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Global Education:

The necessity for leadership in global economy

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NSU China Study Group in 2007

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Night View in Shanghai Pudong

1. Prelude

- ◆The world is getting “flat” every day because technological advances serve the catalytic for leveling the playing field among countries
- ◆Little progress means other countries will surpass you soon; while setbacks render us in a very vulnerable position

Birdseye View from Jingmao Tower

2. Why Need Global Education

- ◆Vision and Perspective
- ◆Internationalism
- ◆Better Living Conditions

Vision and Perspective

- ◆GE allows us to put issues into a perspective, thus
- ◆Enabling us to see direction of each would further evolve, then
- ◆Having us better prepared for changes to minimize uncertainty

Dean Schleede & the Honorable Dr. Staggs

with Chinese Educational Leaders

Internationalism

- ◆Our values and ideals
- ◆Our economy
- ◆Our social system

Our values and ideals

- ◆Not perfect but the better ones reflective of truth in our given situations
- ◆Reach out with our respect to differences in values and ideals among different nations

◆ We have tried our best in our own nation because America is made of many different cultures, a micro-collection of the world)

Our economy

- ◆ Economy's further growth needs market expansion
- ◆ Infusion of American products in the world's market
- ◆ Better standing in the ladder of "food" chains

Our social system

- ◆ The system for fairness and equality
- ◆ Competition encourages innovation and progress
- ◆ The humanity shared with the rest of the world

Better Living Conditions

- ◆ Our planet
- ◆ Our security
- ◆ Our standing in the world

Our Planet

- ◆ Global warming trend
 - Cleaner air increases life span
- ◆ Natural resource depletion
- ◆ Minimize human's negative impact on earth

Our security

- ◆ Choices of life
- ◆ De-radicalize religious extremists
- ◆ Promote conflict resolution by peaceful means with mutual respect and consideration

Our Standing in the world

- ◆ Leadership through/from a high moral ground
- ◆ Recognize and respect for differences among cultures
- ◆ Strengthening American brand equity in all aspects

3. Theoretical background

- ◆ Fundamental Principles to Success

–Adaptation

»Double loop learning

–Innovation

»Schema learning congruity

Single loop learning

◆ A learning that results in the detection and correction of error without a change in the underlying assumptions, values, attitudes or philosophies of a system is defined as single-loop learning, analogous to the function of a house thermostat.

◆ International firms of this kind have the tendency to utilize resources inefficiently in order to support their cross-cultural operations because of their lack of ability to meet the demands of a different business environment

◆ the lack of training in cross cultural competency is a primary factor causing failures for business managers, even though they have been the most successful managers for firms within their own home cultural environment.

–(Apud, Lenartowicz, & Johnson, 2003; Black, Mendenhall, & Oddou, 1991; Doremus, Keller, Pauly, & Reich, 1998; Hill, 2001; Pan, Shapiro, & Garcia, 2007; Ricks, 1999; Storti, 2001; Tung, 1982; Vanhonaker & Yingan, 1997).

Double loop learning

◆ Double-loop learning occurs when the detection and correction of error requires changes in the underlying assumptions, values, attitudes or philosophies of the system.

Who said the following?

◆ “The World has changed, and We Must Change With It.”

◆ firms that employ double-loop learning strategies are able to utilize cultural knowledge for individuals to better *adapt* into a dynamic cross cultural business environment.

◆ International firms of this kind tend to *adapt* well into a new culture or setting and more profitable and successful (Dunning, 1997, p. 196). Hence,

◆ The cultural knowledge should be treated as an independent variable within international business models, not just a moderating one.

◆ Therefore, a well-rounded perspective toward the world through global education is desperately needed for better preparing current and future leaders.

In Transit at Chinese Airport

The Schema Congruity

◆ Schema theory lays out a picture of how people organize the given amount of background knowledge which they accumulate about the world.

It contains

◆ The substance formation process,

◆ The functional interaction process

The Substance

◆ This theory asserts that whatever the knowledge that has been learned is organized into mental units called "schemas."

◆ When people learn, when they build knowledge, they are either creating new schemas, or linking together preexisting schemas in new ways.

◆ Limited or incomplete knowledge or information forms the schemas that are reflective in their limited or incomplete forms of the world

◆ Many of the schemas which people have developed are idiosyncratic.

◆ Everybody has different experiences, so everyone develops a somewhat different view of the world, although we also share many common ones.

◆ International experience should not be a privilege to a few, but also a common one shared among many who are aspired to be leaders in the future

◆When we infuse global education through different methods into our education system, the used-to-be idiosyncratic experiences will become commonly shared ones among our Oklahoma citizens

◆Shared schemas constitute an important part of our collective mental capital or knowledge

◆With knowing the scope of our commonly shared knowledge, we know what to innovate, which direction we want to move toward, and how we can get there

In a Chinese museum

The Interactions

◆A congruity state between two objects occurs when the objects have equally valenced evaluations

◆Incongruity occurs when the valences of the evaluations of the two objects differ from each other (Fishbein and Ajzen 1975; Osgood and Tannenbaum 1955).

What happens

◆Congruity is easy to resolve and does not require much cognitive resources

◆E.g. see someone assembled to ourselves with comfort, or being fiducially or familial related

◆Incongruity, being more difficult to resolve, requires more cognitive resources (Fishbein and Ajzen 1975).

◆Think about learning a particular culture in your GE program

Contrast with Al Roker and Dr. Kissenger

◆Mandler (1982, 1983) further elaborated on the congruity principle by relating it to one's schema. He concluded that

◆the level of (in)congruity with one's schema is intrinsically related to the intensity of arousal and cognitive effort used to resolve that situation.

◆This intensity of arousal and cognitive effort influences the strength of the final affective responses to the objects being evaluated.

◆Therefore, either congruity or incongruity will be achieved at in the end of learning, thus inducing a different affective response – “love it” or “hate it”

Love it or hate it?

4. Operating Models (Pan, 2009)

◆Cultural Competence Relative to IQ & EQ

◆Transferability of IQ & EQ Relative to CQ

Cultural Competence (CQ)

◆Has been taken for granted

◆Serves as a pillar to support one's intellectual abilities (IQ and EQ)

CQ

◆Determines whether IQ (individual rationality for efficiency) and EQ (social wisdom for effectiveness) can function up to the maximum scope of one's CQ, whether nurtured or learned

What would happen?

◆When individuals with a given set of IQ and EQ are “contested” in a given culture

◆ If in the same type of culture, the function of IQ x EQ is self-evidently determinant because the scope of nurtured CQ is always taken for granted and it is comparable among individuals

◆ If in a different type of culture, the function of IQ x EQ is limited up to the scope of learned CQ because CQ can no longer be taken for granted and it is always relevant to the degree of “fit” between learned CQ and nurtured CQ

Same or different?

Transferability of IQ & EQ is Defined by CQ

◆ **When one enters into another culture, with little cross cultural competence (CQ)**

◆ **Transferability of IQ and CQ functions is therefore limited**

◆ **Therefore, CQ becomes a suspect to be primary reason for failures**

Fee-based Public Toilets

5. Study-Abroad: China Program

◆ Seek support from administration

◆ Planning ahead of time

◆ Standardized programs

◆ Issues of concern and tips

Administration from both sides

Seek support from administrations

◆ Proposal

◆ Budgetary concerns

◆ Assigned with an account #

◆ Set up a system with support

We got in before its completion

Planning ahead of time

◆ Orientation before the trip with study guides and materials

◆ Know where to go ahead time

◆ Give a heads up one month before

◆ Book international airfare at a right timing

◆ Leave Chinese domestic transportation modes under your control

Orientation before the trip with study guides and materials

Know where to go ahead time

Give a heads up one month before

Book international airfare at a right timing

Almost there

CCTV Tower

Leave Chinese domestic transportation modes under your control

Standardized programs

◆ Blender business with culture

◆ Visit with guest lectures

◆ Interactions with Chinese students

◆ Visit a wide spectrum of industries

Learning business and culture

Guest lecture for students from Ross school of UM and NSU at GM-Shanghai

Interactions with Chinese students
Visit a wide spectrum of industries

Issues of Concern and Tips

- ◆ Safety issues
- ◆ Food and water issues
- ◆ Travel issues
- ◆ Time and Direction issues
- ◆ Money issue

Safety

Food and Water Issues

Travel Issues

Time and Direction Issues

Money Issues

Immersion in and out

–Lead students into immersion programs in the beginning

–Let students immersed out from programs on their own in the end

Students on their own at night

6. Epilogue

◆ When one wants to buy, one can use any language, when one wants to sell, one must use buyer's language

–(the former US Educ. Secy Spellings).

◆ **When we want to embrace and lead the world, we have to learn the world.**

◆ **Our values and ideals, our economy, and our desire to maintain a better living condition for future generations of the mankind require us to do so!**

Thank you

◆ Questions and comments?

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