Action Research on a Global Training Program of Intercultural Communication Model

Hyangsuk, Bu
This study aims:

- To develop the program for successful implementation of the global training which is enacted as the theme “Higher Education Policy Design & Development”
- To find the principle of workability for the next implementation
Considerations

1) 28 days implementation: 2015, 22th, July~ 18th, August.
2) 7 countries & 12 participants
3) The First Experience of Executive Agency
4) Few references and no criteria relevant to the global training
   * Training program is not considered to be sustainable since it generally targets a short period of training for a specific purpose, therefore does not need a program with consistent criteria.
   * The strong assumption that consistency in the global training program is not possible or practical due to the diverse cultural backgrounds of the participants.
Action Research

Action Research is the best methodology to conduct the successful implementation, develop the global training program, and establish the principle of workability.

This Action Research follows the spiral stages to identify, plan, act, and reflect the global training program drawing on the Bachman’s idea (2001).
1. Identifying and Limiting the Research

Gathering needs - data from stakeholders

- Participating countries
- Funding Agency
- Executive Agency
<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>needs</th>
<th>Research question</th>
</tr>
</thead>
<tbody>
<tr>
<td>KOICA (Funding Agency)</td>
<td>-Building Sustainable relationship &amp; understanding educational environment of the participating countries as assisting them to design the educational policy</td>
<td>-what is the desirable management for building trust and good ‘image’? (Building sustainable relationship and managing good ‘image’)</td>
</tr>
<tr>
<td>Participating Countries</td>
<td>-Understanding the Korean culture &amp; building the sustainable relationship &amp; applying the higher education model of the republic of Korea to their context</td>
<td>-what is the desirable types of experience for applying the higher education model of the republic of Korea to their context (organizing contents)</td>
</tr>
<tr>
<td>CMR (Executive Agency)</td>
<td>-Finding the principle of workability and developing the global training program</td>
<td>-what is the desirable principle of improving workability &amp; developing the global training model</td>
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</table>
1. Identifying and Limiting the Research

Intercultural Communication Model

- Building sustainable relationship
- Developing the principle of workability for successful implementation
- Organizing contents for introduction the Korean Higher Education and Application to their Context
Researcher is:
1) position: insider researcher
2) role:
   √ executive director
   √ observer
   √ developer of the ICM for Global Training
1. Identifying and Limiting the Research

*strategy for validity*
(credibility, trustworthiness)

1) triangulation for collecting data: questionnaire, interview, observation
2) member checking: interpreting and analyzing data based on multiple perspective
3) persistent observation: researcher as insider
4) expert debriefing: monitoring for all the process
Intercultural Communication Model is categorized as below (Deardorff, 2006):

1) Compositional Model (Hamilton et al., 1998; Deardorff, 2006),
2) Developmental Model (Bennett, 1986),
3) Causal Path Model (Arasaratnam, 2008),
4) Co-Orientational Model (Byram, 1997; Kupla, 2008).
2. Plan: Reviewing the Related Literature

Co-Orientational Model (Deardorff, 2006)
- considered as the most compatible intercultural communication Model to a short term global training.
  * Highlight the role of cognition in the process of intercultural communication
  * Deal with the concepts of common perspectives.
  * Pay attention to what motivates the interactants to pursue the common goals when they reach a threshold level of mutual understanding.

Impression Management in the Co-Orientational Model (Kupla, 2008)
  * Impression management plays a significant part in intercultural communication for the interactants to interrelate effectively and cordially.
  * The impression of the others perform an important function in pursuit of shared goals beyond one’s identity and world views.
  * The positive impression enables trust building.
Figure 1. Intercultural communication model for a global training based on Kupla model.
2. Plan: Understanding the Participants

_Gathering the Basic Information (12 participants)_

1) country:
the Papua New Guinea (2), Indonesia (1), the Republic of Ukrainian (2), Pakistan (2), the Republic of Guinea-Bissau (2), the Republic of El Salvador (2), the Argentine Republic (1)

2) position:
general manager (2), Middle level manager (9), High level manager (1)

3) Age:
twenties (5) thirties (2) and forties (3) and fifties (2).
2. Plan: Understanding the current issues of Higher Education

Participants’ self Reporting on Current Issues of their home land

Is categorized as follows:

1) Sustainable Global Partnership(1)
2) Improvement of educational circumstances for universal higher education(3)
3) Strategy of educational information(1)
4) Vocational and Technical Education(1)
5) Community Education(1)
2. Plan: Understanding the context of higher education.

**SWOT analysis for Contextual Information**

<table>
<thead>
<tr>
<th>Country</th>
<th>SWOT analysis</th>
</tr>
</thead>
</table>
| Background of society and economy | - Religion: Islam (93%), Russian Orthodox Church (3%), Patriarchate of the Armenian Apostolic Church (2%)
- GDP: $87.763 billion (Ranked 65th in the world) Per capital: $9,278
- Industrial Structure: manufacturing 63%, Service 31%, agriculture 6%
- the number of internet users (every 100): 59
- National university 36, Private university 15 |
| A | - Due to petroleum, higher education of science and technology and related vocational schools are specialized.
- High internet access rate. | Weaknesses (W) | - Relies too much on energy resources |
| Strengths (S) | Opportunities (O) | - Due to abundant resources, fast development is expected. | Threats (T) | - Islam influences education resulting in conflicts with non-Islamic population |
Based on the CIPP (Context-Input-Process-Product) evaluation Model

- Monitor each of the process of the training program and help the researchers make a possible decision

1) Context: introduce to the global trend, the history & structure of Korean Higher Education
2) Input: suggest the theoretical background about common issues and differentiated issues in higher education
3) Process: make participants think their current issues
4) Product: let the participants set action plans & help the participants to better understand the host country through several field trips
Context

Module 1: Opening of Korean Higher Education
- The global trends of higher education
- The status of Korean HE, current issues, and development strategies

Module 2: Differentiated Issues
- Policy and Planning
- Curriculum
- Methodology

Module 3: Common Issues
- HE and human resources development (HRD)
- HE and human resource administration (HRM)

Process

Module 4: The Confrontation Strategies for the current issues
- The Global Partnership Strategies for sustainable education
  - Cases based on communities, governments, university and business cooperation
  - Discussion for strategies for global citizen and sustainable education
- Educational informatization in global community (establishing educational strategies using ICT)
  - Cases introduction
  - Discussion for activating Educational informatization
- The strategies of improvement of educational environment for universal HE
  - Cases introduction
  - Improvement satisfaction of HE and education for happiness
- Cooperative strategies of vocational and technical education, lifelong education through HE of good quality
  - Inspiration and self-realization of individual professionalism, technology, and dignity.
  - Discussion for the ways to the cooperative strategies

Product

Module 5: County Report and AP
- County Report
  - Country report by participating countries
- Action Plan 1
  - Actualization of current issues
- Action Plan 2
  - Strategic analysis
- Action Plan 3
  - Setting Practical APs
- Action Plan 4
  - AP report and presentation

Module 6: Understanding Korean Culture
- Field Trip
- Industrial Inspection
- Culture Inquiry
- Culture Experiences
Following the stages of CIPP process for 28 days

Total 122 hours were allotted

1) Entrance Ceremony & Orientation: 3 hours
2) Lectures: 45 hours
3) Industrial Inspection: 10 hours
4) Activities for building relationship: 8 hours
5) Introspection for problem solution: 32 hours
6) Evaluation & Completion Ceremony: 4 hours
7) Free time for Cultural Experience: 20 hours
Daily Schedule

1) Goes from 9:30 am to 5:30 pm
2) Morning 3 hours: lectures on the theories
3) Afternoon 2 hours: application Lecture
4) Evening 1 & ½ hours: reflective discussion
3. Act: Organizing the roles

[Table 3] The role of practitioners for the global training

<table>
<thead>
<tr>
<th>Role</th>
<th>To progress and Monitoring</th>
<th>To offer lectures on theories and application cases</th>
<th>To assist class and action plan (AP)</th>
<th>To assist global training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief researcher &amp; co-researchers</td>
<td>*Scheduling and overall supporting</td>
<td>*To provide knowledges to understand higher education models</td>
<td>*To facilitate group discussions (1h 30m)</td>
<td>*To assist class and AP</td>
</tr>
<tr>
<td></td>
<td>*Monitoring the progress</td>
<td>*To suggest the application cases of higher education models.</td>
<td>*To participate in group activities (2h)</td>
<td>*To coordinate group discussions (1h 30m)</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td></td>
<td>*To summarize the products of AP by groups</td>
<td>*To assist group activities (2h)</td>
</tr>
<tr>
<td>Lecturers (Professors)</td>
<td></td>
<td></td>
<td></td>
<td>*To summarize individual APs for final portfolio</td>
</tr>
<tr>
<td>Assistant Facilitators (Professors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Supporters (College students)</td>
<td></td>
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</table>
3. Act: Organizing the approach to design the action plan

* **Action plan is:**
* To design the structural aspects of the policies referring to the expert’s consultation in order to settle the current issues and urgent problems of their countries

1) at the beginning: made a report on the current issues in higher education
2) while the program is running, analyzed the application cases & theories of Korean higher education in comparison to their own
3) at the final: action plan workshop guided the participants to systemically organize their plans with specific details to report as their final portfolio
Indonesian Higher Education Development

Action Plan

by Purwanto Subroto

Higher Education Policy Design and Development – KOICA
Hanyang University, Seoul – August 2015
What are the current condition of Indonesia?

1. A stable economic growth → the GDP per capita was around USD 3,353 in 2014 with the economic growth rate was around 5.0. The number of middle-income households with annual disposable income of US$5,000 to US$15,000 is expected to rise from 36% of population to more than 58% by 2020. → the 16th largest economy in the world (McKinsey, 2012)

2. A bunch of natural resource → produces crude oil, natural gas, Coal, Tin, Geo-thermal, palm oil, cocoa, nickel, and bauxite.

3. Would be in a period in which working age population would be larger than children + elderly age population → dependency ratio is decreasing

4. In the middle of expanding access to higher education sector development : Enrollment rate at basic and secondary education becomes better and better - which was approximately 118 percent at basic education and 77 percent at secondary education (World Education News and Review, 2014), meanwhile the enrollment rate at higher education was around 27% (2012)

What are the current condition of Indonesia?

4. Well-educated labor force → Labor force graduated from higher education increases (4.6% in 2010)

5. There have been around 120 public HEIs and more than 3,000 private HEIs

6. Offering five (5) types of HE form: University/Institute, School of Higher Education, Academy, Polytechnic, and Community College.

7. Releasing a Higher Education Law no 12 year 2012 and an Indonesian Qualification Framework

8. Government budget allocation for education increases for 20 percent of government expenditure

9. Shifting education to have more vocational education; Polytechnics can offer D4, master of applied sci, and Doctoral of applied sci, number of new polytechnics increases, establishing community colleges
**Prediksi McKinsey (2012)**

*Indonesia today …*

- 16th-largest economy in the world
- 45 million members of the consuming class
- 53% of the population in cities producing 74% of GDP
- 55 million skilled workers in the Indonesian economy
- $0.5 trillion market opportunity in consumer services, agriculture and fisheries, resources, and education

*… and in 2030*

- 7th-largest economy in the world
- 135 million members of the consuming class
- 71% of the population in cities producing 86% of GDP
- 113 million skilled workers needed
- $1.8 trillion market opportunity in consumer services, agriculture and fisheries, resources, and education

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**Human Resource**

(Source: Menko Perekonomian)

*Demographic Bonus*

- 100 Year of independence

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Decreasing Dependency Ratio from 2010-2040: can become demographic deviden for economic development, provided that good human resource development is in place.
Human Resource Situation: Level of Education
(Source: Central Statistics Bureau, 2012)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>2010</th>
<th>2006</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>4.60%</td>
<td>3.20%</td>
<td>1.80%</td>
</tr>
<tr>
<td>Diploma I,II,III</td>
<td>2.70%</td>
<td>2.20%</td>
<td>1.60%</td>
</tr>
<tr>
<td>Vocational HS</td>
<td>7.80%</td>
<td>5.20%</td>
<td>5.50%</td>
</tr>
<tr>
<td>High School</td>
<td>14.60%</td>
<td>12.70%</td>
<td>10.30%</td>
</tr>
<tr>
<td>Junior Secondary</td>
<td>18.90%</td>
<td>20.20%</td>
<td>17.70%</td>
</tr>
<tr>
<td>Primary Education</td>
<td>51.50%</td>
<td>55.50%</td>
<td>63.00%</td>
</tr>
</tbody>
</table>

Complexity of Indonesia HE Development based on SWOT Analysis

A. The strength:
- Having a Higher Education Law to guide Rules and Regulations on Higher Education
- A centralized higher education system which the government has power to control the development of higher education institutions.
- Increase of government budget allocation for education for about 20 percent

B. The weakness:
- Diversity of quality and capacity of higher education institutions
- Too many higher education institutions exist with small number of students
- Low infrastructures and human resources on higher education

Improving access to higher education!
Complexity of Indonesia HE Development based on SWOT Analysis

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B. The weakness:
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   • Too many higher education institutions exist with small number of students
   • Low infrastructures and human resources on higher education

Action Plan

Referring to the lesson learned received during the training and considering the current development of Indonesian higher education, there are two issues may need to be taken into consideration for future action plan:

1. Improving Access to Higher Education, especially on Science, Technology, and Vocational Education.
2. Enhancement of ICT-based information, knowledge, and skills at Higher Education Institutions.
**Strength and weakness on emphasizing access to Science, Tech and Vocational Education at current system**

<table>
<thead>
<tr>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Long history of establishing science and engineering study program</td>
<td>1. Cost of higher education is high</td>
</tr>
<tr>
<td>2. Strong development of infrastructure and industry</td>
<td>2. Imbalance priority between science-engineering programs and social-humanities programs.</td>
</tr>
<tr>
<td>3. Enough funding sources from private sector</td>
<td>3. Big gap of knowledge and skills of graduate from other study program for future jobs</td>
</tr>
<tr>
<td>4. Strong human resources</td>
<td></td>
</tr>
<tr>
<td>5. Strong linkage of University and Industry</td>
<td></td>
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</tbody>
</table>

**Indonesia**

<table>
<thead>
<tr>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shifting educational policy from academic to vocational education</td>
<td>1. Low human resources on Science and Engineering</td>
</tr>
<tr>
<td>2. Growing development of infrastructure and industry</td>
<td>2. Low linkages of university and industry</td>
</tr>
<tr>
<td>3. Available natural resources for further exploration</td>
<td>3. Weak on student recruitment</td>
</tr>
<tr>
<td>4. Government provides 20 percent of government expenditures for education sector development</td>
<td>4. Low interest of students studying on vocational education</td>
</tr>
<tr>
<td>5. Government’s target on Science and Technology</td>
<td></td>
</tr>
</tbody>
</table>

**Correlation of number of graduated students from Tech, Sci, and Agriculture relative PDB**

![Graph showing correlation between % graduates of technology, basic science, and agriculture programs and Product Domestic Bruto per Capita (r = 0.46)]

1. % Current Grad of Technology, Science and Agriculture: [Link](http://data.worldbank.org/indicator/NY.GDP.PCAP.CD/countries)
2. Current PDB per Capita: [Link](http://data.worldbank.org/indicator/NY.GDP.PCAP.CD/countries)
### Strength and weakness on Enhancement of ICT-based information, knowledge, and skills at HEIs at current system

<table>
<thead>
<tr>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Long master Plan on IT Development</td>
<td>1. High Cost</td>
</tr>
<tr>
<td>2. Strong development of infrastructure</td>
<td></td>
</tr>
<tr>
<td>3. Enough funding sources</td>
<td></td>
</tr>
<tr>
<td>4. Strong human resources</td>
<td></td>
</tr>
<tr>
<td>5. Programs of science and engineering are well established</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Infrastructure is on development</td>
<td>1. Low human resources in developing ICT-based applications</td>
</tr>
<tr>
<td>2. Increase of education budget allocation of government expenditure</td>
<td>2. Geographical barrier to access better online network</td>
</tr>
<tr>
<td>3. Enforcement of using ICT-based application</td>
<td>3. High Cost</td>
</tr>
<tr>
<td>4. In line with the development of science and technology</td>
<td>4. Knowledge gap on current technology device</td>
</tr>
<tr>
<td>5. No specific road map/master plan on ICT Development</td>
<td>5. No specific road map/master plan on ICT Development</td>
</tr>
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</table>

### Strategy

1. Allocating more education budget through “Operational Assistance for Public HEIs” called BOPTN” in such circumstances;

2. Empowering engagement of university-university cooperation internationally -> Indonesian University President Forum, G-to-G Cooperation, Joint Research and publication, Joint/Double degree program, etc;

3. Strengthening Linkages of University-Industry -> Internship program, joint research;

4. Strengthening infrastructures to support ICT-based online application, online report, online evaluation;

5. Empowering on-line higher education services -> National Higher Education database, process on new study program establishment, process for foreign student entry, etc.

6. Developing G-to-G cooperation on higher education.
4. Reflection: Triangular evaluation

- Participating Countries (Self Report & Action Plan)
- KOICA (Questionnaire & Interview)
- CMR (Interview & Observation)
4. Reflection: Questionnaire

Participants' Assessment

Scores based on Five Point Scales

- Total: 93.4
- Preparation Process: 89
- Contents: 93.6
- Products: 95.6
- Sustainability: 94.5
- Overall Satisfaction: 93.3
All the activities were better than I had expected.

All lecturers professionally delivered good lectures with good teaching methods. I really appreciated that all the staff at training organization have offered everything we all needed for the program.

The program, Higher Education Policy Design & Development, helped me to set my action plan in practice. The group of instructors, classes, and teaching materials satisfied me, and what I have learned during the program will help me to develop the educational system in my country.

I was really satisfied with the contents offered by the instructors.

Two or Three lectures were not related to the program. Although most lecturers satisfied me, some did not. I hoped I would have enough time to discuss college programs and policies with the group of lecturers.
4. Reflection: Interview & self reflection

Production Satisfaction

- I could gain information about Korean history and life. I set up the goal to improve the educational system in my country with a hope.
- I learned how to build an action plan through the program, and I will teach that to my coworkers when I get back to my home country.
- I could learn a lot of information about higher education by sharing thoughts and experiences of higher education with the other participants.
- Following improvements were recommended; The session which develops the abilities to design educational policies is needed. I recommend that the training organization have to interact more and more.
5. Reflection: Interview & Self Reflection

Sustainability Satisfaction

- Actually, it is somewhat difficult to apply the knowledge and information learned during the program to my workplace.
- I will share the knowledge I learned from the program with my coworkers, and will establish our own educational policies. It will change the education of my country for the better.
- The program was such a short-time training, but I gained not only a lot of knowledge but also memorable friendship I will never forget.
- I am really lucky to participate in the program, and it became my good experience, I also want to take part in another KOICA program.
6. Discussion

In the summative evaluation workshop in which all the lecturers, facilitators, staff members, and supporters participated, they expressed that the training was such a valuable experience. Looking forward to working with new participants, they discussed the new aspects to be reflected in the next training program which will be the developmental model of the existing methods. After all, the global training program of intercultural communication model has become the place of communication offering positive experiences to both the participants and the organization. The global training experiences have produced valuable results which realize intercultural understanding, communication, trust-building, and positive attitudes to collaborate in the future.
Thank you~!!