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Creating Sustainable Support Systems for the Cultural Integration of International Students at a Medium Size Ontario University

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RUNNING HEAD: OIP: CULTURAL INTEGRATION

WESTERN UNIVERSITY

Creating Sustainable Support Systems for the Cultural Integration of International Students at a
Medium Size Ontario University

by

Muzi Li

AN ORGANIZATIONAL IMPROVEMENT PLAN

SUBMITTED TO THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF DOCTOR OF EDUCATION

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Abstract

This OIP investigates the lack of cultural integration and support for international students at Medium-Size Ontario University (MSOU). The support for cultural integration of the international students at MSOU is inadequate and international students are facing social, emotional and academic challenges as they are not provided with the needed assistance to acclimatize to Western culture. Three potential solutions to address the PoP are demonstrated and evaluated. The chosen solution of implementing extended orientation and workshops is inspected in detail. Transformational Leadership and Confucianism are examined to ensure their relevancy and appropriateness to address this PoP and OIP and connected to the chosen solution. Both faculty and staff in leadership roles can have a dramatic impact on the social, emotional and academic lives of their international students. However, faculty do not feel it is their role as academic leaders and unequipped to provide the needed social and emotional support that would ease the challenges of living in Canada. This OIP seeks to identify the support structures that are required to ensure the successful cultural integration of international students at MSOU.

Keywords: Cultural integration, Confucianism, Transformational leadership, Organizational change, Internationalization

Executive Summary

To become recognized as a global university, an institution must attract and retain international students, as they are both a symbol and a necessary part of an internationalized university. This Organizational Improvement Plan (OIP) focuses on the cultural integration of international student's in a Medium Size Ontario University (MSOU). It makes recommendations through a Problem of Practice (PoP) that suggests there is a lack of consistent support for the cultural integration of the universities' international student cohort. Chapter one offers a brief organizational context and historical background on internationalization and cultural integration. Transformational Leadership and Confucianism are aligned within a collaborative focus of the PoP and the lens of cultural integration in university setting. Tinto's conceptual schema (1975) has been used to understand the cultural integration, that social and academic integration have direct impact to international student's satisfaction, thus linked to the international strategic plan in university. The historical overview of PoP is analyzed by using PESTA factor, includes political, economic, social, technological and environmental, and provides the linkage between sustainable and continuous on campus support and international student's cultural integration.

Chapter two outlines the planning and development of the OIP by adapting the Plan Do Study Act (PDSA) model. Three potential solutions to address the PoP are demonstrated and evaluated. The chosen solution of implementing an extended orientation and workshops is inspected in detail. Transformational Leadership and Confucianism are examined to ensure their relevancy and appropriateness to address the PoP. The expected ethical issues and challenges are also examined.

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The final chapter introduces the implementation, evaluation, and communication plan. Using the PDSA change model, the implementation plan outlines the schedule of change strategies. Within the implementation plan, international students, staff and faculty will be asked to self-reflect. The change plan, therefore, is continuously being monitored and evaluated. The data which will be collected and measured along with the timelines for collection are outlined in the implementation plan. Finally, to address the continuous support for cultural integration, all communication with key stakeholders are outlined in the change communication plan.

The organizational improvement plan provides an actionable approach for creating sustainable and continuous support for the cultural integration of international students within a university in Ontario. The plan is dependent on the collaborative engagement of staff and faculty to implement the plan and provide ongoing sustainable support.

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Glossary of Terms

Culture: A pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 2004, 2017).

Cultural Integration: as defined for the purposes of this Organizational Improvement Plan (OIP), is the process by which international students become accepted into the university culture. The success of their integration is largely dependent on their ability to develop the basic cultural competencies needed to be successful studying at MSOU.

CBIE: Canadian Bureau of International Education

Faculty: The teaching staff of a university or college, or of one of its departments or divisions, viewed as a body.

International strategic plan: a plan articulates the importance of international activities in one institution.

MSOU: Medium Size Ontario University, a pseudonym name of a complexity university

OECD: Organization for Economic Co-operation Development

Orientation: As deliberate programmatic and service efforts designed to facilitate the transition of new students to the institution; prepare students for the institution's educational opportunities and student responsibilities; initiate the integration of new students into the intellectual, cultural, and social climate of the institution; and support the parents, partners, guardians, and children of the new student (CASHE, 2009).

UNESCO (The United Nations Educational, Scientific and Cultural Organization)

Chapter 1: Introduction and Problem

Introduction

Over the past few decades internationalization has evolved from a minor component of higher education to a strategic necessity (Knight & Wit, 2018). As Knight (2015) argues, given the challenges and changes facing the internationalization of higher education, it is imperative that universities have clearly articulated policies and rationales for their internationalization agenda. Chapter One of this Organizational Improvement Plan (OIP) investigates the challenges that Middle-Size Ontario University (MSOU), faces as they seek to become a global institution of learning.

This movement in higher education in Canada is partly driven by Canada's International Education Strategy, a key element of the Global Markets Action Plan, and the countries blueprint to attract and retain high quality talent to prepare our country for the challenges of living in a global knowledge society in the 21st century. As Internationalization drives transformation and change in higher education, and part of the impact that this is having on Canada is the cultural change which is affecting every aspect of society from how we live to how we interact with others. Part of that influence comes from international students that come to Canada for their university education and bring with them diverse perspectives and alternative ways of looking at the world (Schein, 2004; Schein, 2017).

However, Internationalization is much more than simply attracting international students to study in Canada. It must be part of an institution's core mission and must be embedded within the teaching and research agenda of the university. These strategies and frameworks range from the internationalization of the curriculum and bringing a global perspective to the classroom as

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well as international research collaborations and other partnerships and outreach programs with other global stakeholders.

MSOU is committed to internationalizing their teaching and research agenda and have made moderate efforts to recruit international students. However, in order to put in place a robust internationalization strategy, that places MSOU as a forward-thinking institution of learning on the global stage, strong leadership at both middle and senior levels, is crucial to ensuring a successful future for MSOU.

A current challenge facing MSOU is the lack of cultural integration support provided to international students. The concept of integration has generally been used to analyze immigrant adaptation in ‘traditional’ migration, namely when migrants settled permanently in new countries wherein there was a ‘dominant’ host population. Integration has not been sufficiently reworked to help develop understanding of migrant adaptation in so-called new migration, wherein not all migrants settle permanently, or maintain close connections to more than one country (Faist 2000; Vertovec 2010).

The concept of integration was developed based on structural and functional assumptions that immigrants constituted an alien element needing adjustment and connection to a society characterized by its well-defined boundaries, integrated social and coherent cultural systems. Although there is no agreement about what constitutes integration, the term ‘integration’ is predominantly used in relation to immigrants’ participation in, and their incorporation into, receiving society. Integration has been also defined as ‘the process by which immigrants become accepted into society’ (Penninx 2005), which is also my emphasis. While some integration theory emphasizes the importance of two-way adaptation and the role of institutions in facilitating adaptation, most attention has focused on migrants’ adjustment and the ways in

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which integration outcomes might be understood or measured (Phillimore 2012; Zetter and Pearl 2000) rather than how the adaptation of host society may be understood. It is often emphasized that integration requires not only relationships between immigrants and receiving society, but also immigrants' basic cultural competencies and ability to engage with fundamental institutions of their host country.

Cultural integration is an important aspect of the student experience for international students. Universities need to provide the support structures that assist international students in acclimatizing to western culture. Unfortunately, this support is limited at MSOU.

Hein (2018) suggest that the greater the difference between an individual's homeland and the local culture, the longer it will take for that individual to adapt. Further, the greater the difference the greater the impact the local culture will have on an individual's living habits and behavior, and the thus the more difficult to integrate an individual into a culture. Arguably this also poses ethical issues concerns for the way that cultural integration programs are implemented within an institution. It is important that cultural integration programs value and respect the diversity and the culture of the international students. Further it is important that attention is paid to how international students process the cultural differences they experience in their universities, how they respond to them, and how cultural training programs impact an international students' social identity in the context of the larger university community.

To address the problem of cultural integration, a frame is thereby proposed. The frame, through which the Problem of Practice (POP) and the entire Organizational Improvement Plan will be viewed, consists of a combination of the symbolic and human resource frames (Bolman and Deal, 2013). The symbolic frame, which emphasizes the understanding of entities such as cultures, is thought to be ideal for studying cultural integration. According to Harris (1990),

“The symbolic frame counterpoises a set of concepts that emphasized both the complexity and ambiguity of organizational phenomena, and the extent to which symbols mediates the meanings of organizational events and activities...Communication is centered on telling stories which forward the organization culture. Meetings are sacred places to celebrate and transform the culture” (p.53).

The human resources frame also adds to understanding of cultural integration with a focus on individual needs as well as organizational requirements – both of which are relevant to the challenge facing MSOU.

The chapter investigates the internationalization agenda at MSOU and seeks to identify the gaps in the strategic framework that are limiting its ability to realize its internationalization ambitions. Further, it outlines a plan to enhance cultural integration support for international students at MSOU.

The Global Impact of Internationalization in Higher Education

In a highly competitive global market internationalization and innovation drive economic growth. So, on October 2011, an Advisory Panel was created to make recommendations for internationalizing higher education in Canada to maximize economic opportunity. The President of MSOU was part of this advisory panel. These recommendations included attracting international student talent, encouraging Canadian students to study abroad and expand the Canadian education footprint to international markets and build stronger partnerships with other international institutions in higher education.

Based on the UNSECO report (2013) on student mobility, several countries have invested billions of dollars to increase student enrollment at their institutions. The growing demand for higher education and the desire to study abroad, is fueled by the rise of the middle class in developing countries. Education in developing countries is crucial for their growth and economic development. According to a report from the Organization for Economic Co-operation

Development (OECD), foreign students make up 8% of students at the bachelor's level, 14 % at the master's level and 27% at the doctoral level in Canada (OECD, 2010, p. 313; OECD, 2016).

According to the Canadian Bureau of International Education (CBIE) 2018 report, international students who choose to study in Canada are typically influenced by many factors, including the academic reputation of the university, the safety and political stability of the country, the existence of permanent migration and employment opportunities, and the cost. The top three reasons why international students choose to study in Canada is the reputation of the education system; its tolerance and non-discriminatory outlook and safety (CBIE, 2018).

Federal and provincial governments also show an increasing interest in the international education market (Stromquist, 2007). The influx of international students has increased student exchanges with Canadian university students travelling abroad to experience diverse cultures and customs (Larsen, 2015) while the number of international students coming to Canada for post-secondary education has increased dramatically from 200K a decade ago to 450K in 2018, a strategy that MSOU itself has adopted.

Organisational History

The Association of Universities and Colleges of Canada (2008) reports that about 95% of Canadian universities address the internationalization of teaching and research in their strategic plan and provide the necessary support for ensuring that international and intercultural knowledge becomes an integral part of their institutional agenda. Many global universities have developed internationalized curriculum to brand their education and stay competitive (Stromquist, 2007).

MSOU was founded in the mid-1800s, the MSOU is committed to providing the “best

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student experience among Canada's universities.” Its mission is to “create, disseminate and apply knowledge for the benefit of society through excellence in teaching, research and partnership.”

The president of MSOU has been a leader in emphasizing the importance of internationalization for Canadian universities. His leadership has influenced MSOU to attract talented international students whose research, discoveries and contributions will benefit Canada economically.

However, while many Canadian universities have been focusing on increasing their international enrollment numbers, there is a significant lack of research on the international student experience (international student’s satisfaction, academic and social integration, etc.) and other factors that impact student well-being (CBIE, 2018; Liu, 2008; Van Loon, 2001).

The MSOU’s vision is to make the university a destination of choice for the world's brightest minds that seek a high-quality learning experience at a leading Canadian research university. Historically, the MSOU focussed on recruiting domestic students, and the percentage of international students at the MSOU had increased little from 8% to 15% in the past 10 years. With the globalization of higher education, universities now must offer a better suite of student services to attract and retain international students. MSOU has made a commitment to internationalization and “will embrace [its] role as an active member the global academic community through the full range of our educational, research, scholarship, and community development activities that engage our students, faculty, staff, alumni and external partners.” To support this mission and vision, the university will work to ensure that all members of the campus community aspire to, and uphold, the values of “academic freedom, diversity, excellence, innovation, integrity, interdisciplinary, internationalization, leadership, partnership, safety and respect, social responsibility and sustainability.”

Further, the MSOU’s 2014-2019 strategic plan entitled “Achieving Extraordinary on the

International Stage” outlines four fundamental strategic priorities that drive MSOU’s planning and activities:

Raising Our Expectations: Create a world-class research and scholarship culture
Leading in Learning: Provide Canada's best education for tomorrow's global leaders
Reaching Beyond Campus: Engage alumni, community, institutional and international partners
Taking Charge of Our Destiny: Generate and invest new resources in support of excellence (MSOU Strategic Plan 2014-2019)

The International Strategic Plan highlights these values and the belief that “encouraging global awareness/citizenship and enhancing international relevance will require developing a community of scholars (Faculty, Staff, and Students) at MSOU who have high levels of cross-cultural competence and intercultural understanding and empathy” (MSOU, n.d., p. 1).

However, somewhat in contrast to these values, international students are becoming viewed as “consumers” (CBIE, 2015), as universities seek to balance their budgets after government cuts to funding. So, campus services are being expanded to service the growing international student body. These include programs that offer conditional admissions, academic writing support and immigration consulting. However, international student’ satisfaction levels have not been given enough attention at MSOU and the research that has been done has not been shared widely across the institution or more widely with potential students.

Organizational Structure

MSOU’s organizational structure is very similar to other research-intensive universities in Canada. The Vice Provost for research and international relations is responsible for developing international research activities as well as nurturing international relationships and educational partnerships (McMullin, 2011). The Vice-Provost (Academic) is responsible for the international recruitment of undergraduate students and for providing services for international

students on campus. This office also handles arrangements for students studying aboard and faculty exchange programs. The international graduate students and international joint degree programs usually fall under the portfolio of a Dean or Vice Provost (International). Some faculties within MSOU have international offices with a mandate to establish international partnerships and international recruitment programs within the faculty. Faculties that are structured in this way are often engaged in other international educational activities as well.

In 2017, Canada's prime minister and top Chinese officials "reiterated their support for further opportunities for youth exchanges and international education." A memorandum of understanding was signed order to "facilitate China's ongoing funding of Canadian Learning Initiative in China (CLIC) scholarships for Canadian post-secondary students. Canada indicated that it will provide \$4.1 million over the next five years to support related initiatives" (Canadian Prime Minister's Office, 2017).

The influence of these global initiatives can be seen in the current staff: student composition and organizational structure of MSOU. MSOU has nearly 34,000 domestic students and about 4,000 international students. International students come from over 127 countries, with the greatest number coming from China, South Korea and the Middle East. Enrollment has increased from 8% to 15% over the past few years (see Figure 1).

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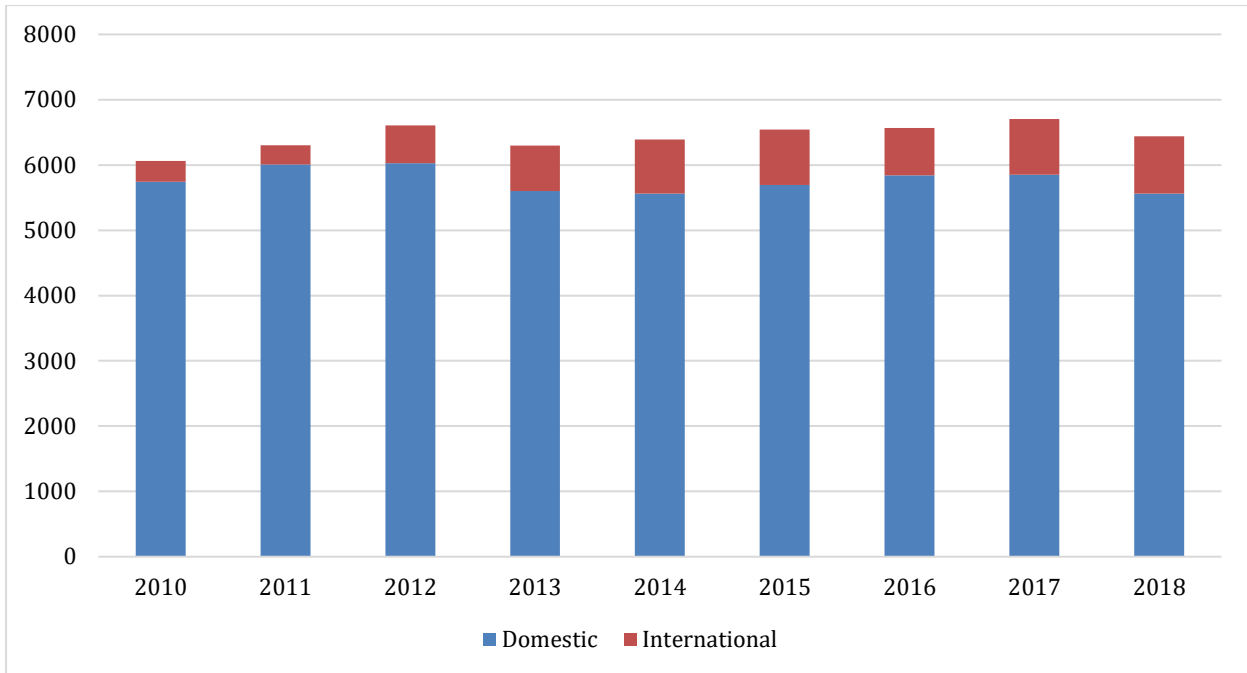


Figure 1. MSOU First Year Student Enrollment Chart 2010-2018. Retrieved on Jan 3rd, 2019, from <http://www.ipb.MSOU.ca/facts.php>.

While MSOU's most recent strategic plan clearly supports attracting and retaining the brightest international talent, this strategic goal will not be achieved until the university understands and supports the international student experience. Recent research from MSOU's graduate school, indicates that international students are not satisfied with the support they receive for acclimatizing to Canadian culture (International Graduate Student Issues, 2013, para. 5). Cultural integration can be supported by cultural education – a concept discussed in more detail later in the chapter.

Within the context of this OIP, International students are defined as individuals who have come to Canada on a study permit enrolled in an undergraduate or graduate degree program. This also includes visiting international students on one or two term exchange programs. The importance of social ties with both local and other international students in predicting persistence and a stronger sense of connection is well-established (Hendrickson et al., 2011; Kashima &

Loh, 2006). Further, faculty have a significant impact on the success of cultural integration programs and are among the most influential people that shape an international student's academic trajectory, and student-faculty relationships have been found to significantly affect students' learning and motivation (Cole, 2010; O'Meara, Knudsen, & Jones, 2013).

There are about over 1400 faculty working in 11 different faculties across MSOU. Faculty within the context of this OIP, are defined as tenured or tenure-track academics with a workload of 40% teaching, 40% research and 20% service. This includes the supervision and mentorship of graduate students along with service to the university and the academic community, normally through committee participation and other institutional activities. Research suggests that positive interactions with professors, characterized by affective concern, help to create an inclusive campus climate and these social experiences highlight the importance professors and advisors have as role models and gatekeepers to academic culture at a university (Trice, 2003). Feedback from faculty at MSOU reveals that while they are aware of the issues, that international students face, and sympathetic, they do not feel adequately prepared to support students outside non-academic concerns.

Leadership Position Statement

As Creswell (2015) states social constructivists, "seek understanding of the world in which they live and work (p. 8)". This is a perspective that resonates through my approach to leadership and aligns strongly with a transformational leadership approach (Bass & Riggio, 2006). It asserts that knowledge is socially constructed through interactions with others (e.g. teachers, students) and is therefore, dependent on the collaborative process within an educational community (Eggen and Kauchak, 1999; McInerney and McInerney, 2002; Schunk, 2012).

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Learning, therefore, is more than the accumulation of knowledge, it is also a process by which learners are integrated into a knowledge community.

My approach is a transformational leadership with a Confucius influence. Having grown up in a not-so-traditional Chinese family, my leadership philosophy leans towards trying new things while at the same observing core values such as respect and integrity. My father comes from an academic family and my godmother was one of the first university students in China (in the 1930's). My family believes that education can change your life. My father became a paleontologist and ran his own research lab in the Chinese Academy of Science. My mother founded her own travel agency and welcomed international tour groups to visit China in the 1990s after the Chinese government authorized private business licenses to individuals. Therefore, I was raised and influenced by both Chinese and Western standards and values. After moving to Canada, my actions in life and work have also shown swings between traditional Chinese culture and the values and beliefs I have taken on during this process of integration.

As Crotty (1998) points out, social constructionists believe that individuals interact with the world and interpret events through the lens of their own culture. Therefore, as a qualitative researcher, I view the world through my own "experience and background" (Creswell, 2015). Confucianism influences my leadership style, and I believe in a deep understanding of the importance of establishing social harmony and cultivating good relationships for the benefit of the larger society. Within Confucianism, leadership reflects politeness, generosity and respect for the value of humanity. Humanity means being considerate, and generosity involves being both patient and tolerant when it comes to employees. Thus, trust develops when these components exist and have been demonstrated by both leader and follower (Lynn-Sze, Yusof, & Ahmad, 2014).

Leadership Philosophy

My leadership philosophy influences by leadership approach and is a combination of Western and Chinese beliefs about how leadership should be exercised. It is a mix of transformational leadership (Bass, 1985, 2006) from the West and Confucian (Legge, 1909) thinking on leadership from China. At its core, this philosophy sees leadership as a behavior or process where leaders inspire the team and its members to attain a goal or vision that both the leader and follower believe in. It also emphasizes leading with respect, passion, wisdom, integrity, courage, and humbleness, and that followers must also reflect these qualities.

Unfortunately, this philosophy fails to fit with the dominant leadership approaches at MSOU. The dominant leadership practices at MSOU is the path-goal model, where leaders motivate followers to challenge obstacles in order to accomplish the goal with directive, supportive, participative, achievement-oriented leadership behavior (House & Michtachel, 1974). This approach sees the leader and leadership as being the same, a conception that clashes with my idea of leadership as a moral relationship between the leader and followers. However, this lack of fit does not mean that I conflict with MSOU's leadership approach to internationalization, rather, it means that I am able to be at the center of change, where I can bring leadership and the international student body together. The evidence suggests that internationalization at universities in Canada has become popular because it produces beneficial outcomes for both the institution and its international student body (CBIE, 2018). Therefore, I can interpret both faculty and staff (i.e. institutional need) and the needs of international students and formulate actions that bring both sides together.

Faculty and staff involved in implementing internationalization policies and frameworks experience frustration due to language barriers and the lack of previous exposure to foreign

cultures (Triscott, Szafran, Waugh, Torti, & Barton, 2016). Although many faculty and students have travelled or experienced living in other countries, they are still challenged when trying to connect with international organizations. These difficulties may stem from an absence of a type of leadership that motivates leaders and followers to work collaboratively – A style of leadership that reflects my own thinking and views on leadership. To effectively transition to a global university, our institutional leaders need to move to a more collaborative conception of leadership that rewards leaders and followers when they work together.

At its core, my social constructivist philosophy sees leadership as “a process whereby an individual influence a group of individuals to achieve a common goal” (Northouse, 2016). It also sees leadership as being about leading with the qualities of - respectfulness, passion, wisdom, humbleness, and others - and about followers learning to reflect these qualities. As Gergen, (1999) argues, this kind of thinking sees leaders and followers coming together to generate a common understanding of leadership that ensures their success in meeting their goals.

As a Mid-Level Leader (MLL) who arranges international (Asia) partnerships between MSOU and other international universities, I have an opportunity to apply my Confucianism-influenced transformational leadership style to my interactions with senior leaders who are responsible for implementing the institutional strategy at MSOU. I also have close connections to the largest group of international students at the university (China and other Asian countries) who also subscribe to Confucian thinking and its values (Northouse, 2016, p. 437). Arguably, my combination of transformational leadership and Confucianism is the appropriate leadership style to apply to the challenges of implementing and supporting the cultural integration of international students at MSOU and supporting its mission to become a global institution of learning.

Leadership Problem of Practice

The Problem of Practice (POP) that will be addressed in this OIP, is the lack of cultural integration and support for international students at MSOU. Both faculty and staff are in leadership roles that can have a dramatic impact on the social, emotional and academic lives of their international students (Durlak, et al., 2011). Unfortunately, the cultural integration of international students at MSOU is inadequate and international students are facing social, emotional and academic challenges as they are not provided with the needed assistance to acclimatize to Western culture. Further, faculty do not feel it is their role as academic leaders and are unwilling to provide the needed social and emotional support that would ease the challenges of living in Canada. This POP seeks to identify the support structures that are required to ensure the successful cultural integration of international students at MSOU.

Cultural integration is a combination of social and academic integration. Cultural integration, as described in this Organizational Improvement Plan (OIP), refers to a form of cultural exchange in which one group assumes the beliefs, practices and rituals of another group without sacrificing the characteristics of its own culture (Glazer and Moynihan, 1970).

International students are an important component of an institutional internationalization strategy. To become a global university, an institution needs to ensure that students from other countries are culturally integrated and supported to ensure that they are comfortable and confident with the academic and social dimensions of their new educational environment without losing touch with their traditional culture (Gu, Schweisfurth & Day, 2010). Unfortunately, universities such as MSOU are experiencing difficulties in meeting this goal. A gap exists between the present level of cultural integration currently being attained by international students at MSOU and the actual level that is necessary to ensure academic success at the institution.

Although there are workshops and other forms of support to help reduce this gap, international students need more social and academic assistance if they are to be successful at acclimatizing to educating at a western university (Hendrickson, Rosen, & Aune, 2011; Meng, Zhu & Cao, 2017). This support needs to come from both administrative staff and faculty. Further, faculty and staff need to be better prepared to address the social and academic needs of international students at their institution. Unfortunately, many faculty members are still unequipped to address more than the academic needs of their students. This problem of practice will identify the lack of consistent on campus services and identify potential support structures that are required to ensure the successful cultural integration of international students at MSOU.

Framing the POP

Historical Overview of the Problem of Practice

With the increasing number of international students on Canadian university campuses, how they are supported and integrated into the campus community is important to understand their experience while in Canada. Further, the type of leadership that is needed to create change and transform the international student experience needs to be addressed to ensure that MSOU achieves its mission. Tinto's theory of student departure (1975, 1993) states that academic performance and overall level of satisfaction are significant factors in a student's decision to leave a university (see Figure 2.). The theory also indicates that social interaction is important as it provides a level of comfort and has a positive influence on academic performance. As Glass and Gesing (2018) note, interaction with international students strengthens the bond a student has with an institution. Further, higher levels of engagement lead to higher levels of persistence to graduate (Tinto, 1993). Therefore, a higher degree of integration with the social and academic

fabric of the institution influences the level of commitment international students feel towards an institution.

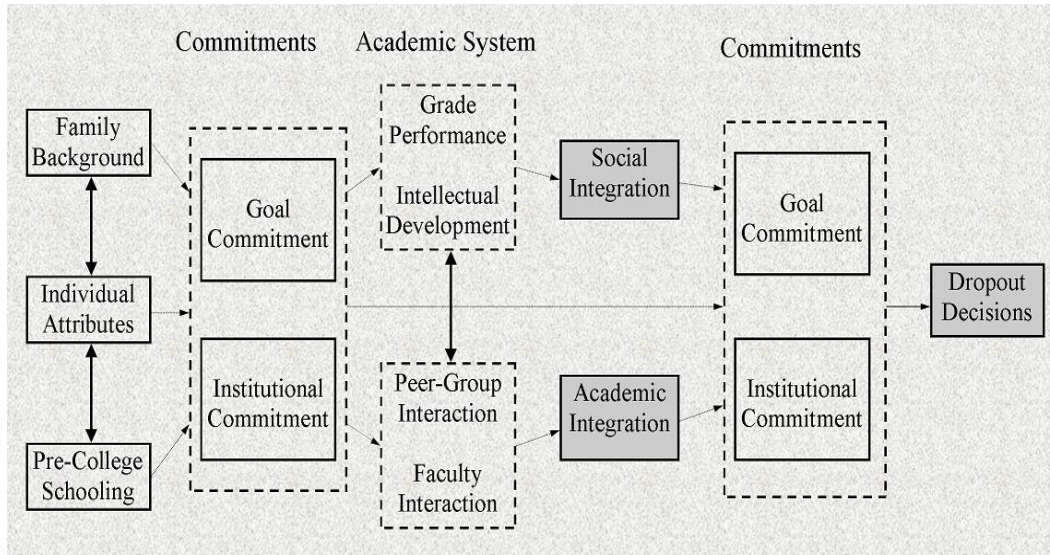


Figure 2. Tinto's explanatory model of the dropout process. *Dropout from Higher Education: A Theoretical Synthesis of Recent Research*, by Tinto, 1975, *Review of Educational Research*, 45(1) p. 95. Copyright 1975 by the American Educational Research Association

Several studies have investigated how international students adjust to campus life in North America (Yang, Noels, & Saumure, 2006; Liu, 2008; Zhang & Xu, 2007). Liu (2008) discusses strategies for improving student satisfaction based on interviews with international students before and after arriving at university in North America. He discovered that the adjustments necessary for cultural integration relate to academic studies, cultural differences and social relationships. The research suggests that the most important services for supporting international students in adjusting to their new environment are academic and social supports. The level of involvement from faculty and staff also plays a key role in how students adjust.

Some MSOU staff and faculty question the time they have to engage in internationalization activities, despite the fact that the service component of faculty responsibilities covers internationalization activities. Liu's research into internationalization with

Chinese students, echoes Kim (2001) and Berry (2006), the latter whom point out that both students and the host university need to engage equally. Glass and Westmont (2014) report that academic success for both domestic and international students is associated with a high sense of belonging to one's university and high levels of intercultural interaction. The same results are also found in other comparable studies. For example, Peacock and Harrison (2009) interviewed international students and found that the reasons for lack of integration included different backgrounds and schooling, shyness, language, and degree of openness and personal interest. Low levels of social interaction were found to be caused by language, introversion, different interactional norms/patterns, lack of shared cultural reference points and fears of peer disapproval.

Research into the impact of cultural differences, found that China and the United States are often used to compare the effect of cultural differences (Hofstede, 1997; Zhang & Xu, 2007; Spring, 2016). Such cultural differences usually affect the relationships between teachers and international students, and among domestic and international students. For example, the value of humbleness and modesty held by Chinese students limit their interactions with North American students, who embrace values that encourage individualism and ambition. From the Chinese perspective, efforts to achieve individual goals are often regarded as inappropriate and demonstrate a degree of arrogance (Greer, 2005). Some scholars report that language proficiency is key to securing cultural integration. Yan and Berliner (2013) find that Chinese international students' lack of knowledge of their university's culture amplifies the language barriers, since they do not have the requisite language ability to understand the conversation.

An examination of the research which attempts to pinpoint the barriers to achieving cultural integration shows that many factors are responsible for failing to integrate international

students. Language differences, lack of faculty and staff involvement, peer disapproval, poor academic performance, and cultural differences demonstrate the importance of this topic and its framing as a Problem of Practice.

Key Organizational Framework

A way to gain a greater understanding of cultural integration at MSOU and to find a possible solution is to employ a “frame,” which is a “mental model” that “makes it possible to know what you are up against and, ultimately, what you can do about it” (Bolman and Deal, 2013). With its emphasis on meaning, values, and beliefs, the symbolic frame has the greatest potential for helping the MSOU to become an important contributor to internationalization activities at Western. However, this frame has its limitations, and as a result a further frame – the human resource frame – is also discussed.

Bolman and Deal (2013) describe the symbolic frame as a foundational resource for all organizations which focuses on how humans use meaning, belief, and faith to create culture. In most organizations, there are certain values, ceremonies, and stories that “glue” members together and in turn build the organizational culture. The symbolic frame is important in identifying the unique qualities of organizations and symbols that motivate its members and provide the grounds for successful internationalization. This frame emphasizes the values of the team through stories and creating a culture to support the vision of building a global academic centre of learning with an excellent program of cultural integration (Vossoughi, Hooper & Escudé, 2016). Members, like students, staff and faculty who believe in these processes and events, become part of the organization and new members are welcomed through the same ceremonies that have bonded by those before them. The frame creates unity and clarity and gives purpose to the goals that serve to move the organization forward.

These qualities of the symbolic frame make it especially useful in bringing together different cultures within MSOU. Through its processes, the symbolic frame allows for the international cultures at MSOU to remain intact while at the same time providing an opportunity to understand and exercise cultural practices inherent at the university. The same also pertains to domestic students and faculty and staff of the university. They, too, learn about the beliefs and values of the international students while still maintaining their own culture. Further, domestic students also undergo a degree of cultural integration. In the end, the international students are culturally integrated – and the POP is successfully addressed.

As a social constructivist, the second frame through which I will view the POP is the human resource frame (Bolman & Deal, 2013). This frame focuses on the integration of individual needs and organizational requirements (Bolman & Deal, 2013). Before placing people into positions with important responsibilities, the organization must first attempt to understand the strengths, skills and potential of the individual. As an informal leader within my organization, I need to understand at a deeper level an individual's full potential. Further, I can use the human resource frame to compare the relationship between leaders and their subordinates within the organization. This switches the perspective from an authoritative view of leaders to a more relational view (Black, 2003b). The human resource frame also values the relational intentions and investments in a member of an organization. This level of attention balances the organization and increases the members' willingness to be part of the organization. In general, by choosing the right person, an organization can be happy with their choice and the individual member content that their skills have been recognized. This sense of "fit" is created through a two-way channel that brings employers and employees together. All front-end staff and faculty that deal with international students should take cultural training.

Some universities have strong enrollment strategies and take the position that attracting large numbers of international students is the key to success. Unfortunately, this is only part of a bigger picture. A British Council (2014) report explains:

“Simply having a diverse student body does not mean the education or even the campus is global in nature. What comes as an essential part of a global education is the inclusion of international students into communities and classes. Integration of all students is an elemental factor in the expanding concept of internationalization” (p. 4).

Spencer – Oatey, Dauber, Jing, and Lifei (2017) indicate that integration among international students is essential for adaption sociocultural adaptation. The adjustments are needed to function effectively in an unfamiliar setting. To address these issues, MSOU also has developed several initiatives to help international students adjust to the transition and eventually be integrated into our global learning family. For example, international week has been conducted over the past years and it invites everyone on campus, not just the international students, to participate in the event. Internationalization is impacted by a range of factors, as demonstrated in the following PESTE analysis.

PESTE Factor Analysis

In order to better understand MSOU, PESTE factors analysis was undertaken. The key factors reveal four factors dealing with the greatest impact: political, economic, social, and technological.

Political Factors. From a political perspective, MSOU is located in Ontario, considered the top destination of choice for international students wishing to study Canada. Nearly half of the international students in Canada study in Ontario (CBIE, 2018). Furthermore, in May of

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2018, Ontario proposed a five-step strategy (Ontario Ministry of Training, College and Universities, 2018) named *Educating Global Citizens* to acknowledge the positive impact and importance of international students and study abroad programs (see Figure 3). These have been adopted by MSOU and are strongly encouraged by MSOU's president.



Figure 3. Five Steps Ontario's International Postsecondary Education Strategy. Ontario's International Postsecondary Education Strategy 2018, Dec 10th, 2018, retrieved from Ontario Ministry of Education, Copyright 2018 by Queen's Printer for Ontario.

Further, the five goals of the Ontario international higher education strategy align with MSOU's goal of providing better support to international student -including improving the international student experience in Ontario, supporting the retention of international talent, and ensuring prudent, and high-quality growth, positions also shared by MSOU. As a social constructivist and leader in this area, I feel the impact of these policies daily in my work.

Ontario's Immigrant Nominee Program offers international graduates enticing options for permanent residency after graduation (OINP, 2019). International graduates of academic institutions may also stay up to three years in Canada with a work permit to gain employment experience and build professional connections within Canada. International students in MSOU

also can take advantage of this potential opportunities to contribute back to our society. This is something that the students that I deal with value very highly and it is clear to me that these policies have a direct impact on my work. The political forces in Ontario offer a sympathetic environment for addressing the challenges associated with cultural integration at MSOU.

Economic Factor. From an economic perspective, achieving the goal of cultural integration will require stronger financial commitment from MSOU. A series of existing and innovative events need to be funded. These events include an international student orientation, international awareness week, and extracurricular activities that allow staff, faculty and international students to better understand each other's cultural and social norm (Zhou & Zhang, 2014). The cut of government funding in education in 2019 is also making the substantial support for international students even harder (Education Funding Guide, 2019). This is something that I feel personally will affect my position and it may prevent faculty or administration from supporting new strategies and initiatives. To provide a better experience for international students, MSOU will need to ensure the staffing is in place to support the new initiatives and there are financial resources available.

Another economic consideration is the fragile state of the economy and the relatively low value of the Canadian dollar. This situation will make it more difficult for Canadian students to study abroad, and it also increase the cost of recruiting international students and building partnership overseas (Johnson, Adams, Estrada, & Freeman, 2014). The challenge to support cultural integration presumes that international students can be convinced to study in Canada, a possibility that is dependent on successful recruiting. I feel the currency exchange difference when I travel with my job and it has an impact on university spending and on whether Canadian students choose to study abroad.

Social Factor. The greatest impact on cultural integration from a social perspective is the cultural adjustment for domestic students, international students, staff and faculty. Learning is a social process and formal education involves, implicitly, learning culturally valued ideas from the host university. The social environment is shaped by several factors, including instructor-student interactions, student-student interactions, and the subject content in the course (e.g., ethical issues, politics). Cultural values impact how a student interprets knowledge and influences how students link and relate ideas. Within the university context, this impacts “the intellectual, social, emotional, and physical environment in which learning takes place” (Ambrose et al., 2010, p.170). Therefore, culture has significant social implications for the learning environment and whether an international student accepts or rejects the underlying values and beliefs of the host institutions cultural views. Therefore, within a social environment, such as a university classroom, culture can significantly impact learning and can even influence the meaning and understanding of words.

At MSOU, there are limited opportunities for these stakeholder groups to engage. Currently, the university offers a few workshops for international students that address cultural issues; however, there are only a few internal sessions for staff on intercultural communication and awareness, and a few online classes for faculty on how to deal with international students and prepare them for academic success. There needs to be more intra-group engagement and collaboration at MSOU.

Technological Factors. As international students attempt to integrate into new academic contexts, both socially and educationally, they are challenged by difficulties in cultural understanding, language barriers and complexities of cross-cultural collaboration. The internet, smart phones and other technological advancements have made communication with others

easier and to arrange events without face-to-face meetings (Wellman & Gulia, 1998). The promise of virtual reality offers opportunity to bring different groups on campus together without being physically present. Virtual reality provides virtual exposure to other cultures and provides a chance to collaborate over time with other international students which can reduce the impact of cultural change and reduce the symptoms of isolation, leading to a more empowering and enjoyable learning experience (Zhang et al., 2016).

The revolution in information technology opens possibilities that were unthinkable a few years ago and provides an essential tool for initiatives like the cultural integration of international students. Given the widespread usage of technology among international students, technology can be used to provide new resources both for dealing with distress and promoting integration into a new academic culture. Technology can be used to enhance connectedness among individuals, groups and societies. It can also be used to maintain relationships with a student's home country, and at the same time foster attachment to a host institution, as it provides alternative strategies for developing one's identity that goes beyond international and local contexts (Recupero, 2018).

This improvement plan does not address all the opportunities and challenges demonstrated in the PESTE analysis and it highlights the impact of internal and external factors on the internationalization agenda.

Internal and External Data Analysis

There are nearly 490,000 international students at all levels of academic study in Canada, which represents an increase of 119% since 2010 (CBIE, 2018). The majority of those students are at the bachelor's level and are from China, which also provides the greatest proportion of students at graduate level.

There are many innovative programs at Canadian universities which seek to ensure that international students are satisfied with their educational experience, with special attention being paid to generating opportunities for these students to interact with Canadian students. But research shows that nearly 60% of international students are without Canadian friends and only one-half of the students are satisfied with their educational experience in Canada (CBIE, 2018). While the prospect of making friends is not the primary factor in choosing to study in Canada, good relations between Canadian and international students are an indicator of the need for cross-cultural integration, a characteristic of a successful internationalized campuses.

A survey conducted by CBIE (2014) identified various barriers which restrict international students from establishing relations with their domestic counterparts. One barrier is limited language skills, and another is the low participation rate in extracurricular activities. The larger institutional barriers are international students enrolling in classes and programs with a low percentage of Canadian students and diversity events on campus which lack the desired two-way exchanges between Canadian and international students.

Other studies also show the difficulties and disappointments faced by international students in Ontario (Budrow, 2015; Li and Tierney, 2013; Van Loon, 2001; Zhou & Zhang, 2014). One study involving a university in Ontario revealed that a little over a third of the international students were not pleased with their situation and a fifth were having trouble with their academic work. As well, nearly three-quarters of the students had not talked with their professors, and interactions with domestic students were 'quite limited' (Zhou & Zhang, 2014). And as with the CBIE survey, the lack of proficiency in English was central problem. A further study of international students at an Ontario university (province unspecified) showed that the students found their experience largely positive but that there were weaknesses in the academic

program (Li and Tierney, 2013). The objectives of their program could have been more clearly outlined, and there was little opportunity to interact with Canadian students and to attend social events. The participants in the study also indicated a reluctance to recommend the program to others in their home country and were not sure that the program had met their expectations (Li and Tierney, 2013).

Guiding Questions Emerging from POP

The POP leads to a series of questions and potential lines of inquiry about strategies, policies and frameworks that are needed to reach the goal of cultural integration. The driving question that underlies this OIP is: what is cultural integration? While it involves academic and social aspects of daily life, more research is needed to understand the issues faced by international students before adequate systems can be implemented to support cultural integration. What are the factors fundamental to successful cultural integration and what does that look like? Another line of inquiry revolves around the strategies and support structures required to support faculty and staff at MSOU. How do we change the culture of the university and motivate faculty and staff to want to become a global university?

Schein (2004; 2017) defined culture through his work:

“A pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (p. 17).

Schein describes the deepest level of culture is a set of underlying unconscious assumptions, values and beliefs. A situation where the assumptions “have become so taken for granted that one finds little variation within a social unit... members will find behavior based on any other premise inconceivable” (2004, p. 31). As a result, he asserts that individuals within a

culture will change their perceptions and alter memories to preserve their underlying assumptions – and thus avoid cognitive dissonance (Schein, 2004; Schein, 2017). Schein’s definition of culture might answer why cultural integration is so difficult to implement in the institution because it requires all of us, faculty members, staff and international students, to bring our underlying assumptions to the forefront and openly challenge them.

A final question focuses on the international students. While they have expressed dissatisfaction with their experience at the university, they also have indicated a desire to work with the university to improve that situation. As a social constructivist, I believe that while this can also be a challenging process, which would require students to engage more deeply on a social and emotional level with faculty, it could also be very rewarding.

Leadership- Focused Vision for Change

The Existing Gap Between the Present and Future State

The Canadian Bureau of International Education (CBIE) reports that Canada has reached a total of 494,525 international students in 2018. This number represents a 20% increase over the preceding year of 2017 and easily surpasses the goal of reaching 450,000 by 2022 set by the federal government (CBIE, 2018). As Canadian universities have stepped up their recruitment of international students, concern about the lack of cultural integration has grown as well (CBIE, 2015; Lee & Wesche, 2000). Understanding and implementing the goal to build a global learning centre should be reflected both by staff and students in MSOU.

MSOU institutional mission commits to benefitting society through excellence in teaching, research and scholarship, and the students are expected to graduate as global citizens that will serve the public good. While some progress has been made, more work is needed. Most

organizational changes that relate to cultural integration will take a much longer period to accomplish, especially in a traditional setting like a public university (CBIE, 2015). CBIE (2015) has summarized several studies that describe a few strategies that have been shown to be successful.

“In CBIE’s 2014 survey of more than 3,000 post-secondary international students at 25 universities and colleges across Canada, 56% of respondents reported having no Canadian students as friends. Even those international students who plan to stay on in Canada after studying are no more likely to have Canadian friends — only 46% of them do” (CBIE, 2015, p.1).

Within a decade or so, there will be more international students studying on campus, and this will shift the attitude of staff and faculty towards acceptance and the embracing of cultural integration (Zhou & Zhang, 2014). It will directly affect the quality of the services we provide to international students. By concentrating resources on support staff, faculty and international students, and taking a transformational leadership approach, will allow me to successfully provide sustainable support that encourages true cultural integration. The concerns around cultural integration has happened as a series of informal discussions and observations of international students at MSOU. The discussions have been with faculty, staff, and most importantly, with international students. Faculty have expressed concerns about the academic performance of international students while staff have shown concern for the lack of a social dimension for cultural integration. International students have expressed their concerns with the lack of socialization and as a result feel isolated on campus which has also been reported at other public universities across Canada (CBIE, 2018; Li & Tierney, 2013; Van Loon, 2001; Zhou & Zhang, 2014). Students are also concerned about their academic performance but feel uneasy about approaching their professors. To gain a better understanding of the priority of cultural integration, a survey of international graduate student’s satisfaction was carried out, and

preliminary results confirm the findings of the informal discussions and observations – international students are unhappy with their social and academic progress at the university (International graduate student issue, 2013, para. 5). Similar surveys at neighboring universities have also been carried out, and they, too, tell a similar story (Li & Tierney, 2013; Van Loon, 2001). True internationalization in Ontario and elsewhere in Canada will remain an elusive goal if cultural integration is not made a top priority.

Priorities for Change

One priority of the OIP is to ensure that the collaborative and collective culture of the institution is developed on campus. Like other Ontario universities, given the increasing number of the international students on campus at MSOU, the university has asked all faculties to pay greater attention to the enrollment numbers of international students and diversity to ensure the sustainability of their programs (Li & Tierney, 2013; Van Loon, 2001). My role at this university is directly tied to these numbers. However, to date, it appears faculties have failed to realize that cultural integration has a direct influence on student satisfaction. As a leader in this area, it is important that my colleagues are aware of these issues given I have a direct relationship to the international student body.

Research indicates that international students' satisfaction of studying abroad is strongly influenced by cultural integration (Lewthwaite, 1996; Jamaludin, Sam, Sandal, & Adam, 2016), which has been raised as an important strategy for most of the faculties in MSOU. In order to ensure the continuous support for cultural integration occurs at MSOU, the organizational culture must embrace the collectivism over the individualism. This can only be achieved when staff, faculty and international students work interdependently and collaboratively. Faculty involvement is therefore crucial and strongly emphasized in several articles on students'

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satisfaction (Fairweather, 2002, Pascarella, 2001; Umbach & Wawrzynski, 2005). The strategy I proposed in this OIP is to develop new initiatives that work to make cultural integration a reality and prepare students for their professional's lives here in Canada or internationally. The plan focuses on establishing a collaborative culture among students, staff and faculty which supports regular engagement and continuous formal and informal communication amongst colleagues.

As a change leader, it is my responsibility to ensure trust is established between staff and faculty. Trust is essential to any successful change implementation within an organization (Vasyakin, Ivleva, Pozharskaya, & Shcherbakova, 2016). Leadership is important when it comes to building a work environment of trust (Sharples, et al., 2016). Competition between staff and faculty can cause problems, which also leads to hidden agendas, unshared information, and unhealthy internal competition (Hernaus, et al., 2018). As a leader of change I need to be aware of these influences and the impact that I can have on the organization. Therefore, activities designed to increase trust between staff and faculty will be addressed as a priority in this OIP.

Envisioned Future State

To implement a change process, I will develop a strategy to foster and support cultural integration for international students. Faculty and staff will be able to participate and work collaboratively with international students to develop the strategy, practices and processes for achieving academic and social integration. Staff and faculty interact with international students based on their individual understandings of the student's progress and their interpretations of the student's expectations. Faculty rely more on engaging with students around their academic performance, while staff tend to focus more on the personal growth of students. As a change leader I will need to implement programs and processes to deal with each of these aspects of the student experience as these are both powerful measure of quality and students' performance

(Umbach, & Wawrzynski, 2005). Embracing the sense of ownership inherent in cultural integration, we hope to see the level of international student satisfaction increase and the benefits of cultural integration become more transparent to the organization.

In addition, by involving faculty and staff in the development of cultural integration programming, I can have a direct impact on the academic reputation of MSOU. Following a report to senior administration, I have begun to implement components of the strategy into faculties in 2018-2019 academic year. It is my hope, that these new programs for international students will raise awareness and will over time and will attract higher-ranked educational partners as collaborators with MSOU (Spencer-Oatey; Dauber; Jing; Lifei; 2017).

As a leader who works with international students daily, my actions as a role model will lead the change process. A role model as Confucius advocates leads by action (Lynn-Sze, Yusof, & Ahmad, 2014). By dedicating more time to communicate students' needs to our faculty and staff, and by reallocating resources from my department and attracting existing resources from related units, I can make the transition smoother for international students. In so doing, students will become global citizens who are able to make the MSOU a hub for global talented scholars.

Organizational Change Readiness

MSOU appreciates that the cultural integration of international students is key to meeting its goal and vision of become a global center of learning. Already actions have been taken towards achieving this goal. Departments such as mine have been established to deal specifically with international recruitment and establishing partnerships with educational institutions in other countries. Several faculties at MSOU have also set up joint programs to enhance the recruitment of international students and more faculties are in the process of doing the same. True

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internationalization of higher education will remain elusive without making cultural integration of international students a top priority.

At the same time the university realizes many challenges lie ahead. As stated earlier, faculty have expressed concerns about international students feeling socially isolated and confused about some academic practices at university. The language barrier is a primary concern among staff and faculty members (CBIE, 2015). As one of the two founding members for MSOU- English Language Center in 2012, we provided academic English courses for students who need a boost on their academic English prior to enroll their first year of MSOU. This program later was expanded to all non-native speakers who hold teacher assistant position training for graduate program in MSOU. MSOU is thus poised to become more than just a Canadian university and it is receptive to changes necessary for this happen. Building a continuous support system of cultural integration for international students requires all individuals to work collaboratively rather than independently (Lindsey, Roberts, & Campbell Jones, 2018). There is still much work to be done to narrow the gap.

Diagnosing Change: Rate the Organizational Readiness to Change questionnaire.

In this section, continuous support on cultural integration in MSOU's readiness enact change is assessed. Organizational readiness As Cawsey et al. (2016) write, "People need an overarching dream of an inspiring future" to truly motivate the change process (p. 48). The MSOU readiness to enact the consistent and continuous support on cultural integration is assessed by *Rate the Organizational Readiness to Change* questionnaire (Cawsay et al. 2016).

Rate the Organizational Readiness to Change

Rate the Organizational Readiness to Change questionnaire contains 36 questions created by Caswey, Descca and Ingols' (2016). It classified 6 readiness dimensions: previous change experience, executive support, credible leadership and change champions, openness to change, rewards for change, and measures for change and accountability. The questions are designed to provoke consideration of what might be promoting and or inhibiting change readiness allowing change agents to enhance the readiness of their organization. The change readiness of providing substantial support on cultural integration in MSOU is described based on the six-readiness dimension.

Previous Change Experience. MSOU has tried to create innovative events to support international students on cultural integration but overall services have not been impacted significantly since 2009. Most of the events have not changed in the past decade. Therefore, the support for cultural integration in MSOU has a score of -1 in readiness, which means the lack of innovative strategy and events and existing culture facing internationalization might be reluctant to support the change.

Executive Support. The plan has pictured a clear future based on the change. Due to the shifting of the senior leadership in MSOU, senior administration has been overhauled for the new president being placed in 2019 for further commitment financially. In this dimension, the score of the readiness is 2.

Credible Leadership and Change Champions. The proposed OIP echoes the MSOU's international strategic plan to ensure international students in MSOU "will be global citizens whose education and leadership will serve the public good" (MSOU mission, 2012). However, the past two years has been a transaction year for a new provost and new president. Therefore,

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this dimension scores 7, which indicating the new leadership in MSOU may support the change, but staff and faculty are still reticent.

Openness to Change. This dimension scored the highest among all others, as a 9. Yet, there are some concerns about communication channels. The push for internationalization cannot be delivered by a strategic plan dictated from the top. The awareness and openness to change must be started by students, administrative staff and faculty members sharing with each other uncomfortable moments and perspectives. This dimension with such a high score mirrors staff and faculty's desire for the change, but they are also acknowledging that pushback might occur for the change initiatives.

Rewards for Change. Innovative ideas are highly encouraged at MSOU. Staff and faculty have been sharing positive reviews for the need for change. Therefore, in this section, MSOU gets 0 in score.

Measures for Change and Accountability. There is only limited institutional data staff and faculty have access to. While developing the OIP, measurement and collecting data must to be required. With a score of 2, monitoring change, evaluation and assessment need to be emphasised.

Overall, a score of 19 on *Rate the Organizational Readiness to Change* questionnaire shows that MSOU demonstrates some readiness for change. The turf protection, communication, evaluation, assessment, and new senior leadership interfere with organizational change readiness. This questionnaire challenges organizations on their beliefs, commitment and contributions to internationalization. However, everyone should gain a better understanding of the problem or opportunity and develop an appreciation of the power dynamics in the organization and the

possibilities of establishing coalitions of staff, faculty, and perhaps even students to support and make the changes. I anticipate that not all individuals on campus will value the change as the change leaders do, nor have the same excitement around change. Therefore, as a change leader, I must be prepared that this OIP might be an obstacle to the change readiness.

Internal and external forces that shape change

Internal and external forces play a key role in the change process. From an internal perspective, when moving through the Plan Do Study Act model to address the POP of cultural integration, it is important to have faculty and staff involved if MSOU is to enjoy success. Individuals need to be “awakened” from their comfort zone and be open to new ideas. The change process cannot rely solely on international students to make the necessary alternations.

External forces can be both positive and negative. New opportunities may emerge in the change process that might be beneficial. For example, government might make available new funding for activities which further internationalization at postsecondary institutions. Alternatively, the economy could slow down, and case all involved in internationalization to lessen their support of cultural integration and focus more on basic operations. As stated earlier, they are many external factors- economic, political, social, and technological that can affect change processes. And participants in the change process will have to be ready to deal with them in order to reach its goal.

Conclusion

As with many universities and colleges, MSOU is attempting to become an institution of learning that can pride itself as being truly international. But in pursuing this goal it has been confronted with a serious barrier. To become a global educational entity, a university must attract

and retain international students, for they are both a symbol and a necessary part of any postsecondary education institution claiming to be international. The international students at MSOU, however, are not satisfied with their academic experience and their life outside the classroom based on the survey conducted in 2013 by the Society of Graduate Students (SOGS) at MSOU. In other words, they have not been culturally integrated, a process which leads to an acceptable level of satisfaction in time both in and outside the classroom.

To address this situation, it is necessary to embrace a leadership style capable of motivating and influencing the forces necessary to attain cultural integration. It also necessary to adopt a model of social change, for the effort to make international students more at home academically and otherwise at MSOU amounts to an exercise in change. A good understanding of cultural integration is also required and so is an appreciation of the internal and external forces that may have an impact on pursuing cultural integration. In this chapter, all of this been done. A hybrid leadership style, which combines transformational leadership and Confucianism, has been proposed. A model of social change has also been put forward, one which blends the work of Plan Do Study Act cycle. And an understanding garnered through careful consideration of cultural integration has been gained. In the next chapter, all these elements are put into action to produce an OIP oriented towards achieving cultural integration and allowing MSOU to realize its aim of opening itself up to the rest of the world.

Chapter 2: Planning and Development

Introduction

Chapter One of this Organizational Improvement Plan (OIP) introduced MSOU and outlined that challenges that MSOU is facing attempting to integrate international students into Western culture at the university, cultural integration as the Problem of Practice (POP). Chapter Two outlines the changes required to address this challenge and frames these changes within the leadership and organizational change frameworks and approaches. Transformational Leadership, Confucian leadership which together integrate into Sino-Canadian leadership, will be used to drive the implement the OIP will be introduced and discussed using a social constructive lens.

Leadership Approaches to Change

I am a Mid-Level Leader (MLL) who reports to several deans of faculties on new programs from partner universities designed to attract international students mainly from China. I am also the secretary of the *China Strategy Task Force*, a body at the university which reports to the Provost, Vice-Provost & Associate Vice-President (International) for overseas' partnerships. This work involves developing, implementing and fostering the university's international strategic plan in a cross-cultural setting to cultivate current relationships with stakeholders within various international institutions. Much of this work involves launching new programs, negotiating the agreements, and solidifying relationships with international institutions. While liaising with leaders from both international institutions and Deans of Faculties, a high degree of cross-cultural interpretation is needed along with the ability to influence those in other positions of leadership. In order to implement a plan to enhance the cultural integration of international students a combination of Transformational Leadership and

Confucian Leadership styles will be used and integrated into a unique leadership approach called Sino-Canada leadership.

Transformational Leadership

Bass (1985, 1998, 2006) sees Transformational Leadership as an approach that motivates followers to do more than what is expected and is characterized by the four I's of Transformational Leadership: Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. All four emphasize a strong partnership between those who lead and those who follow. Transformational Leadership, which has a strong moral component, fits well within this framework for change. Bass (1998) believes transformational leaders behave in ways that raises the moral commitment level of followers. Similarly, Bass and Avolio (1998) and Zaleznik (1992) see the leader as someone who inspires and motivates followers to do more than expected (Inspirational Motivation); who functions as a charismatic figure for those he or she leads (Idealized Influence); who presents followers with engaging challenges (Intellectual Stimulation); and who seeks to connect with people on an individual level (Individualized Consideration). These aspects are infused in the improvement process in the following ways:

Idealized Influence. Through extended orientation and workshops, staff are given the opportunity to step outside their comfort zone and beyond their daily duties. As the leader of change I will manage the communication channels and role model effective change management for other stakeholders to ensure colleagues see more clearly the purpose of the change process and the importance of achieving cultural integration. Also, I will encourage and facilitate faculty and staff to exchange ideas on how to improve the support services provided to international

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students. By doing this, I hope to inspire faculty and staff to take on additional assignments that will directly increase international student satisfaction.

Inspirational Motivation. I will need to ensure my actions reflect what I expect staff and faculty to do – work collaboratively. As the change agent, I will maintain open and honest communication channels for staff and faculty to express their concerns and have their voice heard. At MSOU, we respect and practise freedom of speech, and believe everyone should have a voice. I want my actions to inspire others.

Intellectual Stimulation. Once the challenges have been identified and recognized by international students, staff or faculty, it will be my role to make them see these challenges as intellectual exercises. This means finding the best and most innovative solutions to problems, with stimulating exercises that engage their curiosity and take the approach that change and the solution that we develop is a problem that can be solved.

Individualized Consideration. Individualized Consideration represents a respect for the well-being of our followers (Bass, 1990). For a mid-level leader, understanding faculty and staff's pride in their work and respect for their contribution to the MSOU is essential. It is not a one size fits all solution, and all stakeholders need to be involved and be respected for their individual contributions. Everyone will be impacted differently by the changes and this needs to be considered.

Using a Transformational approach, a leader can act as a positive role model to inspire and motivate staff and faculty by collaborating around a goal. The implementation plan, which is integrated with the international strategic plan, will be presented to senior administrators, faculty and staff through emails and in person meetings over the early stages of the plan. This would hopefully inspire faculty and staff to consult with each other and to share their own relevant

experiences. I will also strike a committee selected from faculty and staff to encourage the development of programs that go beyond the standard operating procedures inherent at MSOU. Encouraging both leaders and followers to reach beyond expectations, to work together, to reach their full potential, will ensure that the goals of the OIP are implemented.

Confucian Leadership

Born and raised in Asia, I can see that Confucian leadership has influenced my life. This gives me an advantage when I connect with international students from countries like Singapore, China, South Korea and Japan. Northouse (2016, p. 437) explains that the Asian region is strongly influenced by Confucian leadership and its respect for in-group collectivism, institutional collectivism and performance orientation. The aim of Confucian leadership is to “lead and encourage people to carry out a proper life and livelihood and have good relationships with the people around oneself so that more people would attain similar good virtues; and if this continues to be so, there would be fewer frictions in relationships and thus this creates positive energies in group dynamics and teams” (Low & Ang, 2012, p.96).

Confucianism requires leaders to be role models, to embrace personalized relationships within organizations, and encourage members to bond with and support one another, while building a “family culture” in which leaders show generalized care for all employees (Ma & Tsui, 2015). The “family culture” is where I see my leadership style contributing to MSOU - acting as a role model for international students. I came to Canada as an international student myself and my education and work experience reflects what Canadian higher education can offer for international students. The attraction and application of Confucianism can be seen in classic Chinese philosophy, communist ideology, and even modern management practices (Fu & Tsui, 2003; Tsui et al., 2004). It can also be seen in current managerial philosophies (Yang 2012).

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Working with colleagues unfamiliar with Asian culture is where I can lead by example and act as a role model. This approach to leadership guides the OIP and encourages faculty members, administrative staff and international students to work together to establish enhanced programs of cultural integration.

To facilitate and guide the mid-level leader in discussions with faculty, staffs and international students on cultural integration, the Plan-Do-Study-Act (PDSA) change model has been chosen. Using this model, I, as a leader am responsible for the quality and effectiveness of the newly designed programs and will be responsible for guiding the main stakeholders in developing and implementing the necessary changes (Bolman & Deal, 2013, p. 147). This model mirrors not only my own belief that change can be achieved by empowering people and creating a sense of belonging based on the trust and respect, but also reflects current practices. Inviting staff and faculty to reflect on their experiences offers great opportunities for faculty and students to discuss their experiences and to get to know each other better.

Sino-Canada Leadership

Combining Confucianism with Transformational Leadership as a contemporary leadership approach promotes active leadership by emphasising virtue and following natural law. As a leader I approach my task assuming that staff and faculty can be motivated to take on more responsibilities and achieve goals thought beyond their reach. For instance, faculty may assume more responsibilities in the extended orientation and workshops, and staff can empower faculty and work collaboratively with them to promote cultural interaction. This work will be accomplished by clearly articulating a vision, acting as a role model, respecting and caring for the individual concerns and supporting colleagues in their personal and professional development. All of these qualities of Transformational Leadership are consistent with

Confucianism's view of leadership in educating, developing and assisting others to achieve perfection. They are also reflective of social constructivism, as a way of learning collaboratively in a social environment.

Frameworks for Leading the Change Process

Social constructivism, the notion that social reality in its many forms is the product of interactions between two or more people, can describe the dynamics between leaders and followers as they interact, collaborate and learn together (Raelin, 2016). Similarly, a change process can occur when individuals working together move forward in pursuit of a common goal. Staff and faculty at MSOU are highly educated and are hired because of their knowledge and expertise. Their contribution, and their ability to innovate, will ensure that the institutions internationalization goals are achieved. The internationalization effort at MSOU emphasizes collaboration and cooperation, which reflects the mission and philosophy of MSOU.

Model for Change

The Plan-Do-Study-Act (PDSA) cycle for change was selected to guide the improvement plan. The PDSA cycle was created by Walter Shewhart in 1920s and was originally known as "Plan-Do-Check-Act (PDCA)". But Edward Deming changed the model to Plan-Do-Study-Act (PDSA), a cycle to provide support for continuous improvement in organizations (Taylor et al., 2014).

This model has been used in health care and other industries but has only recently been applied to higher education (Moen & Norman, 2010). The approach starts from the idea that change is achieved through an appreciation and application of relevant theories, the recognition of forces both internal and external, and the employment of predictions to anticipate the effects of actions and behavior. The value of the cycle approach is its ability to determine whether

change has occurred and how that change can be fed back into the development process for of continuous improvement. As might be expected, this approach relies heavily on testing to confirm the causal relationship between the change and subsequent improvements.

Deming (2000) believes that change in an educational system should be generated by all including students, staff and faculty. The PDSA cycle employed in this study uses formative assessments to understand what students, staff and faculty believe needs addressing. Using this approach should lead to consistent gains in the predictability of an individual's learning experience. I believe this model offers both a research-informed and applied basis to the change process - a factor which appeals strongly to academics and staff working in an institution of higher learning.

An awareness of the shortcomings of PDSA cycle should also be noted. Reed and Card (2015) identify several shortcomings of PDSA model applied to healthcare. These include failures relating to identifying the problem, consulting with stakeholders, generating relevant data, ignoring the side effects of intervention, and the lack of a plan to ensure that the changes made stick. These shortcomings will be evident in the implementation and assessment of the OIP. Despite the limitations, the effectiveness of this model to enact rapid change makes it a suitable model for MSOU's problem of practice.

The PDSA cycle demonstrates that organizational change and improvement can be accomplished through a four-stage closed process (see Figure 4).

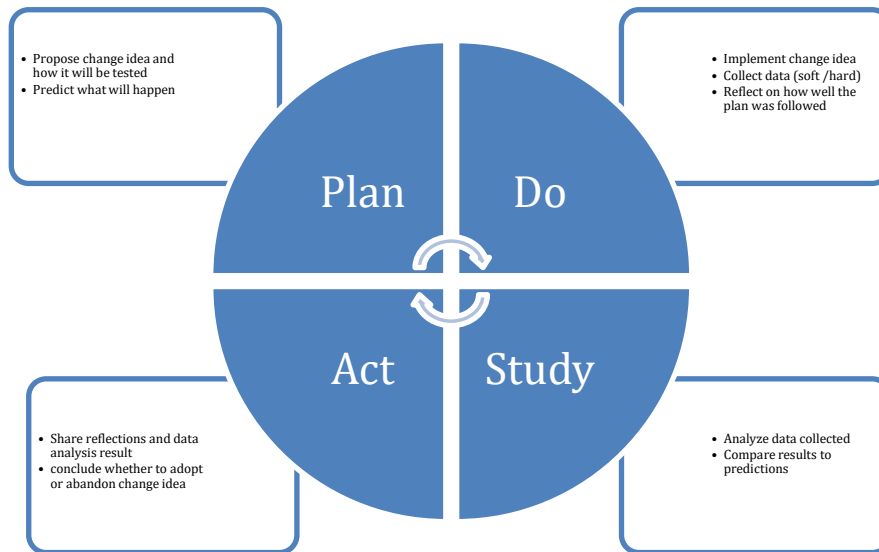


Figure 4. Plan Do Study Act Cycle for Improvement. Adapted from Deming, E. (2000). *The New Economics*, (2nd ed). Copyright 2000 by Cambridge, UK: MIT Press.

The model breaks down the change process into four stages: development, implementation, reflection, and evaluation. Although the four stages are interconnected, the model outlines specific actions to be taken during each cycle.

- *Plan* stage: the objective is to plan for change and predict the results.
- *Do* stage: the plan is executed by taking small steps in controlled circumstances.
- *Study* stage: the results are studied.
- *Act* stage: the organization acts to improve the process.

Plan. In the *plan* stage, the members of the change team formulate the problem facing the organization, carry out a rigorous analysis of possible reasons for the problem, and consider the contextual forces inherent in the organization (Donnelly & Kirk, 2015). After assessing the pertinent data and information as well as the differing views of the group, the team builds a plan intended to successfully address the problem. Ideally, the team can visualize the solution (Deming, 2000; Moen & Norman, 2010). Like the other stages in PDSA, the *plan* stage relies on the direct participation of individuals (Kanter, 1994). The experience of international students, staff and faculty at MSOU will be used as a basis for identifying problems and areas requiring

improvement. This stage is not only part of the process for achieving organizational improvement but also benefits MSOU because it empowers individuals and demonstrates that it values their participation (Pieterse, Caniels, & Homan, 2012). As a leader, I must be conscious of the role of all individuals on campus in all stages of the PDSA process. I will maintain flexibility and be open to concerns and opinions of my colleagues. The various perspectives and diverse voices will enrich and complement the improvement activities during the planning stage of the PDSA cycle.

Do. The *do* stage concentrates on the implementation of change. The change plan may incorporate many strategies, but PDSA promotes taking one strategy at a time (Taylor et al., 2014). The orderly introduction of the change provides faculty and staff with a better feeling or understanding of the goals of the programming. In addition, this approach “enables rapid assessment and provides the flexibility needed to adapt the change according to feedback to and ensure a fit-for-purpose solution is developed” (Taylor et al., 2014, p. 291). During this stage, the leader will track the change strategies, address administrative problems, identify data tracking problems, and analyze the data collected. Since staff and faculty must also satisfy requirements in their daily routine during the planning stage, implementing change in a step-by-step process fits the international cohort in MSOU. There is always still room for improvement in the *do* stage, and this will attract staff and faculty eager to participate in a challenging change exercise.

Study. During the *study* stage, the change agent reviews the impact of the change strategy on the organization, using data, information and collected observations. The results will be compared with the predictions made in the *plan* stage. In addition to considering the data, PDSA continually assesses and revises the change plan (Tichor-Wagner, Wachen, Cannata, & Cohen-Vogel, 2017). Leaving room for revisions within the process is critical for the problem of

practice in MSOU since higher education is always in a state of change. Since international students, staff and faculty have different vacation periods and are physically separated most of the time, this stage will rely mainly on communicating digitally and will also require additional time for reflection and the evaluation of change. The study stage will ensure the changes have been delivered ethically and identify problems which have arisen during the process of change.

Act. During the *act* stage, the implementation plan will be either implemented or revised. If implemented, I will ensure the support structures necessary for the sustainability and continuity of the change (Donnelly & Kirk, 2015) are put in place. This is a process of continual change. The *act* stage completes the PDSA cycle and reconnects with the *plan* stage of the next round. I believe the *act* stage would encourage more staff and faculty to engage in conversations about cultural integration. The on-going PDSA cycle could create greater and more consistent support of internationalization at MSOU.

The PDSA model incorporates a social constructivism approach to planning, implementing and evaluating organizational change. It accomplishes this by leveraging the insights and suggestions from key stakeholders and applies them to the improvement process (Donnelly & Kirk, 2015). Deming's PDSA cycle also offers change agents opportunities to empower employees and facilitate collective teamwork (Cleary, 1995). This approach places the responsibility for the change process in the hands of those who work at the front end of internationalization at MSOU and assists them to engage directly in the organizations mission. These characteristics of the PDSA model align with the Transformational and Confucian leadership approaches. The PDSA cycle offers a "supporting mechanism for iterative development and scientific testing of improvements" in a complex educational system (Taylor et

al., 2014, p. 295). Similar to the idea of social constructivism, the PDSA model explores and acknowledges connections between events that affect international student’s cultural integration.

Critical Organizational Analysis

The PDSA change cycle provide a framework for change, but organizational change in the public sector is complicated. To persuade stakeholders of the need for organizational change, the change leader must reveal the gaps between the present state of the organization and the preferred future state (Cawsey et al., 2016). Using Nadler and Tushman’s Congruence Model (1980), a gap analysis will be conducted to determine if there is organizational support for cultural integration at MSOU and to suggest strategies for appropriate organizational adjustments.

Figure 5 outlines the basics of Nadler and Tushman’s model (1980) for organizational analysis and the transformation to a more desired state.

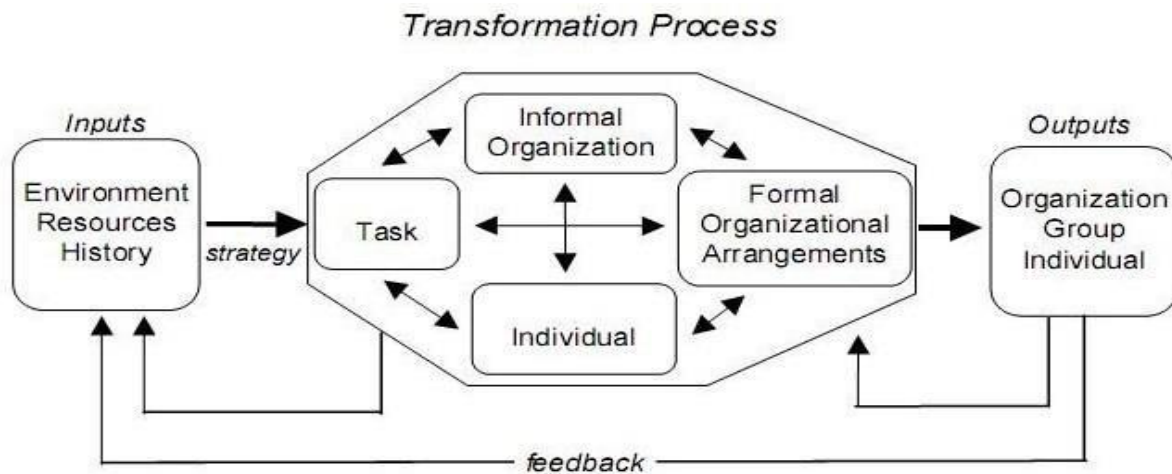


Figure 5. Congruence Model for Organizational Analysis. Reprinted from: A model for diagnosing organizational behavior, by Nadler, D. A., & Tushman, M. L. (1980, p.47). Organizational Dynamics. Copyright 2019 by Clearance Center, Inc.

The model consists of three parts which form a process that uncovers problems in the organization, the underlying causes of those problems, and the basis for the organizational

changes necessary to resolve these problems. The principles of Social constructivism are evident in this approach and its emphasis on the importance of a shared understanding of the changes. Part of the model consists of *Inputs* that shape the desired structure and operation of the organization. One of the inputs, the external environment, may place constraints on an organization and at the same time suggest opportunities. Resources act to make clear the quality of the employees who work in the organization and their ability to adapt to changing circumstances (Petrou, Demerouti, & Schaufeli, 2018). History is the institutional memory which influences actions in the present. Most importantly, the strategy which arises out of the three basic inputs must be consistent with the limits, possibilities, and organizational potential suggested in the other inputs. This means that strategy articulates the case for organizational change if the need for change is reflected in the other inputs. *Outputs* constitute a second part of the model. At this stage the action is to record how well the organization is meeting strategic goals and whether the organization has the flexibility and human resources necessary for change.

The final and the most crucial part, deals with the *Organizational Components*, which are the four core elements or pieces of an organization. ‘Task’ refers to the work and activities of the organization, ‘individuals’ to who carries out the tasks, ‘organizational arrangements’ to the formal processes and procedures, and ‘informal organizations’ to arrangements which serve to complement the more formal ones. These four components together are responsible for transforming the messages inherent in the inputs and strategic statements into reality. But this can only be done if the four elements are ‘congruent’ with one another, which means that they need to complement each other and be compatible when transforming the strategy into desired outcomes. For instance, the goals of individuals and the organization must be consistent with each other. Similarly, the organizational arrangements must be of a quality which allows them to

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satisfy the requirements of the tasks (Fernandez & Rainey, 2006). It is the absence of this congruence which pinpoints the areas where change is required and hence demands the greatest attention when undergoing a critical analysis of an organization. The inputs know what must be accomplished and outputs also know what must be captured in their statements of achievement. But sometimes the organizational components fall short of what is necessary to declare successful transformation and change is thus needed. Nadler and Tushman (1980) nicely summarize the basic argument of their model:

“Other things being equal, the greater the total degree of congruence or fit between the various [organizational] components, the more effective will be the organization – effectiveness being defined as the degree to which the actual organizational outputs at individual, group, and organizational levels are similar to expected outputs, as specified by strategy” (p.45).

The two authors add that congruence between the organization as a whole and the external environment is also necessary. So even if the organizational components are compatible with one another, this may still be insufficient because of the conflict with the larger environmental forces.

The application of the model to MSOU and its attempt to create a truly international institution through cultural integration reveals several incongruences which listed as below:

Task - Formal Organizational Arrangements

One incongruence is between the task and formal organizational arrangements. The task of creating a truly international university with a successful cultural integration program requires a substantial financial investment (Stafford-Smith, et al., 2016). The formal arrangements at MSOU provide additional funding to develop new units and opportunities for engaging international students. However, failing to achieve cultural integration suggests that more funding may be required. Another incongruity between these two aspects of the MSOU organization concerns central leadership at the university. The tasks demand strong leadership at the top, something which has been promised by senior administrators at MSOU. However, some

of the senior leaders have recently left the university, creating uncertainty over whether new leadership will continue the internationalization agenda. Finally, the formal arrangements have added additional units responsible for various aspects of the internationalization initiative at MSOU and new activities as well to serve the goal of internationalization. The tasks require that the new units and services be coordinated by an organizational body dedicated to leading the drive towards internationalization. At this time, the absence of such a body has resulted in a lack of a coherent approach to internationalization at MSOU.

Individuals – Formal Organizational Arrangements

Related to the lack of consistency between tasks and the formal organization is the incongruity between the international students (representing ‘individuals’) and the formal organization. The students want to have a successful academic and social experience at MSOU, and the organization also wants this to happen. However, there is again some inconsistency between these two elements. The formal organization thinks that students should make a greater effort to take advantage of opportunities to meet with their professors or socialize with domestic students. On the other hand, the international students feel that the university is not doing what is required to support their cultural integration (International Graduate Students Issues, 2013). There needs to be more activities that bring students closer to the university and provide them with more than a brief welcome and orientation and no formal follow-up.

Individuals – Informal Organization

A further incongruity involves individuals and the informal organization. The individuals (international students) and the ‘informal’ arrangements outside of formal duties and responsibilities. International students seek to interact with domestic students in class and outside of class. Research shows that this is difficult to accomplish, because both parties need to put a

great deal of effort into making these social interactions happen (Russell et al., 2010). Research shows that particular opportunities for sharing accommodations, being a member of a study association, and joining a fraternity or sports club can bring international and domestic students closer together (Bok, 2003; Russell et al., 2010; Severiens and Wolff, 2008; Tinto, 1998). But international students, especially those experiencing a high level of stress, fail to connect with these opportunities (Russell et al., 2010; Ward et al., 2004). Similarly, international students also wish to engage more with faculty outside of formal classes. At MSOU, tutorials and group assignments have been structured for international students by faculty, but this does not seem to be enough. Informal arrangements and events outside of class offer an ideal opportunity for faculty, staff, and students who care about internationalization to assist new international students to deal with the fears and uneasiness of studying abroad.

Formal Organizational Arrangements - Informal Organization

There is also a potential incongruence between formal organizational arrangements and the informal organization. Faculty and staff may wish on their own to interact more with international students but find that the demands on their time made by the formal arrangements make this nearly impossible to pursue successfully. Faculty, for example, are pressed to produce research which enhances the reputation of the university and to spend more time preparing their teaching materials because of pressures for higher quality classroom experiences. Thus, there is little opportunity under existing formal arrangements to spend much time on nurturing cultural integration.

Inputs – Organizational Components

The most important incongruity that exists is between the organizational components combined and the inputs. The mismatches between these two parts of the organization suggest

that all aspects of the organization could improve. The inputs indicate that there are substantial benefits attached to universities successfully transforming into truly global centres of learning (Serdyukov, 2017), and these same inputs also indicate that bringing international students into the university is a big part of this transformation. Early indicators suggest that internationalization is taking hold at Canadian universities, with the number of international students at postsecondary institutions in Canada reaching record highs in 2017 (CBIE, 2018). But the organizational incongruities at MSOU and the resulting failure to achieve cultural integration suggest that further work is needed in the organizational components to meet the demands of the inputs. Looking at it through a social constructivist lens, continued collaboration and engagement is needed to ensure the reality of the internationalization agenda becomes a reality for all stakeholders.

The presence of many incongruities does offer grounds for moving forward with various changes in the four organizational elements which make up the MSOU. The formal organization arrangements require greater financial support to implement activities that serve the international students at the university. Top leadership must also be committed to the goal of making the MSOU a global institution and not just another learning. The informal arrangements, as noted, should be exploited in a way which allows faculty, staff and students both domestic and international to get to know one another both academically and socially. This might mean the formal organization providing incentives for faculty and staff to allocate more of their days to interacting with international students (Wright & Greenwood, 2017). As for the individuals, international students should be better at taking advantage of the events which do exist to bring international and domestic students together with their professors in and outside of class.

The Nadler and Tushman model (1980) reveal incongruities within the organizational elements of MSOU and between these elements and the external inputs. It shows weaknesses that hinder the internationalization effort. But at the same time the pinpointing of organizational limitations serves the purpose of suggesting solutions to the POP.

Possible Solutions to Address POP

Based on the models and areas identified as challenges for MSOU, the following solutions are suggested. Past practices and examples from similar institutions experiencing the same academic and social integration challenges for international students are reviewed:

1. Strike an internationalization committee: Create a committee on internationalization that includes faculty, staff and international students
2. Social Media Communication Strategy: Invite faculty members and international students to share their stories in person and through a social media platform
3. Enhanced Professional Learning: Improve orientations and workshops for international students

Solution One – Create a Committee on Internationalization

A university-wide committee on internationalization is proposed as part of the solution to the problem of cultural integration. The purpose of the committee would be to act as a coordinating body for initiatives aimed at bettering the internationalization effort at MSOU. The university has various structures directed at internationalization, a reality that would seemingly provide the grounds for a successful internationalization program. But these entities tend to work independently. The committee would also serve to launch new initiatives that would address the lack of cultural integration. Finally, the committee would be a demonstration of the university's

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commitment to internationalization. The membership of the committee would include representatives of the major stakeholders and experts involved in internationalization at MSOU. This means that the committee would include staff, both international and domestic students, and faculty (and others such as alumni and outside experts). Each of the stakeholders would bring to the committee valuable insights and perspectives. As Patti McGill Peterson (2000) writes in her article “The Worthy Goal of a Worldly Faculty,” faculty are crucial to internalization:

“Students graduate, but the faculty remain and serve as the stewards of the curriculum. As a group, they have the capacity to set a deeply embedded foundation for the international and intercultural character of an institution. Investing in the worldliness quotient of all college and university faculty – not just the area studies specialists – has the potential to pay off in myriad ways” (p.13).

The immediate activities of the committee would involve reviewing what they have accomplished in strengthening cultural integration and discussing what could be done to enhance it. This action would demonstrate that the committee is capable of providing the kind of leadership necessary for responding quickly to any problems or opportunities which may appear without notice.

Resources needed

Financial resources. The committee would require funding to allow it to pursue the outlined purposes. Funding may be necessary for hiring an individual responsible for organizing the activities of the committee. The committee would be time-consuming, so funding may also be necessary to compensate university units whose members sit on the committee. For example, the cost of a part-time faculty member might have to be absorbed by the committee if it wishes to engage full-time faculty with experience in internationalization. The hiring of external experts for facilitating the meetings would also require additional financial support.

Time as a resource. At the beginning, there will be a fair number of meetings for members to attend in order to get the committee working and to understand the current problem. The number of meetings would decrease over time, but initially the committee would require a substantial commitment from its members.

Human resources. The committee would require an additional staffer responsible for administering proceedings, and the commitment required of committee members would be demanding. Arguably, the most important human resource for the creation of this committee is having faculty members involved. While faculty are extremely busy, strategically including junior and senior faculty who have experience as visiting professors in other countries would be a valuable asset to the committee.

Technological resources. Only limited technical resources would be needed at this point to record the proceedings of meeting for further usage and to make appropriate use of social media.

Benefits and consequences.

The most distinct benefit for this solution is giving a clear channel for all relevant voices on campus to be heard and to coordinate and strategically plan culture integration at MSOU. With the support of senior leadership along with the endorsement of faculty, staff, students and other stakeholders represented on the committee, the proposed solution also increases the chance for changing MSOU's approach to cultural integration in a positive way. As any change will face resistance, this committee will have to demonstrate that it is not a traditional "top-down" structure. It demonstrates respect for all the voices on campus and decisions will need to be made collectively.

Solution Two – Invite Faculty, Staff and Students to Share Their Stories

Research shows that the teaching and learning environment is essential to successful cultural integration at postsecondary institutions (Everett, 2015; McDrury & Alterio, 2003; Moon & Fowler, 2008; Niemi & Multisilta, 2016). Students benefit from hearing faculty, staff, and older international students talk about the challenges that they have faced (Tinto, 1975 & 1993). The feeling of being lost, confused, or unsure of how to proceed is common for international students. They also often feel that there is one right way to act in and out of class which may prove challenging or illusive. International students need to understand that almost everyone feels anxious and it is part of the international student experience. Hearing stories of others who have faced similar challenges is important for their growth and understanding of what it means to live and work in an international environment. These conversations will include stories about feelings of failure and individuals who faced these challenges and succeeded. It will highlight the importance that there is not just one way to be successful in their academic and social lives at MSOU (Alonso García & Longo, 2015, p.6).

Resources needed

Financial resources. A small stipend can be paid to each presenter, though it is hoped that most would be willing to share their experiences for free. Some speakers may be from other locales, so here expenses would have to be covered. Given that the aim is to reach as many students as possible, it might be necessary at times to use rooms or even auditoriums that require payment. One of the potential expenses for this initiative is digital online sharing for those unable to appear in person for the talks. But the cost of this should not be great since every student and staff in MSOU already have an account to access the online blackboard system.

Time resources. There are some time commitments for attending or pre-recording the stories from participants. Therefore, participants do not need to be physically present at the meeting. Each meeting should have one focus so that audience can concentrate on the topics that they are interested. Also, those stories can be stored digitally by category.

Human resources. There is no demand for new staff, but the technician who supports the platform for digital storage and administrative staff needed to arrange for the room and possibly publicity would have to be appointed at the start of the initiative. The expectation is that both would be present employees at MSOU who are assigned these additional duties with the promise of some small compensation. appoint at the beginning of the term and commit certain time outside of their regular duties.

Technological resources. Ideally, the meeting will be recorded and stream live, therefore, an online platform for multi-user conference system need to be purchased for membership. Except provide steam live during the meeting to reach the maximum of the audiences, digital storage for the stories are also need upload to cloud with open access, places like library or a shared folder that open for public.

Benefits and consequences.

Many of the benefits are outlined above in the description of the proposed second solution. Additional benefits include the ability of storytelling to create a deeper level of connection and engagement with the listeners when compared with other forms of communication (Bardhan, 2003; Guo & Jamal, 2010; Hull, Jury & Zacher, 2007; Lambert, 2002; Niemi & Multisilta, 2016). A study carried out at Brock University also shows that storytelling and any discussion thereafter help to improve the ability to speak English and facilitate

interaction with residents (Li & Tierney, 2013). It also opens a channel for faculty and international students to gain a better understanding of each other.

Solution Three – Improve Integrated Orientation and Workshops

Culture shock, being homesick, communication challenges and feelings of loneliness and separation are common for international students (Bertram, Poulakis, Elsasser, & Kumar, 2014; Liao & Wei, 2014; Lowinger, He, Lin, & Chang, 2014, Yan & Berliner, 2013). These are the result of a failure of cultural integration. Research suggests that one way to address these ailments and to achieve student success and satisfaction is the use of new student orientations and workshops (Boski, 2008; Demes, & Geeraert, 2014; Schwartz, Unger, Zamboanga, & Szapocznik, 2010). Being able to navigate the academic advising system, access campus services, use the student success center when necessary and explore the on-campus services – all of which can be achieved by new student orientations and continuous workshops through the year. This will increase the satisfaction levels of international students (Glass, Wongtrirat, & Buus, 2014). It can also reduce levels of acculturative stress (Sullivan & Kashubeck-West 2015). Many Canadian universities have made available intensive orientation programs and continuous workshops for international students. For example, the ‘Jump Start’ initiative at the University of British Columbia (UBC), which is led by both faculty and senior students and runs for four weeks in August, provides “an ambitious introduction to all aspects of their new life, including academic work” (Bradshaw, 2013). UBC has received a great response to the Jump Start service program, and having faculty involved as part of the orientation is key to its success. MSOU has a short orientation period for international students, but this event is overshadowed by the larger orientation for all students at the university. The suggested solution is comparable to the program at UBC.

Workshops also form part of this recommended course of action. They would run throughout the year and address items on which international students may wish some direction. For instance, a workshop on writing might be appreciated as might one which gives guidance on PowerPoint presentations. Some workshops could also act as a kind of emergency response to an issue of some importance and which has suddenly appeared (for example, new government policies on student exchanges). These workshops would not only provide valuable direction, but also act to continually connect international students with the university.

Resources needed

Financial resources. To organize an intensive orientation and workshop program for international students, MSOU will need a budget for orientation programs for international students. Ongoing workshop should also carry out throughout the academic year in an on-demand format. This budget should be dedicated to social events planning, lecturer fees, faculty expenses (if there are no volunteers), hospitality for participants, and transportation for international students.

Time resources. Based on the event and workshop schedule, the number of regular staff will maintain the same. However, since the orientation needs to be lengthened, some additional hours will have to be added to the contracts of orientation organizers. Also, the hours of faculty members should be considered as well. Workshop will be delivered more than once, and presenters will need to be flexible.

Human resources. As noted, there will no additional employment required for this solution. Staff from international office and other related units on campus will maintain the same duties except for a few new programs. Some of the workshops might still outsource to experts such like immigration lawyers and police officers. This solution does require more faculty

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members from each faculty to support some of the programs runs in the August during the orientation. Their hours should be considered as volunteer or added to their duties as an outreach contribution for internationalization.

Technological resources. This solution involves some technical support from information technology personnel. Although most of the program is provided through person interactions, some of the programs in orientation and workshops might need to be recorded for repeat and future use. And equipment in each classroom prepared for presentation should be monitored by a technician.

Benefits and consequences.

The direct benefit of this solution is to offer students greater knowledge of transition services and ongoing success services. From the beginning when students arrive on campus to the end of their study, the services should be provided as they needed. The more points of contact we can create the better the support efforts for cultural integration. In addition, the administrative staff dedicated to international students would realize the opportunities to work more collaboratively with colleagues and reduce the time to provide services to international students. There may be some resistance from faculty and staff, who do not feel confident providing this kind of support. Changes always cause resistance from administrative staff and faculty and strategies for dealing with this resistance will be important to ensure continuity and success in the delivery of the programs.

Analysis of the Proposed Solutions

The most important consideration in the analysis of the proposed solutions is the availability of the needed financial support. The Ontario government recently announced that university tuition for the upcoming year would be cut by 10% (Education Funding Guide, 2019).

This is a decision that will reduce overall funding for universities. Government funding and student tuition are the two major sources of funding for postsecondary education. The government has demanded that public institutions reduce their administrative expenditures, which will have a significant impact on university operations. These two developments have a significant impact on the proposed solutions. The last option relies mostly on volunteers and some stretching of existing duties and is the most attractive option financially.

Leadership Ethics and Organizational Change

Ethical leadership is important as it acts to build the trust which is necessary between leader and followers (Brown & Trevino, 2006; Brown, Treviño, & Harrison, 2005; Treviño, Brown, & Hartman, 2003). Without this trust linkage, uncertainty about the actions of the leader emerge and followers feel less motivated to work towards goals. In simple terms, it is difficult to look up to a leader who is prone to violating basic ethical principles and practices. Moral and ethical leadership are a fundamental element in any organizations (Lin & Huang, 2014). These principles and practices are not always evident, and there are competing schools of thought on ethical behavior (Northouse, 2016). One school, utilitarianism, believes that ethical decision-making is achieved through actions which produce the greatest amount of good (Gao & Tang, 2013; Greene et al., 2009). Faced with the choice of saving a group of either nine or four, the moral action is to save the larger group even though this condemns the other group to an unwanted and seemingly immoral outcome. Another school of thought, which competes with the first one, sees ethical behavior in avoiding actions which are perceived to be morally wrong (Bazerman & Gino, 2012; Mihelic Lipicnik & Tekavacic, 2010). For example, lying is always immoral regardless of the circumstances. Unlike utilitarianism, this school of thought would

never choose between two groups, but rather would work to find a solution which saves both or refuses to take any action that puts one group at a disadvantage.

For this OIP, ethical leadership is especially important as – Transformational Leadership and Confucianism – are tightly connected to morality (Bass, 1999; Stone, Conley & Luo., 2014). Transformational Leadership sees the relationship between leader and follower as one which builds moral strength in both parties. The two work together to achieve goals, but in the process, they behave in manner which strengthens the commitment to moral behavior. Moreover, the four fundamentals of Transformational Leadership each rely on a foundation of ethical action. For example, a leader can hardly function as a role model if tainted with the reputation of being immoral. Similarly, the Confucian leader relies on a reputation of moral behavior to instill the values of integrity, honesty, and other comparable qualities (Chou, Tu & Huang, 2013). Similar to Transformational Leadership, the Confucian-inspired leader chooses to be a role model for others, a goal that is not attainable unless one is an ethical leader.

When considering the change process in this OIP using the PDSA model, it is certainly possible to see ethical challenges and dilemmas facing decision-makers. In the plan stage, the framework requires that the leader to nurture a sense of urgency to make employees more able to see the need for change through an effective communication strategy. In the OIP, the leader realizes the importance of making all stakeholders in the internationalization effort aware that more is needed to achieve cultural integration. The leader can rely on evidence such as reports and surveys to convey this truth in order to achieve the sense of urgency but may be tempted to exaggerate the negative consequences of failing to make the necessary changes (Heifetz & Linsky, 2002). As mentioned, the various schools of thought on ethics suggest that appropriate ethical behavior is not always evident. In this instance, a utilitarian approach might be to look the

other way as exaggeration would increase the chances of securing change – a case of the ends justifying the means. But other schools of thought would condemn such actions, and one suspects that this latter reaction is the one most consistent with Transformational Leadership and Confucianism.

The *do* stage, like all the stages, requires that leaders act in a moral manner. An inability to do so threatens the crucial and almost intimate relationship between leader and follower found in the two leadership theories which guide the change process in the OIP. But here, too, ethical considerations and dilemmas emerge. The *do* stage stipulates that the leadership evaluate the power dynamics in the organization and implement them in a way which strengthens the change process. In the OIP, the leader may find that the power dynamics reveal a group that is especially adept at getting things done and secretly favour them in a way which gives them additional resources. This may serve the immediate goal of greater mobilization, but the secrecy and the favouritism will be seen as unethical – but could also cause a loss of commitment (Bennis, 1966). This, too, goes against the teachings of the two leadership approaches.

The *study* stage also has its ethical considerations. Similar to the *do* stage, the major task at this stage for the leaders is to find ways to maintain the momentum towards change – and if possible, to increase the momentum towards change. Cawsey and his co-workers (2016) suggest the offering of awards and prizes to continue the momentum, a suggestion that some may find difficult to accept because of the belief that intrinsic rewards should be enough. Transformational Leadership certainly emphasizes behavior that does not require instant monetary gain, and Confucianism also speaks highly of internal motivation and little of behavior reliant upon rewards. This offering of reward is not unethical in the sense suggested in the first two stages, but it would be disappointing to some followers. This disappointment may even include those

who are driving the change at the front line, because they realize that the benefit of recognition may be trumped by the cost of offending and disappointing others.

The last stage involves the attempt to get the change permanent and embedded into established practices and procedures in the organization. This is perhaps the most important and the most difficult stage, for it amounts to an effort on behalf of the change process to break into the foundation of the organization and establish a place for itself. Short-term change can often be accomplished because the resistance knows that they can push back another day; however, long term change requires permanence (Bidwell, 2001), which will cause resistance to continuously dismiss the priority of cultural integration. The importance of this stage means that the leaders for change will have to be especially imaginative in devising strategies for incorporating the changes into the organization. In the OIP, the leader will face those who think MSOU has done enough for internationalization. As a result, the leader may feel a need to act in a manner which dispenses with behaviors outside of normal ethical behaviour. This might involve promises or exaggerated claims. Internationalization is crucial to the future well-being of the university, but such actions are incongruent with Transformational Leadership and Confucian thinking.

Attempts and achievements of change represent many positives, but they also tempt leaders (and followers) with unethical behaviors and their promise of gain. But as suggested above, the gain is often small when compared to the eventual damage to relations involving leaders and followers. Because of this, it is not surprising that both Transformational Leadership and Confucianism stress the significance of morality and proper behavior in their discussion of leadership.

Conclusion

Change within a large institution of higher education is challenging. However, with the appropriate frameworks and change models, a strong vision, and robust leadership approaches to change, it is possible to implement the change process as outlined in this OIP. By analyzing both external and internal factors that affect cultural integration at MSOU, the possible solutions which arise from this analysis can carry the change process across the entire campus in a collaborative fashion. In the next chapter, the implementation plan for change, methods of communicating the changes, and evaluation of the changes will be addressed.

Chapter 3: Implementation, Evaluation and Communication

Introduction

This organizational improvement plan concentrates on the cultural integration of international students in MSOU. The consistent support and implementation of cultural integration will lead to the innovation of a series of on-going services such as the extended orientation and workshops. The plan also seeks to create a collaborative culture among faculty, staff, and international students. In this chapter, the change implementation plan is outlined, monitoring and evaluation strategies are discussed, and a communication plan is proposed with future considerations.

Change Implementation Plan

Public and private organizations both face pressures for rapid change from political, economic, and social forces that require innovative and flexible responses (D'Aveni, 1994). To fit into our rapidly growing environment, the organization needs to deal with “surprise, discontinuity and the unknowable” (Cunha, Clegg, & Kamoche, 2006), “resolve tensions and paradoxes” (Luscher & Lewis, 2008) and “manage the unexpected” (Weick & Sutcliffe, 2001).

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Universities who find themselves in this setting also need to remain flexible and able to support new ways of doing things. Table 3.1 on page 2 outlines an overview of the strategies and actions that I propose to enact to implement a policy of cultural integration for international students at MSOU. The plan might be amended to reflect the views of faculty, staff and international students. The contents of Table 3.1 have been designed to meet the following goals:

1.to consistently support cultural integration (academically and socially) for international students at MSOU;

2.to create a collaborative culture among faculty member, staff, and international students to ensure that implementation is sustainable.

To achieve these goals, the change implementation plan incorporates several activities and operates over two academic years. The first year is the key and the foundation of the plan. The pre-extended orientation period first receives public support from senior administrators, then builds a new routine to work collaboratively among faculty, staff and middle-level leader (MLL), and introduces the extended orientation and workshops. Because of the complexity of the plan's goals, MLL, faculty, and staff will be asked to meet and work closely throughout the first year. By the end of the first academic year, I expect that the extended orientation and workshops will have been developed, and a collaborative organizational culture will have begun to emerge.

As demonstrated in Table 1, the goal of the second academic year is enhancing the outcomes and collaboration and smoothing out the procedures used in the first year. The basic structure of the extended orientation and the workshops will be maintained but the content and communication channels may be amended to make them more effective. Faculty and staff are welcomed to express their views about any necessary changes at any time.

Table 1

Change Implementation Plan – Outline

What	When	Who	Why
Pre- extended orientation			
<ul style="list-style-type: none"> • Emphasize the university vision of internationalization • Contact faculty and staff • Confirm enrollment for extended orientation • Scheduling and planning for the orientation 	<p>Year 1</p> <p>April - June</p>	<p>Senior administrator, middle level leader, faculty, staff and international students</p>	<ul style="list-style-type: none"> • Part of plan cycle • Getting senior administrator’s support for the solutions • Special emphasis given to explaining to faculty the importance of their participation to the internationalization goal of the university
Extended Orientation			
<ul style="list-style-type: none"> • Make friends • Learn how to learn at MSOU • Get to know your faculty member, western culture, Canadian manners and office etiquette • Explore your home, university and city • Take care of the essentials: set up your room, purchase textbook, get banking and phone accounts organized • Complete confidential survey at end of the orientation for evaluation purposes, both faculty and students are invited 	<p>Year 1</p> <p>August- Sep</p> <ul style="list-style-type: none"> • Select the date when most of international students can arrive in Canada to participate • Last week of August, then join the domestic students’ orientation for first week of September 	<p>Senior administrator and middle level leader, faculty member, administrative staff and international students</p> <p>Hire senior student ambassador (volunteer) to facilitate some of the events</p>	<ul style="list-style-type: none"> • Part of plan and do cycle • Faculty member and staff start to collect the urgent demands to plan the continuous workshop through the academic year • Build a more collaborative working environment for faculty and staff in terms of culture integration • Develop a shared understanding of outcome of the extended orientation

Continuous workshops			
<ul style="list-style-type: none"> • Collaborative work with faculty members and administrative staff on the issues important to international students • All workshops are free, but registration is needed, it lists online at student’s services website • It should include workshops selected from previous years and experiences and add new ones as needed • Include a survey after each workshop based on the registration form 	<p>Year 1 Sep – April</p> <ul style="list-style-type: none"> • Pick non-exam period, holiday period • Weekday after 4pm, or weekends in the afternoon 	<p>Faculty member, administrative staff and international students</p> <p>Hire professionals for workshops on mental health and psychological well-being</p>	<ul style="list-style-type: none"> • Develop a communication channel between faculty and staff to exchange information on international students’ needs will help to develop positive relationships among them • Adjust the workshops as needed throughout the year as part of plan • Empower faculty to be more engaged with staff on certain workshops (English support group, multiple choice skill, and academic writing group)
Self-reflection			
<ul style="list-style-type: none"> • For faculty and staff: self-reflection on the services, programs, and knowledge whether fit the international students’ need at orientation • For international students: what can be improved at university and what they can do to be more prepared prior to arrival, collected by digital form • Training provided as staff and faculty reflect on instances of uncomfortable experiences and lack of knowledge of academic and social integration 	<p>Year 1 April- August</p> <ul style="list-style-type: none"> • Reflection period between April to June • Training provided to staff and faculty in. July and August 	<p>Faculty member, administrative staff, and international students</p>	<ul style="list-style-type: none"> • Part of study cycle • Self-reflection on the year long process of the change combined with end of orientation and workshop survey • Adjust the workshop and orientation based on data supported evidence (are these survey results?) • Provide training for staff and faculty to be more

<ul style="list-style-type: none"> Analyze survey collected after the orientation and workshops and adjust the workshop accordingly 	<p>sensitive and supportive of international students</p> <ul style="list-style-type: none"> Analyze the data collected during the academic year; would increase the readiness for change among faculty and staff Build a more collaborative working environment for faculty and staff in terms of culture integration Opportunities for discussion of collective response to integration issues
<p>Extended orientation</p>	
<ul style="list-style-type: none"> Make friends Learn how to learn at MSOU Get to know your faculty member, western culture, campus manners and etiquette Explore your home, university and city Take care of the essentials: set up your room, purchase textbook, get banking and phone accounts organized Include a survey at the end of the orientation for evaluation purpose, both faculty and students are invited For faculty and staff: check the previous training whether is useful and communication channel is accessible 	<p>Year 2</p> <p>August- Sep</p> <ul style="list-style-type: none"> Select the date for most of international students can arrive in Canada to participate based on previous data collected Last week of August, then join the domestic student's orientation <p>Faculty member, administrative staff and international students</p> <p>Hire senior student ambassador (volunteer) to facilitate some of the events</p>
<ul style="list-style-type: none"> Part of act, plan and do cycle Reflect on last years' experience and whether the change met the demands Faculty and staff learn from each other Collective response to integration issues Check the communication channels connecting departments 	

*Repeat the previous workshop and self-reflection session in Year 2.

The Plan, Do, Study, Act (PDSA) cycle model has been used to design and enact the Table 1, it offers a linear overview of the change strategies with timelines. This plan offers opportunities for faculty members and international students get to know each other before the activities start. These opportunities not only allow faculty to become familiar with the students but also with the culture they brought to MSOU. The communication channel between faculty and students would enable conversation throughout academic year in order to mirror the adjustment of workshops based on responses from international students. The collaboration between faculty and administrative staff would also benefit from a close working relationship. Since the duties of faculty and staff usually do not overlap often during the academic year, the extended orientation would be a good start for the two groups gets to know each other and build routine communication channels in order to achieve the goal of cultural integration. Based on real life experience and feedback, PDSA integrates periodically assessment and revisions on the change plan (Tichor-Wagner, Wachen, Cannata, & Cohen-Vogel, 2017). This cycle of action reflects the individualized consideration aspect of Transformational Leadership and one of the main themes of Confucianism (Gardner, 2007). In addition, the gradual introduction of the change provides faculty and staff with a better feeling or understanding of the goals of the programming. As a middle level leader in this plan, I will make sure the plan does not overwhelm faculty and staff to avoid people being overwhelmed often can result in a plan not “getting off the ground” or “not finishing”. The implementation plan covers the *plan* and *do* stages. The *study* and *act* stages will be analysed and evaluated.

Plan Cycle

The planning stage of the implementation process communicates with senior administrators about the plan and secures their help in publicizing the importance of

internationalization to the university and to appreciate the goal of cultural integration. The problem of practice and the change plan will be presented to provide a transparent ground for related personnel to review (Aslund, Backstrom, & Richardsson, 2011). The previous general orientation in MSOU will be introduced and analyzed as well as the other successes from other universities like UBC's *Jump Start*. The middle level leader needs to ensure the communication channels are open at the planning stages because they are key to building a more collaborative working environment (Kanter, 1994). The plan outlined in Table 1. will not be mandatory for faculty outside of their teaching duties. However, by providing a transparent change process and along with financial compensation, I expect with the dean's support I will be able to get faculty to be on board and contribute to improving the cultural integration. By using a combination of Transformational Leadership and Confucianism, staff and faculty will be given time to process, analyze and eventually understand the problem of practice, which is to address the lack of consistent implementation of supports for the cultural integration of the universities' international student cohort. In other words, they will be able to make sense of the plan before the changes and solutions are offered (Weick, 1995; Pieterse, Caniels, & Homan, 2012). Ideally, we will have faculty to register the extended orientation voluntarily. Students' profiles along with their photos will be sent to faculty, an action related to Transformational Leadership and its emphasis on fostering individualized consideration. The staff organizing the regular orientation will take the lead in setting up the extended orientation and work collaboratively with faculty on scheduling. Staff and faculty feedback on the change plan and how the plan was carried out will be solicited during this period.

Do Cycle

The *plan* cycle flow smoothly into the *do* stage in PDSA model. Table 3.1 provides a time frame of the activities which will be covered in the extended orientation and who will be leading the activities. The middle level leader is responsible for inviting the senior administrator (president of university) to attend opening and closing ceremonies (Cawsey et al., 2016). She also ensures that faculty, staff, and international students are ready to engage in orientation sessions and reminds all of their responsibilities. As the name suggests, extended orientation is an orientation activity but extended to a longer period for international students to adjust to the university environment. International students also will benefit by getting to know the faculty members in informal settings (Tierney, 1988). This should act to create a more welcoming environment in MSOU. After introducing each other and becoming familiar with names and faces, the first main change activity is to have faculty discuss Canadian manners and etiquette. Both faculty and international students will reflect on their perception of other people's behavior to avoid culture shock and improve cultural integration (Mesidor & Sly, 2016). During the extended orientation, participating faculty members are encouraged to form teams to facilitate communication among faculty and staff on progress. The teams will also periodically recognize noteworthy achievements by faculty and international students (Cawsey, et al., 2016). The one-week program will end with a survey completed by faculty and student at the end of the orientation for evaluation purposes.

The first year's extended orientation is the start of the plan. Any subsequent change strategies will be carried out strategically and continuously contribute to the PDSA cycle. With Transformational Leadership and Confucianism in mind, I respect the emotional challenges caused by the changes and the time for individuals to accept the change goal (Zimbardo & Boyd, 1999). From the perspective of faculty, leading the extended orientation is not part of their

teaching duties or clearly stated in their job descriptions. However, I believe that they might have some creative ideas on how to better integrate international students. From the staff's perspective, allowing faculty to assume ownership of the extended orientation might take some time – this kind of activity has usually been the responsibility of staff.

The process of achieving the first goal will also contribute to the plan's second goal of establishing a more collaborative culture in MSOU. Encouraging faculty to work as team during orientation provides great opportunities to build stronger relationships among colleagues used to working with a few colleagues. With my support and direction, staff and faculty will together work on the change plan and each group will thus gain a better idea of the importance of collaboration. They will also be to contribute to enhancing the plan and in so doing will – as a Confucian leader would do - motivate, lead, and guide people in order that they may reach their fullest potential (Li, 2006).

Managing the Transition

This section identifies the need to manage the transition from the plan to a new organizational reality. The task is to ensure the smooth transitioning from a staffed orientation to a collaborative extended orientation and workshops managed by staff, faculty and middle level leader. The transition is analyzed in terms of stakeholder reaction, empowerment, supports and resources, potential implementation issues, and momentums and limitations.

Understanding stakeholder reactions

As the main change agent, I understand and envision that the reactions of stakeholders will vary. Since their attitude and involvement will determine the success of the plan, understanding and coping with the stakeholders' reactions will be critical for the change plan (Cawsey's et al, 2016). Cawsey's et al (2016) classification of the reaction of stakeholders

includes three types: positive, negative and ambivalent, and I expect staff and faculty reactions will fall into all three categories. Armenakis et al (1999) identifies five key change beliefs: (a) *discrepancy*; (b) *appropriateness*; (c) *efficacy*; (d) *principal support*; and (e) *valence*. These five beliefs reveal how followers might perceive change and the eventual selection of one of the beliefs will depend upon their assessment of the change and its capacity for enhancing the sustainability of organizational change.

The two main players for the extended orientation and workshops, staff and faculty, might represent any one of the five beliefs. Staff might view the plan as irrelevant as they do not have much overlapping with faculty on most of their daily duties and just continue to do what they were told to do for planning the extended orientation. Some staff might think the collaboration with faculty is necessary to improve the cultural integration of international students but not through the two years' plan to make the change. Other staff might feel this plan violates their abilities and professionalism by inviting faculty to participate. For their part, faculty may think the same way. They might feel they do not need to participate in the orientation because it has been the duty of staff. Some faculty might feel that the short-term nature of the change might fail in the long run due to the new and possibly poor leadership. Some faculty might also argue that there is not enough support from senior university personnel to allow faculty to spend time on a project which takes them away from their basic teaching and research responsibilities.

Understanding the concerns and doubt of stakeholders is part of my role as leader. I need to put myself in their situation and provide the individualized consideration consistent with Transformational Leadership. I, as middle level leader, will not favor one group's attitudes, but will build a long-term image that strengthens cross-stakeholders relationship and encourage

stakeholder advocacy behaviors (Du, Bhattacharya, & Sen, 2010). At the preparation stage, I would explain the goal of the university and the how the plan contributes to the goal and ensure that staff and faculty will be empowered to take ownership of the extended orientation and workshops. I will also explain in both formal and informal settings how the cultural integration of international students could benefit them. For example, a high level of engagement between faculty and international students could lead to better academic performance of the students (Umbach, & Wawrzynski, 2005). By participating in the extended orientation and workshops international, students would as well have a better understanding of how university works. Navigating through the services of MSOU provided would also be less likely challenging for the students. As Kotter's (1996) eight stages model advocates the celebration of small accomplishments along the change process, I would hand out rewards to faculty and staff in recognition of their important contributions to the implementation of the solutions to the POP. . . . The rewards would not challenge the financial well-being of the change process since part of the support provided by the dean and senior administrator would entail the purchase of small rewards like coffee mugs and university polo shirts.

Empowering others to achieve change

One of the means to achieve successful change is empowering followers like staff and faculty (Cawsey's et al, 2016). Empowerment is the foundation of the improvement plan. Staff would initiate communication with faculty on sharing their experience with students during the orientation and workshops, and scheduling and working out the solution with faculty during the pre-extended orientation stage. Faculty will take the lead in the extended orientation, a new responsibility for them. As middle level leader, I would see this as a place where my leadership style requires sending a message that individuals are all needed to contribute their knowledge

and expertise to respond to the organizational changes. This action mirrors the belief of Transformational Leadership and Confucian leadership that building a collectivist-oriented work environment can truly aid the change effort by building trust and a better appreciation of the other person to better serve the outcomes of organisations (Collins & Hansen, 2012). This empowerment fosters the environment for followers to perform beyond expectations (Hargreaves and Harris, 2010).

Supports and resources.

In Chapter 2, we identified the solution to the POP as needing both human and financial resources. The plan needs senior administrators to provide public support to encourage faculty involvement. This solution needs faculty to contribute their time, but this raises the question of compensation for their participation. I am optimistic that the change plan will be supported by MSOU. The compensation could be financial or a release from teaching duties. I shall also stress to faculty the importance of their participation and expertise to the internationalization goal of the university. By applying Transformational and Confucian leadership, I will concentrate on empowering faculty to take the ownership of the extended orientation. Communicate the change and additional work to staff should be the focus of the MLL in the preparation stage since staff will not require much additional resources. This plan will lead to a new norm and new routine for them. In terms of the fee for international students to participate, this can be negotiated with the Registrar's Office to consider offering for free or very little amount just keep a financial balance. This is highly feasible plan because it offers change gradually. From a financial perspective, there will not adding any noticeable budget increases or additional employment since orientation and workshops are not new to MSOU. In addition, the vice provost (international) in has spoken to me in the past and offered her endorsement to support the students coming from other

countries. Her support will be recomunicated to registrar when the plan reports to senior administrators. The extended orientation will use classrooms in the summer, which is empty at that time, faculty will be the only new force to enter at this implementation plan. I, as MLL, do take responsibility to convince the deans and chairs from each department to support faculty who dedicated their efforts to make the implementation plan happen. Table 2. provides an overview of the sample budget as follows:

Table 2

Sample budget in 2018/2019

	Detailed additional expense	Budget
Extended Orientation	Classroom: \$0	\$6400
	Catering and Beverage: \$1000	
	Transportation: \$400	
	Faculty compensation:	
	\$40/ hr * 25hr/ week = \$1000/ week/ ppl;	
	\$1000/wk./ppl * 5 (faculty works along with volunteers) = \$5000/week	
Workshops	No additional cost	0
Total		\$6400

Table 2. demonstrates the sample budget for the proposed solution. Compare to the long existing workshops, the extended orientation is the only program might need additional funding to support. The extended orientation will be hold in the summer when classrooms are mostly available for scheduling and free to book it. Students should have the local bus pass for the extended orientation when they pick up their student ID, which will be prepared upon their arrival. Catering and beverage will be prepared for the first day and the last day of extended

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orientation along with the opening and closing ceremony. Besides the volunteer and student ambassadors, faculty involvement is the key for the solution. Ideally, I would expect the senior administrator or dean would support me to a release faculty from teaching duties to participate this extended orientation and workshops. Table 2 indicates that faculty compensation takes the largest portion of the whole budget, however, it only kicks in when the previous volunteer and release from teaching duties are absent.

Besides human and financial sources, we need the completion of surveys and reflections, as the surveys will be done through the online learning system at MSOU, therefore, we can guarantee the confidentiality and anonymity. The result of the surveys will be posted in the Student's Services Center for students to access and will be eventually archived in the learning system. As for the reflections, I will keep them in my internal campus computer which is without any links to shared drives. Finally, staff and faculty will periodically receive a summary of the reflections and link to the survey result.

Potential implementation issues

With the goals and priorities outlined, a major issue of this change implementation plan is having as many staff and faculty involved as possible. As a middle level leader, I will personally be taking overall responsibility for the extended orientation. At the planning stage, I would communicate with staff and faculty to refocus on the goal and vision of internationalization in MSOU. Another issue is the stakeholder reactions towards building the sustainable programs that cultivate cultural integration. Faculty and staff might react positively, negatively or remain indecisive about this plan. In many institutions, the willingness is not forthcoming and the enthusiasm for working collectively is absent among staff and faculty (Jones & Harris, 2014). For example, some faculty may be unwilling to participate in the extended orientation by

indicating that it is not their responsibility to walk international students through the process in the library or familiarize them with our internal online course system. In this case, it would be important to state the importance of the change as means to supporting the cultural integration of international students within the larger framework of MSOU's international strategic plan. It might also be timely for the university and its new senior leadership to revisit the international strategic plan to reconnect to the staff and faculty and remind them of the priority of internationalization and its strong emphasis on cultural integration. As middle level leader, I will make sure to the change process remains transparent for staff and faculty. Maintaining the openness and multiple communication channels amongst staff and faculty and acting as a role model ultimately would also foster a trustworthy environment and contribute to collaboration. To ensure the effective implementation of this plan, human recourses and symbolic components in MSOU should also be considered. As for support from leadership, one objective is to get the plan endorsed by the senior leaders and the other is to make sure middle-level leaders respect and understand the reluctance of faculty members and staff to participate. Another potential issue is the ownership of extended orientation. The new student orientation is traditionally under the supervision of International and Registrar Offices It is critical to assess existing ownership and create a guiding coalition of faculty from within MSOU, and from all levels of the university to help facilitate each other throughout the change process. It is not only the responsibility of Registrar's Office, but also the responsibility of faculty members and the International Office. Stakeholders relevant to the extended orientation will be responsible for monitoring best practices and collecting survey and internal feedbacks in order to assist students while representing their department or faculty throughout the change process.

Limitations

This plan also has some limitations that need to be considered. As Schein (2010) states, the process of changing a culture norm is time consuming and might take years to complete. This current plan is a short-term perspective of two years. It assumes that this should be enough to address the problem of cultural integration and that the extended orientation and workshops will continue afterwards. This may not be good enough.

Another limitation is the language chosen to communicate with staff, faculty and international students. International students will have passed English proficiency tests, but this does mean that they would be comfortable using it in daily communications (Freser, 2011; Yen & Kuzma, 2009). Therefore, choosing the right language for the change effort requires careful thought.

The limited support of the university on faculty involvement shall be considered as well. Faculty beliefs about “the efficacy or even the possibility of integration depend on individual and environmental factors, including the nature of their discipline, research method, course content, and community (campus) engagement activity” (Bloomgarden & O’Meara, 2007, p. 13). Due to the limitation of the compensation method, we are limited to offering financial benefits, extending their holiday or lessening their teaching duties. The attractiveness of these types of compensation to faculty remain unknown.

The potential challenges and limitations provide a realistic understanding or perspective on the implementation process. To make this implementation happen, the realistic approaches to monitoring and evaluation of the change process will be discussed in the next section.

Change Process Monitoring and Evaluation

Good intentions and sound innovation do not necessarily lead to better outcomes. There are challenges and limitations which might hinder the impact of the orientation program. Therefore, leaders should plan an effective monitoring and evaluation plan to ensure the plan has been delivered as expected and the anticipated benefits have been secured (Mayne & Zapico-Goni, 1999). The main stakeholder's level of satisfaction with the cultural integration initiative will be monitored and evaluated. This evaluation will include the collection of qualitative or soft data from surveys and reflections of the participants on their interaction and engagement with the effort to build a more collaborative organizational culture. Hard data related to student's enrollment in the extended orientation and workshops will be collected by the Registrar's Office. At this stage, the support from the Registrar's Office would be essential as the data will be collected through the central system and stored online within a student success center folder. It is the same place where they hold the end of term teacher's evaluation and course evaluation. The surveys have allowed the middle level leader to assess the stakeholders' social behaviour, such as subjective well-being of individuals (Van Landeghem, 2014), preferences (Binswanger et al, 2013) and interest (Stango & Zinman, 2014). I realize that the methodology used here is not rigorous which is admittedly a shortcoming of the study.

The management of change involves continuous improvement which requires reflection and evaluation (Boga & Ensari, 2009; Boyd, 2009; Margolis et al., 2010). The PDSA cycle is commonly used to guide and track the development of the implementation plan and monitoring of the results. PDSA complements bottom up improvement opportunities, sequentially reinforcing corporate goals and strategies (Johnson & Ginger, 2009). PDSA can contribute to a more positive culture by valuing frontline ideas and embracing leadership styles that are not

based on position while utilizing a multidisciplinary collaborative group approach. Following by the *plan* and *do* stage in implementation plan, the monitoring and evaluation process will carry out through *do*, *study* and *act* stages.

Do, Study, and Act Stages

The *do*, *study*, and *act* stages involve the monitoring and evaluation process in this implementation plan. Through the PDSA cycle, the continuous assessment of the change strategies is evaluated (Taylor et al., 2014). In the *do* stage, the change plan starts to be implemented and the data from main stakeholders are like staff, faculty and international students is collected to assess the effectiveness of the extended orientation. The data include enrollment figures for students and their participation rate in the various activities. At the end of extended orientation, staff, faculty and international students will be asked to complete a survey. The survey will be designed to determine effectiveness, benefits, and challenges of the orientation. Suggestions gathered during the orientation and workshops will also be considered. As the Transformational and Confucian approaches to leadership honor the collections of ideas (Northouse, 2016; Yuan, Nguyen, & Vu, 2018), the well-designed survey will provide opportunities for each individual to reflect on their feelings about the extended orientation and workshops.

Formal analysis of the change plan will take place in the *study* stage. The feedback and ideas collected during the *plan* and *do* stages will be examined. (Shields, 1999). The first *study* stage for the first-year cycle will happen during the April to July reflection session. At the end of the first year, the extended orientation and workshops will provide measurable evidence of the quality of the initiatives. At this time, the method of measurement will also be assessed, for

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example, exploring options like focus groups and interviews. By the year two, we should have continuous and collaborative feedbacks from staff, faculty and international students.

The *act* stage, where the decision of whether adopt or abandon the initiatives, will be made based on the results of the *study* stage (Taylor et al., 2014). If the feedback is positive, then both the extended orientation and workshops will become a permanent part of the effort to support culture integration. As Smith (2002) states, “visible and sustained sponsorship, addressing the needs of employees, and having strong resources dedicated for the change” (p.81) are the main factors affecting the change plan. The *act* stage would provide the opportunities challenge individuals to question the status quo regularly and seek to improvement as part of continual practices. Therefore, the culture in MSOU would “promote an ongoing and constructive embrace of change, perceptions of the threats related to change are bound to be reduced” (Cawsey, et al, 2016, p. 244). Another way to reduce the perceived threat of change is to consider the extended orientation as a pilot program when we communicate with the staff and faculty to “ensuring that the perceived rewards and punishments associated with success and failure are not excessive” (Cawsey, et al, 2016, p. 245). The changes will become the new norm and the collective leadership style used to achieve the change would also be institutionalized and become the new culture of MSOU. In the second year the evaluation cycle will continue to contribute as it is embedded in the PDSA model and keep the implementation plan reinforced and evolving to become an even better initiative.

Measurement Data

Although the PDSA model offers a framework for the middle level leader to monitor and measure, it does not place limits on the type of data to be collected or measuring tool to be used.

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Table 3 outlines the data which should be gathered and evaluated based on the implementation plan suggested in Table 3.

Table 3

Data collected and evaluate for the change plan

Do- Study cycle	Data to collect	Who	Time	Evaluation
Extended orientation	Enrollment and participation numbers from international students and faculty	Staff	The end of the extended orientation	Programs offered
	Extended orientation feedback survey	Faculty		Student enrollment rate
	Emails with middle level leader, e.g. numbers of emails; content related to human resources, financial recourses, policy clarification, etc.	Middle level leader International students		Faculty participation rate Staff, faculty, middle level leader and international students' feedback
Continuous workshops	Registration of international students in workshops	Staff	Throughout the academic year	Programs offered
	Workshops feedback survey	Faculty		Student enrollment rate

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	Number of meetings held between middle level leader and staff and faculty	Middle level leader		Faculty and international students' feedback
	Number of communication channels opened for staff, faculty and international students	International students		Quality of the meetings
	Emails with middle level leader, e.g. numbers of emails; content related to human resources, financial recourses, policy clarification, etc.			
Self-reflection	Self-reflection feedback collected through email	Staff	Year 1 April -July	Survey collected throughout the year
	International students' level of satisfaction survey	Faculty		
	Support sessions provided to staff and faculty	Middle level leader		Feedback from staff, faculty and students
	Emails with middle level leader, e.g. numbers of emails; content related to human resources, financial recourses, policy clarification, etc.	International students		

The above data collected in Table 3 not only determines the progress of the change plan, but also reveals whether it is functioning as intended. This means establishing whether goals

have been met, identifying potential areas of improvement, and if all the components of the change process are properly aligned (Bayerl et al, 2013; Kanter et al, 1992). The organizational alignment is defined as “organizations doing the right thing, the right way with the right people at the right time” (Kotnour et al., 1998, p. 19).

The collected data includes formative and summative information (Lau, 2016). The formative data assess development of the plan and builds the PDSA cycles. For example, the second year of extended orientation and workshops will be amended based on international students’ feedback and faculty feedback. The summative data evaluate the effectiveness of the plan. For example, the enrollment and registration numbers for extended orientation and workshops will be used to decide which program needs to be expanded and which program will be cut. The timetable set out in Table 3 is only a guide. Adjustments may be made to ensure that the data can be collected by the middle level leader to meet the deadline for submitting the monthly report to the senior administrator. Just like the implementation plan, the monitoring and evaluation plan should also be flexible to adapt to unexpected developments or problems. (Hansson, Hoog, & Nystrom, 2016).

Data Collection and Analysis

The extended orientation and workshops proposed in this OIP are not new programs at MSOU. They are extensions of existing orientation and workshops initiatives. As a change leader deeply influenced by Confucian leadership and its commitment to leading by acting as part of the team (Bass, 1996; Li, & Tsui, 2015), I will take responsibility for administrative tasks like data gathering and storage. For example, I will record the staff and faculty emails to me during the extended orientation and workshops and collect the results from the survey. In order to get frank and honest results, all surveys and email records will be confidential. Prior to

collecting the data, an email communication will send out to international students, staff and faculty to work them through the process and indicate that the survey and email feedback will be collected and used for program improvement and quality control only. The survey will be delivered to personal MSOU internal email only, and email correspondence will be stored only on a change agent's email internal folders. Digital copies will be saved on the campus hard drive with password protections, and hard copies will be stored in a filing cabinet in my office with key access only.

Distributing the message and raising awareness among staff and faculty of the results could require additional help from staff and faculty volunteers. Although I will be leading the data collection process, staff and faculty should be also encouraged to participate. As survey results will be published and made available through the internal system to staff and faculty, the change process is kept as transparent as possible. In other words, related evaluation information is a collective set of data shared among staff and faculties (Berson, Waldman, & Pearce, 2015). Faculty who participate in the orientation will have the ownership of the survey results, and they are responsible for sharing it with the rest of the staff and faculty. In this way, my leadership should build a trustworthy and collaborative organizational culture. In the end of the first year, staff and faculty will be asked to reflect on their experience with the change process and do so in light of the hard enrollment and participation data. This *study* cycle will assist the middle level leader to determine whether the collaboration emerges. The collaborative approach on the data analysis would also contribute to reaching the goal of the plan.

As with change in any organization, the collected data will lead to new questions and possibly a better way to engage faculty and international students. The progress and success of

the change all will be questioned and examined. The PDSA cycle offers this model for the leader and followers to work together on the evolving and transforming of change.

To implement a change program successfully, communication is the key and one of the most difficult things to do because it involves an exchange of ideas and feelings with people in an organization through various mediums (Saruhan, 2014; Sydow, Campbell, Carmichael, & Naidoo, 2015). To address the continuous support for cultural integration in MSOU, all communication with key stakeholders should be consistent, clear, on-going, and include discussion of both the plan's successes and its challenges (Johansson & Heide, 2008). My goal for this communication plan should be to clarify the needs of the change process, establish support from all stakeholders, identify challenges and potential solutions before the change begins, communicate the status of the implementation plan regularly, gather feedback, and report on suggestions for the implementation plan (Gardner, Bennett, Hyatt, & Stoker, 2017). Considering how rapid information spreads, both informal and formal communication channels should be developed. This communication plan will be used to maintain awareness of the progress of extended orientation and workshops.

This formal communication strategy allows the change process to be shared with major stakeholders. The major stakeholders include international students, faculty, staff, and senior administrator. As the primary leader (or middle level leader) of the change process, I will be the one responsible for putting together the communication plan and ensuring that it is followed. Sometimes, I will lead the communication; other times, staff and faculty members may be asked to take the initiative. My basic role will be to provide and collect information and to encourage discussion and the sharing of expertise among stakeholders. Table 4. outlines the four stages of the communication plan.

Table 4

Change Communication Plan - Outline

Stakeholder	Timeline	Communication Process
International students	Over two full academic years Pre- extended orientation	Stage 1- Pre-extended orientation <ul style="list-style-type: none"> • MLL communicates with senior administrator to get public support for solution • Staff provide info on POP to faculty/international students and invites both to participate in solutions • Faculty and students respond to the invitation
	Year 1: April- July	
Senior administrator	Extended Orientation: Year 1: Aug – Sept	
Faculty Staff	Workshops: Year 1: Sept – April Study (Reflection):	
Middle level leader (MLL)	Year 2: April – Aug	Stage 2 – Extended Orientation <ul style="list-style-type: none"> • 2nd stage involves operation of extended orientation and MLL invites senior administrator to open/close ceremony

<p>Amended and repeat in the year 2</p>	<ul style="list-style-type: none">• Faculty form teams to encourage communication and meet almost daily with MLL• MLL communicates with students through various means• Staff send out survey at end to get views of participants on orientation• Communicate evaluation of extended orientation to public <p>Stage 3 - Workshops</p> <ul style="list-style-type: none">• MLL discusses with faculty workshops and any suggestions for change• MLL meets faculty and international students periodically to determine value of workshops• MLL continually communicates with students using various means• Staff arrange for surveys at end of workshops <p>Stage 4 – Self-reflection</p> <p>Study: self-reflection</p> <ul style="list-style-type: none">• Staff arranges for meeting with faculty to reflect on experience of workshops and extended orientation• Similar reflection opportunity made available to international students.• Alert senior administrators of survey results
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Communication with senior administration of institution

Prior to the drive forward to establish communication among staff, faculty and international students, communication links must also be established with the senior administrator of the institution (Saruhan, 2014). As a middle level leader with joint appointment

to three faculties, I share the problem of practice and potential solutions with my direct supervisors, the three deans in MSOU. This initial meeting will employ a face-to-face model (Archbald, 2013). All the deans are excited about the organizational improvement plan and they have offered their support. I also keep the Vice- Provost (International) apprised of the international cohorts coming from our partner universities. She offers her suggestions on the internal process and provides support as well. With the plan approaching, the deans will assume primary responsibility for communicating with the president formally about attending the opening and closing ceremony. This formal communication plan is based on the previous existing report structure in MSOU, which includes deans meeting and reporting to the provost directly on a weekly base. At the deans' meeting, all senior administrators will have an opportunity to examine, debate and assess the progress of the plan. I have expressed to the dean that my wish to attend the deans' meeting and to book a meeting with provost when the plan is introduced. Since I travel with the provost to Asia annually, there is a possibility that I will introduce the OIP in person. The deans will also be present on this trip. However, this plan will need the support of the Registrar's Office and the Student Success Center, where change agent will need to convince the two departments the need for their support. Formal communication with the senior administrator will still be required. The email sent to dean and senior administrators highlights the connection of cultural integration with the introduction of the extended orientation and workshops. In this way, I will secure their support by publicizing the importance of internationalization to the university and the goal of cultural integration (Heyden, Fourné, Koene, Werkman, & Ansari, 2017). I need also need support from the senior administrators to find out the appropriate means of dealing with participating faculty. This might mean financial compensation or relief from teaching duties. Linked to the purpose of creating a

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more collaborative culture, monthly progress reports will be sent out to senior leaders by MLL. The emails could include program news, any success, and the challenges ahead. Reports on small victories over barriers or problems in the change process could be sent to the communication office in MSOU and then distributed to the local communities. The content of the emails will not only depend on the MLL. Staff and faculty will be asked to contribute to the monthly report. This sharing of responsibility reflects the influence of Transformational and Confucian thinking on leadership.

Communication with faculty

Continuous communication with faculty is the foundation of the change plan since it relies on faculty participation and involvement. Once the senior administrator in MSOU publicly supports the change, an invitation to participate in the extended orientation will be sent out to faculty. Similar to the email sent to the senior administrator, it is important to emphasize the goal of our mission and the significance of their support to the initiative. The connection of cultural integration with the extended orientation will be highlighted (Boh, De-Haan & Strom, 2016). Ideally, the deadline for responding should be no later than June so that faculty can plan their August schedule. A draft schedule, the hours required, and the deadline to confirm faculty's participation will be included in the email. The idea of a detailed email communication here is to keep the change plan as transparent as possible (Gardner, Bennett, Hyatt & Stoker, 2017). Any questions related to the extended orientation can be asked directly of the MLL or discussed prior to July.

After the faculty members have been chosen, another round of emails related to information and contact list will be sent out by me. This is the same instruction as sent to staff. In this way, faculty would receive the same amount of information as staff, so they do not feel

being excluded (Acai, Akesson, Allen, Chen, Mathany, McCollum, & Verwoord, 2017). One week prior to the orientation, a list of student names and pictures participating in the extended orientation will be sent out to faculty member to make them familiar with their cohort and potentially offer some customized interaction. In this way, the communication plan provides an opportunity for what Haslam, Reicher, and Platow (2011) see as social identity. As the members start to identify with their team, the creation of team values, norms and beliefs will begin to emerge and affect the change plan in a positive way. Additional Q&A sessions can be held by me for all the faculty to avoid any initial miscommunications (Cawsey et al., 2016). During the extended orientation, I will propose that faculty work in teams to facilitate communication. The team may generate different and better approaches to the extended orientation (Pearce, Mans & Sim, 2009). I will also meet faculty face-to-face to answer questions and to ensure smooth operations during the implementation plan. White board in the lounge area will be used to announce any updates and changes. Small victories and celebrations will be hosted periodically in recognition of noteworthy achievements of faculty and international students (Barker, McKeown, Wolfram Cox, & Bryant, 2018). At the end of the extended orientation, faculty will be asked to complete a confidential survey measuring their immediate to the orientation through their internal personal email. As the MLL, I will remind faculty of the plans for workshops in the academic year. This initiative will have been discussed in the pre-extended orientation period and will have secured commitment from faculty.

During the academic year, on-going communication will be conducted through email by MLL to communicate with staff, faculty and international students. Meanwhile, I will communicate with faculty on new proposals for workshops. Even without any suggestions for new proposals, the meeting will be beneficial because it allows me to motivate the followers, an

important goal of any leader (Schwartz & Castelli, 2014). As the change leader, I expect to create a more structural and norm where open and regular communication are encouraged among international students, staff and faculty. Between April to July in Year Two, a round of emails including information collected throughout the year on the extended orientation and workshops will be distributed to all faculty. Self-reflection is also required of all faculty, as self-reflection will be an opportunity for faculty to examine the change plan and provide feedback necessary to build a more actionable and substantial plan (Donovan, Güss & Naslund, 2015).

Communication with staff

A plan to communicate the progress of the initiative with staff needs to be carefully developed. My approach to communication focuses on Transformational and Confucian leadership and their commitment to an open exchange of thoughts. I believe that the change communication plan should be a platform not to direct followers, but rather as an opportunity to involve individuals to create meaning in the change process (Quirke, 2008). Staff are expected to empower faculty to take ownership of the extended orientation. Prior to the start of the extended orientation, an email and Q & A session will be carried out with related individuals. In the email, International Office and Registrar Office officials will be introduced to the extended orientation and workshops. As the change leader, I will be responsible for any questions and concerns that staff might have during this consolidation period. Face-to-face conversation in hallways or in lounge area would provide a sense of open decision-making procedure (Warner, 2007). By July, the individual who is organizing the extended orientation also needs to make sure the schedule list is distributed among international students, staff and faculty. The shared instruction about university services is only sent out to related faculty and staff, therefore, an equal and transparent

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collaboration will be developed. The communication between staff and faculty in July and August would be a key component for the change process.

During orientation, any unexpected changes in staff can be discussed with faculty. By the end of the extended orientation, staff will send out surveys to international students and faculty for feedback. The result of the surveys will be shared with senior administrators and faculty in the reflection period. Similar to the previous orientation, international students will receive a workshop schedule provided by staff at the beginning of each term. MLL will remind students and faculty about the continuous workshops and the registration link provided through email. Through the academic year, faculty and staff will be encouraged to contact each other to discuss the students' feedback on the workshops (Mor, Ferguson, & Wasson, 2015). This could be a formal or informal meeting scheduled by MLL. Staff and faculty are both welcome to contribute to the monthly report sent to the senior leader and faculty.

During April to July in Year Two, when self-reflections are conducted, staff will take the lead to send out the reflection form to all faculty and staff. The reflections will consider the feedback of students relating to suggestions for extended orientation and workshop planning in the next year. This is a critical process, and information gathered from these reflections will be integrated into the OIP to create a more sustainable process of transformational change.

Communication with international students

The communication strategy for the international students should not be considered as isolated. Instead, it should be considered part of the plan. Most of the communication with international students will be through email and face-to-face discussions with faculty and staff. International students who indicated a wish to participate in the extended orientation will receive an email in July outlining the schedule and content. Also, two weeks prior to the start of the

orientation, students will be asked to make sure they uploaded their photos to the student center. This small touch provides an opportunity for faculty members to build a bond with international students and provide individualized consideration in the extended orientation (Micari, & Pazos, 2012; Outcalt, & Skewes-Cox, 2002; Tovar, 2015). As Meeuwisse, Severiens, & Born (2010) indicate, the faculty engagement with students has a positive influence on students' learning outcome and satisfaction. After participating in the extended orientation, international students will complete a survey on the quality of both the MSOU services and the workshops. During the academic year, international students who attend the workshop will also be asked to fill out a survey on the quality of workshop. This information will be collected by staff and shared during the next year April to July period for reflection purpose. Various means also will be available for international students to share their yearlong feedback. Popular social media channels like Facebook, Twitter, Wechat, and Line will be open for students to contact the university directly. The results will be collected by work study students who work to monitor the university account in the communication office. All the information collected through the academic year from the international students will be used for improving the orientation and workshops in the following year.

An effective communication plan is essential to delivering a successful change implementation plan. With the elements of Transformational and Confucian leadership in mind, I believe the communication plan should be transparent and open to exchanges of thoughts. It is a process of allowing each follower to construct their own meaning of the change. (Kraft, Sparr, & Peus, 2016). The PDSA model and this plan require regular and constructive conversation to make it happen. Providing open channels to create meaningful and frank conversation among stakeholders will increase the chance to achieve our goal.

Chapter Three provides the last steps of the OIP. The Plan, Do, Study and Act cycle is applied to the extended orientation and the workshops, and surveys and self-reflections are chosen for monitoring and evaluating the change process. To understand the POP, the problem and potential solutions were examined within the organizational context. Using the Transformational and Confucian leadership approaches, I as a middle level leader sought to empower people and exploit their full potential. I also attempted to offer an open and honest working atmosphere necessary for creating a collective effort and achievement of the goal of internationalization. Eventually, this approach led to a shared understanding of cultural integration among staff, faculty and related stakeholders in MSOU, and this acted to improve the experience of international students at the university and increase their level of satisfaction with higher education in Canada.

Conclusion: Next Steps and Future Considerations

This organizational improvement plan seeks to start a change process that offers a contribution to the sustainable cultural integration of international students at MSOU. With the achievement of this goal, the university will be much more able to attain its wish to become a truly international university in an increasingly globalizing world. It is understood that this change process will have to be continuously repeated and improved upon through the years. Becoming and remaining a center of international learning requires constant attention. Fortunately, the PSDA change model represents a good instrument for ensuring the international quality of MSOU and its students from abroad.

While the goal of this OIP is the cultural integration of international students and the internationalization of the university, the hope is that this will lead to other important developments. One is that many international students upon graduation will decide to remain in

Canada and contribute to the country's development. For those who choose to return home, it is hoped that they will speak kindly of Canada and urge their field of work and communities to interact with Canada. Perhaps this scenario could also lead to more concrete benefits like exchanges of one kind or another. Another development is an enriched atmosphere for young Canadian students learning at MSOU. They, hopefully, will benefit from learning in an environment as true global citizens.

The future at the university might also include greater attention being paid to international graduate students and their academic studies. As with undergraduate students, faculty may be convinced to participate in programming aimed at graduate students. More precisely, the graduate students might become beneficiaries of a more engaging approach to their studies. I have suggested to several deans with international graduate students that it might also be beneficial to offer special workshops to these students to help them with their research and role as teaching assistants.

As mentioned, it needs to be recognized that the OIP is only a first step towards a sustained environment for cultural integration and internalization. We need to continue with the activities that led to the initial embrace of cultural integration. The next step for the plan is institutionalizing the activities now used to achieve cultural integration and exploring other potential activities that contribute to maintaining and enriching the cultural integration of international students.

Even with the success of the OIP with cultural integration, it is still the case that most of the international students still struggle with cultural integration. There is still a kind of hierarchy in academic life which makes it difficult for international students to become comfortable with

faculty and Canadian students. We still need to work harder to break down this barrier in order to see cultural integration as a new norm at the university. Therefore, a collective and shared understanding of internationalization must be created in order to move forward. To achieve this end, the next step of the proposed plan should be to involve more interdisciplinary and cross department explorations and activities. Those practices could include sharing stories and real life experiences through means of communication that ensure that cultural integration is emphasized consistently at MSOU.

In conclusion, this organizational improvement plan offers the means of developing an on-going and sustainable support of cultural integration at MSOU. By having faculty and staff working closely through extended orientations and workshops, this plan hopes to provide the support required to increase the international student's level of satisfaction and to become culturally integrated. The PDSA model was employed to monitor and evaluate the plan to ensure continuous reflection and revision of the OIP. For their part, the leadership approaches selected for the OIP were adopted to increase the chances of successfully reaching the goal of cultural integration and acknowledging the challenge inherent in the OIP. This challenge was building an environment that would provide support necessary for international students to thrive and become an important part of a prominent and increasingly internationalized Canadian university.

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