PREPARING GRADUATES FOR THE FUTURE

INTERNATIONAL LEARNING OUTCOMES

by Dale Stanley & Joan Mason
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In particular, we would like to thank Gillies Malnarich and Tom Whalley from Douglas College for their support, encouragement, recommendations for further contacts and resources, and their review of sections of the report. Christine Savage, Executive Director, British Columbia Centre for International Education assisted in identifying potential participants in the process, provided resource materials, and read numerous drafts of the report, giving thorough feedback.

Internationalization initiatives are proliferating at the international, national and provincial level. Enthusiastic, committed faculty and administrators are developing innovative partnerships among themselves and with international institutions, non profit groups and other organizations to assist students in meeting the challenges of becoming global citizens. We hope that this report may serve to focus these collaborations more clearly on the expected learning outcomes.

We would like to acknowledge the funding support provided for this project by the BC Centre for International Education, with the assistance of the Department of Foreign Affairs and International Trade, Government of Canada.

Dale Stanley
Joan Mason
Executive Summary

"What competencies do students require to succeed as citizens and professionals in today’s global society?" was the question posed by the B.C.C.I.E. as the focus for this International Learning Outcomes Project. By identifying fundamental international learning outcomes and corresponding educational strategies that prepare students to work abroad or in Canada’s diverse, multicultural society, BCCIE set out to provide a framework for the effective internationalization of today’s post-secondary curriculum and the preparation of tomorrow’s graduates.

This report’s findings, conclusions and suggestions are based upon a series of focus groups and interviews with professionals from the following sectors: advanced technology, consulting firms, environmental firms, business and finance, government, non-profit organizations and post-secondary institutions.

The identified International Learning Outcomes are organized into 5 basic themes. These are:

- adapting business English and business etiquette to the needs of international clients
- acquiring basic skills in an additional language or languages
- developing Canadian and global perspectives
- developing intercultural competence
- demonstrating coping and resiliency skills

A key finding of the report was that graduates of post-secondary institutions who combine international know-how with a firm foundation of skills and experience in one or more technical, business or professional areas, are the ones most likely to find work in international activities of Canadian businesses or with international firms.

Emphasizing the importance of language and communication skills, the study indicates that graduates seeking international opportunities should be able to carry on a conversation, read a newspaper and follow technical instruction in at least one language other than English. While it is acknowledged that English is the language of international business, speaking the language of one’s client carries an important message of respect. Even when speaking English in an international situation, graduates must be able to adapt their use of language and their behavior to the formality of the situation or culture and the listener’s comfort level in English.
With increasing global interdependence is the need for all Canadians to act as global citizens. The study found that not only should graduates be able to speak confidently about the issues affecting Canada, but should also be able to relate these issues to past and present Canadian international relations as well as to global trends and concerns. To do so, they need a thorough understanding of Canadian and world history, geography, social, religious and political structures and current events.

In the past, world views of Canadian students have been shaped largely by Western European and Northern perspectives. These perspectives must be broadened to include Asian, Central and South American and African views.

The study confirms that today's graduates need to develop intercultural competence which involves not only a knowledge of other cultures, but the ability to value individual and cultural differences. In working with other people, with other cultural backgrounds both inside Canada and internationally, graduates must exhibit a willingness to risk being a stranger, to learn about other cultures and to adapt to them.

Finally, recognizing that adapting to other cultures is stressful, the study indicates that graduates need skills in coping with stressful situations and in developing emotional resilience. These skills include developing a strong sense of personal identity so that one's integrity is not threatened by the values and beliefs of others.

Through the process of defining international learning outcomes, the study helps provide faculty with a framework for developing international focused curricula and gives students a language and structure to reflect on their own international education, to evaluate how successfully they have acquired these skills, knowledge and attitudes. The definition of these outcomes and the methods by which they are acquired will better prepare educational institutions and students themselves to present their international abilities and accomplishments to prospective employers.

In addition to recommending that the international learning outcomes be incorporated into curriculum as the critical element, the report emphasizes the need of institutions to adopt a variety of educational strategies to help students achieve the outcomes. Issues to be addressed in the design, planning, organization and articulation of education programs at various levels are also noted. Key strategies identified include the use of participatory techniques and exchange programs as it is recognized that direct experience is the most powerful and effective method for developing international skills and understanding.
INTRODUCTION

This Project, initiated by the BC Centre for International Education, identifies learning outcomes that reflect the knowledge, skills, abilities and attitudes that graduates of BC public post-secondary institutions should have to live and work effectively in an increasingly interdependent and multicultural society.

THE NEED FOR INTERNATIONALIZATION

The need to broaden the curricula of post-secondary institutions results from profound social and economic changes that are reshaping the world in which we live. Peter Maidstone (1995) identifies the following trends that create the impetus for internationalizing curricula:

- the emergence of a global political economy and a new international division of labour
- a heightened level of global interdependency in terms of political issues, environmental and social problems
- a redefinition of international relations and the concept of global security following the end of the Cold War
- significant changes in the demographic makeup of many Western industrialized societies

Although Canada is the most dependent of all G-7 countries on external trade, the Canadian Bureau of International Education (1994) notes that a recent OECD study ranks it lower than any other G-7 country in terms of its external orientation. Few Canadian students, relative to those in the United States and other countries, take part in programs of work, study or travel abroad.

Interest in internationalization is growing throughout the world as evidenced by citations in the literature [e.g., Dickinson, 1992 (United Kingdom), Bremer and van der Wende, 1995 (Netherlands), Kearns 1996 (Australia), Johnston and Spalding, 1997 (USA), Hannah, 1996 and Dr. Surat Silpa-Anan, 1996 (Thailand), and Than Duc Hien, 1996 (Vietnam)]. While there is much enthusiasm about internationalization, there is also some concern about the potential for "erosion of 'values' that have sustained good moral and spiritual practices" (Fanthome, 1996). As other countries become more externally focused, Canada's ability to compete internationally will become impaired unless its graduates acquire more international skills and perspectives.
DEFINITION OF INTERNATIONALIZATION

The terms international, cross-cultural, intercultural, multicultural, global are all used to describe course offerings which integrate information on culture and cultural diversity. In British Columbia, the BC Centre for International Education Task Force recommended the following as a working definition for British Columbia:

"Internationalization is a process that prepares the community for successful participation in an increasingly interdependent world. In Canada, our multicultural reality is the stage for internationalization. The process should infuse all facets of the post-secondary system, fostering global understanding and developing skills for effective living and working in a diverse world (Francis, 1993)."

Other definitions have been developed by the various agencies and groups concerned with international education. In a study just completed by Jane Knight for the Canadian Bureau for International Education (1996), the following working definition was developed:

"Internationalization of higher education is the process of integrating an international dimension into the teaching/training, research and service functions of a university, college or technical institute."

Knight's study found that the business, government and private sectors agreed overwhelmingly that colleges and universities should be making greater efforts to further internationalize their offerings in order 'to prepare graduates who are internationally knowledgeable and interculturally competent.' However, the sectors diverged on their opinions as to why these skills are necessary. Educators stressed the need for more cooperation, not competition, whereas government and business identified the need for skills to work in a highly competitive and information-based global economy.

THE NEED FOR DEFINING INTERNATIONAL LEARNING OUTCOMES

Knight's report concluded that "identifying competencies which students require to function as citizens and professionals in a more globalized society is an important challenge to us all." It is this challenge which the International Learning Outcomes Project addresses.
This project has taken the definition of learning outcomes to match the comprehensive definition of internationalization developed by the BC Centre for International Education as its mandate statement. The learning outcomes identified apply to individuals who may work internationally. They also serve to prepare all students for living and working in a Canadian society which is diverse and multicultural in nature.

Some of the outcomes identified may apply to all programs and students, especially those in the areas of ‘Canadian and global perspectives’ and ‘Intercultural competence’. Others may be applicable only within a specific sector, e.g., environmental or health.

Developing statements of outcomes is vital in giving faculty and employers a vocabulary for discussing their expectations of graduates. The process gives students the language and structure to reflect on the changes they have undergone as a result of their international education. The experience also can better prepare graduates to present their accomplishments to prospective employers in terms which relate their skills, knowledge and attitudes to both entry level and long-term employment requirements.

LEARNING OUTCOMES DEFINED

Learning outcomes are statements of the results of the learning process. They identify what the learner is able to do or perform as a result of their learning experience. They may include statements about the learner’s knowledge, skills, abilities and values. The notion of learning outcomes has shifted the focus of education circles from teaching to learning. Implicit in the discussion of a ‘learning system’ based on explicit statements of outcomes is the belief that decisions concerning curriculum design, instructional design, content and delivery are based on assisting students to achieve the outcomes.

For more information regarding outcomes-based education, please contact:

Centre for Curriculum, Transfer and Technology
5th Floor, 1483 Douglas Street
Victoria, BC, V8W 3K4
http://www.ctt.bc.ca
APPROPRIATE EDUCATIONAL AND ASSESSMENT STRATEGIES

This report includes a discussion of the many issues identified by participants regarding the educational strategies which may appropriately be used to acquire these skills, knowledge and attitudes as well as the assessment strategies that might be employed to evaluate students’ attainment of the outcomes. Indeed, many of the participants felt that the process of learning was equally important to discuss if the outcomes were to be achieved.

METHODOLOGY

This report is based on the outcomes of a series of focus groups, personal interviews and telephone and email conversations with individuals from advanced technology firms, consulting engineering firms, environmental activities, business and finance, consulting professional associations, non-profit associations and post-secondary institutions. In addition, students with international experience as well as those without such experience but with an interest in international education, were consulted. A draft copy of the report was circulated to members of the project steering committee as well as other interested parties, especially at the Centre for Curriculum, Transfer and Technology, Camosun College, Malaspina University College, and Douglas College. A full list of the individuals consulted is included in Appendix A.

THE HISTORICAL, CULTURAL AND ECONOMIC CONTEXT

Canadian society is rooted in traditions that are predominantly European. Although Canada was extensively populated by First Nations people prior to the first contact with Europeans, early French and English settlers quickly established their own language, political and social structures, displacing those of the aboriginal peoples. Immigrants during the early and middle years of the 20th Century were predominantly from the countries of Great Britain, and Western and Eastern Europe.
The Canadian educational system is based primarily on Western (i.e., European) science, literature and philosophy. Therefore, students who have been educated in Canada have been much more heavily influenced by Western thought and values. In the last 20 years or so, patterns of immigration have shifted significantly, with a greater percentage of immigrants coming from Asia. Public policy appears to have shifted in that time from a focus on assimilation to one of multiculturalism. As a result, international perspectives need to be added to the curriculum to ensure that students develop a more comprehensive exposure to the world.

The burgeoning economies of Asia (e.g., Korea, Mainland China) and the emerging economies of Latin America (e.g., Mexico, Chile) have spurred the development of trade links with these nations. The political changes in the former Soviet Union, the redevelopment of Eastern Europe, and the strong economic growth rate of some East African countries will in time lead to interest in the economic opportunities in these areas.

This report calls for adding perspectives from all countries of the world, not simply displacing the European views already present in our education system. It should also not be forgotten that while business and industry may focus primarily on the countries in which there are substantial business opportunities, some graduates of the post-secondary system may have career goals that are best fulfilled within the non-profit sector. Whatever the aspirations of graduates, their lives will be affected by the events and issues in every part of the globe.

LIMITATIONS OF THE REPORT

This report was written from a British Columbian and Canadian perspective. Most persons interviewed for this project were Canadians reporting on their experiences and perspectives in working, studying or living in another culture. Others work with immigrant or refugee groups newly arrived in Canada. Interviewees from other countries spoke from the perspective of dealing with Canadians in Canada.

To some extent this potential limitation may, in part, be compensated for by the literature consulted. For example, Shaben (1995) interviewed Asian companies on their perspectives of the training needed to prepare Canadian companies for business in Asia. However, validation of the competencies from a broader international sample would be useful.
An additional limitation may be the extent to which the outcomes can be generalized to internationalizing curricula in other countries. Some of the outcomes are based on sensitizing the graduate to Canadian social and cultural norms that may be inappropriate in other settings. For example, several participants noted the importance of making more of an effort to listen and understand while subjugating the need to speak out when dealing with other cultures. This may be more relevant in a society which values being outspoken. In a society where self-effacement is valued, other outcomes may be more appropriate.

The outcomes identified may also be more relevant to Canadians dealing with Pacific Rim countries than with the cultures of the Middle East or Africa. There is always a comparative nature to discussions of adaptation to other cultures. For example, Canadian approaches to bargaining may be viewed by some cultures as aggressive, while to those from a culture where vigorous bargaining for most goods is widespread, Canadians may be seen as passive. Thus outcomes intended to assisting Canadians adapt to the latter may stress a more aggressive stance that would be clearly inappropriate when dealing with cultures where bargaining is not seen in a positive light.

Some interesting feedback will likely be gathered in a survey of Japanese students who studied in Canada, being undertaken in Fall 1997 by Tom Whalley of Douglas College and Rick Berwick of the University of British Columbia. They used the learning outcomes identified in this report to develop their questionnaire. The responses to the questionnaire not only will identify what outcomes these students acquired during their study in Canada, but will also provide some insight into the applicability of these outcomes to internationalization of programs in other countries.
INTERNATIONAL LEARNING OUTCOMES

TECHNICAL AND PROFESSIONAL SKILLS AS A FOUNDATION
FOR INTERNATIONAL WORK

A number of participants in the study emphasized that graduates of post-secondary institutions need a firm foundation of skills and experience in one or more technical, business or professional areas or in defined job roles, in addition to international skills, before they are likely to find work in international business. For example, they may require a professional certification as a registered forester, professional engineer, health care professional, teacher, or chartered accountant. Or they may require certification as a trades person, technician or technologist. Advanced degrees at the master or doctoral level may be required particularly when offering services to funding agencies such as the Canadian International Development Agency or the Asian Development Bank.

Some of the fields which are marketable today include: environment, planning, evaluation, engineering, institutional development, economics, international finance, policy formulation, communications, infrastructure development, data management and computer technology.

International jobs are not entry-level jobs

Companies are unwilling to assign responsibility for international clientele to a new employee who may not have thorough experience in the field and a firm grounding in the company's products, policies and way of doing business. Furthermore, particularly in Asian countries, age and seniority are highly respected (Shaben, 1995).

Few, if any, graduates can expect to find an international job when they first graduate. They must be prepared to accept an entry level job and must be able to relate the international skills they have to the basic employability skills required by all employers. In addition, they may be able to sell the employer on their future promotability.
Those graduates who are completing a program mid-career and may already have considerable training and experience may prove an exception to this statement. There are also positions available in international companies for graduates in fields for which there is high demand (e.g., software development) where extensive experience may not be an essential requirement.

**International outcomes enhance basic employability skills**

The Conference Board of Canada has published an Employability Skills Profile which includes the following skills which provide a basic foundation to get, keep and progress on a job:

- Understand and speak the languages in which business is conducted.
- Write effectively in the languages in which business is conducted.
- Demonstrate a positive attitude toward change.
- Recognize and respect people's diversity and individual differences.
- Identify and suggest new ideas to get the job done (creativity).

Similarly, the Business Council of British Columbia (1997) identified communication skills (including teamwork, interpersonal communication and body language), flexibility and adaptability within the top ten generic skills employers are seeking. Increasingly, computer skills including use of word processing, spreadsheet, presentation and Internet software, are key employability skills as well. For individuals working internationally, marketing and business planning skills are also integral to success. Not only does one have to make a product, but one has to sell it. While employability skills focus on the abilities needed by Canadians working within Canada, graduates who have achieved the learning outcomes identified in this report can demonstrably meet and exceed these expectations. They can offer the employer the added value of developing the in-house pool of international skills.

*Table 1 lists the international learning outcomes identified in this project and links these outcomes to employability skills which they may enhance.*
<table>
<thead>
<tr>
<th>THEME</th>
<th>INTERNATIONAL LEARNING OUTCOMES</th>
<th>EMPLOYABILITY SKILLS ENHANCED</th>
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<tr>
<td>Appropriate registers in the use of English</td>
<td>- Adapt use of English to the formality of the situation and the fluency of the business partner in international business and social settings</td>
<td>Understand and speak/write the languages in which business is conducted</td>
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<td>International business etiquette</td>
<td>- Demonstrate appropriate international etiquette in situations with business colleagues and clients such as greeting, introducing, thanking, taking leave, negotiating and confirming contracts, socializing, paying and receiving compliments, and gift-giving</td>
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<td>Language skills</td>
<td>- Speak an additional language(s), preferably one spoken by peoples of the Pacific Rim, proficiently enough to understand and be understood in everyday conversation. Understand a newspaper, technical reports and everyday instructions (e.g., using a telephone)</td>
<td>Understand and speak/write the languages in which business is conducted</td>
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<td>Canadian and global perspectives</td>
<td>- Demonstrate knowledge of world geography</td>
<td>Identify, analyze and solve problems</td>
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<td>- Integrate knowledge of Asian, Central and South American, Soviet, Russian and African history</td>
<td>Find new ways to solve problems</td>
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<td>- Demonstrate a knowledge of Canadian history, political structure, geography, current events and accomplishments</td>
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<td>- Reflect on, and compare, a variety of perspectives on world historical events</td>
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<td>- Demonstrate a knowledge of the world’s great religions and their impact on social, cultural and political realities in society</td>
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<td>- Assess own knowledge and skills to think about, and act on, global concerns</td>
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<td>- Analyze global issues from multiple perspectives</td>
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<td>- Understand the interconnections between local and global issues</td>
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<td>- Understand the impact of historical events, culture, political structures, and geography on world events</td>
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<td>- Understand the impact of Western liberal democratic views on one’s perceptions of the world</td>
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<td>- Analyze critically the sources of information on world events</td>
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<td>- Demonstrate a knowledge of global issues such as poverty, population growth and global warming</td>
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<td>- Demonstrate a personal commitment to social justice, equity and environmental stewardship on an environmental level</td>
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<td>- Understand the history of Canada’s international relations and experience as well as our country’s current policies and international relations</td>
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<td>Intercultural competence</td>
<td>- Demonstrate the qualities of tolerance, sensitivity to others and tact</td>
<td>Demonstrate a positive attitude toward change</td>
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<td>- Demonstrate open-mindedness and curiosity with respect to other countries and cultures</td>
<td>Recognize and respect people’s diversity and individual differences</td>
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<td>- Demonstrate pride in Canadian culture and accomplishments</td>
<td>Demonstrate flexibility and adaptability</td>
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<td>- Demonstrate flexibility while retaining the stability of one’s own identity and values</td>
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<td>- Recognize and respect individual and cultural differences</td>
<td>Use appropriate body language</td>
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<td>- Recognize issues that may be sensitive to other cultures and peoples and respect their beliefs</td>
<td>Work effectively with coworkers and in teams</td>
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<td>- Identify one’s own biases and attitudes</td>
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<td>- Subjugate the need to impose one’s own structure and ideas on others</td>
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<td>- Demonstrate willingness to adapt to others’ standards of behavior: political, cultural, social, religious</td>
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<td>- Practice good listening skills (learn to speak less, listen more)</td>
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<td>- Demonstrate an ability to problem-solve issues related to one’s professional competence in different cultural contexts</td>
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<td>- Understand the differences in respect for persons, adult-child relationships, gender relationships in other cultures</td>
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<td>- Understand the impact one’s own values and beliefs have on one’s perception of world events</td>
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<td>- Understand the day to day realities, political environment, and current events of other cultures and peoples</td>
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<td>- Understand how culture and politics influence the business practices and business ethics of other societies</td>
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<td>- Be willing to and know how to find information on another society</td>
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<td>- Examine own assumptions about other cultures</td>
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<td>- Take initiative to facilitate social interaction</td>
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<td>Resiliency and coping skills</td>
<td>- Demonstrate integrity within one’s own culture</td>
<td>Manage workload and personal stress</td>
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<td>- Manage own stress levels and practice good self care</td>
<td>Demonstrate leadership skills</td>
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<td>- Demonstrate leadership skills in diverse situations</td>
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<td>- Demonstrate methods for handling challenging situations under difficult circumstances</td>
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<td>- Demonstrate psychological preparedness for the situations you might encounter in another setting</td>
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<td>- Identify and respond to one’s own stage of adaptation and culture shock</td>
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Adapting use of English to international settings

Many of the respondents noted that English has become the language in which international business is conducted. This is more true in some regions than in others. For example, in Central and South America, business is conducted mainly in Spanish and there is a strong expectation that Canadians will speak Spanish. In parts of Africa which were formerly French colonies, French is still the preferred language. The increasing use of computers and the Internet has increased the use of English.

All communication can be said to be cross-cultural, because every person’s use of language and interpretation of its meaning is coloured by their life experience, their education, and their identity as a member of a cultural, social or professional group.

In addition, the context of the communication carries with it a varying set of rules that affects the choice of vocabulary, the formality of grammar and tone, the nonverbal cues we use, and the proximity between speaker and listener. These subtle variations in the language we speak and write in response to social context are referred to as register. For example, the way a person communicates in an intimate conversation with a lifelong friend or spouse is very different from the style of presentation suitable for an international academic conference. Each of us makes these subtle changes often without even being conscious of the shift.

We also constantly adapt our language to the listener’s perceived level of understanding of language and the issue/problem being discussed. For example, a doctor will change the words she uses and the complexity of the concepts depending on whether they are speaking to another doctor in the same specialty, to a child patient, or very informed adult patient. These shifts might also be seen when a worker communicates with a new employee or an experienced one. Errors in determining this appropriate level of communication may result in the doctor or worker being perceived as arrogant, uninterested or condescending.

Of course, there are mistakes made even within our own culture. For example, readers may have had the experience of going to a computer shop to buy new equipment. The sales person may use a form of “techno-babble” which is utterly incomprehensible to the average computer purchaser. What the skilled sales person does is ask questions and look for cues in the responses or questions asked by the customer to determine his/her level of comprehension in “computese” and then adjust the communication to suit.
The same principles and dangers apply to using English in an international setting. What complicates the issue is that cultural differences affect the choice and interpretation of vocabulary, formality, the nonverbal cues, and the proximals, increasing the possibility of mistakes. In addition, others speaking English as a Second Language may have widely differing levels of language proficiency. Nevertheless, business people who frequently work internationally have found the following principles useful:

- use a more formal tone and pay stricter attention to the rules of grammar than in informal speech or writing, especially when first engaging in conversation or when in a formal business setting
- pay attention to cues which may indicate that the person is having difficulty in following the conversation (e.g., apparent inattention or lack of response) and ask questions to clarify understanding
- use direct, clear speech or writing
- if the person with whom you are communicating is not fluent in English, adjust your communication using such techniques as moderating your rate of speech, repeating ideas using different words and using relatively few dependent clauses or complicated constructions
- avoid colloquialisms, idiomatic expressions, jargon and acronyms
- show respect and patience for efforts of non-native speakers in speaking and understanding English
- as a listener, summarize your understanding of the communication frequently to check for accuracy

In order to conduct international business successfully, graduates must demonstrate an ability to adjust their use of English as appropriate to the situation. Participants who do business internationally repeatedly identified the ability of some of their staff to make these adjustments in communication as an important skill for graduates to acquire. This same skill is equally important in working effectively in Canadian society, where coworkers, supervisors or subordinates may speak English as an additional language. Surprisingly, although excellent communication skills are often identified as a requirement for employment [Conference Board of Canada, Business Council of British Columbia (1997), BC Chamber of Commerce (1994)] or as an essential component of a liberal education, the literature on internationalization pays little attention to this need for adapting English usage. Shaben, however, does note the need for avoiding colloquialisms and offensive body language in her 1995 work.
An additional component to this discussion comes from research (Nishizawa, 1997 mentioned by Tom Whalley) which suggests that fluency between native and non-native speakers of English is negotiated. When a respectful atmosphere is created between them, non-native speakers perform better (i.e., they communicate more clearly). Hence, by creating a respectful atmosphere, one assists others in communicating clearly.

**EXPECTED LEARNING OUTCOMES:**

- Adapt use of English to the formality of the situation and the fluency of the business partner in international business and social settings

**INTERNATIONAL BUSINESS ETIQUETTE**

Within Canadian society, people make subtle shifts in etiquette that correspond to the context of the situation. Relative social power, social distance and the extent to which an act is considered to be an imposition or approval are used to determine the appropriate politeness strategy. For example, our notions of politeness and etiquette vary when dealing with the “boss” or meeting one’s prospective mother-in-law for the first time. Behavior that would be appropriate when out with the rugby team following a game would be inappropriate in those situations.

Although most North Americans think of “face” (reputation or sense of self-worth or self-image) as an Asian concept, some theorists (Brown and Levinson, 1978 cited in Thomas, 1995 and Green, 1989) have incorporated this notion in a theory of politeness that appears to have some value interculturally. They discuss two aspects of face. Positive face is reflected in the desire to be approved of, respected and appreciated by others. Negative face is reflected in the desire not to be impeded or imposed upon. Acts such as insulting a person or striking him/her forcefully threaten the person’s positive face. Acts such as giving an order or physically restraining a person threaten negative face.

The magnitude of the face threatening act depends on the parameters of power, distance and a rating of the imposition. In turn, the magnitude influences the strategies used. The speaker may choose not to perform the face threatening act. The individual may act or speak very directly without significant consequence in an emergency (e.g., pulling someone out of the way of a moving car), when the weightiness of face-threatening act is small (“Please pass the peas, Jim”) or when the act is perceived to be in the person’s benefit (“Have another piece of cake!”). In these situations, the person would not be seen as breaching politeness. However, statements made that fall outside these boundaries may be offensive.
Another strategy is to act while making appeals to the other person’s desire to be liked and approved of. We do this by expressing interest in the other person, indicating that they are part of the in-group, claiming common ground, or praising them. For example, the manager who directs an employee by saying “Let’s try this approach” is not perceived to be issuing an order.

A third strategy reduces the impact of a threat to negative face by offering options. We do this in English by being indirect (“We might write another draft”), by hedging (“if you’re available”), by minimizing the imposition (“It’ll just take a minute of your time”), begging forgiveness, distancing, or implying your indebtedness (“I appreciate your assistance”). This approach is called negative politeness.

Yet another approach is to convey a message without really saying it. For example, you might give hints, use metaphors, be ambiguous, or leave a statement unfinished implying its final component. For example, consider these possible approaches to requesting assistance with some work: “I’m having trouble with this project. Are you really busy right now?”, “I hate to bother you with my problems on this project, but ...”

Showing respect to others by virtue of their higher status, greater age or experience is an essential component of international business etiquette. While English has few ways of indicating deference other than by use of address forms or honorifics (e.g., Professor, honoured guests, Sir), other languages have many more ways of indicating deference. For example, French, Russian, and German have a formal and an informal second person singular. One uses the formal second person singular when addressing a stranger or a superior, using the informal only for a child, spouse or friend. In Japanese and Korean, many parts of speech can be marked or unmarked with signs of deference to show gradations of respect.

Defence can also be used to mitigate threats to face by feeding the other person’s ego, and by acknowledging superior status, or by minimizing threats to face by indicating that the person being addressed is so superior in status and authority that the speaker cannot force an action or reaction.

Generally, international business etiquette is more formal than Canadian social or business etiquette. Students must learn and practice appropriate forms of greeting, introducing, thanking, and taking leave of international business colleagues and clients. They might best learn about the rules which govern socializing with a business colleague or client. This includes such issues as whether you are required to accept an invitation for socializing, who pays and for what, whether it is appropriate to bring a gift and if so, what type and cost, acceptable eating behavior, and giving and responding to compliments.
In the more formal setting of trade missions, multilateral discussions and international conferences protocol established to bridge the differences of culture assists in communication and interaction. Such formal procedures as addressing all remarks through a chairperson and rituals of greeting and introductions allow interaction which might otherwise be bogged down through cultural misunderstandings.

EXPECTED LEARNING OUTCOMES:

- Demonstrate appropriate international etiquette in situations with business colleagues and clients such as greeting, introducing, thanking, taking leave, negotiating and confirming contracts, socializing, paying and receiving compliments, and gift-giving

LANGUAGE SKILLS

Need for additional language skills

The literature and conversations with persons working in this field had led the project team to expect that requiring additional language skills might be controversial. For example, Shaben (1995) found that 6% of companies cited language and communication skills as important to success, but only half believed that Canadians should learn or master the language. The remainder believed that learning a few words and avoiding the use of Canadian colloquialisms or offensive body language was sufficient.

Knight (1996) in her survey of education, government and private sectors found that relatively little importance was given to knowledge of a foreign language. [Respondents saw ability to speak French and English more important than speaking a foreign language.] She attributes this low ranking to the use of English as the common language of communications and trade. However, she notes that as countries in the Asia Pacific and South and Central America become stronger trade partners, it is prudent that young people learn foreign languages.

It is perhaps due to the strong orientation of British Columbia towards the Pacific Rim that explains the strong support from participants in this project’s focus groups and interviews for acquiring additional language skills. As noted earlier, there is a stronger expectation that
Canadians speak Spanish in South and Central America. Speaking Mandarin in Mainland China is also a reasonable expectation, given the large population of the country. On the other hand, in most smaller countries where a unique language is spoken (e.g., Thailand), business colleagues are more likely to assume that English will be the language of communication.

Many respondents noted that North Americans have a serious disadvantage in international circles because of their lack of additional language skills, something which is an essential component of education in many other countries. In the United States, only 8% of colleges and universities require a foreign language for admission and only 9% require one for graduation (Johnson and Spalding, 1997). Therefore, this lack of second language skills is seen as a sign of deficiency in education from the perspective of these respondents. Furthermore, an insistence on speaking English exclusively is viewed as arrogant and ethnocentric.

Why additional language skills are important

Although many felt that mastery of a second or third language was not essential, even basic attempts to speak a language convey important messages of respect for others. Business leaders noted that it is important for their employees to recognize the limitations of their language skills. In many cases, businesses find a local partner who speaks English in their ventures. When sensitive issues arise (e.g., giving a reprimand), the Canadian staff member may arrange to have the issue dealt with by the local partner, who understands the nuances of language use and the cultural sensitivities around the issue.

Language skills were strongly endorsed even though respondents recognize that only a minority of Canadian students might ever have the opportunity to work internationally. Several respondents felt strongly enough about this issue to state categorically that every child in British Columbia should have the opportunity to learn a second language. Participants recognized that French is an official language in Canada and is often useful in countries which were formerly colonies of France. They also, emphasized the importance of learning additional languages such as those spoken by the peoples of the Pacific Basin (e.g., Japanese, Mandarin, Spanish).

Additional language skills were given such high priority for several reasons. First, additional language acquisition is integrally intertwined with developing awareness of other cultures. One participant noted, “Language skills are important because they act as the filter through which we express culture.” This belief is shared by many others and is supported by the literature. For example, Knight (1994) writes, “Language study is important to internationalization not only for functional skills, because it also enhances and deepens cultural awareness.”
Second, many respondents believe that acquiring an additional language would assist students in becoming more conscious practitioners of English language skills due to greater awareness of the structure and function of language. Third, learning an additional language assists students in developing multiple perspectives on an issue. If a student is able to read about an event taking place in China in the Beijing papers, he or she will see another perspective on the event than may be reported in a Canadian or US paper. While papers from around the globe may be available in translation on the Internet, reading them first hand is still preferable. Finally, attempts to learn another language develops an awareness of the difficulty that others encounter when learning English. It may therefore develop a greater patience and sensitivity to others’ efforts to speak English.

Dina Guest (1996) in her presentation to the conference “Internationalization in Victoria and the Asian Pacific” notes these seven key benefits for students in the State of Victoria, Australia of learning a language other than English:

1. development of critical thought,
2. enriched conceptual thinking,
3. development of conceptual rigour,
4. expansion of creativity and flexibility,
5. cultural enrichment,
6. increased understanding of language and how language works and,
7. increased cognitive skills.

When should language skills be acquired

Most respondents felt strongly that additional language acquisition should begin as early in education as possible, preferably in Kindergarten. Admittedly, there may be some administrative problems associated with choosing a particular language for study, finding teaching expertise, and dealing with issues related to transfer of students from one school to another when different languages are taught in different schools. Others supported fluency in a second language as part of the educational requirements for a bachelor’s degree.

Participants were clear that language skills should be acceptable elective courses for all programs. Language courses should be available throughout the educational system up to the graduate level, providing options for students to acquire a second language if they have not previously learned one, further develop proficiency in their second language or to add skills in a third or fourth language.
Wherever language skills are taught, the spoken language was given preference. Learning language, one participant said, “requires more than an obsessive focus on grammar, syntax and structure.” There was widespread agreement on this.

**EXPECTED LEARNING OUTCOMES:**

- Speak an additional language(s), preferably one spoken by peoples of the Pacific Basin proficiently enough to understand and be understood in everyday conversation
- Understand a newspaper, technical reports and everyday instructions (e.g., using a telephone)

**CANADIAN AND GLOBAL PERSPECTIVES**

Participants in the focus groups and interviews noted the importance of developing global perspectives that recognize the interdependency of world events and issues. Political events, natural disasters, climatic and environmental conditions and other world events have impacts throughout the whole world. Radioactive isotopes released by a faulty reactor in Chernobyl may find their way into the caribou meat eaten by Canadian Inuit. The takeover of Hong Kong may affect immigration to Canada. Other issues, by definition (e.g., global warming) have a worldwide dimension.

Similarly, historic events have helped to shape the nature of today’s conflicts. For example, the political boundaries established in Africa during colonial times ignored the traditional territories of African peoples and have contributed to the political strife experienced in Rwanda and other countries in recent years. Yet most participants expressed great concern about the knowledge Canadian students have of world geography, political structures, economics, religions, history and world events. In particular, participants noted the weaknesses in knowledge of Asia, Central and South America, the former Soviet Union and Africa. They felt that this lack of knowledge may contribute to the lack of curiosity and lack of questions about a business partner’s country of origin that some have observed in their Canadian staff.

Some participants noted that Canadians lack knowledge of their own culture, history and geography. This deficiency may impact our ability to understand, appreciate and interact with other cultures without defensiveness or threat to our own national identity. Within this context, it is also important for Canadians to understand our country’s historical developments in international relations as well as our current foreign policies, priorities and international relations.
Knowledge of major world religions

Because the culture of a country is shaped by the dominant religion(s), participants felt that an understanding of the major world religions was needed. However, they noted, that the impact of religion and spirituality was greater in some countries than in others. For many Canadians, religious or spiritual values are a part of one’s private self. In other cultures, spirituality infuses every aspect of life and work. Even in countries with the same dominant religion, the impact might vary. For example, participants noted that Afghanistan and Indonesia are both predominantly Muslim countries, but the religion has had a very different impact on culture and customs. They suggested that some understanding of fundamentalism might be beneficial in understanding the variable impact of religion.

Knowledge of political and government structures

Political and government structures have their roots in the history, religion and culture of a people. In turn, they have a major impact on the way one does business in another country. The negotiation process, the nature of the communication about project objectives, the approval processes within the company and at the political level necessary to begin work, the protocols of who is involved in decision-making and numerous other details of doing business are all affected by cultural, political and social differences.

Global issues

In addition to a knowledge of the world’s countries and cultures, graduates need a global perspective on issues that affect the entire world: poverty, hunger, ethnic conflict, population growth, development, and environmental protection. In part, this knowledge is required in order to develop a sense of global responsibility. In addition to our national identity, students must develop a sense of global citizenship. This global citizenship implies a commitment to social justice, equity, and environmental stewardship. Educators raised concerns regarding the goals of internationalizing. They felt that it must be broader than simply selling more goods and services and needed to include global responsibility and social justice.

The literature on internationalization supports inclusion of learning outcomes associated with global perspectives. Alverno College (1994) includes the following outcomes within the set of abilities that all graduates of the college should attain:

- Assess own knowledge and skills to think about and act on global concerns.
- Analyze global concerns from multiple perspectives.
- Articulate understanding of interconnected local and global issues.
Beeson (1996), in discussing internationalization at Deakin University in Australia, identifies the need for students to apply the generic skills of critical thinking, problem solving and communication skills within an international context.

The Executive Certificate Program in Global Change and Social Innovation offered by Case Western Reserve University in Cleveland (1997), provides participants with an opportunity to develop a global perspective on human, social and organizational issues. Similarly, the University of Colorado in Boulder (1997), identifies the following essential outcomes of the International Affairs program:

- knowledge and understanding of the major political, economic, social and cultural problems facing the international community
- knowledge of the chief historical factors that give rise to existing international institutions and process, and
- the ability to analyze an international problem from a political, economic, historical and cultural perspective.

The need for multiple perspectives on world events

Participants pointed out the need to incorporate multiple perspectives into the study of all subjects. Sometimes, the very language we use to describe events is ethnocentric. For example, the "discovery of the New World" is based on a European version of history that does not take into account the knowledge and experience of the indigenous peoples. The view of most Western peoples regarding democracy and individualism is based on a Greek, Roman, Jewish and Christian foundation.

Western views of the planet, organizations and human nature as orderly and mechanical have been shaped by the theories and philosophies of Rene Descartes, Isaac Newton, Adam Smith, Max Weber and others. In contrast, other societies have a more holistic approach which Kilman and Kilman (1995) say must be adopted if we are to address the social and environmental threats to our planet.

Ideally, other perspectives should come from the reporting, writings, research, or historic documents of the cultures involved. Brown (1996) discusses the need to move beyond the "colonial academy" to include alternative and legitimate world views of the indigenous peoples in the Americas, Asia and Africa. This is the value of reading, listening to or viewing scientific reports, newspapers, texts and broadcasts from other sources in addition to Canadian and American ones. They present these topics from another view. Of course, this view may bring with it its own biases and allegiances that require analysis. By using sources with different perspectives and views, students gain a fuller appreciation and broader understanding of the issues under discussion.
EXPECTED LEARNING OUTCOMES:

- Demonstrate knowledge of world geography
- Integrate knowledge of Asian, Central and South American, Russian, Soviet and African history
- Demonstrate a knowledge of Canadian history, political structure, geography, current events and accomplishments
- Demonstrate a knowledge of Canadian historical and current international relations
- Reflect on, and compare, a variety of perspectives on world historical events
- Demonstrate a knowledge of the world’s great religions and their impact on social, cultural and political realities in society
- Assess own knowledge and skills to think about, and act on, global concerns
- Analyze global issues from multiple perspectives
- Understand the interconnections between local and global issues
- Understand the impact of historical events, culture, political structures, and geography on world events
- Understand the impact of Western liberal democratic views on one’s perceptions of the world
- Analyze critically the sources of information on world events
- Demonstrate a knowledge of global issues such as poverty, population growth and global warming
- Demonstrate a personal commitment to social justice, equity and environmental stewardship on a global level
- Understand the history of Canada’s international relations and experience as well as our country’s current policies and international relations.

INTERCULTURAL COMPETENCE

Business representatives noted that a lack of cultural sensitivity can jeopardize agreements or prevent successful completion of a project. About half of the Canadian companies surveyed by Shaben (1995) reported difficulties in doing business in Asia resulting from cultural factors such as ethics, concept of time, status, authority, legal frameworks, communication and negotiation.

Much of the literature on international learning outcomes has a very strong emphasis on the need for intercultural understanding. For example, Kearns and Associates (1996) in their discussion of internationalization of staff development policies and practices in vocational education and training identify the need for "general cultural understandings with applications in communication, negotiations, team building, education and training delivery..." Alverno College (1994) expects learners to have demonstrated "effective social interpersonal and intergroup behaviors in cross-cultural interactions" within their major area of specialization. The respondents in Knight's (1996) survey ranked "knowledge and skills to work in foreign culture" third after a "specific knowledge base" and "general understanding of international issues."
Intercultural competence needed for working in a diverse society

Intercultural competence is not just required of those working internationally. The Conference Board of Canada includes the skill of recognizing and respecting people's diversity and individual differences in its employability skills profile. Other reports commissioned by employer groups (Business Council of British Columbia and the British Columbia Chamber of Commerce) also recognize the need for graduates to communicate, work and participate as team members with coworkers from diverse cultural and social backgrounds.

The need to embrace diversity and pluralism is not only found here in Canada. Reports from the United States (Olguin and Schmitz, 1997) and the United Kingdom (Dickinson, 1992) identify the necessity for finding new ways of communicating and working together to resolve the problems that confront people at work, in their families, community and society. Hence intercultural competence is an integral component of all preparation for employment. One participant (John Leech, personal interview) noted that intercultural competence is important to Canada's future as a nation. He also noted that because some of the communication problems between genders are cultural in origin, intercultural competence may facilitate better working relationships between men and women.

Clarification of own values as a foundation for intercultural understanding

Participants, as well as the literature, note the need to combine intercultural understanding with anti-racist education (Knight 1994). Students need a strong foundation of understanding of Canadian culture and customs, their own values and beliefs and the roots these have in the history of Canada. This allows them to demonstrate to visitors and business associates from other countries their pride in Canada.

Ideally, orientation to individuals and groups from a second culture places these values and beliefs into a broader context in which the student can perceive and respect individual and cultural differences. Adding exposure to a third culture (the concept of triangulation as expressed by Tom Whalley, personal interview) provides an opportunity to gain an additional dimension to one's understanding of one's own and another's culture. This moves the student from the Western principle of "duality" (either/or) to that of "plurality" (both/and). The plurality approach (Olguin & Schmitz, 1997) permits reconciliation and recognizes the intersection and interaction of difference and similarity. It permits integration rather than rejection.
Intercultural competence developed through personal interaction

An important aspect of intercultural competence is the understanding that cultures are not monolithic. There is tremendous individual variation within a set of cultural norms. Many countries also have diverse ethnic groups and regional differences from one part of the country to another. Without this understanding, students risk stereotyping the citizens of other countries. To see others as individuals, students must have the opportunity to develop real and honest relationships with them. Only when both groups feel secure and trust one another can they drop the barriers which impede honest and direct communication.

Transferability of intercultural understanding to other cultural groups

Given the many potential cultures and situations in which a person may work or live, it may seem pointless to expose a student to one or two other cultures. However, many of the participants identified the true benefit of such an education not to be the specific understanding of a culture, but the flexibility, adaptability and openness to individual and group differences developed in the process. In other words, the process of personal interaction with other cultures and with other individuals, opens one's eyes to the possibility of differences in values, beliefs, perspectives, etc. Once an individual is aware that others are different, and respects those differences, then he or she may be willing to find out more about the cultural norms that shape a society and adapt to them.
EXPECTED LEARNING OUTCOMES:

- Demonstrate the qualities of tolerance, sensitivity to others and tact
- Demonstrate open-mindedness and curiosity with respect to other countries and cultures
- Demonstrate pride in Canadian culture and accomplishments
- Demonstrate flexibility while retaining the stability of one’s own identity and values
- Recognize and respect individual and cultural differences
- Recognize issues that may be sensitive to other cultures and peoples and respect their beliefs
- Identify one’s own biases and attitudes
- Subjugate the need to impose one’s own structure and ideas on others
- Demonstrate willingness to adapt to others’ standards of behavior: political, cultural, social, religious
- Practice good listening skills (and learn to speak less, listen more)
- Demonstrate an ability to problem-solve issues related to one’s professional competence in different cultural contexts
- Understand the differences in respect for persons, adult-child relationships, gender relationships in other cultures
- Understand the impact one’s own values and beliefs have on one’s perception of world events
- Understand the day to day realities, political environment, and current events of other cultures and peoples
- Understand how culture and politics influence the business practices and business ethics of other societies
- Be willing to and know how to find information on another society
- Examine own assumptions about other cultures
- Take initiative to facilitate social interaction

RESILIENCY AND COPING SKILLS

Living and working in a culture that is different from one’s own can be stressful as one attempts to determine the “rules” which govern behavior in social, business and community settings. It can be difficult always to be the outsider, away from the comfort of a familiar culture, home, and family. Certain types of international work, e.g., refugee services and peacekeeping missions, may carry additional stresses because of the nature of the work. In addition, those working internationally may encounter adverse living conditions such as extreme weather conditions and lack of amenities commonly available in Canada (e.g., bathing in a bucket or the availability of safe, clean drinking water).

To cope with these additional stressors, those working internationally need to develop resiliency and the ability to adapt to difficult situations. A sense of humour and a tolerance for ambiguity are important assets in adaptation. Kearns (1996) identifies personal autonomy and emotional resilience as being essential competencies for vocational staff working internationally. If one is unable to adapt and stress becomes too great, one is at risk of reacting in a defensive, hostile or inappropriate manner.
Stages of adaptation to culture shock

The term “culture shock” is used to describe the psychological disorientation that individuals experience when they live and work in radically different environments. It results when the comfortable signs and symbols of social intercourse are removed. The person is playing a game to which he or she does not know the rules. Culture shock usually occurs in the following stages: honeymoon, irritation and hostility, gradual adjustment and adaptation or biculturalism (Ferraro, 1990).

During the honeymoon phase, people begin an international experience with a positive attitude and find everything exotic and exciting. As time goes on, problems arise at home and at work; the person begins to focus on the cultural differences and becomes irritated with the local people and culture. At this stage, the person may disparage the culture and may band together with other expatriates to exchange uncomplimentary stories and experiences. Gradually, the person begins to understand how to operate within the new culture, finding ways to predict responses, understand the language, and deal with the problems of everyday life. During the final stage, the individual develops the ability to function effectively in the new culture without losing one’s sense of identity within one’s own culture.

Some participants believed that those who do not possess a strong sense of their own identity, are more susceptible to acting in a defensive or hostile way to values and beliefs that differ greatly from their own. Others spoke of the importance of acting from one’s own “home base” of personal and professional or technical skills, knowledge and values.

Another key component in coping is knowing what to expect with respect to local patterns of communication and culture. The better prepared an individual is for what they might encounter, the less severe the shock is likely to be (Ferraro, 1990). As participants in a recent conference held in Vancouver pointed out, the best preparation in the world cannot fully prepare one for the experience but can only reduce the magnitude of the adjustment. Essentially, knowing at least some of the rules of the game before you are expected to play makes it easier to learn the game.

Reverse culture shock

Many participants in the focus groups and interviews noted that on returning to Canada, reverse culture shock can also be a problem. This may occur because fond memories of home embellished during the international experience, are shattered on return home. It may also result from the life-changing nature of the international experience itself. On returning home, one is not the same person. The experience may have changed one’s values and beliefs. For example, many people returning from a Third World country are offended by the waste and lack of spiritual values that they see here at home. What makes the experience even more difficult is that they are often totally unprepared for what they feel and have little access to resources to aid in the readjustment.
Knowing that there are stages to adaptation to culture shock similar to those for other major life-changing events can itself be comforting. By understanding one’s own response to culture shock in light of this knowledge, one can keep a sense of perspective and make positive adjustments to one’s behavior that assist in adaptation. One strategy suggested by a University of Victoria student (Jennifer MacGregor-Greer during a focus group session) is to maintain some activities that one pursues at home, such as tennis or a church affiliation. Not only can these activities reduce the anxiety one feels and bring a measure of comfort, but they afford new opportunities to develop links with people from the local community with whom the student or employee already has something in common.

Leadership skills

Leadership skills are also required. In international work, issues of authority may be clouded. Resentment could build toward an expert called in from “outside,” were the consultant or international partner to adopt an autocratic style. As one participant (Robert Griffiths, personal interview) noted, it is important to lead in such a way that at the end of the process, the group believes that it could have accomplished the work on its own.

The linear approach to problem solving that is often used in Canadian and North American culture may be inappropriate to use. Yet, the individual needs to find new ways to resolve problems without losing sight of mutually established goals. Therefore, the leadership skills of leading by example and through influence are critical. In addition, the individual needs to develop patience and appreciation for other methods of identifying problems and finding solutions.

EXPECTED LEARNING OUTCOMES:

- Demonstrate integrity within one’s own culture
- Manage own stress levels and practice good self care
- Demonstrate leadership skills in diverse situations
- Demonstrate methods for handling challenging situations under difficult circumstances
- Demonstrate psychological preparedness for the situations you might encounter in another setting
- Identify and respond to one’s own stage of adaptation to culture shock
Process for Achieving Outcomes

The most significant method of achieving these outcomes is through changes to curriculum of post-secondary educational programs. Although identifying and making explicit the international learning outcomes is vital, the educational process for achieving the identified outcomes is as important as the curriculum content. It is the strongly held view of those consulted during the research phase of this project that direct experience is a most powerful and meaningful method for examining attitudes and developing skills.

Integrating International Content

There are several ways of integrating the content of international learning outcomes in the educational programs. Infusing or integrating the international learning outcomes into the curriculum is identified by Maidstone (1995), Aigner (1992) and others as the preferred approach. However, the spectrum of potential approaches includes the following:

Curricular Elements

1. Integrating international learning outcomes in existing curriculum by asking questions such as what are the international dimensions of the subject area, what knowledge and skills do students need to know to function in the field of study in an international setting and what are the learning needs of international and domestic students.
2. Specific courses designed to focus on international education and multiculturalism.
3. Specific international components within a course, e.g., international marketing as a specific topic within a marketing course in a business program.
4. Discipline specific courses that address many international outcomes such as cultural anthropology, comparative religion and philosophy, sociology of race and ethnicity, political science, social geography, etc.
Instructional Strategies

1. Experience abroad.
2. Volunteer, practicum, cooperative education or community service-learning projects in local ethnic and immigrant communities.
3. Linked assignments which require interaction with other cultural groups, domestically or abroad in order to gain international perspectives related to the completion of a specific project or assignment.
4. Extracurricular multicultural and international events and celebrations on campus and in the community (e.g., cultural festivals, international speakers, film festivals).

Ideally a combination of these methods would be best to reach the broadest range of students with specific needs and interests during different phases of their education. In each of these areas, the project confirms the need for participatory, experiential instructional techniques.

Learning from Experience Abroad

One of the most powerful and meaningful ways of acquiring and integrating knowledge and skills is through direct personal experience. There are several potential educational experiences which can provide an opportunity to become exposed to multicultural knowledge and values. These can include: daily interaction with a mix of students and faculty from different cultural backgrounds, student exchanges and educational travel. Participants clearly identified experience abroad as the best vehicle for experiential learning. This is particularly true if that experience involved immersion in another culture in a community away from more cosmopolitan centres and a specific project or learning objective.

Donnelly (1996) makes a strong case for education abroad using the experiential learning theories of David Kolb. He argues that experience abroad emphasizes learning by doing, and develops the problem-solving and risk-taking skills required in today’s workplaces. To foster a stronger, more mutually beneficial integration between students’ academic studies and their experience abroad, pre-departure and re-entry orientation sessions are needed. These orientation sessions not only prepare students for the situations (e.g., practical advice on travel, housing, cultural norms) they will encounter, but should enable students to learn more fully from their experiences “through systematic, reflective, self-conscious and collaborative educational processes.” Karen Simmonds, a Malaspina University College Education student noted that while her frame of reference expanded as a result of the experience she had teaching in Monterrey Mexico, reflection on her journals has broadened her framework even more.
The most productive international experiences balance challenge and support, establishing support systems such as mentoring and team building to allow students to reach the fourth level of adaptation. If the situation is too challenging, the student may remain stuck at the second level of irritation and hostility and not take full advantage of the experience. Once the student has returned from an international experience, there must be adequate opportunity to debrief and reflect on what has been learned. In addition, support should be available to deal with the reverse culture shock, especially after longer stays abroad.

Experience abroad is life-changing

Study, work and travel abroad are life-changing experiences, providing new awareness of self, values, attitudes, and world views. Malaspina University College students in Nursing and Education (as reported during the Zonta International Western Region Conference in Nanaimo, April 12, 1997) reported that their experiences changed their perspectives on their professional practice, tested their flexibility, assisted them in adapting their practices to meet their patient/learner needs, helped them understand racism and prejudice, and helped them become more sensitive to cultural differences. They noted that their experience with one culture (Mexico or Malaysia) assisted them in adapting to the needs of other cultural groups (First Nations, Japan).

Most institutions (Maidstone, 1994) focus on one or more of the following: individual study abroad for one or more semesters facilitated by the institution, study abroad through exchange agreements between institutions, spring or summer field schools, study tours, cooperative education and internships, and participation in programs organized by other institutions and agencies (e.g., World University Service of Canada). Another approach not frequently used by Canadian institutions is international service-learning. Service-learning, which may be either community-based or internationally-based, “is the integration of academic learning and community service” (Faris et al, 1997). This approach differs from community service and volunteerism in its emphasis on achieving specific learning outcomes and intentional reflection on the service experience.

Informal student travel as a vehicle for achieving learning outcomes

In addition to formal study abroad, international skills may be acquired through informal arrangements. Many students either have traveled, or plan to travel, to other countries at some time in their educational lives. Some travel, live, and work abroad as part of a commitment to a church or youth group. There is no reason that these plans cannot be structured to facilitate learning of the outcomes. The educational institutions may offer guidance and support of travel plans to achieve these outcomes and provide a post travel assessment of learning which could receive academic credit.
These experiences can bring added value to students in the labour market. Some employers indicate that they specifically look for travel and international experience as evidence that the prospective employee is flexible and able to take risks.

Learning could be determined through use of journals or reflective notes kept by students. This strategy also has the benefit of providing an additional direction and purpose and focus to the travel experience and provides a vehicle by which students may frame their experience. This approach would also contain a debriefing process for students returning home and assist them to come to terms with the return to their home communities. The process would serve to capture and synthesize their learning. Likewise prior learning assessment could be offered for those students that have multicultural experience, knowledge and skills gained through travel or extensive association with different cultures.

At a time when institutional budgets are stretched thin, this option has the advantage of having little or no cost attached. In addition, it has an intrinsic appeal for students in providing them with credit for travel that already may be part of their plans.

**ISSUES RELATED TO LEARNING EXPERIENCES**

Need for a database of international study, job, or service-learning and volunteer placements

Students interviewed expressed their interest in getting better information regarding international opportunities. They noted that jobs teaching English in some countries were exploitive and afforded little opportunity to learn the language and culture of the host country. Some students are interested in working in countries in which their institutions do not have partnerships and therefore find it difficult to find placements. Although some books address the issue on a general basis, students identified a need for a database of study, job or service-learning and volunteer placements.

The British Columbia Centre for International Education is currently developing a module which will assist institutions in establishing international study abroad programs. The International Education office at the institutions could (and many already do) offer assistance to students wishing to undertake international study, job or volunteer placements whether within the context of a formal agreement or on an informal, individual basis.
Barriers to international study or experience

International study or experience is recognized as the best way to acquire some of the international learning outcomes identified in this report however, only a small percentage of the students have studied abroad. As an example, only 25% of the students in Pacific and Asian Studies at the University of Victoria have participated in an exchange to the Asia Pacific (World, 1996). The primary barrier is cost to the student. The overwhelming majority of students would like to see more exchange programs established with scholarships available to assist in the cost.

The British Columbia Centre for International Education offers several awards programs for both students and faculty in British Columbia universities and colleges. The student grants can be applied to study programs in Asia, Chile or Mexico. The scholars grants can be applied to assignments in post-secondary institutions in Asia, Mexico and Chile for the purpose of teaching courses, developing programs and/or curricula, or carrying out other related professional activities. For more information, readers should consult the British Columbia Centre for International Education.

Another obstacle is that students must apply individually to request credit for study abroad and find it difficult to obtain. The lack of credits for international experience acts as a disincentive to students. Not only is the experience costly, but it delays graduation and results in little or no academic recognition. This situation must be changed by formalizing credit for international study and experience.

LEARNING THROUGH EXPERIENCE IN THE INSTITUTION AND HOME COMMUNITY

Diversity in the educational environment provides opportunities for learning by developing an awareness of the attitudes towards different cultures and peoples. Elements of the educational environment that could be better tapped include: international students, the experience of new Canadians, ethnic and cultural groups in the community, cultural institutions, and telecommunications technology. Through this exposure understanding and skills may be developed. As well, attitudes of tolerance and acceptance can be promoted.
International students

International students are often seen to enhance the internationalization of an institution. However, it is a common belief shared by the participants in this project as well as in the literature that “their potential as catalysts and agents for internationalization has not been realized” (Knight, 1994). This may be because of lack of language skills, segregated programs and lack of structured opportunities for individuals to meet and learn to trust one another. For international students living in Canada, the lack of contact may also be due to fatigue. They may lack the energy to actively seek out relationships with Canadian students, especially if they are unsure of the receptivity of the students they meet. As one Malaspina student who worked in Mexico noted, being immersed in another culture left her very tired each day.

For mutual exchange and development of intercultural competence to take place both within the classroom and in extracurricular activities, specific attention needs to be paid to developing instructional strategies that require students from different cultural backgrounds and perspectives to work closely together on educational materials or assignments that have an international element. For example, Douglas College has pioneered a Japanese/English immersion program which brought together Japanese students learning English and Canadian students learning Japanese.

Contributions of new Canadians

Greater use could also be made of the perspectives, skills and abilities of Canadian students from immigrant and minority backgrounds. The reliance in most post-secondary institutions on the lecture-based instructional techniques minimizes the contribution that may be made by these students. A greater use of participatory and experiential learning (e.g., cross-cultural role playing) could give these students an opportunity to share their knowledge, skills and cultural understandings with other students.

Ethnic and cultural groups in the community

Many of our institutions are situated in communities which have sizable ethnic or First Nations communities within them. Although, cosmopolitan cities such as Vancouver and Toronto may offer distinct advantages to institutions and students due to the breadth of the cultural opportunities they present, many smaller and Northern communities often have sizable First Nations communities nearby. Because participants in the survey identified the transferability of intercultural competence to new cultural groups, these communities offer a glimpse into a different way of being. In addition, the skills gained will apply directly to the Canadian multicultural community.
Often specific community agencies such as multicultural groups (e.g., Mosaic), intercultural groups (Intercultural Association of Victoria), associations designed to support a specific ethnic group (e.g., OASIS Immigrant Services Centre) and immigrant and refugee groups provide an opportunity for community service-learning within their programs and activities. They may also sponsor festivals, intercultural events (e.g., Folkfest in Victoria) that provide an opportunity to taste the culture and cuisine of another country. These community service, service learning placements or community events can assist students in achieving some of the outcomes associated with global perspectives and intercultural competence.

Cultural institutions such as the K’san Centre in Hazelton, the Sun Yat Sen gardens in Vancouver, and the Native Heritage Centre in Duncan can provide field trip opportunities which broaden the base of students’ understanding. The groups we consulted, although certainly actively engaged in providing student placements, felt that community resources were not fully tapped.

Role of telecommunications media

Technology offers yet another opportunity for developing international or global perspectives. The Internet, FAX and other telecommunications media can be used to connect learners from one culture and community to others. For example, the Royal BC Museum has effectively linked classrooms with the scientific team exploring the remains of the Titanic. Courses delivered via the Internet offer an opportunity to deal with global issues and multiple perspectives by actively engaging learners from two or more countries in an “electronic classroom.”

Resources that were previously not easily available to smaller communities have become more accessible via the Internet. For example, many international newspapers are available via the World Wide Web. Radio broadcasts from around the globe can be tuned in on short-wave radio or can be heard via Virtual Radio on the Internet. Individual students can develop pen pal relationships with their peers using email and discussion groups on a variety of topics.

The International Education and Resource Network was established to facilitate educational projects designed to empower young people (K-12) to make a meaningful contribution to the health and welfare of people and the planet. Students cooperate with one another in projects such as a student-run international news magazine, building wells in Nicaragua, establishing networks to promote environmental action, and a cross-cultural comparison to promote intergenerational learning. Similar projects and assignments could be developed to link learners in post-secondary institutions around the world.
In each case, interaction will have the greatest impact on development of intercultural understanding if the activities are prefaced with an opportunity to develop security and trust.

These strategies expose students to the diverse views and values that may be held by representatives from these groups. The use of these methods should be explored in all programs.
ISSUES

EDUCATIONAL SYSTEM ARTICULATION

The K-12 System

It is important to ensure that knowledge and skills acquired from the students’ K-12 experience be adequately assessed and used as the foundation for subsequent learning in the topic area. It is the belief of many interviewed during the research phase of this project that knowledge of basic geography, cultural appreciation, exposure to a second language and fundamental values of respect and tolerance must be firmly established during the K-12 public education period.

Within the Post-Secondary System

International courses are currently being offered by colleges within the post-secondary system. However there is no consistent transfer of credit arrangement between all of the institutions with respect to these courses. The value and importance of international competencies could be greatly enhanced by granting of transfer credit for these courses. One student interviewed noted that he chose Royal Roads University because it offered credit for an international course he took at Vancouver Community College.

International Accreditation of Technical and Professional Credentials

The increased mobility of graduates throughout the world creates a demand for transferability of technical and professional credentials. Students who were interviewed during the project noted that transferability of credentials is an issue even within Canada. For example, dental hygienists trained in other provinces do not necessarily receive automatic licensure when they arrive in British Columbia. Portability of qualifications has also been identified by the Australian International Education Foundation (Mayer, 1996) and Deakin University in Australia (Beeson, 1996) to be of vital importance in both attracting foreign students and preparing Australian students for employment internationally.
Although some groups such as scientific technicians and technologists have made greater progress than others — the World Federation of Technology Organizations is looking at international portability of credentials — much work is still needed to ensure that credentials are truly portable. Knight (1996) identifies international accreditation as one of the emerging issues for internationalization. Despite the lack of international agreements on standards of training, the high standard of Canadian training in such fields as education and nursing has led to international recruiting of graduates.

**Educating Potential Employers in International Learning Outcomes**

The report initiated by the Corporate-Higher Education Forum’s report Going Global (Saywell and Taylor, 1988) identified as a major obstacle to internationalization of post secondary institutions, the lack of interest on the part of business executives in international management training. William Saywell (personal communication with Dale Stanley) noted that he believed that the situation had not significantly changed during the intervening ten years.

The authors found support for this position during the research for this report. Even though the prospective participants were almost exclusively chosen from those companies known to be extensively involved in international work, there was a lack of response and participation from the business community. To be fair, many of the individuals contacted are extremely busy and travel extensively. However, the consistent difficulty in getting phone calls returned and participation in the project even though the authors offered options to attend a focus group, participate in a personal or telephone interview, or respond via email, appears to indicate that internationalization of post-secondary education may not be seen as a priority. Further, comments received from those businesses who chose to participate indicated that:

- the focus in hiring recent graduates is mainly on entry level skills; recent graduates are not hired to work internationally
- the advantages of having front-line staff (e.g., receptionists) who can receive foreign visitors are not widely appreciated
- generally more experienced, senior employees are given international assignments
- although businesses recognize the need for all employees to get along with co-workers and work in teams, the need for intercultural competence in a diverse workplace is not fully appreciated
- managers and owners may not be aware of how to fully utilize the international skills of their employees
- new employees with international skills and experience can be threatening to
their colleagues who have not had these opportunities
- employers do not understand how international outcomes and experience enhance the basic employability skills which they demand
- some smaller companies which work extensively abroad do consider personal travel and study abroad as an indication of flexibility and risk-taking when hiring
- at least one large multi-national corporation indicated that they may send only one Canadian as president of their overseas operations, but otherwise hire only nationals of that country, believing therefore that they avoid the problems of cultural misunderstanding

Another factor which may have had impact on participation was skepticism as to whether the recommendations and outcomes might actually be implemented in post-secondary curriculum.

Well informed and educated graduates can become a major source of increasing awareness among employers that knowledge and skills in the area of international competence can be of distinct advantage to employers. These advantages could include:

- the ability of graduates with this background to work more effectively with those of different cultures both interpersonally and within work teams.
- the ability to communicate with customers, clients or colleagues in different countries and from different cultures
- the ability to more quickly adapt to changes in the market brought about by increasing global interaction
- greater capacity to represent the employer and our country by assisting in establishment of international relationships and markets through visits, correspondence and/or on site work in other nations.

There is a wide range of interest and information concerning the importance of international educational competencies among employers interviewed. This finding indicates the need to develop a strategy to inform employers. This is currently being addressed through educational institutions’ program advisory committees, the active presence of the BCCIE in organizations such as the Asia Marketing Group and presentations to interested organizations. It may be worth considering the presence of members who bring an international perspective on every program advisory committee for those programs most potentially impacted e.g. engineering, environmental professions and related technologies, international business/commerce, and the voluntary services sector.
Relationships with Private Institutes and Organizations

Formation of partnerships with private institutes, organizations and companies may bring a broadening of scope and expanded sphere of opportunity and capacity for cooperative ventures in support of international education. In many countries, there is substantial involvement of the private sector in education and training. The opportunities exist for exchanges of students and faculty, sharing of curriculum development and promotional materials and the provision of contract training for industry, business, public sector and voluntary agencies engaged in international activities.

Canadian post-secondary institutions have established extensive ties with post-secondary institutions in other nations [e.g., Camosun College in Victoria with student community development fieldwork programs in the Philippines (Maidstone, 1995), Malaspina University College with Suansunandha Teachers’ College in Thailand (Thakur, 1993), Tri-country International Business Program between Capilano College and colleges in Adelaide and Spokane (AUCC, 1995), Fairview College with partners in Nicaragua, the Philippines and Guatemala (AUCC, 1995), and York University with Baden-Wurttemberg universities (Webber, 1996)].

British Columbia institutions have been very active in international projects, with over 140 projects undertaken in 1994. Improvements could be made by involving other faculties, students and members of the community in these projects. A first step is better communication with other parts of the institution regarding international projects and development of a belief that continuing partnerships will be mutually beneficial.
BARCONERS TO INTERNATIONALIZING THE CURRICULUM

Although it is not the primary focus of this report, it is useful to identify some of the barriers which institutions face when choosing to internationalize the curriculum. Other authors [Nord (1996), Maidstone (1995), Heliotis (1996), Whalley (1997), Johnston & Spalding (1997)] have identified the following issues that affect an institution's ability to respond:

- limited financial resources and declining public support for educational funding challenge the institution's ability to enter into partnerships with agencies in other countries, which is often a costly process
- resistance to change in the institution
- lack of commitment to international education when confronted with a host of other priorities and issues
- lack of time within courses and programs already struggling to meet expectations, especially those in high technology fields such as engineering and computer science where there is little opportunity for students to take elective courses
- the challenge of finding appropriate administrative structures to support internationalization
- lack of internationalized curriculum materials
- difficulties with articulation or accreditation of programs which may arise when other institutions or professional organizations do not recognize the need for internationalization
- concerns for students' ability to pay for international study or experience and the classism that may result from only those with the resources being able to afford international study or experience
- lack of qualified instructors in some subjects related to international education (e.g., Pacific Rim languages)
- lack of international expertise or background in some existing faculty, and budget constraints on hiring new faculty with international expertise
- time and energy needed to forge new partnerships and alliances both within the community and internationally
- lack of information regarding international study, job, or placement opportunities for students
LINKAGES BETWEEN OUTCOMES AND PROCESS

Processes such as international exchanges, work/study arrangements and/or participation in discipline based courses like cultural anthropology, comparative religions, language studies, etc. provide the foundations for internationalizing education. These methods are intended to enable students to acquire knowledge and appreciation of different cultures and global issues, develop skills to function in an international context and participate in experiences though which attitudes and beliefs are challenged and changed.

An explicit and direct relationship between these activities and achievement of the intended outcomes is not always clear or easy to discern. For example, which specific outcomes does the student acquire by completion of these courses or by virtue of the international experience? Research for this study has demonstrated that there is a wide range of recognition and value given to educational or international experiences. Some employers have little interest, while others believe these experiences are of considerable benefit in preparing employees to function in the global environment.

A significant contribution to developing effective strategies for internationalization may be made by articulating the learning outcomes in a manner which permits a clear link between these outcomes and methods by which they are to be achieved. Well defined comprehensive outcomes enable the educational system to design curriculum, plan instructional strategies and assess various student learning activities such as travel and multicultural experience as integrated methods of achieving the goals of internationalization. These outcomes, and rational defense of the methods to achieve them, are potent arguments in sustaining programs with this focus during difficult fiscal times and in effectively communicating their value to the employers and those concerned with international social issues.
GENERAL INTERNATIONAL LEARNING OUTCOMES AND
THE LEARNING PROCESS

The learning process is critical to attainment of international learning outcomes. Following are
suggested learning strategies appropriate to each of the major themes.

Language and Relations Themes

The learning outcomes with respect to capability in another language, for example, calls for a
basic knowledge of etiquette and formal courtesies as essential to a beginning knowledge and
functional ability in common use of the language. This knowledge and linguistic training may
be provided by the appropriate language section of the Humanities as an alternative or supple-
ment to the traditional academic structure of study in the language.

The methods of language instruction are already well established. These usually focus on gram-
mar, structure and speaking skills. They require the use of instruction and reading supplemented
by language labs and small group work. International study or work experience may be used to
enhance skills, but is probably not ideal for the initial acquisition of basic skills.

Because students will vary tremendously in the levels of previously acquired language skills and
because actual level of language ability required for different programs will vary, optional lan-
guage study at all levels is desirable. Language skills could be further enhanced by implementing
“language across the curriculum” strategies similar to those already used for writing skills. 
Strategies could include: allowing students to join discussion groups related to a subject that
uses the second language in discussion, identifying an alternative textbook in the second lan-
guage, and encouraging or requiring students to prepare papers or consult references in another
language. Language for the purpose of international education as provided in this fashion
becomes more relevant and valued. This approach is easier to implement when the second lan-
guage or set of languages is central to the selected course of study (e.g., Asian Studies).

Canadian and Global Perspective Theme

A central set of outcomes, developing a global perspective, may be effectively approached by inte-
grating content into existing courses and ensuring that there is a comparative approach taken to
all subjects. However, they could also be the subject of whole new courses which address a spe-
cific set of problems or topics from a global perspective, e.g. health issues or literature from develop-
op ing nations.
Intercultural Competence Theme

A similar approach might be taken with the outcomes associated with intercultural competence. For example, one outcome identified in this report is “Recognize and respect individual and cultural differences”. In a program for dietitians, this outcome might be incorporated into the outcomes of a course on nutritional planning. One of the outcomes of the course might be that students “develop a nutritional plan for a patient which meets their dietary requirements and individual cultural eating habits”. The same outcome might be integrated into the outcomes of an Early Childhood Education course as follows: “develop a set of policies and operating procedures for a daycare that are sensitive to the child rearing patterns of the community and meet the ethical/legal requirements of the profession”. A marketing course might require students to “design promotional strategies for specific ethnic/cultural communities within Canada”.

In post-secondary programs, adding specific courses or additional content to courses may be needed to bring students’ knowledge concerning such fundamental areas as geography, dominant religions and cultural characteristics (especially about Asia and Africa) to the required level. In this regard, the use of “linked assignments” which require substantial interaction between local and international students either face-to-face or electronically (Whalley, personal communication) could be useful.

Although the concept of linked assignments has not been fully explicated and has not been tested thoroughly in the classroom, Douglas College is beginning a three-year project which is designed to promote learning partnerships for both faculty and students on a local, national and international basis. A working institute titled Global Thinking: Internationalizing Learning Through Linked Assignments was held on May 26, 1997 and is the first of a series of professional development events exploring the concept. Part of the appeal of the concept is that its control is within the hands of individual faculty members. It offers an opportunity to offer students the exciting opportunity to acquire international learning outcomes without requiring the approval of departments or program committees and without requiring new courses or major adjustments to courses.
Technology can be especially helpful in finding resources and establishing linkages with students and organizations in other countries. For example, the researchers found the following web sites which may prove useful:

- School Net ([http://www.schoolnet.ca](http://www.schoolnet.ca))
- Global School House ([http://www.gsh.org](http://www.gsh.org))
- Global School Network Foundation ([http://www.gsn.org](http://www.gsn.org))
- [http://www.seattletwu.edu/~parker/homepage.html](http://www.seattletwu.edu/~parker/homepage.html) - a page which has links to a wide variety of resources on globalization including the following three entries:
  - Virtual Africa ([http://www.Africa.com](http://www.Africa.com)); resources for business and travel to South Africa
  - [http://ladb.unm.edu/www/retanet/](http://ladb.unm.edu/www/retanet/) - resources for teachers concerning the Americas

Another frequently underused resource for creating linkages is the alumni association of the institutions themselves. Many universities and colleges have alumni all over the world and may be in contact with those alumni through the association. Former international students who attended the institution are yet another untapped resource. (The researchers are indebted to Merv Graham at Douglas College for these suggestions.)

The need for experiential learning to achieve these intercultural competence related outcomes is critical. The mastery of intercultural competence must begin with an examination of one's own values/beliefs/culture. Various opportunities exist for intercultural experiences with international students (e.g., the bilingual English/Japanese program at Douglas College) and with new Canadian students in the classroom. The cosmopolitan environment of a large urban area provides ideal opportunities to engage in learning activities that may lead to the development of these outcomes. However all communities provide opportunities which may be explored such as study projects, practicum experiences or community service learning projects with immigrants, refugees or First Nations groups. There is much agreement among educators, employers, students and graduates that travel, and ultimately international study/work, provides the richest way for achieving knowledge, skills and attitude outcomes related to intercultural competence.

**Resiliency and Coping Theme**

Development of personal outcomes including resiliency and coping skills are best acquired through settings which provide direct experience. Here again extensive exposure to, or immersion in, another culture and environment is ideal. There are however creative alternatives which may be considered to acquire these skills, for example intensive workshops or ‘Outward Bound’ type experiences with a multicultural group.
ASSESSMENT

Just as the educational techniques chosen to assist learners achieve the learning outcomes must change to become more experiential and interactive, so too must assessment methods change. Instead of traditional testing methods which focus on recall of knowledge acquired, outcomes based measures assess what a student can do with that knowledge. Thus assessment procedures chosen should examine integration, application, informed judgment and transformation of knowledge. These areas Ernest Boyer refers to as the new forms of scholarship (cited in Schon, 1995) and include the scholarship of integration, application and teaching. Assessment should also become a means of expanding and focusing learning.

Appropriate assessment procedures to provide evidence of proficiency might include portfolios, projects, procedures, presentations and problem-solving exercises [what Dr. Ruth Stiehl of Oregon State University referred to in a workshop held at Selkirk College as the five 'P's of assessment]. All assessments should contain the following components: observation of performance, judgment, explicit criteria, feedback and self-assessment. Explicit criteria are a key component because they guide observation and judgment. They provide an opportunity for faculty to refine their understanding of the required performance, perhaps in consultation with colleagues and/or employers, and assist students in understanding exactly what is expected of them and how their performance will be judged.

At Alverno College (Loacker, Cromwell and O'Brien, 1986), research suggests that the required level of specificity of criteria relates to the developmental level of the student. Early in the students' development, they use criteria as a set of directions for what and how much to learn. Later they begin to cluster the criteria they had formerly seen as discrete steps and recognize that the criteria are related. Feedback turns the assessment into an opportunity for learning. It answers the question of “How well did I learn?” for the student, directs attention to the areas which require improvement and provides validation for the student’s assessment of his/her own skills. The ability to assess one's own performance assists the student in becoming an independent learner who is able to transfer the skills and knowledge gained in one sphere to others, identifying what needs to be learned in order to become competent in that new area.
The outcomes defined for internationalizing the curriculum focus on the student learning to think and act in contexts removed from the original context. For example, the institution might provide opportunities for a student to learn to recognize issues that may be sensitive to other cultures and peoples and respect their beliefs through a series of educational experiences, including linked assignments with international students from Korea and an international experience in Japan. The goal of this experience will be for the student to transfer the abilities learned to other situations, for example, to business interactions in Mexico and China.

Thus the outcomes focus on abilities outside of subject or discipline. However, the subject matter is still important and cannot be removed from the classroom. An analogy (with thanks to Jane Promnitz, BCIT) might serve to illustrate this point. One cannot teach a student to read a map without using a map to do so. While a map of Boston might be used, one could also use a map of London. The choice of subject matter might be chosen on the basis of its application to the student’s program or major. By making the abilities we hope to develop in students explicit, we assist students in achieving these outcomes.

Because we are talking about a complex set of abilities or outcomes, assessment needs to be multidimensional, that is, students must be given multiple opportunities to demonstrate and refine the ability and must engage the student in multiple ways. Assessment must also include diagnostic feedback that allows the student to improve and integrate their learning. The complex outcomes we are discussing may also require a series of developmental levels corresponding to the developmental levels of other skills, knowledge, attitudes and values related to the discipline or program. Just as institutions now expect communication skills to develop and mature during a program of study and either explicitly or implicitly require students to demonstrate this increasing maturity in their writings and presentations, so might we expect the students achievement of international outcomes to develop.

To illustrate, Alverno College in Milwaukee (Alverno, 1994) includes Global Perspectives among the set of abilities which all graduates are expected to achieve. In the first year of study, students are expected to assess their own knowledge and skills with respect to global perspectives. In a first year humanities class, this might involve exploring literary texts and films that present viewpoints different than their own. By third year, students must be able to respond to multiple perspectives on a variety of issues. By completion of the program, students are expected to generate theoretical and pragmatic approaches to global problems, within a disciplinary or professional context.
Assessment of international learning outcomes might also involve program-wide or multi-course assessment. For example, a faculty of education might assess a student’s ability to adapt his/her teaching style to the needs of a multicultural or English as a second language student group by requiring the student to develop and teach a unit on their subject area to a class. Assessment of the student's abilities might include a review of the lesson plan and materials, as well as observation of the student’s performance.

Another area which requires attention is the assessment of experiences outside of the classroom. For example, international experience was identified by almost every participant in the focus groups and interviews as the best means of acquiring these international outcomes. Yet methods of assessing these experiences, whether undertaken as part of an educational program or on one’s own, are in their infancy. Once we have articulated a set of international outcomes, institutions might structure these experiences in ways that assist attainment of the outcomes and might then develop assessment strategies to measure the attainment of these outcomes. These methods will likely not consist of a paper or a test, but submission of portfolios, journals and self-assessments.

One barrier to assessment might be the lack of knowledge an instructor in a specific program or discipline might have about other cultures. For example, nursing instructors might not feel comfortable assessing whether a student is able to adapt his/her practice to the cultural needs and sensitivities of First Nations patients. Or a civil engineering instructor might be unaware of the cultural issues which might arise when a dam is proposed in a developing nation, yet both may wish to include outcomes and assessments that relate to cultural sensitivity in their courses.

One potential solution to this dilemma may lie in the use of volunteer assessors. Alverno College (The Volunteer Assessor at Alverno, undated) has trained over 600 Milwaukee area business and professional people as volunteer assessors. These assessors conduct one to four assessments a year (spending approximately 2 hours per assessment) and take part in up to six hours of additional training to improve their skills. Volunteer assessors could be recruited from international students and from ethnic and cultural groups in the community to assist instructors in assessing international outcomes.
APPENDIX A

PROJECT STEERING COMMITTEE

Dr. Raj Dhanarajan, President, Commonwealth of Learning
Thomas Routledge, Consortia Systems International Limited
Dr. Liz Ashton, President, Camosun College
Dr. Gerry Kelly, President, Royal Roads University
Shell Harvey, Assistant Deputy Minister, Ministry of Education, Skills and Training
Mr. Brian Long, Director International Academic Relations Division, Department of Foreign Affairs and International Trade, Government of Canada
Rodney Briggs, President, Canadian Education Centres, Asia Pacific Foundation of Canada
Dr. Jennifer Simons, President, Simons Foundation
Christine Savage, Executive Director, BC Centre for International Education (ex-officio)

FOCUS GROUPS:

Business
Keith Gray, Vice President, Education, Business Council of BC
Monica Drake, M.G. Drake and Associates
Lolo Young, BC Hydro International

Non-profit organizations
Phil Cady, Social Worker, Canada Forces Base Esquimalt
Wael Kahale, International Red Cross (formerly with United Nations)
Michael Nation, International Red Cross
Jean MacRae, Intercultural Association of Victoria
Lorraine Murray, Victoria Immigrant and Refugee Association

Royal Roads University Advisory Committee for Master of Arts in International Conflict Analysis & Management Program

Camosun students with International experience
Vilner Mendoza, an Advanced ESL student originally from Peru, studied in Moscow for 5 years, Germany for 3 years, now in Canada for second year
Sharon Richer, Camosun student who has recently returned from Beijing after 5 months of language study
University of Victoria students
   Pacific and Asian Studies Students' Society representatives
   Gordon World
   Jennifer MacGregor-Greer
   Krista Jackson

Royal Roads University students
   approximately 12 students in the Bachelor of Commerce and Bachelor of Science (environmental sciences) programs

Zonta International Western Region Conference, April 12, 1997
   (approximately 45 delegates representing Washington, British Columbia and Alaska)

Faculty at Douglas College
   Tom Whalley, English as a Second Language
   Gillies Malnarich, Douglas Development
   Tad Hosoi
   Linda Forsyth
   Susan Smythe, Geography

   (approximately 40 participants from private and public post-secondary institutions in British Columbia interested in internationalizing the curriculum)

INDIVIDUAL MEETINGS:

  Dr. Robert Bedeski, University of Victoria Political Science Professor and
  International Advisor in Dispute Resolution
  Earl Bloor, Centre for Curriculum, Transfer and Technology
  Molly Butler, Health Researcher and Policy Consultant
  Merv Graham, Faculty, Douglas College
  Bob Griffiths, Consultant in international expositions and tourism attractions,
    formerly in charge of human resource development for Expo 86
  Bo Hansen, Ministry of Education, Skills and Training
  Art Hamilton, formerly Director, International Education Camosun College,
    now consulting in international education
  Marvin Lamoureux, President and CEO, TTA Technology Training Associates Ltd.
John Leech, Executive Director, Applied Science Technologists and Technicians of British Columbia (also Secretary General, World Federation of Technology Organizations)
Gillies Malnarich, Douglas Development
Roz Mellander, Management and Communications Consultant who has worked with several multilateral Ministers of Transportation meetings
Diane Morrison, Centre for Curriculum, Transfer and Technology
Gillian Pichler, Director, Registration, Association of Professional Engineers and Geoscientists of BC
Elvis Riou, Deputy Director, Registration, Association of Professional Engineers and Geoscientists of BC
Thomas Routledge, P.Eng.
Angele Segger, English as a Second Language instructor, University of Victoria
Emilia Rivas Rivas, English as a Second Language instructor, Camosun College
Tom Whalley, English as a Second Language instructor, Douglas College

COMMUNICATIONS VIA TELEPHONE, FAX AND EMAIL:

Shelley Berlin, Berlin, Eaton Consulting
Rick Berwick, University of British Columbia
Dave Blake, MacMillan Guadiana, Durango Mexico
Dr. Ron Faris, Consultant
Marilyn Hurst, Ten Days for Global Justice coordinator
Adrienne Kemble, Crossroads International and Canadian Executive Service Overseas
Peter Lawrie, MacMillan Bloedel
Allan Maynard, Senior Partner, ASL Analytical Service Laboratories
Noel Millson, Consulting Engineer, EVS Environment Consultants
Gail McBride, H.A. Simons
Kim Nemrava, Red Cross
Doug Nord, University of Northern BC
Sandy Ockenden, VIDEA and University of Victoria
Jane Promnitz, British Columbia Institute of Technology
Christina Peacock, Crossroads International and BC Centre for International Cooperation
Jean Rankin, Klohn-Crippen Consultants Ltd.
Sharon Scott, Presbyterian World Service and Development, Western Field Rep
Sheila Swanson, Malaspina University College
Bryan Teixera, Camosun College
Gary Weger, Director Professional Standards, ASTT
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