

Knowledge, Skills, Attitudes, and Experiences Necessary to Become
Globally Competent

by

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Abstract

The purposes of this study were to develop a “working” definition of the term “global competence,” and to determine if there are significant differences between the knowledge, skills, attitudes, and experiences that human resource managers of transnational corporations and international educators at higher educational institutions believe necessary for attaining global competence.

A Definition of “Global Competence”

A panel of 17 experts participated in a Delphi Technique, and was asked to define the term “global competence.” A majority of the experts were leaders in the field of international education or served as human resource managers/directors for transnational corporations. The panel determined the definition to be “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.” This definition demonstrated the inevitable link between thought and deed. In today’s driven society, learning must result in productivity and capability. The definition posed also recognized the importance of positive “output” and implied the need for a tangible point of measurement.

Knowledge, Skills, Attitudes, and Experiences Necessary to Become Globally Competent

A survey was sent to 133 international educators at higher educational institutions and 42 human resource directors representing transnational corporations. The objective was to determine if there were significant differences between the knowledge, skills, attitudes, and experiences that human resource managers of transnational corporations and international educators at higher educational institutions believe necessary for attaining global competence.

Because of the high level of concurrence between the international educators and transnational corporation human resource managers, commonality of thought was much more worthy of recognition than were the few areas of difference. This concurrence led to the creation of a “Global Competence Checklist,” which included the aspects determined to be central to becoming globally competent.

The findings of this study contradicted the foundation of most current global competence certificate programs, which focus primarily on semester-long (or shorter) study abroad programs and the importance of learning a second language. It also called into question whether a bachelor’s degree and computer training were necessary to become globally competent.

CHAPTER I

Research Problem

Introduction

American-owned businesses such as McDonald's restaurants, Starbucks coffee shops or GAP clothing stores can be found in most major cities worldwide dominating the market in their particular product categories. American-made movies are shown on a far higher percentage of screens around the world than are local film productions. American songs top charts around the world, and American television shows are very popular, if frequently controversial, worldwide. What began in the mid-20th century with Trans World Airlines and International Business Machine's global expansion has led to the "McDonaldization" (Ravzi & Lingard, 2000) of the world, the pervasive spreading of American culture and business ethos. To some authors, the term "globalization" tends to be synonymous with "Americanization," suggesting that America currently leads the globalization effort (Coyne, 2003; Freidman, 2002). Purdy (2003) similarly argued that, "At the same time that we disclaim imperial aspirations, we Americans suspect that we are the world's universal nation" (p. 43).

Whaler (1998) observed that it has been 100 years since Americans had first "embarked on the roads of international presence, of seeking possessions and influence overseas, on actively proliferating their values, their ideals, their religion and on selling their products representing all this to foreign people" (Internet, 2004). Can the United States maintain this level of global domination in the 21st century? While opinions vary widely on this question, many authors have recently proclaimed the America century ended at the millennium, or earlier.

Srinivasan is one of those declaring the American century has come to a close. America, he noted (2004), are past masters of selling dreams (Hollywood, venture capital, and the innovation engine), with an aging economy built on “harnessing of large amounts of resources and choreographing men and materials in complex projects,” (p. 1) which he likened to an American football game and the struggle to use scripted force to defeat an enemy. Srinivasan suggested America’s decline was caused by “self-inflicted wounds,” based on its design of “a military-industrial-media complex...and its vested interest in periodic war” (p. 2). He noted that such “hard power” has not propelled the nation into a leadership role in the 21st century.

Mead (2004) concurs in part with Srinivasan, “U.S. military force and cultural appeal have kept the United States at the top of the global order. But the hegemon cannot live on guns and Hollywood alone” (p. 46). Mead also refers to the concepts of “sharp power,” (equivalent to Srinivasan’s war analogy) and “sticky power” (equivalent to Srinivasan’s analogy of dreams and football). Additionally, Mead suggested a third form of capability, that of “soft power,” which focuses on “the values, ideas, habits, and politics inherent in the system,” (p. 48). A combination of soft power and sticky power, Mead contended, can “sustain U.S. hegemony and make something as artificial and historically arbitrary as the U.S.-led global system appear desirable, inevitable, and permanent” (p. 48).

While this uniting of powers may preserve some aspects of American domination, the United States faces threats to its domination that it may not be able to control. India and China, for example, are swiftly moving to usurp vast segments of America’s product market share. The United States is also facing a decrease in its share of the world

population. In 2000, Americans made up 5.1% of the world's population. By 2050, that number is expected to fall to 4.4%, while Asians, for example, are expected to remain at about 60 % of the world's population (United Nations Population Division, 1998). This reduction in productive American employees in turn means more must be produced by fewer people, yet another challenge to maintaining market share.

America is quickly finding itself standing alone in the global community as fortifying relationships with Western European nations have begun to erode. The United States, by snubbing the United Nations Security Council in 2003, has frozen its relationship with this world body. Recent aggression in Iraq has caused an unparalleled level of anti-Americanism (CNN, 2003).

Despite Coyne and Freidman's view that American business drives the global economy, and that American culture is pervasive worldwide, there is a plethora of domestic commentary, spanning decades of research and writing, arguing that while American ingenuity and capability have led to worldwide economic and military dominance, U.S. college graduates, on the whole, remain unprepared to join the global workforce.

The federal government's initial recognition of its educational system's failure to educate citizens who were globally aware came immediately following the Soviet Union's October 4, 1957 launch of Sputnik, the world's first satellite. The launch served as the impetus for spontaneous and dramatic changes in America's educational focus, as prescribed by the 85th U.S. Congress's passage of the National Defense Education Act (1958). The Act acknowledged America's need to confront serious deficiencies in many fields, including the training of scientists, the production of military might, and in

particular, American's understanding of international relations as it pertained to geography and foreign language. The Defense Act proclaimed that, "It is no exaggeration to say that America's progress in many fields of endeavor in the years ahead – in fact, the very survival of our free country – may depend in large part upon the education we provide for our young people now" (p. 1896).

As evidence of America's inability to communicate with foreign audiences, the Act noted that only 15 percent of all college students were studying a foreign language at the time. To rectify the concern regarding foreign language learning, the Education Act provided for the establishment of foreign language learning centers at universities around the country and the enhancement of the study of geography, history, and economics. These language centers were designed to teach Americans the language of both our nation's friends and foes. Underpinning this initiative was the presumption that through language acquisition and geographic awareness comes cross-cultural understanding. Fitzgerald (1979) argued that by reviewing American history books at the time the Defense Act was passed, "...one would gather that foreign policy – or put it another way – the rest of the world – became important to the United States only in the 1950s" (p. 128).

While America momentarily stands alone as the world's only superpower, the hundreds of millions of federal dollars poured into schools by the National Defense Education Act to enhance students' understanding of foreign languages, geography, and international relations have not led to high levels of student performance in these subjects.

In 1988, the National Geographic Society, which periodically tests the knowledge of school-aged students from a variety of countries on the subject of world geography, ranked American school children in the bottom third. The questions asked in 1988 were identical to those asked in 1957. The study contends the overall results in 1957 were no better in 1988, and could be considered worse given other advancements in education. Following the study, National Geographic Society President Gilbert Grosvenor declared, “Our (American) adult population, especially young adults, doesn’t understand the world at a time in our history when we face a critical economic need to understand foreign consumers, markets, customs, foreign strengths and weaknesses” (National Geographic, 1988, p. 3). Maxwell (in Business-Higher Education Forum, 2004), referring to the same 50 year span since the Defense Act was initiated, harshly criticized the America’s education establishment, stating, “the U.S. higher education system is doing a terrible job of preparing globally competent student,” (p. 29). Maxwell contended that American colleges and universities “very rarely actually measure changes in attitude or measure competencies in terms of linguistic ability or cultural abilities,” (pp. 29-30).

Regrettably, Grosvenor’s comments apply today. In concurrence with Grosvenor, Oblinger, during a speech in 2001, noted that less than seven percent of American college students meet basic standards for global preparedness, and only one percent of American college students study abroad. Oblinger defined “global preparedness” based on an American Council of Education (ACE) report (1988) that noted that in order to become globally competent, one must have four or more international college courses and have an unspecified ability to speak a foreign language.

Employers have been just as critical of the global readiness of American college graduates. Merryfield's research (1995) demonstrated that many employers are discontented with American colleges and universities for not preparing graduates to become part of the global workforce. Maxwell (in Business-Higher Education Forum 2004) concurred, "if you want to get hired, you have to have that (global) competence," (p. 30).

"Global Competence": Critical to Transnational Productivity

Long gone are the days when employee searches were geographically limited. Increasing numbers of employers now seek the best qualified candidate by conducting a global search, regardless of distance, and in some cases, language. While Sputnik's launch heightened awareness among Americans of the need to increase military might, and to learn foreign languages, it did not fully accomplish the task of, or in fact design a curriculum for, educating global-ready graduates capable of competing for job opportunities and demands of the global economy. This need for the education of globally-competent graduates is further supported by a survey conducted in 2002 by the global relocation management firm Cendant Mobility. Cendant Mobility gauged trends in the worldwide workforce by surveying 180 human resources managers on six continents who collectively 200,000 people. The survey revealed that global competence is critical to the success of cross-border workers. Although not providing a definition for the term "globally competent," Cendant Mobility's survey concluded that global competence training is a critical competence of an employee's professional development, and that the

number of global awareness business and academic programs will likely increase in the near-term.

Defining Global Competence and its Attributes

A small number of American educators and researchers have taken up the call to combat this lack of American understanding of international relations and global workforce development by calling for the establishment of a higher education curriculum that certifies students as globally competent, globally proficient, or as a global citizen (Brustein, 2003; Lambert, 1996; & Nussbaum, 2003). However, no consensus definition of “globally competent,” or the related terms (“transnational competence” or “global citizen”), exists. Despite the lack of a specific definition, global competence has become a buzzword within the executive recruiter industry (Cendant Mobility, 2003), and global proficiency and global citizen certificates have become the centerpiece of several recent university curriculum initiatives, including those of Boston College and the University of Pittsburgh. The University of Pittsburgh uses a staff created definition of global competence as the foundation for its Global Studies Program. According to William Brustein, Director of the University Center for International Studies at the University of Pittsburgh, global competence is defined as “the ability to communicate effectively across cultural and linguistic boundaries and to focus on issues that transcend cultures and continents” (Brustein, 2003, personal communication). The dimensions contributing to global competence as:

- 1) the ability to work effectively in different international settings,

2) an awareness of the major currents of global change and the issues arising from such changes,

3) knowledge of global organizations and business activities,

4) the capacity for effective communication across cultural and linguistic boundaries, and

5) a personal adaptability to diverse cultures (Brustein, 2003).

The University of Pittsburgh's definition of global competence, according to Brustein (2003), is "self devised" and not based on any particular research. Nussbaum (2002), Assistant Dean for International Student Services at Boston College, and creator of its "Global Proficiency" program, noted that her program was based on perceived trends and student interest, and not on any educational research (A. Nussbaum, personal communication, March, 2002).

While practitioners have derived global competence/proficiency programs without a foundation of sound research, several American scholars and one European firm have published works on the topic. Lambert (1996), known in higher education for his extensive writing on the topic of global competence, identified a globally competent person as one who has knowledge of current affairs, empathizes with others, maintains a positive attitude, has an unspecified level of foreign language competence, and values difference amongst people and cultures.

The transnational management firm, the Swiss Consulting Group, in its Global Competency Report 2002, identified essential global skills: intercultural facility, effective two-way communication, diverse leadership, systematic best practice sharing, and a truly global strategy design process. The Swiss Consulting Group also viewed global

competence as a business tactic, creating an opportunity for globally competent managers to “parachute into any country and get the job done while respecting cultural pathways” (pp. 4-5).

Olson and Kroeger (2001) surveyed staff and faculty at New Jersey City University to assess the relationship between international experience, global competencies, and intercultural sensitivity. The results drew the researchers to define a globally competent person as “one who has enough substantial knowledge, perceptual understanding, and intercultural communication skills to interact effectively in our globally interdependent world” (p. 116).

Curran (2002) considered global competence to mean a developed appreciation of other cultures and the ability to interact with people from foreign lands. Curran suggested that global competence is the ability to become familiar with an environment, not causing a rift while experiencing something new, and reflection upon the experience at its completion. Still other researchers and practitioners have suggested that skills such as cultural awareness, willingness to communicate, ability to develop social relationships, and ability to resolve conflicts are the core of global competence. The term “process competence” is occasionally used as a synonym for global competence (Engle, Mendenhall, Powers & Stedman, 2001). In a business context, managers often cite skills such as empathy, adaptability, diplomacy, language ability, positive attitude, emotional stability and maturity as key characteristics of “process competent” professionals.

NAFSA: Association of International Educators (2004), lists enhancing global competence as one of its association’s priorities, and suggests one can become globally

competent by studying abroad. However, NAFSA does not define the term global competence.

Global Competence – Meeting the Needs of a Global Workforce

The proceedings from the American Community Colleges Conference, 1996, suggested that, “Global education is now recognized as a dominant component of meaningful, futuristic, and applicable education. We can provide our learners with nothing more valuable than quality, comprehensive global education” (p. 5). A related entity, the ACE, called for the establishment of a partnership between those in higher education, business, and government to ensure that American graduates are a “globally aware and competent citizenry,” (1998, p. v) suggesting that global competence “will enhance America’s leadership role” (p. v). The ACE paper also contended that Americans do not appreciate the nation’s dependency upon the global market and upon the willingness of other countries to underwrite America’s massive and growing national debt, facts that militate for a comprehensive international education curriculum model nationwide. NAFSA: Association of International Educators, an association with membership including many community colleges and most four-year colleges and universities in the United States and many abroad, concurred with ACE, stating, “It is through international education that the United States will prepare the next generation to lead the world, and its citizens to function effectively in a global environment” (2003, p. 1).

Broad (1998) observed that mid-level managers, chief executive officers, and human resource professionals consistently state their need for college graduates who are

“knowledgeable about the global environment in which they must function and be facile in the cultural diversity it entails” (p. vi). The author envisioned a critical link between businesses and institutions of higher learning to certify that college graduates have the skills necessary to thrive in a global workforce. Bikson, Treverton, Moini, and Lindstrom (2003) contend the need for a globally competent workforce spans all organizations that strive to do business in an international environment.

Ultimately, the responsibility falls on higher education institutions to do more than offer a series of internationally-focused courses or send students abroad to have them become globally competent. Students must be globally literate, and possess a high degree of international understanding and intercultural competence before becoming the more noted, globally competent (Green, 2000).

The Study

Little research exists with the purpose of defining the term “global competence” or of identifying the knowledge, skills, attitudes, and experiences necessary to become globally competent. There is no consensus, either, among either those defining the term or identifying the knowledge, skills, attitudes, and experiences necessary to become globally competent. Cummings (2001), referring to the dearth of research on the topic, suggested that because international education is not the primary focus for most scholars, research on global competence is “somewhat sporadic, non-cumulative, and tends to be carried out by national organizations as part of advocacy projects” (p. 2). The 2000 ACE report “Internationalization of the U.S. Higher Education” concurred, suggesting that “International education at U.S. colleges and universities is a poorly documented

phenomena (sic)” (p. 4). Additionally, current global competence certificate programs offered by several American universities were created as the product of staff consensus as opposed to an evolutionary process based on grounded research.

The purpose of this study is two-fold. First, it will establish a definition of the term “global competence.” This definition will embody the views of human resource professional from transnational corporations who hold membership with the National Foreign Trade Commission and those international educators at universities that self-nominated for inclusion in the “Profiles of Success at Colleges and Universities – Internationalizing the Campus 2003” NAFSA: Association of International Educators publication. In doing so, this study will seek the participation of experts from a number of countries other than the U.S., in contrast to previous commentators.

Secondly, once a consensus on the definition of the term “global competence” is derived, a survey will be conducted to determine the knowledge, skills, attitudes, and experiences necessary to become globally competent. The ultimate purpose of the study is to enable higher education officials to create a curriculum designed to assure that college graduates are globally competent.

Research Questions

This study will answer the following research questions:

1. What is the definition of the term “global competence?”
2. Are there significant differences between the knowledge, skills, attitudes, and experiences that human resource managers of transnational corporations and international

educators at higher educational institutions believe necessary for attaining global competence?

Definition of Terms

The following definitions are provided to clarify terminology that will be used in this study.

Human resource manager for a transnational corporation - a person employed on a professional, full-time basis as a human resource manager for a transnational corporation.

International educators at higher educational institution—those officials employed at universities serving in the capacity as director of international education, assistant director of international education, or their equivalent.

Limitations

This study is limited by a number of factors. The primary limitation is that only English-speaking professionals will be surveyed. Therefore, many valuable non-English speaker perspectives will be excluded from study. Time, cost and technological limitations simply do not allow for this survey to be translated into multiple languages and then back to English for the purpose of coding and analysis. The author is acutely aware of the irony of this limitation.

Critical to the generalization of the results of the Delphi Technique is the responsiveness of each Delphi panelist to each of the three rounds of questioning. Attrition or non-compliance will limit the researcher's ability to reach a consensus

definition of the term “global competence.” It is estimated that panelists need spend no more than 30 minutes completing each round of the Delphi Technique.

The survey return rate could limit the study’s scope and generalization. Factors that may negatively influence return rate include difficulty understanding the survey, the amount of time required to complete the survey, and clarification of terms used in the survey. A pilot study will be conducted to ensure that respondents understand the expectations, the terms used in the survey, and the potential uses for the data collected.

Current world events, such as the U.S. war in Iraq or other international upheaval, may skew respondents’ answers to the survey instrument. At such times, more focus is concentrated on a geographic area or event, and this may potentially limit the scope of the study to a specific time period based on respondents’ immediate frame of reference.

The definition of the term “global competence,” to those living in interdependent, interlocked nations in Europe and Africa, and to respondents in materially affluent as opposed to poor countries may be quite different. Despite the desirability of achieving a universally recognized definition of the term and the capacities necessary to become globally competent, the results may be somewhat limited to a western cultural orientation due to the use of English as the means of communication. Though extensive efforts will be made to include non-Western perspectives, the results could be skewed toward a Western perspective.

Responses to the computerized survey, particularly from those living in poor nations, are limited due to the availability of computers and Internet access.

Knight, speaking in humble terms about her proposal of an updated definition of the term “internationalization in 2003, noted in 2004, “Although it is true (and

appropriate) that there will likely never be a true and universal definition, it is important to have a common understanding of terms so that when we discuss and analyze a phenomenon we understand one another and also refer to the same phenomenon when advocating for increased attention and support from policy makers and academic leaders” (p. 9). It is the researcher’s aspiration that the proposed definition of the term “global competence” serves a similar purpose.

Delimiters

In order to participate, respondents must have access to a computer with Internet capability.

CHAPTER II

Overview

This chapter presents a comprehensive review of the literature relating to: (1) the impact of globalization on higher education; (2) the perceived inadequate production of university graduates prepared to enter the global workforce; (3) the pressing need for a globally competent workforce; (4) the impact of September 11 on global education awareness; and (5) and the evolution of the concept of global competence. Further, this chapter considers manifestations of the search for a working definition of the concept, and the knowledge, skills, attitudes and experiences necessary to become globally competent. Much of the literature regarding the definition of the term “global competence,” and lists of knowledge, skills, attitudes, and experiences required, are generated by American scholars or organizations with American membership. Several American colleges and universities have used these definitions and purported skill sets as the basis for creating niche curricula and certificate programs. An extensive review of the currently offered global competence programs, and their respective curricula, will be presented. Because little actual research has been conducted specifically on the topic “global competence,” a thorough review of each study will be conducted, citing the strengths and weaknesses of each.

Next, the review will consider higher education’s role in educating globally competent graduates. A related body of literature will be reviewed to consider the role the business community should play in the development of globally competent employees. Literature related to the role of governments, also considered key players in the

development and potential funding for global competence initiatives, will be explored, particularly as it relates to policy development.

While the knowledge, skills, attitudes, and experiences necessary to become globally competent are of primary concern for the study, as a comparison, a review of the knowledge, skills, attitudes, and experiences associated with nearly synonymous terms will also be noted in the literature review.

The Impact of Globalization on Higher Education

Rapid advances in telecommunications and information technology have broken down most geographic barriers, allowing for nearly instantaneous, round-the-clock connectivity among those with the necessary infrastructure. These developments have led to the expansion of business and economic connectivity, allowing for businesses in remote areas, for example, to sell their products on the global market. This expansion of interconnectivity is often considered an aspect of the term “globalization.” Robertson (1992) defined globalization as “...a concept that refers to the compression of the world and the intensification of consciousness of the world as a whole” (p. 8). In linking the origination of the term to the late twentieth century, Friedman (2000), considered globalization as the system that replaced the Cold War struggles, evolving via the democratization of finance, technology and information that emerged in the late 1980s. Paralleling Friedman, Charnitski (2002) gave the analogy that in economies that have globalized, “there are no enemies, only competitors, and difference is measured by speed” (p. 42).

While globalization has had a significant impact on the worldwide business community, a similar alteration of procedures and strategies has taken place in higher education institutions. Slaughter and Leslie (1997) asserted that globalization of the economy forever altered university norms developed over nearly a century. Currie and Newsome (1998) suggested the global economy has an increasing influence on the governing of universities, including their curricula and their market presence.

Dale (2000) posits there are two types of globalization within higher education. “The Common World Educational Culture,” created by John Meyer and his colleagues at Stanford University, is generally considered the mainstream view and Dale’s “Globally Structured Agenda for Education.” Dale suggested the primary difference between the two philosophies is that “The Common World Educational Culture” implies recognition of national boundaries; whereas Dale’s postulate considers all social and economic forces to be transnational, without border limitations.

The wave of globalization has recently led to the standardization of an entire continent’s educational system. After years of consideration, many European universities are committing to standardization based upon the American model, thus allowing for a more “uniform, transparent, and flexible transfer system for recognition of professional qualifications” (European Union, 2001). This European standardization, in turn, has led to the adoption of a document which outlined the need for global education. At the Europe-wide Global Education Congress held in the Netherlands in 2002, the representatives issued the “Maastricht Global Education Declaration,” that defined the term “global education” as “education that opens people’s eyes and minds to the realities

of the world, and awakens them to bring about a world of greater justice, equity and human rights for all” (p. 2). The Declaration was adopted by 200 delegates from more than 50 nations. It asserts that access to global education is “both a necessity and a right,” the realization of which will require cooperation between parliamentarians, governments, local and regional authorities, as well as civil societies, groups which the Declaration referred to as “the quadrilogue” (p. 2).

Criticism of Global Preparedness Education in the United States

Despite the European desire to mimic the American educational system, American educators have done little to follow suit and standardize global education within U.S. borders. Formal global education programs remain a scarce market commodity, available only to those who attend forward-thinking universities that offer such educational opportunities.

There is a plethora of commentary, spanning decades of research and writing, regarding the purported American university graduate’s lack of global education and skills, known as the “global ready graduate” (Godbey, 2002). Merryfield (1995) noted her significant concern that over the last two decades, American schools were not sufficiently preparing their graduates to become part of the global workforce. Deardorff (2004) concurred, suggesting few American universities enable the maturation of interculturally competent students as an output of internationalization initiatives. In parallel conjecture, Oblinger, at a presentation in 2002, cited a report issued by the American Council on Education (ACE) (1988), concluding that less than seven percent of all higher education students achieved the basic standards of global preparedness, which

the ACE report defined as “four or more courses of international studies and a certain number of years of foreign language” (p. 7). Green (2000) arrived at a similar conclusion, stating few American college graduates are competent to function in different cultures, speak another language, or have any significant understanding of the world beyond U.S. borders.

Lacy (as cited in Gliozzi, 2002) candidly assessed the American educational system’s inability to produce global workforce ready graduates, by stating that, “Despite...the need for undergraduates to be globally competent or able to function in a multicultural and shrinking world, the level of international learning in U.S. colleges and universities remained disturbingly low” (p. 17). Sutton (1999) shared Lacy’s concern, stating that American college students demonstrate a low level of both knowledge of and interest in international affairs or global issues. Beyond a general understanding of history, geography and economics, Gliozzo (2002) noted that, “Americans still lack the most elementary knowledge and skills necessary to function effectively in multilingual and multicultural situations” (p. 17).

The Need for Globally-Competent Citizens

ACE (1998) stressed that, “America’s future depends upon our ability to develop a citizen base that is globally competent ...The United States needs many more people who understand how other peoples think, how other cultures work, and how other societies are likely to respond to American action” (p. vii). As if to foreshadow the events of September 11, 2001, the ACE report stated, “American diplomacy and national security depend on access to scholars with advanced training in the languages and

cultures of the world. When crises erupt, it is too late to create the expertise that could have forestalled or better managed them” (p. 5). In preparation to avoid such cataclysmic occurrences, the report called for new partnerships among higher education, business, and governments at the federal, state and local level to ensure a globally aware and competent citizenry. Two years later, ACE News (2000) declared that while the majority of higher education officials believe that mastery of international concepts and skills is an important component of an effective college education, and that internationalization as an institutional concept was worthy of campus-wide integration, most graduates were still ill-prepared to face the global marketplace of employment and ideas.

Suggesting that relatively few undergraduates gain international or intercultural competence in college, ACE asserted in 2000 that, “Broad curricular internationalization is lacking; postsecondary graduates are poorly informed about other countries, people, and events; and offerings,” (p. 3). To combat these inadequacies, the ACE and 33 other American-based higher-education groups proposed in 2002 that the federal government adopt a national agenda on global competence, stating, “The global transformations of the last decade have created an unparalleled need in the United States for expanded international knowledge and skills. Over the last several decades, however, expanding needs, rising costs, and declining investments in international and foreign-language training have led the United States to a dangerous shortfall of individuals with global competence” (p. 23). The federal government never adopted the agenda. ACE’s commission on international education and all of its board members is American, presenting a very limited perspective on a topic with worldwide interest and functionality.

The report of The Coalition for the Advancement of International Studies, entitled “Spanning the Gap: Toward a Better Business and Education Partnership for International Competence” (1989) stated, “Corporations require global competence to manage production and markets. The report claimed that eighty-six percent of corporations responding stated they will need managers and employees with greater international knowledge in the decade ahead” (p. 7). Dosa (1993), expanding on Bikson and Law’s postulate, provided a rationale for the internationalization of American academic institutions, stating that a case can be made based on rapidly expanding markets for information resources managers worldwide. As new markets are opening up, Dosa reported, there is a parallel increase in the need for skilled information data handling and by globally competent employees. Orkin (in Ligos, 2000), principal at Global Training Systems, a global management-consulting firm in New Jersey, concurred with Dosa, suggesting “the demand for experienced globetrotters ... is soaring as more companies expand abroad...if you’ve got global skills, you’re definitely seen as a hot ticket” (p. 3) Orkin, however, did not define the term “global skills.”

September 11, 2001’s Impact on Global Education Awareness

Until September 11, 2001, most Americans considered themselves untouchable, distanced from the evils of war and terrorism. As the only remaining superpower, the United States exerted its dominance almost at will. With English accepted nearly worldwide as the lingua franca, especially for commerce, and CNN and other major American media outlets proclaiming American ideals worldwide, around the clock, the equation of dominance with security seemed justified.

This presumption of invulnerability was destroyed as Americans watched with disbelief when the first plane, then the second, slammed into the World Trade Center towers. For months afterward, the nation went into a state of shock, unable to rationalize the reason for it all. America had become a target. Fear for personal security was great that Congress sharply reduced or constrained civil liberties when it passed – largely unread – the Patriot Act urged upon by President George Bush.

This American population, absorbed by the events on television for days after September 11, is the same population that watches with an outsider’s perspective as newscasts regularly depict acts of terrorism in Israel, Northern Ireland, and Spain, never expecting to watch it happen in their own backyards. While Americans of all ages were emotionally impacted, Cummings (2001) centered specific criticism on American college students’, noting that despite access to higher education, their myopic view of the world left them unprepared to deal intellectually with the horrific events of September 11, 2001.

Several scholars suggested the aggression on September 11 caused a national mindset alteration similar to that intended after the launch of Sputnik in 1958. J. David Edwards, Executive Director of the Joint National Committee for Languages (as cited by Hebel, 2002) suggested that the attack could lead to improve national security through the creation of academic programs designed to increase international understanding, and remarked, “this would be another Sputnik” (p. A26). Richard D. Brecht, Director of the National Foreign Language Center at the University of Maryland at College Park (as cited in Hebel, 2002) also envisioned a paradigm shift, stating, “On September 11, the world didn’t change at all. Our understanding of the world did” (p. A26). Bikson, Treverton, Moini and Lindstrom (2003) envisioned a turning point in the educational

system, suggesting that “The events of September 11 underscore the importance of developing a broader and deeper understanding of the differing perspectives of people from other countries and other cultures, and of learning to work effectively with people who differ in language, customs, and in some cases, political and social values” (p. 8). Bikson, et al’s study contended that the need for a globally-competent workforce was not for governments alone, suggesting that corporations, nongovernmental institutions and intergovernmental organizations have had the need to hire globally competent employees. While unstated in Bikson, et al’s study, institutions of higher learning clearly must play an essential role in preparing such agile, cosmopolitan workers.

Employers are not the only group focusing on the need to acquire global education skills. American college students have begun to demand more globally focused courses (Germann 2002). Germann posited that after September 11, there was an immediate longing for international knowledge among American college students as interest in courses emphasizing international education increased after September 11.

Despite Brecht, Germann and Edwards’ optimism, NAFSA: Association of International Educators (2003) “International education has been set back considerably as a result of the fallout from 9/11. Before that date, a strong national consensus on the value of international education and exchange for the United States had existed for more than 50 years” (p. 1). NAFSA’s conclusions are likely based on the constriction of the availability of student visas, which allow foreign students to study in United States. NAFSA viewed this move by the American federal government to be a policy shift toward isolationism under the guise of national security.

Sputnik Revisited

Just as it took a Russian spacecraft launch to ignite America's support for international education in the 1950's, the slaughter of September 11, 2001 could become partially responsible for the resurgence of the concept of educating for global competence as a requirement within America's educational system. Globalization, a multinational workplace, and reliance on worldwide economic partners to ensure future growth are likely to share the responsibility for the declaration of the need for globally competent graduates.

Defining "Global Competence"

An international education initiative, known as global competence, was first noted in 1988 in a report published by the Council on International Education Exchange. The publication, known in international education circles as the "Magna Carta" on the concept of global competence, called upon American universities to send students on exchange programs to universities abroad where Americans are not the majority population and where English is not the dominant language. The report also suggested that students go abroad for three months or more, particularly to countries not normally traveled to by Americans. Lambert (1996), considered by many as the father of the global competence initiative, identified a globally competent person as one who has knowledge (of current events), can empathize with others, demonstrates approval (maintains a positive attitude), has an unspecified level of foreign language competence and task performance (ability to understand the value in something foreign). Despite his joke that a globally competent person must be the person who wins "Jeopardy" by answering all

questions relating to anywhere outside the U.S., Lambert poignantly asked: “Is it the depth of knowledge on a particular corner of the globe producing a more generalized skill (sic) cause someone to be globally competent, or is such a knowledge not generalizable?” (p. 15).

Since the 1988 launch of the initiative, a variety of American and European educational scholars and committees have also proposed definitions for the term “global competence” and postulates regarding the required knowledge, skills, attitudes, and experiences necessary to become globally competent. Swiss Consulting Group (a transnational management consulting firm with more than 20 years of experience) in its Global Competence Report – 2002, defined global competence as “the capacity of an individual or a team to parachute into any country and get the job done while respecting cultural pathways” (p. 4). The Report took the next step and identified global competence’s required skill set as “intercultural facility; effective two-way communication; (sic) diverse leadership; systematic best-practice sharing; and a truly global strategy design process” (pp. 5-6).

The Stanley Foundation, which supports research pertaining to global education, considers global competence to include “an appreciation of complexity, conflict management, the inevitability of change, and the interconnectedness between and among humans and their environment. Globally competent citizens know they have an impact on the world and that the world influences them. They recognize their ability and responsibility to make choices that affect the future” (Internet, 2003).

In a related study, twenty-three community college officials and representatives of government agencies met at a conference convened in 1996 by the Stanley Foundation

and the American Council on International Intercultural Education (ACIIE). The conference, titled “Educating for the Global Community: A Framework for Community Colleges,” sought to define the term “globally competent learner.” Following several days of debate using a process similar to a Delphi Technique, the participants determined that a globally competent learner is one who 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). Recommendations regarding institutional requirements included references to global education in the mission statement, revising accreditation criteria to acknowledge the importance of global competence, development of a comprehensive global competence education program on campus, and providing support for such educational initiatives.

While this panel comprised numerous perspectives from community colleges across America, it is questionable whether the group could possibly have brought a wide enough perspective as to define the term “global competence.” All points of view sought were from American sources, significantly limiting the generalizability of the definition. Further, the study misrepresents the balance among participating sectors. First, the study’s summary noted that those taking part represented community colleges and United States government employees; however, in fact only two of the 23 participants were government affiliates (The Stanley Foundation and ACIIE, 1996). Secondly, the study noted that the reason for gathering the group was to build on the foundation established by a 23-member committee that published a 1994 report, “Building the Global Community: The Next Step.” The 1996 report referred to the 1994 study group as “24

community college educators and representatives of government, industry, and nongovernmental organizations” (p. 2). However, the 1994 study described only international educators and federal government officials as participants.

Cross-cultural awareness and interaction are also a key aspects of becoming globally competent, according to Curran (2002). Curran suggested that global competence is the ability to become familiar with an environment, “going with the flow;” and reflection upon completion of a particular activity within a new culture. Curran stated that familiarity with a new environment meant being aware of one’s own personal characteristics, strengths and weaknesses, cultural biases and norms, motivations and concerns – all of which are considered essentials that can facilitate intercultural interaction and provide sources of continual learning. “Going with the flow,” Curran stated, meant patience, tolerance for ambiguity, and acceptance for not knowing all the details of a situation at any given time. Taking a moment to reflect on a new culture, Curran suggested, “constituted mindfully considering the culture on its own merit, without judgmental comparison to what one may already believe,” (Internet, 2003). The concept implied gaining new ideas from sources one might otherwise neglect.

Wilson and Dalton (1997) took a tangential perspective on Curran’s work. They concluded that perceptual knowledge (open-mindedness, resistance to stereotyping, complexity of thinking, and perspective consciousness) and substantive knowledge (of cultures, languages, world issues, global dynamics, and human choices) were integral components when striving for global competence.

Although not formally attempting to define global competence, William D. Kirby, Dean of the Faculty of Arts and Sciences at Harvard, his institution bears “a

responsibility to educate its students to be knowledgeable and responsible as they go out into the world – to know languages, to know the culture, the economics and policies of the countries they will visit, to interact in a knowledgeable way (Rimer, 2004).

Research on Global Competence

Several researchers, committees and corporations have considered the list of knowledge, skills, attitudes, and experiences necessary to become globally competent. Just as was demonstrated by the variety of definitions of the term “global competence,” no consensus exists regarding the knowledge, skills, attitudes, and experiences, either.

Employing a large-scale approach to defining the concept, Germann (2002) held discussion groups with 200 faculty members at Metropolitan State College of Denver. Germann asked the group members to consider what measures they could take to have students and faculty become internationally and globally literate/competent.

Responses were received in three categories: curriculum, new roles for faculty, and enrollment management. Under the Curriculum category, faculty suggested the College create more interdisciplinary courses focusing on global and international issues, and integrating the diversity of cultures into all curricula. Faculty members suggested that ascertaining a student’s understanding of technology, throughout a variety of courses, would also be critical. Germann’s study argued that the faculty make-up should also become more diverse by means of recruiting more racial and ethnic minority group members, possibly through partnerships with other institutions. Additionally, faculty awards systems would be changed to place more value on educating students to achieve international and technological competence. While the study did not address the need to

diversify the student population, the Enrollment Management category suggested the creation of additional on-line courses be offered to expand geographic territory, and noted new university partnerships need to be created.

The Stanley Foundation and ACIIE (1996) study identified four stages in the development of a globally-competent learners, applicable to all levels of education. The first stage involved an awareness of one's own culture and exposure to other cultures, seeking to understand values and attitudes from a variety of different perspectives. The second stage included the enhancement of intercultural experiences and advocated the learner have direct experiences with people from other cultures. The third stage required the learner to gain a heightened awareness of history and world events, particularly as they relate to politics, economy and geography. Finally, in order to achieve the fourth stage, the learner must develop a keen understanding of a geographic area and become fluent in the regional language and culture. Although not considered at the time of its development, it appears that the Stanley Foundation and ACIIE research could have served as the model for Boston University's Global Proficiency program, given that a nearly identical pattern of progressive learning is employed in the Boston College curricula.

Comparing The Stanley Foundation and ACIIE stages with an evolutionary transnational business model designed to demonstrate a business's progression from domestic to transnational, The Stanley Foundation/ACIIE model does not appear to evolve beyond the "multinational" category (Adler & Bartholomew, 1992). While The Stanley Foundation/ACIIE stages posited the need for openness, intercultural skills, general knowledge, and expertise in a second language (although it seems as if any

second language is sufficient), it failed to transcend to Adler and Bartholomew's highest level in which transnational managers need culturally specific knowledge, adaptation skills, and a worldwide perspective. The Stanley Foundation and ACIIE research stopped at the geographically specific level, allowing for one to be a regional specialist, but not develop a wider, more global understanding.

In addition to creating criteria for business evolution from domestic to transnational, Adler and Bartholomew (1992) conducted a survey of 50 firms headquartered in the United States and Canada, from a wide variety of industries. The survey sought to understand the interrelationship between the company's business strategy and its human resource systems. The study's overall conclusion was that there is a shortfall of globally competent managers. Adler and Bartholomew concluded transnational/globally competent managers should possess these skills:

- (a) global perspective
- (b) local responsiveness
- (c) synergistic learning
- (d) transition and adaptation
- (e) cross-cultural interaction
- (f) collaboration
- (g) foreign experience (p. 54).

Adler and Bartholomew noted that American executives surveyed declared the transnational business environment "lacked global thinking" and that employees needed

to “stop thinking that the world begins and ends at the U.S. borders” (p. 60). Based on Adler and Bartholomew’s results, it is important for business officials to gain a wider, more global perspective. The Adler & Bartholomew survey fails to describe its methodology, similar to that noted by Germann (2002). There is also no mention of how the participants were chosen, or whether a quantitative or qualitative approach was used.

Satterlee (1999) expanded on Adler and Bartholomew’s survey by adding one country, Mexico, and by changing methodology, in search of a list of skills and attitudes that will develop globally competent managers. Satterlee conducted a three-round Delphi questionnaire with a panel of business experts from Canada, Mexico and the United States. He determined an expert to be one who had eight years management experience, including some time spent managing outside of one’s home country, and a minimum of a bachelor’s degree. Based on an 85 percent response rate to the Delphi questionnaire, Satterlee concluded that the skills and attitudes necessary for success in an international business arena included: decision making skills, the ability to be a team builder, the ability to work with people, a strategic vision, a global view, ethics, information and communication skills, and intercultural effectiveness (p. 17). Based on the Delphi questionnaire and a secondary questionnaire sent to universities abroad, Satterlee suggested that universities are responsible for educating their students so as to ensure the development of these competencies. He advocated that universities must create international partnerships with other universities, businesses, and industries. While Satterlee’s study established a comprehensive statement regarding the skills and attitudes necessary to become a globally competent business manager, his results are generalizable only to Western business professionals due to the participant selection criteria. To

establish results generalizable to an international audience, it is necessary to include participants from around the world, as will be employed in this dissertation.

In a study involving many more countries and participants, Cendant Mobility (2002) gauged trends in the worldwide workforce by surveying transnational human resources managers on six continents who manage a globally mobile population of more than 200,000 employees. Responses were received from 187 individual human resource practitioners, of which 67 percent were based in the Americas. While the survey's intention was to determine perceived reasons behind the shift from long-term expatriation to short-term assignments, a tangential outcome related to global competence was realized. The survey revealed that cross-border transfers often occur because the company seeks to develop an employee's global competence. The study contended that these cross-border transfers increase an employee's global competence by heightening cross-cultural awareness and cross-cultural communication skills. Cendant Mobility's survey concluded that global competence training is a critical component of an employee's professional development, and it suggested its global awareness training programs would increase in the near-term. Cendant Mobility's conclusion noted, "Development of global competence and talent is a top priority for human resource practitioners going forward; in fact, it is much more important than cost control, which is a priority at present" (p. 8).

Bikson, Treverton, Moini and Lindstrom (2003) conducted a study which merged populations from both the Cendant Mobility (2002) study and from Saterlee's (1999) research. As a result of structured interviews with 135 human resource managers and senior managers from 75 for-profit and non-profit companies, Bikson et al. concluded

that there was a need for a globally-competent workforce, and delineated several skill areas required to be an effective international manager. Initially, the authors suggested a person must have substantive (professional or technical) knowledge in his/her profession. Then, the concept of interpersonal skills emerged, with a particular emphasis on teamwork. Strategic international understanding in a global context while understanding the implications of operating in different localities was also critical, as was gaining cross-cultural experience, including learning a second language.

The author's recommendations for implementing a curriculum which would train university students in the suggested competencies were extremely limited. They recommended only that the curriculum be internationalized (without defining the term), that study abroad be undertaken, and that leadership training be valued and respected. While the study sought information from several transnational corporations, most business entities and consultants conferred with were American or American based, limiting the study's perspective considerably. Also unclear were criteria by which the organizations were selected. These specified that organizations must have "international missions that engage them (the company) in interactions spanning national boundaries, and they had to have been in existence long enough to have experienced the effects of increasing globalization" (p. xii-xiii). Terms such as "interactions" and "increasing globalization," left undefined, leave room for much speculation and confusion.

Phenomenological researchers Wills and Barham (1994) took a tack similar to Bikson et al.'s, conducting interviews with 60 international executives from a broad range of countries and industries. However, the knowledge and skills necessary to become a successful international manager noted by Wills and Barham were much less

concrete than those purported by Bikson, Treverton, Moini and Lindstrom. Wills and Barham suggested that successful international managers should display cultural empathy, should listen for both the spoken and hidden meanings of cross-cultural communication, should exhibit a sense of humility, and display both emotional energy and emotional self-awareness.

In order to select participants, Wills and Barham (1994) relied on human resource managers within chosen companies, who were asked to recommend “highly successful international managers.” This unscientific approach required human resource managers, without any established criteria, to determine study participants. Because of this flaw, recommendations are highly suspect and generalizability of results quite limited.

In earlier research, Barham and Wills (1992) documented a series of interviews conducted by their partner organization, Ashridge Management Research Group (AMRG). AMRG conducted interviews with resource managers at Asian and European based transnational corporations to determine competencies needed to manage across a global or regional territory. AMRG’s qualitative approach noted four “doing” and three “being” competencies. Barham and Heimer’s (1995) summary of the AMRG study concluded that “doing” cross-cultural competencies required of a transnational manager include: (a) the ability to successfully lead an international strategy,

(b) the ability to coordinate efforts across borders,

(c) acting as intercultural mediator and change agent and

(d) managing personal effectiveness for international business.

Barham and Heimer also suggested a transnational manager embody “being” skills, such as cognitive complexity, emotional energy and psychological maturity. The authors contended that the results form a competence-based approach for the development of international management. Interestingly, this approach is similar to that of White (1999), who advocated the Agility Paradigm during courses taught at Lehigh University. Barham and Wills (1995) suggested that a general transnational competence-based model could be constructed from the findings, but that each company employing the approach should customize the effort for each location or customer, a parallel to the Agility Paradigm.

Olson and Kroeger (2001) sought to understand how educators can enhance their global competencies in order to better educate their students. The researchers conducted a survey of 52 New Jersey City University faculty and staff, using Milton Bennett’s Developmental Model of Intercultural Sensitivity (1998), to determine the relationship between global competence and intercultural sensitivity. Olsen and Kroeger operationally defined the term “global competence” as a person who “has enough substantial knowledge, perceptual understanding, and intercultural communication skills to effectively interact in our globally interdependent world” (p. 117). The authors cited Wilson’s (1996) definition of “substantial (sic) knowledge” as “knowledge of cultures, languages, world issues, global dynamics, and human choices” (p. 118). Perceptual knowledge, again according to Wilson (1996), is “open-mindedness, resistance to stereotyping, complexity of thinking, and perspective consciousness” (p. 118). Stohl’s (1996) definition of cross-cultural awareness, stated as “the ability to understand how another culture feels from the standpoint of the insider,” (p. 118), served as Olsen and

Kroeger's operational definition of the term. The findings suggest that faculty and staff must become globally-competent in order for such knowledge to flow to their students.

While several researchers have attempted to clarify the appropriate number of languages spoken to become globally competent, Stohl (1996) suggested debates rage about how many languages a person must speak, and to what depth in order to become globally competent. Weber, (2003) from a philosophical perspective, suggested that the ability to speak another language does not always lead to an understanding of the words being spoken. Weber intimated that simply the ability to speak a foreign language does not take into consideration cultural undertones, body language, etc. communicated during conversation.

Global Competence Certification

Applying the conceptual groundwork laid by Lambert (1996), two well-known and respected American institutions of higher learning are driving the global competence/global proficiency movement in America. Nussbaum (2000), Assistant Dean at Boston College, was the first American higher education official to present a global proficiency curriculum, at the Association for International Educational Administrators national convention. In a conversation with the researcher following the presentation, Nussbaum noted, "As a student affairs practitioner, I took a very practical approach to creating the (global proficiency) program and did not check any literature. We did some checks of other schools to see what was out there in terms of actual programs, but ... didn't find much. I pretty much went on instinct and input from the academic side of the house here at Boston College" (personal communication, May, 2003). Boston College

students who complete a series of courses in a prescribed curriculum, study abroad, and learn to speak a second language are certified as “globally proficient” upon graduation.

The University of Pittsburgh used a staff-devised definition of global competence as the foundation for its Global Studies Program. According to Brustein, global competence is defined as “The ability to communicate effectively across cultural and linguistic boundaries and to focus on issues that transcend cultures and continents” (personal communication, July 2003). The dimensions contributing to global competence are:

- (a) the ability to work effectively in different international settings,
- (b) an awareness of the major currents of global change and the issues arising from such changes,
- (c) knowledge of global organizations and business activities,
- (d) the capacity for effective communication across cultural and linguistic boundaries, and
- (e) a personal adaptability to diverse cultures.

Statewide Global Education Efforts

Nearly 30 years ago, international organizations in Pennsylvania began attempting to internationalize universities and communities within the state. As early as 1967, international educators formed the Committee on Coordination of International Programs in Pennsylvania Colleges and Universities. Within a year the organization proposed “The International Education Act” to the state legislature. While the Act was never funded, the

organization continued to evolve and reorganized after several years as The Pennsylvania Council on International Education (PaCIE). Both the Act and PaCIE used study abroad as their centerpiece. To this day, PaCIE continues to concentrate a majority of its administrative efforts and workshops on study abroad, asserting that it is the key to the development of a global understanding and knowledge base among American college students. PaCIE focuses narrowly on vision in one segment of the field of international education, yet PaCIE members consider it a driving force toward the internationalization of Pennsylvania's college and university campuses.

In a related state-wide effort, in 1988 the Pennsylvania Department of Education, in cooperation with the University Center for International Studies at the University of Pittsburgh, published a journal entitled "International Education: Keystone for Economic Success." The journal edition "Education for International Competence in Pennsylvania," focused on study abroad as the primary training leading to global competence. The journal also listed a set of skills recommended in order for Americans to compete on a global level. The list included several of the most basic skills (reading, math, writing and communication), then progressed to the ability to analyze data, interpret situations and then take action. The journal advocated those seeking to become globally competent also have an extensive knowledge of the world (geography, history and economics), and be able to learn continuously and adjust to change (p. 47). Despite the title of the journal, The University of Pittsburgh did not define the term "international competence."

Although not intending to offer formal global competence certification, Harvard intends to revise its undergraduate curriculum to assure that students "know languages, to

know the culture, the economics and policies of the countries they will visit, to interact in a knowledgeable way” (Rimer, 2004) by the fall of 2006.

Education’s Role in Global Competence

An ACE report (2001) contended, “With significant existing exposure to foreign cultures and languages, they (high school students) will increasingly arrive at colleges and universities expecting international training to be available to them. In this climate, institutions will need to meet their demands, both on campus and abroad, or risk losing students to colleges and universities that do” (p. 1). In order to prepare for these more globally-minded high school graduates, higher education institutions need to do more than offer a series of internationally focused courses or send students abroad to have them become globally competent. Students must possess a high degree of international understanding and intercultural competence before becoming globally competent (Green, 2000). Green also noted that in order to foster globally-competent college graduates, “institutions must do more than string together a few courses or offer a study abroad experience for a select few. They must put international understanding and intercultural competence at the heart of the educational experience, deep in the fabric and values of the institution. Preparing students to be globally literate will require many linked institutional changes, including the curriculum, student life, faculty development, and relationships with external groups, rather than a series of discrete initiatives. It will also require active engagement with institutions in other countries” (p. 1).

Curriculum, Atwell (2001) suggested, is at the core of a strong international dimension. “While other program elements are important, the learning that goes on in the

classroom is key to students understanding the increasingly pervasive international issues that affect their professional and personal lives. Courses and curriculum which offer international and comparative substance are essential to a strong international dimension” (p. 6).

According to the 24 participants in the 1996 Education for the Global Community: A Framework for Community Colleges conference, in order for an institution to produce globally competent learners, a community college must:

- *Obtain the commitment of the college’s president and board of trustees
- *Include global education as an integral component of the institution’s mission statement
- *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 community college framework is one of the most comprehensive, noting that internationalization must be implemented from the institution's president down to student services, becoming an all encompassing initiative.

Byrd (1991) reflected cautiously on the international movement, suggesting "administrators should not dash into a program of internationalization just because everybody else seems to be doing it or because it seems to be good for the students to know about the wider world. Faculty, students, and the institution's community need to be included in discussion of the importance of internationalization for them" (p. 4).

The term "internationalization," as it relates to institutions of higher education, has been commonly used since the late 1980s, and was defined by Arum and van de Water (1992) as "the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation" (p. 202). Soderqvist (2002) proposed an updated version of the definition of the term "internationalization" as "a change process from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning to achieve the desired competencies" (p. 29). Knight (2003) took Soderqvist's to an all encompassing point, suggesting internationalization was "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (p. 11).

Government's Role in Global Competence

Other than serving as a funding source for programs such as Fulbright, the National Security Education Program and related scholarships, the American federal government has rarely sought to step into the forefront of international educational policy. U.S. President William J. Clinton's April 19, 2000 "Memorandum on International Education Policy" drastically altered that "hands off" approach.

The Memorandum stated, "To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures" (p. 1). President Clinton argued that isolationist philosophy, prevalent in America in the 1980s, served no purpose in the 1990s and beyond. "Today, the defense of U.S. interests, the effective management of global issues, and even an understanding of our Nation's diversity require ever-greater contact with, and understanding of, people and cultures beyond our borders" (p. 1). In order to prepare students for the global workforce, President Clinton suggested educators must strengthen foreign language learning at all levels, and increase opportunities for the exchange of faculty, administrators, and students. Clinton saw the production of "international and foreign-language expertise necessary for U.S. global leadership and security" (pp. 1-2). The President held that learning about other cultures and knowledge of foreign languages was critical to our nation's security. His pronouncements were general, however, which allowed for quite different interpretation of the operational meaning of his words. However, the international education community reveled in his willingness to make such a proclamation.

ACE (1998) proposed a similar set of skills, calling on the higher education community in the United States to: develop the global literacy (competence) of graduates by internationalizing the curriculum; conducting research on global issues; providing adequate foreign language instruction and research; and supporting international exchange.

NAFSA: Association of International Educators, in a position paper co-authored by the Alliance for International Educational and Cultural Exchange (2003) agreed with President Clinton's statement, suggesting that Americans need enhanced international skills and knowledge to guarantee our national security and economic competitiveness.

Peterson (1998) foreshadowed President Clinton's decree stating "American society must learn to live and thrive within a global context higher education must ensure that regular degree programs provide students with needed international skills and experience" (p. 42). Peterson suggested a course of action that inserts more international content into the K-12 curriculum, and criticized U.S. school districts for not giving students an opportunity to learn a foreign language or to gain an international perspective in high school. He noted that even these opportunities, late in a student's educational K-12 career, are limited.

Global Competence in Business Terms

The Institute of International Education's Research Report (1997) suggested "Both individuals and companies should possess transnational (global) competence" (p. 23). The report claimed that Pan American Airlines was perhaps the first major corporation to have the vision of spanning the world. Coca Cola, International Business

Machines, American Express, and McDonalds followed suit shortly thereafter. By the 1960s, American, British, and Australian businesses began overseas mergers and acquisitions. The Report concluded, “With this newly found global reach, employees needed a skill set well beyond what was effective in their home countries” (p. 23).

The Cendant Mobility (2002) survey results paralleled those of The Institute of International Education, revealing the achievement of global competence as the top goal of global human resource respondents. However, Cendant Mobility concluded the only way to achieve global competence is to assign employees to traditional long-term overseas placements. Despite its breadth, though, the study failed to define global competence.

Jack Welch, an American business leader with limited overseas experience, in a speech to his fellow General Electric executives before his retirement, concurred with the Cendant Mobility results when he said, “I spent my entire career in the United States. The next head of GE will be somebody who spent time in Bombay, in Hong Kong, in Buenos Aires. We have to send our best and greatest overseas and make sure they have the training that will allow them to be the global leaders who will make GE flourish in the future” (cited in Swiss Consulting Group, 2002, p. 10).

Welch, a corporate visionary, appeared to predict the results of Bikson, Treverton, Moini and Lindstrom (2003) research, stating that a globally competent workforce is needed, and that the following skills are required to be an effective (globally competent) international manager:

- (a) Substantive depth of an organizations primary business processes,
- (b) Teamwork and interpersonal skills,

- (c) An international understanding, and
- (d) Cross-cultural experience.

Bikson et al. suggested, “efforts to learn a second or third language provide evidence of interest in other cultures and can form a basis for understanding them, but are not a substitute for real world experiences” (p. xv).

Bikson et al.’s recommendations (2003) for implementing a curriculum which would train university students in the competencies they suggest were extremely limited, recommending only that curriculum be internationalized (without defining the term), study abroad be undertaken, and leadership training be valued and respected. While the study sought information from several transnational corporations, most business entities consulted were American or American-based, thus limiting the perspective considerably.

Several results noted by Bikson et al. appear in Thorn (2002), who suggested global managers should possess qualities such as: strategic vision, adaptability, fostering teamwork, creating open communication, and building relationships. In an expansion of Bikson et al.’s results, Thorn noted aspects such as people skills, foreign language skills, and multidisciplinary perspectives were critical to cross-cultural problem solving.

Large corporations have also weighed in on the global competence debate. For example, Bechtel Group, Inc., a corporation of more than 25,000 employees spanning 70 countries, considers every new employee a “global hire,” and places more emphasis than ever before on hiring employees with global competencies, including foreign language proficiency and international experience (cited in Talbott, 1996). Chubb & Son, Inc., a transnational corporation with nearly 15 percent of its workforce employed outside the United States, went as far as to consider global awareness a key aspect of each new hire.

“An ideal employee is one who is open to other cultures, someone who has multiple language skills, someone who’s flexible and adaptable to meet our changing business needs” (Talbot, 1996, p.10). The Globalizing Agricultural Science and Education for America Task Force (2003), which was comprised of representatives from America’s agricultural industry and institutions of higher education, envisioned its constituents to be globally-competent stakeholders, faculty, and students in the U.S. food, agriculture, and natural resource sectors, because they live, compete, and work well in an ever dynamic and interdependent world community.

Despite the obvious need of increasing numbers of businesses to hire employees who are globally competent, the businesses community, like higher education, has yet to agree on a definition for globally competence or the knowledge, skills, attitudes, and experiences necessary to become globally competent. Without this clarity, businesses will continue to spend millions of dollars on cross-cultural training that may be inappropriate for their transnational needs.

Effective International Business Managers

There are numerous parallels between the knowledge, skills and attitudes necessary to become an effective international business manager and those relating to global competence. Bigelow (1994) conducted a meta-analysis of 33 studies that identified managerial skills appropriate to an international setting and synthesized them to produce a list of the ten most crucial. They include:

- (a) cultural and organizational understanding,

- (b) adaptability,
- (c) establishing relations,
- (d) system and multiple perspective thinking,
- (e) attitudes/perceptions,
- (f) sensitivity,
- (g) language,
- (h) culturally influenced decision making,
- (i) diplomacy,
- (j) cross-cultural understanding (p. 5).

Bigelow's assessment related directly to Satterlee's (1992) survey results, which suggested that the knowledge, skills, attitudes, and experiences necessary to become globally competent included decision making skills, the ability to be a team builder, the ability to work with people, a strategic vision, a global view, ethics, information and communication skills, and intercultural effectiveness. Bigelow, critical of American university-level business education, suggested that the nine most popular business education textbooks are flawed in that "none of the texts specifically addresses skills in an international or cross-cultural setting. In addition, the research cited by these texts is primarily derived from studies of American firms and businesspeople" (p. 1). A similar focus was noted by the researcher upon review of literature and studies related to global competence.

Lane, DiStefano and Maznevski (1992), whose results purport the profile of a successful global executive, were very similar to those identified by Bigelow, deviating only with the addition of the ability to manage change, the ability to design a flexible organizational structure, and the ability to manage cultural diversity. Lane et al.'s list also mirrored a segment of the criteria proposed by Swiss Consulting Group in its Global Competence Report – 2002. In that report, Swiss Consulting Group suggested that in order for one to become global competent, one must be sensitive to other cultures and must possess a keen sense of cultural awareness, cross-cultural communication skills, and leadership qualities. Friedman (2004) suggests adding adaptability to the list, stating “the days of having the same job for 35 or 40 years, like maybe your parents did, are over.” Sachdev (2004) concurs, implying that flexibility within a global workforce is essential, and the need to continually re-invent one’s self is a winning strategy if each person thinks of themselves as “me incorporated.”

The chief executive officer of the future, Lawless (2004) noted, will have “lived abroad, have cultural sensitivity, have keen interpersonal skills, and be familiar with the international business environment,” and gave the example that a person with a master’s degree in business administration who speaks Mandarin has “all the tools necessary to be successful in the future” (p. 6).

Responsibility for Educating a Globally-Competent Workforce

The responsibility for the lack of global preparation should not fall on those who educate teachers, but instead academic leaders (Atwell, 1987). Placing blame squarely on academic administrators, Atwell posited, “The main job of combating Americans’

abysmal lack of proficiency in foreign languages and the widespread ignorance of history and other cultures is the responsibility of academic leaders.” (p. 2). The National Governor’s Association (1989), however, blamed inadequate teacher preparation, and in turn, student preparation, as a major obstacle in America’s ability to meet the needs of a global society (cited in Merryfield, 1995). Sutton (1999), in a related opinion, blamed public schools in the United States for not educating students with skills required to gain a broad understanding of nations or cultures beyond their scope of familiarity. Barton, Chief Executive Officer for 38 years of the multinational Caterpillar, Inc., concurred with Sutton, noting American students must constantly remain abreast of world issues and urging school systems and universities to help instill a global awareness in students. Interestingly, Barton added that companies must also shoulder part of the responsibility by offering continuing education, college tuition reimbursements and other training (cited in Russell, 1999).

While blame for the lack of production of globally competent graduates abounds, a general lack of consensus of the steps to combat the problem only serve to confound efforts to improve the situation.

Defining Related Terms

While this study primarily focuses on the term “global competence,” there are a variety of synonyms used to refer to the concept. These terms are noted throughout the relevant literature and are commonly used by international educators at conferences and in daily conversation. A series of lists of knowledge, skills, attitudes, and experiences necessary to become an effective international business manager, quite similar to lists of

knowledge, skills, attitudes, and experiences postulated by those seeking to establish qualifications for becoming globally competent, appear frequently in recent literature. Also similar in nature to the certification of “global competence” is the recent creation of “global citizen” certifications, also issued by American universities. This niche curriculum has become the marketing centerpiece of 10 American universities.

Related Terms

“Process competence,” “transnational competence,” and “global education” are commonly used as synonyms for “global competence.” Phatak (1992) defined “process competence” as the ability to be culturally empathetic, adaptability, diplomacy, language ability, positive attitude, emotional stability, and maturity. Mendenhall (2000) took a tangent on Phatak’s definition, instead suggesting that process competence is open-mindedness, respect for other beliefs, trust in people, tolerance, internal locus of control, flexibility, patience, social adaptability, initiative, risk-taking, a sense of humor, and interpersonal interest.

Black, Gregersen, Mendenhall and Stohl (1999) defined “process competence” as cultural flexibility, willingness to communicate, ability to develop social relationships, perceptual abilities, conflict resolution style, and leadership style.

The Institute of International Education (IIE) Research Report “Towards Transnational Competence: Rethinking International Education: A U.S.-Japan Case Study” (1997) suggested that transnational competence is:

(a) Ability to imagine, analyze, and creatively address the potential of local economies/cultures,

- (b) Knowledge of commercial/technical/cultural developments in a variety of locales,
- (c) Awareness of key leaders (and ability to engage such leaders in useful dialogue),
- (d) Understanding of local customs and negotiating strategies,
- (e) Facility in English and at least one other major language; and facility with computers,
- (f) Technical skills in business, law, public affairs, and/or technology and awareness of their different nature in different cultural contexts.

The IIE report claimed, “Perhaps the most fundamental in transnational relations is the ability to grasp and deal with new settings. Successful players benefit from knowing who the key people are in the new setting, knowing the local rules that apply to what they are doing, and understanding local negotiating practices” (p. 23). The IIE report implied that both individuals and companies should possess transnational competence.

Global Citizen Certificates

Just weeks after September 11, 2001, the Association of American College and Universities (AAC&U) announced the availability of seed money on behalf of a national initiative termed “Liberal Education and Global Citizenship: The Arts of Democracy,” designed to fund the creation of global citizen curricula at 10 American Universities

(Humphreys, 2001). Universities winning the grants included: Albany State University, the American University of Paris, Beloit College, City University of New York-Brooklyn College, Heritage College, John Carroll University, Pacific Lutheran University, Rochester Institute of Technology, the University of Delaware, and the University of Wisconsin-Milwaukee. While each has taken a different approach to educating university students to become global citizens, common themes have included courses on globalization, women's and religious studies, study abroad, foreign language study, capstone projects, and global environmental policy (AAC&U, 2002). AAC&U described the "global citizen" as one who "provides students with a sophisticated understanding of their increasingly interconnected but unequal world, still plagued by violent conflicts, economic deprivation, and brutal inequities at home and abroad" (p. 1).

The global citizen curricular emphasis on study abroad, globalization and foreign language study mirror curricula required in both Boston College and the University of Pittsburgh's global competence programs. Global citizen and global competence programs differ in that global citizen programs tend to focus more heavily on democracy studies, religious coursework, and human rights; whereas global competence currently focus more on foreign language learning, cross-cultural understanding, and open-mindedness.

Lehigh University will launch a "Global Citizen" program in the fall of 2004 (Makela-Goodman, 2003).

The “G” Generation

Generation “X” of the 1990s is being followed in the millennium decade by Generation “G” (global), marking a point in history when American college graduates need to be globally competent in business to maintain the nation’s economic viability and to assure that its citizens have a greater understanding of other peoples and cultures, according (Murphy, 2004). These global ready graduates, as foreseen by Godbey (2002), are seen as critical to America’s future leadership in a global context. Kirwin (2004) speculated that “globalization of the world’s economy is clearly an irreversible force...gone are the days when a person with a high school diploma and a strong back could count on a good job and a high quality of life” (p.3). In an effort to educate such global ready graduates, Kirwin advocated for a partnership between teachers teaching kindergarten – 12th grade and those teaching on the university level, assuring that curriculum is in place to acquaint elementary and high school students with foreign languages and an appreciation of other cultures, leading to the student’s desire to further these studies on the university level.

Woolf (2004) expanded Kirwin’s partnership suggestion to include a strong link between universities and the business community. He suggested that “the primary purpose for education is to train people for employment (in the global workforce),” (p. 33), yet generations of Americans have advocated for the separation of education and business, similar to the ever occurring battles over the separation of church and state. Woolf claimed that universities have an impact on local, regional and even national economies and learning scales, so a partnership linking business and education is critical to assuring America’s economic prominence.

Deardorff, Earwicker, Hunter and Moffatt presented “Guiding the G-Generation: NAFSA’s Role in Global Workforce Development” at the organization’s international conference on May 28, 2004. Although Deardorff presented on intercultural competence, and Earwicker generalized about working with businesses abroad, Moffatt, referring to global competence in his publication just prior the conference, noted “anyone with a college education who can adjust to constantly changing circumstances, navigate between various cultural norms and taboos, communicate in more than one language, and create new solutions to meet new challenges in unfamiliar environments, can often select the employer they want” (p. 44).

Summary

Recognition of a problem or gap in knowledge should naturally lead to a solution or further education. Cendant Mobility’s enormous, multinational study (2002) clearly posited that future cross-border workers must be globally competent. As geography and technology are no longer hindrances, all employees should consider themselves, at least potentially, cross-border workers. The education necessary to prepare college graduates to be globally competent lacks clarity, uniformity, and direction. Current initiatives were based on employee brainstorming sessions instead of grounded research. While there are multiple published definitions of the term “global competence” and a compendium of postulates regarding the knowledge, skills, attitudes, and experiences necessary to become globally competent, there is no consensus. This study intends to conduct such research, and to devise a definition of the term “global competence” based upon the knowledge, skills, attitudes and experiences. It is the researcher’s intention that the

definition derived from the study will assist various institutions and organizations to design their own customized definitions and requirements in the years ahead. This would provide vital clarity to this expansive collection of stakeholders seeking to either educate or employ globally competent individuals. Moreover, this study, by drawing upon the insights of both business and educational leaders, should produce a hypothesis worth testing and refining.

As many researchers and associations noted, in order for America to continue as a superpower, its citizens must truly be educated with a wide range of cultural, linguistic and international knowledge. Unless immediate action is taken, this prognostication could quickly become reality.

Chapter III

Introduction

The purpose of this study is to develop a consensus definition of the term “global competence” along with the knowledge, skills, attitudes, and experiences necessary to become globally competent. The development of a consensual definition is intended to add clarity to the conversations and other communications of officials in higher education, and those working in human resource departments in transnational corporations, among others.

Research Questions

This study was guided by the following research questions:

1. What is the definition of the term “global competence?”
2. Are there significant differences between the knowledge, skills, attitudes, and experiences that human resource managers of transnational corporations and international educators at higher educational institutions believe necessary for attaining global competence?

Methodology

This study was conducted using a dual method, descriptive research approach that is both qualitative, as well as quantitative in nature. The research methods used were the Delphi Technique, served as Phase 1, and a survey, which combined both qualitative and quantitative-based questions, served as Phase 2.

Phase 1: Delphi Technique

Phase 1 employed a Delphi Technique to develop a consensus definition of the term “global competence.” A Delphi Technique is a more generally accepted means of gaining consensus from a panel of experts who are not geographically connected. More specifically, the Delphi, designed as a group process, allows for multiple iterations on a single topic, leading to a determination of group consensus. The most common range for a group is 15 to 20 participants. The number of participants in a given Delphi Technique is most often determined by the number of participants required to constitute a representative sampling of opinions regarding the chosen topic (Delbecq, Van de Ven, & Gustafson, 1975 Johnson, Miller, Miller & Summers, 1987, Ulschak 1983).

Linstone and Turoff (1975) note a series of situations where the use of a Delphi Technique is effective. These situations are often when:

(1) precise analytical methods are not suitable for studying the problem, but subjective judgment on a collective basis could provide beneficial information relative to the problem;

(2) time and cost limit the ability to convene group meetings involving the individuals needed to address the problem;

(3) the individuals needed to contribute to examination of a broad and complex problem represent different backgrounds with respect to experience or expertise;

(4) anonymity assures that disagreements among individuals which might result in a face-to-face interaction could be refereed; and

(5) domination by a group or individual is avoided.

Population

Based on the research of Delbecq, Van de Ven, and Gustafson, (1975), Johnson, Miller, Miller and Summers, (1987), and Ulschak (1983), suggesting a range of 15-20 Delphi participants as the ideal, 18 participants were selected to participate in the Delphi Technique used in this dissertation. The selected participants met at least three of the following six selection criteria: (1) earned a national or international reputation regarding the implementation of global competence or internationalization initiatives; (2) conducted research, published or lectured on the topics of global competence or internationalization; (3) earned the equivalent of a bachelor's degree; (4) currently serve or had formerly served as an official in higher education or for a human resource department in a transnational corporation, (5) currently serve or had served as an educational official or placement officer representing a national government or student sponsoring agency, (6) currently lived or have lived or worked outside their home country. Of the 18 participants selected, seven were transnational corporation human resource managers and seven were international educators. The remaining four people selected were non-Americans who fit the established criteria, but were not employed in the aforementioned capacities. The weighting of the panel toward transnational corporation human resource managers and international educators was purposeful, mimicking the volume of research on the topic of global competence being done by both groups. However, the research conducted by both entities has yet to produce concurrence on the definition of the term "global competence." The researcher designed the criteria listed above specifically for the purpose of this study.

Potential participants were identified through a review of current literature, a review of conference presenter listings, and a search for participants on national and

international education committees, and conferences with colleagues employed at universities worldwide. Upon identification of potential participants, vitae were collected from each potential participant. A review panel, consisting of one senior NAFSA: Association of International Educator member and one official working as a transnational corporation human resource manager certified that the potential participants had met at least three of the established criteria in the Delphi Technique participant selection process (Appendix A).

Candidates identified as meeting the criteria for involvement in the Delphi Technique were sent an email invitation to join the panel (Appendix B). The invitation outlined the researcher's background, informed the perspective panelist regarding the nature and purpose of the study, the criteria for selection of participants, the importance of participation, anticipated time commitment of those participating, and the intended uses of the data collected. At the conclusion of the email, candidates confirmed their participation (positive or negative) via return email to the researcher. The first 18 candidates to responding affirmatively to the invitation served as the Delphi Technique panel (Appendix C). Those agreeing to participate signed a consent form, based on Lehigh University Institutional Review Board policy (Appendix D).

Data Gathering/Analysis

Once the selection process was complete, the participants reviewed multiple iterations of text. For the purpose of this study, there were three iterations, to be known as "Rounds." In Round 1 of the Delphi Technique, each panelist received, via a uniform email message, a list of published definitions of the term "global competence" (Appendix

E). Participants were asked to draft a definition of their own, either based on the published definitions or based on their own thoughts or experiences. The responses were sent via email directly to the researcher; assuring only the researcher knew the identity of those serving on the panel. Upon receipt of the responses, the researcher coded each response seeking to identify the language and concepts most commonly suggested. These most commonly used terms and concepts were then distributed in sentence form via email to the panel, instigating Round 2 of the Delphi Technique (Appendix F). Similar to, but more specific than Round 1, the panelists were asked to refine the text presented, offering comments, changes or additions, and then sent their responses via email back to the researcher (Appendix G).

In the third round (Appendix H), panelists were again asked to refine a statement contrived from the responses yielded in Round 2. At the conclusion of Round 3 a final definition was distributed to the panelists. Panelists were asked to indicate on a Lickert scale if they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with the definition. The results of the Lickert scale responses were considered “consensus” if 80 percent of the panelists note “strongly agreed” or “agreed.” If 80 percent agreement was not achieved, a fourth round would have been conducted using a process similar to the first three rounds. The three rounds of a Delphi Technique are considered sufficient to ascertain consensus (Cyfert & Grant, 1970 and Altschuld, 1993).

Generalizability of Delphi

The results of this Delphi Technique were intended to be generalizable to the larger population of human resource managers working for transnational corporations and

higher educational institution administrators worldwide, each considered stakeholders in the effort to define the term “global competence.”

Phase II: Survey Method -Data Gathering

A secondary component of the study employed a questionnaire to identify the knowledge, skills, attitudes, and experiences necessary to become globally competent. Using the consensus definition of the term “global competence” as a foundation, a survey, derived by combining a series of both open-ended and specific response questions was developed. The survey method chosen employed aspects of the stages in a sample survey outlined by Weisberg, Krosnick and Bowen, (1996), Warwick and Lininger (1975), and Worthen, Sanders and Fitzpatrick (1997). The survey method was chosen over other methods, such as interviews or case studies, based on the primary goal of obtaining basic information from a large number of officials in two fields, dispersed around the world. The objective of the survey was to poll these officials in an effort to gather data regarding current understanding of the definition of the term “global competence” and the knowledge, skills, attitudes, and experiences necessary to become globally competent.

Validation of the Proposed Survey Instrument

The researcher created a survey instrument (Appendix J) based on the consensus definition of the term “global competence” as devised by the Delphi panel and a review of relevant literature. The instrument was reviewed by a small group of individuals holding positions in international education, higher education, and transnational

corporations. Included in this review was space for respondents to comment on the survey's clarity, objectivity, and relevance to the overall study. Their comments (Appendix G) were integrated into the instrument before it was posted on-line to the wider group during the Pre-test, Post-test phase of the research.

Pre-test, Post-test Survey

The instrument was then pilot-tested twice (using the Pearson Product Moment correlation analysis) with a group of 30 university undergraduate and graduate students. Almost half of the students were in master's degree programs in international education at the School for International Training in Brattleboro, Vermont. A majority of the other half were students in an International Management class at Berkeley College in New York City. Several student participants were also enrolled in the master's degree program in business administration at Lehigh University. Although the questionnaire did not ask respondents to declare citizenship, it is speculated that many of those participating were foreign born or were first-generation American.

Survey Distribution

Both the pilot questionnaire and actual questionnaire were disseminated entirely on-line and measures were taken to maintain the anonymity of respondents. A website, accessible via a hyperlink from the e-mail message invitation sent to participants, was developed using SurveyMonkey.com. All survey questions were answered on-line. E-mail communication was distributed to the survey participants using a SurveyMonkey.com database, thereby assuring anonymity of the respondents. Panelist

responses were sent directly into a SurveyMonkey.com database that was accessible only to the researcher for analysis. There were two SurveyMonkey.com generated email follow-up contacts with non-respondents.

An electronic survey method was chosen based on Matz's (1999) findings suggesting that using electronic (email) collection devices lead to faster response rates, cost savings, the possibility of a wider response from geographically divergent locations, and a response rate better than other, more traditional methods.

Response Rate

During the Pre-Test phase, a 100 percent response rate was yielded. A 67 percent response rate was yielded during the Post-Test phase. The lower response rate to the post-test phase was likely impacted by the week of distribution, which likely coincided with the last week of the spring semester, with final exams pending.

Analysis of the Pre-test/Post-test

Following the Pre-Test, Post-Test, a Pearson Product Moment correlation analysis was computed to establish a reliability coefficient for the instrument. The results are as follows, broken down by items:

Table 1
Test/Retest Correlations for Section 1 –Knowledge

		Pearson Correlation	Sig. (2-tailed)	N
1A	An understanding of cultural norms and expectations of others	.61	.01	18
1B	An understanding of one's own cultural norms and expectations	.56*	.01	18
1C	An understanding of the concept of "globalization"	.56*	.02	18
1D	An understanding of the role of supranational entities	.51*	.03	18
1E	Knowledge of current world events	.58*	.01	18
1F	Knowledge of world history	.45	.06	18

* $p < .05$

I established the following criterion: if the test-retest correlation was found to be significant at $p < .05$, it was deemed to be stable. In some cases, the test-retest correlations were low not because of instability, but because of low variability in the item responses. In these cases, I reported the percent of consistency for the item in addition to the test-retest correlation.

All pre-test scores in the Knowledge Section are significantly correlated with post-test scores ($p < .05$) in the same Section, with the exception of 1F, which scored slightly higher, at ($p < .06$). This item was deemed to be stable by virtue of the fact that 50 percent of the responses were consistent from time 1 to time 2.

Table 2
Test/Retest Correlations for Section 2 –Skills

		Pearson Correlation	Sig. (2-tailed)	N
2A	Speak English and at least one other language	.3	.2	17
2B	To be linguistically and culturally competent in at least one language and culture other than one's own	.7*	.00	17
2C	Successful participation on project-oriented academic or vocational experience with people from other cultures and traditions	.5*	.00	17
2D	Computer capability (word processing, Internet, etc.)	.7*	.00	17
2E	Ability to assess intercultural performance in social or business settings	.4	.1	17
2F	Ability to live outside one's own culture	-	.90	17
2G	Ability to collaborate across cultures	.4	.00	17
2H	Ability to identify cultural differences in order to compete globally	.7*	.00	17
2I	Effective participation in social and business settings anywhere in the world	.7*	.00	17

* $p < .05$

With the exception of statements 2A, 2E, and 2F all of these test-retest correlations are significant at ($p < .05$). Statements 2A and 2E do not create any weakness in the psychometric validity of the instrument because the percentages of responses ranging from “strongly agree” to “neutral,” for both statements, remained nearly identical from time 1 to time 2. Statement 2F (Ability to live outside one’s own culture) produced a negative correlation. However, after careful review of the responses, it became clear

that four respondents simply changed their pre-test response from “neutral” to a post-test answer “agree.”

Table 3
Test/Retest Correlations for Section 3 –Attitudes

		Pearson Correlation	Sig. (2-tailed)	N
3A	Recognition that one's own world view is not universal	-.02	.69	17
3B	Willingness to step outside of one's own culture and experience life as "the other"	.31	.23	17
3C	A non-judgmental reaction to cultural difference	.38	.13	17
3D	Willingness to take risks in pursuit of cross-cultural learning and personal development	.36	.15	17
3E	Openness to new experiences, including those that could be emotionally challenging	.51	.04	17
3F	Coping with different cultures and attitudes	.82*	.00	17
3G	Celebrating diversity	.61*	.01	17

* $p < .05$

The test-retest correlations for statements 3E, 3F, and 3G are all significant ($p < .05$). Item 3A has an unusual correlation simply because there is very little variability in the responses. Seventy –six percent answered “strongly agree” to the pre-test and 95 percent answered “strongly agree” on the post-test. The similar response characterization is also true with statements 3B and 3C. In statement 3B, 96 percent of all pre-test respondents selected “strongly agree” or “agree,” while 95 percent selected one or the other in the post-test. In statement 3C, 86 percent of all respondents selected “strongly agree” or “agree” in the pre-test, while 100 in the post-test selected one or the other in the post-test. Thus low variability caused low correlations. Statement 3D yielded a nearly

identical percentage of those selecting “agree” in both the pre/post-tests (45 percent and 48 percent), and a nearly identical number of those selecting “strongly agree” in both the pre/post-tests (11/10), and was determined to be stable.

Table 4
Test/Retest Correlations for Section 4 –Experiences

		Pearson Correlation	Sig. (2-tailed)	N
4A	It is important to have experienced culture shock in order to become globally competence	.52*	.03	18
4B	Regular interaction with at least one foreign business culture	.64*	.02	18
4C	Speak another language more than 25% of the time	.64*	.00	18
4D	Knowledge and experience gained from multiple short-term trips abroad to a variety of countries	.22	.37	18
4E	Knowledge and experience gained from a single, long-term experience abroad (6 months or longer)	.64*	.01	17
4F	Earning a bachelor's degree or its equivalent	.56*	.02	18

*p<.05

With the exception of statement 4D all statements are stable with significant pre-test/post-test correlations. Statement 4D, “Knowledge and experience gained from multiple short-term trips abroad to a variety of countries” had a low correlation because there was no variability in response. This was verified by combining all the “agree” and “strongly agree” responses as a single category, and also combining all “disagree” and “strongly disagree” as a single category. With this new set of categories, the majority of respondents (55%) have consistent answers from time 1 to time 2.

Following the conclusion of the Pearson Product Moment correlation analysis, a Cronbach Alpha was conducted on the data to establish the internal consistency among coefficients on the post test data. The Cronbach Alpha reliability rates for the instrument and statements are as follows:

Table 5
Cronbach Alpha Reliability Rates

Area	Level of Internal Consistency
Instrument as a whole	.75*
Knowledge Statements	.73*
Skills Statements	.62
Attitudes Statements	.76*
Experiences Statements	.70*

*p>.70

The criterion for internal consistency was .70 or greater. When all items are considered, the instrument meets this criterion. With the exception of Skills Area, each separate scale meets this criterion. Although the Skills are below the established criterion, this is likely due to a small sample size. Data from the larger sample, presented in the next section, produced a Chronbach Alpha for Skills that exceeded the criterion.

Actual Survey

Population

Surveys were distributed to each of the 141 representatives from universities that self-nominated for recognition in the “Profiles of Success at Colleges and Universities –

Internationalizing the Campus 2003” NAFSA: Association of International Educators publication, and each of the transnational corporation human resource officials serving as members of the National Foreign Trade Council’s Expatriate Management Committee and Global Mobility Roundtable (approximately 40 members total). A majority of those transnational human resource officials holding membership in the Expatriate Management Committee represent companies sending 500 or more employees abroad each year and work at *Fortune 500* companies. Those transnational human resource officials holding membership on the Global Mobility Roundtable represent companies sending between 50-200 employees abroad annually.

Summary of Data Analysis Procedures

Table 6 presents the data and analysis used to address each of the research questions posed in this study:

Table 6
Data Analysis

Research Question	Data Collection Device	Data Analysis Technique
1. What is the definition of the term “global competence”	A Delphi Technique	Consensus will be considered reached when 80% of respondents agree
2. Are there significant differences between the knowledge, skills, attitudes, and experiences that human resource managers of transnational corporations and international educators at higher educational institutions believe necessary for attaining global competence?	Distributing a series of specific response questions to both populations	A one way ANOVA

Chapter IV

Results

The purpose of this study was to define the term “global competence,” and then to establish if a significant difference existed between the knowledge, skills, attitudes, and experiences that human resource managers of transnational corporations and international educators at higher educational institutions believe necessary for attaining global competence.

The study was guided by the following null hypothesis: There is no significant difference between the knowledge, skills, attitudes, and experiences that human resource managers of transnational corporations and international educators at higher educational institutions believe necessary for attaining global competence.

This chapter was divided into two sections: results of the Delphi Technique; and results from the actual questionnaire. Results of the Delphi Technique are presented in chronological order, beginning with Round 1 and ending with Round 3, where consensus was achieved.

Delphi Technique

Delphi Panelists Certified as Meeting Criteria

Following a review of academic journals, recent newspaper articles, television news broadcasts, Internet sites and personal contacts, I identified 18 panelists, representing a cross-section of international educators, transnational corporation human resource managers and others potentially fitting the established criteria, for consideration in a Delphi panel. The proposed panelists needed to meet at least three of the following

six criteria for selection: (1) earned a national or international reputation regarding the implementation of global competence or internationalization initiatives; (2) conducted research, published or lectured on the topics of global competence or internationalization; (3) earned the equivalent of a bachelor's degree; (4) currently or have formerly served as an official in higher education or for a human resource department in a transnational corporation, (5) served as an educational official or placement officer representing a national government or student sponsoring agency, (6) have lived or worked outside their home country.

One senior transnational corporation human resource manager, Marybeth Rosevear, Director of Human Resources for Aventis, and one senior international educator, Casimer Sowa, a member of NAFSA: Association of International Educator's national team certified that all 18 proposed Delphi Technique panelists met the researcher-established criteria. (Appendix A.) Those certified were then invited to join the Delphi Technique, and all agreed. Following their agreement to participate, all 18 panelists (Appendix C) signed an Informed Consent form (Appendix D), approved by Lehigh University's Institutional Review Board.

Delphi Technique Round 1

The researcher used the software program SurveyMonkey to facilitate each Delphi Technique round. In preparation for Round 1, I collected eleven recently published definitions of, or statements regarding, the term "global competence." At the start of Round 1, panelists were asked to read each definition or statement. Panelists were then asked to compose the most appropriate definition for the term "global competence,"

based on the statements and/or their own ideas. Sixteen of the eighteen panelists responded. One non-respondent was traveling abroad and did not have internet access during the Round 1 response period. Due to extensive international travel plans, the other non-respondent panelist withdrew from the Delphi.

I hand-coded the qualitative responses received in Delphi Round 1 by noting the number of times each statement or phrase was mentioned by the panelists. A total of 28 different phrases (Appendix H) were proposed by the panelists. Outside reviewer Timothy Cauller, Associate Director of Lehigh University's English as a Second Language, certified the researcher's hand-coding efforts and recognition of 28 different phrases.

Delphi Technique Round 2

In preparation for Round 2 (Appendix G), I chose to differentiate between those responses noted by five or more panelists and those noted by less than five panelists. Responses noted by five or more panelists were selected to appear in a category termed "most commonly voiced statements regarding the definition of the term "global competence." These responses included:

1. Actively seeking to understand cultural norms and expectations of others
2. Ability to communicate effectively across cultural boundaries
3. Ability to work effectively outside one's own environment
4. Ability to interact effectively across cultures
5. Understanding one's own cultural norms and expectations

Those responses noted by less than five panelists were combined thematically and termed “less frequently noted statements.” See below.

Table 7
Less Frequently Noted Statements

Theme	Responses
Intercultural Skills	<ul style="list-style-type: none"> Ability to bridge cultures Ability to interact effectively across cultures Ability to modify one's own behavior with respect to local cultures Ability to live comfortably outside one's own environment
Understanding of Business Culture	<ul style="list-style-type: none"> Ability to work effectively outside one's own environment Leveraging knowledge of cultural differences to succeed globally Ability to take a leadership role based on cultural understanding
Attitude	<ul style="list-style-type: none"> Open mindedness Appreciation of knowledge, skills and behaviors globally Appreciation of diverse values and perspectives Actively seeking to understand cultural norms and expectations of others Ability to question one's own negative reactions in cross-cultural situations

Reflecting on others' perspectives to gain a greater understanding
of the situation

Knowledge

Understanding the interconnectedness of peoples and nations

General knowledge of world history

General knowledge of current events

Substantial knowledge of different cultural values and attitudes

Having knowledge of others' skills and behavior

Following each “most commonly voiced response,” panelists were asked to rate each statement based on his/her determination if the statement should be considered a critical component of the definition of the term “global competence.” Following each “less frequently noted response,” panelists were asked to rate each statement based on one’s determination if it carried as much weight as those mentioned in the “most commonly voiced response” category and were, in effect, “critical enough to deserve inclusion in the definition.” Rating options included “Critical to include in definition,” “Consider including in definition,” and “Do not include in definition.”

Panelists were also given the option to suggest, in an open-ended format, any statements not appearing in either list yet that they considered critical enough to include in the definition.

One hundred percent of the panelists responded in Round 2 (N=17). Responses were analyzed by percentage noted for each statement. Responses were again certified by Cauller, who reviewed each for accuracy and concurred with the research’s conclusions.

Delphi Technique Round 3

In preparation for Round 3, I included any statement receiving 59 percent or more of panelist concurrence in either the “Critical to include in definition” or “Consider including in definition” category and amalgamated them into a proposed definition of the term “global competence.” The top responses noted in each category ranged from 59 to 65 percent, so I determined 59 percent to be lowest point of inclusion. Four of the five responses listed in the “most frequently voiced statements” section were noted as having received more than 59 percent of the vote in the “Critical to include in definition” category in Round 2. These included:

Actively seeking to understand cultural norms and expectations of others 59 percent

Ability to communicate effectively across cultural boundaries 59 percent

Ability to work effectively outside one's own environment 65 percent

Ability to interact effectively across cultures 65 percent

Only one aspect from the “less frequently noted statements” received more than 59 percent of the vote: Open mindedness, at 65 percent.

One response received 59 percent or more of the vote in the “Consider including in the definition” category. This statement was the “ability to modify one’s own behavior with respect to local cultures,” at 59 percent.

Analysis of Delphi Technique Round 3

Based on the percentile analysis, a proposed definition of the term “global competence” was distributed to each panelist. The definition proposed was: “having an open mind while actively seeking to understand cultural norms and expectations of

others, and leveraging this gained knowledge to interact, communicate and work effectively outside one's environment." Panelists were then asked to rate the proposed definition on a five-point Likert scale, ranging from "strongly agree," to "agree," to "neutral," to "disagree" to "strongly disagree." Panelists rating the proposed definition in the "neutral," "disagree" or "strongly disagree" categories were asked to suggest, in an open-ended format, how they would modify the definition.

Once again, a 100 percent response rate to the survey was achieved. Eighty two percent of the participants either agreed or strongly agreed with the proposed definition. Those who dissented proposed only minor alterations and did not affect the spirit of the definition.

One of the two panelists to disagree with the proposed definition, noted the phrase "open minded" should be expanded to include "openness to critical thinking." That same panelist also suggested "interact, communicate, and work effectively outside one's environment" was too exclusionary, and that the definition should also include "outside and within one's environment." The other panelist to disagree, sought to substitute the words "cultural boundaries" for "environment." The panelist who noted "neutral," suggested substituting "work effectively outside one's environment and with those of differing cultural backgrounds" for "work effectively outside one's environment." Based on an 82 percent concurrence, the two respondents noting "disagree," and the one noting "neutral" were considered outliers and their suggestions were not incorporated into the definition.

Research Question Findings

Question 1: What is the definition of the term “global competence?” Global competence is “having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment.”

Generalizability of the Delphi Results

The results of the Delphi Technique are intended to be generalizable to the larger population of human resource managers working for transnational corporations and higher educational institution administrators worldwide, each considered stakeholders in the effort to define the term “global competence.”

Questionnaire

Survey Results

Population

The survey was sent to the 141 representatives from universities that self-nominated for recognition in the “Profiles of Success at Colleges and Universities – Internationalizing the Campus 2003” NAFSA: Association of International Educators publication, and the 42 transnational corporation human resource officials serving as members of the National Foreign Trade Council’s Expatriate Management Committee and Global Mobility Roundtable.

Those international educators receiving the survey held the title of Vice-Provost, Vice-President, Dean or Director of International Education. Those National Foreign

Trade Council committee and roundtable members receiving the survey held the titles Global Mobility Leader, International Human Resource Manager, Compensation & Benefits Manager, Expatriate Administration Director, International Compensation Director, Global Mobility Senior Manager, or Employee Assignment Services Senior Vice President (Human Resources or Global Mobility).

Eight of the surveys emailed to international educators were returned as having invalid email addresses, reducing the total population to 133. A total of 42 transnational corporation human resource officials received the survey, with none being returned as having reached invalid email addresses.

Survey Response Analysis

Thirty-one percent of those surveyed in each group responded. Seventy-six percent of those responding to this survey were international educators, and 24 percent were transnational corporation human resource managers. A majority of people responding were from the Northeast or Midwestern United States, with six other American regions represented. Only 1.9 percent of those responding reside outside the United States.

Validation of Representativeness

According to Babbie (1983), a response rate of 50 percent is adequate for analysis and reporting. As the demand for survey research increases, it seems the individuals who are the subjects of the research have begun to feel “overstudied.” It appears that this had

had a dampening effect on response rates which are often below the adequate level of 50 percent. In fact, for the current study, the response rate was 30 percent.

Roberts (personal communication, 2004) has created a strategy to compensate for a low response rate. The strategy is called sample anchoring. The purpose of the strategy is twofold. First, the researcher must establish a set of baseline data for the population of interest. Second, the researcher must run statistical tests to compare or anchor the study sample to the population so that inferences can be made about the external validity or generalizability of the study results.

In the current study the anchoring variables were geographic region and number of employees supervised.

The computed mean of the number of employees supervised by transnational corporation human resource managers responding to this study was 10.62. Therefore, this study is generalizable to transnational corporation human resource managers supervising a similar number of employees.

As a parallel indicator of generalizability, a review of the Fortune 500 top companies ranked by state indicated that 27.4 percent are headquartered in the Midwest, 26.8 in the Northeast, 22 percent in the Southeast, 15.6 percent in the West, and seven percent in the South. These percentages of geographic spread are virtually identical to that of those responding to the survey, allowing for broad generalization amongst peers. Table 8 shows the regional breakdown for transnational corporation human resource managers.

Table 8

Transnational Corporation Human Resource Manager Respondent Regional Breakdown

		Frequency	Percent	Cumulative Percent
Valid	N. East	5	38.5	38.5
	Midwest	5	38.5	77.0
	W. Coast	1	7.7	84.7
	Outside U.S.	1	7.7	92.4
	Total	12		
Missing		1	7.7	
Total		54	100.0	

International educators with the titles Vice-Provost, Vice-President, Dean or Director of International Education who responded to this survey supervised an average of 31.7 employees. Therefore, this study is generalizable to those supervising a similar number of staff members.

Data from “Open Doors” (2003) noted that the top 20 colleges and universities sending students abroad (one of the primary criterion for current global competence certificates) are primarily located in four geographic quadrants. These include 48.8 % in the Northeast, 32 % in the Mid-west, 10.2 % in the South, and 4.6 % in the West. While the percentages of those responding from the South and West are similar to those international educators responding to the survey, less than half of the respondents above hail from the totals noted in the Northeast and Mid-West above. Upon a comparison of the two scales, the top two regions noted in both are represented more than twice as much as those noted hailing from the lesser two regions. Therefore, the scales demonstrate a parallel allowing for generalizability. Table 9 shows the regional breakdowns.

Table 9
International Educator Respondent Regional Breakdown

		Frequency	Percent	Cumulative Percent
Valid	N. West	3	7.5	7.5
	N. East	9	22.5	30.0
	Midwest	9	22.5	52.5
	W. Coast	4	10.0	62.5
	South	3	7.5	70.0
	M. Atlantic	4	10.0	80.0
	Hawaii	2	5.0	85.0
	Outside U.S.	1	2.5	87.5
	S. East	4	10.0	97.5
	Total	40		
Missing		1	2.5	100.0
Total		41		

The Overall respondent breakdown is noted in Table 10.

Table 10
Overall Group Breakdown of Those Taking Survey

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HR	13	24.1	24.1	24.1
	Educator	41	75.9	75.9	100.0
	Total	54	100.0	100.0	

All respondents replied to all statements in the survey. However, two respondents did not reply when asked to note their location, as demonstrated in the table above.

Below are the responses to each statement, delineated by selection of Likert Scale choices (strongly agree, agree, neutral, disagree and strongly disagree), mean, equal variances assumed/not assumed, frequency distribution, and 2-Tailed T-Test level of significance. The researcher chose the appropriate T-test on equal variance based on the Levene Test. Table 11 shows the results of this analyses.

Table 11:
Summary of Mean Scores

	GROUP	N	Mean	Std Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Q1A An understanding of cultural norms and expectations of others	business educator	13 41	1.15 1.32	0.38 0.52	0.10 8.14E-02	-1.24	28.02	.227
Q1B An understanding of one's own cultural norms and expectations	business educator	13 41	1.15 1.29	0.38 0.46	0.10 7.19E-02	-1.10	24.51	.227
Q1C An understanding of the concept of "globalization"	business educator	13 40	1.77 2.00	0.60 0.78	0.17 0.12	2.30	52	.026
Q1D An understanding of the role of supranational entities	business educator	13 41	2.46 2.22	0.66 0.82	0.18 0.13	-0.97	51	.227
Q1E Knowledge of current world events	business educator	13 41	1.69 1.34	0.48 0.48	0.13 7.50E-02	0.97	52	.399
Q1F Knowledge of world history	business educator	13 41	2.00 1.63	0.58 0.58	0.16 9.08E-02	1.99	20.32	.060
Q2A Speak English and at least one other language	business educator	13 41	2.69 2.05	0.75 0.95	0.21 0.15	2.23	52	.030
Q2B To be linguistically and culturally competent in at least one language and culture other than one's own	business educator	13 39	2.62 1.69	1.12 0.73	0.31 0.12	2.78	15.55	.014
Q2C Successful participation on project-oriented academic or vocational experience with people from other cultures and traditions	business educator	13 41	1.85 1.95	0.90 0.97	0.25 0.15	-0.35	52	.731

	GROUP	N	Mean	Std Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Q2D Computer capability (word processing, Internet, etc.)	business educator	13 41	1.92 2.44	1.04 1.00	0.29 0.16	-1.61	52	.114
Q2E Ability to assess intercultural performance in social or business settings	business educator	13 41	2.08 1.93	0.64 0.69	0.18 0.11	0.70	52	.488
Q2F Ability to live outside one's own culture	business educator	13 41	1.46 1.76	0.52 0.73	0.14 0.11	-1.34	52	.186
Q2G Ability to collaborate across cultures	business educator	13 40	1.31 1.45	0.48 0.55	0.13 8.73E-02	-0.83	51	.410
Q2H Ability to identify cultural differences in order to compete globally	business educator	13 41	1.46 1.73	0.52 0.63	0.14 9.89E-02	-1.39	52	.169
Q2I Effective participation in social and business settings anywhere in the world	business educator	13 40	1.69 2.13	0.85 0.79	0.24 0.12	1.21	13.34	.247
Q3A Recognition that one's own world view is not universal	business educator	13 41	1.15 1.02	0.38 0.16	0.10 2.44E-02	1.21	13.34	.247
Q3B Willingness to step outside of one's own culture and experience life as "the other"	business educator	13 41	1.46 1.15	0.66 0.36	0.18 5.59E-02	1.65	14.30	.121
Q3C A non-judgmental reaction to cultural difference	business educator	13 41	1.46 1.63	0.88 1.04	0.24 0.16	-.54	52	.593
Q3D Willingness to take risks in pursuit of cross-cultural learning and personal development	business educator	12 41	1.50 1.49	0.67 0.60	0.19 9.32E-02	.06	51	.952
Q3E Openness to new experiences, including those that could be emotionally challenging	business educator	13 41	1.38 1.41	0.51 0.59	0.14 9.22E-02	-.17	52	.870
Q3F Coping with different cultures and attitudes	business educator	13 41	1.46 1.39	0.52 0.63	0.14 9.80E-02	.37	52	.712
Q3G Celebrating diversity	business educator	13 41	1.38 1.90	0.51 0.94	0.14 0.15	-2.54	38.84	.015
Q4A	business	13	2.92	1.12	0.31	.68	52	.514

	GROUP	N	Mean	Std Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
It is important to have experienced culture shock in order to become globally competence	educator	41	2.71	1.01	0.16			
Q4B	business	13	2.23	0.93	0.26	-1.76	51	.085
Regular interaction with at least one foreign business culture	educator	40	2.75	0.93	0.15			
Q4C	business	13	3.31	1.03	0.29	.200	52	.842
Speak another language more than 25% of the time	educator	41	3.24	0.99	0.16			
Q4D	business	13	2.85	1.07	0.30	1.01	52	.316
Knowledge and experience gained from multiple short-term trips abroad to a variety of countries	educator	41	2.54	0.92	0.14			
Q4E	business	13	2.62	1.12	0.31	1.10	52	.28
Knowledge and experience gained from a single, long-term experience abroad (6 months or longer)	educator	41	2.24	1.04	0.16			
Q4F	business	13	3.54	0.88	0.24	1.37	52	.18
Earning a bachelor's degree or its equivalent	educator	41	3.10	1.04	0.16			

In order to verify if a Factor Analysis could be conducted on the responses, a Kaiser-Meyer-Olkin (KMO) statistic was computed. The criterion for a good factor solution is .70 (Norusis, 1994). The results indicated a KMO of .44, less than the desired .70, therefore a Factor Analysis was not computed. Kaiser (in Nurosis,1994) noted “small values for the KMO indicate that a factor analysis may not be a good idea... anything less than .7 is considered less than desirable, and anything less than .5 is considered unacceptable,” (p. 52-52). Roberts (2004) concurred with Kaiser, stating “There is no evidence that a KMO of .5 or less is reliable” (personal communication).

Although I decided not to conduct a formal factor analysis of the data, it was useful to examine the Chronbach alpha coefficients for each scale and to test the contribution of specific items based on each scale’s reliability. This process lead the researcher to separate Scale 1 (Knowledge) into two separate subscales, based on the

intercorrelations among the items. More specifically, the Knowledge Statements were divided into two categories because the reliability coefficients for 1A-1B were higher if removed from statements 1C-F, and also because of the lack of congruency between the two subject areas. Statements 1A-1B focus much more on one's own understanding of his/her cultural norms and expectations and that of others. Statements 1C-F focus on a person's understanding of current world events and world history, and a conceptual understanding of globalization and the interconnectedness of supranational entities. Respondents appear to have made a distinction of knowledge of self, and knowledge that can be gained through education.

The responses were categorized into five scales (Knowledge statements 1A & 1B), Knowledge statements 1C-1F), Skills statements, Attitudes statements, and Experience statements.

Table 12
Scale Reliability Coefficients

Inter/Intra Personal Knowledge Statements	.61
General Knowledge statements 1C-F	.61
Skills Statements	.76
Attitudes Statements	.67
Experience Statements	.78

(p>.05), n=54

Responses to Open-Ended Question

The survey included the question: What other knowledge, skills, attitudes, and experiences should someone possess in order to be considered globally competent?

Twenty-nine of the 54 respondents (53.7%) chose to submit answers to this question.

Of the seven transnational corporation human resource managers who responded, four (57%) noted “flexibility” as an important characteristic in becoming globally competent, while two (29%) suggested both “patience” and a “sense of humor” as important considerations.

Twenty-two (54%) international educators responded to the open-ended question. While there were no majority perspectives, four respondents (9.7%) suggested a “sense of humor” as an important characteristic, while two (4.8%) noted “effective listening skills.”

Research Question Findings

Question 2: Are there significant differences between the knowledge, skills, attitudes, and experiences that human resource managers of transnational corporations and international educators at higher educational institutions believe necessary for attaining global competence?”

Based on a review of the data (see Table 10), several areas of differing opinions are evident. The highest degree of difference noted amongst the statements was for the statement “To be linguistically and culturally competent in at least one language and culture other than one's own.” I used a t-test with a 2-tailed level of significance and found a significant difference of .014 ($p < .02$). More specifically, international educators responded with a mean score of 1.69, or slightly above the mid-range between “strongly

agree” (1) and “agree” (2). Transnational corporation human resource managers, however, responded with a mean score of 2.62, or slightly above the mid-range between “agree” (2) and “neutral” (3). (See Table 11)

Responses to the statement “Celebrating Diversity” demonstrated a nearly identical level of statistical difference. Transnational corporation human resource managers responded with a mean score of 1.38, essentially closer to “strongly agree” than to “agree,” whereas international educators responded with a mean score of 1.90, close to a “2” or “neutral” rating. A .015 level of significance was noted ($p < .02$).

The two groups of respondents also differed when it came to the statement “Speak English and at least one other language.” International educators agreed with the statement, noting a mean score of 2.05. Transnational corporation human resource managers responded more in the “neutral” direction, posting a mean score of 2.69. A .018 level of significance ($p < .02$) was noted.

The statement “Knowledge of current world events,” drew the forth highest level of difference of opinion between the two groups. Educators were more likely to either “strongly agree” or “agree,” rating a 1.34 mean score. Transnational corporation human resource managers were more inclined to rate the statement closer to “agree,” with a mean score of 1.69. A T-test with a 2-tailed level of significance of .026 was noted.

Answering the Research Question

With the exception of the statements discussed in the prior section, the international educators and human resource managers had comparable levels of

agreement regarding the knowledge, skills, attitudes, and experiences necessary to become globally competent.

Most curious though is that neither international educators, nor human resource managers presented mean scores that would imply they either “strongly agree” or “agree” that a bachelor’s degree, or its equivalency, is necessary to become globally competent. International educators had a mean score of 3.10, firmly in the “neutral” category, while transnational corporation human resource managers had a mean score of 3.54, leading more toward “disagree” than “neutral.” This would seem contrary to the international educator’s chosen vocation, and also contrary to the educational path most often taken by human resource managers as young adults.

Similarly, the mean score for the statement “Speak another language more than 25% of the time” demonstrated respondents were generally neutral. The typical respondent in both groups leaned more toward “neutral” than “agree” on the statements “Knowledge and experience gained from multiple short-term trips abroad to a variety of countries” and “Knowledge and experience gained from a single, long-term experience abroad (6 months or longer).” International educators posted mean scores of 2.54 and 2.24 respectively. Transnational corporation human resource managers posted mean scores of 2.85 and 2.62 respectively, demonstrating less agreement on both statements than were international educators. These results are somewhat surprising given that most American universities offer both short and long-term abroad experiences as a co-curricular opportunity. Several transnational corporation human resource managers responding to the survey also indicated they had lived or traveled abroad as part of their employment obligation. One might suspect that having had such experiences,

transnational corporation human resource managers might have advocated more strongly in favor of the statement.

International educators rated “An understanding of the role of supranational entities” with a mean score of 1.34, tending to “strongly agree” this facet should be part of one’s training in order to become globally competent. Human resource managers rated the same statement with only a 1.69 mean score, leading more towards “agree.” This differentiation could be caused by the attention paid in higher educational institutions to supranational entities such as the United Nations and NATO, while awareness of such organizations becomes less commonplace or work related in transnational corporations.

Inferential Results for Comparison of Scales

As previously noted in this chapter, the 28 statements appearing in the survey were divided into five scales based on analysis of the reliability coefficients. These included: Inter/intra Personal Knowledge statements (SC1A), General Knowledge statements (SC1B), Skills statements (SC2), Attitudes statements (SC3) and Experience statements (SC4). A One-Way Analysis of Variances was computed to determine whether the level of agreement differed between the two groups on each scale.

Table 13
Analysis of Variance

		df	F	Sig.
SC1A	Between Groups	1	1.44	.236
	Within Groups	52		
	Total	53		
SC1B	Between Groups	1	1.56	.218
	Within Groups	52		
	Total	53		
SC2	Between Groups	1	.00	.958
	Within Groups	52		
	Total	53		
SC3	Between Groups	1	.07	.792
	Within Groups	52		
	Total	53		
SC4	Between Groups	1	.46	.500
	Within Groups	52		
	Total	53		

While the research question focused primarily on the potential significant difference of opinion regarding the knowledge, skills, attitudes, and experiences between the two study groups, the researcher also decided to assess the level of priority each scale would receive, when compared against the other scales. Because nine individual pairing tests were done, I corrected for potential scoring error by establishing a criterion using the formula $.05/9=.005$.

Table 14
Paired Samples Test

		t	df	sig
Pair 1	SC1A – SC1B	-7.29	53	.000
Pair 2	SC1A – SC2	-9.53	53	.000
Pair 3	SC1A – SC3	-2.11	53	.040
Pair 4	SC1A – SC4	-14.81	53	.000
Pair 5	SC1B – SC2	-.84	53	.405
Pair 6	SC1B – SC3	5.34	53	.000
Pair 7	SC1B – SC4	-9.56	53	.000
Pair 8	SC2 – SC3	6.56	53	.000
Pair 9	SC3 – SC4	-13.28	53	.000

Table 15
Paired Scale Mean Scores

		Mean
Pair 1	SC1A	1.27
	SC1B	1.84
Pair 2	SC1A	1.27
	SC2	1.90
Pair 3	SC1A	1.27
	SC3	1.4
Pair 4	SC1A	1.27
	SC4	2.80
Pair 5	SC1B	1.84
	SC2	1.90
Pair 6	SC1B	1.84
	SC3	1.42
Pair 7	SC1B	1.84
	SC4	2.80
Pair 8	SC2	1.90
	SC3	1.42

Inter/intra Personal Knowledge statements (SC1A) demonstrated the highest mean score, 1.27, inferring a typical response of “Strong agreement” by both sets of participants. Therefore, statements “An understanding of cultural norms and expectations

of others” and “An understanding of one's own cultural norms and expectations” are the most important aspects necessary to become globally competent. Knowledge of the concept of globalization, current events and world history also play a significant role in becoming globally competent, posting a 1.42 mean score. While Skills statements (SC2) and Attitudes statements (SC3) also posted mean scores between the “strongly agree” and “agree” range, the least necessary aspect was the Experience statements (SC4). SC4 was rated with a mean score of 2.79, far closer to “neutral” (3) than “agree,” (2). Statements in SC4 deal directly with language acquisition, international travel and higher education.

Conclusions

Delphi Technique

A working definition for the term “global competence” has been established. The results of the Delphi Technique are intended to be generalizable to the larger population of human resource managers working for transnational corporations and higher educational institution administrators worldwide, each considered stakeholders in the effort to define the term “global competence.” To the extent that an embassy official and a United Nations representative also served on the Delphi panel, the results may also be generalizable with those working in these fields as well.

Survey

While it is clear that international educators and transnational corporation human resource managers concur on a majority of the knowledge, skills, attitudes, and experiences necessary to become globally competent, there are several distinct areas of

disagreement. Additionally, there are several points (bachelor's degree, language skills, foreign travel, etc.) that currently serve as the basis for most global competence certificate programs in the United States, which, according to the populations queried, should not be the first priority of global competence training. Other, more important priorities, include attitudes such as willingness to take risks in pursuit of cross-cultural learning and personal development, recognition that one's own world view is not universal and a the ability to display a non-judgmental reaction to cultural difference.

Chapter V

SUMMARY AND DISCUSSION

Introduction

This chapter is organized around the findings of the two research questions posed in this study. First, the purpose of the study and summaries of the methodology and findings are presented. This is followed by a discussion of the key findings. Finally, recommendations for future research and practice are noted.

Purpose

This research was designed as an exploratory study to establish a working definition of the term “global competence,” and then to establish the knowledge, skills, attitudes, and experiences necessary to become globally competent. The study examined two research questions:

Question 1: What is the definition of the term “global competence?”

Question 2: Are there significant differences between the knowledge, skills, attitudes, and experiences that human resource managers of transnational corporations and international educators at higher educational institutions believe necessary for attaining global competence?

Summary of Methodology

Delphi Technique Methodology

The researcher conducted a Delphi Technique to determine the definition of the term “global competence.” Seventeen Delphi panelists participated after demonstrating their ability to meet at least three of the six established criteria: (1) have earned a national or international reputation regarding the implementation of global competence or internationalization initiatives; (2) have conducted research, published or lectured on the topics of global competence or internationalization; (3) have earned the equivalent of a bachelor’s degree; (4) currently or have formerly served as an official in higher education or for a human resource department in a transnational corporation; (5) have served as an educational official or placement officer representing a national government or student sponsoring agency; (6) have lived or worked outside their home country. Of the 17 participants selected, seven were transnational corporation human resource managers and seven were international educators. The remaining three panelists selected were non-Americans who fit the established criteria, but were not employed in the aforementioned capacities.

The Delphi Panel was polled in successive rounds until an 80% consensus was achieved. In the case of this panel, it was necessary to conduct three rounds. The first round yielded a 94% response rate. The second and third round both yielded 100% response rates.

Survey Methodology

To establish the knowledge, skills, attitudes, and experiences necessary to become globally competent, the researcher chose to survey two populations. Global Competence Surveys were distributed to each of the 133 representatives from universities that self-nominated for recognition in the “Profiles of Success at Colleges and Universities – Internationalizing the Campus 2003” NAFSA: Association of International Educators publication, and each of the transnational corporation human resource officials serving as members of the National Foreign Trade Council’s Expatriate Management Committee and Global Mobility Roundtable (approximately 40 members total). Those transnational human resource officials holding membership in the Expatriate Management Committee represented companies sending 500 or more employees abroad each year and work at *Fortune 500* companies. Those transnational human resource officials holding membership on the Global Mobility Roundtable represented companies sending between 50-200 employees abroad annually.

The Global Competence Survey was emailed to participants in both groups by senior administrators in both organizations. This method of distribution was required by both organizations, thereby allowing the researcher to survey the groups without having direct access to either organization’s email database. The first email, sent in late April 2004, yielded responses to the survey from eight transnational corporation human resource managers (19%) and from 22 international educators (16.5%). A reminder email in early May 2004 yielded four additional responses by transnational corporation human resource managers (a total of 28.6%) and an additional 15 responses from international educators (a total of 27.8%). A second reminder emailed mid-May 2004 yielded one

additional response from a transnational human resource manager (a total of 31%) and four additional responses from international educators (a total of 31%). Noting a dwindling response rate, the survey was concluded at this time. Over-sampling was not an option as the entire population was surveyed in both cases. The suggested sample size for a population of 43 is 40 respondents (Krejcie & Morgan, 1970). The suggested sample size for a population of 133 is 97 respondents (Krejcie & Morgan, 1970). The 13 transnational corporation human resource managers that responded represented 33% of the required sample size in this design. The 41 international educators that responded represented 42% of the required sample size in this design. Although below the Krejcie & Morgan suggested sample response rate, the response rate for the study is identical to that of recent doctoral research using similar populations and subject areas (Deardorff, 2004).

Summary of Findings

Research Questions

Research Question 1: *What is the definition of the term “global competence?”*

The panel of experts has a strong agreement (82%) that a functional definition of global competence is “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.”

Research Question 2. *Are there significant differences between the knowledge, skills, attitudes, and experiences that human resource managers of transnational*

corporations and international educators at higher educational institutions believe necessary for attaining global competence?

Overall, transnational corporation human resource managers and international educators agree on a majority of the knowledge, skills, attitudes, and experiences necessary to become globally competent. However, opinions differed on several aspects.

The highest degree of difference noted amongst the statements was for “To be linguistically and culturally competent in at least one language and culture other than one's own.” The researcher used a t-test with a 2-tailed level of significance and found a significant difference of .014 ($p < .02$). More specifically, international educators responded with a mean score of 1.69, or slightly above the mid-range between “strongly agree” (1) and “agree” (2). Transnational corporation human resource managers, however, responded with a mean score of 2.62, or slightly above the mid-range between “agree” (2) and “neutral” (3). The Likert Scale options also included “disagree” (4) and “strongly disagree” (5).

Responses to the statement “Celebrating Diversity” demonstrated a nearly identical level of statistical difference. Transnational corporation human resource managers responded with a mean score of 1.38, essentially closer to “strongly agree” than to “agree,” whereas international educators responded with a mean score of 1.90, close to a “2” or “neutral” rating. A .015 level of significance was noted ($p < .02$).

The two groups of respondents also differed when it came to the statement “Speak English and at least one other language.” International educators agreed with the statement, noting a mean score of 2.05. Transnational corporation human resource

managers did not agree as strongly, posting a mean score of 2.69. A .018 level of significance ($p < .02$) was noted.

The statement “Knowledge of current world events” drew the forth highest level of difference of opinion between the two groups. Educators were more likely to either “strongly agree” or “agree,” rating a 1.34 mean score. Transnational corporation human resource managers were more inclined to rate the statement closer to “agree,” with a mean score of 1.69. A T-test with a 2-tailed level of significance of .026 was noted.

Discussion of Key Findings

Seeking “Global Competence”

The race to create university-level programs in America that are designed to produce globally competent graduates is clearly on. Programs of this nature are active or are about to open in sites such as The University of Delaware, Cleveland State University, Boston College, Lehigh University, and at least nine other universities across the United States. While the terminology is not uniform (some universities offer global competency certificates, while others offer global literacy or global citizen certificates), the intent to produce globally competent graduates is evident.

This push for certification of a university graduate’s global competence comes on the heels of Broad’s (1998) observation that mid-level managers, chief executive officers, and human resource professionals consistently state their need for college graduates who are “knowledgeable about the global environment in which they must function and be facile in the cultural diversity it entails” (p. vi). Broad envisioned a critical link between businesses and institutions of higher learning to certify that college graduates have the

skills necessary to thrive in a global workforce. . Satterlee (1999) advocated that universities must create international partnerships with other universities, businesses, and industries to develop global competence training programs.

Bikson, Treverton, Moini, and Lindstrom (2003) concurred, suggesting the need for a globally competent workforce spans all organizations that strive to do business in an international environment.

The American Council on Education (ACE) echoed the call for the establishment of a partnership, and expanded the linkage to governments as well, seeking to ensure that American graduates are a “globally aware and competent citizenry,” (1998, p. v). ACE also suggested that global competence “will enhance America’s leadership role” (p. v) in the global economy.

It was a combination of Broad (1998), the ACE (1998), and Bikson, Treverton, Moini, and Lindstrom’s (2003) partnership suggestion that led me to seek to unite educators, and those in need of their product (business people), under a commonly agreed upon definition for the term “global competence.”

Defining “Global Competence”

As demonstrated in Chapter II, there are more than a dozen definitions of the term “global competence” currently in use. Most have been created by a small group of university staff members seeking to create these certificate programs or niche curriculum. The definition proposed in this study expands on the few research-based attempts to establish a meaning of the term.

While researchers such as Satterlee (1999) and Olsen and Kroeger (2001) polled groups of university staff and faculty or business leaders to determine the definition for the term “global competence,” never before had senior international educators, transnational corporation human resource managers/directors and others with significant international qualifications and experience been asked to create a definition of a term “global competence,” for which they each struggle to quantify, yet aspire to be.

Olson and Kroeger (2001) conducted a survey of 52 New Jersey City University faculty and staff, using Milton Bennett’s Developmental Model of Intercultural Sensitivity (1998), to determine the relationship between global competence and intercultural sensitivity. Olsen and Kroeger operationally defined the term “global competence,” as a person who “has enough substantial knowledge, perceptual understanding, and intercultural communication skills to effectively interact in our globally interdependent world” (p. 117). Olsen and Kroeger’s definition has several similarities to that proposed in the study. Their phrase “substantial...perceptual knowledge” could easily be considered in line with the proposed segment of the definition proposed, which states “having an open mind while actively seeking to understand cultural norms and expectations of others.” Both suggest that a globally competent person look beyond one’s self and seek to understand other cultures and traditions with a distinct intellectual curiosity.

The Stanley Foundation research, which partially paralleled the current research in that it facilitated a Delphi panel consisting of university educators and government officials to determine the definition of the term “global competence,” considered it to mean “an appreciation of complexity, conflict management, the inevitability of change,

and the interconnectedness between and among humans and their environment. Globally competent citizens know they have an impact on the world and that the world influences them. They recognize their ability and responsibility to make choices that affect the future” (Internet, 2003). The Stanley Foundation’s proposal and the current research both recognize the importance of the interconnectedness of society and the need to recognize that peripheral influence impacts one’s perspective on a situation or culture.

Research conducted by Wilson and Dalton (1997), who concluded that perceptual knowledge (open-mindedness, resistance to stereotyping, complexity of thinking, and perspective consciousness) and substantive knowledge (of cultures, languages, world issues, global dynamics, and human choices) were integral components of the definition for “global competence” also demonstrated linkages to the current study. In particular, the reference to open-mindedness stood out in both the Wilson and Dalton study and in the current research.

The open-mindedness aspect of this current research also related to Curran (2003), who suggested that the definition of global competence also include the importance of reflecting on a new culture by mindfully considering the culture on its own merit, without making judgmental comparison to stereotypes one may already hold.

While aspects of the proposed definition have been raised in previous research, none demonstrated the inevitable link between thought and deed. In a society as driven as that in the United States, the expectation exists that learning must result in productivity and capability. The definition posed via the current findings recognized the importance of positive “output” and suggested the need for a point of measurement.

When considering the creation of this definition, it is important to note the high level of concurrence noted “open mindedness,” in the proposed definition. The Delphi panel viewed open mindedness as an essential frame of mind whereby people approached a new situation or environment with a distinct willingness to accept information and stimuli on face value, keeping extraneous perspectives and stereotypes at bay. This mindset, echoed in the survey findings, allowed for situational decision-making rather than decision-making based on previous thought or conjecture.

There is also a distinct achievement-based undertone to this definition. During the Delphi Technique, transnational corporation human resource managers who served as panelists felt strongly that it was not enough merely to have ability – one must prove he/she has the capability by demonstrating successful outcomes in either a business or academic setting. The proposal of such a definition allowed for the presentation of the interplay between the philosophical and tangible aspects noted and perceived as critical.

While it is important to lay the groundwork for discussion, it is also essential to realize that others may view global competence in varying perspectives. Knight, speaking in humble terms about her proposal of an updated definition of the term “internationalization” in 2003: “Although it is true (and appropriate) that there will likely never be a true and universal definition, it is important to have a common understanding of terms so that when we discuss and analyze a phenomenon we understand one another and also refer to the same phenomenon when advocating for increased attention and support from policy makers and academic leaders” (p. 9). I hope that this proposed definition of the term “global competence” provides a similar level of clarity.

Global Competence Education

Just as there are numerous definitions for the term “global competence” currently in use, there are also numerous proposals regarding the knowledge, skills, attitudes, and experiences necessary to become globally competent (Stanley Foundation and ACIIE, 1996; Bikson, Treverton, Moini and Lindstrom, 2003; Brustein, 2003; Adler and Bartholomew’s 1992). This lack of concurrence on the aspects necessary to become globally competent has led to the fractionalization of program foci, which differ dramatically from institution to institution, depending on the approach employed. For example, Duke University, spotlighted by NAFSA: Association of International Educators in its annual “Internationalizing the Campus, Profiles of Success” (2003), focuses much of its internationalization efforts on offering its students a choice of more than 100 study abroad locations to help bolster a student’s level of global competence. Kapi’olani Community College, also featured in the NAFSA publication, focuses its student’s global competence preparation on teaching them regional languages such as Tagalog, Samoan and Hawaiian.

While there is no right or wrong approach in this rapidly evolving field of study, consensus on the knowledge, skills, attitudes, and experiences necessary to become globally competent would allow for uniform educational goals, directed funding, and the setting of national standards to determine that students have a sufficient grasp of each competency.

The current research intended to demonstrate the differences in perspective between international educators and transnational corporation human resource managers in regard to the knowledge, skills, attitudes, and experiences necessary to become

globally competent. Contrary to researcher expectations, there was a high level of concurrence between the two populations surveyed; making commonality of thought much more worthy of recognition, rather than the few areas of difference.

Understanding of Self and Others

Based on the findings of this study (those receiving a grand mean score of 2.0 or lower (with 1.0 being the lowest), I deduced that an understanding of cultural norms and expectations of others and an understanding of one's own cultural norms and expectations received the highest level of concurrence between the two groups polled. Both groups felt that an understanding of one's own culture and an open mindedness to other cultures was quintessential to becoming globally competent. A grand mean score of 2.0, according to Roberts, "was the logical cut-off point, noting that respondents either strongly agreed or agreed with the statement" (personal communication, 2004).

Bikson, Treverton, Moini and Lindstrom (2003) also proposed interpersonal skills as an important aspect of becoming globally competent, but did not demonstrate the need to look inward as well as outward.

Findings based on this current research align closely with the Stanley Foundation and ACIIE (1996) study, four stages in the development of a globally competent learner. According to The Stanley Foundation and ACIIE research, the first stage involved an awareness of one's own culture and exposure to other cultures, seeking to understand values and attitudes from a variety of different perspectives. Exposing students to difference of thought, race, color, and creed creates a mindset that difference is the norm, something to be consciously aware of yet open to. This suggestion is an expansion of

coursework designed by Baughn (1999) and current simulation training programs conducted by Hunter (2004) for use with students in middle school through university years.

Gaining a Broad Understanding

Based on the findings, it is also critical to establish of a broad understanding of the concept of globalization, current events and world history in order to become globally competent. Once a person has established an understanding of “self,” it is then important to look outside one’s own world and recognize the interconnectedness of society, politics, history, economics, the environment, and similar topics.

Bikson, Treverton, Moini and Lindstrom (2003), whose research population most closely mirrors that of the current study (135 human resource managers and senior managers from 75 for-profit and non-profit companies), also proposed strategic international understanding in a global context as an important aspect of global competence.

Both findings parallel The Stanley Foundation and ACIIE’s (1996) third stage of global competence development, which requires the learner to gain a heightened awareness of history and world events, particularly as they relate to politics, economy and geography. However, the current research stresses the importance of system thinking, of recognizing the interconnectedness of history, world events, politics, and related topics. For example, an increase in car ownership in China can have a tremendous impact on profits for American car makers, while at the same time the cars produce more

exhaust, further compromising the air quality of the already heavily polluted nation and geographic region.

Collaboration and Assimilation

The research found that capacities such as the ability to collaborate across cultures, the ability to identify cultural differences in order to compete globally, the ability to live outside one's own culture, and successful participation on project-oriented academic or vocational experience with people from other cultures and traditions are also necessary to become globally competent. This finding parallels The Stanley Foundation and ACIIE's (1996) second stage of global competency development, which included the enhancement of intercultural experiences and advocated the learner have direct experiences with people from other cultures.

The current research also concurs with Adler and Bartholomew's (1992) findings that cross-cultural interaction and collaboration are essential to global competence development. The current study expands not only on Adler and Bartholomew's population involved but also by adding knowledge, attitude and experience categories. Adler and Bartholomew conducted a survey of 50 firms headquartered in the United States and Canada. While there may have been some overlap in the companies surveyed, I focused specifically on transnational corporation human resource managers and compared their perspectives with those of international educators.

The current study differs from both Adler and Bartholomew and The Stanley Foundation and ACIIE research in that there is an achievement-based undertone, derived during the Delphi Technique and consistently supported by those responding to the

survey. Those surveyed noted one must prove he/she has the capability to participate on project-oriented academic or vocational experience with people from other cultures and traditions by demonstrating successful outcomes in either a business or academic setting.

Language and Cultural Competence

While respondents agreed that linguistic and cultural competence were important aspects in becoming globally competent, both were rated lower than the aforementioned knowledge components, skills and attitudes. Both were rated at grand mean scores higher than the established 2.0. Therefore, when designing a global competence program, the current research suggests less emphasis should be put on the combination of foreign language acquisition and cultural competence.

This finding is contrary to that presented by Bikson, Treverton, Moini and Lindstrom (2003), who's research found that foreign language acquisition as essential to becoming globally competent.

This research also rejects the supposition proposed by most universities offering global competency certificates that the foundation for becoming globally competent rested on learning a second language (Green, 2003).

Experiences

Of all the statements proposed to those being surveyed, respondents favored those in the Experience category the least. Statements such as: "Knowledge and experience gained from a single, long-term experience abroad (6 months or longer)" and Knowledge and experience gained from multiple short-term trips abroad to a variety of countries" scored above the established grand mean of 2.0. In essence, the results reject the

presumption that the current American university trend of sending students abroad for a single long-term experience, or a series of short-term experiences (less than six months) provides students the experiences necessary to become globally competent (NAFSA, 2003). However, many of the Skills statements imply experiences such as foreign travel and direct contact with those representing other cultures.

Bachelor's Degree or Its Equivalent

Beyond rejecting those aspects considered fundamental truisms or trends, this research also called into question the assumption that it is essential to earn a bachelor's degree as essential to become globally competent. Results from the current research noted the statement "Earning a bachelor's degree or its equivalent" fell below the 2.0 grand mean threshold.

Although an indirect comparison, those university students participating in the Pre-Test/Post-Test aspect of this survey also noted earning a bachelor's degree was not critical to becoming globally competent, despite the fact that they were currently paying tuition at universities which strived to train them to become globally competent. This finding allowed for the consideration that global competence training can be done outside formal higher educational institutions. However, it does not dismiss the value of earning such a degree or its equivalent as it pertains to one's overall educational growth and development.

Concurrence in, or objection to, this finding does not appear in current literature on the topic.

Computer Capability

Also important to note is that the statement “Computer capability (word processing, Internet, etc.)” also fell below the 2.0 grand mean threshold and was therefore not considered an essential component of becoming globally competent. Curiously, the same lack of support for the statement was demonstrated by computer savvy university level students who participated in the Pre-Test/Post-Test phase of this research. Again, this does not dismiss the need to learn computer skills in today’s global society. In fact, it is taken nearly for granted that those applying for skilled jobs in most Western countries have at least a foundational level of computer experience.

Becoming Globally Competent

Because of the high level of concurrence on the knowledge, skills, attitudes, and experiences necessary to become globally competent between the international educators and transnational corporation human resource managers, commonality of thought is much more worthy of recognition, rather than the few areas of difference. Based on the findings of this study (those receiving a grand mean score of 2.0 or lower (with 1.0 being the lowest), I am proposing a “Global Competence Checklist.” In the optimal situation, one must have these knowledge, skills, and attitudes in order to be considered globally competent:

Figure 1: Global Competency Check List

Knowledge:

An understanding of one's own cultural norms and expectations
An understanding of cultural norms and expectations of others
An understanding of the concept of "globalization"
Knowledge of current world events
Knowledge of world history

Skills/Experiences:

Successful participation on project-oriented academic or vocational experience with people from other cultures and traditions
Ability to assess intercultural performance in social or business settings
Ability to live outside one's own culture
Ability to identify cultural differences in order to compete globally
Ability to collaborate across cultures
Effective participation in social and business settings anywhere in the world

Attitudes:

Recognition that one's own worldview is not universal
Willingness to step outside of one's own culture and experience life as "the other"
Willingness to take risks in pursuit of cross-cultural learning and personal development
Openness to new experiences, including those that could be emotionally challenging
Coping with different cultures and attitudes
A non-judgmental reaction to cultural difference
Celebrating diversity

Summary

As previously stated in Chapter V, a conservative decision making process led to the establishment of a grand mean score of 2.0 or lower being used to determine which statements were chosen for inclusion in the Checklist. If a grand mean score of 2.25 or lower were used, each of the statements above falling outside the 2.0 grand mean thresholds would have been included in the Checklist.

While there are many parallels to previous research, the current study expanded upon its predecessors populations surveyed, and determined in more elaborate detail the components proposed as the knowledge, skills, and attitudes necessary to become

globally competent. While some researchers noted experiences necessary to become globally competent, this survey did not identify any in that statement category.

Similar to Knight's (2003) statement regarding the proposal of a definition, I suggest that further research on the knowledge, skills, attitudes, and experiences necessary to become globally competent, conducted using similar panelists or those otherwise concerned with achieving global competence, may yield additional clarification or valued perspectives on the topic.

Recommendations for Future Research

Based on the findings of this study in context of the broader research literature, the following recommendations are offered to guide future research on the topic of global competency.

1. Future research should seek to determine additional experiences necessary to become globally competent.
2. This study should be replicated using different panelists/populations to facilitate comparative analysis of the definition of "global competence" and the knowledge, skills, attitudes, and experiences necessary to become globally competent proposed in this study. Such panelists/populations should include those where Americans are not the majority, amongst university presidents/provosts, amongst United Nations Non-Governmental Organizations, etc.
3. Upon completion of a replication of this study using the aforementioned populations, a comparative analysis should be conducted between the current study and the replication.

4. Future longitudinal research should focus on current global competence certificate programs and their “output,” in comparison to findings in this study.
5. Future research, in the form of case studies, should be conducted with transnational corporations noting a low rate of failure amongst employees sent on international postings, to determine the causes for/training behind such success rates.
6. Future research should be conducted to explore the specific sector content knowledge one needs to possess in order to become globally competent.

Recommendations for Practice

Based on the findings of this study, in context of the broader research literature, the following recommendations are offered to guide practice of educators and those in business.

1. Results of this study could be used as the foundation for the creation of a model for becoming globally competent.
2. Results of this study could be used to create a curriculum for global competence programs/certificates.
3. Training students to achieve an understanding of cultural norms and expectations of others and an understanding of one's own cultural norms and expectations could begin as early as elementary school by incorporating intercultural communication theories and simulations into the curriculum. Exposing students to difference of thought, race, color, and creed at a very early age creates a mindset that difference is the norm, something to be consciously aware of yet open to. These simulations should put students in a position

where they are given the opportunity to view life from the “other’s” perspective. As the students age and mature, these simulations can become more challenging, purposely expanding the student’s tolerance for and curiosity about difference.

4. Students and employees should regularly be required to participate in cross-cultural or cross-national projects designed to simulate multi-racial, multi-ethnic work groups that these individual are likely to encounter as members of the global workforce. The intention of affording such exposure is so they can become accustomed to working in such environments and view them as commonplace.

Final Thoughts

Lehigh University President Gregory Farrington recently introduced the “backpack” concept during the announcement of the creation of a “Global Citizen” certificate program at the University (personal communication, 2004). His analogy of a backpack served to indicate that any student, in any major, could add a series of courses and experiences into his/her intended course of study and still graduate within four years – all while earning a certificate in “Global Citizenship.” The same type of backpack could be offered to students seeking a certificate in “Global Competence.” This backpack could serve as training and reinforcement for the aspects of global competence not provided for in K-12 education.

While I recognize that the findings note that a bachelor’s degree is not critical to becoming globally competent, K-12 and higher education are the natural preparation grounds to begin global competence training, which should continue as one ascends into professional life.

Without the mass production of globally competent employees, those predicting the end of the American century may very well be right.

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Appendix A: Certification of Delphi Criterion



March 3, 2003

To Whom It May Concern:

This letter is to confirm that in my role of national leadership in NAFSA: Association of International Educators, I have reviewed Bill Hunter's listing of participants and their background for his doctoral research. All the participants meet the established criteria to take part in this study.

Sincerely,

Cas Sowa
Field Director
Institute for Study Abroad
Butler University

1514X Ravena Street
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Phon: 610-419-0412
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May 2, 2004

Bill Hunter
Lehigh University

To Whom It May Concern:

I certify that I have reviewed the candidates for Bill Hunter's Delphi study and I have verified that all candidates meet the established criteria.

Sincerely,

A handwritten signature in cursive script that reads "Mary Beth Rosevear".

Mary Beth Rosevear, Director of Organization Effectiveness

Appendix B: Delphi Invitation

February 15, 2004

Dear XXX,

As we discussed on the phone on XXX, I am pursuing a doctorate at Lehigh University in the field of Educational Leadership. Specifically, my dissertation focuses on defining the term “global competence.” To do so, I intend to employ a research device known as the Delphi Technique. That’s where you can help. I need you to become a panelist.

My Delphi Technique requires assembling a group of 17 panelists. You are being invited to participate because you meet at least three of the following five selection criteria: (1) have earned a national or international reputation regarding the implementation of global competence or internationalization initiatives; (2) have conducted research, published or lectured about global competence or the concept of internationalization; (3) have earned the equivalent of a bachelor’s degree; (4) currently or have formerly served as an official in higher education, a representative of a non-governmental organization, or for a human resource department in a transnational corporation; (5) have served as an educational official or placement officer representing a federal government or student sponsoring agency; and (6) have lived or worked outside their home country. The identities of those participating in the Delphi Technique will remain anonymous, except to the researcher.

Once the panel is selected, I will send, via email, a series of recently published definitions of the term “global competence” to the panelists. The panelists will be given one week to review the definitions and then to suggest their own definition of the term. There will be two additional rounds in the process, conducted in a similar fashion, a week after the preceding round. Each successive round is intended to get closer and closer to group consensus. At the end of the third round, if 80% or more of the participants agree on the definition derived, consensus will have been considered reached. This would conclude the responsibility of those participating in the Delphi Technique.

Timeframe and Time Commitment

It is envisioned that the Delphi Technique will begin on XXXX. Panelists will have until XXX to respond. The second round will begin on XXX, with responses due XXX. The final round will begin on XXX with responses due XXX. Each round should take panelists no more than 30 minutes to complete, making the total time commitment to the project just 90 minutes.

Once defined, the intention is to conduct a survey amongst international educators, officials associated with non-governmental organizations, and human resources managers employed at transnational corporations to identify the knowledge, skills and attitudes necessary to become globally competent.

Please consider this an invitation to join my Delphi Technique. To confirm your willingness to participate, simply respond via email to wdh3@lehigh.edu and attach a copy of your resume. I look forward to working with you.

Regards,

Bill Hunter
Director, Office of International Students and Scholars
Lehigh University

Cc: Dr. George White

Appendix C: List of Delphi Technique Panelists

Mr. Jamal Al-Sayed is the Academic Advisor for the Cultural Division of the United Arab Emirates Embassy in Washington, D.C.

Dr. Lisa Chieffo is the Associate Director of Student Programs for the Center of International Studies at the University of Delaware.

Dr. George Cohen holds a permanent Lectureship in History with responsibilities in American Studies at the School of History, University of Kent, Canterbury, England.

Dr. Hans de Wit is the Senior Advisor International at the Universiteit van Amsterdam and the Editor of the “Journal of Studies in International Education.”

Dr. Michael Sperling is Associate Provost for Interdisciplinary, Distributed and Global Learning at Fairleigh Dickinson University.

Mr. Tudor Stanciu is the Executive Director of the Romanian Association of University Managers and Senior Executive Officer for the International Relations at the Technical University “Gh.Asachi” of Iasi, Romania.

Dr. Naren Chitty is the Foundation Director, Macquarie University Centre for International Communication, Sydney, Australia.

Ms. Jean Frisbee is the Academic Exchange Specialist, Senior Program Officer, Educational and Cultural Affairs Bureau, U.S. Department of State.

Dr. Roger Nagel is a Senior Professor at Lehigh University and the founder of the “Global Village.”

Mr. Oleg Dziubinski is a former Information Officer with the Department of Public Information, Outreach Division, at the United Nations headquarters in New York.

Ms. Judy Schwartz is Associate Human Resources Director for Conde Nast Publications and former Senior Director of Human Resources at Morgan Stanley Dean Witter Investment Management.

Ms. Amy Zucmkerman is Vice President of Human Resources at Ferragamo USA, Inc.

Mr. John Garrison is Director of the Human Resource Information Center for Colgate Palmolive, and is tasked with the company’s global human resource responsibilities.

Ms. Kathleen Curran is Director and Principal Consultant for Intercultural Systems – Singapore/USA.

Ms. Lynn Scheitrum is Director of Human Resources of Air Products and is the company's global project team leader.

Ms. Alison Perlo is Vice President Talent Management and Leadership Development for Aventis Pasteur.

Mr. Bill Kuhl is retired Associate Director, Global Laundry Appliance Technology, Proctor & Gamble Far East.

Appendix D: Informed Consent Form

INFORMED CONSENT FORM

I, _____, hereby agree to participate as a subject in the research project on “Knowledge, Skills, Attitudes, and Experiences Necessary to Become Globally Competent” conducted by Bill Hunter.

It has been explained to me that the purpose of the study is to identify the knowledge, skills, attitudes, and experiences necessary to become globally competent

The Delphi Technique will be the procedure used in this study.

I understand that possible risks to me associated with the study are minimal. I understand that I may not receive any direct benefits from participating in this study, but participation may help to increase knowledge that may benefit others in the future. I understand that any data or answers to questions will remain confidential with regard to my identity. I understand that my participation is voluntary and that I am free to withdraw from this study at any time without jeopardizing my relationship with Lehigh University.

If I have any questions about this study and what is expected of me in this study, I may call Bill Hunter at (610) 758-4505.

I understand that I may report problems that may result from my participation in this study to Ruth L. Tallman, Office of Research and Sponsored Programs, Lehigh University, (610) 758-3024.

I have read and understand the foregoing information.

Date

Subject's Signature

I, the undersigned, have defined and fully explained the investigation to the above subject.

Date

Investigator's Signature

Appendix E: Delphi Technique Round 1

Dear Panelists:

Thank you for agreeing to participate in my Delphi study. While those participating will remain anonymous (except to the researcher), I can inform you that those taking part include senior government, business, and education officials from around the world. As noted in the invitation, there will be three rounds employed with the ultimate goal of reaching 80 percent agreement on the definition of the term “global competence.”

As agreed upon, you will have one week to submit your response. At the end of the week, the researcher will code each response to determine a potential amalgamation of responses. This amalgamation will be redistributed during Rounds 2 and 3 for your comments or edification, one week after each response due date.

Round 1

Below are a series of recently published definitions of the term “global competence.” Please review each definition. Then, at the bottom of the page, write what you believe to be the most appropriate definition for the term “global competence,” either based on the definitions listed below or of your own creation.

Published definitions of the term “global competence”:

A developed appreciation of other cultures and the ability to interact with people from foreign lands. The ability to become familiar with an environment, not causing a rift while experiencing something new, and reflection upon the experience at its completion
Curran (2002)

Having enough substantial knowledge, perceptual understanding, and intercultural communication skills to effectively interact in our globally interdependent world
Olson and Kroeger (2001)

Having intercultural facility, effective communication skills, and the ability to lead in diverse circumstances. Swiss Consulting Group (2002)

The ability to communicate effectively across cultural and linguistic boundaries and to focus on issues that transcend cultures and continents The dimensions contributing to global competence are: 1) the ability to work effectively in different international settings, 2) an awareness of the major currents of global change and the issues arising from such changes, 3) knowledge of global organizations and business activities, 4) the capacity for effective communication across cultural and linguistic boundaries, and 5) a personal adaptability to diverse cultures. (Brustein, 2003)

Having knowledge of current affairs, empathizing with others, maintaining a positive attitude, foreign language competence, and value of difference amongst people and cultures. Lambert (1996)

Swiss Consulting Group (a transnational management consulting firm with more than 20 years of experience) in its Global Competence Report – 2002, defined global competence as “the capacity of an individual or a team to parachute into any country and get the job done while respecting cultural pathways” (p. 4). The Report took the next step and identified global competence’s required skill set as “intercultural facility; effective two-way communication; (sic) diverse leadership; systematic best-practice sharing; and a truly global strategy design process” (pp. 5-6).

Ability 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. The Stanley Foundation and the American Council on International Intercultural Education (1996)

Perceptual knowledge (open-mindedness, resistance to stereotyping, complexity of thinking, and perspective consciousness) and substantive knowledge (of cultures, languages, world issues, global dynamics, and human choices. Wilson and Dalton (1997)

To have global perspective on transition and adaptation, cross-cultural interaction, and collaboration. Adler and Bartholomew (1992)

**

Write what you believe to be the most appropriate definition for the term “global competence,” either based on the definitions listed below or of your own creation.

Appendix F: Phrases Proposed by Panelists in Round 1

Words/Phrases	Delphi Round 1																	Totals
	Panel 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Actively seeking to understand cultural norms and expect of others		1	1				1	1	1			1	1	1		1		9
Ability to communicate effectively across cultural boundaries				1		1	1	1	1				1	1				7
Work effectively outside own environment	1		1			1		1			1	1						6
Ability to interact effectively						1	1	1	1							1		5
Underst. One's own cult. Norms and expectations		1	1						1							1		4
Live comfortably outside own environment	1		1															2
Ability to bridge cultures		1																1
Questioning one's negative reactions		1																1
Open mind		1								1								2
Possessing intercultural skills			1		1		1											3
Appreciation of k, s, and behaviors globally						1												1
Interconnectedness of peoples and nations				1														1
General knowledge of world history				1					1									2
General knowledge of current events				1					1									2
Appreciation of diverse values				1					1						1			3

Appreciation of diverse perspectives	1				1		2
Ability to communicate across linguistic boundaries	1		1			1	3
Substantial know of different cultural values and attitudes	1						1
Perceptual understanding of diff. cultural values and attitudes	1						1
Ability to cope with diff cultural values and attitudes	1		1				2
Understanding of k, s, and behaviors globally		1		1			2
Growth and understanding based on reflection of other's perspectives			1				1
Celebrate diversity				1	1		2
Ability to collaborate across cultures						1	1
Ability to modify behavior with respect to local culture						1	1
Ability to identify cultural differences in order to compete globally						1	1
Leveraging know. Of cult. Diff.to achieve success						1	
Leadership based on cultural understanding						1	

Appendix G: Delphi Technique Round 2

Review of Most Frequently Stated Round 1 Responses

The points below reflect our group's most commonly voiced statements regarding the definition of the term "global competence."

1. Please review the following list and determine if each statement should be considered a critical component of the definition:

Actively seeking to understand cultural norms and expectations of others
Critical to include in definition
Consider including in definition
Do not include in definition

Ability to communicate effectively across cultural boundaries
Critical to include in definition
Consider including in definition
Do not include in definition

Ability to work effectively outside one's own environment
Critical to include in definition
Consider including in definition
Do not include in definition

Ability to interact effectively across cultures
Critical to include in definition
Consider including in definition
Do not include in definition

Understanding one's own cultural norms and expectations
Critical to include in definition
Consider including in definition
Do not include in definition

2. Review of Less Frequently Stated Phrases

Here are additional, less frequently noted statements suggested in Round 1, grouped by theme. Do any of these points carry as much weight as those mentioned on page 1 (i.e. critical enough to deserve inclusion in the definition)?

Theme 1: Intercultural Skills

Ability to bridge cultures
Review of Less Frequently Stated Phrases

Here are additional, less frequently noted statements suggested in Round 1, grouped by theme. Do any of these points carry as much weight as those mentioned on page 1 (i.e. critical enough to deserve inclusion in the definition)?

Theme 1: Intercultural Skills

Ability to bridge cultures
Critical to include in definition
Consider including in definition
Do not include in definition

Ability to interact effectively across cultures
Critical to include in definition
Consider including in definition
Do not include in definition

Ability to modify one's own behavior with respect to local cultures
Critical to include in definition
Consider including in definition
Do not include in definition

Ability to live comfortably outside one's own environment
Critical to include in definition
Consider including in definition
Do not include in definition

Review of Less Frequently Stated Phrases
Do any of these points carry as much weight as those mentioned on page 1 (i.e. critical enough to deserve inclusion in the definition)?

Theme 2: Understanding of Business Culture

Ability to work effectively outside one's own environment
Critical to include in definition
Consider including in definition
Do not include in definition

Leveraging knowledge of cultural differences to succeed globally

Critical to include in definition

Consider including in definition

Do not include in definition

Ability to take a leadership role based on cultural understanding

Critical to include in definition

Consider including in definition

Do not include in definition

Review of Less Frequently Stated Phrases

Do any of these points carry as much weight as those mentioned on page 1 (i.e enough to deserve inclusion in the definition)?

Theme 3: Attitude

Open mindedness

Critical to include in definition

Consider including in definition

Do not include in definition

Appreciation of knowledge, skills and behaviors globally

Critical to include in definition

Consider including in definition

Do not include in definition

Appreciation of diverse values and perspectives

Critical to include in definition

Consider including in definition

Do not include in definition

Actively seeking to understand cultural norms and expectations of others

Critical to include in definition

Consider including in definition

Do not include in definition

Ability to question one's own negative reactions in cross-cultural situations

Critical to include in definition

Consider including in definition

Do not include in definition

Reflecting on others' perspectives to gain a greater understanding of the situation

Critical to include in definition

Consider including in definition

Do not include in definition

Review of Less Frequently Stated Phrases

Do any of these points carry as much weight as those mentioned on page 1 (i.e. critical enough to deserve inclusion in the definition)?

Theme 4: Knowledge

Understanding the interconnectedness of peoples and nations

Critical to include in definition

Consider including in definition

Do not include in definition

General knowledge of world history

Critical to include in definition

Consider including in definition

Do not include in definition

General knowledge of current events

Critical to include in definition

Consider including in definition

Do not include in definition

Substantial knowledge of different cultural values and attitudes

Critical to include in definition

Consider including in definition

Do not include in definition

Having knowledge of others' skills and behaviors

Critical to include in definition

Consider including in definition

Do not include in definition

Have we missed anything?

6. Are there other statements you strongly feel should be included in the definition of the term "global competence"?

Appendix H: Delphi Technique Round 3

Thank you all again for your very thoughtful and timely responses during Round 2.

A statistical analysis of both your quantitative and qualitative responses has been conducted. Based on your responses, I am putting forth the proposed definition of the term "global competence" listed below.

If 80% or more of you agree with the proposed definition, we will have completed our task. If not, we will incorporate suggestions from Round 3 and seek concurrence in a fourth round.

1. Below is the proposed definition of the term, based on a statistical analysis of the entire group's responses. Please select your degree of concurrence.

Proposed definition:

Global competence is having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate, and work effectively outside one's environment.

Strongly agree Agree Neutral Disagree Strongly disagree

2. If you chose "neutral," "disagree," or "strongly disagree," please state how you would suggest modifying the proposed definition.

Appendix I: Certification of Delphi Results



English as a Second Language
32 Sayre Drive
Bethlehem, PA 18015-3123
(610) 758-6099 Fax (610) 758-6905
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<http://www.lehigh.edu/~inesl>

4/9/04

To whom it may concern:

This letter concerns the research study on global competency being conducted by William Hunter, doctoral candidate in the College of Education, Lehigh University.

I have reviewed each phase of the Delphi survey portion of Mr. Hunter's study and I concur with his description of the methodology he has used in evaluating the survey results.

Please feel free to contact me if I can provide any further information.

Sincerely,

A handwritten signature in cursive script that reads "Tim Cauller".

Tim Cauller
Associate Director
English as a Second Language

Appendix J: Research Questionnaire

RESEARCH QUESTIONNAIRE

This survey is being conducted by Mr. William Hunter, a doctoral candidate in Educational Leadership at Lehigh University in Bethlehem, Pennsylvania (www.lehigh.edu). Mr. Hunter will use the data in his dissertation study entitled "Knowledge, Skills, Attitudes, and Experiences Necessary to Become Globally Competent."

Completion of this questionnaire is entirely voluntary. All responses to the survey will be kept confidential, accessible only to the researcher via a password protected database. By completing and returning this survey, you are agreeing to the use of your responses in the aggregate data.

If you have any questions about this study, you may call me, Bill Hunter, at (610) 758-4505. You may contact Ruth Tallman, in Lehigh's Office of Research and Sponsored Programs, (610) 758 3024, if you have any concerns regarding participating in this study or returning the survey.

Put a check in the box that best corresponds with your assessment that the statement is critical to becoming globally competent.

For the purpose of this study, the term "global competence" is defined as "having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate, and work effectively outside one's environment."

The "Neutral" rating indicates that you are indifferent to the statement, neither disagreeing nor agreeing with it.

1. Rate the knowledge-focused statements in the following area in relation to them being necessary to become globally competent.

An understanding of cultural norms and expectations of others
Strongly Agree Agree Neutral Disagree Strongly Disagree

An understanding of one's own cultural norms and expectations
Strongly Agree Agree Neutral Disagree Strongly Disagree

An understanding of the concept of "globalization"
Strongly Agree Agree Neutral Disagree Strongly Disagree

An understanding of the role of supranational entities
Strongly Agree Agree Neutral Disagree Strongly Disagree

Knowledge of current world events
Strongly Agree Agree Neutral Disagree Strongly Disagree

Knowledge of world history
Strongly Agree Agree Neutral Disagree Strongly Disagree

2. Rate the skills in the following area in relation to them being necessary to become globally competent.

Speak English and at least one other language
Strongly Agree Agree Neutral Disagree Strongly Disagree

To be linguistically and culturally competent in at least one language and culture other than one's own
Strongly Agree Agree Neutral Disagree Strongly Disagree

Successful participation on project-oriented academic or vocational experience with people from other cultures and traditions
Strongly Agree Agree Neutral Disagree Strongly Disagree

Computer capability (word processing, Internet, etc.)
Strongly Agree Agree Neutral Disagree Strongly Disagree

Ability to assess intercultural performance in social or business settings
Strongly Agree Agree Neutral Disagree Strongly Disagree

Ability to live outside one's own culture
Strongly Agree Agree Neutral Disagree Strongly Disagree

Ability to collaborate across cultures
Strongly Agree Agree Neutral Disagree Strongly Disagree

Ability to identify cultural differences in order to compete globally
Strongly Agree Agree Neutral Disagree Strongly Disagree

Effective participation in social and business settings anywhere in the world
Strongly Agree Agree Neutral Disagree Strongly Disagree

3. Rate the attitudes in the following area in relation to them being necessary to become globally competent.

Recognition that one's own world view is not universal
Strongly Agree Agree Neutral Disagree Strongly Disagree

Willingness to step outside of one's own culture and experience life as "the other"
Strongly Agree Agree Neutral Disagree Strongly Disagree

A non-judgmental reaction to cultural difference
Strongly Agree Agree Neutral Disagree Strongly Disagree

Willingness to take risks in pursuit of cross-cultural learning and personal development
Strongly Agree Agree Neutral Disagree Strongly Disagree

Openness to new experiences, including those that could be emotionally challenging
Strongly Agree Agree Neutral Disagree Strongly Disagree

Coping with different cultures and attitudes
Strongly Agree Agree Neutral Disagree Strongly Disagree

Celebrating diversity
Strongly Agree Agree Neutral Disagree Strongly Disagree

4. Rate the experiences in the following area in relation to them being necessary to become globally competent.

It is important to have experienced culture shock in order to become globally competent
Strongly Agree Agree Neutral Disagree Strongly Disagree

Regular interaction with at least one foreign business culture
Strongly Agree Agree Neutral Disagree Strongly Disagree

Speak another language more than 25% of the time
Strongly Agree Agree Neutral Disagree Strongly Disagree

Knowledge and experience gained from multiple short-term trips abroad to a variety of countries
Strongly Agree Agree Neutral Disagree Strongly Disagree

Knowledge and experience gained from a single, long-term experience abroad (6 months or longer)
Strongly Agree Agree Neutral Disagree Strongly Disagree

Earning a bachelor's degree or its equivalent
Strongly Agree Agree Neutral Disagree Strongly Disagree

5. What other knowledge, skills, attitudes, and experiences should someone possess in order to be considered globally competent?

6. How many people do you supervise?

7. Are you located in the United States? If so, what region of the country (ex. NE, SW)?

Appendix K: Instrument Review Process

Comments from respondent Dr. Beata Schmid, Senior Vice President, EF International Language School

The statements are clear. I would perhaps move the first statement to the middle, before "supranational entities" or thereabouts, as it fits better with those concepts than with cultural norms.

2. My first reaction is that it's a little bit complicated. I would put the definition first and then give instructions. Then, next to "1. Knowledge" I would write something like "I believe that knowledge in the following areas is necessary in order to be globally competent:" That way the directions are reinforced & the respondent doesn't have to go back to the first paragraph again. Also, for the third item I would say "one's own"; it seems more natural than "own's".

Comments from respondent Dr. Roger Nagel, Senior Professor at Lehigh University and the founder of the "Global Village."

"Successful" is funny. Most learn more from failure. the word caused me a problem. linking language knowledge and cultural knowledge also causes me a problem. Many people can be and are very culturally aware smart etc, but speak only one language.

2. Statements are clear. Not sure if the first one is needed, as it is included in no. 2. It seems to skew the survey towards some kind of Anglocentric framework, which I am sure is not intended. In no. 5, I might exchange the word "critique" by "assess." I am not sure whether "comfortably" is necessary in no. 6. It's quite a subjective measure that might change over time as well.

3. As above, add a lead-in statement to guide the respondent, like: "I believe that skills in the following areas are necessary in order to be globally competent:" If it's possible to eliminate the Olsen & Kroeger citation, I would; it's distracting and meaningless to most respondents. Maybe some people will think that because some "expert" thought of the item, they should agree with it. I think that "effective participation" in the last statement is unclear. What does that mean? How about "Act [behave, react, participate] appropriately in social & business settings . . ." experience is too strong, I would suggest learn, and respect

Comments from respondent Dr. Lisa Chieffo, Associate Director of Student Programs for the Center of International Studies at the University of Delaware.

2. All clear.

3. Again, get rid of the citations & include a lead-in statement: "I believe that these attitudes are necessary in order to be globally competent:" Also, I would reword the last two statements. Everyone has to cope with different cultures and attitudes; the question is how one goes about doing so. Maybe that one can be eliminated altogether since coping

isn't an attitude. Celebrating diversity is so hackneyed nowadays that I really can't tell you what it means. How about "valuing diversity"?

If this survey is directed to Americans only, the reference to the bachelor's degree is appropriate. If not, it needs to be replaced by something like "earning a first degree at university." long term experience needs a hyphen (long-term) No

2 : successful participation in at least one foreign business experience ?

2. Again, get rid of the citations & include a lead-in statement: "I believe that these experiences are necessary in order to be globally competent:"

Consider adding -- desire to be global competent, and open to respecting other views even if you don't share them.

Great job, Bill!

Comments from respondent Frances McLaughlin, Vice President, Council on International Educational Exchange

#2, the first two statements, while not exactly the same, are similar. Both necessary? in the 5th criteria you talk about assessing intercultural performance. What about intercultural performance itself as a criteria? Do you think that's covered in your first criteria in #1? (I would recommend lettering the criteria, so you have 1.a, b, c, etc...) Re Question #3, address the my/one/one's consistency issue. I'd probably use the word "value" rather than "celebrate" diversity. Re Question #4, change "suffered" to "experienced" to make statement less loaded. Re second statement, when you say participate, is that clear enough? Are you saying work for a foreign company, in a foreign country? with foreign clients? All of the above? Do you want to qualify participation with adjectives like "regular", "sustained"? When you say "another language" is that other than English or do you care? Re, "short term trips" you don't qualify as work or pleasure--does it matter? Do you care about the nature/purpose of the long term experience (work, study, living)? Do you expect that that is an experience had as an adult, as a person older than X years? If you are talking about non-Americans do you say "earning a bachelor's degree or the equivalent?"

Knowledge, Skills, Attitudes, and Experiences Necessary to Become Globally Competent" (HR)

Appendix L: Vita

William David Hunter, Ed.D.

4631 Ash Drive
Nazareth, PA 18064
(610) 837-3271

INTERNATIONAL EDUCATION

Director, Office of International Students and Scholars, Lehigh University (1999-present)
Bethlehem, PA

Responsible for supervision of all international student services, Embassy and United Nations relations, and international programming.

Highlights:

- *Co-Chair of International Resource Team, challenged to “internationalize Lehigh”
- *Presented 250+ internationally related programs and developed first International Week
- *Appointed Lehigh’s first Director of Embassy and Sponsored Student Relations
- *Forged relationships between Lehigh and the United Nations, NATO and the World Bank
- *Created first International Community Service project – to Kenya

Director of Programs & Resident Life at International House (1996 – 5/99)
New York, NY

Responsible for cultural, diplomatic and artistic program development and residence life for 700 graduate students, interns and visiting scholars from more than 100 countries.

Highlights:

- * Hosted events with Walter Cronkite, George Stephanopoulos, Alice Walker and others
- * Served as Non-Governmental Organization Representative to the United Nations
- * Developed cultural programs featuring more than 50 nations
- * Directed Harlem Tutorial and Central/Eastern European Leadership Programs
- * Led staff of five full-time and 45 part-time employees, including 21 Resident Assistants
- * Served as National Co-Chair for ILC-SIG; presented at NAFSA National Conference 1999

EF International Language School Director (1993 - 1996)
Tarrytown, New York

Managed a weekly average of 180 International students; controlled a multi-million dollar budget; coordinated bookings from more than 30 countries; maintained complex host college relations; advised students on immigration/visa issues and directed student government

Highlights:

- * Increased Academic Year enrollment by 15% in two years.
- * Kept school under budget three straight years.
- * Successfully guided EF NY through national and state accreditation.
- * Built reputation as best EF School in America amongst EF Sales Staff in Europe and Asia.
- * Created first internship program at EF, now offered at all EF schools worldwide.

William David Hunter

COMMUNICATIONS

Communications Specialist (1992 - 1993)
Pennsylvania House of Representatives, Harrisburg, PA

Public relations services to eleven Democratic House members. Services included writing newsletters, releases, weekly columns and speeches; held news conferences.

Highlights:

- Wrote newsletters for an average of 56,000 homes.
- Developed publicity material for House Majority Leader.
- Nine of the 11 House members served were re-elected -- with one retiring.

Newspaper Reporter
Jefferson Gazette, Herald Star Newspaper and Associated Press Correspondent (1989 - 1991)
Ohio and West Virginia

Highlights:

- Wrote more than 500 published stories, more than 50 appearing on the front page
- Served as County Bureau Chief for two daily newspapers
- Honored twice as an award-winning journalist

EDUCATION

Ed.D. Educational Leadership
LEHIGH UNIVERSITY, 2004, Bethlehem, PA

M.A., International Communications
MACQUARIE UNIVERSITY, 1991, Sydney, Australia

B. A., Secondary Education, Magna cum Laude
POINT PARK COLLEGE, 1989, Pittsburgh, PA

B. A., Print Journalism
LOCK HAVEN UNIVERSITY, 1988, Lock Haven, PA

PROFESSIONAL AFFILIATIONS

NAFSA – Association of International Educators
PA State Teaching Certificate -- Communications Education

COLLEGE ACTIVITIES

Representative to Middle States Accreditation Committee
Student Government Senator, Editor of college newspaper
Captain of varsity soccer team

William David Hunter

Academic and Professional Presentations

“Guiding the G Generation – NAFSA’s Role in Global Workforce Development” NAFSA National Conference, May 2004

“Community Programming Roundtable” NAFSA National Conference, May 2004

“The United Nations: A Resource for Programming in Our Backyard” Region X – Guest Presenter, November, 2003

“The Sponsored Student,” NAFSA National Conference, May 2003

“Addressing Campus Climate Through Cross-Cultural Facilitation Teams” NAFSA National Conference, May 2003

“The Sponsored Student,” Region VIII Conference, November 2002
(Awarded Best Conference Session)

“An International Community Service Project: Kenya” NAFSA National Conference, May 2001

Publications and Recent Media Coverage

“Got Global Competence?”, *International Educator*, Spring 2004, Vol. XIII, No. 2

R3MEMCON Society of Manufacturing Engineers East Coast Region 3 Annual Members Conference presentation and journal publication, “Knowledge, Skills and Attitudes Necessary to Become Globally Competent.” October 10, 2003

Featured in *Express Times* Newspaper, March 24, 2003, “Giving students international perspective”

Featured in *New York Times*, March 4, 2003, “University Students Meet with Iraq Ambassador”

Featured on CNN Worldwide, March 4, 2003, “Students Meet with Iraq Ambassador”

Featured in PACIE Newsletter, 2002, “Community Service Project to Kenya”

University Teaching Experience

Global Village for Future Leaders, Iacocca Institute, Lehigh University
Course Facilitator:

“Leadership Across Cultures” Summers 2000 & 2001

“Are You Globally Competent?” Summer 2003

William David Hunter

Grants

Lehigh University Cultural Simulation Project, \$1,500, ALCOA Foundation, 2001
Lehigh University Cultural Simulation Project, \$3,000, ALCOA Foundation, 2002
Lehigh University United Nations Project, \$4,500, Kucklinsky Foundation, 2004

BACKGROUND

- Languages:** English and Conversational Spanish
- International Study:** Sydney, Australia; Reading, England; Madrid, Spain
- International Travel:** Russia, Scotland, Wales, France, Switzerland, Germany, Austria, Luxembourg, Belgium, Northern and Southern Ireland, Morocco, Fiji, New Zealand, Canada, Australia, England, Italy, Spain, The Netherlands, Kenya, Brazil, Peru & Mexico.
- Published Works:** Over 500 newspaper articles for a combination of the Pittsburgh Press/Post Gazette, Jefferson Gazette, Steubenville Herald Star, and the Associated Press. Also published in Pennsylvania Game News, International Educator and National Hardwood magazine.
- Public Speaking:** On a continual basis with Lehigh; more than 30 times in conjunction with Rotary International Scholarship; on behalf of Lock Haven University's overseas exchange programs.
- Unusual Experiences:** Cruised the Volga River north of Moscow; location scouted for "Dead Poet's Society" and "Robocop" movies; volunteered as an EMT in the South Bronx; taught from a conestoga wagon on Vision Quest; won Lock Haven University's most Promising Journalist Award; snorkeled the Great Barrier Reef.
- National Award:** Awarded the International Rotary Master's Degree Full Scholarship to Australia, 1991.
- Computer Capability:** Windows '98, ME, Microsoft Excel and the Internet.