultural diversity
Define ways of integrating diversity into Canadian management strategies. (p. 3)

The topical outline dedicated a unit to ‘Global Human Resources – Building an International Workforce’ in which the content included, “recognize how Canada’s diversity can give competitive advantage; Understand the strategic importance of HR to sustainability in a global market; Evaluate ethnocentric, geocentric and polycentric staffing policies;…” (p. 6). Another unit was dedicated to ‘Managing Cultural Diversity’ in which the content included “recognize the impact of cultural diversity in international business activities; Define ways in which diversity can be integrated into management strategies; Determine management alternatives for working in different cultural environments” (George Brown, MGMT2029, p. 6). Seneca’s BMI804 course outline referenced the implications of diversity and stated, “students will assess various world cultures and gain an understanding of the implications of diversity and the dynamics of intercultural communication on an international consulting practice” (p. 1). Of the course outlines that I analyzed, I did not find any that referenced the importance of diversity at Humber or Sheridan.

**Faculty questionnaire responses.**

Of the four faculty respondents there were two valid responses received for question number three (a) which asked faculty to, “Please list the global competencies that are articulated in the learning outcomes of the international business program at your College.” Respondent F3 replied “Analysis and application of PESTC, Gerthoffe models for Cultural competence.” Respondent F7 specified “Working in a multicultural environment.”
Summary and Interpretation

There were seven themes identified from the course outlines that were analyzed. Table 13 lists these seven and presents a summary of the corresponding course codes where the theme was referenced and/or identified.

**Table 13:**

*Summary of Themes and the Corresponding Course Codes*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Supporting Course Codes</th>
</tr>
</thead>
</table>
| Theme One: Strategies (Develop and Evaluate) | Conestoga: BUS71190, CULT72000, MKT72200  
George Brown: MGMT2025, MGMT2029, MGMT2031, MGMT3009  
Humber: BUS4007, BUS4500, MKTG3001  
Seneca: BMI601, BMI701  
Sheridan: CULT13921, LAWS16529, MGMT40172, MKTG29402 |
| Theme Two: Political, Economic, Legal and Social Factors | Conestoga: BUS71190, CULT72000, LAW72200, MKT72200  
George Brown: MGMT1018, MGMT2025  
Humber: BUS4007, LAW4001, MKTG3001  
Seneca: BMI601, BMI701, BMI801, LSP101  
Sheridan: LAWS16529, MKTG29402 |
| Theme Three: Culture, Communication and Negotiation | Conestoga: CULT72000, MGMT72100, MKT72200  
George Brown: MGMT1018, MGMT2025  
Humber: BUS4500  
Seneca: LSP101  
Sheridan: BUSM20004, CULT13921 |
| Theme Four: International Trade, WTO and Dispute Resolution | Conestoga: LAW72200, MKT7220  
George Brown: MGMT1018, MGMT2025, MGMT2029, MGMT2031, MGMT3009  
Humber: BUS3504, BUS4007, LAW4001, MKTG3001  
Seneca: N/A  
Sheridan: LAWS16529 |
| Theme Five: Comparative – The Canadian Perspective | Conestoga: BUS71190, LAW72200, MKT72100  
George Brown: MGMT1018, MGMT2025, MGMT2029, MGMT2031  
Humber: BUS3504, BUS4007, LAW4001, MKTG3001  
Seneca: N/A  
Sheridan: LAWS16529, MKTG29402 |
| Theme Six: Human Rights, Ethics and Social Responsibility | Conestoga: BUS71190, CULT72000, LAW72200, MKT72100  
George Brown: MGMT1018, MGMT2025, MGMT2029  
Humber: BUS4500  
Seneca: N/A  
Sheridan: BUSM20004, LAWS16529, MGMT40172 |
| Theme Seven: Importance of Diversity | Conestoga: BUS71190, CULT72000, MKT72100  
George Brown: MGMT2029  
Humber: N/A  
Seneca: BMI 804  
Sheridan: N/A |
All four external experts agreed that the themes identified and the terminology used in the learning outcomes were consistent with their experience and understanding. For instance, Sarah Witol mentioned that the terminology is “pretty consistent with the courses that we offer” (Personal communication, July 24, 2014). And, James Cullin said “I agree with all of the statements and the terminology is broadly consistent” (Personal communication, July 25, 2014).

The term ‘culture’ was a recurring theme across all data sources that I analyzed. MTCU’s (2012) International Business Management Program Standard stated, “develop and implement strategies to negotiate effectively within various cultural environments and to address the impact of cultural differences on an organization’s integrative trade initiatives” (p. 5) as one of the vocational learning outcomes for the program.

Table 14 presents two examples at each ITAL from the data collected from varied sources that supported the theme of culture, communication and negotiation. Respondent PH1 mentioned culture and cross cultural communications as two competencies that were articulated in the program learning outcomes at their college. Respondent F3 referenced models of cultural competence and respondent F7 referenced “working in a multicultural environment” as global competencies that were articulated in their course learning outcomes.

Among the examples listed in Table 14, examining ethnocentrism and the dynamics of intercultural communication were identified in the data analyzed. Intercultural communication can generate greater intercultural sensitivity and according to Bennett (2004) “the potential for more intercultural competence” (p. 11). In the literature reviewed, Fabregas Janeiro, Fabre & Nuno de la Parra (2014) referenced intercultural sensitivity as “the ability to recognize, respect, and discriminate cultural differences and different points of view” (p. 16) which can be an
Table 14:

*Examples of Data that Support the Theme of Culture, Communication and Negotiation*

<table>
<thead>
<tr>
<th>Institute of Technology and Advanced Learning</th>
<th>Source</th>
<th>Supportive Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conestoga</td>
<td>CULT72000 Course Outline: Learning Outcome #1</td>
<td>Examine ways of conceptualizing and perceiving cultures.</td>
</tr>
<tr>
<td>Conestoga</td>
<td>CULT72000 Course Outline: Unit Outcome #1.5</td>
<td>Examine the impact of ethnocentrism on cross-cultural relationships.</td>
</tr>
<tr>
<td>George Brown</td>
<td>Program Website: Program Description</td>
<td>Graduates will be prepared to perform information management, negotiation, research, planning and other functions related to business in general and international business in particular.</td>
</tr>
<tr>
<td>George Brown</td>
<td>MGMT2025 Course Outline: Learning Outcome #4c</td>
<td>Evaluate and understand host culture requirements in relation to International Marketing.</td>
</tr>
<tr>
<td>Humber</td>
<td>BUS4500 Course Outline: Course Description</td>
<td>Students examine their own culture, values, beliefs, biases and identities and assess personal skills and interpersonal communications techniques needed to effectively work internationally and adapt interculturally.</td>
</tr>
<tr>
<td>Humber</td>
<td>BUS4500 Course Outline: Learning outcome #1</td>
<td>Discuss issues of race and racism, ethnicity and ethnocentrism, stereotyping and discrimination, power and privilege.</td>
</tr>
<tr>
<td>Seneca</td>
<td>Program Website: ‘Celebrate Cultural Diversity’</td>
<td>Students from across the globe are attracted to this program, making the educational experience inter–culturally rich and diverse</td>
</tr>
<tr>
<td>Seneca</td>
<td>BMI804 Course Outline: Course Description</td>
<td>Students will assess various world cultures and gain an understanding of the implications of diversity and the dynamics of intercultural communication on an international consulting practice.</td>
</tr>
<tr>
<td>Sheridan</td>
<td>Program Website: Program Learning Outcomes</td>
<td>Develop strategies to negotiate and conduct business in a multicultural setting that recognize the complexities of diverse regulatory regimes, cross-culture environments as well as social linguistic diversity.</td>
</tr>
<tr>
<td>Sheridan</td>
<td>CULT13921 Course Outline: Course Description</td>
<td>Topics include an analysis of major cultural values of various world cultures, issues of social organization, the dynamics of intercultural communication and negotiating across cultures</td>
</tr>
</tbody>
</table>
indicator of intercultural competence. Examining the impact of ethnocentrism and the dynamics of intercultural communication can promote intercultural sensitivity, encourage a shift in worldviews and support transition across the stages of development in Bennett’s DMIS model.

The literature reviewed that was presented in chapter two also identified the theme of culture related to the definition of global competence (e.g. Li, 2013; Olsen & Kroeger, 2001; Reimers, 2009). In chapter two, Li’s (2013) dimensions, subdimensions, definitions, and measurements items for the construct of global competence were presented in Table 5, and the subdimension and measurement items for the ‘Attitude’ competency stated,

Tolerance to cultural ambiguity and acceptance of cultural differences.

a. Awareness of the similarities and/or differences between one’s own and a foreign culture.

b. Awareness of one’s own biases, prejudices, or stereotypes in relation to a foreign culture.

c. The willingness to seek compromise/understanding with people of a different culture.

(p. 130)

The course outlines emphasized students examining their own cultures, beliefs, values and biases as well as negotiating across cultures which is consistent with developing this ‘Attitude’ competency. Among the course outlines, discussing/explaining, examining and/or analyzing culture, communication and/or negotiation was consistent. These action verbs fall under the ‘Remember’, ‘Understand’ and ‘Analyze’ categories of Bloom’s Taxonomy.

Describing, assessing and/or analyzing the external environment (political, economic, legal and/or social) was another dominant theme found in the data. The global business environment was referenced in Seneca’s program description and development and international
law/security was mentioned by respondent PH1 as program learning outcomes at their College. The program learning outcomes analyzed also mentioned the legal context, the cultural context and operations. The political, economic, legal and social context was mentioned in 60% (n=15) of the course outlines. This theme is consistent with Li’s (2013) definition of the ‘Knowledge’ dimension of global competence, “the understanding of history, geography, economic, political, and other issues related to one’s own and a foreign culture, which provides background and context to new cultures so that one can think critically and creatively about complex international challenges” (p. 131).

In the course outlines, there was more of an emphasis on the political, economic and legal context, and less on the social context, with social mentioned in only one course outline (Conestoga BUS71190) and the impact of culture mentioned in three. Furthermore, one of the two valid responses to the faculty online questionnaire referenced “analysis and application of PESTC” (Respondent F3) which refers to the political, economic, social, technological and cultural factors. Information technology was mentioned in the program learning outcomes, however, it was general and not internationally focused. The course learning outcomes referenced describing, assessing and/or analyzing the political, economic, legal and social environment within an international context. Describing falls under the ‘Remember’ and ‘Understand’ action verbs of Bloom’s Taxonomy and ‘Analyze’ falls in its own category. These three categories were not represented in the program learning outcomes; however, they are represented in the course learning outcomes for this theme.

The ability to develop and evaluate strategies was a dominant theme identified in 16 of the 25 course outlines (64%) that I analyzed which ranged from business strategies to international/global strategies. International strategies included market entry, marketing and
conflict management strategies. Seneca identified providing students with “specialized skills and knowledge in the areas of international business strategy” in its Program Description (n.d.). Additionally, designing/developing global marketing strategies was a theme found in the program learning outcomes of two ITALs (Seneca and Sheridan). At Seneca, a program learning outcome that supported this was “design a comprehensive global marketing strategy which addresses corporate objectives and constraints”. For course learning outcomes, an example presented in Conestoga’s MKT7220 course incorporated the evaluation of “international market entry strategies” (p. 1). This is consistent with the vocational learning outcomes presented in chapter two which specifies “develop and present an international marketing plan, and evaluate sales strategies that support an organization’s integrative trade initiatives” (MTCU, 2012, p. 5).

A vocational learning outcome for the Business Administration – International Business Program included “analyze principles of corporate sustainability, corporate social responsibility and ethics, and apply them to an organization’s integrative trade initiatives” (MTCU, 2012, p. 5). Ethics was a theme that was prominent in the program learning outcomes that I analyzed and mentioned by respondent PH1 to the program head online questionnaire. Human rights and social responsibility was a theme found in the course outlines, however, was not present at the program level.

Diversity, which “encompasses acceptance and respect” (Queensborough Community College, n.d., para. 1) was a theme mentioned in Seneca’s program website which included a separated section titled ‘Celebrate Cultural Diversity’ and stated “students from across the globe are attracted to this program, making the educational experience inter–culturally rich and diverse” (n.p.). Celebrating diversity is consistent with the definition presented by ACIIE and
The Stanley Foundation (1996) which states, “celebrate the richness and benefits of this diversity” (p. 4).

James Cullin and Oded Tal agreed that celebrating diversity is found both at the program and institutional level (Personal communication, July 25, 2014). However, Julia Lewis Satov commented that at her institution “celebrating diversity is not stated; it is implicit,” (Personal communication, July 24, 2014). Sarah Witol explained that “celebrating diversity is not how we spin it. Instead, we focus on students having a better sense of the world” (Personal communication, July 24, 2014).

Diversity was also mentioned in the value statements of two of the five ITALs (40%). Respondent PH1 mentioned diversity as a program learning outcome at their College, and diverse cultures/workforce was mentioned in the program learning outcomes that I analyzed. However, this was not a dominant theme found in the course outlines. Of the 25 course outlines that I analyzed, only 5 (20%) mentioned the importance of diversity with three of the course outlines coming from Conestoga and one from George Brown.

International Trade, the WTO and dispute resolution was not mentioned in the program descriptions, program learning outcomes or in responses to the online questionnaires; it was however a theme identified in 13 of the 25 (52%) of the course outlines that I analyzed. Interestingly, all five of the course outlines examined for George Brown referenced international trade and integrative trade initiatives were mentioned in seven of the vocational learning outcomes of the Business Administration – International Business Program Standard (MTCU, 2012). Since there is an emphasis on integrative trade in the vocational learning outcomes, this may be why it is more prominent in the course learning outcomes, and more specifically at the
one Advanced Diploma program that was included in this study. Similarly, comparing, examining and/or evaluating the Canadian perspective was mentioned in 13 of the 25 course outlines (52%) that I analyzed, however, it was not mentioned in the program description, program learning outcomes or responses to the online questionnaires. Li’s (2013) ‘Knowledge’ subdimension references a comparative context, however it specifies understanding culture within this context. Operations was mentioned in the program learning outcomes, however, it was not a strong theme identified in the course outlines that I analyzed, the responses to the online questionnaires, or in the literature reviewed. This theme could have been found in the introductory business courses that are offered at the beginning of the program which I did not analyze.

Durocher Jr. (2009) referenced limited exposure to foreign language as a challenge to providing students with the education required to succeed in the global economy. Respondent PH1 echoed this and mentioned language study as a critical piece missing from the curriculum in the International Business Program at their college. There were no required language courses listed as a part of the International Business Programs that were included in this study. However, at Conestoga (n.d.), “students are required to successfully complete two language electives (in one language) in order to graduate” (n.p.) as a part of the program requirements. Additionally, Humber’s program website (n.d.) it is stated that “a second language is not required but is a definite advantage” (para. 7).

In my literature reviewed, language was referenced by some scholars as a dimension of global competence. According to Reimers (2009), there are three dimensions to global competence that are interdependent and one of them being the ability to speak, understand, and think in foreign languages. In Olsen and Kroeger’s (2001) study that examined global
competence and intercultural sensitivity, the researchers used the following operative definition; “a globally competent person has enough substantive knowledge, perceptual understanding, and intercultural communication skills to effectively interact in our globally interdependent world” (p. 117). Wilson (1996) referenced substantive knowledge as including, “knowledge of cultures, languages, world issues, global dynamics, and human choices” (as cited in Olsen & Kroeger, 2001, p. 118). Knight and deWit (1999) listed foreign language study as an academic program strategy that supports internationalization. At Thompson Rivers University (TRU), ‘additional language’ is one of the four categories included in the global competency credential that provides students with a distinction on their transcripts. The literature reviewed implies that language study is an important component of global competence as referenced in chapter two. Yin (2014), however, did not include language as a subdimension of global competence.

Using Bloom’s Taxonomy, there is an emphasis on the higher sophistication of learning (Apply, Create and Evaluate) in the program learning outcomes that I reviewed. Of the 45 program learning outcomes that I analyzed, the majority were grouped under the categories ‘Apply’ (n=18; 40%) and ‘Create’ (n=18; 40%). The ‘Evaluate’ categories accounted for 7 (16%) of the program learning outcomes. These three categories accounted for 43 of the 45 (96%) program learning outcomes. The remaining program learning outcomes were categorized as ‘Understand’ (n=1; 2%), and ‘Analyze’ (n=1; 2%) and there were no program learning outcomes categorized as ‘Remember’. This raised the question as to where the original knowledge and comprehension comes from. As noted in chapter two, an argument can be made “that lower level knowledge is foundationally important and compares higher level thinking skills to a room that will not stay up without the walls of lower level knowledge” (Seaman, 2011, p. 35). The course outlines that I examined represented the three categories (Remember,
Understand and Analyze) in the course learning outcomes which provide the foundation knowledge which supports the higher levels of sophistication. Degree programs are expected to have a higher level of sophistication, and it is consistent that the program learning outcomes represent this. It appears that the foundational knowledge and comprehension is achieved at the course level.

Conclusions

I could not identify a common definition of global competence from study participants, however it was clear that culture was an important component of the definition and in the responses to the online questionnaire. Based on the data, the following competencies appear to be essential to global competence and are interconnected: discussing/explaining, examining and/or analyzing culture, communication and/or negotiation, describing, assessing and/or analyzing the external environment (political, economic, legal and/or social), developing and evaluating strategies, describing, examining and/or analyzing international trade, comparing, examining and/or evaluating the Canadian perspective, and discussing and describing human rights, ethics and social responsibility. Cultural competence was the most dominant theme found across all data analyzed and literature reviewed which incorporated cultural components in the definition of global competence as well as the competencies it is comprised of. Celebrating diversity was an outcome found at the program level and aligned with the ‘Attitude’ dimension of global competence. The higher levels of sophistication of learning in Bloom’s Taxonomy were present in the program learning outcomes, and the foundational knowledge, comprehension and analysis was found within the course outlines.
Research Question 2: What teaching methods and learning activities are incorporated into the international business program and courses to support the development of global competence as a student learning outcome?

The sources of data to answer this research question were varied. They included information posted on the International Business Program websites and the course outlines analyzed. In addition, data from four faculty responses to the online questionnaire were informative.

Of the 25 course outlines I analyzed, 14 (56%) identified the teaching methods and learning activities to be used in those courses. And, a summary of how students would be evaluated in each course was included in all of the course outlines analyzed. A discussion of the findings for each ITAL follows.

Conestoga

On Conestoga’s International Business Management (Bachelor of Business Administration) program website (n.d.), co-op information is provided, but does not make reference to an internationally focused placement. The website states, “the College cannot guarantee co-op employment. All co-op students are required to conduct an independent co-op job search in addition to the supports and services provided by the Co-op Office.” However, the program description highlighted exchange opportunities that are available for students as follows:

program highlights include three paid co-op terms, two major consulting projects, student exchange opportunities with ten universities in the US, Chile, China, France, Netherlands, Austria, Czech Republic, Hungary and Slovenia, and options such as an
extracurricular Global Citizenship Certificate, and two guided tour courses - to London and Paris, and to Tokyo and Shanghai. (Conestoga, n.d., n.p.)

Conestoga’s program website (n.d.) referenced an “optional extracurricular Global Citizenship Certificate” (para. 3). In my personal communication with Oded Tal, on July 25, 2014, he explained that the Conestoga certificate “requires the student to take specific intercultural courses, take language courses, work or study overseas, and volunteer to intercultural jobs/activities.” I was unable to locate further information about the certificate on the College website.

Conestoga did not incorporate a specific section on the teaching/learning strategies in the five course outlines that I analyzed. However, evaluation methods were included which made reference to learning activities that were incorporated in each course. Additionally, I analyzed the course descriptions, course learning outcomes and the unit outcomes that were listed for each module in the course of all five course outlines and included the references made to learning activities.

The evaluation methods for Conestoga’s BUS71190 course titled Introduction to Business with International Application included a project or comprehensive case, assignments and an online business lab performance grade which accounted for 45% of the students’ overall mark. The midterm test and comprehensive final examination accounted for 55% of the students’ overall mark. There was no reference made to in-class activities in the course description, learning outcomes or the unit outcomes for this course.

The evaluation methods for Conestoga’s CULT72000 course titled World Cultures included exercises, an assignment, and a project which accounted for 70% of the students’
overall grade, and the final exam accounted for 30%. There was no reference made to in-class activities in the course description, learning outcomes or the unit outcomes for this course.

The evaluation methods for Conestoga’s LAW72200 course titled *Canadian and International Law* included quizzes, cases and assignments which accounted for 50% of the students’ overall grade and a midterm and a comprehensive final exam which accounted for 50%. There was no reference made to in-class activities in the course description, learning outcomes or the unit outcomes for this course.

The learning outcomes for Conestoga’s MGMT72100 course titled *International Human Resources Management* referenced case studies as a learning activity, “analyze cases using a standard case analysis methodology” (p. 1). Additionally, the learning outcomes for Conestoga’s MGMT72100 referenced simulations “apply international human resource management techniques in simulated environments” (p. 1) and incorporated a unit titled ‘International Human Resource Management Techniques in Simulated Environments’. Within this unit, students are required to “develop an individual action plan to set goals and to close any gaps in readiness to move into an entry-level supervisory role within a human resource function” (Conestoga, MGMT72100, p. 6). The evaluation methods included assignments, quizzes and group assignments which accounted for 50% of the students’ overall grade and the midterm test and comprehensive final exam accounted for 50%.

The course description for Conestoga’s MKT72200 course titled *International Marketing* referenced case studies, “students will gain an understanding of key concepts and theories through readings and lectures” as a learning activity. Additional activities referenced in the MKT72200 course included “developing an international marketing plan, and by competing in
an online international marketing simulation”. These activities are depicted in the evaluation methods for this course which included in-class participation and case analysis, a country manager quiz, international marketing plan and a simulation grade which all accounted for 70% of the students’ overall mark, and the comprehensive final exam accounted for 30%.

**Summary for Conestoga.**

A co-op experience was a requirement for students enrolled in the *International Business Management (Bachelor of Business Administration)* program. Although the co-op information listed on the program website did not reference internationally focused placements, the program description included exchange opportunities available to students.

Cases were referenced in four of the five course outlines (80%) in the evaluation methods section (BUS71190, LAW72200, MGMT72100 MKT72200). Simulations were referenced in two of the five course outlines (40%) that I analyzed (MGMT72100, MKT7220) whereby one was a competition in an online environment (MKT72200). One of the five course outlines (20%) included a grade for online business lab performance (BUS71190). The evaluation methods were categorized between activities, assignments and quizzes and midterm tests and final grades. Overall, 57% was the average grade distribution among the five courses that accounted for activities, assignments and quizzes, and 43% was the average that accounted for the midterm tests and final exams.

**George Brown**

At the time of this study, George Brown did not require co-op for the *Business Administration – International Business* program. However, the website stated that for the 2014-2015 academic school year, co-op would be a requirement for this program (George Brown,
George Brown incorporated a specific section on the delivery methods used for all five course outlines that I analyzed. Additionally, the course descriptions, course learning outcomes and the topical outlines of all five courses included references to teaching methods and learning activities.

The teaching/learning strategies for George Brown’s MGMT1018 course titled *International Business* included case studies, collaborative work, and an independent study. The evaluation methods for this course included a class activity and a project which was a country specific analysis and these two activities accounted for 30% of the student’s overall grade. Two tests accounted for 70% of the students’ overall grade. There was no additional reference made to in-class activities in the course description, learning outcomes or the topical outline for this course.

The teaching/learning strategies for George Brown’s MGMT 2025 course titled *International Marketing* included lectures, discussions, presentations, case studies on global companies and applicable web resources. The topical outline for this course showed eight case studies that were incorporated throughout the fifteen weeks. The evaluation methods referenced a group project which accounted for 20% of the students’ overall mark, and 80% was allotted for the midterm test and final exam.

The teaching/learning strategies for George Brown’s MGMT2029 course titled *International Trade Management* included case studies, collaborative work, and an independent study. The course description stated that the students will have “participated in a project team to produce an international business plan for a Canadian export product” (George Brown, MGMT2029, p. 1). Additionally, a learning outcome for George Brown’s MGMT2029 course is
to “construct an international business plan” (p. 3). The evaluation methods for this course include a project/case study which accounted for 20% of the students’ overall mark and the midterm test and final exam accounted for 80%.

The teaching/learning strategies for George Brown’s MGMT2031 course titled *Legal Aspects of International Trade* included lectures and discussions, case studies, and applicable web resources. For this course, there was no evaluation mark provided for assignments or activities. Instead, two tests and a final exam accounted for 100% of the students’ overall mark. There was no additional reference made to in-class activities in the course description, learning outcomes or the topical outline for this course.

The teaching/learning strategies for George Brown’s MGMT3009 course titled *International Trade Logistics* included case studies, collaborative work and an independent study. The evaluation methods included two case studies which accounted for 40% of the students’ overall grade and the midterm and final exam accounted for 60%. There was no additional reference made to in-class activities in the course description, learning outcomes or the topical outline for this course.

**Summary for George Brown.**

A co-op experience is not required at George Brown and study abroad opportunities were not listed on the program website. All five course outlines (100%) included case studies as a teaching/learning strategy used in the course. Four of the five course outlines (80%) referenced collaborative work (including group project) as a teaching/learning strategy (MGMT1018, MGMT 2025, MGMT 2029, MGMT 3009). Three of the five course outlines (60%) referenced independent study as a delivery method (MGMT1018, MGMT 2029, MGMT 3009). Applicable
web resources was referenced in two of the five course outlines (40%) without further clarification as to what these web resources are or how they would be used (MGMT 2025, MGMT 2031). Overall, 22% was the average grade distribution among the five courses that accounted for activities and assignments, and 78% was the average that accounted for the midterm tests and final exams.

**Humber**

Humber’s *Bachelor of Commerce – International Business* program website (*n.d.*) included a section about work placement, but did not make specific reference to an internationally focused co-op experience. However, the work placement section of Humber’s program website referenced that the placement would give students a work opportunity to explore the field they were interested in which may indicate that internationally focused co-op experiences would be available. The program description also implied that study abroad opportunities for students were available in that the students “may also explore the opportunity to study abroad for one semester during year three” (Humber, *n.d.*, para. 4). The study abroad opportunities included Humber’s partnering schools in Ireland, Austria, Japan, New Zealand, Germany, Finland and Scotland (Humber, Humber Students Study Abroad, *n.d.*)

Humber incorporated a specific section on the learning delivery format used in each course for all five outlines that I analyzed. Additionally, I analyzed the course descriptions, course learning outcomes and course content for each unit for all five courses and identified the references made to teaching methods and learning activities.

The teaching/learning strategies for Humber’s BUS 3504 course titled *International Logistics* included interactive lectures and discussions, case studies, group assignments and
presentations, site visits, assigned readings and completing end of chapter questions from the course textbook, periodicals and current literature. One course learning outcome stated that students are to “compare and evaluate commercial and payment terms under various defined circumstances using the case study method” (Humber, BUS 3504, p. 2). Another learning outcome for this course stated that students would “apply knowledge of global supply chain management to evaluating and solving case studies which require the achievement of a competitive advantage for an international business” (p. 3). Evaluation methods for this course included in-class activities (including quizzes and case studies) and a group project which accounted for 40% of the students’ overall mark, and a midterm examination and final comprehensive examination which accounted for 60%.

The teaching/learning strategies for Humber’s BUS 4007 course titled *International Business Strategy 1* included interactive lectures and discussions, case studies, group assignments and presentations, assigned readings from the course textbook, periodicals and current literature. A learning outcome for this course stated that students were expected to “develop and present a comprehensive country market report including analysis and assessment of a country’s attractiveness to a new Canadian SME for trade based on relevant competitive, economic, political, geographic, and demographic factors” (Humber, BUS 4007, p. 3). The evaluation methods included in-class activities (which included group presentations), case studies, assignments, exercises and a group SME country market assessment report which accounted for 50% of the students’ overall mark. The midterm examination and final comprehensive examination accounted for 50%.

The teaching/learning strategies for Humber’s BUS 4500 course titled *Cross-Cultural Communication* included interactive discussions online, online discussion forums, readings, and
activities, case studies, assignments, assigned readings, questions and cases from course textbook, periodicals and current literature. Learning outcomes for this course stated that students would use the case study method to “examine strategies for coping in new environments and adjusting to different cultures” and “analyze the characteristics of effective intercultural communicators working and studying in international environments” (p. 2). Evaluation methods included participation in online discussion forums and activities such as, a self-cultural identity analysis and a country culture brief which accounted for 45% of the students’ overall mark. The midterm examination and final comprehensive examination accounted for 55%.

The teaching/learning strategies for Humber’s LAW 4001 course titled *International Trade Law* included interactive lectures and discussions, group work, guest speakers, case studies, problem-solving exercises, course textbook and other reading assignments, exercises and web-based research. Seminar presentations were included in 9 of the 14 units listed in the course content. The evaluation methods included in-class activities (which included seminar presentations) and an assignment which accounted for 35% of the students’ overall mark and the midterm examination and final examination accounted for 65%.

The teaching/learning strategies for Humber’s MKTG 3001 course titled *International Marketing 1* included interactive lectures and discussions, case studies, group project and presentations, and assigned readings from the course textbook, periodicals and current literature. One learning outcome for this course was to “analyze, develop and assess international marketing plans, using marketing research information” (Humber, MKTG 3001, p. 10). Another learning outcome for Humber’s MKTG 3001 was to “develop and present a comprehensive marketing environment assessment for a specific product or service to enter a specific offshore market” (p. 3). The course content indicated that two of the fourteen units were dedicated to case
analysis (Humber, MKTG 3001). The student evaluations attributed 55% of the students’ overall mark to in-class activities and group presentations, case analyses, and a group market assessment. The midterm examination and final comprehensive examination accounted for 45% of the students’ overall mark.

**Summary for Humber.**

Humber’s program website (n.d.) identified study abroad opportunities for students as well as a work placement that would give students the opportunity to explore the field that they were interested in. All five course outlines included interactive lectures and discussions, case studies, group assignments and presentations and assigned readings from the course textbook, periodicals and current literature as a learning method used in the course. One of the five course outlines (20%) referenced a site visit as a part of the course (BUS 3504), and one of the five course outlines (20%) included guest speakers as a part of the teaching/learning format (LAW 4001). Overall, 44% was the average grade distribution among the five courses that accounted for activities and assignments, and 56% was the average that accounted for the midterm examinations and final comprehensive examinations.

**Seneca**

Seneca’s *Bachelor of Commerce – International Business Management Degree* program website (n.d.) described the co-op experience as providing “the opportunity to become involved in real-life work experiences where critical thinking, problem-solving and interpersonal skills are utilized” (n.p.). Reference to an internationally focused co-op experience was not made. However, Seneca’s program website (n.d.) included a section for study abroad that stated “as a student in this program, you may have the opportunity to travel/study abroad and network in
international arenas” (n.p.). There was no reference made to the location or partnering institutions.

Seneca did not have teaching/learning or evaluation methods listed in the five course outlines that I analyzed. However, the course descriptions and learning outcomes that I analyzed made three references to potential activities/assignments which are presented here. Additionally, Seneca’s 2012-2017 Academic Plan (n.d.) which applies to all programs, rather than specifically to the international business program, states,

facility will employ a variety of teaching methods, grounded in the scholarship of teaching and learning, to inspire their students. They will select learning activities that are authentic and engaging as they challenge students to achieve a high standard of learning. (p. 13)

Seneca’s BMI701 course titled Global Marketing Strategy included a learning outcome for students to “devise an integrated global marketing plan which addresses environmental variables and meets corporate objectives” (p. 1). Seneca’s BMI804 course titled International Consulting included that students would “develop an international consulting practice initiative and preliminary business plan” (p. 1) as a learning outcome for that course. Another learning outcome for this course included the requirement to “demonstrate effective consulting and negotiation skills to resolve various business case situations” (p. 1). I did not find any further references to teaching/learning formats in the course outline for Seneca that I analyzed.
Summary for Seneca.

From the course outline that I analyzed, there was very little information found on the teaching/learning strategies used in the courses. Case situations, a marketing plan and a business plan were referenced in the description and/or learning outcomes.

Sheridan

Sheridan’s Bachelor of Business Administration (Global Business Management) program website (n.d.) included information for both the co-op experience and study abroad. The co-op experience is referred to as “an excellent opportunity to use your newly acquired knowledge of global business management” (para. 5). A study abroad option in Europe is also provided for students, “in Year 3, you’ll have the option to study for one semester at the Arnhem Business School in the Netherlands (HAN University). This opportunity will build your understanding of international business from the European perspective” (Sheridan, n.d., n.p.).

Sheridan’s program website (n.d.) stated that the International Business Program degree “weaves inductive teaching methods, such as inquiry-based and problem-based methodologies to create authentic real-world, professionally relevant contexts for learning” (para.2). The teaching methods described on the program website include; learning through case study analysis, adventure learning, creative learning portfolio, presentations by guest speakers, industry group projects and business strategy simulations (para.3).

Sheridan listed teaching/learning methods in the course description in four of the five course outlines (80%) that I analyzed. All five course outlines included course learning outcomes, evaluation methods and a topical outline which I analyzed and identified the references made to learning activities.
The teaching/learning strategies listed in the course description of Sheridan’s MKTG29402 course titled *Global Marketing* stated, “through interactive lecture, discussions and assignments, students examine the cultural, legal and environmental conditions that impact the development of effective international marketing processes” (p. 1). The course description also indicated that students will find a client company, and research and develop a comprehensive marketing plan with input from the company. Students ensure that the plan includes an in-depth environmental scan of the target country or a global market segment, the issues that need to be addressed, a comparative study of these issues with those in the home country (Canada), and an action plan designed to reach target customers. (Sheridan, MKTG29401, p. 1)

A business strategy simulation was also referenced in the course description for Sheridan’s MKTG29401 course, “a business strategy simulation will help students consider the impact of strategic and tactical decisions on the success of international marketing plans” (p. 1). The evaluation methods included individual case assignments and a group project which accounted for 55% of the students’ overall mark and the midterm exam and final exam accounted for 45%.

The course description of Sheridan’s BUSM20004 course titled *Global Sourcing & Purchasing Management* stated that learning would occur through “interactive lecture, discussion and assignments, and presentations and case studies, students learn about international perspectives, including global sourcing and transportation,” (p. 1). The evaluation methods used for this course included class participation and discussion, case presentation and assignments
which accounted for 45% of the students’ overall mark, and the midterm test and final examination accounted for 55%.

The teaching/learning strategies listed in the course description for Sheridan’s LAWS16529 course titled *Legal Aspects of International Business* included “lecture, classroom discussion and case analysis projects” (p. 1). It also stated, that for this course, students will “design a business privacy policy that is compliant with Canadian and international principles” (Sheridan, LAWS16529) as stated in the learning outcomes. The evaluation methods for this course included a legal systems assignment and a case problem assignment which accounted for 40% of the students’ overall mark and the midterm exam and final exam accounted for 60%.

The course description for Sheridan’s CULT13921 course titled *Managing & Communicating Across Cultures* stated that learning would occur “through analysis of international business case studies, role plays, interactive and experiential learning activities, students integrate theory and practice to learn how to conduct business in a global context” (p. 1). The topical outline for Sheridan’s CULT13921 included international negotiations simulations, and practical applications which listed guest speakers with business experience in the area of focus. The final week of the course included a cultural self-assessment and a report which covered, “all major cultural values and analyses their [the student’s] impact on management styles and other aspects of doing business in the country they have chosen” (Sheridan, CULT13921, p. 5). For this course, there was no mid-term or final exam, instead, 90% of the evaluation included a cross-cultural writing portfolio, an international networking report, an intercultural negotiations report, and a research project; the remaining 10% of the evaluation was allotted to five quizzes on major cultural values of the world (Sheridan, CULT13921).
The teaching/learning strategies for Sheridan’s MGMT40172 course were not listed in the course description. However, reference was made to the development of a business plan, and that “students apply this framework utilizing strategic planning tools and participative facilitation as they develop a strategic business plan for a globally focused firm” (Sheridan, MGMT40172, p. 1). The topical outline for this course referenced in-class activities, cases, and a business strategy game for all four modules. The evaluation methods included in-class activities and cases, a business strategy game and a term project which accounted for 70% of the students’ overall grade and the final exam accounted for 30%.

**Summary for Sheridan.**

Sheridan’s program website (n.d.) included information for co-op as well as an option for students to study abroad in Europe. All five course outlines included case studies as a learning method used for the course. Two of the five course outlines (40%) referenced simulations as a learning activity that was incorporated in the respective course (CULT13921, MKTG29402). One of the five course outlines (20%) referenced a business strategy game that was incorporated in the course as a learning activity (MGMT40172). Overall, 60% was the average grade distribution among the five courses that accounted for activities and assignments, and 40% was the average that accounted for the midterm exams and final exams.

**Program Heads Questionnaire Responses Related to Teaching/Learning Activities**

Question three (b) of the questionnaire for program heads asked respondents how global competencies were assessed at the program level to which the only respondent, PH1, replied, “several methods of assessment: hands-on working in the field-internships, case study, and study abroad options.” Question four asked respondents “Please list and describe any activities or
events that are a part of the international business program that support the development of global competence:” PH1 specified that “students take part in several student run events that include global speakers”. Examples of global speakers included Wade Davis and Benjamin Zander (PH1).

When asked for their perspective in my personal communications with them on July 24 and 25, 2014, all four external experts agreed that the use of case studies was a key teaching/learning strategy employed to help foster global competence at their institution. For instance, Sarah Witol stated, “case studies are key and students may then meet with someone from within that organization.” Julia Lewis Satov added that based on her experience “technology and social media, as well as research in articles/case studies were the most common relied upon resources for pedagogical support in teaching global competence to students (in a social equity as well as business context).”

Question five asked “To what extent are the students enrolled in the international business program working in international business related co-op placements?” Respondents had the following choices, “N/A (co-op is not required)”, “Rarely”, “Up to 50% of placements”, “Up to 75% of placements”, and “100% of placements”. Respondent PH1 replied “Up to 50% of placements.”

**Faculty Questionnaire Responses Related to Teaching/Learning Activities**

There were two valid responses from faculty for question four that addressed this research question which asked “Please list and describe any learning activities that you incorporate in your course(s) that support the development of global competence:” Respondent F3 reported, “Case studies, videos, class discussions of student experiences” were incorporated
as learning activities that supported the development of global competence in the four courses that he/she taught in the international business program. And, respondent F7 reported “none” as the learning activities incorporated in the one course he/she taught which was not specific to international business, but was a foundation course for the international business program at their College.

**Summary of Teaching Methods and Learning Activities Identified and Interpretation**

Of the data collected from program websites, program heads and faculty responses to the online questionnaire, four of the five ITALs (80%) required a co-op experience as a part of their international business program and included information about co-op on their program website. The ITAL that did not require a co-op placement was for the advanced diploma program where the Postsecondary Education Quality Assessment Board (PEQAB) requirement for work experiences, internships and field placements does not apply. For degree level programs, PEQAB’s (2010) *Handbook for Ontario Colleges* lists the following standards for work experiences, internships and field placements:

a) are appropriate to the program;

b) have articulated learning outcomes;

c) identify an appropriate method for both instructor and employer/supervisor assessment leading to the assignment of a grade; and

d) are in blocks of no less than 14 weeks. (p. 21)

On the program websites, none of the ITALs that require co-op as a part of their International Business Program specifically referenced an internationally focused co-op experience. Program heads were asked “To what extent are the students enrolled in the international business program
working in international business related co-op placements?” and respondent PH1 indicated “Up to 50%”. This data implies that the co-op experiences available to students were not consistent with PEQAB’s (2010) requirements.

Four of the five ITALs (80%) identified study abroad opportunities for students on their program websites and three of the ITALs (60%) identified partnering institutions and/or the specific locations abroad. Li (2013) lists “openness to international/intercultural opportunities” (p. 130) as a subdimension to the ‘Attitudes’ dimension of global competence. Among a measurement item for this subdimension, “appreciation of the foreign culture (art, food, religion, philosophy)” is included. Studying abroad can support this ‘Attitudes’ subdimension of global competence, and Knight and deWit (1999) list work/study abroad as an academic program strategy that supports internationalization. Similar to study abroad, an internationally focused co-op experience is an opportunity for students to develop global competence, however, the data suggests that the co-op experience may not be internationally focused for all students which can be considered a lost opportunity.

Of the 25 course outlines I analyzed, 14 (56%) included a specific section identifying the teaching/learning strategies. Of the documents that did not have a specific section that mentioned the teaching/learning strategies, I was able to identify some of them using the evaluation methods and/or course descriptions and learning outcomes.

The three dominant teaching/learning strategies that support the development of global competence found in the data collected and analyzed were case studies, developing a business and/or marketing plan, and simulations and games. Traditional methods of delivery in courses such as lectures, readings and presentations were listed throughout the course outlines. Among
the course outlines, guest speakers (n=2; 8%) and a site visit (n=1; 4%) were also mentioned, but were not dominant themes among the courses I analyzed. Respondent PH1 identified guest speakers as an activity incorporated at the program level that supported the development of global competence. Respondent F3 included videos as an additional learning activity used in the classroom to support the development of global competence. Interestingly, F7 suggested that they didn’t use any learning activities in the classroom that support the development of global competence. It is assumed that this is because the course being taught is a foundational course as indicated on the questionnaire and is a required course for the program but not specific to international business. Mahoney and Schamber (2004) found “role-playing, research, and small-group discussion were effective means of addressing student development of intercultural sensitivity” in their study. Interestingly, role-playing was not a strategy that was found in the data analyzed.

In the literature reviewed, Li (2013) described skills-based global competencies as being comprised of three subdimensions:

(1) the ability to acquire, analyze, and evaluate information and use cultural references to think critically and solve practical learning problems (Deardorff, 2006); (2) the skills to listen, observe, and relate, so that one can communicate and connect with people from other cultural backgrounds (Bok, 2006); and (3) the capacity to use acquired knowledge to extend one’s access to learn the unknown. (pp. 128-129)

The data infers that the three teaching/learning methods outlined below support the skills-based global competencies identified in the literature.
Case studies.

The case study method was the dominant theme found in the data analyzed. Fisher (1978) defines case studies as “the factual account of human experience centered in a problem or issue faced by a person, a group of persons, or an organization” (as cited in Bonwell and Eison, 1991, p. 38). Bonwell and Eison (1991) suggest that case studies foster higher-order thinking, and that the affective involvement “leads to one of the most important advantages of case studies: changes in attitudes” (p. 39). Reimers suggests that global competency includes “fostering an attitude that makes it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse geographies” (Reimers, 2009, p. 25). Li (2013) defined the ‘Attitude’ dimension of global competence as “one’s positive approach toward cultural differences and a willingness to engage those differences” (p. 130). The role of attitudes is an essential component of global competence.

The Humber Bachelor of Commerce - International Business program website (n.d.) included a reference to the case study method within the program description which stated “this program combines a balanced approach to teaching business, featuring case studies, problem solving, modelling, and incorporating a strong focus on marketing, operations and finance” (para. 1). On Seneca’s Bachelor of Commerce – International Business Management program website, “critically evaluate complex international business situations through case analysis, simulations and discussion” was listed as one of the sixteen program learning outcomes. Sheridan listed on its website “learning through case study analysis” (para. 3) as a teaching method used on the program website for the Bachelor of Business Administration (Global Business Management) degree. Additionally, one of the two valid responses from the faculty
online questionnaire referenced case studies as a learning activity to support the development of global competence.

Of the 25 course outlines I analyzed, 20 (80%) referenced case studies in either the course description, learning outcomes, teaching/learning methods and/or evaluation methods. At George Brown, Humber and Sheridan, all five course outlines at each college included case studies as a learning strategy used in the courses I analyzed. Furthermore, one course referenced, in the topical outline, eight case studies to be examined by students (George Brown, MGMT 2025). Although a specific teaching/learning method section was not included in Conestoga’s course outlines, case studies were referenced in the evaluation methods section of three of the five (60%) outlines and in one of the five (20%) course learning outcomes analyzed. Seneca did not list teaching/learning strategies or evaluation methods in the course outlines that I analyzed, however, one of the five (20%) course outlines referenced business cases, “demonstrate effective consulting and negotiation skills to resolve various business case situations” (BMI 804, p. 1) in the course learning outcomes.

It is clear that case studies were the preferred teaching/learning strategy employed to promote the development of global competence. It was a dominant theme throughout the data analyzed on the program websites, course outlines and faculty online questionnaires. The use of case studies in business programs in general is well documented. I was not able to identify from the data how the case studies used in the International Business Programs might be unique or how they were made relevant specifically to the development of global competence. Furthermore, to ensure that these case studies are in fact internationally relevant, the faculty themselves would need to have a sound understanding of the international context. Faculty understanding of the content is critical to ensure that students are able to grasp the intended
concepts in order to meet learning outcomes. I was not able to determine from the data what the faculty qualifications were that would enable them to make these case studies meaningful in the international context. I requested and received permission to include an example of a case study that was included in a course that was a part of the International Business Program at one ITAL (see Appendix Q). The next section discusses the development of a business and/or marketing plan as the second dominant theme found in the data.

**Developing a business and/or marketing plan.**

Two of the three program learning outcomes (67%) that were publicly available on program websites included the development of a business plan as one of the outcomes. Seneca listed “design a comprehensive global business plan which addresses corporate objectives and external constraints” as a program learning outcome of the *Bachelor of Commerce – International Business Management* program. For Sheridan, “develop a comprehensive, strategic international business plan for a corporate provider” was listed as a program learning outcome for the *Bachelor of Business Administration (Global Business Management)* program.

Of the 25 course outline that I analyzed, 7 (28%) referenced developing a business and/or marketing plan in either the course description and/or the learning outcomes analyzed. In the learning outcomes of two of the five courses (40%) at Seneca referenced both the development of a business plan - “develop an international consulting practice initiative and preliminary business plan” (BMI 804) - and a marketing plan - “devise an integrated global marketing plan which addresses environmental variables and meets corporate objectives” (BMI 701). Similarly, two of the five (40%) course descriptions at Sheridan referenced both the development of a business plan - “Students apply this framework utilizing strategic planning tools and participative
facilitation as they develop a strategic business plan for a globally focused firm,” (MGMT 40172) - and a marketing plan, - “students examine how a company can assess global markets and build marketing plans to capitalize on opportunities found” (MKTG29402). Conestoga’s BUS72200 course description referenced the development of an international marketing plan, as well as a learning outcome in Humber’s MKTG 3001 course. George Brown’s MGMT 2029 course also listed the construction of an international business plan as a learning outcome.

Two of the three (67%) program learning outcomes referenced the developing of a business plan as an outcome, and at least one course of the five courses that I analyzed at each ITAL referenced the development of a business and/or marketing plan. MTCU’s (2012) vocational learning outcomes for the Business Administration – International Business program referenced in chapter two included two specific learning outcomes related to this theme, “develop and present an international marketing plan, and evaluate sales strategies that support an organization’s integrative trade initiatives” (p. 5) and “develop and present an international business plan” (p. 17). The course outlines and program learning outcomes support and are consistent with the vocational learning outcomes for this specific program, and developing these plans are identified as a teaching/learning method that supports the development of global competence.

The next section discusses simulations and games as the third dominant theme for learning activities incorporated to support the development of global competence.

**Simulations and games.**

Davison (1984) suggests “role plays, simulations, and games can be used to help students experience ‘stressful, unfamiliar, complex, or controversial situations’ by creating circumstances
that are momentarily real, thereby letting students develop and practice those skills necessary for coping” (as cited in Bonwell and Eison, 1991, p. 47). Simulations and games “include guiding principles, specific rules, and structured relationships” (Bonwell and Eison, 1991, p. 47).

On Sheridan’s Bachelor of Business Administration (Global Business Management) program website (n.d.) “business strategy simulations” is listed as a teaching method used (para. 3). One of the three program learning outcomes (33%) that were publicly available referenced simulations as a method to evaluate situations. Seneca (n.d.) listed “critically evaluate complex international business situations through case analysis, simulations and discussion” (n.p.) as a program learning outcome on the Bachelor of Commerce – International Business Management program website.

Of the 25 course outlines that I analyzed, 5 (20%) referenced simulations and games as a learning activity used in the course. At Conestoga, two of the five course outlines (40%) made reference to simulations (MGMT72100, MKT7220) whereby one was a competition in an online environment (MKT72200). Utilizing information technology was an institutional strategy identified by ACIEE & The Stanley Foundation (1996) in the literature reviewed. This, however, was not included in Knight and deWit’s (1999) strategies and was not a dominant theme found in the data.

Two of the five (40%) courses at Sheridan referenced simulations (CULT13921, MKTG29401) and the MKTG29401 course used a business strategy simulation that would “help students consider the impact of strategic and tactical decisions on the success of international marketing plans” (p. 1). Sheridan’s MGMT40172 course included a business strategy game in the topical outline which was incorporated in all four modules for the course. George Brown, Humber and Seneca did not reference simulations and/or games in the course outlines that I
analyzed. Games and simulations was the third most preferred teaching/learning strategy identified in the data that supported the development of global competence. I know from my personal experience and from the literature, that the use of games and simulations can be an effective teaching/learning strategy. However, as with the use of relevant case studies as a teaching/learning strategy, it is critical to ensure that the faculty developing these learning tools have a sound understanding of the international context, and that these strategies effectively facilitate student achievement of related intended learning outcomes. Pre-tests and post-tests can be used by faculty to assess the impact of the game or simulation on learning. Interestingly, Bennett (1986) suggests that the simulations strategy supports the Minimization phase which falls in the category of ethnocentrism on the continuum, however can help students transition into the first stage of ethnorelativism.

**Conclusions**

In PEQAB’s (2010) *Handbook for Ontario Colleges* the program delivery standard is that “the delivery methods support achievement of the expected and actual learning outcomes” (p. 21). At the program level, a co-op experience was mandatory and study abroad was optional for four of the five international business programs. These activities were used to support the development of global competence as a student learning outcome. Case studies, developing a business and/or marketing plan, and simulations and games were the teaching methods and learning activities used in courses to support the development of global competence as a study learning outcome. The next chapter will present an analysis of the findings related to research questions three and four.
Chapter Five: Findings Related to Research Questions Three and Four

The findings are presented according to the specific research questions explored in this study which collectively addressed the overall question: How is global competence defined and what are the essential global competencies required upon graduation of students from the International Business Programs at Ontario’s five Institutes of Technology and Advanced Learning? This chapter presents an analysis of the findings related to research questions three and four.

Research Question 3: What are the challenges participants encounter in fostering the development of “global competence” as a student learning outcome?

Data from the online questionnaires were used to answer this research question. These came from question 12 of the program heads survey (Appendix G) and from question 11 (Appendix H) of the faculty questionnaire survey.

Program Heads Questionnaire Responses

There was one valid response to the program head online questionnaire. Question 12 of the online questionnaire for program heads asked respondents, “Please list and describe any challenges that you face or have faced in fostering the development of global competence as a student learning outcome at your College:” Responded PH1 replied, “We have not faced challenges other than time in developing workshops for the benefit of all students and faculty…”

In my communication with Sarah Witol, she explained that the programs that her office offered were of shorter length (four to six weeks) and immersion was a challenge. Witol stated, “a challenge is the immersion aspect. Which is also the student’s responsibility and they need to
be open to connecting to the community and understanding the value of immersion” (Personal communication, July 24, 2014). Julia Lewis Satov explained that another challenge was that courses are sometimes not contextualized but “should connect students to the challenges of international business and global competencies” (Personal communication, July 24, 2014). James Cullin felt that students who are well travelled and recent immigrants “bring context and add a richness to the classes. A challenge is that you can’t plan around that” (Personal communication, July 25, 2014). The challenges described by the external experts based on their experiences and understanding were varied and differed from those of PH1.

Faculty Questionnaire Responses

I was unable to identify a common theme related to the challenges participants encountered in fostering the development of ‘global competence’ as a student learning outcome because there was limited data provided by only two participants who responded to question 11, Respondent F3 provided a vague response, (“still a work in progress”) which is unclear as to what this means. Respondent F7, who teaches one foundational course as a part of the program which is not internationally focused replied, “None- not a major part of my program at this time.” This encouraged me to question whether faculty teaching general business courses that are a part of the International Business Program but not specific to the international context should be required to include components in their courses that foster the development of global competence. Although the courses may be general business courses, they are a part of the International Business Program which has program objectives and learning outcomes that are intended to support the development of global competence as a student learning outcome.
Summary and Interpretation

There was limited data collected in relation to this research question. A challenge identified from the data was the time required to develop workshops for both students and faculty. In the literature reviewed, ACIIE and The Stanley Foundation (1996) suggested allocating resources “including release time, to faculty for research and development of curriculum, exchanges, and activities” (p. 5). The literature identified assessment, internationalizing the curricula, and active faculty involvement as challenges related to fostering global competence. I was unable to find data that supported the literature.

Research Question 4: What institutional commitment and human resource development policies, procedures, and opportunities support the development of “global competence” of the faculty, program heads and students in these institutions?

Data related to the institutional commitment that supports the development of global competence and faculty opportunities at each ITAL are presented in this section. The data came from the analysis of annual reports, academic plans, business plans, strategic plans, and the strategic mandate agreement submissions (SMAS) for each ITAL where available.

Institutional Commitment

Conestoga.

Conestoga’s SMAS (2012) specified its commitment to “the delivery of polytechnic education for a diverse set of learners to drive economic development in a globally competitive environment” (p. 4) as its first priority. Increasing enrolment by 25% is listed as a target for the College, and “programs, grounded in the tradition of applied learning, will provide recognition of
student achievements through the evolution of the colleges’ academic credentials (e.g., three-year, four-year honours degrees and future consideration for applied Masters) and ensure graduates are globally competitive” (Conestoga, SMAS, 2012, p. 4).

Conestoga’s SMAS (2012) specified its commitment to increasing productivity at its College as priority three, “productivity will be increased provincially through the transformation of the Ontario PSE system. Conestoga will further increase productivity by optimizing the use of capital and human resources as well as streamlining program and delivery” (p. 8). Three ways were identified to increase the cost-effectiveness and efficiency which included; reviewing staffing models and human resource allocations, redesigning program and curriculum to respond to the new PSE framework, and adopting emerging technology-enabled modes of delivery (Conestoga, SMAS, 2012).

International student enrolment was listed as a method to increase revenue for this priority and “to assist with regional skills shortage, generate revenue and support the globalization of our programs” (Conestoga, SMAS, 2012, p. 8). Additionally, Conestoga’s 2013-2014 Business Plan (n.d.) referenced “continued internationalization of enrolment to better prepare students for the global economy” (p. 5) as an initiative aligned with its strategic goals. International student enrolment was also referenced in Conestoga’s 2010-2013 Strategic Plan (n.d.) to support operational excellence and accountability. International students were identified as the primary way to support the globalization of programs at Conestoga in the documents that were available that I analyzed.
George Brown.

George Brown’s SMAS (2012) listed enabling the innovation economy as its priority objective number two which included internationalizing programs and partnerships. It stated,

We are committed to supporting Toronto’s development as a leading global city by preparing students for a diverse and global workplace. We expect to increase our population of international students by 40% over the next three years to support the need of our labour market. GBC is also committed to expanding our international partnerships. We currently have 46 formal international agreements and many of our high-profile field education partners are not only multinational businesses but also international leaders in their sectors. (p. 5)

George Brown identified the importance of partnerships as a distinct advantage at its College, “international partnerships are a key source of well-prepared international students, and a key differentiator and a source of international work placement experiences for our domestic students” (George Brown, SMAS, 2012, p. 5). In support of this, the third priority objective listed in George Brown’s SMAS (2012) was to invest in high performing partnerships which included academic partnerships, community partnerships and partnerships with centres. International partnerships at the College “globalize the academic experience for Ontario students” (George Brown, SMAS, 2012, p. 7).

Humber.

Humber’s Strategic Plan (n.d) stated that “along with the increasing demand for higher education is the necessity of internationalizing postsecondary institutions and curriculum, providing training and resources to faculty, staff and students, as well as opportunities to learn
and work abroad during their education” (p. 10). Enhancing student choice and expanding degrees and pathways was listed as the first priority in Humber’s SMAS (2012). International partnerships was included as evidence of a current strength at Humber that supported this priority as reflected in the following claim of

Provincial and national transfer agreements and active international partnerships/agreements – with more students moving through these pathways than any other Ontario college. Since 2008, more than 680 Humber students have studied abroad for credit; over 200 of those were supported by bursaries. (Humber, SMAS, 2012, p. 2)

Demonstrating leadership in teaching and learning with a focus on student success and graduate outcomes was identified as priority number two in Humber’s SMAS (2012). A stated strength at Humber that supported this priority was listed as ‘Teaching Excellence Standards’ which included a “Teaching Excellence Framework describing measurable teaching behaviours and competencies for 21st century college educators (e.g., best teaching practices for international students/newcomers to Canada)” (Humber, SMAS, 2012, p. 5). To support student success and demonstrable learning outcomes, Humber’s SMAS (2012) identified faculty training that was directly related to teaching international students. It states,

Humber is a leader in innovative faculty training and student services to improve the postsecondary experience, and learning outcomes, of international students (e.g., Connect buddy program to help international students transition to life at Humber; advising and mentoring initiatives for programs with large numbers of international students; Teaching Excellence Framework for faculty teaching international students). (p. 6)

For its ‘Foundations of Success’, Humber’s Business Plan (n.d.) included goals, strategies, year one initiatives and success outcomes. The first goal listed was to “invest in
accomplished and engaged employees who are supported in delivering an exceptional student experience” (Humber, Business Plan, n.d., p. 14). The initiatives that supported this goal were listed as:

- Enhance programs to support faculty and staff in their personal and professional development through ongoing programs such as leadership development and management training and the Tuition Assistance Program (TAP)
- Begin development of an enhanced performance management process that integrates recruitment, professional development, succession planning and assessment/feedback.

(Humber, Business Plan, n.d., p. 14)

A success outcome listed to support this goal stated, “Humber faculty, support staff, and administrators are provided relevant professional development opportunities that enhance their ability to promote student success and academic and administrative excellence” (Humber, Business Plan, n.d., p. 14). Humber’s SMAS (2012) third priority incorporated innovation, mobility and flexibility through technology that supported students and faculty, “technology is a fundamental component of the global postsecondary landscape; it enhances student-faculty communication, builds online academic communities, and provides access to student services” (p. 7).

**Seneca.**

Seneca’s Strategic Plan (2013) identified the College as being ‘a different kind of school’ that would “produce a Seneca graduate with distinctive qualities: highly attractive to employers; ethical, engaged and confident; and, adaptable and capable of addressing the challenges of the future in a global context” (p. 10). There were three objectives that were identified in Seneca’s Strategic Plan (2013) which included; great teaching and learning, great student experiences and
great foundations. For the first objective, great teaching and learning, Seneca specified a commitment to expand cross-disciplinary learning in all programs, strengthen networks among students, faculty, staff and external partners, expand the core literacies that all students must master, reflect a diverse and international perspective in our programs, give all our students experiential learning opportunities and offer flexible delivery options in every program. (Seneca, Strategic Plan, 2013, p. 7)

To support this, Seneca reported a commitment to creating a teaching and learning environment that was cross-disciplinary by “enhancing our combination of academic rigour and applied learning, Seneca will be a leader in cross-disciplinary curriculum, networking through partnerships and bringing a global perspective to our programs” (Seneca, Strategic Plan, 2013, p. 10).

Advancing partnerships was listed in Seneca’s Academic Plan (n.d.) as one of its five core principles that “provide students, staff and faculty with the opportunities to work with industry and institutions locally, nationally and internationally, and to develop strong networks” (p. 14). Seneca identified partnerships as a way of developing a global perspective, “our students require a global perspective and fluencies that cut across cultures, languages and borders which will be achieved through global partnerships and outreach strategies” (Seneca, Academic Plan, n.d., p. 7). Additionally, Seneca’s 2012-2013 Annual Report (n.d.) referenced the development of a new international education strategy whereby:

Seneca’s Faculty of International Studies in association with the College’s senior management team has developed a new international education strategy to make sure Seneca is in a leadership position as it builds strong academic and business partnerships
around the world. This comprehensive plan services as a roadmap for the College’s global expansion in terms of student recruitment, partnerships, corporate training/contract activity, alumni development, student and faculty mobility, and applied research. (p. 19)

A stated goal for Seneca is to expand “its international outreach to develop study, work and volunteer abroad opportunities as well as faculty and student exchanges” (Seneca, Academic Plan, n.d., p. 14). Seneca’s SMAS (2012) committed to supporting students and faculty “in international study, work and volunteer opportunities designed to enrich their own Seneca experiences” (p. 2).

Sheridan.

Sheridan’s SMAS (2012) identified a creative campus as its first priority with an International Creativity Advisory Group as one of its key features that focuses on partnerships, Sheridan will take a position of global leadership by collaborating on the development of a problem-solving toolkit with partner institutions around the world that can be applied across institutions and in the classroom Through the use of interdisciplinary and collaborative models and with the support of an international network of thought leaders and institutional partners, Sheridan will focus on becoming a global leader in applied creativity using academically grounded methodology as applied to problem solving. (p. 3)

Sheridan’s 2013-2020 Strategic Plan (n.d.) stated that its degrees and related programs “prepare students to excel in a global economy within an international community” (p. 5). International enrolment at Sheridan is discussed to “help diversify the culture of our student population and global citizenship” (Sheridan, Strategic Plan, n.d. p. 7). Additionally, design elements of
Sheridan’s physical space are mentioned in the Strategic Plan that incorporate “recognition of cultural diversity and international nature of our students and programs” (Sheridan, Strategic Plan, n.d., p. 7).

Summary and interpretation.

In the literature, Knight and deWit (1999) identify “recognition of an international dimension in mission statement and other policy documents” as an organizational strategy that supports internationalization. Of the data collected and analyzed, an institutional commitment to the globalization and/or internationalization of programs was a dominant theme identified at all five ITALs as found in the strategic plans and/or the SMAS. At Conestoga, international enrolment was a method specified to support the globalization of the programs at the College (Conestga, SMAS, 2012). George Brown indicated that internationalizing programs and partnerships would support their priority to enabling the innovation economy (George Brown, SMAS, 2012). Humber’s Strategic Plan (n.d.) identified the necessity of “internationalizing postsecondary institutions and curriculum” (p. 10). To support teaching and learning, Seneca committed to “reflect a diverse and international perspective” (Seneca, Strategic Plan, 2013, p. 7) in their programs. At Sheridan, the physical space and design elements would incorporate and recognize the international nature of both the College’s students and programs (Sheridan, Strategic Plan, n.d.). However, in the mission statements, only one of the five ITALs (20%) referenced ‘globally’ in their mission statement (Humber). ACIIE and The Stanley Foundation (1996) suggest including “global education as an integral component of the institution’s mission statement to establish it as a priority for the college and its community (p. 5) as a critical step for colleges to facilitate an environment that promotes global competence among students. An
international dimension was not incorporated in the mission statements of the ITALs, which may infer a lack of understanding of the internationalization process on a global scale.

A dominant theme found in the data analyzed was the commitment to international partnerships. Four of the five ITALs (80%) referenced international partnerships in their SMAS and/or Academic Plans. George Brown identified their commitment to expanding and investing in international partnerships and identified having “46 formal international agreements” (George Brown, SMAS, 2012, p. 5). George Brown’s SMAS (2012) specified the importance of partnerships connecting it with work placements for domestic students and preparing international students. Humber identified international partnerships as a current strength that supported the enhancement of student choice and expanding pathways (Humber, SMAS, 2012). At Seneca, advancing partnerships was a core principle to “provide students, staff and faculty with the opportunities to work with industry and institutions locally, nationally and internationally, and to develop strong networks” (Seneca, Academic Plan, n.d., p. 14). At Sheridan, partner institutions are identified to support its position of global leadership as a creative campus (Sheridan, SMAS, 2012). This supports Sheridan’s stated mission, “Sheridan delivers a premier, purposeful educational experience in an environment renowned for creativity and innovation” (Sheridan, n.d. n.p.).

An institutional commitment to providing opportunities to work and study abroad for both students and faculty was a theme identified at three of the five ITALs (60%). Humber identified the necessity of “providing training and resources to faculty, staff and students, as well as opportunities to learn and work abroad during their education” (Humber, Strategic Plan, n.d. p. 10). Humber’s Strategic Plan (n.d.) also identified that “680 Humber students have studied abroad for credit; over 200 of those were supported by bursaries” (p. 2). A specified goal at
Seneca is stated to expand “its international outreach to develop study, work and volunteer abroad opportunities as well as faculty and student exchanges” (Seneca, Academic Plan, n.d., p. 14). Seneca’s SMAS (2012) committed to supporting more students and faculty “in international study, work and volunteer opportunities designed to enrich their own Seneca experiences” (p. 2). International partnerships supported opportunities for students and faculty to work, study and/or volunteer abroad. It is unknown as to how many faculty have in engaged in opportunities abroad.

International enrolment was another theme identified in the data analyzed. In the SMAS, both Conestoga and George Brown identified increasing international student enrolment with this being the only method Conestoga identified (in the documents that I analyzed) to support the globalization of its programs. International student enrolment was not discussed in the SMAS for Humber, Seneca or Sheridan. At Sheridan, international enrolment is specified to “help diversify the culture of our student population and global citizenship” (Sheridan, Strategic Plan, n.d. p. 7).

Of the seven institution’s internationalization activities identified by the Association of Canadian Community Colleges (ACCC) (2010) in the literature reviewed, a commitment to international mobility for Canadian faculty and staff, international mobility for Canadian students and international students in Canada were identified in the data analyzed. Institutional internationalization policy was identified in the documents analyzed, however, was not found in the ITAL mission statements. International partnerships was a dominant theme among the ITALs, however, the delivery of programs and services abroad was not specified. Similar to Figure 2 which identifies the extent of engagement in internationalization activities identified in the ACCC (2010) report, international students and international cooperation were the two activities that colleges identified they were most highly engaged in. This is consistent with the institutional commitment found in the data analyzed.
Human Resource Policies, Procedures and Opportunities

Data related to the human resource policies, procedures and opportunities that support the development of global competence for faculty and program heads at each ITAL are presented in this section. Data came from the analysis of program websites, human resource policies, SMAS, academic plans and the employment section of each ITAL website. Policies related to human resources and faculty development were publicly available on three ITAL websites. I requested human resource policies at the two ITALs that did not have them publicly available. I did not receive the policies from one ITAL and the other ITAL sent their recruitment and professional development policies to me electronically. A total of eight official policy statements (see Appendix M) were collected and analyzed and publicly available documents were used where available. Responses from program heads and faculty to the online questionnaires are also included in this section.

Conestoga.

I was unable to find hiring, recruitment and selection policies, procedures or opportunities on Conestoga’s website. However, human resource policies and procedures related to Human Rights and Accommodation for Employees with Disabilities were available on the College website. I contacted the human resource department requesting copies of their policies related to hiring and/or professional development and I was told that they were not able to send me the policies at that time due to the busy recruitment season (Personal communication, May 20, 2014). Additionally, there was no reference on the program website made to the faculty teaching in the International Business Management (Bachelor of Business Administration) program at Conestoga.
George Brown.

I was not able to find policies related to recruitment, hiring and professional development on George Brown’s website. I contacted the human resource department at the College, and relevant policies were sent to me electronically.

George Brown’s Recruitment – Interview Committee Policy (2006) for full-time positions states,

Internal and external applicants will be screened and evaluated by a formal Interview Committee in order to select the most appropriate candidate and maintain equity in the selection process when full-time positions occur. It is the goal of George Brown College to ensure that Interview Committees reflect the diversity of the College's population wherever possible. (para. 1)

The diverse population of the College is identified in this policy and the composition of the interview committee includes administration, an academic employee and support staff (George Brown, 2006).

George Brown’s Orientation and Training Policy (2006) referenced professional development and states that “a wide variety of orientation, training, and professional development activities for all employees of the College. These activities will be closely aligned with the strategic goals and directions of the College as set forth by the Senior Management team” (p. 1) will be offered by the Staff Development Office. The ‘Why Work at George Brown’ section of George Brown’s employment website supports this policy and specified that the “Staff Development office provides a wide variety of learning opportunities for all George Brown College employees, designed to increase current skill sets and to provide opportunities for
growth and future development” (para. 4). George Brown’s *Orientation and Training Policy* (2006) identified a ‘Teaching Portfolio’ for each new faculty member which,

outlines the basic competencies each new faculty is expected to demonstrate by the end of his/her probationary period. The ‘Teaching Portfolio’ will also identify the training supports provided by the College to the new faculty member, and the manner in which performance in each competency is assessed. (p. 1)

The Staff Development Office “works collaboratively with College departments and external partners in developing new and innovative programs designed to facilitate the growth of the College employees and ultimately contributing to the education of our students” (George Brown, Employment at George Brown, *n.d.*, para.5).

George Brown’s *Tuition Assistance Policy* (*n.d.*) states that the College will “consider reimbursement of tuition expenses for any approved and successfully completed post-secondary credit course leading to certificate, diploma, or degree at an accredited post-secondary institution for all full time employees” (p. 1). To be eligible for tuition assistance, faculty must be full-time employees. Contract faculty are not mentioned in this policy. There was no reference made to the faculty teaching in the *Business Administration – International Business* program at George Brown on the program website.

**Humber.**

Humber’s *Bachelor of Commerce – International Business* program website referenced faculty teaching in the program and stated that students will “learn from experienced professors and a network of industry professionals” and referred to a public website which listed the credentials of faculty members. Humber’s *Faculty Academic/Professional Credential Requirements Policy* (2012) stated, “all faculty members teaching within a given program may
also be required to possess the appropriate qualifications and fields of expertise, and where relevant, be practitioners” (p. 2). Additionally, the Faculty Academic/Professional Credential Requirements Policy (2012) stated that “faculty teaching courses that are directly workplace related are required to have a minimum of five years appropriate experience in the field” (p. 2). This is not specific to the international business program, however, it may mean that faculty teaching in these programs may require five years of work experience in an international or global environment.

Humber’s SMAS (2012) specified its institution’s commitment to “hiring, developing and supporting faculty with both industry experience and academic credentials (e.g., provided support to 36 faculty members to attain advanced credentials in 2011-2012)” (p. 5). This commitment is supported in Humber’s 2013-2014 Business Plan (n.d.), “in order to provide the best possible educational experience for students, we must ensure that our faculty, staff and administrators have the tools and resources necessary to deliver on their individual roles” (p. 14). Humber has implemented a mandatory two-year teaching excellence program for full-time faculty, a teaching effectiveness certificate for part-time educators, and a teaching innovation fund which “provides funding to encourage faculty-driven research, innovation in teaching and learning, and evidence-based practice” (Humber, SMAS, 2012, p. 5).

Humber’s Faculty Evaluation and Professional Development Policy (2013) included its commitment to “supporting faculty in the pursuit of professional development activities, both within and outside of the college, in order to ensure currency of faculty and promote curricular and instructional innovation” (p. 2). The Faculty Evaluation and Professional Development Policy (2013) added, “faculty may also pursue further academic, professional, or technical
education or maintain currency in their fields by participating in conferences, meetings, industry
placements, job shadowing or exchanges” (p. 2). Exchanges were specified in this policy.

The ‘Why Humber’ section of Humber’s human resource services website (n.d.)
specified, “we invest in the success of all our employees with comprehensive professional
development programs through our Centre for Teaching and Learning and Learning and
Organizational Development team” (para. 1). Programs for tuition reimbursement and discounted
rates for courses at Humber are also listed on Humber’s Human Resource Services website. This
is general and not specific to the international business program faculty, therefore it is not known
to what extent this would impact the faculty teaching in the international business program.

**Seneca.**

Seneca’s Bachelor of Commerce - International Business Management program website
(n.d.) indicated that students will “have the opportunity to learn from award–winning faculty
with extensive expertise in international business” (n.p.). Seneca’s Hiring Policy (n.d.) listed on
the Careers section of the College website specified, “the College is committed to creating a
quality and equitable work environment for all employees. This includes establishing effective
procedures for assessing appropriate candidates during the recruitment, selection and hiring
process” (para. 1). Seneca’s Hiring Policy (n.d.) stated “Seneca’s recruitment, selection and
hiring procedures are designed to attract, place and promote the best qualified candidates to
deliver on the College’s objectives” (para. 2). The ‘Why Work at Seneca’ section of Seneca’s
Career website referenced its support of employee development and assistance,

Seneca provides employees with a broad range of personal, career and professional
development assistance. These learning opportunities are offered through ongoing
workshops, resource and reference materials, faculty programs, support staff events, individual training, new employee orientations, health and wellness programs, and more.

(para. 2)

Discounts for continuing education, tuition assistance, and paid professional development leaves were listed as benefits of working at the College (Seneca, Why Work at Seneca, n.d.). Again, the financial assistance available is noted generally and not specific to the international business program faculty, therefore it is not known to what extent this would impact the faculty teaching in the program.

**Sheridan.**

There was no reference made to the faculty teaching in the *Bachelor of Business Administration in Global Business Management* program at Sheridan on the program website (n.d.). Sheridan’s *Curricular and Instructional Innovation Policy Statement* (2002) stated its commitment to, “promoting curricular and instructional innovation as a means of ensuring excellence in student learning outcomes. Sheridan supports the development of faculty skills in curriculum development and delivery through effective orientation and on-going development processes” (p. 1). Sheridan’s *Teacher Education Policy for New Faculty* (2013) specified,

Sheridan is committed to creating an environment for learning that is distinguished by high quality curriculum and highly skilled faculty who actively engage students in the learning process. To achieve this learning-centered environment, we will provide faculty with opportunities to develop their knowledge and skills in strategies of teaching and learning, including delivery methods, assessment strategies and student learning styles, and their ability to design and develop outcomes-based curriculum. To that end, all new faculty are required to complete an appropriate professional development program
designed to enhance their ability to facilitate student learning and develop curriculum. (p. 1)

In support of this, the College’s ‘Teaching and Learning Academies’ are part of a two year professional development program that is required for all full time faculty at the College and ‘Fundamentals of Teaching and Learning’ is a required program for contract faculty (Sheridan, Teacher Education Policy for New Faculty, 2013).

The ‘About Human Resources’ section on Sheridan’s college website (n.d.) included personal and professional development as a guiding principle and value. Sheridan’s ‘Employment Information’ section of the Human Resources & Organizational Development website included a section to learning and development which was general and not specific to the international business program, “Sheridan recognizes the needs and desires of employees to pursue excellence through professional development. The College encourages career and personal growth,” (para. 4). Additionally, “Human Resources offers Sheridan employees various professional development opportunities throughout the year that promote career development and success in the workplace” (Sheridan, Employment Information, n.d., para. 5) which included professional development funding, tuition reimbursement policy, and reduced rates for Sheridan courses.

Program head questionnaire responses.

Only one of the five program heads (20%) invited to participate in the study responded to the online questionnaire. Question seven (a) of the online questionnaire asked program heads “To what extent do you perceive yourself as ‘globally competent’?” Respondents were to choose between the options “Not At All”, “Somewhat” or “Very Much” and then question seven (b) asked respondents to describe. Respondent PH1 indicated “Somewhat” and described as follows,
“I have worked with international educational partners in China and Europe” adding that it is “important to respect their educational philosophy.” When asked if participants were currently engaged in professional development to maintain or enhance their global competence at the College, respondent PH1 replied, “Yes, internationalization of the curriculum in partnership with our International Department and CIDA.” Question nine asked “Are you currently engaged in professional development to maintain or enhance your global competence with an organization that is NOT your college? Please describe, and if not, why not?” Respondent PH1 indicated that he/she was not because there was “no time to do so.”

Respondent PH1 indicated “Very Much” when asked to rate the extent to which he/she thought it was important for faculty teaching in the international business programs and the program heads who oversaw the programs to be globally competent. When asked to what extent the College provided opportunities to maintain or enhance global competence, this respondent replied “Somewhat” indicating,

as Dean of the Business School it is really up to me to seek out Global competency training. Usually I participate in student and faculty run workshops - currently supporting 27 faculty from Indonesia in their capacity to deliver entrepreneurship curriculum.

Faculty questionnaire responses.

There were two valid faculty responses to questions 6 through 10 on the online questionnaire which addressed this research question. Question six (a) of the online questionnaire asked faculty “To what extent do you perceive yourself as ‘globally competent’?” Respondents were to choose one of the following three options; “Not At All”, “Somewhat” or “Very Much” and then question six (b) asked them to describe. Respondent F3 indicated “Very
“Much” and described a “tremendous interest in cultures, well-travelled, graduate level academic study on global concepts, international relations” to support this. Respondent F7 indicated “Somewhat” when responding to this question, and when asked to describe, he/she added “I have worked in both first and third world countries.” Similarly, in response to question nine, respondents were asked to rate the extent to which they think “it is important for faculty teaching in the international business programs and the program heads who oversee the programs at Ontario's five Institutes of Technology and Advanced Learning colleges to be globally competent?” Respondent F3 indicated “Very Much” and respondent F7 indicated “Somewhat”.

Question seven of the faculty online questionnaire asked, “Are you currently engaged in professional development to maintain or enhance your global competence at the College? Please describe, and if not, why not?” Respondent F3 stated “seminars, think tanks, organize workshops on the topic for other faculty” as ways in which they are engaged in professional development at the College. Respondent F7 indicated “No. Only teaching one course currently.” Question eight asked faculty, “Are you currently engaged in professional development to maintain or enhance your global competence with an organization that is NOT your College? Please describe, and if not, why not?” Respondent F3 stated the following engagement in professional development outside of their College, “Global Economic Forum, CD Howe Institute, FITT and CIFFA organizations” and respondent F7 replied “No.”

Question 10 asked respondents, “to what extent does your College provide you with opportunities to maintain or enhance global competence?” and respondents were asked to describe. Respondent F3 indicated “Not At All” and did not provide a description. Respondent F7 identified “Somewhat” and when asked to describe stated, “there is the ability to assist in other countries under the auspices of the College.”
Summary and interpretation.

The human resource development category of organizational strategies to support internationalization as identified by Knight and deWit (1999) included:

- Recruitment and selection procedures which reorganise international and intercultural expertise
- Reward and promotion policies to reinforce faculty and staff contribution to internationalization
- Faculty and staff professional development activities
- Support for international assignments and sabbaticals. (p. 26)

Two of the five ITALs (40%) referenced the faculty teaching in their International business Program on the program website. Humber referenced students learning from experienced professionals on the *Bachelor of Commerce – International Business* program website (*n.d.*). Seneca’s *Bachelor of Commerce - International Business Management* program website (*n.d.*) indicated that students will “have the opportunity to learn from award–winning faculty with extensive expertise in international business” (*n.p.*). However, none of the recruitment and selection policies that were found and analyzed identified international and intercultural expertise. Reward and promotion policies that promote the contribution to internationalization were also not found.

Respondent PH1 indicated that they perceive themselves as “Somewhat” globally competent and described his/her experience, “I have worked with international educational partners in China and Europe. Important to respect their educational philosophy.” Respondent PH1 identified as being currently engaged in professional development at their College and not
with an organization outside of their College stating “No- no time to do so.” Respondent F3 indicated that they perceived themselves as “Very Much” globally competent and engaged in professional development both at the College (think tanks, seminars, and organizing workshops) and outside of the College (forums and memberships with organizations) to maintain and/or enhance global competence. When asked to what extent their College provided them with opportunities to maintain or enhance global competence, respondent F3 indicated “Not At All” Respondent PH1 indicated “Somewhat” to the same question. Respondent F7 indicated that they perceived themselves “Somewhat” globally competent and did not engage in professional develop at the College or outside of the College to maintain and/or enhance global competence. However, respondent F7 indicated “Somewhat” in response to the extent to which their College provided opportunities to maintain/enhance global competence referencing opportunities to assist in other countries.

Four of the five ITALs (80%) identified professional development opportunities for employees in the data analyzed which is consistent with the organizational strategy to support internationalization. George Brown’s Staff Development Office worked “with College departments and external partners in developing new and innovative programs designed to facilitate the growth of the College employees” (George Brown, Employment at George Brown, n.d., para.5). Humber’s Faculty Evaluation and Professional Development Policy (2013) discussed “supporting faculty in the pursuit of professional development activities, both within and outside of the college, in order to ensure currency of faculty and promote curricular and instructional innovation” (p. 2). At Seneca, providing employees with personal, career and professional development assistance was listed as a reason in the ‘Why Work in Seneca’ section of Seneca’s employment website (n.d.). Sheridan’s Curricular and Instructional Innovation
Policy Statement (2002) also stated its support for professional development, “Sheridan supports the development of faculty skills in curriculum development and delivery through effective orientation and on-going development processes” (p. 1). The ‘About Human Resources’ section on Sheridan’s College website included personal and professional development as a guiding principle and value.

Tuition assistance and mandatory professional development programs were dominant themes found in the data analyzed. Three of the five ITALs (60%) identified tuition assistance programs and discounted rates for courses taken at the college on the college websites. Humber, Seneca and Sheridan referenced tuition reimbursement and discounted course rates, and Seneca included paid professional development leaves as a benefit of working at the College (Seneca, Why Work at Seneca, n.d.). Two of the five ITALs (40%) identified mandatory professional development programs for full-time and contract faculty. Humber implemented a mandatory two-year teaching excellence program for full-time faculty, and a teaching effectiveness certificate for part-time educators. Sheridan’s Teacher Education Policy for New Faculty (2013) specified a required two year professional development program for full-time faculty (Teaching and Learning Academies) and a required program for contract faculty (Fundamentals of Teaching and Learning).

Although professional development activities for faculty and staff were identified in the data analyzed, it is unknown to what extent this applies to international opportunities. One of the five ITALs (20%) referenced faculty exchanges in its policies, and four of five ITALs (80%) did not make reference to international exchange, work or volunteer opportunities for faculty or staff. Humber’s Faculty Evaluation and Professional Development Policy (2013) specified “faculty may also pursue further academic, professional, or technical education or maintain
currency in their fields by participating in conferences, meetings, industry placements, job shadowing or exchanges” (p. 2).

Conclusions

The commitments that would support the development of ‘global competence’ for faculty, staff and students made by institutions in their strategic plans and SMAS included, increasing international partnerships, providing work, study, exchanges and/or volunteer opportunities abroad, and a commitment to increasing international enrolment as a means of globalizing programs.

Mandatory professional development programs for contract and full-time faculty, tuition assistance programs and discounted rates for courses were identified as opportunities and benefits for faculty and/or program heads which could support the development of global competence. However, it is unclear as to the extent to which these opportunities do so as they were not specific to the international context and tuition assistance programs may only applicable to full-time employees.

Overall Summary of the Findings

Consistent with the literature, I did not find a common definition of global competence, but the term ‘culture’ recurred throughout the definitions that were presented. The competencies that are essential to global competence, as found in the data were interconnected and included; discussing/explaining, examining and/or analyzing culture, communication and/or negotiation, describing, assessing and/or analyzing the external environment (political, economic, legal and/or social), developing and evaluating strategies, describing, examining and/or analyzing international trade, comparing, examining and/or evaluating the Canadian perspective, and
discussing and describing human rights, ethics and social responsibility. Celebrating diversity was included at the program and institutional level.

Language study was identified as a critical piece missing from the curriculum. There were no required courses for foreign language study; however one college had a program requirement for students to complete two language electives (Conestoga). Mandatory foreign language study was proposed.

The teaching/learning strategies that supported the development of global competence in the classroom included case studies, developing a business and/or marketing plan, and simulations and games. At the program level, study abroad options supported the development of global competence, and the co-op experience was mandatory, however, it was unclear as to whether it was internationally focused. Further exploration into the co-op programs at the five ITALs is required.

The time required to develop workshops for students and faculty was identified as a challenge to fostering the development of global competence at one college.

Increasing international partnerships, providing work, study, exchanges and/or volunteer opportunities abroad and a commitment to increasing international enrolment as a means of globalizing programs were the commitments to internationalization made by institutions included in this study. Professional development programs, tuition assistance programs and discounted rates for courses were identified as opportunities and benefits for faculty and/or program heads which could support the development of global competence, however, it is unclear to what extent these are internationally focused and available to all faculty (both contract and full-time).
Chapter Six: Discussion and Recommendations

This chapter presents a discussion of the findings and offers recommendations for Ontario’s five Institutes of Technology and Advanced Learning (ITALs). Policy implications and considerations for the theoretical framework that this study was grounded in are also presented. An overall conclusion based on the findings of this research study and a summary concludes this chapter.

Conclusions

The findings of this exploratory descriptive case study provide insight into how global competence as a student learning outcome is developed in the International Business Programs at Ontario’s five ITALs. Although I was not able to determine a common definition of global competence, it was clear from the data analyzed that the awareness, understanding and knowledge of culture was an important component of how global competence was perceived and defined.

At the course level, the competencies that were identified as essential to global competence were interconnected and included the following in the global context: discussing/explaining, examining and/or analyzing culture, communication and/or negotiation, describing, assessing and/or analyzing the external environment (political, economic, legal and/or social), developing and evaluating strategies, describing, examining and/or analyzing international trade, comparing, examining and/or evaluating the Canadian perspective, and discussing and describing human rights, ethics and social responsibility. At the program level, the importance of diversity and celebrating diversity appeared as an important component of global competence.
An opportunity for students to learn a new language was identified as a critical piece missing from the curriculum. Although there were no required courses specific to language study, elective language courses were a program requirement at one of the five ITALs. Elective courses were not included in this research study, and it would be interesting to see which ITALs offer language credit courses as electives that would satisfy the general breadth requirement for their International Business Program.

Three main teaching/learning strategies were employed in the classroom to support the development of global competence. These three strategies included: case studies, developing a business and/or marketing plan, and simulations and games. Case studies were the preferred method used across all International Business Programs. At the program level, study abroad options in various countries were available which aimed to support the development of global competence. Although co-operative placements (co-op) were mandatory at four of the five ITALs, the data suggested that majority of these placements were not internationally focused.

A challenge to fostering the development of global competence that was identified included a lack of time to develop workshops for both students and faculty. Institutional commitment to internationalization was evident in the college documents analyzed, however, I did not find this commitment articulated in the mission, vision and/or values of the institutions. It could be speculated that this is because vision and mission statements are not often updated. The commitment to internationalization activities by the ITALs identified in relevant documents included: increasing international partnerships, providing work, study, exchanges and/or volunteer opportunities for faculty, staff and students, and increasing international enrolment.
Human resource policies and opportunities included: professional development programs, tuition assistance programs and discounted rates for courses at the respective ITALs, however, it was unclear as to what extent these were internationally focused and whether these opportunities were available to all faculty (i.e., both contract and full-time faculty) teaching in the International Business Programs. The recruitment and hiring policies analyzed did not include international and/or intercultural expertise as hiring criteria. Although an institutional commitment to provide work, study, exchanges and/or volunteer opportunities for faculty and staff was identified, I did not find evidence of overall support for international assignments.

**Recommendations for Ontario’s five ITALs**

Based on the data collected and analyzed in this research study, the following six recommendations are offered that may lead to helping with the development of global competence as a student learning outcome at Ontario’s five ITALs.

**Recommendation 1:** Foreign language study was found in the literature (e.g., Knight and deWit, 1999; Olsen & Kroeger, 2001; Reimers, 2009) as a key component of global competence; however, language study as a requirement was not evident in the required courses or program learning outcomes. One study participant (PH1) identified language study as a critical piece missing from the curriculum. Only one ITAL (Conestoga) identified language study as a program requirement. My recommendation is to include language study as either required courses or as a program requirement to complete as elective courses in partial fulfillment of the 20% general breadth requirement for all college degree programs. Students should take a minimum of 2 courses in the same additional language that they choose to study.
**Recommendation 2:** The co-op experience can contribute greatly to the development of global competence as a student learning outcome. It is my recommendation that up to 75% of co-op placements be internationally focused. However, this would not mean that these co-op placements must to be abroad, as that may not be feasible for all students and/or institutions to support. Although experience abroad should be encouraged, my recommendation is that these co-op experiences be required to have a clearly identifiable international dimension to them. An example could include a co-op experience at a multinational corporation. Another example could include a co-op placement at a Canadian social enterprise that generates profit through product and/or service and incorporates a social impact dimension that is global in nature.

**Recommendation 3:** International and/or intercultural expertise was not included in the human resource policies that I analyzed. Considering that the ITALs make a commitment to internationalization in their strategic plans and Strategic Mandate Agreement Submissions at an institutional level, it is my recommendation that international expertise be included as a criterion for human resources recruitment and selection policies. It is my recommendation that international/intercultural competencies should be included specifically for hiring in the internationally focused programs since they focus on the development of global competencies as well as the general breadth courses.

**Recommendation 4:** Professional development for faculty and staff was identified in the data analyzed. However, these were not specific to international assignments and/or faculty and staff mobility. I found a commitment to faculty mobility in the institutional documents, but the development programs did not specify this option, which may mean that faculty and staff are unaware of these opportunities if they are available. It is my recommendation that professional development for faculty and staff include the option of international assignments. For faculty
teaching in the International Business Programs specifically, this could be considered a requirement supported by the institution, as co-op is for students.

**Recommendation 5:** It is my recommendation that ITALs incorporate a commitment to internationalization and/or global education in their mission, vision and/or value statements. This would help establish internationalization as a priority at the ITALs, and affirm commitment from the senior administration.

**Recommendation 6:** Technology is an essential component to the global landscape and can provide opportunities for students, faculty and staff to enhance their global competence. Li’s (2013) study supports this and states there is “some initial evidence that, by providing students with opportunities to collaborate virtually with peers from foreign cultures, we can improve student global competence in an easy to use and cost-effective way” (p. 127). Technology was not identified in the data analyzed as a resource used to help develop global competence, with the exception of a business simulation activity in an online environment (Conestoga). It is my recommendation to incorporate information technology specific to fostering international understanding in the teaching/learning strategies employed by faculty in at least 50% of the required courses that are internationally focused within the International Business Programs. This can include virtual collaboration among students with partnering institutions and/or virtual participation in a lecture or seminar with experts and global leaders. This can help students and faculty utilize technology to connect globally, create communities and build partnerships.

**Policy Implications**

The Postsecondary Education Quality Assessment Board’s (PEQAB) (2010) *Handbook for Ontario Colleges* requires work experiences to be “appropriate to the program” (p. 21). The
co-op information provided on the International Business Program websites of each ITAL does not indicate that the work experience will be internationally focused. Additionally, respondent PH1 identified only “Up to 50%” of co-op placements were internationally focused at his/her College. The data suggest that this is inconsistent with PEQAB’s (2010) requirement. The co-op programs should be assessed as to why this may be, and the challenges of placing students in co-op experiences that are internationally focused identified. It may not be feasible for ITALs to provide an internationally focused co-op experience for all of the degree students in the International Business Programs, and therefore PEQAB’s standards should be re-examined to reflect this.

Institutions showed a commitment to internationalization in their strategic plans and Strategic Mandate Agreement Submissions and are engaged in increasing international enrolment and international partnerships. I would infer that the institution’s commitment to internationalization impacts recruitment and hiring policies at the colleges. The Association of Canadian Community Colleges (ACCC) (2010) report indicated that developing global competence as a student learning outcome of internationalization is the primary reason for engaging in that process. If institutions expect to develop global competence as a student learning outcome inside the classroom, it can be assumed that faculty teaching in the programs that are specifically focused on international business should also be globally competent. Study participants identified that it is important for faculty teaching in the International Business Programs and the program heads who oversee these programs to be globally competent. This is not reflected in the human resource policies which were analyzed and there was no specific mention of international and/or intercultural expertise. I did not analyze the job postings at the ITALs as a part of my study, therefore I am not aware of whether the job postings make specific
reference to international and/or intercultural competencies for positions that are either specific to the International Business Programs and/or general appointments.

I raised the question from the data as to whether faculty teaching a general business course that is a part of the International Business Program should be required to incorporate the development of global competence within the foundational course and whether these faculty should be ‘globally competent’ although the course(s) that they teach are not internationally focused. From my experience, faculty teaching at an Ontario college are often required to teach across several programs rather than hired to teach in only one program. On the other hand, all of the ITALs declared that internationalization of programs was a strategic goal for their institutions in general. This raises the question as to whether faculty teaching general courses (not specific to international) should also have international and/or intercultural expertise, and if so, implies that policies should be reflective of this.

Policies related to mandatory professional development programs were not specific to the international context. Given the institutional commitment to increasing the enrolment of international students as one of the activities to promote internationalization at the colleges, the mandatory professional development programs may need to be re-examined and retooled to equip faculty with the necessary skills to address the influx.

Vocational standards, essential employability skills / generic competencies, and general education / general breadth courses are the three elements of program standards for Ontario colleges. The college itself which offers the program of instruction determines “the specific program structure, delivery methods, and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard” (MTCU, 2012, p. 1). The vocational standards identified international trade as being critical to the Canadian economy, and integrative
trade was reflected in seven of the vocational learning outcomes (MTCU, 2012). It was surprising to find that international trade was not mentioned in the International Business Program descriptions, program learning outcomes or in the responses to the online questionnaires. Integrative trade refers to “a complex global system in which goods, services and services related to goods are traded across many borders many times along global value chains, powered by larger amounts of foreign and direct investment” (as cited in MTCU, 2012, p. 20). It was identified in 13 (52%) of the course outlines analyzed. Interestingly, culture and negotiation were dominant themes found across the data analyzed and only one vocational learning outcome addressed this as a part of MTCU’s (2012) Business Administration – International Business Program Standard. Furthermore, intercultural communication was not found in the vocational learning outcomes, but was found in the course outlines analyzed. Re-examining the vocational learning outcomes and their alignment with the International Business Programs is required to ensure that programs are meeting the requirement and that the program standards are grounded in the relevant competencies for the specified program.

Theoretical Framework Considerations

This study was grounded in Bennett’s Development Model of Intercultural Sensitivity (DMIS). As discussed in chapter one, the DMIS model “is often credited as the theoretical foundation for the development of individual global competence” (Li, 2013, p. 127). The six stages of the model include; denial, defense, minimization, acceptance, adaptation and integration which spread across a continuum (Figure 1). The first three stages (denial, defense and minimization) fall under the category of ethnocentrism with minimization being the transition stage to the three stages that are included under ethnorelativism (acceptance, adaptation and integration). A goal of Bennett’s (2004) theory was to help educators “do a better
job of preparing people for cross-cultural encounters” (p. 1), and although the model does not focus on the specific knowledge, skills and attitudes of intercultural competence, there is an emphasis on a change in worldviews from ethnocentrism to ethnorelativism.

In Bennett’s (1986) *A developmental approach to training for intercultural sensitivity*, each development stage is illustrated with an example which is used to diagnose the level of intercultural sensitivity experienced in each respective stage. This is followed by strategies that trainers and educators can use to help students move along the continuum. The strategies identified in the ‘minimization’ stage of Bennett’s model include “simulations, reports of personal experience, and other illustrations” (Bennett, 1986, p. 190). These strategies were identified in the data collected and analyzed and interestingly fall under the development phase of Minimization which is considered to be on the ethnocentrism side of the continuum.

Case studies were not identified by Bennett (1986) as a teaching strategy used in the stages to help students move from one side of the continuum to the other; however, study participants and the data analyzed included case studies as a dominant teaching strategy employed in the courses across the five ITALs. The objective of Bennett’s DMIS is to encourage a shift in world views to one that adapts and integrates differences in culture. For developing intercultural/global competence, case studies could be a useful strategy as Bonwell and Eison (1991) suggest that case studies foster higher-order thinking, and that the affective involvement “leads to one of the most important advantages of case studies: changes in attitudes” (p. 39). Li (2013) describes the competency attitude as “one’s positive approach toward cultural differences and a willingness to engage those differences” (p. 130). The case study method could be a useful strategy in the ‘Acceptance’ phase of the continuum which is the first stage of ethnorelativism: “the acceptance of cultural difference represents a move from ethnocentrism to ethnorelativism.
At this stage, cultural difference is both acknowledged and respected. Difference is perceived as fundamental, necessary, and preferable in human affairs” (Bennett, 1986, p. 184). Otten (2003) suggests that “it should be guaranteed that the variation of teaching methods and working formats and the integration of different types of course assignments allows students to apply different skills of knowledge (re)production and to apply this to problem-solving based learning” (p. 19). Problem-based learning “embeds students’ learning processes in real-life problems” (Hung, Jonassen & Liu, 2008, p. 486). To support this, Mahoney and Schamber (2004) state “a curriculum that employs analyzing and evaluating cultural difference, however, yields significant change in the development of intercultural sensitivity” (pp. 324-325). Case studies require students to analyze and evaluate their learning in real-life problem situations which would support the objective of the DMIS.

Bennett (1986) suggests, “participants moving out of Acceptance are eager to apply their knowledge of cultural difference to actual face-to-face communication. Thus, now is the time to provide opportunities for interaction” (p. 193). The study abroad options found in the data support the adaptation phase of Bennett’s DMIS which provides an opportunity for students to experience face-to-face communication and exposure to different cultures, norms and beliefs. However, I would suggest that technology has changed the way we communicate with one another and has also provided an opportunity for students to interact with their global peers, albeit not always face-to-face. In relation to the Adaptation phase, Bennett (1986) states, “the ability to change processing of reality constitutes an increase in intercultural sensitivity when it occurs in a cross-cultural context” (p. 185). As context continues to change, students are increasingly taking online courses and using the virtual space to communicate. This provokes us to consider how students would build intercultural sensitivity using an online platform and what
the teaching strategies would be to support both the Adaptation and Integration phases of the DMIS model.

Institutional commitments that support the development of global competence included providing work, study, exchanges and/or volunteer opportunities abroad and increasing international enrolment. The DMIS supports experiencing one’s own culture in the context of other cultures (Bennett, 2004) and study abroad can impact the development of intercultural sensitivity. Anderson, Lawton, Rexeisen and Hubbard’s (2006) pilot study on study abroad and intercultural sensitivity provides preliminary findings “that short-term, non-language-based study abroad programs can have a positive impact on intercultural sensitivity” (p. 467).

Increasing international enrolment may be viewed as an activity that supports the development of intercultural sensitivity for domestic and international students. Summers and Volet (2008) state that “contact between local and international students is regularly noted as an important factor in achieving the aforementioned aims of internationalisation” (p. 357). However, “despite the increasingly multicultural nature of university campuses, the most typical pattern is one of minimal interaction between students of different cultures” (Summers & Volet, 2008, p. 357). Furthermore, international students who speak English as a second language may find the process of transitioning through the stages of the DMIS challenging. It is important for institutions and educators to recognize that because the status of a student is international, it does not necessarily mean that they possess intercultural sensitivity or global competence. It is a process, and the DMIS can help educators assess which stage their students are in, and develop strategies to help transition from one stage to the next.
**Recommendations for Further Research**

To the best of my knowledge, this was the first study that examined developing global competence as a student learning outcome at Ontario’s five ITALs. The response rate to the online questionnaires was disappointingly low, and this study should be replicated to engage more faculty and program heads. In addition, interviews should be used in a future study, particularly to explore question three, the challenges faced by program heads and faculty in fostering the development of “global competence” as a student learning outcome. Although not generalizable, this research will begin to inform post-secondary institutions interested in engaging in internationalization as well as International Business Programs locally, nationally and globally. My nine recommendations for further research are as follows:

**a) A Common Understanding**

This research study was not able to identify a succinct definition of global competence based on the responses from study participants. This was in part due to a low response to the online questionnaires as well as the responses focusing on the characteristics of global competence as opposed to defining the term. A study focused on establishing a common understanding of global competence across Ontario colleges, perhaps using the Delphi technique, would be beneficial to senior administration, program heads, and faculty teaching in the International Business Programs. How global competence is perceived and understood will impact how it is measured and assessed at the course level and program and institutional levels. A common understanding of how global competence is perceived would help inform the learning outcomes that are established for the program and the courses, and subsequently help to identify the knowledge, skills and attitudes that support global competence as a student learning outcome.
(b) General Education and Elective Courses

As mentioned in chapter three, this study included only *required* courses for the International Business Programs and did not include the elective courses. A study on the elective courses that students choose to fulfill the 20% general breadth requirement / general education requirement (PEQAB, 2010) for the International Business Programs should be conducted. As stated by PEQAB (2010), the general education and general breadth requirement contribute to the achievement of the “knowledge of society and culture, and skills relevant to civic engagement” (p. 21). Themes for developing courses that would provide general education include civic life and social and cultural understanding (MTCU, 2005). The Mahoney and Schamber (2004) study “explored how curricular interventions in general education courses can influence the development of intercultural sensitivity among students” (p. 332), and concluded that general education curriculum that used Bloom’s Taxonomy’s higher levels of sophistication (ie. analysis and evaluation of cultural difference) contributed to the development of intercultural sensitivity. A study that examines the elective courses students select and complete as a part of the International Business Program would be insightful, and provide a greater understanding as to which elective courses students are completing and the learning outcomes of those courses and whether or not they contribute to the development of global competence.

(c) International Assignments for Faculty

In my research study, it was evident that institutions made a commitment to provide study, work and/or volunteer abroad opportunities for students, faculty and staff. On program websites, study abroad options were provided for students. I was not able to find data that related to faculty mobility outside of the institutional commitment made by the ITAL. A study focused
on faculty mobility at Ontario’s five ITALs and the international assignments that are available would be insightful. Furthermore, the extent to which faculty, staff and students are aware and able to engage in study, work and/or volunteer opportunities abroad should be explored.

(d) Co-operative Placements

Co-op is a mandatory requirement for degree level programs at Ontario colleges. The placements that students are working in to complete this requirement for the International Business Program requires further study. It is unclear as to whether these placements are internationally focused and/or whether they facilitate in the development of global competence. A deeper study of the course learning outcomes for co-op as well as the assignments students are required to complete would be helpful to understand whether or not the international dimension is incorporated. Co-op has the potential to be an opportunity to help students develop global competence, however, further research is required.

(e) Certificates and Credentials

In chapter two, a global competency credential at Thompson Rivers University and a certificate at the Centre for Global Competency (housed at the University of Central Oklahoma) were discussed. In order to achieve the credential, students in these two programs are required to participate and/or complete specific activities which range from learning a language to global experiences. In the study data analyzed, one ITAL (Conestoga) identified a Global Citizenship Certificate available to students on their website, however, I was unable to locate further information about the certificate on that College website. A study focused on certificates specific to global competency and global citizenship would provide better insight to what the essential
components are and how they are assessed. Providing a credential assumes that global competency can be measured, and this requires further study.

(f) The Use of Case Studies as a Teaching Strategy

Case studies were identified as one of the main teaching/learning methods employed in courses to develop global competence as a student learning outcome. Further research on the case studies being used, specifically to develop global competence, and the learning outcomes of these cases would be beneficial. Since this is one of the main methods used across the five ITALs in the International Business Programs, an analysis of the case studies could provide useful information on what global competencies are being developed with this learning activity and whether this supports Bennett’s DMIS model or not.

(g) Internationalization of Curriculum

Data from this research study supported the internationalization of curriculum, which was identified as one of the seven internationalization activities Canadian colleges engage in (ACCC, 2010). A study focused on the internationalization across the curriculum at Ontario’s five ITALs and indeed all the Ontario colleges would be beneficial to understanding the faculty perspective as it relates to the process, opportunities and challenges encountered. This could identify best practices for other faculty across Canada who are engaged in this activity at their colleges. Furthermore, the findings may encourage colleges to infuse global competencies across all programs.
(h) Assessing the Impact of Multiculturalism in the classroom

The multicultural diversity in the city of Toronto is continuing to expand. A study focused on the impact of multiculturalism in the classroom from the perspectives of faculty and students would be helpful to understand whether there is a link between multiculturalism and internationalism. Furthermore, an analysis of whether a growing multicultural student body has an impact on institutional approaches to the development of global competence would increase understanding.

(i) The Student Perspective

This research study did not incorporate a student perspective. A study that focused on the college student’s views of global competence and their perceptions of its relevance would be insightful. Understanding the student experience could help institutions that are engaging in the process of internationalization identify strategies that are applicable to their students. The student perspective as it relates to the development of global competence as a student learning outcome of internationalization requires exploration.

Summary and Overall Conclusion

This chapter presented the conclusions, policy implications and recommendations, and further research and theory development for Ontario’s five ITALs as these related to my overarching research question that this study sought to address: How is global competence defined and what are the essential global competencies required upon graduation for students from the International Business Programs at Ontario’s five ITALs?
Although a common definition was not found, cultural competence was a dominant theme identified in the literature reviewed and data analyzed. An objective of Bennett’s DMIS model was to help educators prepare students for cross-cultural encounters, and from the data analyzed, the course-based teaching strategy identified most frequently to assist with the development of global competence was the use of case studies. Institutions specified a commitment to internationalization in their strategic plans, however, the human resource policies, procedures and opportunities did not reflect this commitment, nor did the mission statements of the ITALs. This could deter the development of global competence as a student learning outcome of internationalization.

It is my hope that the findings of this study will inform the increasing number of post-secondary institutions engaging in the process of internationalization. As administrators, educators and staff, we have the opportunity to help students develop their capacity and contribute not only to the global economy, but to the world in a positive way. It is up to our institutions to implement policies, programs, courses and strategies that help develop global competence not only in students but also in faculty and program heads. It is up to our faculty and program heads to incorporate teaching/learning strategies that support its development. And it is up to our students to be open to international/intercultural experiences. Globally, without the development of this competence, we risk forfeiting the improvement of systems and the opportunities and benefits of positive change that parts of our world so desperately need, and as Reimers (2009) points out, with it, global peace and stability may be within reach.
References


Association of Canadian Community Colleges (2010). *Internationalization of Canadian Colleges and Institutes*. Ottawa: ACCC.


Conestoga College Institute of Technology and Advanced Learning Human Resources Department (personal communication, May 20, 2014)


Faculty Respondent. (personal communication, May 8, 2014)


Sheridan College Institute of Technology and Advanced Learning. (n.d.). *Bachelor of Business Administration (Global Business Management)*. Retrieved November 17, 2013 from


## Appendix A:

**American Council on International Intercultural Education and The Stanley Foundation’s Institutional Strategies**

| **Coordination** | - Identify appropriate personnel to manage internal and external programs and grant funded activities.  
- Recognize the need for a variety of programs to draw a critical mass of participation.  
- Inventory library holdings to expand awareness of existing resources and identify gaps needing to be filled in order to support curriculum development.  
- Join state or regional associations and consortia to gain access to programs already established for community colleges. |
| **Student and Faculty Involvement** | - Identify faculty who are interested and willing to be involved.  
- Designate a coordinator of efforts for international and intercultural programs, with a central, visible location on campus to facilitate the internal dissemination of information about programs and opportunities. The coordinator should report directly or indirectly to the president.  
- Work toward extensive grass roots level involvement in global education initiatives across the institution to provide a broad base of support for the coordinator.  
- Establish a college-wide committee to help develop and implement initiatives.  
- Develop a well-coordinated, international student program using these students as resources for area expertise.  
- Seek faculty development opportunities (e.g., the East-West Center, National Endowment for the Humanities seminars, Fulbright programs, Rotary fellowships, in-house or local area seminars on language and culture). Recognize the multiplier effect for students when faculty gain global expertise.  
- Participate in the ACIIE, Community Colleges for International Development (CCID), and other global education organization conferences for information on model programs and funding opportunities.  
- Enhance communication about global efforts through internal newsletters, brown bag lunches, inviting staff and faculty to share what they have gained through seminar and conference attendance, participation in exchanges, specialized study, etc.  
- Seek ways to involve more faculty, particularly in vocational and technical fields, and maintain support for those who have already become involved.  
- Invite consultants from other colleges to work with administrators, faculty, and staff (both CCID and ACIIE provide referrals to consultants). |
| Active Community Participation | • Encourage bilingualism for all members of the college community.  
  • Conduct an inventory/audit of resources and needs of the institution and its community. Be sure to include students, college personnel, and the lay community as potential global education resources.  
  • Use statements from AACC and ACCT recognizing the importance of global education to support local efforts.  
  • Establish links with business and industry and seek their support and involvement in the program.  
  • Establish links with local ethnic groups and community organizations such as Sister Cities, Rotary, chambers of commerce, and trade associations.  
  • Identify and consult with potential customers for programs under consideration. |
| Commitment | • Secure the commitment of the CEO and the academic vice president to include global efforts in the institution’s effectiveness plan.  
  • Seek the support of the board of trustees and work with/through them to create a mission statement that includes global education. |
| Technology | • Utilize information technology, including distance learning and teleconferencing, Internet e-mail, and the World Wide Web.  
  • Reconceptualize the way languages are taught to take into account new technologies and to strengthen the link between culture and language. |
| Financial Resources | • Seek grant funding to help support global initiatives.  
  • Initiate a line item in the college budget for international programs.  
  • Work with state and local funding sources to legitimize use of resources to support global education initiatives. |

Appendix B: List of Required Courses

**Institution:** Conestoga College Institute of Technology and Advanced Learning

**Program:** International Business Management (Bachelor of Business Administration) Degree

**Required Courses:**

| Level One: |
| --- | --- |
| Introduction to Business with International Applications |
| Organizational Behaviour with International Applications |
| Information Management |
| Introduction to Microeconomics |
| Academic Communications |
| Business Math |

| Level Two: |
| --- | --- |
| Introductory Accounting |
| Introduction to Macroeconomics with International Applications |
| Professional Communication |
| Marketing |
| Operations Management I |

| Level Three: |
| --- | --- |
| Co-op and Career Preparation |
| Database Management |
| Project Management with International Applications |
| International Marketing |
| Global Supply Chain Management |
| Applied Statistics |

| Level Four: |
| --- | --- |
| Managerial Accounting |
| Canadian and International Business Law |
| International Human Resources Management |
| Research Methods |
| Conflict Management |

| Level Five: |
| --- | --- |
| Co-op Work Term I (International Business Management) |

| Level Six: |
| --- | --- |
| International Business Planning and Strategy |
| World Cultures |
| Finance for Managers |
| Staff Recruitment and Selections |

| Level Seven: |
| --- | --- |
| Economics of International Trade and Finance |

| Level Eight: |
| --- | --- |
| Co-op Work Term II (International Business Management) |

| Level Nine: |
| --- | --- |
| Co-op Work Term III (International Business Management) |

| Level Ten: |
| --- | --- |
| Consulting/Integration Project I |
| Managing Business Performance (Multinationals) |

| Level Eleven: |
| --- | --- |
| Consulting/Integration Project II |
| Corporate Social Responsibility |

**Source:** Conestoga College Institute of Technology and Advanced Learning. (n.d.). *International Business Management (Bachelor of Business Administration) (Co-op).* Retrieved November 17, 2013 from: http://www.conestogac.on.ca/fulltime/1172C.jsp#program-courses
**Institution:** George Brown College

**Program:** Business Administration – International Business Diploma

**Required Courses:**

<table>
<thead>
<tr>
<th>Semester One:</th>
<th>Semester Two:</th>
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<td>Business Concepts I</td>
<td>Principles of Accounting</td>
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<tr>
<td>College English</td>
<td>Project Management</td>
</tr>
<tr>
<td>Business Computer Applications I</td>
<td>Professional Communications I</td>
</tr>
<tr>
<td>Fundamentals of Human Resources</td>
<td>Business Computer Applications II</td>
</tr>
<tr>
<td>Management</td>
<td>Math for Business &amp; Management II</td>
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<tr>
<td>Principles of Marketing I</td>
<td>Organizational Behaviour</td>
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<td>Math for Business &amp; Management I</td>
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<tr>
<td>Macroeconomics</td>
<td>Managerial Accounting</td>
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<td>Professional Selling</td>
<td>Small Business Management</td>
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<td>Operations Management</td>
<td>Logistics &amp; Supply Chain Management</td>
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<tr>
<td>Business Statistics</td>
<td>Introduction to Freight Forwarding I</td>
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<tr>
<td>International Business</td>
<td>Career Planning &amp; Development</td>
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<th>Semester Five:</th>
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<td>Management Decision Making</td>
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<td>International Marketing</td>
<td>Strategic Analysis</td>
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<td>International Trade Finance</td>
<td>International Trade Research</td>
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<td>International Trade Logistics</td>
<td>Legal Aspects of International Trade</td>
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<td>International Market Entry &amp; Distribution</td>
<td>International Trade Management</td>
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<td>Introduction to Freight Forwarding II</td>
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**Institution:** Humber College Institute of Technology and Advanced Learning

**Program:** Bachelor of Commerce – International Business Degree

**Required Courses:**

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<td>Introductory Financial Accounting</td>
<td>Business Information Systems</td>
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<td>Microeconomics</td>
<td>Business Communications</td>
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<td>Business Law</td>
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<td>Marketing</td>
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<td>Quantitative Methods for Business</td>
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<td>Ethics And Values</td>
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<td>Human Resources Management</td>
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<td>Customer Service</td>
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<td>Quantitative Methods for Business</td>
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<td>Business Research Methods</td>
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<td>International Business Strategy 1</td>
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<td>International Selling Strategies</td>
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Institution: Seneca College of Applied Arts and Technology

Program: Bachelor of Commerce – International Business Management Degree

Required Courses:

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<td>Computer Applications for Business II</td>
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<td>Introduction to Financial Accounting</td>
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<td>Writing Strategies</td>
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<td>Applied Communication for Business and Industry</td>
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<td>Introduction to Business Case Analysis</td>
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<td>Introduction to Human Resources</td>
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<td>Business Ethics</td>
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<td>Macroeconomics - Theory and Practice</td>
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<td>Project Management</td>
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<td>Business Processes 1</td>
<td>Project Management II</td>
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<td>World Geography</td>
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<td>Co-op Professional Practice</td>
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**Institution:** Sheridan College Institute of Technology and Advanced Learning

**Program:** Bachelor of Business Administration (Global Business Management) Degree

**Required Courses:**

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<td>** 14-Week Co-op Work Term</td>
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<td>Legal Aspects of International</td>
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<td>Business</td>
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Appendix C:

E-mail Communication with Program Heads to Forward Invitation to Faculty

Hello,

My name is Rumeet Billan and I have contacted you this week by e-mail to request your participation in my study titled, *Global Competence: Essential characteristics as perceived by Program Heads and Faculty in International Business Programs at Ontario’s Five Institutes of Technology and Advanced Learning*.

Please let me know if you would be able to forward this invitation to the full-time and contact faculty teaching in the international business program at your ITAL, and if you could let me know the number of invites sent. If you are unable to do so at this time, please do let me know who would be the best contact that could forward this invitation to all faculty (full-time and contract) teaching in the international business program at your college, and who could let me know how many faculty this invitation was sent to. Your assistance is appreciated.

Thank you,

Rumeet Billan
Ontario Institute for Studies in Education
University of Toronto
Appendix D: Invitation for Faculty to Participate in Study

On official OISE/ U of T Letterhead

Insert Date Here

Title of Study: Global Competence: Essential characteristics as perceived by Program Heads and Faculty in International Business Programs at Ontario’s Five Institutes of Technology and Advanced Learning.

Researchers: Rumeet Billan (PhD Candidate) and Professor Angela Hildyard (Thesis Supervisor)

Dear Prospective Participant:

My name is Rumeet Billan and I am inviting you to participate in my study. I am a Doctor of Philosophy student at the Ontario Institute for Studies in Education (OISE) at the University of Toronto (UofT) in Toronto, Ontario. I am conducting this study under the Supervision of Professor Angela Hildyard, Professor of Higher Education, at OISE, UofT.

The purpose of this study is to establish an understanding of how global competence is defined and what the knowledge, skills, and attitudes are that are essential to the development of global competence as a student learning outcome of internationalization. Study participants include faculty teaching in the international business programs and the program heads that oversee the programs at Ontario’s five Institutes of Technology and Advanced Learning (ITALs). I would also like to explore program and course learning outcomes, learning activities incorporated by faculty to promote the development of global competence, and the challenges that participants encounter in fostering it. I am sending this e-mail to request your participation for this study as you have been identified as a faculty member that teaches in the international business program at one of the five ITALs in Ontario.

The questionnaire for this study includes open-ended and closed-ended questions and is administered online via Survey Wizard 2 which is hosted on the OISE server and should approximately 20-30 minutes to complete. All data collected will be kept in confidence and secure as required by the University of Toronto and then destroyed after five years. You will remain non-identifiable. Because the questionnaire is online, the webmaster may be able to trace the identity of the respondents, but I will not have access to that information.

Participation is voluntary and all participants will have the right to decline to answer any questions, and the right to withdraw from the study by closing the questionnaire before clicking on submit, without explanation or penalty. If you decide to withdraw before you click submit, all data previously entered will be deleted. Because the responses are anonymous, once the data are submitted, I will not be able to track the submission in order to delete the data if you want to
withdraw after submitting. Any reporting of the findings in relevant conferences or publications will **not** include your name, position title, or college affiliation.

I invite you to participate in the study by clicking on the link below which will take you to the questionnaire where you will be asked to consent to participate in the study if you wish to do so. If there are any questions/concerns regarding this study, please feel free to connect with me, Rumeet Billan, at any time via telephone at 905-272-0277 or e-mail rumeet.toor@mail.utoronto.ca or Professor Angela Hildyard at 416-978-4865 or angela.hildyard@utoronto.ca. If you have any questions about your rights as a participant in this study, please contact the Research Ethics Board at the University of Toronto (ethics.review@utoronto.ca or 416-946-3273) or Research Ethics Board at your College XXXX.

Thank you,

Rumeet Billan
Ontario Institute for Studies in Education
University of Toronto
Appendix E: First Reminder E-mail to Participate

Insert Date Here

Title of Study: Global Competence: Essential characteristics as perceived by Program Heads and Faculty in International Business Programs at Ontario’s Five Institutes of Technology and Advanced Learning.

Researchers: Rumeet Billan (PhD Candidate) and Professor Angela Hildyard (Thesis Supervisor)

Thank you to those who have agreed to participate in this study and have already completed the online questionnaire. This is a gentle reminder to those who have not yet had a chance to do so. Your input is very important to my thesis research and is much appreciated. You will have two weeks to complete the questionnaire, by __________. If there are any questions/concerns regarding this study, please feel free to connect with me, Rumeet Billan, at any time by telephone at 905-272-0277 or e-mail rumeet.toor@mail.utoronto.ca or my Thesis Supervisor, Professor Angela Hildyard at 416-978-4865 or angela.hildyard@utoronto.ca.

Thank you!

Rumeet Billan
Ontario Institute for Studies in Education
University of Toronto
Appendix F: Second Reminder E-mail to Participate

Insert Date Here

Title of Study: Global Competence: Essential characteristics as perceived by Program Heads and Faculty in International Business Programs at Ontario’s Five Institutes of Technology and Advanced Learning.

Researchers: Rumeet Billan (PhD Candidate) and Professor Angela Hildyard (Thesis Supervisor)

A sincere thanks to the many of you who have completed the online questionnaire. For those who may wish to participate in this study but have not yet completed the questionnaire, it will remain active for only one more week before I will have to inactivate the link. Your participation in this thesis study will be greatly appreciated as your expertise would provide a valuable perspective to this study. If there are any questions/concerns regarding this study, please feel free to connect with me, Rumeet Billan, at any time by telephone at 905-272-0277 or e-mail rumeet.toor@mail.utoronto.ca or my Thesis Supervisor, Professor Angela Hildyard at 416-978-4865 or angela.hildyard@utoronto.ca.

Thank you,

Rumeet Billan
Ontario Institute for Studies in Education
University of Toronto
Appendix G: Instrument: Questionnaire for Program Heads

Thank you for your willingness to participate in this questionnaire.

I have read and understand the terms of participating in this study as provided in the e-mail invitation and voluntary agree to participate in this online questionnaire. I understand that I am free to not answer any question(s) I do not wish to answer and may withdraw from the study any time before completing the survey and none of the responses competed at that point will be included in the study findings. However, because this survey is anonymous, the data cannot be deleted once I press “submit”.

( ) I agree to complete this online questionnaire

( ) I do not agree (access to the questionnaire will be blocked)

Demographic Information:

Age: ( ) 19-24 ( ) 25-34 ( ) 35-44 ( ) 45-54 ( ) 55-64 ( ) 65+

How many years have you held the role of Program Head (Chair, Director or Dean) at your College?

( ) less than 1 ( ) 1-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21+

How many years have you held the role of Program Head (Chair, Director or Dean) of the international business program at your College?:

( ) less than 1 ( ) 1-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) 21+

Were you involved in creating the outline/outcomes of the international business program at your College? ( ) Yes ( ) No If so, please describe how:

1. How would you define “global competence”? What is your understanding of this term?

_________________________________________________________________________________

2. Please list the competencies (knowledge, skills, and attitudes) that you perceive to be essential to global competence:

_________________________________________________________________________________

3. a) Please list the global competencies that are articulated in the learning outcomes of the international business program at your College:

_________________________________________________________________________________

b) How do you assess these competences at the program level?
4. Please list and describe any activities or events that are a part of the international business program that support the development of global competence:

__________________________________________________________________________

5. To what extent are the students enrolled in the international business program working in international business related co-op placements?

N/A (co-op is not required) | Rarely | Up to 50% of placements | Up to 75% of placements | 100% of placements

6. In the literature reviewed, the terms “intercultural competencies,” and “global competencies” are used. What is your understanding of these terms? How are they different or similar? Please describe briefly:

__________________________________________________________________________

7. a) To what extent do you perceive yourself as “globally competent”?
   Not At All | Somewhat | Very Much

b) Please describe:

__________________________________________________________________________

8. Are you currently engaged in professional development to maintain or enhance your global competence at the College? Please describe, and if not, why not?

__________________________________________________________________________

9. Are you currently engaged in professional development to maintain or enhance your global competence with an organization that is NOT your college? Please describe, and if not, why not?

__________________________________________________________________________

10. Please rate the extent to which you think it is important for faculty teaching in the international business programs and the program heads who oversee the programs at Ontario’s five Institutes of Technology and Advanced Learning colleges to be globally competent.

Not At All | Somewhat | Very Much

11. a) To what extent does your College provide you with opportunities to maintain or enhance global competence?

Not At All | Somewhat | Very Much

   b. Please describe.
12. Please list and describe any challenges that you face or have faced in fostering the development of global competence as a student learning outcome at your College:

______________________________________________________________________________

Thank you for taking the time to complete my questionnaire. If you are willing to be contacted by telephone for a follow-up, please send your contact information by e-mail to rumeet.toor@mail.utoronto.ca.
Appendix H: Instrument: Questionnaire for Faculty

Thank you for your willingness to participate in this questionnaire.

I have read and understand the terms of participating in this study as provided in the e-mail invitation and voluntary agree to participate in this online questionnaire. I understand that I am free to not answer any question(s) I do not wish to answer and may withdraw from the study any time before completing the survey and none of the responses competed at that point will be included in the study findings. However, because this survey is anonymous, the data cannot be deleted once I press “submit”.

( ) I agree to complete this online questionnaire

( ) I do not agree (access to the questionnaire will be blocked)

Demographic Information:
Are you a full-time or contract faculty, please choose one:
( ) full-time    ( ) contract

Age: ( ) 19-24 ( ) 25-34 ( ) 35-44 ( ) 45-54 ( ) 55-64 ( ) 65+

How many years have you been teaching in the international business program at your college?
( ) less than 1 ( ) 1-5 ( ) 6-10 ( ) 11-15 ( ) 16+

How many courses do you teach in the international business program?
( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5+

Please list the course(s) that you teach in the international business program at your college:

Which of the course(s) that you teach are specific to international business?

Which of the course(s) that you teach are not specific to international business, but are a foundation/common course for all general business students?

1. How would you define “global competence”? What is your understanding of this term?

________________________________________________________________________________

2. Please list the competencies (knowledge, skills, and attitudes) that you perceive to be essential to global competence:

________________________________________________________________________________

3. a) Please list the global competencies that are articulated in the learning outcomes of the course(s) you teach in the international business program at your College:

________________________________________________________________________________
b) How do you assess these competencies?

4. Please list and describe any learning activities that you incorporate in your course(s) that support the development of global competence:

5. In the literature reviewed, the terms “intercultural competencies,” and “global competencies” are used. What is your understanding of these terms? How are they different or similar? Please describe briefly:

6. a) To what extent do you perceive yourself as “globally competent”?
   Not At All | Somewhat | Very Much

   b) Please describe:

7. Are you currently engaged in professional development to maintain or enhance your global competence at the College? Please describe, and if not, why not?

8. Are you currently engaged in professional development to maintain or enhance your global competence with an organization that is NOT your college? Please describe, and if not, why not?

9. Please rate the extent to which you think it is important for faculty teaching in the international business programs and the program heads who oversee the programs at Ontario’s five Institutes of Technology and Advanced Learning colleges to be globally competent.
   Not At All | Somewhat | Very Much

10. a) To what extent does your College provide you with opportunities to maintain or enhance global competence?

   Not At All | Somewhat | Very Much

   b. Please describe.
11. Please list and describe any challenges that you face or have faced in fostering the development of global competence as a student learning outcome at your College:

______________________________________________________________________________

Thank you for taking the time to complete my questionnaire. If you are willing to be contacted by telephone for a follow-up, please send your contact information by e-mail to rumeet.toor@mail.utoronto.ca.
Appendix I: E-mail Invitation for Program Heads to Participate in Study

On official OISE/ U of T Letterhead

Insert Date Here

Title of Study: Global Competence: Essential characteristics as perceived by Program Heads and Faculty in International Business Programs at Ontario’s Five Institutes of Technology and Advanced Learning.

Researchers: Rumeet Billan (PhD Candidate) and Professor Angela Hildyard (Thesis Supervisor)

Dear Prospective Participant:

My name is Rumeet Billan and I am inviting you to participate in my study. I am a Doctor of Philosophy student at the Ontario Institute for Studies in Education (OISE) at the University of Toronto (UofT) in Toronto, Ontario. I am conducting this study under the Supervision of Professor Angela Hildyard, Professor of Higher Education, at OISE, UofT.

The purpose of this study is to establish an understanding of how global competence is defined and what the knowledge, skills, and attitudes are that are essential to the development of global competence as a student learning outcome of internationalization. Study participants include faculty teaching in the international business programs and the program heads that oversee the programs at Ontario’s five Institutes of Technology and Advanced Learning (ITALs). I would also like to explore program and course learning outcomes, learning activities incorporated by faculty to promote the development of global competence, and the challenges that participants encounter in fostering it. I am sending this e-mail to request your participation for this study as you have been identified as a Program Head who oversees an international business program at one of the five ITALs in Ontario.

The questionnaire for this study includes open-ended and closed-ended questions and is administered online via Survey Wizard 2 which is hosted on the OISE server and should take approximately 20-30 minutes to complete. All data collected will be kept in confidence and secure as required by the University of Toronto and then destroyed after five years. Neither you nor your institution will be identifiable in any reporting of the findings. Because the questionnaire is online, there is a slight possibility that the webmaster may be able to trace the identity of the respondents, but I will not have access to that information.

Participation is voluntary and all participants will have the right to decline to answer any questions, and the right to withdraw from the study by closing the questionnaire before clicking on submit, without explanation or penalty. If you decide to withdraw before you click submit, all data previously entered will be deleted. Because the responses are anonymous, once the data are
submitted, I will not be able to track the submission in order to delete the data if you want to withdraw after submitting. Any reporting of the findings in relevant conferences or publications will **not** include your name, position title, or college affiliation.

I invite you to participate in the study by clicking on the link below which will take you to the questionnaire and you will be asked for your consent to participate. If there are any questions/concerns regarding this study, please feel free to connect with me, Rumeet Billan, at any time by telephone at 905-272-0277 or e-mail rumeet.toor@mail.utoronto.ca or Professor Angela Hildyard at 416-978-4865 or angela.hildyard@utoronto.ca. If you have any questions about your rights as a participant in this study, please contact the Research Ethics Board at the University of Toronto (ethics.review@utoronto.ca or 416-946-3273) or the Research Ethics Board at your College XXXX.

Thank you,

Rumeet Billan  
Ontario Institute for Studies in Education  
University of Toronto
Appendix J: Permission from Deans to Use College Name and Course Codes/Names

**Institution:** Conestoga College Institute of Technology and Advanced Learning

Hi Rumeet,

Yes, it is OK to use Conestoga College’s name and Business course codes for your research.

Thanks, and good luck.
Gary

Gary Hallam, M.Sc.
Executive Dean, School of Business & Hospitality
Conestoga College

Source: Personal communication, June 5, 2014

**Institution:** Humber College Institute of Technology and Advanced Learning

Hi Rumeet,

Paul Griffin (Associate Dean for the BCOMM in International Business) and I have sent the survey out to all faculty teaching in the program. All our BCOMMs have a two-year common platform and two years of specialization- therefore you may receive different perspectives on the survey questions.

Regarding the issue around course outlines being available on-line- this is not exclusive to International Business- currently the college is investigating changing this policy to make all course outlines public. Therefore you have my permission to use the college name and course codes of our institution in your research. I have copied Paul Griffin should he have additional comments.

Is this helpful or do you require additional information. Let me know. Alvina

Alvina Cassiani Ph.D.
Dean
The Business School

Source: Personal communication, May 29, 2014
## Appendix K: List of Course Outlines Analyzed

<table>
<thead>
<tr>
<th>Institute of Technology and Advanced Learning</th>
<th>Course Code and Name</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conestoga College and Advanced Learning (Conestoga)</td>
<td>BUS71190: Introduction to Business with International Applications</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>Conestoga</td>
<td>CULT72000: World Cultures</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>Conestoga</td>
<td>LAW72200: Canadian and International Business Law</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>Conestoga</td>
<td>MGMT72100: International Human Resources Management</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>Conestoga</td>
<td>MKT72200: International Marketing</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>George Brown College (George Brown)</td>
<td>MGMT1018: International Business</td>
<td><a href="http://www.georgebrown.ca/co">www.georgebrown.ca/co</a></td>
</tr>
<tr>
<td>George Brown</td>
<td>MGMT2025: International Marketing</td>
<td><a href="http://www.georgebrown.ca/co">www.georgebrown.ca/co</a></td>
</tr>
<tr>
<td>George Brown</td>
<td>MGMT2029: International Trade Management</td>
<td><a href="http://www.georgebrown.ca/co">www.georgebrown.ca/co</a></td>
</tr>
<tr>
<td>George Brown</td>
<td>MGMT2031: Legal Aspects of International Trade</td>
<td><a href="http://www.georgebrown.ca/co">www.georgebrown.ca/co</a></td>
</tr>
<tr>
<td>George Brown</td>
<td>MGMT3009: International Trade Logistics</td>
<td><a href="http://www.georgebrown.ca/co">www.georgebrown.ca/co</a></td>
</tr>
<tr>
<td>Humber College Institute of Technology and Advanced Learning (Humber)</td>
<td>BUS3504: International Logistics</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>Humber</td>
<td>BUS4007: International Business Strategy 1</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>Humber</td>
<td>BUS4500: Cross-Cultural Communication</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>Humber</td>
<td>LAW4001: International Trade Law</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>Humber</td>
<td>MKTG3001: International Marketing</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>Seneca College of Applied Arts and Technology (Seneca)</td>
<td>BMI601: Global Sourcing and Procurement II</td>
<td><a href="https://secure.senecac.on.ca/ssos">https://secure.senecac.on.ca/ssos</a></td>
</tr>
<tr>
<td>Seneca</td>
<td>BMI701: Global Marketing Strategy</td>
<td><a href="https://secure.senecac.on.ca/ssos">https://secure.senecac.on.ca/ssos</a></td>
</tr>
<tr>
<td>Seneca</td>
<td>BMI801: Contemporary Issues in International Business</td>
<td><a href="https://secure.senecac.on.ca/ssos">https://secure.senecac.on.ca/ssos</a></td>
</tr>
<tr>
<td>Seneca</td>
<td>BMI804: International Consulting</td>
<td><a href="https://secure.senecac.on.ca/ssos">https://secure.senecac.on.ca/ssos</a></td>
</tr>
<tr>
<td>Institution</td>
<td>Course Details</td>
<td>URL</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Seneca</td>
<td>LPS101: World Geography</td>
<td><a href="https://secure.senecac.on.ca/ssos">https://secure.senecac.on.ca/ssos</a></td>
</tr>
</tbody>
</table>
Appendix L: Questions asked in Personal Communication with External Experts

Introduction:

The purpose of this study was to understand how global competence was defined by study participants and to identify the knowledge, skills, and attitudes that were perceived as essential to its development as a student learning outcome of international business programs. This study focused on faculty teaching in the International Business Programs and the heads who oversee those programs at Ontario’s five Institutes of Technology and Advanced Learning (ITALs).

This was an exploratory descriptive case study with quantitative and qualitative data collected concurrently from three perspectives: faculty, program heads and relevant documents. The response rate was disappointingly low which included only one of the five program heads invited to participate. Of the estimated 57 potential faculty participants that were invited, 8 (14%) consented to participate and only 4 (7%) faculty answered at least one question. However, the in-depth analysis of a total of 25 course outlines (five of the required courses of each of the five programs), provided a rich source of information on the knowledge, skills and attitudes integral to global competence.

The overall question that this study sought to address was: How is global competence defined by the study participants and what are the essential global competencies required upon graduation for students from the International Business Programs at Ontario’s five Institutes of Technology and Advanced Learning?

Summary of Findings & Questions

Research Question #1 a) How do study participants define the term “global competence” and what do they perceive to be the essential knowledge, skills, and attitudes of “global competence”?

From the responses to the online questionnaires, I could not identify a common definition of global competence, because respondents focused on the characteristics of global competence as opposed to defining the term. The terms ‘culture’ and ‘ethics’ appeared in response to questions one and two for the program head and faculty who responded to the questionnaires. Although I was not able to establish a succinct definition from the data, the dominant theme among the respondents for the essential knowledge, skills and attitudes emphasized cultural competencies. Awareness, understanding and knowledge of cultures was found in the data collected from the online questionnaires.

Both respondents PH1 and F7 mentioned the terms ethics and geography as essential global competencies. Competencies that were not consistent across respondents to the online questionnaire but were listed included the following: communication, teamwork, openness to
new ideas, ability to monitor and assess risks and total costs, currency management, international/global sourcing and marketing, successful project management and industrialization.

When asked about the similarities and differences between the terms ‘global competencies’ and ‘intercultural competencies’, they were identified as interchangeable by one faculty respondent and another differentiated the two by referencing working with cultural groups as related to intercultural competence specifically.

Questions for Research Question 1a:

1. What is your perception of the findings?
2. What questions, if any, would you have about the findings?

Research Question #1b) What are the global competencies articulated in the learning outcomes of International Business Programs and courses in Ontario’s five Institutes of Technology and Advanced Learning (ITALs)?

The competencies found to be essential to global competence in the learning outcomes included: discussing/explaining, examining and/or analyzing culture, communication and/or negotiation, describing, assessing and/or analyzing the external environment (political, economic, legal and/or social), developing and evaluating strategies, describing, examining and/or analyzing international trade, comparing, examining and/or evaluating the Canadian perspective, and discussing and describing human rights, ethics and social responsibility, all within the global context. Celebrating diversity was included at the program and institutional level.

Questions for Research Question 1b:

1. What is your perception of the findings?
2. What questions, if any, would you have about the findings?

Research Question #2. What teaching methods and learning activities are incorporated into these International Business Programs and courses to support the development of global competence as a student learning outcome?

Three main teaching/learning strategies were employed in the classroom to support the development of global competence: case studies, developing a business and/or marketing plan, and simulations and games. At the program level, study abroad options in various countries were available.

Questions for Research Question 2:
1. What is your perception of the findings?

2. To what extent are the findings consistent with your understanding/experience?

3. What questions, if any, would you have about the findings?

**Research Question #3. What are the challenges participants encounter in fostering the development of “global competence” as a student learning outcome?**

I did not receive any data from respondents to answer this question. Mandatory foreign language study in an International Business Program was proposed.

**Questions for Research Question 3:**

1. What is your response to the suggestion that foreign language study should be made mandatory in an International Business Program in order to foster the development of global competence as a student learning outcome?
Appendix M: List of Official Policy Statements Analyzed

<table>
<thead>
<tr>
<th>Institute of Technology and Advanced Learning</th>
<th>Official Policy Statement</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Brown College</td>
<td>Recruitment – Interview Committee Policy (2006)</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>George Brown College</td>
<td>Orientation and Training Policy (2006)</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>George Brown College</td>
<td>Tuition Assistance Policy</td>
<td>Provided by the ITAL</td>
</tr>
<tr>
<td>Humber College Institute of Technology and Advanced Learning</td>
<td>Faculty Academic / Professional Credential Requirements Policy (2012)</td>
<td><a href="http://www.humber.ca/policies/faculty-academicprofessional-credential-requirements-policy">http://www.humber.ca/policies/faculty-academicprofessional-credential-requirements-policy</a></td>
</tr>
</tbody>
</table>
Appendix N: Content Validity Tool

Subject Matter Expert Rater Information

Name: _________________________________ Date: ______________________________
Place of Employment: ___________________ Signature: _______________________

Title of Study: Global Competence: Essential characteristics as perceived by Program Heads and Faculty in International Business Programs at Ontario’s Five Institutes of Technology and Advanced Learning.

Researchers: Rumeet Billan (PhD Candidate) and Professor Angela Hildyard (Thesis Supervisor)

The purpose of this study is to establish an understanding of how global competence is defined and what the knowledge, skills, and attitudes are that are essential to the development of global competence as a student learning outcome of internationalization as perceived by faculty teaching in the international business programs and the program heads that oversee the programs at Ontario’s five ITALs. I would also like to explore program and course learning outcomes, learning activities incorporated by faculty to promote the development of global competence, and the challenges that participants encounter in fostering it.

Please review the following questionnaire and complete the Content Validity Index (CVI). The CVI was developed by Lawshe (1975) for the purpose of validating the reliability of a research instrument to determine whether each survey question is relevant to the research question that is being investigated. Your input is appreciated!

Research Question: 1. a) How do study participants define the term “global competence” and what do they perceive to be the essential knowledge, skills, and attitudes of “global competence”?

b) to what extent are the global competencies articulated in the learning outcomes of the courses / international business degree programs.

1. How would you define “global competence”? What is your understanding of this term?

This question is ____________________________ to the research question?

☐ essential  ☐ useful but not essential  ☐ not necessary

If you have indicated that it is not necessary, please explain why:

________________________________________________________________________

________________________________________________________________________
2. Please list the competencies (knowledge, skills, and attitudes) that you perceive to be essential to global competence:

This question is ________________________________ to the research question?

☐ essential    ☐ useful but not essential    ☐ not necessary

If you have indicated that it is not necessary, please explain why:
______________________________________________________________________________

3. a) Please list the global competencies that are articulated in the learning outcomes of the course(s) you teach in the international business program at your College:

This question is ________________________________ to the research question?

☐ essential    ☐ useful but not essential    ☐ not necessary

If you have indicated that they are not necessary, please explain why:
______________________________________________________________________________

3. b) What method(s) do you use to assess these competencies?

This question is ________________________________ to the research question?

☐ essential    ☐ useful but not essential    ☐ not necessary

If you have indicated that they are not necessary, please explain why:
______________________________________________________________________________

4. In the literature reviewed, the terms “intercultural competencies,” and “global competencies” are used. What is your understanding of these terms? How are they different or similar? Please describe briefly:

This question is ________________________________ to the research question?

☐ essential    ☐ useful but not essential    ☐ not necessary

If you have indicated that they are not necessary, please explain why:
______________________________________________________________________________

Research Question: What learning activities do participants incorporate in their course(s) to support the development of global competence as a student learning outcome?
5. Please list and describe any learning activities that you incorporate in your course(s) that support the development of global competence:

This question is ________________________________ to the research question?

☐ essential          ☐ useful but not essential          ☐ not necessary

If you have indicated that they are not necessary, please explain why:
_________________________________________________________________________

Research Question: What human resource development policies, procedures, and opportunities support the development of “global competence” of the faculty and program heads in these institutions?

6. a) To what extent do you perceive yourself as “globally competent”?

Not At All | Somewhat | Very Much

b) Please describe.

This question is ________________________________ to the research question?

☐ essential          ☐ useful but not essential          ☐ not necessary

If you have indicated that it is not necessary, please explain why:
_________________________________________________________________________

7. Are you currently engaged in professional development to maintain or enhance your global competence at the College? Please describe, and if not, why not?

This question is ________________________________ to the research question?

☐ essential          ☐ useful but not essential          ☐ not necessary

If you have indicated that it is not necessary, please explain why:
_________________________________________________________________________

8. Are you currently engaged in professional development to maintain or enhance your global competence with an institution that is NOT your college? Please describe.

This question is ________________________________ to the research question?

☐ essential          ☐ useful but not essential          ☐ not necessary
9. Please rate the extent to which you think it is important for faculty teaching in the international business programs and the program heads who oversee the programs at Ontario’s five Institutes of Technology and Advanced Learning colleges to be globally competent.

Not At All | Somewhat | Very Much

This question is ________________________________ to the research question?

☐ essential    ☐ useful but not essential    ☐ not necessary

If you have indicated that it is not necessary, please explain why:
______________________________________________________________________________

10. a) To what extent does your College provide you with opportunities to maintain or enhance global competence?    b. Please describe.

Not At All | Somewhat | Very Much

This question is ________________________________ to the research question?

☐ essential    ☐ useful but not essential    ☐ not necessary

If you have indicated that it is not necessary, please explain why:
______________________________________________________________________________

Research Question: What are the challenges participants encounter in fostering the development of “global competence” as a student learning outcome?

11. Please list and describe any challenges that you face or have faced in fostering the development of global competence as a student learning outcome at your College:

This question is ________________________________ to the research question?

☐ essential    ☐ useful but not essential    ☐ not necessary

If you have indicated that it is not necessary, please explain why:
______________________________________________________________________________

Please include any additional comments:
________________________________________________________
Appendix O: Pilot-Testing Tool for Face Validity

Title of Study: Global Competence: Essential characteristics as perceived by Program Heads and Faculty in International Business Programs at Ontario’s Five Institutes of Technology and Advanced Learning.

Researchers: Rumeet Billan (PhD Candidate) and Professor Angela Hildyard (Thesis Supervisor)

The purpose of this study is to establish an understanding of how global competence is defined and what the knowledge, skills, and attitudes are that are essential to the development of global competence as a student learning outcome of internationalization as perceived by faculty teaching in the international business programs and the program heads that oversee the programs at Ontario’s five ITALs. I would also like to explore program and course learning outcomes, learning activities incorporated by faculty to promote the development of global competence, and the challenges that participants encounter in fostering it.

Please review the following questionnaire and at the end of the questionnaire you will be asked whether any of the questions are clear or unclear, leading in any way, that is, if any of questions suggest a negative or positive response. Please keep track of the amount of time it took to complete the survey from start to finish. Your input is appreciated!

**Questionnaire for Pilot Testing**

**Demographic Information:**
Are you a full-time or contract faculty, please choose one:
( ) full-time ( ) contract

Age: ( ) 19-24 ( ) 25-34 ( ) 35-44 ( ) 45-54 ( ) 55-64 ( ) 65+

How many years have you been teaching in the international business program at your college?
( ) less than 1 ( ) 1-5 ( ) 6-10 ( ) 11-15 ( ) 16+

How many courses do you teach in the international business degree program?
( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6+

Please list the course(s) that you teach in the international business degree program:

Which of the course(s) that you teach are specific to international business?

Which of the course(s) that you teach are not specific to international business, but are a foundation/common course for all general business students?
1. How would you define “global competence”? What is your understanding of this term?

2. Please list the competencies (knowledge, skills, and attitudes) that you perceive to be essential to global competence:

3. a) Please list the global competencies that are articulated in the learning outcomes of the course(s) you teach in the international business program at your College:

b) What method(s) do you use to assess these competencies?

4. In the literature reviewed, the terms “intercultural competencies,” and “global competencies” are used. What is your understanding of these terms? How are they different or similar? Please describe briefly:

5. Please list and describe any learning activities that you incorporate in your course(s) that support the development of global competence:

6. a) To what extent do you perceive yourself as “globally competent”?
   Not At All | Somewhat | Very Much

b) Please describe:

7. Are you currently engaged in professional development to maintain or enhance your global competence at the College? Please describe, and if not, why not?

8. Are you currently engaged in professional development to maintain or enhance your global competence with an organization that is NOT your college? Please describe, and if not, why not?

9. Please rate the extent to which you think it is important for faculty teaching in the international business programs and the program heads who oversee the programs at Ontario’s five Institutes of Technology and Advanced Learning colleges to be globally competent.
   Not At All | Somewhat | Very Much
10. a) To what extent does your College provide you with opportunities to maintain or enhance global competence?

Not At All  |  Somewhat  |  Very Much

    b. Please describe.

______________________________________________________________________________

11. Please list and describe any challenges that you face or have faced in fostering the development of global competence as a student learning outcome at your College:

______________________________________________________________________________

SURVEY COMPLETE

Amount of time to complete the questionnaire:

Were any of the questions unclear? If so, which ones, and why did you find them unclear?

______________________________________________________________________________

Did any of the questions lead you to a negative or positive response? If so, which ones, and why did you find them to be leading?

______________________________________________________________________________

Please include any additional comments:

______________________________________________________________________________

Thank you!

Rumeet Billan
OISE/UofT
Appendix P: Research Ethics Board Approval from the University of Toronto

PROTOCOL REFERENCE # 30075

March 20, 2014

Dr. Angela Hugos
OFFICE OF THE VICE PRES, ADMIN. & HR
DIVN OF V-P ADMIN. & HR

Mrs. Rumson Billan
OFFICE OF THE VICE PRES, ADMIN. & HR
DIVN OF V-P ADMIN. & HR

Dear Dr. Hugos and Mrs. Billan,

Re: Your research protocol entitled, "Global competence: Essential characteristics as perceived by Faculty and Chairs in international business programs at Ontario’s five institutes of technology and advanced learning"

ETHICS APPROVAL

Original Approval Date: March 20, 2014
Expiry Date: March 19, 2015
Continuing Reviews: 1

We are writing to advise you that the Social Sciences, Humanities, and Education Research Ethics Board (SSE) has granted approval to the above named research protocol under the REB's delegated review process. Your protocol has been approved for a period of one year and ongoing research under this protocol must be renewed prior to the expiry date.

Any changes to the approved protocol or consent materials must be reviewed and approved through the amendment process prior to its implementation. Any adverse or unanticipated events in the research should be reported to the Office of Research Ethics as soon as possible.

Please ensure that you submit an Annual Renewal Form or a Study Completion Report 10 to 30 days prior to the expiry date of your current ethics approval. Note that annual renewals for studies cannot be accepted more than 30 days prior to the date of expiry.

If your research is funded by a third party, please contact the assigned Research Funding Officer in Research Services to ensure that your funds are released.

Best wishes for the successful completion of your research.

Yours sincerely,

[Signatures]

Sarah Wakefield, Ph.D.
REB Chair

Dean Sharpe
REB Manager
Appendix Q: Example of a Case Study

Case Study #4: Competitive Intelligence: Researching Potential Partners

Room to grow?
Datforge is a medium sized software company located in Vancouver, British Columbia. With 38 employees and revenues reaching nearly five million USD a year in sales, company executives are always keen on identifying areas for potential growth and pinpointing latent markets for its flagship product, Info-Summon. This product enables analysts to sort through large amounts of raw data in powerful ways without the assistance of a programmer. It was created and adapted to serve two industry sectors – telecommunications and financial services. Info-Summon was able to help a large North American credit card agency quickly detect fraud patterns in its millions of daily transactions. As a result, this product rapidly attained popularity with Datforge’s clients.

Datforge believed that Info-Summon could be readily adapted for the chemical, oil and gas, and pharmaceutical industries. Early estimates suggested that demand from those sectors could reach as high as $900 million USD in North America alone, and reach nearly $600 million in Europe, the Middle East and Asia. A Swiss start-up company, Ryiegal, their primary competition, experienced early success with their product within the European telecommunications market. Recent published reports suggested that they were forging a significant deal with a large multinational petroleum company in the United States. By visiting this company’s website, it was evident that the Swiss company offered full services in English, French and German with full customer support, manuals and software interfaces adapted to those languages. Datforge had customer and software support in only English and French.

Opportunity or problem?
Company executives were faced with a complex choice. Should they invest development money into adapting their products for the oil and gas and pharmaceutical industries, or make a move with their existing product into the European market? Clearly, the Swiss company already had a foothold in Europe and was moving quickly into North America. If Datforge did not head off their competition in Europe, sooner rather than later, they feared they would lose ground in those markets, especially when more research and development time would need to be spent looking at their product’s capabilities in Cyrillic and Scandinavian languages. To date, this company had virtually no experience in markets outside the US and Canada, with the exception of some North American clients using their products in foreign offices. They were in early negotiations with a potential German partner, Datenschell, who had a similar product tailored for the pharmaceutical industry; but apart from that, Datforge had no experience in dealing with a European customer base.

Three courses of action were identified. The first was to raise significant capital from investors to develop the product for new target verticals in North America. The second was to pursue the German partnership, which would offer more resources for adapting their product into German, at least, and could leverage their partners and contacts for sales in the telecom and financial industries. Such a partnership would also allow Datforge to resell the German product within the North American pharmaceutical market. The third option would be to attempt both of these.

Questions lead to more questions
To better assess the situation and to choose the most profitable and successful path, the CEO agreed to hire an external research company to better understand the strengths of the potential
German partner. Datforge wanted a clear picture on their reputation, capabilities, background, customer service and general attitude to the market. The research company’s final report revealed that their financial situation was troubling. There was evidence revealing a failed investment as well as a debt judgment. When the board of directors was investigated, an undisclosed husband and wife link and various company connections were revealed that had not been declared to Datforge. Datenschell also used misleading statements about their capabilities and expertise to woo Datforge into a partnership. The research organization spoke with over 40 end users and past customers who gave a lukewarm opinion of this company. In addition, the research organization contacted the German organization first hand on several occasions posing as a potential client. They were made lots of promises, none of which materialized.

Given the troubling picture of this potential partner, Datforge opted not to enter into this partnership. The next phase of investigation was about to commence. A new strategy needed to be identified – and clarifications needed to be made on whether to enter the European market, or focus on new verticals within North America.

Case Study Discussion Questions

1. Discuss the ethical integrity of the external researcher’s investigation into Datenschell.

2. What other forms of competitor intelligence would be useful about Datenschell?

3. In addition to conducting research about Datenschell, what other avenues of competitive intelligence should Datforge pursue?

4. In terms of overall research needed about the European market for their product, is Datforge faced with a problem or an opportunity?

Case Study Questions – Key Response Points

1. Discuss the ethical integrity of the external researcher’s investigation into Datenschell.
   - The CEO of Datforge needs to ask more in-depth questions regarding the research company posing as potential clients. Datforge needs to insure that there was no work incurred by Datenschell on the basis of the researcher’s request. The ethical integrity of this form of questioning would be suspect if Datenschell produced work based on these requests.

2. What other forms of competitor intelligence would be useful about Datenschell?
   - Datforge could use more information regarding Datenschell’s
     → Key customers
     → Market share
     → Their marketing strategies and activities
     → Their suppliers (if they have any)
     → Although Datenschell are no longer thought to be a suitable partner, finding this information would be helpful to determine if they have the potential to become a serious competitor should their governance, service and financial projections improve.
3. In addition to conducting research about Datenschell, what other avenues of competitive intelligence ought Datforge pursue?

• There ought to be more competitive intelligence studies completed about Ryiegal, their Swiss competitor, to determine:
  → If Ryiegal has any strategic partners, and whether this company ought to be approached as a partner
  → Whether Ryiegal has recently partnered with other foreign or North American companies
  → Ryiegal’s primary service product, to determine whether InfoSummon is a superior or inferior product. It is already known that Ryiegal can offer data analyses in more languages than Datforge’s product. However, they do not know how both products compare in the same languages.

4. In terms of overall research needed about the European market for their product, is Datforge faced with a problem or an opportunity?

• Datforge is faced with a problem. They do not know enough about the European market to determine what opportunities exist and whether there is a need or demand for InfoSummon.

• Their interest in moving into the European market was to prevent another company from gaining market share, rather than assessing the true potential based on thorough export market research.

• Every problem can be identified as a potential opportunity, however. Understanding this difference will enable Datforge to develop research questions relating to its strategic objectives. According to the case study, the strategic direction remains undecided. A number of options have been proposed: exploiting new market opportunities in Europe, moving into new North American markets, or pursuing both.

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Source: Personal Communication, June 11, 2014