Exploring the Glocal Competence of Students Through the Global Leadership Center: A Qualitative Case Study on the Lived Experience of Graduates

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Doctor of Education

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This dissertation titled
Exploring the Glocal Competence of Students Through the Global Leadership Center: A Qualitative Case Study on the Lived Experience of Graduates

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Abstract

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Exploring the Glocal Competence of Students Through the Global Leadership Center: A Qualitative Case Study on the Lived Experience of Graduates

Director of Dissertation: Emmanuel Jean-Francois

The purpose of this study was to understand the meaning of glocal competence through the lived experiences of alumni from the Global Leadership Center (GLC) at a Midwestern University in the U.S. The GLC is an undergraduate certificate program, which purports to provide opportunities to internationalize curricula across campus and the necessary avenue for undergraduate students to complement their degree programs. Further, the program is intended to provide students with opportunities to be globally minded and locally engaged through “active learning project- and team-based learning concepts from problem-based-learning-pedagogy (PBL)” (GLC, 2004, p.4) with a focused on international themes. Jean-Francois’ (2015) glocal competence theory and conceptual framework informed the study. Using the GLC as a qualitative case study, this research explored the perceived glocal competence of 10 graduates based on their lived experiences in such program. In other words, this study drew from the experiences of students who have participated in the GLC program. The findings revealed that graduates of the GLC perceived that they developed glocal competencies (attitudes, knowledge, skills, and understanding), which enabled them to be effective in both global and local contexts.
Dedication

I dedicate this work to my wonderful family. To my wife Harriet Impraim and daughter Star Seyram Afi Ayitey, I salute you. You have sacrificed what most wives and daughters cannot sacrifice.

To my late father and mother, how I wish you were around to observe how far the Lord has brought me. I say “ayekoo na me”.

To my sisters Veronica Esi Ayitey, Comfort Afi Ayitey, Ernestina Adjoa Mansa Mensah. Janet Ayekor Ayitey, Rebecca Jejevi Ayitey and finally to my one and only brother, Alfred Kobina Ayitey.
Acknowledgments

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I am grateful for the contribution of my other committee members: Dr. Dwan Robinson, thank you for opening your home to me; Dr. Charles Lowery, and Dr. Julie White.

Many thanks go to all my Ohio University professors who taught me, especially those associated with my doctoral program: Dr. Francis Godwyll who is currently at another university, Dr. Bill Larson, and Dr. Jerry Johnson.

To Dr. Indu Sharma, I do not know how I can thank you enough for all you did for me. You were my especial friend, always there through thick and thin. I know I was sometimes troublesome, but you had all the patience and time to cope with me. I am forever indebted to you.

My warmest and heartfelt gratitude goes to Rev. Dr. P.M.K. Annor, Dr. Wisdom Mensah, Cecilia Mensah, Dr. Godwin Dogbe, Dr. Rashmi Sharma, Patricia Brenya, Dr. Edward Brenya, and many others who have helped me in diverse ways in this process. Space has failed me to mention all their names.
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Chapter 1: Introduction

Background of the Study

Higher education practices and policies worldwide are changing and being reformed. These changes are catalyzed by the cohesion of the local and the global, and the simultaneous dichotomy between globalization and localization (Robertson & Dale, 2008). Further, students’ experiences in education are also changing (Rizvi & Lingard, 2010). The contours of localization, internationalization, and globalization of higher education, and the advancement in technology as well as the Internet have become major catalysts for changes in educational institutions. Higher education institutions are faced with the responsibility of producing global citizens with the requisite attitudes, knowledge, skills and understanding, as well as experience in technology, to face the global and local challenges (Phillips & Schweisfurth, 2008).

Giddens (1990) defined globalization as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (p. 64). For Ritzer (2011), globalization means “a transplanetary process or set of processes involving liquidity and the growing multi-directional flow of people, objects, places and information as well as structures they encounter and create that are barriers to or expedite those flows” (p. 3). The central theme in the above definitions is the movement of people, objects, places, and information resulting in a shrinking of societies through interconnectedness as the basis upon which globalization hinges. These worldwide changes have stimulated studies and discourses about globalization and education (Maringe & Foskett, 2010; Spring,
Similarly, Spring (2009) argued that globalization is predominantly caused by three basic factors: “the advent of the information society, scientific, and technological civilization and the globalization of the economy” (p. 3). These three factors then influence the way society learns, grows, and evolves. Today, the globalization of education has become a major concern for institutions of higher learning (Jean-Francois, 2015).

Globalization has positively influenced some aspects of education. National and local education systems are integrated into global ones and adoption of similar educational practices across the board (Spring, 2009; Sinagatullin, 2006). The universal ranking of universities also ensures competition and higher quality of education among postsecondary education institutions (Sinagatullin, 2006; Bienkowski, Brada, & Stanley, 2012). According to Friedman (2010) “the global education imperative makes it necessary to focus society’s attention on how to achieve and measure greater education inclusion, higher-quality learning, and better attainment rates to grow economies and improve society” (p. 4). Further, global education has increased the flow of human capital and increased global recognition of qualifications (Bienkowski, Brada, & Stanley, 2012). Globalization has also promoted democratic education both in schools and across society, an idea espoused by John Dewey (1916, p. 199) and supported by Chomsky (2000). Chomsky (2000) asserted that the “goal of education is education for freedom and democracy” (p. 48).

The advantages to education of globalization were further accentuated by Sinagatullin (2006). He argued that through globalization English has become a universal
language for global education and communication. He further explained that globalization has brought new teaching and learning approaches and strategies in multicultural and global education. Furthermore, intergovernmental organizations such as the United Nations (UN); the United Nations Educational, Scientific and Cultural Organization (UNESCO); the Organization for Economic Cooperation and Development (OECD), and the World Bank have become major players in global education through aids and policy frameworks that influence education systems around the world, especially in developing countries (Phillips & Schweisfurth, 2008; Spring, 2009).

With globalization and its advantages, educational institutions enroll students from diverse ethnic backgrounds and diverse nation-states with a hybrid of experiences as well as inculcating international dimensions into curricula. Globalism is influencing discussions, practices, and institutions in various circles as well as policies affecting education (Spring, 2006). Educational institutions are thus saddled with imbedding a worldview of education to produce students who will be locally engaged and globally minded leaders in their communities. Hence, Spring’s (2006), definition of globalization of education as “worldwide discussions, processes, and institutions affecting local educational practices and policies” (p. 1). Decisions about local or national education systems are influenced by decisions about education on a global scale resulting in constant interactions and interdependence of the global and the local.

The quest for globalism and global education has bred antagonism among nation-states. Global education and local educational needs differ and often result in contradicting one another. Nation-states must morph themselves to become relevant in
the face of growing rapidity in global change. Increasingly the freedom and autonomy of nation-state to conform to the pace of globalism decreases (Lerche, 1998, Jean-Francois, 2015). The economic forces of globalization subject nation-states to the whims and caprices of nations and societies with high economic power and stability, perpetuating western hegemony. Claude Ake (1995) argued that “Economic forces are constituting the world into one economy and, to a lesser extent, one political society. Nations participate in global governance according to their economic power, which is coextensive with their rights” (p. 26). The global divide between the north and the south is mirrored in the globalization of education. A look at university ranking either through the Center for World University Rankings (2017) or Times Higher Education (THE, 2017) World University Ranking (2017) amplifies the disparity between universities and how standardization is pushing the local to achieve global pedigree.

As local education practices intersect with global education practices and policies, and vice versa, educational norms and values have changed. Education, educational practices and policies, which over the years have been primarily the responsibility of nation-states, are being reshaped through conversations regarding globalization (Green, 1997; Kirkwood-Tucker, 2009; Robertson, 2012; Sinagatullin, 2006; Spring, 2009; Zhao, 2009). As Sinagatullin (2006) argued, the interrelation between education and globalization has become discourse for stakeholders of education, including politicians, philosophers, scholars, educators, and students alike. Similarly, the world has become what many observers have described as a “global village”, a term coined by Marshall McLuhan (Zhao, 2009, p. 100). This global village has increased in interconnectedness,
interdependence, and “contributed to the progress of the world through travel, trade, migration, spread of culture influences, and dissemination of knowledge and understanding (including that of science and technology)” (Sen, 2002, p. 16).

The media have become an essential platform through which the world is being interconnected. Al Jazeera, Cable News Network (CNN), and British Broadcasting Corporation (BBC) are major media houses through which cultures, ideas, and beliefs are woven into the fabric of other societies directly or indirectly. The Internet and the World Wide Web have become major media of communication and sharing of ideas. Related to television, radio, and the Internet are the social media, which include Facebook, Google Hangout, Google+, and Skype. Others include Doodle, WhatsApp and Viber, which connect people and places. The old saying “Out of sight, out of mind” is no longer an issue. Through these media, the world is literally shrinking back into a smaller village.

To cope with the current trends of globalization, various institutions of higher learning, especially universities, have amended their purposes, goals, and vision and mission statements to integrate global agendas (Jean-Francois, 2015). Universities have offices or centers for international and global studies. For example, Ohio University has a Center for Global Affairs and International Studies, a Global Leadership Center, and a Center for International Studies (Ohio University, 2017).

In the year 1953, UNESCO established the Associated School Project Network (ASPnet) comprising about 800 education institutions from 177 countries, ranging from pre-school to teacher training to ensure quality education (Kirkwoor-Tucker, 2009). The Program for International Students Assessment (PISA) and Trends in International
Mathematics and Science (TIMSS) are two assessment programs which measure the extent to which students meet certain global standards of education to compete in the global economy. While some universities have opened centers for global studies and global education, others have inculcated global education into their curricula. For example, courses covering perspectives in international/global education, comparative cultures and education, issues and institutions in global education and development, to name just a few, are taught at Ohio University and other universities. Moreover, universities have study abroad and student exchange programs to help cope with the growing demand of globalization as well as to produce global citizens. The Global Leadership Center at Ohio University is an example of a unit that aligns with such purpose.

Global Leadership Center

The Global Leadership Center (GLC), originally known as the Global Learning Community, was conceived by Robert Glidden, 19th president of Ohio University, who served for a period of 10 years (Global Leadership Center, 2004, p. 4). Established in 1997, the center had the support of a committee of faculty and administrators from various departments and colleges in the university. The GLC was officially inaugurated as a university certification program in November 1999, though it began as an experimental program in the fall of 1998 with the aim of producing students who are internationally minded and locally engaged in every facet of human endeavor. The program is meant to provide opportunities to internationalize and globalize curricula.
across campus with the aim of offering students with a curriculum with an international focus (Bikowski, et al, 2003; Global Learning Community, 2004).

The vision of the Global Leadership Center is to “strive to develop internationally-minded, locally-engaged leaders in all works of life” (GLC, 2017, para 1).

The mission of the center states:

The Global Leadership Center is a two-year undergraduate certificate program that prepares students to serve as internationally-minded, skilled, and experienced leaders in all walks of life (commercial, governmental and non-governmental educational, political, etc.). The GLC certificate is not a degree-granting academic discipline but a means to enhance the curricula of other disciplines. The program is grounded in the liberal arts tradition of preparing students who can think critically and creatively, who can communicate clearly and logically (both orally and in writing), who are flexible and non-dogmatic, who have high tolerance for ambiguity, who demonstrate poise and professionalism to a superior degree, who act ethically and who understand the world’s challenging commercial economic, political, religious, and cultural issues.

The Global Leadership Center develops a global perspective and leadership skills in its students by having them work, in teams (comprised of both Ohio University and foreign-based international students), on real-world projects and problems, usually with real-world clients (both in the USA and abroad), by using a problem-
and project-based pedagogy and sophisticated information technologies all set in a community-based education experience. (GLC, para. 1-3)

The vision and mission of the GLC are also tied into the Ohio University mission and vision for Ohio’s Global Mission, Vision and Strategy. The office of Global Affairs and International Studies (OGAIS) was designated to implement Ohio University’s global mission and vision.

The OGAIS works with different campuses, departments, centers and individuals to achieve this purpose. The GLC is one of the units that make up the OGAIS. The remaining units include the Center for International Studies, the International Students and Faculty Services (ISFS), the Office of Global Affairs, Office of Global Opportunities (OGO), and the Ohio Group. The OGAIS declares its aim “to transform Ohio’s teaching, learning, research, and network to be globally competent by engaging the University to be informed, relevant accessible, and distinctive to lead globally for good” (Global Affairs and International Studies, 2017, para 1).

Figures 1 and 2 below illustrate the Ohio University Global Strategy, which involves strategic framework and outcomes for globalization.
Figure 1: Strategic Framework for Globalization (Ohio University, 2017)

Figure 2: Strategic Outcomes (Ohio University, 2017)
The above figures depict Ohio University’s Global Strategy with its strategic framework and the outcomes for globalization. The Global Leadership Center is part of Ohio University Global Affairs and International Studies and aligns with its vision and purpose to the global strategic framework for Ohio University.

**Program Structures of the Global Leadership Center**

The GLC is a two-year undergraduate certificate program open to all majors with 30 credit hours. The aim of GLC is to offer students with a curriculum with an international focus. Its program of study is based on projects having international themes in collaboration with professionals around the world who are working on current activities in their respective organizations. Students enter the program either from their sophomore or junior year. Their certificate requirement includes two international studies programs abroad and foreign language studies and the program is characterized by project and team-based learning. The program is planned to complement all undergraduate programs (Bikowski et al., 2003; Manhire, Emery, Mould, & Noland, 2002).

The requirements for the certification program include eight GLC courses with five in the first year and the remaining three in the second year. Further, students are to undertake two international experiences abroad and develop proficiency in a foreign language. One unique experience about GLC is that in all its project courses, students work in teams and/or with international students (Bikowski et al. 2003, Manhire, Emery, Mould & Noland, 2002). As illustrated in Figure 3, to be awarded the certificate for the GLC program, a student must accomplish all the following requirements:
a. Take four classes (19 credits hours) – Curriculum
b. Participate in 1 GLC international collaborative consulting project
c. Study a foreign language, sign language or cross-cultural communication track - (Language or Communication Skills)
d. Successfully complete an international internship, employment or study abroad - (Study Abroad)

Figure 3: Visual representation of the requirement for GLC certification (Author, 2017).

Figure 3 presents the four main activities that students at the GLC undertake before a certificate is awarded. After going through the program, students are prepared to be glocal leaders. This encapsulates the skills set in the mission of the center, to: “develop internationally-minded, locally-engaged leaders in all walks of life” (GLC, 2017, para. 1).
**Curriculum.** The GLC curricula involve 30 class-credit hours. Out of the 30 credit hours students must at least take 19 credit hours. Table 1 lists the various course titles and their codes. Section 1 of Table 1 describes the first year of classes, which entails five courses in all. Section 2 of Table 1 outlines the second year of classes, which consists of three courses, totaling eight courses for the entire program. Section 3 of Table 1 describes the various activities that students undertake during the first and second academic calendars of pursuing the program. These courses are meant to train students to think critically and creatively, and to communicate logically through research.
Table 1

Curriculum for first year of the GLC certification program

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course title</th>
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<tr>
<td>GLC201</td>
<td>Global Learning Community Introductory Project</td>
</tr>
<tr>
<td>GLC202</td>
<td>Business and Communication in Transitional Societies</td>
</tr>
<tr>
<td>GLC203</td>
<td>Building Cross-National Alliances</td>
</tr>
<tr>
<td>GLC204</td>
<td>Communication and Development</td>
</tr>
<tr>
<td>GLC205</td>
<td>Global Leadership Conference</td>
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Curriculum continuously scheduled for the GLC certification program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>International Internship</th>
</tr>
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<tr>
<td>Course Code</td>
<td>The Global Experience</td>
</tr>
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International Collaboration. Through Problem-Based Learning (PBL) pedagogy students work in teams with an existing organization on a real problem, focusing on international issues. Students research the problem, design and create a solution-centered project to address the issue howbeit political, social, health or environmental in a developing nation (GLC, para 10). Students of the GLC work together on the project with students from another university. One example project consists of an endeavor with Harley-Davidson (Public Relations, Marketing, Vietnam and Southeast Asia). GLC
students, in collaboration with students and professors from Nha Trang University (Vietnam), undertook two research projects with Harley-Davidson Saigon as the client.

Table 2 describes some additional examples of GLC projects.

Table 2.

<table>
<thead>
<tr>
<th>Year</th>
<th>Country</th>
<th>Collaborating Overseas Educational Institution</th>
<th>Clientele</th>
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<tr>
<td>1998</td>
<td>Hungary</td>
<td>Janus Pannonius University</td>
<td>Electric power station, computer manufacturer, television station, economic development agency, clothing manufacturer, tourism agency and a hotel</td>
</tr>
<tr>
<td>1999</td>
<td>Ecuador</td>
<td>Centro de Estudios Interamericanos</td>
<td>Leather goods manufacturer, automobile importer, candy factory, hospital and a women’s handicrafts cooperative</td>
</tr>
<tr>
<td>2000</td>
<td>Czech Republic</td>
<td>Masaryk University</td>
<td>Telecommunications company, truck body manufacturer, domestic gas-boiler manufacturer. Environmental Partnership for Central Europe, Brno Airport Authority, Brno City Architect’s Office and the National Theater of Brno,</td>
</tr>
<tr>
<td>2001</td>
<td>Thailand</td>
<td>Bangkok University</td>
<td>Mass Rapid Transit Authority of Thailand, client-server computing systems’ supplier, frozen-food and beverage manufacturers, amusement park, hotel, clothing manufacturer, automobile dealership and a coffee shop chain</td>
</tr>
</tbody>
</table>

**International Internship.** The international internship consists of a study abroad program, which involves students travelling outside of the U.S. to be exposed to foreign cultures and international business practices through internships, employment, or seminars abroad.

**Communication.** To satisfy the communication requirement, students must learn a foreign language, sign language or a communication track.
Glocal leaders. As illustrated in Figure 3, the ultimate purpose of the curriculum, international collaboration, international internship, and communication is to prepare glocal leaders who are internationally minded, locally engaged, and can think critically and creatively, communicate clearly and logically, and be flexible and non-dogmatic. Further, students should finish the program as leaders who will embrace ambiguity and complexity, and understand the world’s challenging commercial, political, religious and cultural issues.

The GLC also combines academic and vocational processes with its intellectual content and international themes through a multidisciplinary approach that involves developing interpersonal skills, the ability to conduct research and ensure effective communication. The GLC strives to engage students in real world experiences that cut across contemporary international and global issues to develop life-long learning understanding for students. In addition to its extracurricular activities, the center promotes student-faculty activities through sharing meals and arranging and attending cultural activities together (Bikowski, et al; GLC 2017; Manhire, Emery, Mould, & Noland, 2002).

The most recent program assessment for the GLC, 2000-2004, indicated that “The intellectual and professional development of GLC students includes exposure to professional and ethical responsibility and is achieved primarily by way of GLC reliance on active learning project and team-based learning concepts from problem-based learning pedagogy (GLC, 2004, para 5).
The GLC faculty is spread across campus to ensure a multidisciplinary teaching team. Faculty typically serve temporary appointments with one or two resident members and a leader who is also the director. Depending on what the students are undertaking, faculty members with additional expertise are asked as guests to help in the project. To ensure professional and intellectual development of its students, the GLC employs project- and team-based learning strategies based on a problem-based-learning (PBL) pedagogy. The structure of the GLC program can be situated in the context of what Jean-Francois (2015) called the social construction of glocal identity (GI).

Glocal identity describes how a person is identified in the world through the amalgamation of local and global attitudes, knowledge, skills and understanding of the world around him or her. Glocal identity constructs one’s identity as a world citizen whose knowledge and behavior are beyond the periphery of local environs. Following are the factors that can be used as a social construction of a person’s glocal identity. Jean-Francois (2015) cautioned that these factors are not exhaustive in and of themselves:

- Global competence
- Intercultural interactions
- Living abroad
- Stranger experience
- Second language acquisition.

As described in Figure 3, the above factors can be clearly evoked from the structure of the GLC program -- Global/International Courses, International Experience, Study of a
Foreign Language and the Global Experience. These glocal identity factors should not be considered independent by themselves but in tandem and interrelated.

**Statement of the Problem**

Waves of globalization are influencing different facets of human life, including education. Education contributes to foster political, economic, and social changes in society (Sinagatullin, 2006). Hence, educational institutions are faced with the problem of preparing and producing students as global citizens who are competitive both locally and globally. Similarly, many students are taking globally oriented courses and programs to prepare themselves as global citizens and human capital for the global market. The Global Leadership Center is an example of an educational institution that endeavors to foster academics that ensure a breed of students with both practical and theoretical experiences to become future leaders with local and global perspectives or glocal leaders.

As previously indicated, the aim of the Global Leadership Center (GLC) is to train well-rounded students grounded both in global and local issues. To this end, the GLC strives to engage students in real-world experiences that cut across contemporary local, international, and global spheres. These real-world experiences develop life-long learning and understandings for students. Through project and team-based learning (PBL) activities, students engage in partnership with real world clients locally, internationally or globally.

Unfortunately, documentation and literature of the lived experiences of students has been missing. The perspectives of students’ partnerships with local and global organizations have not been chronicled to underscore their involvement and whether
these involvements contributed to help students become globally minded and locally engaged. In 2008, a dissertation research was conducted by Bikowski (2008) with regards to the center. The purpose of her research was to understand the nature of discourse students used in building relationships in intercultural virtual learning communities (Bikowski, 2008). Although this research was related to the GLC, it did not capture the experiences of undergraduate students. Bikowski’s (2008) research looked at the nature of discourse that student used in a virtual community. Her sample population was students and teaching assistants (TA) enrolled at the time of her study. However, this present study aimed to capture the lived experiences of alumni regarding facets of the programs that they perceived had contributed to make them globally minded and locally engaged.

My research was about the experiences of alumni and how they developed glocal competency in students as glocal citizens. My literature search did not capture evidence of substantive research on GLC and students’ experiences. Available literature took the form of documents, online information on the website and newspaper articles and reports on the Center activities and conference presentations. Almost all the documents were about the history of the Center, progress reports, and how it evolved over the years. The documents further describe the various activities the Center engaged in with its students and faculty, as well as a program assessment. Further, the literature does not reveal detail descriptions of students sharing their own perspectives from a qualitative point of view, what they have experienced at the Center and how their experiences evolved and translated into their leadership skills. Rather, there is only a report on the activities of the
Center and students’ involvement, a recounting of the Center’s evolution, and histories of various projects in which the Center has been involved both locally and globally. It is significant to understand the perspectives of students about their experiences at the Center and to give them a voice to tell their stories. By telling their own stories after the program, students can reveal whether the Center is achieving its vision and mission. The experiences of alumni will acquaint incoming students with the Center’s engagement and what to anticipate, so they can make an informed decision about enrolling. As alumni narrate stories of their experiences, the Center can learn from those experiences and make changes or revise its vision and the mission, if necessary.

Since the inception of the Global Leadership Center, the lived experiences of students and whether these experiences impacted their understanding of globalization and education have not been well-documented. Therefore, research needs to be conducted to explore the lived experiences of students during their coursework at the Center. These experiences from the students’ standpoint during their partnership with local and global organizations have not been documented. This fails to underscore the involvement of students and whether their involvement interplayed in their becoming globally minded and locally engaged. The purpose of this study was to explore, from the narratives of students, how their participation with international organizations, which have partnered with GLC, shaped their concept of becoming globally minded and locally engaged.

**Purpose of the Study**

The overarching purpose of the study was to investigate the lived experiences of students’ involvement with the GLC in partnership with local and international
organizations, and how they have evolved as globally minded and locally engaged
citizens. The study participants were students who have gone through the program and
are now working with various organizations or companies. The study focused on how the
experiences these alumni have assisted them in their current endeavors.

Research Questions

The following research questions have informed the inquiry process:

1. What are the perceived glocal competencies acquired by graduates through the
   Global Leadership Center?

2. How have they lived their experiences and perceived glocal competence
   through the GLC?

3. How do graduates of the GLC interpret the meaning of their lived experiences
   and perceived glocal competence?

Theoretical Framework

This study is guided by the theory of “glocal competence” developed by Jean-
Francois (2015). The word glocal is a conjunction of the terms global and local.

Stemming from the ideas of universality and particularity or relativism, the term glocal is
used in connection with globalization (Jean-Francois, 2015) and address the challenges
posed by a globalization phenomenon that tends to neglect the local, creating conflict and
opposition between the two (Grossberg, 1997; Jean-Francois, 2015; Robertson, 1995).
Hence, the call for a blend of the local and the global, with the two intersecting to form
glocal. Two circles intersecting one another illustrates this concept. The glocal concept
underscores that the local and the global are dovetailed and interconnected. The local
supports the global and vice versa. Jean-Francois (2015) defines glocal competence as “the knowledge, skills, comprehension and attitudes that one acquires through the interweaving of previous global abilities with the curiosity, personal interactions and immersion in a particular society” (p. 148). These four factors form the basis and focal definition of competence: knowledge, skills, comprehension, and attitudes are the lenses through which competency is assessed (Jean-Francois, 2015). The idea of glocal competence is illustrated in Figure 4.

![Figure 4: Glocal Competence](image)

The four components of glocal competence can be aligned to the four main requirements needed to complete the Global Leadership certification program. These four requirements curriculum, communication, international collaboration and international internship, will
Jean-Francois (2015) further postulates the acronym ENGAGE to accentuate how to make the local effective and efficient by engaging perspectives from the global superstructure, a mélange of the micro (local) and the macro (global). According to Jean-Francois, (2015) glocal competence is an attitude that one consciously develops overtime. He used the acronym ENGAGE to illustrate the prerequisite of glocal competence. The acronym ENGAGE stands for:

- **E**xplore Self-awareness and otherness: To be aware of yourself and others and the world around you.
- **N**urture Risk taking: Venturing into other cultures that we fear, taking the risk of knowing about different cultures.
- **G**rant access to vulnerability: Be open-minded and curious.
- **A**cknowledge and respect diversity: Respect for people’s culture. The sense of “otherness” in relation to how societies construct themselves via the idea of being in the minority or majority.
- **G**row through critical ethnographic understanding of culture- specifically intercultural interactions and communication, history, processes and systems: Be aware, have knowledge and understanding of other cultures.
- **E**xhibit the ability to serve with efficiency and effectiveness in multicultural or local contexts that involve adaptation of a global approach or framework:
The ability to effectively blend both local and global knowledge (Jean-Francois, 2015, p. 149).

These attitudes, when properly developed, engage an individual in the phenomenon of being versatile, to think globally and to act locally while simultaneously acting globally and thinking locally, the global being an alloy of different pockets of locals (Robertson, 1995). Glocal competence, then, is “an awareness and possession of knowledge about global issues, as well as the ability to use approaches and frameworks that are designed for worldwide application, regardless of cultural particularities (Jean-Francois, 2015, p. 150 - 151).

Glocal competence should be situated in the context of the social construction of global identity, which is a new type of ethno-cultural identity. Ethno-cultural identity is an awareness of one’s culture and inter-relationship with other cultures. In a modern society, glocal identity is how one is identified as a citizen of the world in relation to cognitive and behavioral performance and competence in the context of both local and global worldviews and experiences (Soldavata & Geer, 2003; Jean-Francois, 2015). Glocal identity is characterized by global competence, an understanding and application of world issues and cross-cultural interactions, which is also the development of an awareness and understanding of otherness occurring either at home or abroad. Other characteristics of glocal identity are second language acquisition (the ability to speak and write fluently in other languages), and the stranger experience (cultural shock through adaptation and conforming to other cultures). Finally, living abroad in this context means traveling overseas to live in a country other than one’s own, either for school or work.
Conceptual Framework

The conceptual framework undergirds our understanding of the research and puts everything in perspective externally, giving us insight into the research without necessarily reading through the research. In a nutshell, it gives the gist of what the research entails. This conceptual framework illustrates the connection between the lived experiences of former students of the Global Leadership Center and the glocal competence theory. The experiences of GLC students, the four core experiences of their courses with global and international themes, acquisition of a second language or what may be termed as the communication track. The other two experiences were global consultancy and the international experience or study abroad.

From these four experiences, former students as well as current ones would gain a level of attitudes, knowledge, skills and understanding that would serve as guideposts for students to becoming glocally competent. However, the theory of glocal competence underscores the point that gaining the attitudes, knowledge, skills, and the understanding do not constitute an end (Jean-Francois, 2015). There is no way to accurately measure the level of one’s attitude. The development of attitudes and the mastery of skills are progressive, as one goes through new experiences that enable to adopt new attitudes and acquire new skills and knowledge to stay current with times, seasons, and to be cultural sensitive. Figure 5 below illustrates the framework by which to acquire the glocal competence.
Figure 5 Conceptual Framework

One of the GLC raison d'être is to create avenues for the internationalization of curricula across campus (GLC, 2004), so that the Center can also provide opportunities for students to prepare to be global citizens who are both globally and locally competent. To be competent students should acquire knowledge, attitudes, skill sets and an understanding of global issues and be able to translate and apply these acquisitions to their local context.
Significance of the Study

Discourse about the globalization of education with its concomitant competition in education from a global stage presents teachers, students, and educational institutions alike with the challenge of meeting the global demand for education and its human and knowledge capital production. This research will be a case study from which data and evidence can be drawn for analysis of students’ lived experiences and decisions and policies that impact the evolution of their development can thereby be formulated. The study will provide information for educational leaders, administrators, and researchers to understand the students’ experiences from the perspectives of the students of the Global Leadership Center and use these experiences to help make decisions about the program.

The study will help policy makers understand the experiences of students in an educational setting and devise appropriate policies that will help educational leaders as well as students be more competitive in the global age and global world.

Through this study incoming students will better understand the experiences of previous students in the educational setting and thus make appropriate decisions.

Finally, this study will contribute to the existing body of knowledge on globalization of education from the perspective of students. Through research on the operation and students’ experiences at the Center, this study aims to show some of the practices in higher education and trends in globalization.

Delimitations and Limitations of the Study

This is a case study about a specific Global Leadership Center in a research-oriented university located in the American Midwest. The participants in the study were
concerned students who attended a program through that Center. There was no intention to analyze the experiences of current students in the Global Leadership Center either within or outside the U.S.

The limitations of this study are inherent to most qualitative studies. It involves the experiences of participants who were willing to take part in it. The study did not involve students currently enrolled in the program because the experiences of past students may differ from those of current students.

**Definition of Terms**


*Globalization of education:* The worldwide discussions, processes, and institutions affecting local educational practices and policies (Spring, 2009, p. 1)

*Glocalization:* “The creation of products or services intended for the global market but customized to suit the local cultures.” (Word Spy, 2017)

*Glocal education:* An alternative way of looking at higher education with consideration of both local and global issues.

*Glocal competence:* “The knowledge, skills, comprehension and attitudes that one acquires through interweaving of previous global abilities with curiosity, personal interactions, and immersion in a specific society” (Jean-Francois, 2015, p. 148)

*Glocal leadership:* An approach to influence the perceptions, motivation, and behavior of people toward glocal purposes based on an understanding of cultural dimensions among
societies in the world with a focus on culture-specific ways of nurturing fellowship (Jean-Francois, 2015, p. 207).
Chapter 2: Literature Review

The purpose of this study was to interpret and analyze the meaning of (Creswell, 2000, Merriam1998) glocal competence (Jean-Francois, 2015) through the lived experiences of former students who had attended and completed the requirements for the certificate program at the Global Leadership Center. The theory of glocal competence advocates for awareness and knowledge of global and local issues and the ability to adapt a global framework to a local context. This chapter is a discourse on the literature on globalization and global education and how educational institutions are inculcating globalism into their programs to produce global citizens or “globally minded citizens” (Hanson, 2010, p. 68) who are competent for the global world.

The Problem: What Does Globalization Mean?

A glance at the literature indicates that several authors have defined globalization, each from a different angle (Eitzen & Zinn, 2012; Friedman, 1999; Held et al., 1999; Holtman, 2005; Rizvi & Lingard, 2010; Robertson, 2012) and there are differences in the definitions. However, some common ideas recur in all the literature. These common ideas include the use of technology, migration of people, and movement of finances and information. They also include geopolitics and how the world is shrinking through inter-relationships of people and ideas worldwide via Internet and the World Wide Web.

Holtman (2005) defines globalization as “the intensified movement of goods, money, technology, information, people, ideas and cultural practices across political and cultural boundaries” (p.14). Held et al. (1999) observed that globalization has been with
us since the 1960s and it still pervades the world today as an undeniable phenomenon. To these authors globalization means “the widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary social life” (p. 2). Friedman (1999) explains further that globalization means "the inexorable integration of markets, nation-states, and technologies to a degree never witnessed before -- in a way that is enabling individuals, corporations and nation-states to reach around the world farther, faster, deeper and cheaper than ever before” (p. 31). Robertson (2012), on other hand, describes globalization as referring “both to the compression of the world and intensification of consciousness of the world” (p. 88). To Zheng (2008) globalization connotes “the integration, interconnectedness and interdependence of human society” (p. 172). The key terminologies in Zheng’s definition are integration, interconnectedness, and interdependence. He argued that integration means human society is becoming a single entity and interconnectedness is the relationship between countries. By interdependence, he defines how each country depends on one or more others for development (pp. 172-173).

The above definitions exemplify how contested the perspectives on globalization are, depending on whether it is looked at as a process or a project and its impact on society. The definitions also indicate how different scholars view globalization through the different lenses of economics, politics or sociology to explain the term. Globalization is looked at primarily from an economics perspective. However, the common understanding that globalization is a force to be reckoned with and that the world is, by and large, becoming a global village cannot be overemphasized.
The media landscape, whether electronic or print media, also plays a significant role in the narratives of globalism and global education. Print and electronic media like CNN, BBC, Aljazeera and other media houses have made the world comparable to living in a small village, to the point that people can be viewing the same thing at the same time from widely different locations. The media have made distance a thing of the past. The forces of globalization are entrenched in the way the media portray and hype globalization and education. Appadurai (2012) argues that mediascapes are an aspect of global culture that has many faces, giving report sto different people depending on the interest of the owners.

The media disseminate information for the public good. Individual, society or people groups can access, evaluate, transmit and/or store information from the media. With the media as an integral source of interconnectedness within society, how people access and evaluate information is pivotal in forming or breaking society (Concepcion & Arbues, 2017).

**Globalization**

Current global trends might be new to some because of the acceleration of liberalization in many global economies where different countries can trade with little or no constraints. However, globalization dates back as early as the colonial conquest. The difference between previous and current trends in globalization is the proportions of interaction, trade, and migration. For the past 30 years, an upsurge in international and transnational trade, increased migration, and easy transportation coupled with the Internet and the World Wide Web, which has made communication easier. These instances
exemplify the current trend of globalization. Zheng (2008) suggested that globalization represents a new ideology because of the openness of the market economy and development advancement. He arguably noted that, although globalization has become fashionable and a worldwide slogan, the phenomenon dates to the industrial revolution.

However, authors like Collier and Dollar (2002) argued that perspectives around globalization started much earlier than the 1980s and the difference is the increased emphasis on the ideas of globalization. Collier and Dollar (2002), contended that the concept historically has been in existence since the period of the slave trade and colonization. This is because globalization involves interaction and the slave trade is the earliest form of interaction between cultures. This point is further buttressed by other scholars who accentuate the idea that globalization is not altogether a new phenomenon. However, critical analysis of globalization elucidates that though it is not a new idea it cannot be categorized as slave trade. The period of the transatlantic slave trade best fit under the umbrella of colonization.

The term was, however, applied to education after it was first coined by Theodore Levitt, an American economist and professor at Harvard Business School, to underscore how global economies are changing and affecting every aspect of human life including education (Spring, 2006).

Globalization of education is about the universal dialogue concerning education and educational practices and policies (Spring, 2009). Historically, curriculum, pedagogy, and evaluation have been the responsibility of the state and geared toward citizenship, nationalism, and patriotism. One goal of the U.S. system of education, for example, was
to assimilate migrants into American society (Kirkwood-Tucker, 2009). However, with recent developments in globalization and schooling there is increased emphasis on preparing students to become competitive in the global market with human capital theory as the core and dominant factor in educational policies across the world (Brian, 2008; Eitzen & Zinn, 2012; Spring, 2005, 2009). The human capital theory predominantly involves teaching students to be able to compete in the global market.

Education and educational institutions are, therefore, facing the dual challenge of preparing students as future leaders to be competitive in their own country and in the world at large. While, there are some works in the field of research on globalization and education, the majority of the literature looks at global education policies (Rizvi & Lingard, 2010). Other scholarly works discussed globalization and superstructure (Spring, 2009; Basset & Maldonado-Maldonado, 2009). The impact of globalization on curriculum and pedagogy has been looked at by authors such as Sinagatullin, (2006) and Kirkwood-Tucker (2009) respectively. Spring (2006) has elaborated on considering education as security for the state and therefore stressed the need for global pedagogies that ensure state security.

On the other hand, most works on globalization, such as that of Stiglitz (2003), cover trade, economy, and global governance as well as issues about nation-states in the global era. Few of them have touched on the life experiences of students who will be at the forefront of dealing with global issues. These lived experiences of the future leaders in their locality and in the global market are seldom an issue of academic concern. The present research intends to fill the gap by bringing the experiences of students to bear in
the global education continuum. Using the GLC as a case study, this research will investigate the experiences of students in the GLC and their partnerships with local, state, national and international or global communities.

**Historical Development of Globalization**

Globalization has developed in three waves. The first occurred between 1870 and 1914 and was primarily characterized by availability of land, labor and transportation on a small scale. The second wave, from 1945 to the 1980s, was marked by trade liberalization, which ushered in internationalization and integration of trade and services. The third and final wave, from 1980s to the present, can be described as the golden years. Although Friedman (1999) agreed about the waves of globalization, his emphasis has been on the last two, describing them as ranging from large to medium and from medium to small. The present research is situated in the context of the third wave which captures how societies and cultures have been interwoven so rapidly that the world is now a village.

**Global Debate**

There are three schools of thought on what constitutes globalization -- hyper globalists, global skeptics, and global transformationalists (Bray, 2002; Bruff, 2002; Martell, 2007; Popkewitz & Rizvi, 2009). The hyper globalists argue that globalization has become a force to reckon with due to how it has changed the way we do things and how we look at them. The hyper globalists (Held et al., 1999) postulated that through globalization, the power of the nation-state is minimized, and everything must be done in relation to direct and indirect repercussions to others. To the globalist,
interconnectedness, integration, and interdependence have resulted in a large flow of currency and people from around the globe. Nothing can be done in isolation and whatever happens in one part of the world has direct or indirect consequences in the other parts (Bray, 2002; Martell, 2007; Bruff, 2002; Popkewitz & Rizvi, 2009).

The global skeptics (Held et al., 1999) deny the concept of globalization, primarily questioning what is global about globalization. To the skeptics, these questions need to be addressed. The skeptics critique globalization, pointing out that its impacts are limited and unequally experienced. Globalization is seen as another form of western imperialism to enrich the global north at the expense of the global south. Bruff (2005) asserts that the skeptics deny the globalists point of view on two counts. First, the skeptics believe recent waves of globalization are not anything new or that we have never experienced and secondly, nation states still have their sovereignty to maneuver in the decision making.

The third school of thought on globalization argues for a middle ground. They argue that globalization is a new order of understanding and relating to society. Bruff (2005) postulated that “the third wave seeks to move beyond the empirical focus of the first and the second waves, and how globalization is perceived and acted upon across time and space” (p. 267).

Globalization of Education

Spring (2009) suggested that globalization of education is “the worldwide discussions, process, and institutions affecting local educational practices and policy” (p. 1). By his definition education is no longer the exclusive prerogative of nation states, as
local, and global forces interact to produce students who will be simultaneously engaged locally and globally. Spring (2009) uses the term “superstructure” to refer to Intergovernmental Organizations (IGOs) formed by states, International Nongovernmental Organizations (INGOs) comprising individuals, companies, or associations and, finally, Multinational Corporations (MNCs) that are major players in the discourse of global education. These institutions shape the course of education and are becoming an integral part of policies that affect education.

Examples of these institutions include, but are not limited to, the World Bank, the Organization for Economic Cooperation and Development (OECD), the United Nations Education Scientific and Cultural Organization (UNESCO), and the United Nations (UN). Most institutions were established after World War II to help the European countries out of their financial predicament and to foster relationships in bilateral and multilateral trade between countries in the North Pole. This is the period referred to as the second wave of globalization. Over time, these corporations have expanded their services to include developing countries (Basset & Maldonado-Maldonado, 2009).

Globalization has engendered some criticism among skeptics about anti-globalization. These skeptics argue that globalization of education is a form of colonialism repackaging and the imposition of cultural imperialism along with an infusion of the capitalist ideology. In other words, there is nothing new about globalization, but it is rather a large summoning of the globe (Emory University Globalization website, 2013, Wallerstein, 1999). The lack of unity within the superstructure is another critique leveled against globalization. For example, the World
Bank and UNESCO sometimes offer different pieces of advice to different local schools. Local schools emphasize human development in education, whereas the World Bank is offering human capital (Spring, 2009). The human capital ideology has shifted the way educational institutions and other education stakeholders look at educational practices and policies.

As developing human capital became the bedrock of education, the paradigm shifted to train students for the market-driven industrial economy underpinning 21st century education. Spring (2009) explained human capital as educating students as workers to compete for jobs in the global economy. He elucidated the point that human capital is largely supported by the elites of a nation. He further pointed out that the human capital ideology prevents students from actively engaging themselves in the economic and political structures that work against their interests. Johnson, Hess II, Larson, and Wise (2010) addressed the various manifestations of capital in an educational setting with educational leaders arguing an understanding of the various facets of capital would influence decision making toward a positive outcome. They stated that capital should not be understood only from an economic point of view, because a social construct that affects the social experiences of human beings and social class is determined from the context of the U.S. However, the merit of their arguments applies not only to the U.S. but to global perspectives as such. They cited three forms of capital from the writings of Bourdieu (1986) and added a fourth, which is a political one. The original three forms of capital are economic, cultural and social. In their submission, however, the writers failed to discuss the social construction of human capital.
Furthermore, activists and political leaders oppose globalization as entrenching inequalities. They see the imposition of American ideologies and influences on other nation-states to suit American political whims and caprices by the rules they set. From another perspective, globalization limits a state’s autonomy and restrains states from enacting policies that benefit their national interests. Every national policy, program, and project must be handled in the interests of global policies, norms and values. The question arising from this global discourse on education is the extent to which the experiences of students as future leaders and global citizens interplay in this knowledge-based economy (KBE). This question would be examined in the context of the experiences of alumni of the Global Leadership Center.

**Globalization and Students**

The experiences of students in the global discourse are critical to the understanding of the educational dimension of the global debate. Although economics has been the centrifuge of globalization, one cannot deny the other facets that globalization has developed since its inception. Clearly, the role played by intergovernmental organizations, international nongovernmental organizations, and multinational corporations, referred to as superstructures by Spring (2009), also underscores the significance of education. However, these superstructures (Spring, 2009) have concerned themselves with education only from the perspective of pedagogy, content, school, and evaluation without necessarily having taken into consideration the experiences of students and how they are able to blend the whole ideology about globalism. Epstein’s (2001) theory of overlapping spheres of influence indicates the
important role students’ experiences play in education. It is key to achieving effective school improvement and student success. The theory exemplifies the vital role students’ play in the school discourse. They cannot be excluded in the global discourse of education.

Zhao (2009) advanced the idea that to achieve student success, the voices of the students must be heard. Consequently, understanding the experiences of students and bringing that understanding to bear on policy decision making will be key in fostering global competent citizens. The theory of overlapping spheres of influence subscribes to two other valuable theories of “symbolic interaction” and “reference group” (Epstein, 2004, p. 24) which further advances human self-esteem through interactions with others. Accordingly, as globalization reduces distance and space and creates a global village or a flat world, the experiences of students as glocal leaders cannot be overemphasized.

**Internationalization of Education**

Changes to educational systems, practices, and policies have not only been affected by globalization but also by internationalization (Sidhu & Christie, 2015). Although the two are sometimes used interchangeably, internationalization differs from globalization. According to Brandenburg & de Wit (2011), it is very difficult to draw a demarcation between the two terms, because they are connected to each other. Knight (2004), on the other hand, argued that the two terms are not the same. Beck (2012) made the same assertion, alluding to the fact that globalization and internationalization are not the same. Internationalization, which can concern itself with only two nations, is a subset of globalization which is always more than the involvement of two nation states.
Internationalization of higher education is underpinned by the three basic ideological suppositions of idealism, instrumentalism, and educationalism (Ilieva, Beck, & Waterstone, 2014, p. 880). Idealism echoes the belief that internationalization is good and will ensure equality in the world. Instrumentalism, on the other hand, holds that education is only a conduit to achieving an end and does not necessarily constitute an end in and of itself. Educationalism enhances how humans learn and develop through the internationalization of education.

**Cross-border Education**

Globalization and internationalization have transformed how higher educational institutions (HEIs) operate (Youssef, 2014). The control of higher education under state and local government has shifted to give room to private and international interventions. The shift is due to high demand for tertiary education, which the public sector has not adequately provided. This lack creates alternatives for provision of higher education by local and global private suppliers. Consequentially, the influx of private and international entities to provide higher education to meet the demand has resulted in the high cost of education. Expensive education at the tertiary level initiated another trend in the educational system, cross-border education (Youssef, 2014), the movement of people, programs, professionals and institutions across national borders (Youssef, 2014; Knight, 2006; Knight, 2007). From a broader perspective, the OECD and UNESCO (2005) jointly described cross-border education as

Higher education that takes place in situations where the teacher, student, program, institution/provider or course materials cross national jurisdictional
borders. Cross-border education may include higher education by public/private and not-for-profit/for-profit providers. It encompasses a wide range of modalities in a continuum from face-to-face (taking various forms from students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning). (p. 10)

According to Youssef (2014), cross-border education can be grouped into three categories: Movement of people, educational programs, and providers. Hence cross-border education involves migration of people and program as well as the migration of educational providers. Students move from one border to another to pursue higher education and for greener pastures. This movement can be either intra (within the same country) or inter (beyond the borders of one’s country). In the face of the dual demand and supply curve of higher education in the local and global sectors and the inability of government to meet these demands cross-border education evolved. The concept raises the issue of quality in the sense that many private providers are emerging, especially in the developing nations, without any proper checks or standards.

Glocalization

Glocalization is the fusion of global and local, referring to how the two are interwoven with the universal and tailored to reflect a local context. The term is saddled with what Robertson (1995) referred to as the “global-local problematic” (p. 29). Thornton (2000) claimed that the local exists as a shadow of the global while Featherstone (1996) saw a global and local complexity. According to Thornton (2000) glocalization expunges the dichotomy between universalism and particularism, modernity
and tradition (p. 81). The original adaptation of the term has a business or commercial connotation. It is derived from the Japanese word dochaku (living in one’s own land), from which we get the word dochakuka (Featherstone, p.118; Robertson, 1995, p. 28; Robertson, 1992b, p. 173). Dochakuka is applied to adapting global perspectives on the socio-economic and political to local perspectives. According to the dictionary the terms glocal and globalization “are formed by telescoping global and the local to make a blend” (The Oxford Dictionary of New Words 1991, p. 134 cited in Robertson 1995, p. 28). Similarly, Jean-Francois (2015) defined glocalization as the “integration of local cultural differences and practices in initiatives, programs, or projects that are based on a globalization framework (p. 62). Similarly, Fay and Lynch (2015, p. 223) argued that “glocal and glocalization refer to the merger of global and local perspectives on the socio-economic and political impact of all phenomena that affects local and global communities”. Milman (2014) asserted that “the concept of glocalization, or having a glocal mind-set, recognizes there are often many issues and concerns that should be considered and often addressed within one’s home (wherever that might be) and not just abroad!” (p. 4).

On the other hand, Jean-Francois (2015) argued that “glocalization is an acknowledgement that globalization can be in contradiction with local interests and needs” (p. 62). Robertson (1995) had argued that there is a contention between the global and the local, which can be assumed as polarity between the two terms and can be seen as “we live in a world of local assertions against globalizing trends, a world in which the very idea of locality is sometimes cast as a form of opposition or resistance to the
hegemonically global” (p. 29). Hence, the glocal involves a symbiotic and mutualistic relationship between the global and the local. Glocal connotes the partnership between the global and local for mutual benefit. Robertson (1995) asserted that the global has influenced the local in reconstruction of the local, and therefore the local is an aspect of globalization. Robertson (1995), further opined, “Contemporary conceptions of locality are largely produced in something like global terms” (p. 31). Jean-Francois (2015) alluded to this. Robertson (1995) postulated that although the global is a constitution of various locals he did not entirely subscribe to the ideology of interconnectedness.

Jean-Francois (2015) further postulated that globalization is not different from glocalization. He submitted that glocalization is how globalization has evolved in different aspects of globality, localness, multi-stakeholder’s perspectives, and inclusiveness. This is illustrated in Figure 6 below.
Figure 6: Facets of globalization (Jean-Francois, 2015)

**Globality.** Used to explain how the global and the local are interconnected and interrelated both in process and in contexts. In other words, globality as a facet of glocalization underscores the fact that the global shapes the local while the local inversely shapes the global (Giddens, 1990; Jean-Francois, 2015).

**Localness.** Underpinned by the understanding that there can be no globalization without a local context. Much so because the global is a conglomeration of different locals meshed together. The need, therefore, to appreciate the local as part of the global resulted in the concept of glocalization, making the local an important facet of glocalization.

**Multi-stakeholderness.** Jean-Francois (2015) argued that there is more than one stakeholder involved in glocalization because there is collaboration between local and
global stakeholders and within the global and the local stakeholders there are multi-
stakeholders converging together.

**Segmented inclusiveness.** Glocalization is an alloy of various locals, in what Jean-Francois (2015) refers to as “inclusion of otherness” (p. 67). Giddens (1990) asserted that “globalization involves the creation and incorporation of locality, process which themselves largely shape, in turn, the compression of the world as a process” (p. 40). In other words, the acculturation of other cultures with the local cultures.

**Hybridization.** Rowe and Schelling (1991, p. 231) define hybridization as “the ways in which forms become separated from existing practices and recombine with new forms in new practices’ (as cited in Pieterse, 1995, p. 49). Extending this ideology into the dynamic of the global and the local, Jean-Francois (2015) asserted it is the incorporation of some global processes into a local context and the expansion of local ideas into the global context, which Khonder (2004) referred to as microglobalization and macroglobalization respectively.

**Glocal Education**

Like global education, glocal education is an alternative form of looking at higher education from the perspective of glocalization. Glocalization, according to Jean-Francois (2015) “can inspire integration, partnership/collaboration, local accommodation, open-mindedness to global higher education, and transform it into glocal higher education which may become more receptive to people who value localness while remaining open to globality” (p. 71). Hence, by glocal education, we mean the concept by which educational policies, planning, management and delivery are influenced both by
the confluence of the global and by the local, a situation whereby the localness of education will not be totally lost to globalization. This idea is aptly captured by Jean-Francois (2015) in Figure 7 below.

Figure 7: Glocal higher education (Jean-Francois, 2015)

Figure 7 depicts glocal education as a synergy of both the global and the local. In other words, the local and the global influence each other in principle and in methodology. Jean-Francois (2015) posited that the global in this sense does not denote a geographic location but an outsider perspective whereas the local stands for an insider perspective geographically located.
Since glocalization of education is the mélange of both the global and the local, it aims to fulfill both local and global trends in education. Jean-Francois (2015) delineated the aims of global education as follows:

- **Glocal awareness**: The understanding that the cultural values of one locality are interwoven into the larger global community;
- **Glocal knowledge**: Having a mastery of information and knowledge about countries and their relations with others;
- **Glocal competence**: The ability to contextualize and situate global knowledge and awareness into local context;
- **Glocal development**: The adaptation of global framework best practices for local development;
- **Glocal return on investment**: Profits or returns gained through collaboration between local higher education and global higher education; and
- **Glocal performance**: The outcome of glocal higher education programs that can be measured both by local and by global partners involved (Jean-Francois, 2015, p. 89).

Further Jean-Francois (2015) discussed the principles that are involved in sustaining glocal higher education. These principles are self-awareness and otherness, global awareness and local curiosity, global planning and local accommodation, global inquiry and locally based participatory inquiry (LBPI), global pedagogy and locally informed pedagogy (LIP), global outcomes and locally valued outcomes, global impact and locally rooted sustainability (LRS) and glocal symbiosis.
Glocal Competence

The global challenges of today require not just local or global competencies, but both (Sklad, Friedman, Park & Oomen, 2016). The demand for 21st-century skills is to make one globally competent with the skills and dispositions to make decisions of global significance (Banks, 2007; Manssilla & Jackson, 2011; Mathews, 2016). Consequently, higher education institutions are preparing students to face global challenges through global education. Tertiary institutions have introduced Global Citizenship Education (GCE) into their mission statement and curricula (Sklad et al. 2016, Peterson 2009, Tchimino 2008). Likewise, The American Association for Colleges and Universities recommends that all its members have “civic knowledge and engagement – local and global and intercultural knowledge or competence” (Sklad et al., 2016, p. 325, Association for Colleges and Universities, 2015) as their program outcomes and objectives. This has initiated the need for glocal education and competencies rooted in glocalization, defined by Sklad et al. (2016, p. 327) as “the observation that all global change starts with local action, and the recognition that there is always an underlying connection between local and global processes”. The online dictionary defines competence as “possession of required skill, knowledge, qualification, or capacity” (Dictionary Online, n.d.). In the same vein, Epstein and Hundert (2002) defined competence as “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and the community being served” (p. 226). The Council of Chief State School Officers’ EdSteps Project explained that global competence refers to “the capacity
and the disposition to understand and act on issues of global significance” (EdSteps, 2011). On the other hand, Jean-Francois (2015) argued that “glocal competence results from an accumulation of glocal awareness and glocal knowledge, and the ability to make an indigenous adaptation of global frameworks or approaches in local contexts (p. 90). Glocal knowledge and glocal awareness are the fundamental platform that branches off into global competence. Glocal competence may refer to the skills and knowledge one has acquired to be able to act on issues of glocal importance (Mansilla & Jackson, 2011, Milman, 2014). Jean-Francois (2015) opined that there can be no glocal competence without travelling and staying abroad. However, he did not specify how long a person needs to stay and take part in what activities while living abroad to make one competent. He then defined glocal competence as “an awareness and possession of knowledge about global issues, as well as the abilities to use approaches and frameworks that are designed for worldwide application, regardless of cultural particularities” (Jean-Francois, 2015, p. 150-151).
Figure 8: Glocal Competence

Figure 8 illustrates some attributes that a person needs to possess to be effective and efficient. These are attributes that define a person as glocally competent. Glocal competence is the knowledge, skills, comprehension, and attitudes acquired through the interweaving of previous global abilities with the curiosity, personal interactions and immersion in a specific society (Jean-Francois, 2015 p. 148)

**Glocal Competence and GLC**

As noted earlier, the GLC undertakes responsibility for training students to be globally and locally competent leaders in all spheres of life (Lorie McCormick, Ohio Today, 2002, Global Leadership Center, 2017). The GLC 2000/2004 Assessment Sheet indicated that the Center utilizes a “multidisciplinary team- and project-based study of international themes (content)” that develops academic and vocational skills intended to
promote student engagement both global and local in nature. Students from the GLC work together on projects, in collaboration with other students from other universities both inside and outside of the U.S. The Ohio University Outlook (2003) reported that during the 2003 academic year the GLC, with the help of the Voinovich Center for Leadership and Public Affairs, selected two Ohio businesses the Logan-based Carborundum (wheel grinding) and Twin City Frozen Foods located in Lancaster. The intent was for students from Ohio University and the University of Guadalajara to work together on a joint project to assist local companies in Southeastern Ohio to export goods to Mexico (The Athens News, 2003; Today at Ohio, 2003; Ohio University Outlook, 2003). This collaboration was announced in advance by Today at Ohio, indicating that 11 students and three professors from the University of Guadalajara in Mexico would visit Ohio University.

The GLC uses project-and team-based learning founded on ideas from problem-based-learning pedagogy for the intellectual and professional development of its students, (Bikowski, Emery & Brian 2003). The GLC also incorporates a glocal instruction context (GIC) that involves a learning style which integrates a locally and globally informed pedagogy to harness transformative learning (Jean-Francois, 2015, Jean-Francois & Young, 2012).

With educators drawn from almost all colleges at Ohio University, a multidisciplinary faculty was formed to enhance the caliber of experiences that students acquire. According to Bikowski, Emery and Manhire (2003) the GLC had “undertaken a variety of team-based Problem- Based-Learning Pedagogy (PBL) course projects” to
foster glocal competence. The table below illustrates the variety of team-based PBL projects:

Table 3.

<table>
<thead>
<tr>
<th>Year</th>
<th>Country</th>
<th>Collaborating Overseas Educational Institution</th>
<th>Clientele</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>Hungary</td>
<td>Janus Pannonius University</td>
<td>Electric power station, computer manufacturer, television station, economic development agency, clothing manufacturer, tourism agency and a hotel</td>
</tr>
<tr>
<td>1999</td>
<td>Ecuador</td>
<td>Centro de Estudios Interamericanos</td>
<td>Leather goods manufacturer, automobile importer, candy factory, hospital and a women’s handicrafts cooperative</td>
</tr>
<tr>
<td>2000</td>
<td>Czech Republic</td>
<td>Masaryk University</td>
<td>Telecommunications company, truck body manufacturer, domestic gas-boiler manufacturer. Environmental Partnership for Central Europe, Brno Airport Authority, Brno City Architect’s Office and the National Theater of Brno,</td>
</tr>
<tr>
<td>2001</td>
<td>Thailand</td>
<td>Bangkok University</td>
<td>Mass Rapid Transit Authority of Thailand, client-server computing systems supplier, frozen-food and beverage manufacturers, amusement park, hotel, clothing manufacturer, automobile dealership and a coffee shop chain</td>
</tr>
</tbody>
</table>

Source: Global Leadership Center (GLC, 2017)

The above table exemplifies four of the many projects in which students from the GLC have engaged. It shows that from 1998 to 2001 students were involved with a foreign university in at least one project per year that involved research and assistance to a current existing company to improve upon their services.
Other projects undertaken by students included but were not limited to Harley-Davidson (Vietnam and Southeast Asia), NGO Consulting (Tuol Sleng Genocide Museum, Phnom Penh, Cambodia), U.S. State Department, Department of Defense, and Salzburg Global (Washington, DC, USA), Tropical Disease Institute (TDI) and Center for Infectious and Chronic Disease Research (CICDR) (Community Health and Application of Scientific Research, USA/Ecuador,) and many others. The projects consisted of consulting, research and crafting innovative ideas out of the research to assist the companies in question.

Existing literature reveals that one doctoral dissertation titled “The discourse of relationship building in an intercultural virtual learning community” was conducted as research on the GLC (Bikowski, 2008). The purpose of the study was to understand how students utilize discourse in an intercultural virtual community and build relationships. The author’s focus was on how students build relationships in intercultural virtual community. The present study, on the other hand, explored the experiences of alumni and how their experiences have fostered glocal competence in them for both global and local contexts. Furthermore, while the present study used alumni as the sample, Bikowski’s (2008) dissertation sample consisted of current students at the time of the research.

**Summary**

In reviewing the literature on globalization and glocal education regarding students’ experiences, I observed that there is little mention of the experiences of students regarding their learning to become glocally competent leaders. The literature mentions the experiences of only a few students, with no detailed descriptions from the perspective
of the students themselves. The current research provides a thick description about some students’ experiences and how these have reflected on their understanding of global education, glocalization of education and their becoming competent glocal leaders.

The review of literature discussed the meaning of globalization and its historical development and how it has influenced education. The literature review also considered internationalization of education, cross-border education and ventured further into glocalization, glocal education and glocal competence framework. The above literature provides knowledge and understanding of current developments, policies as well as practices of educational leaders and administrators via global and glocal education.
Chapter 3: Methodology

Introduction

Chapter 3 describes the methodology used to conduct this research study. As introduced in the first chapter, this study used a qualitative inquiry approach to analyze the lived experiences of students of the Global Leadership Center (GLC) and their engagement with other students and professionals working on real projects in their organizations. Using narratives from these alumni, the study examined the leadership experiences that they gained through project-based learning and teamwork.

This study involved a qualitative case study research design, which is rich in description and in-depth inquiry (Ary, Jacobs, & Razavieh, 2002; Creswell, 2003; Gorman & Clayton, 2005; Locke, Silverman, & Spirduso, 2010) into the program of study at GLC and the involvement of students at the Center. According to Glesne (2006), knowledge and reality of things are understood through our social experiences of them. In the process of the research, the researcher becomes the instrument (Maxwell, 2005; Rubin & Rubin, 2005) and therefore must gain entrée into the researched for deeper understanding of the various social issues. Creswell (2003, p. 4), drawing from the ideas of Crotty (as cited from 1998), enumerated four questions to ask in terms of proposal writing:

1. What knowledge informs the researcher?

2. What theoretical perspective undergirds the research?

3. What methodology, that is the strategy and plan to be used to bring the outcome, for example ethnography?
4. What methods, what techniques to use, for example interviews?

The four questions delineated above give a guideline and a foundation upon which to base an argument.

This study was grounded in relativist and interpretivist perspectives, which involve using multiple sources and respecting differences as well as plurality. Most qualitative researchers use the social constructivist paradigm, otherwise referred to as interpretivist. Some scholars argue that the two perspectives are distinct (Denzin & Lincoln, 2000; Glesne, 2006). The interpretivist view is underpinned by the fact that human beings explicate the world around them through their personal experiences and that no one experiences is better than any other. The approach is very important because both the relativists and the interpretivists are rooted in the constructivist paradigm that acknowledges multiple perspectives in addressing an issue (Glesne, 2006). The constructivist paradigm is rooted in observation. The constructivists argue that the reality of things is our observation and how we interact with the things we observe (Searle, 1995; Stake, 1995; Yin, 2003). Kelly (1963) explained that

A person can be a witness to a tremendous parade of episodes and yet, if he fails to keep making something out of them, or if he waits until they have occurred before he attempts to reconstruct them, he gains little in the way of experience from having been around when they happen (p. 73).

This assertion underpins the constructivist paradigm.

Further, the relativist and the interpretivist paradigms posit that the researcher is the instrument for the research and hence, is the final authority. The researcher uses what
he or she knows in terms of theory as a guide to evaluate the data. The researcher’s background would reflect the interpretation of data and therefore the researcher must find a way in which his or her background would be explained in the research.

**Research Questions**

The following research questions have informed the inquiry process:

1. What are the perceived glocal competencies acquired by graduates through the Global Leadership Center?

2. How have they lived their experiences and perceived glocal competence through the GLC?

3. How do graduates of the GLC interpret the meaning of their lived experiences and perceived glocal competence?

**Research Design**

This study utilized a qualitative case study strategy as an aperture involving in-depth study (Stake 2000), understanding and meaning (Ary et al., 2002; Creswell, 2006; Merriam, 1998) and analysis (Merriam, 1998) into the lived experiences of students at a center at a Midwestern university in the U.S. The center was selected due to its vision and mission as well as its pedagogy in relation to international education.

A case study investigates current happenings in a real-life situation and how to cope with it as well as other variables that emerge (Yin, 2009, 2012). According to Bogdan and Biklen (2003), case studies can be represented by a funnel where investigations are done from a broad perspective and are then narrowed down into more direct or specific orientations. The investigation is in-depth with thick description either
as a single unit or a group of units (Ary et al., 2002). Case studies can be categorized into three types: intrinsic, instrumental, and collective (Glesne, 2006; Stake, 2000). An intrinsic case study grants better understanding to research. Glesne (2006) stated that an instrumental case study is when the purpose is to gain insight or generalize (p. 13). A collective case study allows one to investigate a whole phenomenon.

Merriam (1998) delineates three features of case studies as follows: a) particularistic, b) descriptive and c) heuristic. Particularistic is when a case focuses on an event, a situation or a phenomenon. Descriptive, as the name implies, gives a thick description of a phenomenon. Heuristic illuminates the readers’ understanding of the case (p. 30). This research used both intrinsic and descriptive types of case study.

**Research Setting**

As noted earlier, the setting for this research study was a global leadership center at a university in the Midwest of the U.S. The Center was established in 1997 with an assortment of faculty and administrators from different departments of the university. In fall 1998, it commenced as an experimental program, and finally on November 23, 1999, moved into full swing as a certificate-granting program. The Center received an award from the United Nations as one of the America’s most innovative international education programs. Currently there are 21 first-students and 32 second-year students in the program (GLC, 2017). Records shows that from 2008 to 2016 that is within the space of 8 years 300 students have attended the program. This was disclosed to me through an email conversation with the program assistant of the center (GLC Program Assistant, email, 2016).
Participant Selection and Sample

According to the GLC program assistant, 300 students have gone through the program since 2008 (GLC Program Assistant, email, 2016). As already mentioned, currently, there are 21 first-year students and 32 second-year students in the program. Participants were selected through purposive and snowball sampling procedures. Through purposive sampling, I had a fair representation of participants based on gender. Purposive sampling also helped choose other people who I thought might not be typical of the study under discussion. This helped in the selection of participants from a broadly representative spectrum of all people involved in the research (Maxwell, 2005). Further, purposive sampling helped select cases that really relate to the theories and philosophical underpinnings that guided the inquiry. Purposive sampling can also be used to show the differences between settings or individuals. Participant selection also involved a snowball sampling procedure. Participants in previous interviews recommended other alumni that they know can have a snowballing effect and be of benefit to the research study.

The research captured all the experiences of alumni inside and outside of the classroom, as well as after certification. The sample population for this study was selected through purposeful sampling to provide in-depth information (Patton, 2002). The alumni included those working or schooling either in the United States or outside the country. The alumni Facebook page was the first point of contact to reach out to the potential participants in the study.

The population sample for this study was selected from alumni of the GLC. More specifically, eligible participants in the study who had gone through the two-year
certification program and fulfilled all the requirements thereof. The sample consisted of 10 alumni, five females and five males, to ensure a gender balance within the sample of the study. The research sample size was chosen because Creswell (2014) indicated that a minimum of five participants is acceptable for a qualitative study. This study sample doubles this number to align with current literature related to sample size for a qualitative study.

**Instrumentation**

A two-section interview questionnaire was used to collect data directly from the participants. The first section included questions about the general backgrounds of the participants and enabled confirmation of the eligibility of the participants. To be eligible to be interviewed participants needed to be alumni of the GLC program and not current students.

The second section was divided into four parts, reflecting the need to capture whether participants had acquired glocal attitudes, knowledge, skills and comprehension. The section elicited information regarding participants’ experiences in relation to curriculum, communication, and international and global experience.

The first part of Section Two asked questions about global attitude. Here is an example of such question:

1. Which second language did you study for the GLC program? When you were studying the second language to satisfy the requirements for the certificate, did you have any personal attitudes (being) that have changed as result of such
experience? [If there is a change: why do you think such change of attitude happened?]

The second part of Section Two asked questions about glocal knowledge. The following is an example of a question related to knowledge:

1. Considering the intercultural interactions with people from other cultures while on the program, do you have any personal knowledge that has changed? [If there is change, why do you think such change of knowledge occurred?

The third part of Section Two asked questions about glocal skills (doing). Here is an example:

1. While studying a second language at the GLC program, what skills did you acquire?

The fourth part of Section Two asked questions in relation to glocal comprehension. For example:

1. How has participation in the International Experience component of the GLC program amidst the challenges enhanced your understanding of interconnected local and global issues?

Data Collection

This qualitative case study utilized interviews through semi-structured and open-ended questions. Observation and documents were also used to gather data related to the lived experiences of the participants. Through semi-structured and open-ended questions respondents narrated their own stories. And I used observation in the classroom to augment their narratives. Documents provided me with information that neither the
interview nor observation could provide. Information about participants was gathered from the alumni Facebook page, through purposive sampling, and through snowballing. The interviews were conducted face-to-face, and through phone conversations. Initial messages were sent to participants through the Facebook page and included information about the purpose of the study. Participants who responded positively shared their emails and phone numbers with the researcher, so they could be contacted for the study. Such participants received emails or phone calls to invite them to interview.

Most of the interviews were conducted at a location selected by the interviewees. The researcher tried to establish rapport with the participants to ensure their eligibility as graduates of the GLC and their interest and willingness to participate in the study. This created a good atmosphere for the interviews. The participants were informed about the purpose of the study and the interviews. Interviews lasted 15 to 30 minutes and were tape recorded with the permission of the participants. I used a notepad and pen to take down notes during the interviews which allowed me to do memoirs during and right after the interviews.

Observation was limited to classrooms where I observed the kind of pedagogy being used, students’ participation in class, and the sitting arrangements. I observed class discussions and project discussions by teams, as well as their presentations.

**Interviews**

History shows that conversation is the medium through which people try to understand and relate to one another. In everyday life, we are involved in conversations with one another, sometimes about general issues. However, at other times, our
conversation is about asking questions to learn more about another person or to seek information. Kvale and Brinkmann (2009) asserted that “through conversation we get to know other people, learn about their experiences, feelings, attitudes and the world they live in” (2009, p. xvii). This latter form of conversation with the purpose of knowing more or gathering information is called an interview. Apart from documents and observations in qualitative research, the interview is one way to collect qualitative data.

As mentioned earlier, an interview is a conversation with the purpose of getting information. Bogdan and Biklen (2003) defined the interview as being “a purposeful conversation, usually between two people but sometimes involving more, that is directed by one to get information from the other” (p. 94). Likewise, Kvale and Banner (2009) defined the interview as “a conversation that has a structure and a purpose” (p. 3). They underscore the fact that the parties involved in the interviewing process cannot be classified as equals. Hence, the interviewee and the interviewer are not the same.

Kvale and Brinkmann (2009) argued that historically, the term interview originated around the 17th century. The qualitative interview, although very young, continues to make significant strides in various academic disciplines, influencing the investigative methods of clinical nursing, journalism, communication, anthropology and sociology. Kvale and Brinkmann (2009) argued that qualitative research, on the other hand, at least within education and the health sciences, has been in existence for decades.

There are two forms of interview. The first and most common, is the face-to-face interview and the second is the focus group interview. Interviews can be done through
one-on-one meetings, telephone conversations, focus groups and email via the Internet (Creswell, 2008).

Interview structures can be grouped into three categories as the interview continuum:

1. Structured or standardized interviews
2. Semi-structured interviews, and
3. Unstructured or informal interviews.

The significance of an interview depends on its type and purpose. According to Kvale and Brinkmann (2009) there are different ways of interviewing people and each serves a different purpose. For instance, they argue, a journalistic interview serves the purposes of recording and reporting happenings in a community or society. Therapeutic interviewing, on the other hand, seeks to improve a person’s situation in life and as the name implies is more of a therapy where participants reflect over life and come out with the best options. And finally, research interviewing serves the purpose of producing knowledge for consumption by society. Rubin and Rubin (2005) argue that qualitative interviewing is used to know what people think and why they do certain things.

Qualitative interviewing also helps us understand experiences and reconstruct events in which we did not participate (Rubin & Rubin, 2005). Qualitative interviewing also assists us in describing social and political processes. In other words, through interviewing we can know and understand how and why things happen the way they happen. Again, the qualitative interview becomes a great channel through which otherwise unreported historical events are brought to the limelight. Through qualitative
research one can also extend and expand on his or her intellectual and emotional capacity. Qualitative interviewing can assist us to describe social and political processes. The qualitative interview becomes a great channel through which otherwise unreported historical events are brought to the limelight. Qualitative interviewing can provide information and explanations that quantitative research cannot.

Interviewing is about conversations between a researcher and an interviewee to gather information and produce scientific knowledge (Kvale & Brinkmann, 2009). This study used semi-structured interviews which, according to Kvale and Brinkmann (2009), are defined as the “purpose of obtaining descriptions of the life world of the interviewee to interpret the meaning of the described phenomena” (p. 3). Further, open-ended questioning techniques are used to gain deeper responses from the interviewees participating in the interview. The interviews were done individually and sought to identify why students entered the program, their experiences throughout the years in the program, and how their experiences have influenced their output at other aspects of their lives. This approach ensured that there was thick description in the research data. In a nutshell, a total of 10 alumni of the GLC were interviewed during a period of about three months.

**Document Analysis**

Like an archaeologist using artifacts and antiquities to examine life in the past, a qualitative researcher uses documents to gain an understanding of the phenomenon under study (Glesne, 2008). Documents can be past or current.
Glesne (2008) argued that a document is another source of data that assists in authenticating the knowledge gained and test its trustworthiness. Further, documents can be categorized as either a primary or secondary. A primary document is one written by someone with firsthand information about a phenomenon being studied. Examples of primary documents may be journals, diaries, letters, and emails. A secondary document may be information written by someone who did not directly experience the phenomenon but instead gave a description of the event derived from others (Ary, Jacobs, & Razavieh, 2002).

According Patton (2015), documents serve as a source of information which cannot be obtained through observation or interview. However, documents can serve as pointers in the inquiry process of interviewing and observation. Other forms of documents, sometimes referred to as documents of popular culture, can include books, films and videos (Ary, Jacobs, & Razavieh, 2002).

Creswell (2009) delineated some of the advantages and limitations of documents. The advantages include but are not limited to: (a) Documents assist the researcher in obtaining historical information which could not be obtained through observation or interview; (b) Documents also help the researcher obtain the language and works of the participants (p. 180). Further, the researcher can obtain documents at his or her own convenience. Information gathered through documents represents thoughtful data and, finally, documents save the researcher the time and expense of transcribing.

The limitations or disadvantages of documents are, first, that people are equally articulate and perceptive. Second, documents can be classified information that is not
accessible either privately or publicly. Third, documents may be hard to come by and acquiring them may be cumbersome. Fourth, the materials may be incomplete, and fifth, the documents may not be authentic or accurate.

Relevant documents regarding the operations of the Center were collected. Documents about the history of the Center, courses, and students’ experiences from the GLC were collected and analyzed in relation to literature on globalization of education and glocal education. Glesne (2006) argued that documents are a source of collecting data that assists in authenticating the knowledge gained. She noted that documents also make that knowledge trustworthy. In this research any available documents were used as a secondary source in the interview and served as a catalyst for asking questions.

Observation

Observation is about “being there,” where the researcher can relate the participants’ actions to their words through settings, sights and sounds. The goal of observation is to develop a complete and thick description of the phenomenon. Glesne (2011) opines that observation should be done at the beginning stage of the research even though it should continue throughout the entire process.

Observation differs from interviews because it is done in the natural setting and represents a personal encounter with what is being observed (Merriam, 1998). According to Merriam (1998) not all observation can be considered research. Observation is a research tool when it:

(1) Serves a formulated research purpose.

(2) Is planned deliberately,
(3) “Is recorded systematically and subjected to checks and controls on validity and reliability” (pp. 94-95).

Glesne (2011), explained that through observation you “see patterns of behavior, experience the unexpected as well as the expected; and develop a quality of trust, relationship, and obligation” (p. 49). Observation offers firsthand information about a phenomenon being observed and establishes a rapport with the participants. It also establishes the positionality of the researcher in the research continuum, as an external observer to a participant observer.

Through observation, the researcher can be a participant observer or nonparticipant one. As a participant observer, the researcher interacts with the people and participates in the day-to-day activities of the phenomenon being observed. In this case, he or she becomes a functioning member of the community. With regards to participant observation, the researcher’s identity may be made known or hidden, and can raise some ethical issues. The ethical or moral issue depends upon whether the advantages outweigh the disadvantages. According to Ary, Jacobs and Razavieh (2002), the degree of participation in an observation is a continuum, which can range from a non-participant observer to a complete participant observer. The participant observer is both an observer and a participant in the process of the research. Nonparticipant observation is without the observer taking any active part in the observed situation. It is the researcher’s responsibility to determine the degree of observation in relation to the purpose of the research. However, the research question is a major factor in determining the level of participation.
When using observation as a data-gathering process, the questions of observer effect and observer bias remain an issue. Observer effect is the impact the observer has on the situation being observed. People’s attitudes and behavior may change because they are being observed and this may affect the natural setting. This is called observer effect. However, the observer’s own personal attitudes and beliefs as well as his or her disposition can affect the interpretation of the data; this is referred to as observer bias. The observer, therefore, needs to clearly state his or her reflexivity and inter-subjectivity.

Some of the advantages of observation include being able to understand and capture the phenomenon contextually and the observer becomes more open and inductive, reducing prior knowledge about the observation. Furthermore, the observer can capture things that the participant may take for granted or not pay attention to. As a fourth point, the observer can see things that people will not bring up in the interview and finally the observer can draw on personal knowledge for interpretation of the data (Patton, 2015, p. 259). Personal bias and research effects are among the disadvantages.

**Data Analysis**

Data analysis in this research encompassed continuous comparisons, analysis and coding of interviews and documents (Glesne, 2006). Common themes that emerged from the data were further explored and grouped together for analysis. Throughout the interview process, data were analyzed to ascertain common occurrence of ideas and themes. The key variables of the research questions were used to develop preliminary coding categories and schemes to study patterns of information, which were followed by rigorous and extensive coding and data analysis.
Data analysis included both early data analysis and later data analysis. The data analysis was done alongside the data collection. The early data analysis included memo writing to develop preliminary thoughts, analyzing memos into such categories as people, places, introduction, and conclusions. Comparing and coding of interviews and documents into relevant themes that emerged from the data was an on-going procedure. Data were analyzed and interpreted in relation to the main research questions which enabled the researcher to stay close to the data and give voice to it.

**Trustworthiness**

Trustworthiness is very important for any research. Gorman and Clayton (2005) delineate eight steps to ensure trustworthiness, doing exactly what one purported to do:

1. *Triangulation*, the collection of data from different sources or by employing several different methods
2. *Full documentation of data*, including a “a chain of evidence” so appropriate references can be made to transcripts, documents, events and other data sources if any are challenged
3. *Local connections* between what is examined, and the conclusions drawn from the data
4. *Conscious and deliberate inclusion of data* that might not support the thesis being argued or the interpretation being drawn
5. *Being prepared* to entertain explanations of phenomenon observed, even if these alternatives are later discounted
6. *Self-reflection* on the part of the researchers, where they attempt to allow for their own perceived prejudices and biases

7. *“Member checks”* review of draft reports by participating and/or independent observers who can confirm that the report gives a fair impression of a situation or event

8. *Awareness* of limitations in both data obtained and the generalizability of a study (p. 25)

To ensure trustworthiness, I used interviews, observations and documents to collect data from different sources with different methods. I documented all the data I collected to ensure nothing was left out. Other relevant documents that might not support the research were added to reflect the other side of the argument. I made a personal reflection of myself to ensure that all biases were acknowledged or bracketed.

Additionally, I employed strategies to decrease the threat to credibility, make decisions about transferability, increase dependability, and ensure the conformability of the study.

**Credibility.** Credibility is a valuable tool when one undertakes qualitative research because when a researcher properly applies the principle related to credibility, the threats of biases, subjectivity, and predispositions are reduced if not eliminated. Credibility is a strategy used to ensure that studies in qualitative research are reliable, believable and transparent (Brantlinger et al, 2005; Creswell, 2005). Trochim (2006) also posits that, “The credibility criteria involve establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research”
(p. 149). Credibility then has to do with integrity in research and how researchers can bracket their own ideas and objectively describe what they see or hear. Credibility relates to issues of whether the researcher did what he or she claims to have done. There are many reasons for doing research and all researchers come with a background and some pre-conceived notions and ideas. The question is, how do we do research without our pre-conceived notions and backgrounds clouding our judgment and interpretation of what we see and hear? Credibility ensures that thorough research is done without interference from the researcher’s belief system and ideological inclinations and if they do manifest themselves, the researcher must state them.

Patton (2002) asserts that for a qualitative research to be credible, it must depend on three elements. The first element involves rigorous methods. People ask questions about how credible an analysis was done in qualitative research because the researcher is the instrument and as such brings along subjectivity and predispositions (Maxwell, 2005). To reduce these biases, one must engage in rigorous study by stating his or her background and predispositions, using different data and sources, engaging in alternative themes, employing divergent patterns and systematically reasoning about the findings inductively and logically. The second element is the credibility of the researcher: The goal here is, since the researcher is the instrument in qualitative research, it is very important that information about him or her is known. This may include the researcher’s experience and training, as well as his or her ideology. Other factors may include the source of funding, how the researcher gained entrée and prior knowledge about the research and even the location. In a sense, the researcher reports any personal and
professional experiences that might affect data collection, analysis, and interpretation. Finally, the researcher’s philosophical beliefs in the value of qualitative inquiry, which relates to questions of ontology and epistemology, must bear scrutinize. This question, according to Patton (2002) is referred to as “the paradigm debate” and involves issues of positivism versus constructivism or realism versus interpretivism. It is very important that a researcher states his or her position on the knowledge about reality that underpins the analysis. To decrease the threat to validity, I triangulated by using multiple sources of data, and described my positionality (p. 571)

**Transferability.** Transferability concerns the extent to which the findings of a qualitative research study are transferable to another similar setting (Merriam, 2001). Even though the findings from this research study may not be generalizable, certain themes and research findings can be transferred to certain situations that are similar in setting and sample population. I used rich, thick description, to ensure transferability. The description in this research is enough for a reader to decide what to transfer.

**Dependability.** Dependability involves the consistency of the study (Merriam, 2001). To ensure dependability, I described the process used to collect and analyze the data that led to the findings in this study. I also used a review process that involved my peers and my review committee.

**Confirmability.** Confirmability is done through neutrality. To ensure confirmability, I performed member checks to ensure the accuracy of the contents of my interviews. I have allowed for auditing and interpretation of the data gathered.
**Ethical Considerations**

Conduct of a research study requires a researcher to respect the safety and privacy of the participants. Consequently, the researcher in this study adopted several measures to adhere to the human subject procedures set by the Institutional Review Board (IRB) at Ohio University. Before starting to collect data, the researcher sought and obtained the Ohio University’s IRB approval. Furthermore, the researcher sought and obtained permission from the directors of the Global Leadership Center (GLC) to reach out to alumni, observe GLC classrooms, and obtain documents for triangulating.

Although the researcher did not anticipate any harm from participating in the study, the participants were made aware of the commitment to ensure their safety and privacy. The researcher shared the purpose of the study with the participants and let them know that they could stop participating in the study at any time and for any reason. The researcher informed the participants about how their privacy would be protected and ensured them that no embarrassing questions would be asked of them. However, some participants volunteered to have their names mentioned in the study. Pseudonyms were used for the others. The informed consent forms are scanned and stored along with the digital interviews in password-protected files that only the researcher can access.

**Researcher’s Positionality**

Braude (1964) argued that “a conscious, ethical neutrality must be adopted and embraced so the work remains objective and contributory to the other related research” (cited from Thorne, n.d.) because the personal experiences of the researcher affect the researcher and the subjects (Bogdan & Biklen, 2007). The ideas from the two authors
above indicate that my personal characteristics and identity can impact the outcome of the research and relations with the participants involved in the study. Consequently it is paramount that a researcher give a description and account of his/her identity and position – status (Merriam et al., 2001, McDowell, 1992). England (1994) argued that the process of research is formed both by the researcher and by the participants. In view of the above, through reflexivity, I provide my identity.

I am a black African male from Ghana, West Africa, and had lived most of my life in the central part of Ghana until I came to the USA for graduate school in 2006. I did undergraduate studies at the University of Ghana and worked for a year as a teaching assistant for the Department of Religious Studies. I also worked with the same department as an entry-level senior administrative assistant for three years before finally coming to the USA.

In the USA, I earned two masters’ degrees in African Studies and Public Administration before undertaking a doctoral degree in Educational Administration with a specialization in Comparative and International Educational Leadership. It was during the doctoral program that I took a professional internship with the GLC. My three quarters of experiences at the Center sparked a passion in me to choose the Center as a setting for my research. I was first and foremost intrigued by the way teaching and learning were being conducted which was different from my experiences in Ghana. My curiosity to find more about the Center, the students’ experiences, and how the teaching and learning might be replicated in Ghana and other parts of Africa are the underlining factors in this research.
Summary

This chapter described and discussed the overall methodology that guided this research study, including the research design, the research setting, the population and sample for the study. Further, the chapter presented the instruments and procedures of data collection, the data analysis strategies, measures to ensure goodness and trustworthiness, ethical considerations, and the positionality of the researcher.
Chapter 4: Findings

Introduction

The purpose of this study was to interpret, analyze and understand the meaning of glocal competence using the experiences of alumni of the Global Leadership Center. The methodological approach used in this study was a qualitative case study. I utilized interviews, documents, and observation as techniques to gather data from participants.

This chapter reports the findings from observations in the classroom, document analysis, and interviews conducted with the alumni of the Global Leadership Center. The findings from the classroom center on how classes are organized. This includes involvement of students in the classroom and the dynamics of classroom teaching and active learning as well as the relationships between fellow students and faculty. Similarly, the chapter captures findings gleaned from documents from the Center. Documents included public records, personal documents and physical materials (Merriam, 1998).

The narratives of the alumni from the interviews and the classroom observations, coupled with documents, gave a plethora of perspectives and understanding about the experiences of the GLC alumni and how their experiences translated into their trajectory of preparation as locally and globally competent leaders. These findings were used as a basis of analysis in understanding the theory of glocal competence developed by Jean-François (2015). The seeming demand for cohesion as well as separation between the local and the global is pushing universities to produce knowledge and the skill base for the challenges of local and global communities (Jean-Francois, 2017). Below are the
questions that guided this research. The first is the principal research question followed by two ancillary questions.

**Research Questions**

1. What are the perceived glocal competencies acquired by graduates through the Global Leadership Center?
2. How have their lived experiences affected their perceived glocal competence through the GLC?
3. How do graduates of the GLC interpret the meaning of their lived experiences and perceived glocal competence?

**Overview of Research Design**

This study utilized a qualitative case study strategy that involved in-depth study (Stake 2000), understanding, meaning (Ary et al., 2002; Creswell, 2006; Merriam, 1998) and analysis (Merriam, 1998) into the lived experiences of past students at a center in a Midwestern university in the United States. The Center was selected due to its vision and mission as well as its pedagogy in relation to international and global education.

A case study investigates current happenings in a real-life situation and other variables that emerge with it (Yin, 2009, 2012). According to Bogdan and Biklen (2003), case studies can be represented by a funnel where investigations are done from a broader perspective and narrowed down into more direct or specific orientations. Case studies involve an in-depth investigation with thick description either as a single unit or a group of units (Ary et al., 2002). Case studies can be categorized into three types: intrinsic,
instrumental, and collective (Glesne, 2006; Stake, 2000). This case study approach used interview, observation and documents as methods of data collection.

**Profile of Participants**

My first point of contact with the GLC alumni for the interview was the leadership of the GLC, then the Alumni Facebook page. The GLC has created an alumni Facebook page that connects all past students of the Center. The Facebook page serves as a link and a channel of communication among the alumni. However, depending on what current students might choose as a communication tool within their group, a new Facebook page can be developed as a communication interface between groups to work on a project. In 2012, a new Facebook page was opened between the 2012 GLC first year students and students from three universities in Ghana. Facebook was used because all the Ghanaian students had the Facebook app on their cell phones, which made communication easy and fast. The project was undertaken under the auspices and in collaboration with the Center for Cultural Studies, an NGO in Ghana. The Facebook page served as an interface of communication between the students and the NGO. This project was in relation to the Allanblackia Tree Project which purports to alleviate poverty in Ghana, especially among Ghanaian cocoa farmers. The project intended to introduce cultivation of the Allanblackia tree to cocoa farmers to supplement their sources of income.

Each year, as they graduate, new alumni are added to the alumni Facebook page. At the time of this research there were 274 alumni, with one administrator in charge of the Facebook page. The Facebook page serves as an information and communication
center announcing job vacancies, arranging meetings, connecting and networking and other necessary issues concerning the group. I used the Facebook page to inform the alumni about my research and to solicit their assistance in granting interviews. My email and phone number were attached to the research information, so alumni could call me, email me, send Facebook messages or leave comments on the page for further explanation and clarification of the research and interviews. This ensured that no one was being coerced to grant an interview. Many people expressed interest and willingness to grant me interviews. However, when the time came to contact them for interviews, most of them started dragging their feet. Some did not reply to me and my attempts to contact them proved futile although they had expressed interest being interviewed and left their contact information. However, I used the snowball method and some respondents told their friends about the research. Through this process, some alumni agreed through their friends to grant me interviews but were unwilling to do so when I tried to contact them. This might indicate some sort of bonding and respect between them as alumni but may have other underlying factors.

In a nutshell, I was able to interview 10 past students of the Center as illustrated in Table 6 below. These 10 alumni represent 66.7% of the total number to be interviewed. Interestingly, without any manipulation, five of the 10 people interviewed were females and the remaining five were males which makes it 50% on the gender continuum. The gender perspective may also give us another dimension of looking at glocal competence. The ten respondents range in ages from 23 to 36 years and above, with an average age of 30. The youngest participant is 23 and oldest is 36. Among the interviewees, the earliest
attendee in the program was in 2001 and the latest was 2014, an interval of 13 years. The differences in the years of attendance raises the question of whether some changes have occurred since the inception of the program and how the changes, if any, have affected students’ perspectives on glocal competence.

Table 4

Academic Qualifications, gender, age and names of respondents

<table>
<thead>
<tr>
<th>No.</th>
<th>Gender</th>
<th>Education</th>
<th>Age</th>
<th>Pseudo Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>BA</td>
<td>24-29</td>
<td>Ben</td>
</tr>
<tr>
<td>2</td>
<td>Male</td>
<td>MA</td>
<td>24-29</td>
<td>Bratt</td>
</tr>
<tr>
<td>3</td>
<td>Male</td>
<td>MA</td>
<td>18-23</td>
<td>Sam</td>
</tr>
<tr>
<td>4</td>
<td>Male</td>
<td>MA</td>
<td>24-29</td>
<td>Ethan</td>
</tr>
<tr>
<td>5</td>
<td>Female</td>
<td>BA</td>
<td>18-23</td>
<td>Amy</td>
</tr>
<tr>
<td>6</td>
<td>Female</td>
<td>MA</td>
<td>36</td>
<td>Jennifer</td>
</tr>
<tr>
<td>7</td>
<td>Female</td>
<td>BA</td>
<td>30-35</td>
<td>Kendra</td>
</tr>
<tr>
<td>8</td>
<td>Female</td>
<td>MA</td>
<td>30-35</td>
<td>Emily</td>
</tr>
<tr>
<td>9</td>
<td>Female</td>
<td>MA</td>
<td>36</td>
<td>Zoey</td>
</tr>
<tr>
<td>10</td>
<td>Male</td>
<td>MA</td>
<td>30-35</td>
<td>Nathan</td>
</tr>
</tbody>
</table>

The participants involved in the study were diverse, especially in terms of their years of attendance in the program, the country they traveled to, and their second language, as illustrated in Table 5.
Table 5

<table>
<thead>
<tr>
<th>No.</th>
<th>Ethnicity</th>
<th>Year of Attendance</th>
<th>Country Travelled to</th>
<th>Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>White</td>
<td>2013/14</td>
<td>Czech Republic</td>
<td>French, Russian</td>
</tr>
<tr>
<td>2.</td>
<td>White</td>
<td>2011/2012</td>
<td>Cambodia</td>
<td>Spanish</td>
</tr>
<tr>
<td>3.</td>
<td>White</td>
<td>2013/2014</td>
<td>Cambodia</td>
<td>French</td>
</tr>
<tr>
<td>4.</td>
<td>White</td>
<td>2012/2013</td>
<td>Cambodia</td>
<td>Spanish</td>
</tr>
<tr>
<td>5.</td>
<td>White</td>
<td>2014/2015</td>
<td>Cambodia</td>
<td>Spanish</td>
</tr>
<tr>
<td>8.</td>
<td>White</td>
<td>2001/2002</td>
<td>Spanish and German</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Findings

Findings from this chapter are based on observations, document analysis, and the discussions and analysis of the experiences of 10 alumni of the GLC. As previously indicated, interviews were used to gather the data. The interviews accounted for the four components of the program. The first component is about their curriculum and classroom experience. The second is learning a second language or sign language, which is the communication track. The third component of the program is international experience in which students collaborate with other students abroad to work on real world issues with an organization or corporation, either locally or internationally. The fourth and final
component is global experience/internship, when students travel outside the U.S. for two
weeks or more and collaborate with students from a university in another country.
Together they work with real world clients on problematic issues confronting an
organization. With the four components of the program as a basis, alumni were asked
what attitudes, knowledge, skills and understandings they have gained or improved upon
while pursuing the two-year program.

**Research Question 1: What are the Perceived Glocal Competencies Acquired by
Graduates at the GLC?**

The first research question asked respondents about the glocal competencies they
acquired during the program. The answers from the respondents included intercultural
experiences, communication skills, cross cultural awareness, writing skills, self-
confidence, presentation skills, openness, and patience. Respondents also talked about
sympathy and empathy and an awareness of themselves through the program. The
findings are categorized into themes related to the glocal competency framework, namely
attitudes (being), knowledge (knowing), skills (doing), and understanding
(comprehension).

**Attitude of Confidence in Intercultural Communications**

Participants revealed that going through the program has enabled them to navigate
through various situations that contributed to transforming their lives.

Ben, a graduate of the 2013/14 cohort, currently a graduate at the university
where the Center is located and serving as a teaching assistant at the GLC, explained that,
A lot of it had to do with confidence just to communicate in a different country and a different language in a different part of the world. And a lot of it was also, just kind of a greater appreciation for not only understanding another language, because, even that’s something really impressive with people and languages, you feel like that’s an extra skill that you can be proud of but also at the same time you can gain a much better perspective on the cultures that use that language, and the way that words are structured it’s very telling of the meaning behind them, but also how those words are used, let alone the language is different across different countries as the same for English.

The above assertion demonstrates how having a second language can contribute to developing confidence in intercultural communications and relationships. Through learning a second language, the participant bridged the cultural and language gap between him and the country he visited. Further, the participant described the different experiences working with people from other cultures with regards to technology and dealing with local, and international regulations.

Similarly, Amy felt that by learning a second language she was able to choose a country to do her internship. She chose Ecuador because they speak Spanish. Her choice of country enabled her to put her second language into practice and experience firsthand some of the things she learnt about Spanish people prior to going to Ecuador which was her country of choice. This participant stated that they were given the option of selecting one out of three countries and she chose Ecuador. Amy said, “And one of them was Ecuador and I choose Ecuador specifically because I had that Spanish knowledge or
background and I had nice opportunities to learn of the things that I learned at college and I was able to use it”. In a departure from these perspectives, one participant underscored her view that although learning a second language was good and interesting, its use had become problematic because she is not using the language anymore. This point was buttressed by a majority of the participants. Likewise, Jennifer echoes Amy on the second language acquisition.

Jonathan, a past student of the Center doing his master’s degree at the time of the interview and serving as a graduate assistant to the Center, describes his experience during a trip to Cambodia in May 2015 (GLC, 2017) with the GLC team. They were tasked with finding solutions to the low patronage by Cambodians to the Cambodia Living Arts (CLA) organization located in Phnom Pehn. He noted,

A lot of people ask me: ‘Was it worth it?’ ‘Would you do it again?’ ‘What did you learn?’” Jonathan said. “I think the biggest thing that I learned was a knowledge about myself, about how I react, adapt, and am capable of functioning in different cultures and countries.” “The trip gave Baldwin an overall confidence in himself that he did not have before (GLC, 2017).

Jonathan suggested that travelling abroad, or Study Abroad was very consequential to the change in his perspectives and perceptions about life in general. He further stated that traveling overseas brought him self-discovery and shaped his way of life and future career. Through intercultural communication not only has Jonathan developed a sense of confidence for himself but an introspection of himself and appreciation of other cultures.
Attitude of Openness and Empathy

Some participants narrated openness and empathy as an attitude they developed through their experiences in the classroom working with different teams per project, and more importantly working with international students outside of the USA. Another participant with a master’s degree in Business Administration, who worked with Nationwide Insurance, made this assertion about attitudes. She stated:

I think listening skills, to whoever you're working with. Listening at GLC, every project has a group. I think intercultural communication of course, and adaptability. I think adaptability is the number one thing I learned from the GLC. Adapting to who you are working with, adapting to the project you are working on. All the time you have to be adaptable. I think probably like, what's the word' like a self-driven, like you have to be independent, when you can take initiative without having someone to tell you to do that. Self-initiative is a good quality and skill that you need to be that kind of leader (Emily).

Emily felt that being open is equivalent to being adaptable to different cultures and a different behavioral pattern of other people. She mentioned listening and communication as ways of showing one’s attitude of openness and being empathetic to other people. Similarly, Jennifer is of the view that through second language acquisition she was able to learn from other cultures, making her aware of others’ perspective and to be more open to them. She stated “things like being more aware, being more open- minded towards other people’s perspective primarily coming from other cultures but I was more patient and understanding for people of other cultures, Jennifer noted.
Some participants explained that even though they are no longer using the second language they acquired, nonetheless it has become a medium of communication when they meet people for the first time who can speak that language. It creates a rapport between them. However, graduates from the GLC program are not necessarily using the language they learned for any official purpose. In other words, the second language acquisition is not being employed in any official capacity. The job placement they are involved with does not used the services of the second language.

**Patience and Openness to Other Cultures**

Sam, a respondent currently in Germany pursuing a master’s degree, contended that:

To be honest, I think that I learned most from working with classmates from very different backgrounds and majors. My experiences with collaborating with students from Ecuador and the ministry or Jamaica taught me to be patient and understanding of cultural differences while still trying to align towards a common goal or interest. For example, it seemed that we were very eager to work on the projects while our counterparts from Jamaica and Ecuador did not care too much to utilize our eagerness. However, this is too little experience to have my personal attitudes change.

Sam brought another perspective and an interesting twist to the international experience of intercultural interactions. He is of the view that he has learnt to be patient and understanding of other cultures. However, the two-week period in Ecuador was too short for him to ascertain a change in attitude. He felt that his attitudinal change was a process
within the whole program. He submitted that he learnt more with his classmates and the various project engagements. From Sam’s perspective, the change in attitude occurred not within the two-week period of international travel but within the process of the two-year program undertaken within the Center. Jennifer also stated that “my attitude has changed once I interacted with people from other cultures... so like for example when we get exchange students from Mexico, the first exchange student that I met with, they were feeling welcomed” (Jennifer). Again, Jennifer noted that through the program she was able to develop an attitude that helped her be open to people of different cultures. She demonstrated this by making exchange students from Mexico feel welcomed when they came to the USA. From her perspective, not only did she learn to be open but also became accommodating to otherness of people from different cultures. The difference between Jennifer’s experience and that of others is that her narrative is limited by the fact that the people came to the United States of America. Obviously, the experience of Jennifer would be different from, those who travelled to Mexico.

**Knowledge of Interconnected Global and Local Issues**

Most of the participants interviewed felt they have acquired both empirical and theoretical knowledge of global, national or local issues of significant proportion. When asked about the knowledge they acquired at GLC, Ben had this to say,

A lot of it goes back to some of the basic building blocks of presentation skills, writing, comprehension, research understanding, all those you get that it’s the foundation of a problem solving. When looking at global issues they require some basic skills that not everyone walks away with and think, that they are on demand
in a lot of global issues markets, these, folk, people want you to be able to use Microsoft Office, want you to be able to conduct research.

From this participant’s point of view through the various skills he acquired, he has gained knowledge and understanding that are applicable in any part of the world. Ben felt that the knowledge he has acquired through the Center can place him in any part of the world and he would be able to deliver as a glocal leader. Another participant explained how he experienced knowledge acquisition through the program:

I think as for knowledge, there is a lot of knowledge I gained that I will never use again. For example, I learned about the healthcare system in Chile and all these details. I learned about like depleted uranium, all these things, like the knowledge I learned wasn't the most important. That's not what it was about, obviously, it was important at the time, but I think it's the process. The understanding of how to work with people. The process of understanding how people from other countries work. The process of learning about yourself. Getting through challenges and you know, having to be proud of. It's more about the interdisciplinary nature of everything.

The above participant made an interesting remark with regards to knowledge acquisition with the practical experience. He noted that the main issue is not the knowledge he acquired. He felt that he has gained some knowledge that is not useful for his present circumstances. But quintessential to the program is that it is more of a process. A process of problem-solving skills, intercultural communication and competence as well as the introspective nature of the program and its ability to harness otherwise hidden skills in an
individual and channel them into global significance. The idea of program as a process amply resonates in consonance with the theory of glocal competence (Jean-Francois, 2015) which Jean-Francois (2015) argues from its four components. They are a process of progressive attainment. This assertion from the above student indicates an agreement between the literature and students’ experiences.

**Interdisciplinary Knowledge of the World**

Amy asserted that the knowledge she has acquired through the classroom experience and engagement with the community has helped her develop an interdisciplinary disposition about the world. She further underscored the fact that, some knowledge she acquired was not applicable at the time, but now has helped her tremendously to do things differently and change her perspective and view of things.

Another alumnus made this statement regarding how his experiences at the GLC has helped him acquire more knowledge. He said:

Well, a lot. Before GLC, I had never been abroad, and so that was a huge awakening being able to study a semester on a specific region and go there and experience it was incredible. Specific knowledge, I think it just kind of goes back to what I said earlier. Knowing the flaws that can happen with international development and other organizations that are similar to GLC and kind of being more, engaged but also, I mean I learned so much from.

The classroom experience of the GLC students is unique from other classes I have attended both as an observer and as a student myself. The class usually starts with students and teaching staff announcing programs, activities and other extracurricular
activities that students are involved in. Through observation I can link the narratives of my respondents with real happenings, thereby am given a deep description of the phenomenon.

**Knowing How to Work with Global and Local Teams**

The classroom experience also involves activities such as class interaction, class discussion, group work, presentation and research. First and foremost, the sitting arrangement in the classroom is by groups or teammates. Occasionally, someone will sit with his or her friends but during the class they will go back to their group perhaps because they need to work on something together. The sitting arrangement in the classroom is an enabling environment creating good rapport between groups and teammates. Students are assigned a project at the beginning of the semester with little supervision from faculty. Each team or group has a different project to tackle, and about 100% of the projects are with real world clients that want real solutions. These activities foster social interactions and a community-based education between the students and their community which can be transferred into working with global and local teams.

**Research Skills to Investigate Interrelated Global and Local Issues**

Doing research and classroom presentations is another hallmark of the Global Leadership Center. The first part of a project consists of doing research to learn more about the project. Depending on the project and location of the organization or company, the team will divide themselves to tackle different aspects of the problem. For instance, for a project outside of the U.S. students will begin with a country profile with each student tackling a different issue related to the country like politics or governance,
economics and other related issues in the country. This will be followed by research about the project, looking at its various aspects and culminating sometimes even with a student visiting the host country to finalize the project outcome and make a final presentation and submission to the company. All this is done in tandem with students from the project’s host country.

As the research is going on, the participants told me and I saw through observation that they have done class presentations at different stages of the project or weeks after the initial commencement of the project. The presentations are done in the class to get feedback from fellow students and faculty.

The classrooms seating engenders an enabling atmosphere for classroom interactions, discussions and presentations. More importantly, the seating, coupled with activities, helps students develop teamwork experience, presentation skills and communication expertise. The classroom experience helps develop the right attitude to relate with diverse groups of people. Each class team consists of people from diverse cultures and backgrounds, thereby fostering diversity and inclusion.

Documents have been an important aspect of this research process. Both past and present documents were collected and used to explore alumni experiences. There were also some primary and secondary document that were shared with me, which provided information about the program and its genesis, students’ experience and some of the successes that the program has chalked over the years, showing its weaknesses and strengths. The mission and vision statement of the GLC was found in such a document.
The documents also provided me with information that I could not have gotten from individuals, especially with regards to detail information.

The participants affirmed that they have gained considerable knowledge through the program. They pointed out that they have gained knowledge about how and where to locate information for any project they are assigned to. They have also learned how to define a project and work on it. Through the course of the program they have gained self-awareness and the international experience of working with different groups of people and working with students from universities outside the USA, as well as organizations and institutions from across the globe. They also narrated an appreciation for cultural diversity both in and out the classroom. One participant stated that the GLC experience was a total transformation for her, and that she gained more practical hands-on-experience at the GLC through the various activities in which she participated. Other attitudes respondents mentioned were leadership skills and intercultural and international experience. Kendra asserted “To be honest, I think that I learned most from working with classmates from different backgrounds and majors.” But she also admits that her “experience with collaborating with students from Ecuador and the ministry in Jamaica taught me to be patient and understanding of differences while still trying to align towards a common goal or interest”.

**Intercultural Communication and Problem-Solving Skills**

Participants in the study said that they acquired a variety of skills through the GLC program. Some of the skills that they listed included communication skills, writing skills, self-confidence, problem-solving skills and how to deal with companies and
organizations outside of your own country. The participants shared how they have
developed technological skills though the varied software and database at GLC and the
virtual communication with other international students. Bratt, who is currently a
graduate student at one of the universities in the USA, shared

I think a lot of it goes back to some of the basic building blocks --presentation
skills, writing skills, comprehension, and research. I think understanding all these
you get the basic foundation of any good problem solving many global issues that
they require some basic skills that not everyone walks away, and I think they are
in high demand in the global market. When you look at job postings… to be able
to use Microsoft Office. They want you to understand how to conduct research,
they want you to understand how to be given instructions, not be told every step
away what to do and you have to produce something and that's what they asked
you to, that's what they hired you for. They are asking you for solutions. They are
not telling you. And I think that's one of the hardest things. People want to ask
questions in first place, that's not necessarily how it works. You can gain a lot of
insight, but you can't expect them to tell you what to do because you tell them.
And I think, also, it's the understanding how to define leadership and that those
definitions vary greatly, and they come with different personas sometimes. So,
you have to understand how someone is going to define themselves as a leader …
and also if there's a certain persona that comes with that, how do you navigate
that. Sometimes it works to your benefit, sometimes it doesn't. It depends on the
person. The other thing is really how you communicate, not only being able to
communicate across the language. How do make sure everyone is on the same page? Because basically everyone speaks the same language but that does not mean everyone understands or is on the same page and that translates differently to working with international team mates. Some things do just translate differently, some things conceptually are just different. That's one of the biggest I can think of.

**International Negotiation Skills**

The participants collated various skills acquired through the GLC. They included, but were not limited to, oral and written communication skills, personal flexibility, time management, as well as international negotiation skills. Some participants also mentioned skills in dealing in international business, the ability to work with people from diverse backgrounds and experiences, having a sense of accommodation, and being able to deal with ambiguity.

**Understanding of the Connection Between the Global and the Local Economy**

The participants said that the GLC broadens their understanding of things and the demand for the global market-driven economy. In relation to understanding, Ethan stated that “an increased understanding has built an increased patience and humanization of people who usually seem distant and different”. He opined that understanding can develop intercultural relations and togetherness. Consequently, the gap of communication is a bridge to understanding one another’s culture. Ben made this assertion:

Yea, and I think a lot of it is, a little bit of preparedness. Understanding that things are going to be different, doing a little bit of homework on where you're
going to be and understanding that, and again a lot of it is just relativity and understanding that things will be different. You're going to be somewhere, and it is what it is and there's nothing wrong with that. I think a lot of people had to travel abroad and then they expect to be with their… and it's not. It upsets them, but they can't be upset by that. As long as you're in a safe environment, you are in a different place and you have to be able to adapt to that. A lot of it is adaptability. You have to understand and work with the environment that you’ve got and that's how problems get solved.

**Understanding of Linkage between Global and Local Issues**

Similarly, alumni were asked if they have gained some level of understanding by going through the curriculum in the GLC. The participants admitted having gained an understanding of global communication issues, understanding of global commercial issues, and global political issues. They also said they have developed a better understanding of global religious and cultural issues. Likewise, the participants informed me that they understand how to make decisions on local issues reflecting global issues. According to the participants, through the GLC they have gained an understanding of how to contextualize and analyze issues from a global perspective and they have gained an understanding of international communication skills, to use in a global and local contexts.
Research Question 2: How have their lived their experiences affected their perceived
glocal competence through the GLC?

The second research question was related to how the lived experiences of the participants at the GLC have influenced their glocal competence?

Appreciation of the Significance of Multiple Perspectives

Most of the participants indicated that the experiences they acquired during their two years at GLC have helped them in their current endeavors. They believe that such experiences helped them put their global challenges into local perspectives, and the local challenges into global perspectives. These experiences included teamwork, public speaking, research skills, and a sense of empowerment, leadership skills, work ethic, and risk taking. Other experiences included time management, presentation skills, listening to others, learning to embrace ambiguity and being empathetic and sympathetic.

One alumni named Nathan made this statement:

As I work with different people especially from other countries, you realize that people understand things differently and approach things in a different way, you have to learn how to deal with them. You have to develop a lot of sympathy and compassion for them. This I believe is a quality of a leader.

Developing a Sense of Confidence

The interviewees argued that the experiences mentioned above gave them a sense of confidence in where they are now. An alumnus aged between 24 and 29, who is currently doing his graduate work at Ohio University made this statement:
I think listening skills, to whoever you're working with. Listening in GLC, every project a group. I think Intercultural communication of course, and adaptability. I think adaptability is the number one thing I learned from the GLC. Adapting to who you are working with, adapting to the project you are working on. All the time you have to be adaptable. I think probably like, what's the word' like self-driven, like you have to be independent, when you can take the initiative without having someone to tell you to do that. Self-initiative is a good quality and skill that you need to be that kind of leader.

**Developing a Sense of Openness to Otherness**

But with regards to the second language, my respondents admitted to me that they are not using it in any official capacity. However, it helps them to relate to people who speak that language when they meet them. My respondents explained that what they acquired from GLC has helped them tremendously and they are able to translate their experiences from the GLC into their daily lives. Zoey said:

The Global Leadership Center program changed my entire life and my career. When I look back I don’t necessarily think of my main major which was Communication Studies. I think of the Global Leadership Center specifically because it gives me a lot of hands-on experience but most of my Coms (Communication) subject I studied theories and practice for exams”. This is a clear indication that students acquired a practical experience that is applicable and demonstrable. Other respondents also asserted that through the course of the program, they have engaged with people from different cultural backgrounds and
by interacting with diverse people, they have embraced the attitude and characteristics of the otherness.

**Nurturing Professionalism and Communication Skills**

When it came to curriculum, respondents were asked what new attitudes, knowledge, skills and understanding they have acquired or improved upon what they already had by pursuing the GLC program. The first question was related to attitudinal change or development. The respondents confirmed that they have gained new attitudes and improved upon their existing ones. Some of the attitudes gained include self-confidence in what they do, a sense of professionalism and communication skills. Other respondents also talked about writing and creative skills and certain abilities that they never knew were dormant in them which have been developed with the help of the program. Some of these attitudes include respect and tolerance for other peoples’ cultures. Furthermore, some respondents mentioned that through the GLC program, they have gained interest in global issues and learned where to search for information and how to contextualize them with global perspectives or apply them to real world situations. Others talked about their ability to use the computer and IT effectively.

**Navigating Through Learning a New Language**

The participants mentioned that having knowledge of a second language helped them relate to people who are fluent in that language and can thereby improve upon what they already know. One respondent, Nathan, explained how when he was traveling to Ecuador he happened to sit next to a Spanish-speaking woman and throughout the journey he was communicating in Spanish with her. Sometimes the woman taught him
some new aspect of the language and by the time they reached their destination he had learned a lot more than he knew, which built up on his confidence level in the language.

Most of the students learned Spanish, followed by French and German. One of the alumni whom I interviewed learned Wolof, a language spoken by people from Senegal, Gambia and Mauritania and the mother tongue of the Wolof people. Two people shared that learning a second language was not a requirement for them at the time they were pursuing the program. But before joining GLC they already knew Spanish and German. As to the countries visited by students for their international experience, of them had visited at least two countries, which included Cambodia, Germany, Thailand, Vietnam, or Russia. Out of the 10 students I interviewed, eight are working and the other two are in school pursuing master’s programs. These latter two students are also serving as teaching assistants to the GLC. One unique thing about GLC is that, every year two of their past students are recruited as teaching assistants to the current students. The logic behind is that past students who have already gone through the program are in a much better position to help current students navigate through the program. Furthermore, the past students understand more of the nuances of the program.

However, respondents were also asked how learning a second language has improved upon or helped them gain new attitudes, knowledge, skills and understanding in glocal competence. Although the participants are not using the languages learned officially, they sometimes use it in conversation and relating to new people. It helps them in casual conversation. My respondents also identified that having a second language helps them establish rapport when they meet people who speak the language they learned.
The second language also brought an understanding of other people’s culture and way of doing things. The GLC helped the participants increase their understanding of diversity through the acquisition of a second language.

**Developing Positive Attitudes towards Other Cultures**

I asked respondents about attitudinal changes in relation to foreign or second language acquisition. All agreed that they have had some changes in their attitudes, although most of the alumni are no longer utilizing the second language they acquired. The exception was one who said she uses them indirectly. She explained that the nature of her work brings her across different kinds of people who speak different languages and she can relate to them on some level. Some of the attitudes alumni acquired include confidence to speak to people with other languages, appreciation and understanding for one’s culture and a sense of being part of them and even understanding some jargon. Kendra said, “You also become more open-minded about other people’s culture just by learning their language”. Another participant, Nathan, shared that “at the same time you gain a much better perspective on the cultures that use that language and the way the words are structured is telling of the meaning behind them”. Further, Ben stated that he “learned to embrace ambiguity and appreciate cultural and social differences.” He continued to say, “I learned that people from around the world value many of the same things, but exhibit behavior differently.” However, one participant, Emily, argued that his attitudinal change occurred while he was working with the GLC team rather than collaborating with international students or working with a foreign company. Another interviewee, Bratt, argued that his changes in attitude really did not start with GLC
because he had moved a lot when he was a child and thereby he was able to interact with different cultures. However, he reiterated the fact that through language acquisition he has learned the importance of cultural understanding.

**Collaborating on Global-Local Teams**

Alumni were asked if they had gained some knowledge by learning a second language. Majority of them held the view that the knowledge gained by learning a second language is having an understanding about other cultures and how they relate to things as well as communication and thought processes. When I asked respondents questions regarding attitude change in curriculum and classroom experience, the response from most of them was that the curriculum gave them an understanding of what they were supposed to do; they had the theoretical foundations. They utilized the project-based learning approach that enabled them to work on local issues with global implications. The ultimate project outcomes are always unknown to students and teachers. Students are grouped into teams of four to six members with interdisciplinary backgrounds to conduct research on an issue and develop a project. The charge is to design and create a project addressing a pertinent issue (political/social/health/environmental) in a developing country: Here is an example of the international experience. The assignment includes:

- Country/issue report, including sources
- News summaries on their topic
- Issue justification
- Logistics report
- Mid-project class presentation and report

This project is mostly done in collaboration with students from a university in the developing country. A major part of the project is done by students of the GLC program, but they solicit input and opinions from the foreign students and make sure whatever they present through research is factual. Consequently, their counterpart students from the university in the developing nation also become experts on the project.

**Developing New Perspectives on Ramifications Between Local and Global Issues**

The fourth question was related to knowledge. It is asked about what knowledge did the alumni acquire and how has this knowledge influenced their current experiences? In answer to this question, all alumni agreed that they have acquired more knowledge since their admission into the program which has influenced their perspective on local and global issues. They also argued that their experiences at the GLC have influenced their decision-making process and understanding that every decision has both local and global ramifications, which must be taken into consideration. Some of the alumni stated that by traveling to other countries, they have acquired the knowledge of preparing to travel outside the US. In relation to language acquisition, some alumni stated that they gained the knowledge of another language and how to speak it. Zoey, explained, “I often find the acquisition of both minimal German and intermediate Spanish as being helpful in my daily life as well as during school”. However, Emily argued, “There is little connection between knowing a language and using it in GLC. I acquired Spanish
knowledge and ability to speak it somewhat conversationally in my encounters with Hispanic culture and people”.

**Research Question 3: How do Graduates of the GLC Interpret the Meaning of Their Lived Experiences and Perceived Glocal Competence?**

Research question three elicit from respondents the interpretation of their lived experiences in the light of glocal competence. It is about the understanding of respondents and their experiences. The respondents understanding and interpretation of their experiences is an indication of the skills they have acquired through their trajectory as past student of the center.

**Reflections on the Meaning of Intercultural Interactions**

This research question asked how the participants interpreted their experiences and knowledge about glocal competence. They said that they have reflected a lot on the meaning of the intercultural interactions that they experienced during their time at the GLC. Most agreed that the knowledge they gained through interactions with different people from different cultures both in and outside the classroom helped them interpret human relations in general.

Zoey admitted that through the GLC, he had many interactions with different people and he is still in touch with some of them. This has improved his knowledge about understanding and working with different people. Another respondent, Bratt, enumerated some of the competencies he has developed through intercultural interactions and they include teamwork skills, language, and ability to overcome cultural barriers, work ethics and cross-cultural sensitivity. Another alumnus, Kendra, stated, “I cannot think of any
particular or implicit knowledge, but I feel like my tacit understanding of other cultures and work attitudes just gradually increased”.

**Significance of Understanding Other People and Cultures for Local and Global Activities.**

The respondents believe that the acquisition of a second language has helped develop the ability to interpret other people’s culture and understand some aspect of it. A respondent stated that travelling has helped to interpret things about the country, preparation through travelling and communications. Amy asserted with regards to how she interprets her experience:

I think working with students from Germany and from Cambodia, working with organizations at Ecuador is just obvious there are going to be language and cultural barriers and just that you can work through them and I mean at first when we got to Cambodia I was kind of nervous about potential language barrier or maybe having different work ethics, yea I mean each country definitely has, I mean everyone has their own work ethics. Knowing that you are able to work in a capacity that will. know that you can work cross culturally but how do you do that in a way that is going to be effective and produce some sort of results that was basically the basis of our projects and we always kind of went in determined to realize that yes, we come from different backgrounds that we might not see eye to eye on but we were able to do the research, collaborate and produce something that we feel is feasible at the end. International collaboration which is one of the biggest things that I could get out of it.
Significance of Understanding Glocal Leadership Teams

Ethan stated that through the GLC he has gained understanding and interprets glocal leadership teams, based on his abilities to think critically and creatively, communicate clearly and logically, being flexible and non-dogmatic, embrace ambiguity and complexity, understand the world’s challenging commercial, political, religious and cultural issues, being open to new information and perspectives, and being kind and friendly.
Table 6

Research Finding Matrix

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<tr>
<th>Research Question</th>
<th>Glocal Theory</th>
<th>Findings</th>
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| **Q1:** What are the perceived glocal competencies acquired by graduates through the Global Leadership Center? | Attitude | 1. Patience and Openness to other culture.  
2. Attitude of Openness and Empathy |
| | Knowledge: | 1. Knowledge of interconnected global and local issues  
2. Interdisciplinary Knowledge of the world |
| | Understanding | 1. Understanding of the connections between global and local economy  
2. Understanding of the linkages between global and local issues |
| | Skills | 1. Research skills to investigate interrelated global and local issues  
2. Intercultural Communication and problem-solving skills |
| **Q2:** How have they lived their experiences and perceived glocal competence through the GLC? | Attitude | 1. Developing a sense of confidence  
2. Developing a positive attitude towards other cultures |
| | Knowledge | 1. Navigating through learning a new language  
2. Developing new ramifications between local and global issues |
| | Understanding | 1. Appreciation of the significance of multiple perspectives  
2. Collaborating in global-local teams |
| | Skills | 1. Nurturing professionalism and communication skills  
2. Developing a sense of openness to others |
| **Q3:** How do graduates of the GLC interpret the meaning of their lived experiences and perceived glocal competence? | | 1. Self-awareness and empowerment  
2. Reflection on the meaning of Intercultural interactions  
3. Significance of understanding glocal leadership teams |
Chapter Summary

This chapter presented the findings of the studies based on the research questions, namely, “What are the perceived glocal competencies acquired by graduates through the Global Leadership Center?” “How have they lived their experiences and perceived glocal competence through the GLC?”, “How do graduates of the GLC interpret the meaning of their lived experiences and perceived glocal competence?”. The findings revealed that graduates of the Global Leadership Center (GLC) perceived that they have developed glocal competencies (attitudes, knowledge, skills, and understanding) that will enable them to be effective both in global and in local contexts. Through the four main components of the GLC, graduates gained global and local working experiences that have developed in them the ability to make decisions that are of global, national and local significance. The narratives from the experiences of the alumni indicated their social constructions of a glocal identity. This identity as global citizens were constructed through their classroom experiences and intercultural interactions both in and out of the classroom. Out-of-classroom experiences included but were not limited to interaction with foreign students online and travel abroad programs for two weeks. It was further revealed the real-world project conducted with real world organizations and corporations including governmental and private sectors as well as local and international ones.
Chapter 5: Summary, Discussions, Recommendations and Conclusions

Introduction

The purpose of this study was to interpret, analyze and understand the meaning of glocal competence using the experiences of alumni of the Global Leadership Center. The methodological approach used in this study was a qualitative case study approach. I utilized interviews and observation to gather data from participants. The participants’ various experiences were categorized into themes and analyzed. This chapter is organized as follows: summary of study which includes an overview of the problem, purpose statement and research questions, review of methodology, major findings, discussions, and conclusion.

Overview of the problem

With globalization and its implications for higher education and college graduates, global higher education aims to prepare graduates as global citizens and leaders through global citizenship education. Global citizens who are in tune with global happenings and can take on leadership positions in any part of the world for the common good. Likewise, the Global Leadership Center aims to train students to be aware of global and local issues and to become leaders who are globally and locally minded and engaged. The Center uses a problem-based learning approach and teamwork to engage students with real world organizations and institutions to instruct and prepare them as global citizens who are glocal leaders and globally employed.

However, since the inception of the GLC, the experience of graduates from the Center has scarcely been documented to reflect the Center’s vision. Further, although an
evaluation and assessment of the Center has been done, the evaluation focused only on the Center from historical perspective and what the center has been involved with. This research, on the other hand, focuses on the experience of graduates.

The literature on international or global education suggests that higher education institutions are gradually gravitating toward either inculcating internationalization into the curriculum or taking some form of global and international initiatives. The question that arises is how students are being prepared for the global market. It is in this vein that the Global Leadership Center aims to prepare students with a global and local competitive edge as global citizens who can take any position in the global market. The GLC, therefore, purports to equip its graduates with the requisite theoretical and technical tools for the world.

**Purpose Statement**

The purpose of this study was to interpret and analyze the meaning (Creswell, 2000, Merriam1998) of glocal competence (Jean-Francois, 2015) through the lived experiences of past students who have attended and completed the requirement for the certificate program at the Global Leadership Center. The theory of glocal competence advocates for an awareness and knowledge of glocal issues and the ability to adapt a global framework into local context.

The Global Leadership Center mission statement is “strive to develop internationally- minded, locally engaged leaders in all works of life”. The Center uses a project based-learning approach to it teaching and learning. Through project-based learning students are grouped into teams throughout the course of the study. Each team
comprises four to six students. Each team liaises with other students from a university outside of the United States to work on a specific project. Below are some specific and detailed purposes for this study.

**Research Questions**

The following research questions have informed the inquiry process. These research questions are:

1. What are the perceived glocal competencies acquired by graduates through the Global Leadership Center?
2. How have they lived their experiences and perceived glocal competence through the GLC?
3. How do graduates of the GLC interpret the meaning of their lived experiences and perceived glocal competence?

**Review of the Methodology**

This research is a qualitative case study that involved rich and thick description of the phenomenon. A case study is an analysis of a unit of study that involves a person, a village or a program which is bounded together (Merriamn, 1998). Case study involves an investigation and description into current happenings.

The process I used for data collection was interview, documents, and observation. Interview is about conversations with the purpose of getting information. Observation, on the other hand, is a tool in qualitative research by which the researcher relates the actions of the participants to their words through settings, sights and sounds. The goal of observation is a complete and thick description of the phenomenon. Glesne (2011)
asserted that observation should be done at the beginning stage of the research and should continue throughout the research process.

This qualitative case study utilized semi-structured interviews and open-ended questions. Information about participants was gathered from the alumni Facebook page through purposive sampling and snowballing. The interviews were conducted through face-to-face and telephone conversations. The participants were alumni of the GLC and the setting was a university in the Midwest.

**Summary of Major Findings**

This research utilized interviews, documents, and observations to capture the experiences of alumni of the Global Leadership Center and how they are using their experiences now. The overarching research question was the experiences of the alumni both in and out of the classroom and how they have applied these experiences in their current endeavors.

The summation of the experiences of alumni can be categorized into internal and external output. The internal output consists of the requisite attitudes, knowledge, skills and understanding that an individual must acquire to be globally and locally competent. The external outputs are the application of the acquisition of the internal output (attitudes, knowledge, skills and understanding) which is demonstrable by the “capacity and the disposition to understand and act on issues of global significance” (Mansilla & Jackson, 2011, p. xiii). I took the glocal competency framework as the basis of analysis to identify the perceived glocal competence of the participants. The glocal competency framework has four matrices which include attitude, knowledge, skills and understanding. The
participants underlined some factors perceived to have helped them improve upon previous and developed new attitudes, knowledge, skills and understanding of global-local praxis.

Being (Attitudes)

Attitude is one of the four main components of the framework in developing and ascertaining what constitutes glocal competence. With the GLC, attitudes of alumni were developed as per their lived experiences through undertaking the following:

1). the curriculum,
2). the second language acquisition or a communication track
3). international internship and
4). the global experience.

Some themes emerged out of the attitudes established by alumni through the Center. These themes that emerged as attitude include having sympathy and empathy for intercultural relations. One of my respondents stated that she develops flexibility and openness to another culture by being patient. The Merriam Webster dictionary (2017) defines patience as “manifesting forbearance under provocation or strain, able or willing to bear and steadfast despite opposition, difficulty, or adversity”. Patience and tolerance complement each other.

My respondents also stated that learning about other people’s language and being able to speak that language leverages the bridge of communication gaps to some extent. Further, my respondents indicated that being able to speak another language gave them
understanding about other people’s culture. They stated that the second language aspect of the program helped her to communicate well.

The participants’ experiences indicated an attitude of being flexible and adaptable to a given situation. Glocality and its competency require that a person have the capacity and disposition to understand and act on issues of global significance (Mansilla & Jackson, 2011, p. xiii). An affirmation was made to this theory by the participant who responded to the effect that glocal competence requires certain attitudes both internal and external.

**Knowing (Knowledge)**

Knowledge constitutes another category of the four elements of identification and demonstration of one’s claim to being globally competitive and a citizen of the world. Admittedly, almost all my respondents affirm that through the four aspects of the program at the GLC they gained and developed new knowledge through the curriculum of classroom experience, problem- and project- based pedagogy, information technology, and place-based educational experience. Through this curriculum, students acquired knowledge and understanding about global issues and how to adapt and contextualize them into local contexts. Respondents affirmed that they have also gained knowledge in communications skills, interpersonal relations and intercultural relations through the various activities undertaken at the GLC. They sat together in classes as teams and worked on projects together as a team. Through teamwork they get to know each other and thereby build interpersonal relationships.
Doing (Skills)

Some of my respondents said that through the curriculum they have gained problem-solving and decision-making skills. They shared that they have developed management skills, oral expressions skills, and presentation skills as well as the ability to stand before and communicate with groups or teams. They developed a sense of confidence to any situation in global and local contexts.

Communication and learning a second language were crucial in becoming globally and locally competent (Jean-Francois, 2015). The participants expressed that through a second language they were able to understand and appreciate another peoples’ culture and better relate to them. They shared that a second language acquisition has helped them understand some of the etymology of the words of other cultures and some other jargons. Some of the languages they learned include Spanish, German, and Wolof. They further explained that acquisition of a second language helped them gain new attitudes and knowledge and develop latent abilities that were in them.

By inference, a second language makes communication easier with people who speak that language. It also makes people to appreciate the respect shown for their culture by learning their language.

Understanding (Comprehension)

With international experience, students travel outside of the USA to places like Cambodia, Germany, and Thailand. The combination of lessons in class, communication tracks, international experiences and global experience results in acquisition of understanding. Most of the participants affirmed that through the GLC program they have
developed an understanding of themselves and of another person’s culture, as well as an understanding of leadership in global and local contexts.

**Findings that confirm the literature**

The extent of literature reveals a dichotomy as well as simultaneous processes of the global and the local as a challenge to universities and higher education institutions (Puuka, 2017, Jean-Francois 2015, 2017). Higher education institutions (HEIs) are faced with the responsibility of providing the knowledge and skills as well the policies necessary for students to become global citizens who understand both the global and the local divide. Through existing literature, I realized that tertiary educational institutions are working towards internationalizing and globalizing their curricula. Universities and higher education institutions are incorporating internationalization into existing courses. New courses on internationalization are being introduced as new approaches and methods to teaching and learning in the curriculum.

The use of technologies is also being introduced into the curriculum. In most European countries, dual and joint master’s programs have become the agenda of the day to ensure that there is internationalization and global dimension to education so that graduates can face the demand both for the global and for the local (Joan Moreso & Casadesus, 2017).

The literature also reveals the growing demand on universities and higher education institutions to provide courses and programs that are necessary for the growing demand of the world. The growing literature underscores the fact that the demand in the 21st century for market driving economy and global citizens has also pushed tertiary
education institutions to develop curricula, change their mission and vision statements to reflect the growing demand of the 21st century.

Further findings confirming the literature is the knowledge acquisition, skills and teamwork experienced by past students. Most of them said that they acquired more knowledge, new skills and other experiences than was their first time.

Another finding that buttresses the literature is that the GLC program seems to entrench the capitalist ideology (Spring, 2009) of producing human capital for the global economy. Past students are trained purposely to become global employees more than to become global citizens.

Findings That Contradict the Literature

Although some scholars have argued that globalization is another form of colonialist and imperialist ideology, my personal observation of the process of collaboration between the GLC students and their counterparts abroad did not suggest that the program has a colonialist mindset. However, this observation is limited by the fact that I never interviewed or observed the collaboration between the GLC students and the students abroad. But inferring from one of the comments made by a participant, who felt that although they were supposed to collaborate with the other students abroad some of his foreign teammates literally left everything to the GLC contingent without making any substantial contributions. He asserted that they were indifferent to the project under review. They provided little to the project.
Findings That Show Contradictions in the GLC Model

The first finding that shows contradiction in the GLC model is the second language acquisition facet. The essence of second language acquisition is to enable graduates to communicate clearly and logically in a foreign language. Most of the participants said they are no longer using the foreign language in any official capacity. Others even felt they have forgotten much of the language except for basic salutations. I realized that the foreign languages the alumni studied did not correspond to the foreign countries and the collaboration with foreign students for the international project.

Surprises

The provision of the knowledge, attitudes, skills and understanding is market driven to wit that it hinges on marketization and conventional knowledge rather than the provision of knowledge for sustainability and development. Strangely enough, students learned a language then traveled to a country where the learned language was not spoken. While even at the end of the program alumni are no longer using the language in any official capacity.

International Collaboration

The international experience which involves collaborating with students from a foreign university is two-fold. The first aspect involves an online database project where students collaborate with other students online. Research on every aspect of the project is done online at this stage. Then it is culminated by students from the GLC travelling to the country of their collaborating counterparts. This aspect of the program is unique in the
sense that students from GLC collaborate in a project, work with students from a university outside the USA. Examples of countries with which the students have collaborated with include Ghana, Mexico, Cambodia, Germany and Thailand. Through this collaboration, students worked on a real project in one of the countries. Through international collaboration the participants agreed that they have gained glocal competencies (i.e., attitudes, knowledge, skills and understanding) that enabled them to be globally minded and locally engaged. Their experiences, which included teamwork, intercultural communication and working on real world projects with people from different cultures and backgrounds have helped them understand diversity and how to be flexible and adapt to new situations. The participants have developed an understanding of otherness through their international collaborations. In one of the international experiences, GLC students worked with Phnom Penh students online throughout the semester, then traveled to Cambodia to finalize and present their projects to their client (GLC, 2017).

**Recommendations and Conclusions**

This is the second facet of Chapter 5. It delineates the conclusions and recommendations for this study. This study was set out to understand the meaning and interpretation of glocal competence utilizing the experiences of graduates from the Global Leadership Center. The second aspect of Chapter 5 includes policy implications, theory implications, implications for action, recommendations for action, and, finally, the concluding remarks.
Policy Implications

Educational policies are not the prerogative of just one nation-state but rather are a network of many organizations and institutions. So national policies are developed taking into consideration the ideas of neoliberalism such as free trade, privatization and consumerism. Globalization has reconfigured the way policies are being developed, implemented and evaluated. Rizvi and Lingard (2010) argued that globalization “has transformed economic, political, and cultural institutions and the way we think about ourselves” (p. 23). Further, through globalization transnational corporations (TNCs) can influence countries in the Global South to their advantage and optimize the comparative advantage of countries.

Again, the market-driven demand for human capital has influenced universities and higher education institutions to tailor curricula to suit the demand of globalization, neoliberalism resulting in marketization of education. Students are now subject to the whims and caprices of educational institutions.

This research then is a call on policy think tanks to come out with policies that take into consideration the needs of students as well as the issues that are affecting both the global and the local challenges that we face today. The findings from this research have implications for major educational policies from both the local and the global perspectives, to ensure that all stakeholders of education are involved, including students.

The findings from this research also inform policy makers to take into consideration the experiences of graduates and what attitudes, knowledge, skills and
understanding a student needs to be a world citizen to succeed in today’s global workforce.

Further, this study fosters the need for international perspectives on higher education to ensure that policies and practice are relevant to the growing demands of education and the complexities of the world that we live in.

**Implications for Theory**

The study underscored the meaning of glocal competence through the experiences of the alumni of the Global Leadership Center in the areas of attitudes, knowledge, skills and understanding. The findings have confirmed that the theory can be applicable to knowing the process of development of attitudes, knowledge, skills and understanding in preparing students as global citizens with local significance.

The glocal competency theory implies that students should have the requisite attitudes, knowledge, the skill sets, and the understanding of both global and local issues. Further, the theory implies that educational institutions are making the learning of global and local competence accessible to both students and teachers and should expand the scope. Again, students gain global and local competence through the application of Project–Based-Learning (PBL) having international themes and in collaboration with professionals on a real-world project working with an existing organization. Another implication for the theory is that glocal education for glocal competence can be weaved and incorporated into an existing curriculum without necessary introducing a new one.
Glocal Competence Theoretical Framework

The responses from the participants in this study clearly indicated that attitude, knowledge, skills, and understanding are necessary requirements for glocal competence. The findings stemming from the responses of respondents comprises of developing an attitude for teamwork, an attitude of openness to other cultures and strange experiences. Other findings from the respondents includes developing empathy for people of other culture and background and being aware of interconnected global and local issues with an interdisciplinary knowledge of the world. It also enhances students’ communication, presentation, and problem-solving skills as active learners with project-based-learning skills. These and many other attitudes, knowledge, skills and understanding, are as a process of becoming glocal competence. The participants confirm that through the course of study, they have improved upon their attitudes, knowledge, skills and understanding as well as gained new ones. The confirmation from participants indicate that active learning through project-based-learning can add to or improve upon one’s competence. This suggest that we encounter a broad range of cultural dimensions living abroad and in interacting at home with various people from various cultures. Which also suggests that a person can be competent in the nuances of culture from area or nation but may not in another. The implications for how students transfer glocal competence across cultural attitudes, beliefs, and customs is by having the knowledge and understanding of cultural belief systems and developing attitudes and communication skills while utilizing the lenses of empathy.
Curricula and teaching should be geared toward enhancing the glocal competence of students. This is achievable by the process of influencing and supporting teachers through the education systems. Educational systems and institutions must provide the resource base and make them accessible to educators and students. Government agencies responsible for education and educational stakeholders should enact and enforce policies that ensure the inculcation and incorporation of glocal competence into the curriculum into all levels of educational ladder. There should be professional development training for educators through seminars, conferences, retreats, and short-term courses or in-service training to enhance and equip them as glocal competence educators.

**Implication for Actions**

The findings from this study inform administrators and faculty about how curriculum and instruction may foster graduates who are globally minded and locally engaged. This study contributes to the existing body of knowledge on glocal competence and glocal education. Further, some of the activities at the Global Leadership Center can be transferred to similar institutions of higher learning that are running similar programs or have the same vision and mission. Collaborative efforts between universities can also be promoted. The program at the GLC can provide valuable and desirable insights into providing opportunities to internationalize curricula across campus.

Education practitioners and stakeholders can formulate policies taking into consideration the experiences of students. The experiences of students can inform policy agenda, formulation, and implementation that addresses the nuances of glocal education for glocal competence.
This research can be utilized as a guide in developing curriculum that inculcate internationalization and student experience. This will involve an engagement of innovative active learning and glocal project-based-learning.

There are also implications for efforts toward expanding and developing a sustainable global and international culture among students and faculty in the university where the Center is located. The program at the Center can be used as an ad hoc measure to ensure better relations between international students and domestic students, and faculty as well.

With current events in the world such as globalization, terrorism and war students need to be provided with the intellectual and practical knowledge that the global market and current employment are demanding. Through the GLC, the university can increase incentives for students to participate in more Study Abroad programs to better their experience on global affairs and international studies.

**Recommendations for Further Research**

This study did not capture most of the students who had gone through the GLC program. Hence, further research could be done to capture a wider student population than this research covered. This would enhance the scope of understanding of glocal education.

Again, the population sample for this study was the alumni of the program. A future research can be undertaken that explore the experiences of current students in the program. This research can also be extended to compare the experiences of both alumni and current students to ascertain the similarities and differences if any between alumni
and current student and what factored these differences. Another angle by which this research can be extended is an exploration of the connections and nexus that exist between current and past student in mentorship, assistance and job opportunities. Even though there is a Facebook page for continuous social relations and information sharing among old students, a study can be undertaken to explore more about the it usage and benefit.

Another limitation of this research is the observation and interviews of the foreign students that alumni worked with. Further research could be done to capture those students. The relation between the domestic and foreign students can give an alternative understanding of students’ experiences from which a different perspective into the research can be explore. Further, a deeper overview of what really transpire when they travelled abroad for their international experience component of the program can be articulated into context.

Since, this research was a case study, I could only concern myself with GLC. However, further research could be done at another institution of higher learning for the purposes of comparative analysis. There are other universities and department that have programs like the GLC program. A comparative analysis of two or more program in the same vein can be undertaken to ascertain some differences and similarities that exist between them and what new programs can be put in place to make it better.

During the time of this research, one issues that the GLC kept battling with was in leadership and administration. Since then the center has experienced temporary directors at least 3 within the space of three years. The current director now has been hired into a
permanent position. From this position, I submit that there is a probable cause for a research to be undertaken to explore the administrative nature of the center since the center purport to train students to become future leaders.

An ethnographic research could be conducted to really observe how alumni make decisions, how they go about their work, and how they demonstrate the glocal competency in their daily work. A deeper research to evaluate and analyze what the alumni are doing at the various endeavor is also pivotal for effectiveness and efficiency of students who have gone through the program.

Studies could be done using different design, other qualitative methods or quantitative studies for further research about the center.

Conclusion

The purpose of this study was to interpret and analyze the meaning of glocal competence in the face of the experiences of alumni of the Global Leadership Center. Using a qualitative methodological approach in this study, I utilized interviews, document analysis, and observation as techniques to gather data. The data collected were categorized into themes and analyzed. The study was inspired by the theory of glocal competence, which includes the constructs of attitude or the sense of being, knowledge or the sense of knowing, skills or the sense of doing, and finally understanding, the sense of comprehension. The graduates of the GLC narrated how they have gained new attitudes, knowledge, skills and comprehension that has prepared them to fit into the glocal conundrum of becoming global citizens. Glocal competence is a process that one develops and continues to develop incrementally. We live a world in which things are
changing every day and to keep up with the pace of change graduates must develop the attitudes, knowledge, skill set and understanding of global and local issues, as well as their interconnection to become competent.
References


Benneworth, P. (2017). The role of research in shaping local and global engagement. In *Global University Network for Innovation 6th Report* (Eds.), Higher education in the world 6: Towards a socially responsible university: Balancing the global with the local. Barcelona, Spain: GUNI.


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the world 6: Towards a socially responsible university: Balancing the global with the local. Barcelona, Spain: GUNI.


Appendix A: Interview Guides

Semi-Structured Interview Questions

SECTION A

1. When did you attend the Global Leadership Center? _______

2. What is your gender? M___ F___ Other____

3. What is your age group?
   a) 18-23 ___
   b) 24-29 ___
   c) 30 – 35 ___
   d) 36 and older ___

4. What is your race or ethnicity? ___White ___African-American/Black ___
   Hispanic/Latino ___Asian ___ Native American ___ other

5. What is your current marital status?
   a. Currently married
   b. Divorced/Separated
   c. Widowed
   d. Single, never married

6. What is your level of education? Less than a bachelor’s degree ________ Bachelor’s degree ___ Master’s degree _____ Doctoral degree_____

7. What is your current occupational status? ____________
SECTION B

Background Question

1. Tell me about yourself?
2. Why did you choose the Global Leadership Center (GLC) program at Ohio University?

Questions in Relation to Being (Attitude)

1. What attitudes have you adapted during the course of your program in relation to second language acquisition? Why?
2. What attitudes have you adapted during the course of your program in relation to intercultural interactions? Why?
3. What attitudes have you adapted during the course of your program in relation to living abroad and challenges faced while living abroad? Why?
4. What attitudes have you adapted during the course of your program in relation to global competence? Why?

Questions about Knowing (Knowledge)

1. What knowledge have you acquired during the course of your studies in relation to second language acquisition? How did it influence you?
2. What knowledge have you acquired during the course of your studies in relation to intercultural interactions? How did it influence you?
3. What knowledge have you acquired during the course of your studies in relation to living abroad and challenges faced while living abroad? How did it influence you?
4. What knowledge have you acquired during the course of your studies in relation to global competence? How did it influence you?

Questions about Understanding (Comprehension)

1. How has your understanding developed during the course of your studies in relation to second language acquisition?
2. How has your understanding developed during the course of your studies in relation to intercultural interactions?
3. How has your understanding developed during the course of your studies in relation to living abroad and challenges faced while living abroad?
4. How has your understanding developed during the course of your studies in relation to global competence?
Questions about Doing (Skills)
1. What skills have you acquired during your studies at GLC in relation to language acquisition?
2. What skills have you acquired during your studies at GLC in relation to intercultural interactions?
3. What skills have you acquired during your studies at GLC in relation to living abroad and challenges faced while living abroad?
4. What skills have you acquired during your studies at GLC in relation to global competence?
## Appendix B: IRB Approval Form

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<tr>
<td>Compliance Contact:</td>
<td>Rebecca Cale (<a href="mailto:cale@ohio.edu">cale@ohio.edu</a>)</td>
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<td>Primary Investigator:</td>
<td>Kobina Ayitey</td>
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The Social/Behavioral IRB reviewed and approved by expedited review the above referenced research. The Board was able to provide expedited approval under 45 CFR 46.110(b)(1) because the research meets the applicability criteria and one or more categories of research eligible for expedited review, as indicated below.

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