

An Evaluation Study of the Core Courses of the Master's Degree
in Training and Development with
Alignment of Globalization

by

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ABSTRACT

The purpose of this study is to provide the faculty, staff and students in the Master of Science program in Training and Development (MSTD) at the University of Wisconsin-Stout information regarding the core required courses and the competencies needed to excel in a highly diversified, global work environment. This study will identify program strengths, weaknesses and recommendations for future modification. The study will confirm alignment of the core competencies related to globalization provided in MSTD at University of Wisconsin – Stout with the competencies defined in “HRD in the Age of Globalization: a Practical Guide to Workplace Learning in the Third Millennium” (Marquardt, Berger and Loan. 2004).

The resource has provided very significant information on competencies of successful global HRD professionals.

The researcher will collect data from survey questionnaires provided by eight lead instructors who teach the core courses in the program and come up with recommendations based on the answers and the competencies provided in the book.

The significance of this research will contribute to the awareness of the current competencies in the MSTD program at the University of Wisconsin–Stout. It will not only benefit the program, but also the faculty, advisory board members and students.

This process involves reviewing research that will be used to modify any recommended change in the program.

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Chapter I: Introduction

Training and development is a process in which organizations spend billions of dollars each year (University of Wisconsin-Stout, 2002). To achieve their desired goals and outcomes, companies need individuals who are clearly responsible for training employees to do their present jobs effectively and developing people and organizations for the future.

The University of Wisconsin-Stout's Master of Science degree program in Training and Development prepares training professionals to meet the human resource development needs of business and industry. The goal of this program is to prepare the students for the workforce and HRD profession.

The MSTD program provides students with a broad knowledge base in training and development. However, curriculum is flexible enough for those who want to acquire in-depth knowledge and skills in a particular area of the field. It is especially appropriate for individuals who have a business or technology-oriented undergraduate degree such as business administration or industrial technology.

The growing integration of economies and societies around the world, commonly known as globalization has been one of the most hotly-debated topics in international economics over the past few years. Globalization broadly refers to the expansion of global linkages, the organization of social life on a global scale, and the growth of a global consciousness, hence to the consolidation of world society. Globalization has multiple dimensions such as economic, technological, and political - all of which spill into the culture of a country and affect in all-encompassing ways of life, education is one of them. This study is conducted to provide the pertinent information of the core courses of T & D and the competencies needed to face the

highly diversified, global work place. Global success depends upon using the resources and diverse talents and capabilities of the broadest possible spectrum of humanity.

The significance of this research will contribute to the awareness of the current competencies of the core courses offered in MSTD in a highly diversified, global work environment.

Statement of the Problem

The study will evaluate UW-Stout's MSTD program's core courses with the competency information provided in "HRD in the Age of Globalization." The question this study will attempt to answer is: Do the core courses of the MSTD program align with the competencies needed to be successful in a highly diversified and global workplace?

Purpose of the Study

UW-Stout's MSTD program provides graduates with the skill set required for business and industry. The purpose of this study is to evaluate whether the current course objectives and the content of the program is relevant based on the information and competencies provided in the resource "HRD in the Age of Globalization." The study will evaluate the sources provided in the book as a very significant foundation of competencies offered to work in the global world, and will also evaluate the survey result of questionnaires completed by the lead instructors with the objective of how the core courses offered in the MSTD program can be more effective in meeting the needs of the students as well as the market which is looking for a global work force. Finally, this study will assess the course syllabi provided by the lead instructors of the course too.

Assumptions of the Study

1. It is assumed that the competencies provided in the book "HRD in the age of Globalization" are valid and reliable.

2. It is assumed that the data gathered from the faculty and instructors through survey are various and reliable.

Definition of Terms

Globalization: Globalization (i.e. the aggregate change we observe in our factories, storefronts, indeed generally across our economies and lifestyles) is caused by four fundamental forms of capital movement throughout the global economy. The four important capital flows are:

1. Human capital (i.e. Immigration, Migration, Emigration, Deportation, etc)
2. Financial Capital (i.e. Aid, Equity, Debt, Credit & Lending, etc)
3. Resource Capital (i.e. Energy, Metals, Minerals, Lumber, etc)
4. Power Capital (i.e. Security Forces, Alliances, Armed Forces, etc.) (Globalization. (n. d.)).

Glocalization: Glocalization, a neologism and portmanteau of globalization, entails one or both the following:

1. The creation or distribution of products or services intended for a global or transregional market, but customized to suit local laws or culture.
2. Using electronic communication technologies, such as the internet, to provide local services on a global or transregional basis.

(Glocalization. (n. d.)).

Competency: “An area of knowledge of skill that is critical for producing key outputs...internal capabilities that people bring to their jobs; capabilities which may be expressed in a broad, even infinite array of on the job behaviors” (McLagan, 1989, p.77).

Human Resource Development (HRD): “The integrated use of Training and Development, Organization Development, and Career Development to improve individual, group, and organizational effectiveness” (McLagan, 1989, p.7).

Training: A short term change strategy geared to equipping individuals with new knowledge and skills (Rothwell et al., 1999, p.121).

Limitations of the Study

The study is limited in that it will only be inclusive of the MSTD program at UW-Stout.

Methodology

The researcher will follow “phenomenology” as a research method which emphasizes on experience and interpretation of the participants’ as well as the researcher’s. The researcher prepares survey questionnaires based on each syllabus and activities done in the class in each core course of the program and then send it to all the lead instructors of the program in College of Technology, Engineering and Management, School of Education and College of Human Development. The aim of the survey questionnaire is to collect their view about each course objective to determine the relevance and alignment of the course competencies in the global work environment. The researcher will maintain strict confidentiality of the surveyors.

Chapter II: Literature Review

“Organization will always need training that orient people to their work, upgrade their skills as work requirement change, and prepare them for advancement” (Rothwell, 1999). As we prepare for our future, we need to know what competencies are currently required for success in the work place, now and five years from now. This chapter addresses and reviews competencies, why they are important, if they are realistic and applicable, and if they are aligned with the current needs of the global work force. The researcher will evaluate the relevant articles, the competencies offered in “HRD in the Age of Globalization” (Marquardt, Berger and Loan, 2004) as the book explores the role of the global HRD practitioner, to establish a strong background for this study on how important competencies are in paving the way for future professionals in the field of Training and Development.

The MSTD program is intended for individuals employed in business and industry or the public sector who have a strong career interest in the field of training and development; area business people who wish to acquire credentials in the field of training and development; and individuals who have graduated with various undergraduate majors, including those who have completed a specialization in Training and Human Resource Development.

The objective of the program is as followed:

At the completion of this program, individuals will be able to manage and coordinate training and development programs; analyze training needs; design, deliver and evaluate training programs; and develop training competencies in managers and supervisory personnel.

The objective of this study is to evaluate the relevancy of the core courses offered in this program in context of globalization.

Globalization, in Coatsworth's (2003) words, is "what happens when the movement of people, goods, or ideas among countries and regions accelerates." It is relevant to education because it will increasingly define the contexts in which people will live, learn, love, and work. With global migrations come new demographic realities and cultural formations. The work of education is henceforth tending to the cognitive skills, interpersonal sensibilities, and cultural sophistication of people whose lives will be engaged in local contexts yet suffused with larger transnational realities. An education for the global era is an education for lifelong cognitive, behavioral, and relational engagement with the world. The skills and competencies needed for identifying, analyzing, and mobilizing to solve problems from multiple perspectives will require individuals who are intellectually curious and cognitively flexible, tolerant of ambiguity, able to synthesize knowledge within and across disciplines, culturally sophisticated, and able to work collaboratively in groups made up of individuals from diverse backgrounds.

As it is obvious that today's education is demanding a focus emphasized towards globalization, and the researcher will critically compare and prove its authenticity by citing various relevant resources.

In the article from US News and World Report the authors report that "for the foreseeable future, the battles will be over technology, jobs, and money." (Newman and Moothart, 2006). Telecommunications is emerging as a particular U.S. weakness, especially as phone, TV, and Internet services--still largely separate here in the States--merge into a single universe. "We had an absolutely dominant position in communications technology for a century," points out Dave McCurdy, president of the Electronic Industries Alliance. "Now we're losing our edge." Now, GE goes abroad to take advantage of the multitudes of skilled workers, too, according to Vice Chairman Calhoun: "When we have to look for deep technical talent, not just 10 or 20 people--

especially in high technology--the places you can go and know you can hire somebody every day are India and China.” (Newman and Moothart, 2006).

“President Bush's competitiveness initiative, supported by several bills pending in Congress, is designed to improve public education, encourage more students to pursue science degrees, and technology research.” (Newman and Moothart, 2006)

According to the second article the early modern university adopts nationalization (service to the nation-state) (Scott, 2006). The formative U.S. College advances democratization. Simultaneously, the German university promotes research. The modern American university elevates public service. Today's rapid globalization suggests a new mission: “internationalization.” Abraham Flexner (1930/1994) is perhaps first in deploring the alleged lack of “unity of purpose” (p. 179) or clear, overall mission. High technology and rapid globalization are altering work, leisure time, and formal schooling structures. At the heart of this new information society, academic institutions are pivotal organizations. Yet, they must remain flexible enough to respond to emerging social demands, technological change, and economic realignments. Fenske(1989) gives this definition of mission as a management concept: “Mission is often used to express the aspirations, often unstated, that society has for institutions of higher education. These aspirations are consensual and represent the most general level of hopes and expectations people in general hold for colleges and universities.” He also cites advantages, such as developing a clear sense of purpose, facilitating decision-making, enhancing communication between and among internal and external stakeholder groups, aiding institutional evaluation and measurement, and clarifying marketing strategy. Thus, the mission establishment process—moving from abstract mission to institutional goals to concrete objectives—can promote organizational improvement. The big challenge today, according to Berg, Csikszentmihalyi, & Nakamura (2003, pp. 40, 45–46), is to

remain productive and valuable in a time of nonstop change. Therefore, university missions must be crafted and refined to meet the challenge: institutional strengths identified, mission-attentive hiring and leadership initiated, and academic tradition balanced with societal change” . (Scott, 2006).

These two citations above clearly show the reason for change and a transparent objective is always needed by all academic institutions and all the programs offered there, as well.

The idea that higher education is a commodity no different from milk or a Norah Jones CD may be offensive to scholars who see commoditization as antithetical to the true mission of the university (Ruby, 2005). Some commentators worry that business motivations will “lure” universities away from their “core responsibilities.” Others worry that competition will “undermine the capacity of domestic suppliers” and threaten national education systems (Ruby, 2005).

But we need to understand that higher education does not have to become a passive victim of globalization. Universities are creators and disseminators of knowledge; they shape globalization as much as they are shaped by it. What is different today is the ease with which educational services, a large number of students, many faculty members, and lots of intellectual property move between nations. This change has generated five challenges for universities, particularly for institutions in the U.S., and these challenges also present critical areas of investigation as well as opportunities for greater international cooperation (Ruby, 2005).

1. Growth in global demand: The global demand for higher education is projected to grow from 97 million students in 2000 to 263 million in 2025. At least seven million of those students will be studying outside their home nations—a 400% increase.

2. Diversification of students. Growing demand also generates growing diversity within student bodies. One way to think about the increasing presence of “foreign students” on U.S. campuses is simply to look at gross numbers (Table 1).

U.S. Institutions with the Highest Concentrations Of International Students, 2002-03	Number of International Students	Total Enrollment	Percentage of International Students
Columbia University	5,148	23,324	22.1
University of Southern California	6,270	30,682	20.4
Harvard University	3,459	19,536	17.7
University of Pennsylvania	3,856	22,326	17.3
Boston University	4,518	28,981	15.6

Source: Jennifer Jacobson, “U.S. Foreign Enrollments Stagnate,” *Chronicle of Higher Education*, 7 November, 2003

In comparison, UW-Stout had 108 international students out of 8500 students which was 1.25% of the total enrollment.

3. Growth of private providers: in the face of growing demand, many industrialized nations are now responding by expanding the role of the private sector in the provision of education—an issue that raises a new set of questions. The private sector has at least two

faces: institutions that are not publicly funded or established by the government and for-profit education providers. The private sector's share of higher education enrollment is large and growing, exceeding 50% in Korea, Japan, and Indonesia. If private suppliers eschew a mission of research in order to contain costs, does this decoupling of the creation of knowledge from its dissemination lower the quality of education? If private institutions take on research responsibilities, what are the ownership questions with regard to intellectual property?

4. Diversification of delivery: As demand continues to grow, supply is differentiating. Video streaming, tapes, and other technological innovations mean that classrooms are no longer the cornerstones of learning. Now that "where" is not so much a factor, learners have a wider range of options of when, what, and how to learn, along with whose content to use. And it makes little difference whether they do so in person or virtually.
5. Implications for the content of research and learning: The impact of globalization on the content of research and learning at both public and private institutions raises a wide spectrum of questions to explore, such as: What kind of curriculum will prepare global citizens for the rich opportunities of shared learning? How can institutions leverage the web of affiliations between scores of universities in all corners of the world?

Beyond these initial questions, it is vital that universities actively engage in shaping globalization through research. To become effective members of the teams that tackle these problems, Gardner (2005) suggest today's students need to graduate with these competencies:

1. The ability to work with, lead, and influence others from a wide range of fields and cultures;
2. The capacity and willingness to learn from success and failure;
3. A highly developed skill in synthesizing knowledge and insights from different domains;
4. Oral and written communication skills, with particular emphasis on rendering complex ideas in accessible and persuasive language; and
5. The ability to move across domains.

Clearly, globalization affects every aspect of higher education. Universities should not assume the role of victims, but rather should seize the day by addressing the most pressing questions posed by globalization:

1. Do we need new approaches to how learning is structured and evaluated in light of recent trends in private-sector provision, distance learning, and student diversity?
2. How do we ameliorate the disparities between rich and poor and speed the trickle-down of globalization's benefits?
3. And finally, how do we refine the competencies needed to solve the pressing problems of a global world? Will a traditional liberal education carried out in a university setting be up to the task (Ruby, 2005).

Globalization has multiple dimensions - economic, technological, and political - all of which spill into the culture and affect in all-encompassing ways the kinds of knowledge that are created, assigned merit and distributed (Stromquist, 2002, p. 3). This compact characterization serves to open the dimensions of globalization for discussion as we attempt to examine the impact that globalization has had and will have on the world, the landscape of higher education,

and graduate programs in higher education administration. To date, higher education has existed largely within national borders; hence, within various countries institutions have retained their unique characteristics. However, Philip Altbach, a leading scholar in higher education, has agreed that change is afoot "We are at the beginning of the era of transnational higher education, in which academic institutions from one country operate in another, academic programs are jointly offered by universities from different countries, and higher education is delivered through distance technologies" (Altbach, 2004, p. 22). In addition trends such as the international cooperation in research, migration of students to universities outside their native lands, internationalization of the curriculum, and development of study abroad programs have gained prominence in discussions concerning the globalization of higher education. A greater number of American students may come to realize that their employers will expect a new level of personal cultural competence in order to compete in the global marketplace. Consequently, the curricula of degree programs in American higher education will rapidly transform as entrepreneurial and market-driven universities receive intensified pressure to provide graduates who are multiculturally competent, able to work in diverse settings, and knowledgeable of the global community (Stromquist, 2002). Higher education is seen as the developing force for many industrialized nations, and is an important element in national economies. Throughout much of its history, higher education has played an important, if not decisive role, in shaping the culture and civilization of present day societies (Burgen, 1996). Universities are producers of innovative practices through research, transmitters of knowledge through education, and developers of the workforce. These are vital contributions to society that cross borders and help to build relationships with other organizations on a global level (Kienle, &Loyd, 2005).

There is a reciprocal relationship among globalization, information and communication technologies (ICT), and the prospect of a 'global village'. Several social theorists like Michael Hardt and Antonio Negri have analyzed the meaning of globalization and its impact on society, individuals, and social relations. Some of its characteristics include the dominance of a world capitalist economic system, the increased use and reliance on new information and communication technologies (ICT), the strengthening of transnational corporations and organizations, the erosion of local cultures, values, and traditions, and the emergence of a 'global culture' (Giddens 1990, Kellner 1998) within a 'network society' (Castells 1996). Kellner (2000, 2002) contends that the key to understanding globalization 'critically' is to assess it both as a product of technological developments as well as a process of global restructuring of capitalism in which economic, technological, political, and cultural features are intertwined. Without access to ICT, however, many societies are in danger of further isolation and exclusion from global development. Globalization and the use of ICT open up opportunities for promoting democracy and prosperity in poorer parts of the planet. ICT provide tools for disseminating information, participating in decision-making, and improving environmental conditions, gender equity, social justice, peace, and health (Lelliott et al. 2000).

The focus of the next article is two case studies of post-secondary schools, one in Singapore and one in Australia, which have both been actively pursuing an agenda to build a unique internationally-oriented curriculum, in a context of globalization, but also within the constraints set by national/State curriculum frameworks, examinations and league tables. Both the case study schools show adapting a significant change in their curriculum in particular in relation to 'internationalizing' the curriculum. It showed that in the previous curriculum emphasis was put on science and mathematics where as after adapting an international curriculum it was seen that

strong emphasis was put on ‘‘business and finance, English Language, Environmental Science, Information technology, Mathematics, People Development, Photonics and Biological Science.’’ Two other distinctive features of the curriculum at Singapore High are extensive group project work, which occupies one third of curriculum time, and affective education which is based on the life concepts of the *Win-Win* philosophy and *Zi Qiang Bu Xi*, loosely translated as ‘continuous self strengthening’ (Vidovich, Sep 2004).

At Australia College, the ‘traditional’ curriculum has a strong academic orientation, with an emphasis on mathematics and science, and also a strong emphasis on sport in the high profile co-curricular activities. During 2001, a decision was taken to build a new ‘hybrid’ curriculum in which strong emphasis will put on eight learning areas, i.e. English, Mathematics, Science, Society and Environment, Health and Physical Education, Arts, Languages other than English, and Technology and Enterprise, with a strong international component added through the IB (International Baccalaureate). It is the IB which is seen as the vehicle to distinguish Australia College from other schools in the State, especially through its emphasis on intercultural understandings and a transdisciplinary approach to curriculum (Vidovich, 2004).

The next article speaks about the ‘‘virtual universities’’ that provide various forms of distance education. The democratization of higher education and the emergence of the new information and communication technologies (ICTs) constitute the main reasons for this change of boundaries. The ICTs have prompted nearly all higher education institutions to enter the ‘‘distance education business’’ at various levels of experimentation and application (Bates, 1995, 1999; Evans and Nation, 2000; Khan, 1997; Littleton and Light, 1999; Rumble, 1996;). The ICTs have drastically changed the status of distance education within the academic world (Guri-Rosenblit, 2001).

From the day distance teaching at university level is offered, education has also been glocalized. Although it would be difficult to trace the first user of the term “glocalization” in its original Japanese usage, the first time the term was used in English can be attributed to Professor Roland Robertson, a British/American sociologist, who migrated from United Kingdom to the United States where he spent most of his academic career at the University of Pittsburgh, Pennsylvania, USA. His interest and knowledge of Japanese society led him to find out the use of the term “glocalization” in Japan in Japanese language, a term the marketing experts were using by which they meant that products of Japanese origin should be localized – that is, they should be suited to local taste and interests – yet, the products are global in application and reach, hence a new term “glocalization” was coined. Robertson and other sociologists interested in the subject of global processes could not help noticing that many of the social categories and practices assume a local flavor or character despite the fact that these products were invented elsewhere. According to the dictionary meaning, the term “glocal” and the process noun “glocalization” are “formed by telescoping global and local to make a blend” (The Oxford dictionary of New Words, 1991:134 quoted in Robertson, 1995:28).

The ICTs have drastically changed the status of distance education within the academic world. Traditionally, distance teaching was considered as operating on the margins of higher education systems (Guri-Rosenblit, 1999a). Since the nineteenth century, correspondence institutions, university extension services, and distance teaching universities opened the gates of academe to diverse clienteles that for a variety of reasons were unable to attend regular face-to-face classes and remained outside the conventional universities. The target populations, studying through distance education, were considered as distinct and special, usually older than the age cohorts at classical universities, and mostly “second chance” students according to a variety of

criteria. Nowadays, millions of people, both traditional students and working adults, are studying through distance teaching methods for a plethora of reasons and purposes. The institutions currently offering distance teaching or using the ICTs vary enormously in how these means of delivery were initiated, the clientele they aim to serve, how they are funded, and the kinds of programs they offer. There are differences influenced by different academic cultures dominant in various higher education systems (Rothblatt, 1997). These cultures affect the implementation of changes and the adoption of new traditions and teaching innovations (Guri-Rosenblit, 2001).

Finally the researcher cites the relevant competencies of successful global HRD professional for working in today's world.

Following are the competencies of current work force provided in "HRD in the Age of Globalization" (Marquardt, Berger and Loan, 2004).

Global and cross-cultural experts (including Marquardt, 1999a) have identified the following competencies as essential to success in international HRD work, particularly for consultants.

1. Cultural self awareness
2. Knowledge and appreciation of other culture
3. Global perspective and mindset
4. Respect for the values and practices of other cultures
5. Cultural flexibility, adjustment, and resiliency
6. Acculturize learning programs and events
7. Communication skills
8. Patience and sense of humor
9. Commitment to continuous learning

“Given the countless variations in ethnic and corporate cultures and subcultures and the economic, political, and social conditions that an international consultant encounters, it is impossible to devise a list of generally accepted strategies that could be used around the world” (Berger, Loan and Marquardt, 2004).

“In addition to these important requirements, the competent global HRD professional needs a comprehensive knowledge of the challenges and issues to consider when working across national boundaries and across cultures (Berger, Loan and Marquardt, 2004).

Last, but the not the least According to “Training Manager Competencies” (Foxon, Richy, Roberts and Spanners, 2003) globalization has significantly affected the training and performance field in large organizations since the mid 1980s.” Fourteen years ago, when the first training manager competencies were published, few training managers were concerned with curriculum development on a global scale or scheduling courses for tens of thousands of learners in many countries speaking same language.” “Training managers in multinational companies no longer operate within national boundaries.” Cross cultural training has become core content in many executive development courses. Head, Haug, Krabbenhoft, and Ma (2000) point out that this requires a greatly expanded knowledge base, yet few training managers are adequately prepared for this level of global responsibility.”

The above resources from various articles and books depict the significance of a curriculum in higher education that pays attention to the current need of the global workforce and thus empower the students of the program.

The researcher has mainly used the resource as a benchmark of this research because as this concept of globalization is new, so are the competencies offered here for working as successful global HRD professionals.

All these literature reviews stated above worked as a strong back up to support the alignment between the ever changing global work world and education. Education plays a significant role in shaping the work force, so it is essential to have a proper association between the competencies offered in educational curriculum and the market demand.

Chapter III: Methodology

The purpose of this chapter is to evaluate the methodology used to evaluate the professional core courses of UW-Stout's MSTD program with the current competencies to work in global, diverse world. The question this study will attempt to answer is: Do the core courses of the MSTD program align with the competencies needed to be successful in a highly diversified and global workplace? The study will follow the phenomenological research method by examining survey questionnaires completed by all leading instructors, and the researcher's personal experience as a student in this particular program and come to a conclusion related with the alignment of the core courses with today's global world.

Subject Selection and Description

The researcher had developed survey questionnaire based on all the syllabi of all core courses offered in the MSTD program in UW-Stout and those surveys were completed by all the leading instructors who teach the core courses. The researcher followed a qualitative research method known as phenomenology to complete data analysis. The lead instructors completing the survey questionnaire are not identified by name in this study.

The researcher followed the competencies provided in the "HRD in the age of globalization" and measured the answers of the survey to decide whether the core courses of MSTD program align with the current demand of a highly diverse global world.

In efforts to remain current in the field of Training and Development, the assistance was requested from the faculty members who teach the core courses in the program. The survey questionnaires were sent to eight leading instructors, population consisted of instructors from the College of Technology, Engineering and Management, School of Education and Collage of Human Development at UW-Stout. The data from the survey questionnaire were analyzed. The

responses provided significant information on the alignment of competencies offered in the core courses.

Instrumentation

In order to create the survey the researcher collected all core course syllabi individually from all the leading instructors and reviewed all the objectives of each syllabus. The syllabi with all the objectives specified was e mailed to the researcher based upon written request. The researcher created survey questionnaire based upon each syllabi. As the objectives were different each survey was different from one another too, but the pattern of the all the questions were same asking for feedback on alignment and significance of those objectives in the context of globalization.

As for example a sample question was: do you think learning “strategic planning of the training function” is specifically required to work in today’s highly diversified global work environment?

The pattern of questions was standardized for all objectives available in the syllabus, but as those objectives were different the responses varied accordingly.

Data Collection Procedures

The goal of the assessment process is to determine if the current course objectives and competencies offered in the core courses are aligned with the competencies provided in the resources. The survey questionnaires were completed by the eight lead instructors who taught the core courses. The population was small, therefore no sampling was needed.

Eight core courses are offered in the MSTD program and there are seven to eight objectives per course. There were 79 questions in total.

Data Analysis

After receiving the IRB approval, the survey questionnaire was e mailed to all the eight lead faculty members for completion and feedback. Once the surveys were back, the researcher analyzed the data using phenomenology, i.e. focusing on the essence or structure of an experience or phenomenon. The data were first hand experience for both the participants' and investigator's. The researcher evaluated the alignment of the responses in context of globalization.

Out of seven surveys five were returned with a clear emphasize on following the current objectives of the syllabus to meet the need of globalization. This leads it to a 72% positive rate in support of proper association of current competencies offered and job market demand in a global world. The instructors strongly indicated the necessity of following the objectives stated in the syllabus. They confirmed their decision through the survey, fervently agreeing on necessity of pursuing the existing objectives. In the remaining two surveys the instructors replied 50% of the questions strongly indicating the necessity of following the current objectives and for the rest 50% they expressed the objectives are specific to the course and are not grounded in the context of a global working environment.

Limitations

1. It is assumed that the competencies provided in the resource "HRD in the age of Globalization" are valid and reliable.
2. It is assumed that the data gathered from the faculty and instructors through survey are valid and reliable.
3. The researcher didn't directly work with the instructors while completing the surveys.

Summary

Phenomenology is a research methodology which has its roots in philosophy and which focuses on the lived experience of individuals (Merriam, 1998). The reason the researcher considered the third point as a limitation because this research method goes deeper than mere statistics, it is the entire process of experiencing and engaging into the data collection method which was not done.

The researcher used 'phenomenology' as an educational research method to evaluate the current individual course objectives in context with the current global world. Phenomenology began as a movement in philosophy that deals with the essences of objects, or phenomena as they present themselves in human consciousness (Huberman & Miles, 1985). The founding father of phenomenology, Husserl, believed that through rigorous examination of objects, as they are presented in one's consciousness, a person could come to intuitively know the essence of those objectivities, or realities. He proposed that other disciplines might benefit from phenomenology as a way of identifying the main objectivities with which the discipline deals, before undertaking other inquiry. In phenomenology, personal experience is the starting point. The source of personal experience is a description or account of the lived experience.

As a student of MSTD program the researcher had a personal experience to participate in all the core courses which she found were very significant and important in context of today's relatively smaller global work world.

Following are the global competencies used from the resource as a benchmark: (Berger, Loan and Marquardt, 2004).

1. Cultural self awareness
2. Knowledge and appreciation of other culture

3. Global perspective and mindset
4. Respect for the values and practices of other cultures
5. Cultural flexibility, adjustment, and resiliency
6. Acculturate learning programs and events
7. Communication skills
8. Patience and sense of humor
9. Commitment to continuous learning

Chapter IV: Results

The purpose of this study is to evaluate the alignment of the required core course of the MSTD program with current need and demand of the global workplace. The evaluation and assessment of the surveys were used to determine whether or not the students were exposed to the appropriate competencies. The assessment reaches to the conclusion by determining competencies taught in the required courses in MSTD program.

The purpose of this chapter is to present the results of the survey instrument. The information received from the survey was examined and analyzed according to the questions in Chapter Three.

Item Analysis

Of the eight surveys that were sent out to faculty in College of Technology, Engineering and Management, School of Education and College of Human Development seven were returned, leading to an 87.5% rate.

The surveys were prepared based on objectives provided in the syllabi of all core courses by all the lead instructors. The purpose of this survey was to collect feedback from the instructors on the alignment of the objectives of their syllabi with the current demand of global work world.

The surveys were designed to provide both qualitative and quantitative feedback. Only one out of eight surveys came back with qualitative comment leading to a 12.5% rate.

Each survey was different in content as it was based on individual course objectives but the purpose was the same; so the questions were similar indicating each instructor's insight about the objectives of the syllabus aligning with the current need of the global work world.

The objectives described in the syllabus of the core courses offered and the rating according to the importance scale in MSTD is listed below along with the rating provided by each respondent:

Following is the total listing of core courses with the number of objectives and response rating scale (Table 2):

Core Courses and number of objectives	Number of Objectives	Response rating for Strongly agree
Core courses		
Performance Analysis	13	9
Training Design and Evaluation	11	9
Learning Technologies	11	11
Management and Coordination of Training and Development	5	4
Organizational Development	7	Data not available
Psychology of the Adult Learner	11	7
Organizational Research Method	14	12
Seminar in Training and Development	7	4

Following are the detailed description of each core courses along with the objectives and the rating scale.

Table 3	
Performance Analysis Course objectives	Rating in context of importance
Identify and use resource materials related to analysis	Strongly agree
Define and apply basic terminology common to education and training analysis	Strongly agree
Compare and critique several task based models and techniques that could be used in development of a curriculum base and develop one's own model	Strongly agree
Analyze the relationships of society, the world of work, industry and individuals as they fit into a task based model for developing and/or revising curriculum or a training program	Strongly agree
Identify needs assessment area and develop rationale for assessment	Strongly agree
Develop a procedure and instruments for analyzing present and future training needs	Strongly agree
Distinguish between methods of collecting needs assessment data.	Agree
Justify an area to task analyze	Somewhat agree
Develop procedures and instruments necessary to complete a task analysis	Strongly agree
Convert tasks to performance objectives	Strongly agree
Perform an observation/question analysis	Strongly agree
Perform a task analysis using a different approach	Somewhat agree
Describe other uses of task, conceptual or training analysis	Somewhat agree

The responses from the lead instructor for Performance Analysis course shows that out of thirteen questions he responded very strongly for nine questions which led to a 70% rate in favor of the course objectives aligned with current global need.

Table 4

Training Design and Evaluation

Course objectives	Rating in context of importance
Compare and contrast training course design models	Strongly agree
Conduct a training needs assessment to uncover business performance problems that require a training solution	Strongly agree
Determine training vs. non-training problems	Strongly agree
Assess characteristics of trainees	Strongly agree
Analyze jobs, task and content	Agree
Write purpose statement and outcomes for trainees (includes sequencing)	Somewhat agree
Identify the characteristics of a good training environment	Strongly agree
Identify training strategies and media	Strongly agree
Identify and sequence training activities	Strongly agree
Design and develop a training module in application of the aforesaid objectives	Strongly agree
Evaluate training procedures and overall course	Strongly agree

The lead instructor for Training Design and Evaluation course strongly believes in the necessity of these objectives in context globalization; the response rate shows a 75% rate in support of following these objectives in context of globalization.

Table 5

Learning Technologies

Course Objectives	Rating in context of importance
Using an instructional systems design model to design training courses and modules which are to be delivered using instructional technology	Strongly agree
Select appropriate hardware, software and delivery system to meet training, course and program needs	Strongly agree
Develop training courses, modules and materials using computer-based technology	Strongly agree
Deliver a training module using instructional technology	Strongly agree
Evaluate the delivery of a training course or module	Strongly agree
Write purpose statement and outcomes for trainees (includes sequencing)	Strongly agree
Identify the characteristics of a good training environment	Strongly agree
Identify training strategies and media	Strongly agree
Identify and sequence training activities	Strongly agree
Design and develop a training module in application of aforesaid objectives	Strongly agree
Evaluate training procedures and overall courses	Strongly agree

From the above response it is very obvious that the lead instructor of Learning Technology feels very strongly about the objectives providing relevant competencies in the program.

Table 6

 Management and Coordination of
 Training and Development

Course objectives	Rating in context of importance
Apply the principles of managing the training function	Strongly agree
Develop and implement appropriate plans for training facilities	Strongly agree
Apply the principles of managing a training project to completion	Strongly agree
Analyze organizational performance problems and prescribe appropriate solutions	Strongly agree
Write a strategic training plan	Somewhat agree
Demonstrate effective communication and problem solving skill in accomplishing above objectives	Strongly agree

The responses from the lead instructor for the management and Coordination of training and Development course was 90% in support of existing objectives being aligned with the current global market demand.

Table 7

Organizational Development

Course Objectives

Rating
in context
of
importance

Contrast and compare methods and values of various early and contemporary OD theorists and practitioners

Use organizational learning and systems approaches to understanding and impacting workplace problems

Understand the change agent's role in assessing and diagnosing organizational issues

Select and implement appropriate development interventions and change strategies

Demonstrate various change agent skills and roles, such as situational analysis, intervention, identification, group participation and facilitation, and team building

Develop and implement your own personal understanding of OD, informed by historical and contemporary trends and values

Project your understanding of OD's role into the workplace of the 21st century

The researcher did not get back the survey questionnaire back from the lead instructor of the course mentioned above, but being a student of this course the researcher experienced that the course objectives were perfectly matched with the present needs of the global work place.

Table 8

Psychology of the Adult Learner

Course Objectives	Rating in context of importance
Articulate, evaluate, and synthesize the various current theoretical perspectives on adult learning	Somewhat agree
Identify distinctions between similarities across learning styles for three styles of adult learners: Traditional (directly from high school to college, high school to vocational school, high school non-completers to business or industry, GED to business or industry); non traditional, returning adult students with professional experience; and retired or semi-retired senior or near senior citizens.	Strongly agree
Identify styles of learning in various work environments for adults of different stages	Strongly agree
Identify styles of learning in leisurely, often social contexts for adults of different stages	Strongly agree
Recognize effective strategies (including creativity, problem-solving, and semantic and procedural knowledge acquisition) for facilitating adult learning, both self and teacher initiated	Strongly agree
Demonstrate sensitivity to group and individual factors impacting adult learning for professional development and learning to obtain vocational objectives	Somewhat agree
Recognize and address the particular needs associated with learning for professional development and learning to obtain vocational objectives	Somewhat agree
Identify compensatory strategies for adults with learning disabilities	Strongly agree
Demonstrate knowledge of effective evaluation techniques for both teaching/training strategies used and student outcomes, which are meaningful to both teachers/trainers and learners	Strongly agree
Articulate current conceptions of wisdom and its developmental process	Agree
Increase proficiency in locating, comprehending, critiquing and orally communicating published reports of relevant research.	Strongly agree

The program, Psychology of the Adult Learner was developed in such a way that some objectives were specifically put together to complete this specific course which didn't necessarily need to comply with the global competencies cited earlier in this chapter. But at the same time it could be seen that the lead instructor felt very strongly certain about 60% of the objectives that were specified in the syllabus.

Table 9

Organizational Research Method

Course Objectives	Rating in context of importance
Develop a problem statement	Strongly agree
Analyze a problem to identify a valid hypothesis or research objectives	Strongly agree
Develop a valid approach for a research project	Strongly agree
Develop a valid data collection instrument	Strongly agree
Interpret a computer printout	Strongly agree
Develop valid decisions or conclusions based on research data	Somewhat agree
Interpret common descriptive statistics	Strongly agree
Interpret selected inferential statistics correlation, t test, and chi square	Strongly agree
Prepare a research proposal	Strongly agree
Cost research activities	Strongly agree
Evaluate problem-oriented research	Strongly agree
Plan a research project	Strongly agree
Develop a research proposal with statistical hypotheses and research objectives	Strongly agree

Though the lead instructor felt very positive about the course objectives, the researcher as a student felt it was specifically helpful to complete the field problem for the course as well as dealing with global organization in reality.

Table 10

Seminar in Training & Development

Course Objectives	Rating in context of importance
Define human performance technology, and explain the human performance improvement process	Strongly agree
Analyze the roles, competencies and outputs of human performance improvement	Strongly agree
Prepare an individual development plan for obtaining essential competencies and defining career goals	Somewhat agree
Discuss current research trends in the field	Strongly agree
Explain how to complete the required "Field Problem in Training and Development"	Somewhat agree
Identify research topics in the field	Somewhat disagree
Evaluate career options in the field	Strongly agree

The lead instructor felt some of these objectives are specifically needed to complete the course. Although, some of them are quite aligned with the current global business need.

The MSTD program of UW-Stout offered "Psychology of Advanced Learning" as a core course too, but the syllabus doesn't specify measurable objectives, it specifies the activities instead. The researcher maintained the same pattern of questionnaire but instead of using objectives she used the activities to know the lead instructor's feedback about the relevancy of those activities in context with the global world.

All these aforesaid objectives may not necessarily comply with the competencies mentioned in the resource but from a holistic point of view it surely abides by the current trends which look for a global work force.

The researcher followed the “phenomenology” as a research method and compared the global competencies offered in the resource “HRD in the Age of Globalization”. It will be an incorrect approach to try to match all the nine global competencies with all individual course objectives as phenomenology seeks a broader perspective than mere statistical data. It looks for necessity of understanding to incorporate global standpoint in the core courses of MSTD program at UW-Stout.

Chapter V: Discussion

The purpose of this chapter is to provide the faculty, staff and students in the MSTD program at UW-Stout the pertinent information regarding the core required courses and the competencies needed to excel in today's global workplace. To remain current with changes and demand in the global and glocal world place and with ever evolving field of Training and Development it is essential to know the right competencies to possess for growth in this evolving field. This study has evaluated the MSTD program's core courses objectives with the most recent competency information specifically provided in the "HRD in the Age of Globalization". The question this study attempted to answer was: Do the core courses of the MSTD program align with the competencies needed to be successful in a highly diversified and global workplace?

Limitations

Upon review of the scores, some assumptions can be made regarding the alignment of the existing objectives of the syllabus and competencies needed to work in the present global work place. According to the researcher the significant limitation of this study is that she has evaluated the core courses based on the feedback from the instructors but there still is scope to evaluate it from the student's point of view.

Conclusions

From the survey result it is very obvious that more than 70% lead instructors believe the existing objectives of the syllabus are aligned with current demand of global work place and are needed and those are well matched with the competencies provided in "HRD in the Age of Globalization" (Berger, Loan and Marquardt, 2004).

Based on this information the researcher has concluded that UW-Stout's MSTD program provides the most current competencies needed for successfully working in current global world.

Recommendations:

The results indicate that MSTD program in UW-Stout is perfectly aligned with the current competencies needed to work in the global perspective; however there are a few objectives in some syllabi which have rooms for rethinking and reconsideration (qualitative comments captured in appendix later). It is important to mention that all the lead instructors know the expectations of current global world with respect to competencies needed to work successfully.

However, there is a scope to pursue further research on this topic from the point of view of the students, where the students' perception will be come to the fore.

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