

*Developing Intercultural Competence amongst
Higher Education Staff:
Is there a Role for Organizational Change
Management?*

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ABSTRACT: Canadian higher education institutions are currently pursuing ambitious internationalization mandates. Due to the seriousness with which higher education institutions pursue internationalization and the difficulty of delivering on such mandates, it is important that institutions develop intercultural competence skills amongst their administrative staff. This paper will explore the importance of promoting and strengthening intercultural competence for higher education staff members to deliver on internationalization mandates and outcomes. The paper will also provide an overview of organizational change management, before exploring how institutions can use change management practice to support internationalization. To conclude, the paper offers a short list of recommendations for developing intercultural competence amongst administrative staff, through the lens of organizational change management.

Keywords: higher education, change management, intercultural competence, internationalization, staff development

RESUMÉ: Les établissements d'enseignement supérieur au Canada poursuivent des mandats ambitieux d'internationalisation. En raison de la gravité de la situation avec laquelle les établissements d'enseignement supérieur poursuivent l'internationalisation et de la difficulté d'exécuter ces mandats, il est important que les institutions développent des compétences interculturelles auprès de leur personnel administratif. Ce document examinera l'importance de promouvoir et de

renforcer la compétence interculturelle des membres du personnel de l'enseignement supérieur afin qu'ils fournissent des résultats au niveau des mandats de l'internationalisation. Le document fournira également un aperçu de la gestion des changements organisationnels, avant d'explorer comment les institutions peuvent utiliser la pratique de la gestion du changement pour appuyer l'internationalisation. En conclusion, le document propose une courte liste de recommandations pour développer la compétence interculturelle avec le personnel administratif, à travers la gestion du changement organisationnel.

Mots-clés: enseignement supérieur, gestion du changement, compétence interculturelle, internationalisation, développement du personnel

Introduction

Higher education institutions in Canada are increasingly pursuing initiatives to deliver global education and research. Large research universities, who aspire to develop an international standing, are creating programs, research initiatives, and branch campuses throughout the world (Wildavsky, 2012). While other institutions that wish to keep their global interactions closer to home still attempt to recruit international students, faculty members, and researchers.

Driven by the scope of this commitment, higher education institutions should not only be concerned about developing intercultural competence skills in their teaching and learning programming, but also about building capacity and a global mindset amongst their administrative staff. However, internationalization and the development of intercultural competence do not happen on their own; they are part of a learned process (Deardorff, 2009). Ambitious internationalization goals can inadvertently set higher education institutions up for failure due to organizational barriers and institutional histories (Hawawini, 2011). To resolve this dilemma, this paper advocates for the use of the discipline of organizational change management as a tool to create pathways for internationalization in higher education. Successful change, which is driven by leaders at all levels of an organization, and that is well planned and managed, can prove to be decisive in creating internationalization pathways.

This conceptual paper explores the importance of developing intercultural competence amongst administrative

staff in support of higher education internationalization, and the potential application of organizational change management as a key tool to streamline and reinforce such efforts. The paper concludes with recommendations on how higher education institutions can benefit from prioritizing staff capacity development that builds the critical competencies required to function in an intercultural learning environment and a globalized world.

Internationalization of Canadian Higher Education in Context

The significance of international education has been recognized for several decades and has become an influential force in higher education systems throughout the world. Today, internationalization is inherent to the well-structured and modern higher education institution, affecting its social and curricular composition, quality and ranking, and competitiveness and innovation (Rumbley, Altbach, & Reisberg, 2012). This is demonstrated by the seriousness and ambition with which higher education institutions pursue international initiatives globally.

Within the Canadian context, internationalization of higher education came into the picture in the early 1960s with the establishment of international partnerships as part of the national framework of official development assistance. The Canadian International Development Agency (CIDA) worked closely with universities and their faculty to facilitate international development initiatives in a variety of world geographic regions (Bond & Lemasson, 1999). International development agreements often presented complex processes for universities to administer, therefore CIDA established the Educational Institutions Program (EIP) specifically to support linkages between Canadian post-secondary institutions with those in developing countries (Bond & Lemasson, 1999). Through EIP funding, Canadian universities' international partnerships grew steadily.

In addition, with the creation of the International Development Research Centre (IDRC) in 1970, new government funding flowed into Canadian universities that worked together with their counterparts in developing countries to contribute to research in areas of mutual concern. IDRC funding was followed later by other national research

agency initiatives such as the Tri-Council,¹ which included international activities in addition to domestic programming (Bond & Lemasson, 1999). This new focus on international cooperation motivated university students to get involved abroad, and student organizations such as the World University Services Canada (WUSC) and the Canadian University Services Overseas (CUSO) facilitated Canadian students' global engagement (Bond & Lemasson, 1999).

Given the increasing interest in student mobility, international development activities and the need for extended support services, universities in Canada began to institutionalize their international efforts that had grown through the work of their faculty (Bond & Lemasson, 1999). The work done by academic staff internationally, as well as the aid-focused funding and policy initiatives sponsored by the Canadian government, had a significant impact on post-secondary campuses. These changes required reorganizing resources, budgets, and institutional structures in general. Higher education internationalization significantly influenced campus culture, strategy and organization, and contributed to an explosion of new activity at universities across Canada (Bond & Lemasson, 1999).

As such, the demand for strategies to address internationalization as an institutional priority became an area of emphasis in higher education. However, as knowledge is a prime factor for economic growth and global competition, internationalization became more market-oriented as well (Wende, 2010). Because of this, Canadian higher education institutions have come to exist in a concurrent state of cooperation and competition with one another in their internationalization activities.

Higher Education Internationalization Defined

Several attempts have been made by scholars to provide a clear definition of internationalization as it relates to higher education. This task has been complicated by the evolving nature of internationalization and the need to re-evaluate its

¹ The Tri-Council Agencies, made up of the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council (SSHRC), are a major source of research funding for post-secondary institutions in Canada.

meaning to ensure that it reflects current realities (Knight, 2004).

Internationalization in the context of higher education is a concept commonly used to group all activities, programs, projects and strategies that promote international education and engagement under the same umbrella. For example, a definition from the Canadian Bureau for International Education (CBIE) states that international education is “a set of activities that link people and educational institutions across borders, both virtually and in person, for the purpose of sharing knowledge and of creating networks for the expansion and distribution of knowledge” (Weber, 2007, p.16).

According to Knight (2004), the challenge of producing one definition of internationalization is that it must be appropriate for use in a broad range of contexts and for comparative purposes across countries and regions; ensuring that the international dimension covers all aspects of education and its role in society. Encompassing this broad and diverse dimension, Knight’s (2004) widely cited definition states that “internationalization at the national/sector/institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p.12). Specifically to this definition, the concepts of “purpose,” “function,” and “delivery” are used to describe the role of institutional internationalization in teaching, research, service, and the provision of courses and programs (Guo & Guo, 2017).

A later revision of Knight’s definition adds a passage to highlight internationalization’s goal of “enhancing the quality of education and research for all students and staff, and to make a meaningful contribution to society” (de Wit, Hunter, Howard, & Egron-Polak, 2015, p. 283). This addition stresses how internationalization has become more accessible to post-secondary students and that the mobility aspect should be part of an internationalized curriculum for all (de Wit et al., 2015).

The newer concept of comprehensive internationalization emerged out of the need for higher education to develop a strategic approach to internationalization efforts. According to de Wit et al. (2015), this notion focuses on an institutionalized approach that contributes directly and strategically to a higher education

institution's vision. More specifically, Hudzik and Stohl (2012) find the following:

Comprehensive internationalization is commitment and action to infuse international, global and comparative content and perspective throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values, and touches the entire higher education enterprise. Comprehensive internationalization not only impacts all of campus life, but the institution's external frames of reference, partnerships and relationships. (p. 66)

Hawawini (2011) proposes an alternative—and broader—definition that captures the progression of higher education internationalization into emergent global networks, arguing that the “internationalization of higher education institutions is the process of integrating the institution and its key stakeholders – its students, faculty, and staff – into a globalizing world” (p. 5).

Internationalization and Globalization

According to Altbach and Knight (2007), the meaning of internationalization and globalization are commonly confused. Globalization can be defined “as the economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (p. 290). The participation of knowledge industries, which include higher education, in attracting global capital and investments have contributed to the emergence of a knowledge society and the dependence of knowledge products for economic growth (Altbach & Knight, 2007).

Along these lines, Knight (2008) argues that it is impossible to look at the international dimension of higher education without first considering the current realities of the environment in which higher education is operating. Among the many challenges faced by higher education institutions, globalization is probably the most inescapable and powerful feature of the changing environment (Knight, 2008). As the context is increasingly characterized by global competition in which knowledge is a prime factor for economic growth, internationalization has become a market-oriented endeavour (Wende, 2010). Knowledge then becomes a “commodity” with its value reliant on “the ease and security” in which it is developed, and its movement from producers to consumers, and its use in the production of other goods and services (Mitchell & Nielsen, 2012).

Internationalization, Intercultural Competence, and Staff Capacity Development

The diverse dimensions of internationalization, and the intensification of international activity taking place on campuses across the globe, find higher education institutions needing to develop an internationalization concept that fits their own vision, but that continues to strengthen a common purpose (Deardorff & Arasaratnam-Smith, 2017). Meanwhile, capacity developed by individuals through active engagement in this process, or their need to acquire new skill-sets, should be considered as an important part of internationalization. The intercultural competence skills required to function in the global context is an equally important factor in preparing students, faculty, and administrative staff for living and working in today's increasingly diverse multicultural societies (Deardorff & Arasaratnam-Smith, 2017).

Cushner (2015) argues that understanding the meaning of "intercultural" requires the ability to differentiate it from other interrelated concepts. Cushner states that "Multicultural," for example, refers to "the knowledge about particular groups, mostly under-represented or minority groups, within a domestic context" (p. 11). "International" involves "multiple nations and their cultural products and institutions" (p. 11). "Intercultural" relates to "infiltration at the interpersonal level, suggesting that there is an exchange, collaboration or reciprocity between individuals of different groups characterized by mutual respect, equality and acceptance and the focus is on building relationships between individuals in these groups" (p. 12). When "Intercultural sensitivity" is used, it refers to "the ability to perceive culture in context, recognizing both the cultural similarities as well as differences that may exist between groups (p. 12).

"Intercultural competence," on the other hand, seeks "the application of intercultural sensitivity through the acquisition of an expanded repertoire of culturally appropriate behaviour, including intercultural communication that is appropriate to the time, place and circumstances in which individuals finds themselves" (p. 12). More clearly, intercultural competence represents the intersection of the knowledge, attitudes, values and set of behaviours that support the effective interaction within different contexts (Cushner, 2015).

Deardorff (2009) brought together leading intercultural scholars to reach consensus on the elements comprising intercultural competence, resulting in the first grounded research-based framework, in the form of a pyramid model, in which the lower levels are viewed as enhancing the upper levels. This model has drawn significant attention and has been used worldwide by organizations such as the Accreditation Organisation of the Netherlands and Flanders (NVAO) in Europe and the Association of International Educators (NAFSA) in North America.² Deardorff's (2006) widely used definition, which is based on the pyramid model, positions intercultural competence as the ability to develop targeted knowledge, skills, and attitudes leading to the behaviour and communication needed for effective and appropriate intercultural interaction.

Deardorff's Delphi study asked internationalization administrators to review various concepts of intercultural competence and concluded with the definition most applicable to internationalization strategies in higher education: "Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviours; and relativizing one's self" (Deardorff, 2006, p. 247).

Within the context of Canadian higher education, emerging definitions, or approaches of intercultural competence, are taking a more inclusive stance. For instance, a definition developed by the University of British Columbia states:

Intercultural understanding refers to the breadth and depth of understanding across profound cultural difference wherein an individual, or a group understands a variety of significant cultural experiences tied to forms of socio-cultural difference, such as (1.) ethnicity, race, religion, age, gender identity and expression, physical or mental disability, sexual orientation, socio-economic class, immigration and in many cases academic, employment or professional status; (2.) the cultural histories, creative practices and faith perspectives of various social groups within a society; (3.) the interrelations between dominant and non-dominant cultures; (4.) the dynamics of difference; and (5.) the impact of these factors on power relations. (Habacon, 2014, p. 11)

² See: <https://sites.duke.edu/darladeardorff/>.

This concept emphasizes that having the aptitude to be open, flexible and appreciative of various forms of social diversity is an intrinsic component of cultural understanding (Habacon, 2014).

In general terms, the literature recognizes that achieving intercultural competence is not an easy task and that individuals are not born with the skills and abilities to interact effectively with others. Enhancing abilities to manage psychological stress, communicate effectively, take advantage of the interface between different cultures and the knowledge that comes from different cultural orientations, together with the ability to manage change in a borderless environment, are critical to function in an intercultural situation (Pusch, 2009). Furthermore, Deardorff (2006, pp. 69-70) argues that these abilities should be strengthened by intercultural competence skills that can be acquired through teaching and learning. Namely, these intercultural skills are as follows:

- “inter mindfulness”—being cognitively aware of one’s communication and social interactions with others
- “cognitive flexibility”—creating new mental categories and avoiding old ones
- “tolerance for ambiguity”—being able to deal with unclear situations
- “behavioural flexibility”—adapting one’s behaviours to interact with people from other groups
- “cross-cultural empathy”—being able to participate in another person’s experience.

There is a substantial literature addressing effective intercultural competence strategies in the practice of teaching, learning, and international student advising services. Gopal (2011) points out that developing intercultural competence is necessary for cross-cultural teaching initiatives. But research emphasizing the need to strengthen intercultural competence capacity to administrative staff employed by Canadian higher education institutions is limited. However, it is worth noting that the University of British Columbia has gone as far as incorporating in its *Intercultural Understanding Mid-Level Strategic Plan* a goal to explicitly address “Leadership and Staff Development” (Habacon, 2014, p. 26).

Paige and Goode (2009) note that higher education staff may lack adequate preparation to help foster cultural self-

awareness and intercultural competence among the students they serve. The solution most commonly enforced by employers is a targeted intercultural training intervention, but the priority in training international education professionals should be placed on the cultivation of cultural self-awareness during the training process. Training delivered to staff is more effective when there is a clear definition of the meaning of culture, and how culture manifests itself during interactions with people of different backgrounds. The key values and assumptions of the host culture(s), key values and assumptions of the target culture(s), and key differences between the two should be effectively addressed (Paige & Goode, 2009).

In recent years, the need for cross-cultural training *at home* has become more evident as multiculturalism becomes institutionalized and diversity increases. Higher education staff members, even those who do not necessarily travel internationally, interact with people from different cultures on a regular basis. Storti (2009) notes that one of the biggest differences in facilitating domestic training is the audience's depth of exposure to content and understanding of people from other cultures. In many cases, participants may have never traveled abroad or otherwise had much experience interacting with people outside their own country. As such, the content of the training must be adjusted accordingly. At home, there is the common perception that "it is the foreigner who needs this training, but not the locals; that the foreigners are the ones who need to adapt" (Storti, 2009, p. 284), but with proper training design and facilitation this perception may change.

In business cultures throughout the world, people interact differently with one another depending on where in the world they are from. What may be a norm in one culture can be a *faux pas* in another. As the world globalizes, and business people interact with their peers throughout the world on a regular basis, it is important that we consider intercultural competence as a key professional skill. Moreover, just as officials from governments, non-governmental organizations, and multinational corporations increasingly interact with their international peers, so too do higher education faculty and administrative staff. As Canadian higher education institutions continue to pursue internationalization initiatives, equipping their faculty and staff members with knowledge in intercultural competence

can prove decisive in a globally competitive higher education industry.

A Brief Introduction to Organizational Change Management

Organizational change management currently enjoys a degree of popularity as a subtopic in management theory. This popularity is well deserved, as private sector managers, non-profit directors, and government administrators are called on to anticipate and react to a quickly changing world. But what theory underpins this field?

According to the consultancy Prosci (2018), “Change management is the discipline that guides how we prepare, equip and support individuals to successfully adopt change in order to drive organizational success and outcomes.” Prosci emphasises that “change management provides a structured approach for supporting the individuals in your organization to move from their own current states to their own future states.” In short, organizational change management is the study of how organizations, and their people, successfully adapt to novel circumstances.

While critically analyzing an organization’s adaptation to a rapidly changing world is a complex endeavour, fortunately the field of organizational change management enjoys a rich back catalogue of practical and academic literature to act as a guide. A small sample of this literature will be discussed in the paragraphs below.

In an early contribution to the change management literature, Lewin (1947, pp. 34-35) proposed a three-phase model of social change and group decision-making. This three-phase model consists of 1) “unfreezing,” 2) “moving” (changing), and 3) “refreezing.” D’Ortenzio (2012, pp. 31-34) notes the importance Lewin’s model places on modifying underlying behaviours and attitudes when implementing a group decision, as well as the importance of finding a common cause and alignment when achieving a group objective. Lewin’s early contribution to the theory of change management provides a prototype model that has underpinned subsequent works. Lewin’s emphasis on the individual and social elements of organizational change have been influential in the discipline of organizational change management and remains a point of reference amongst change management practitioners.

The practice of change management can be studied at three different “levels” (Prosci, 2018) 1) “individual,” 2) “organizational/initiative,” and 3) “enterprise.” In the social

sciences, studying a social phenomenon within different levels is often referred to as levels of analysis (Liao, 2008).

At an individual level, Bridges (2004) explores the personal aspects of change in his classic work *Transitions: Making Sense of Life's Changes*. In this work, Bridges argues that organizational change is deeply personal for those whose lives are affected by it. Bridges proposes a three-stage transition model consisting of 1) "the ending," 2) "the neutral zone," and 3) "the new beginning" to describe change. The role of a change manager in Bridges' model is to help individuals move from the ending through to the new beginning. The change manager's ability to help those affected to successfully navigate their new circumstances is essential for an organization as a whole to successfully implement change (Bridges, 2009).

Theorists such as Conner (1993) emphasize the importance of creating resilient workers and managers who are able to adapt to an increasingly dynamic and competitive environment. Resistance to change is precipitated from deeply ingrained habits and mental models. By using concepts from psychology and behavioural economics, Heath and Heath (2010) explore why change is difficult, and suggest tactics to employ when consolidating a successful change management initiative.

Elaborating on the process of change at the individual level through fictional narrative, Johnson (1998) explores common reactions to change in the business fable *Who Moved My Cheese?* And in *Our Iceberg Is Melting* and *That's Not How We Do It Here!*, two other popular business fables in the change management literature, Kotter and Rathgeber (2016a, 2016b) explore the articulation of leadership, innovative mindset, and teamwork required to implement successful change.

At an organizational level, Kotter (1996) articulates a theory of change management at an organizational level in his work *Leading Change*. Kotter advocates an eight-step process methodology that takes in account the importance of coalition building, strategic visioning, communicating with and empowering employees, and achieving and consolidating results. In a follow-up work, Kotter (2014) suggests ways in which organizations in increasingly competitive environments can use the tools of change management to act quickly on strategic, but fleeting, opportunities. Kotter and Cohen (2002) reinforce this theoretically oriented body of

work on organizational change with a collection of narratives about practitioners leading change initiatives within their respective organizations. A department head, dean, or provost at any contemporary higher education institution looking to seize upon a new internationalization activity in a rapidly changing world would be well served by reviewing Kotter and his collaborators' ideas.

The field of organizational change management could be characterized as being dichotomized between the technical aspects of change and the more human-focused and personalized issues that come with change. This is particularly true at the enterprise level. To reconcile this dichotomy, Phillips (1983, pp. 187-189) argues that an organization requires three key elements to navigate "successful organizational change": "strategic vision," "organizational skills (capabilities)," and a focus on people, referred to as "political support." For Phillips, change does have important technical aspects, but an emphasis on people and winning their support is also critical to implementing successful change management. From a practitioner perspective, the Change Management Institute (2013) has published *The Change Management Body of Knowledge* (CMBok) that codifies a range of practical skills change managers must understand to be successful in their roles.

At the core, organizational change management seeks to assist in the aligning of the entirety of an organization's resources towards a common strategic objective—the tools of change management are merely a facilitator to help in meeting this requirement. The 7-S framework, developed in the late 1970s by consulting firm McKinsey & Company, creates a framework for understanding both the hard and soft elements of change. Under the 7-S framework, these elements must all be aligned for an organization to achieve its "superordinate goals," (Waterman, Peters, & Phillips, 1980, p. 14). In the 7-S framework, Waterman et al. (1980) identify both hard elements of organizational change consisting of 1) "strategy," 2) "structure," and 3) "systems," and soft elements consisting of 4) "skills," 5) "staff," and 6) "style."

The dichotomy between hard and soft elements is further elaborated on in the Boston Consulting Group's DICE framework, which emphasizes 1) "duration," 2) "integrity," 3) "commitment," and 4) "effort" (Sirkin, Keenan, & Jackson, 2005). Under the DICE framework, all the above-

mentioned elements must be aligned with a common strategy for change management initiatives to be successful.

More recently, the consultancy PricewaterhouseCoopers (2012) developed an organizational change management tool coined the “Change Trifecta” to help organizations evaluate their operational readiness for change and map their key strengths and weaknesses. According to PricewaterhouseCoopers, the Change Trifecta is comprised of three components: 1) “change quality,” 2) “change maturity,” and 3) “organizational agility” (PricewaterhouseCoopers, 2012, p. 2). Through each of these mutually supporting components of the Change Trifecta, organizations can use change management to improve the agility and operating speed of their business activities.

Finally, a well-known and popular organizational change management methodology is the ADKAR model (Hiatt, 2006). Unlike the 7-S and DICE frameworks, the ADKAR model eschews systematic approaches to change management, and instead focuses on creating well-defined individual, step-by-step actions to achieve a larger change vision. ADKAR strikes a good balance between the technical and people side of change by focusing on the individual worker and providing what she/he requires to be successful in a post-change environment. Hiatt (2006) classifies the components of the ADKAR model as:

- “awareness”—articulate the need for change and a vision of the new desired-state,
- “desire”—develop an interest in the change amongst stakeholders,
- “knowledge”—create an understanding of the change and what is required of stakeholders,
- “ability”—implement the desired change through competence and concrete action, and
- “reinforcement”—ensure that the desired change is maintained and that stakeholders do not fall back into old habits.

Linking Change Management Practice and Higher Education Internationalization

Within the context of the higher education industry, external and internal pressures for innovation and change are increasing continuously—and internationalization is no exception. Funding cuts and the push to fit into a globalized knowledge market, competition for new students, and drive to

implement unique programs only add to ongoing trends that demand constant and prompt change of institutional structures and mindsets.

Moreover, initiatives and programs created by a higher education institution in support of its internationalization strategy effectively creates sizable change management sub-projects on their own. For example, the University of British Columbia (UBC) addresses intercultural understanding as a strategic goal (Habacon, 2014). UBC's strategic plan "combines four synergistic models for the organisational development of diversity, equity and intercultural understanding and the personal development of intercultural fluency, as a means of conceptualizing the organizational change needed to internalize intercultural understanding into UBC's organisational culture" (Habacon, 2014, p. 33).

Consequently, there is a strong connection between organizational change management practice and strategic approaches to the implementation of internationalization initiatives at higher education institutions. Change management, and a concern for developing administrative staff capacity to meet the needs of a globalized higher education industry, is essential for higher education institutions to fulfill their internationalization mandates. Intercultural competence skills have an important role to play at the truly internationalized higher education institution.

In a presentation to the Australian Universities Quality Forum, Scott (2004) identifies some key lessons about effective change management and leadership based on action research on practical experience and with higher education change projects in Australia, New Zealand, South Africa, Canada, Cambodia, and Scandinavia. Referring specifically to a university's culture as a powerful influence on motivation, Scott (2004) argues that the peer group and the collegial networks in which university faculty and administrative staff are engaged with become a particular culture that simultaneously develops a range of subcultures, which feed the micro-political processes that can help or hinder change. Subsequently, peer group influence and staff engagement in learning are both necessary to put desired changes into practice.

Furthermore, Scott (2004) points out that gradually it is being recognized that administrative staff are just as important to the success of a university as academic staff. Best practices in higher education institutions have both

groups participating strategically in a joint team effort discussing the key areas of action and reform; with each team member providing input according to her/his specific area of knowledge. Scott's findings demonstrate considerable congruency with organizational change management frameworks discussed elsewhere in this paper, such as ADKAR, the Change Trifecta, DICE, and the 7-S framework—all of which stress employee/stakeholder support and organizational culture as critical elements in realizing successful change initiatives.

Recommendations

This conceptual paper is not a standard research paper per se, but is instead a practical exploration of intercultural competence as an outcome of internationalization in higher education, and the potential role of organizational change management to support internationalization. To conclude, the paper's authors offer a short list of four practical recommendations:

1. As Canadian higher education institutions pursue internationalization activities, campus leaders must recognize that internationalization constitutes profound change for administrative staff. As such, formalized organizational change management practices can be helpful—if not critical—for successful internationalization.
2. Building up the intercultural competence amongst higher education administrative staff must be planned for and budgeted for as part of any international project or program design. Equipping staff with critical intercultural competence skills can only help higher education institutions maintain their staffs' effectiveness, and thus reputations, when working in a global capacity.
3. In a market driven by globalization, it is critical for staff supporting a higher education institution's internationalization efforts to understand the need for ongoing professional development in this field. Consequently, higher education institutions will benefit from creating pathways to encourage this learning. Internationalization strategies should incorporate development of intercultural competence amongst administrative staff as a strategic goal.

4. Support staff can benefit from multiple opportunities to gain both practical knowledge and international experience throughout their careers. In a similar way by which students participate in study abroad experiences, administrative staff can develop their intercultural competencies through employer-supported opportunities to travel, work, and live overseas as part of their professional development.

Conclusion

These four recommendations underscore the importance of developing higher education administrative staff capacity in the area of intercultural competence. As this conceptual paper has argued, when campus internationalization is framed as an organizational change, the fostering of intercultural competence capacity is critical for internationalization to be successful. The paper has also examined Canadian higher education internationalization in context, while also exploring its association with globalization. The budding field of organizational change management, with its understanding of the importance in engaging and developing the capacity of employees during a change, is a potentially helpful tool in the internationalization of higher education institutions.

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