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Diversity Matters: A Case Study of the Cultural Components of Three Ontario College Leadership Development Programs

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A thesis submitted in partial fulfillment of the requirements for the Doctor of Education degree in Education

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Abstract

With the number of international students increasing notably in the Ontario college system, educational leaders in those institutions need to provide culturally sensitive leadership to ultimately support student learning and achievement. In order to investigate how and why leaders need to lead in culturally sensitive ways, an exploratory case study of leadership development programs was undertaken in three Ontario colleges. In all, 17 semi-structured, one-to-one interviews were conducted with leaders from different areas of each college (organizational development, academics, and student services). In addition, the physical settings of the three institutions were observed by the researcher and professional learning documents and annual reports were analyzed from each school. Analysis of the data included open coding and axial coding (Merriam, 2009) to determine the key themes or categories. Findings indicated there is a gap or inconsistency between external and internal perceptions of college values, such as diversity, which needs to be aligned for organizational sustainability. In addition, more leaders who are demographically and culturally diverse need to be evident at all levels of leadership in Ontario colleges. Furthermore, cultural competence learning is important for Ontario college leaders because the term itself and its enactment have layered meanings and potentially significant and positive impacts on the individual leader, their organization, and the larger society. Leadership development is not a one-size-fits-all undertaking, but needs to offer individualized and flexible opportunities for leaders to enhance their cultural competence learning through connecting with each other, building additional professional relationships inside the college, and communicating in organized and strategic ways at the college level. Finally, developing more culturally competent leaders needs to be a priority for all Ontario colleges. As this study showed, Ontario colleges are at a critical decision-making point in terms of addressing

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strained government funding as well as the opportunities and challenges that increased diversity brings to an institution. This study offers a proactive approach to addressing these issues via leadership learning and developing an inclusive organizational culture for long-term sustainability and growth of Ontario colleges.

Keywords: leadership development, diversity, cultural competence, organizational sustainability, ethical, values

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Preface

I began my journey of exploring cultures during my undergraduate years while studying anthropology. I have always been interested in learning about other cultures and see the value of looking at things from different perspectives. My fascinations with needing to know more about other cultures took me on a trip to many countries around the world, and then led me to continue my graduate studies on the influence of culture in education. My research as a graduate student involved analyzing how the international student experience on a physical, emotional, social, and intellectual level impacted the success of six Ontario college students. The results of the study suggested that although there was evidence of issues with physical transition and academic challenges for international students, the predominant factor impacting student success was directly related to international students' lack of social and emotional connectedness to the new world around them. As a result, when the emotional and social encounters were perceived more negatively, the participants' responses about the overall experience tended to be more negative as well (Miller, 2013).

From this research, I learned that the international student experience was well documented and investigated in the literature; however, in my role as an educational leader, I was observing less understanding and acceptance of international students from an organizational perspective. Although international students help to provide a global perspective in the classroom as noted in the literature and pay more than double the tuitions fees of domestic students, they may pose significant administrative challenges related to language and cultural barriers and breaches of academic policies which can lead to employee stress, frustration, and increased workloads. Over time, if these issues continue to prevail without support for

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understanding diversity, they may compound into potentially dangerous social and legal problems.

This study aims at investigating the extent to which leadership development programs in Ontario colleges incorporate cultural learning, knowledge, and understanding since effective leadership grounds an organizational culture. The results of this study intend to inform educational leaders and other stakeholders in the college system about the current state of leadership development programs with respect to their cultural components from the participants' perspective and offer suggestions for ways to enhance supports for college leaders leading in increasingly diverse institutions.

CHAPTER ONE: INTRODUCTION

Effective leadership is critical for the growth and sustainability of educational institutions. “Leadership is not about who you are; it’s about what you do” (Kouzes & Posner, 2012, p. 15). Individuals are not born good leaders; rather they develop the skills, dispositions, and abilities to lead successfully. According to the results of a study conducted over six continents by Kouzes and Posner (2012), “for people to follow someone willingly, the majority of constituents believe the leader must be honest, forward-looking, competent and inspiring” (p. 35). Furthermore, credibility is the foundation of leadership and leaders must be trustworthy, passionate, and enthusiastic about their work and have the knowledge, skills, attitudes, and values to lead (Kouzes & Posner, 2012). Maxwell (1993) also confirms that “the traits that are the raw materials of leadership can be acquired” (p. VIII). Today’s educational leaders need to know how, when, and why it is important to address unique challenges—such as managing diversity—due to the increase of international students attending Ontario colleges.

Diversity in post-secondary institutions is a complex topic that some college leaders may be unfamiliar with because, historically, the student and faculty population was primarily made up of ‘domestic’ or Canadian born individuals in Ontario. As a result of the domestic student enrolment decline and the need to source faculty members from around the world to meet program credentialing requirements, colleges are becoming more culturally diverse; therefore, college leaders need to be prepared to lead in culturally sensitive ways and help others to develop cultural competence and confidence in interacting with international students and faculty. Kanter (2004) confirms that “leaders must encourage people to face facts honestly and to embrace responsibility for their own performance, committing to take it to the highest levels. That builds self-confidence, confidence in others, and confidence that the whole system can

deliver on its promises” (p. 215). Thus, it is important for educational institutions to invest in leadership development to support and foster leaders to inspire, recognize, and confidently challenge others through these changing times. This research investigates the depth of the diversity challenge for educational leaders, why cultural competence learning is important for Ontario college leaders, and how well leadership development programs support leaders to lead in culturally sensitive ways.

Problem Statement

Historically, the Ontario college system has played a key role in the educational and economic life of the province since the mid-1960’s (Dennison, 1995). Indeed, Dennison reported that a survey conducted amongst Ontarians in 1992 revealed that “43 percent of respondents had had some contact with a college” (p. 43). Just over two decades ago, and following Ontario’s economic recession and low employment rates, community colleges were rewarded for their flexibility and ability to adapt to the changing needs of the community (Dennison, 1995). Although the needs may be vast and rapidly changing, the longstanding notion that colleges prepare graduates adequately for job entry and are the appropriate locus for community-based efforts to stimulate the economy through labour force development (Dennison, 1995) remains. “Ontario’s colleges continue to enjoy the confidence of the public” (Dennison, 1995, p. 57).

More recently, with the decrease in domestic students attending college in Ontario, there is an increase in international student admission in order to fulfill enrolment targets and goals. Between 2008 to 2013, Ontario colleges experienced an increase in over 15,000 international students attending post-secondary programs (“College Resources: Environmental Scan 2014”, 2014, p.1). According to Colleges Ontario (2015) fall enrolment count, there are 34,111

international students in Ontario's public colleges, which is an additional increase of over 15,000 international students over a 2-year period of time (Corcoran, 2016, p. 9). According to Dixon (2006), the increase in international students has become part of the reshaping of higher education as institutions are being forced into 'the market place'. The enactment of internationalization in both college and universities promotes both institutional cooperation and competition, while issues of governance arise since internationalization goals are both steered from a distance and sometimes contradictory in nature (Blackmore, Brennan, & Zipin, 2010).

The emerging entrepreneurship in Ontario community colleges has surfaced as a result of the global fiscal crisis in 2008. Entrepreneurship is a means of employing productive labour, organizing expenditures in ways that maximize a return on investment; this model is increasingly valued as an appropriate response to generate new sources of revenue (Knowles & White, 1995). Emergent entrepreneurial activity in community colleges is largely reactive to changes in the external environment, including international competition and shifting demographics (Knowles & White, 1995). This neoliberal approach of internationalization in community colleges may be perceived to be a more efficient and effective way for schools to operate (Ryan, 2012); however, a tension is created as it relates to the purposes of post-secondary.

Birnbaum (1988) stated that "as colleges and universities become more diverse, fragmented, specialized, and connected with other social systems, institutional missions do not become clearer; rather, they multiply and become sources of stress and conflict rather than integration" (p. 11). This statement demonstrates the complexity and impact of internationalization on post-secondary institutions in Western countries. Knight and de Wit (1997) note that internationalization is not just about building global partnerships and bringing large numbers of international students to the home institution; it should also be about

internationalizing the outlook and attitudes of staff, students, and the wider educational community (Montgomery, 2010). Skinkle and Embleton (2014) also report in a recent national study conducted to determine international student objectives for pursuing post-secondary education in Canada as well as institutional strategies for accommodating increased numbers of international students that the focus in post-secondary institutions is on the social and logistical aspects, rather than offering training or information to assist faculty, students, and alumni to interact, welcome, and engagement international students. Furthermore, colleges anticipate significant challenges in meeting the ongoing needs of international students. In one survey, 25% of college respondents envisioned issues in assuring faculty interest and involvement with international students, while 33% of the study respondents reported feeling concerned about understanding and providing for students' unique cultural and religious needs (Skinkle & Embleton, 2014, p. 47).

Many international students leave their home country one day to arrive in Canada the following day and start school immediately. This limited transition period poses significant social, emotional, physical, and academic challenges for international students. Research on international students' experiences has attributed their problems to adaptation, transition and coping, implying that although they are at a disadvantage, foreigners must somehow simply endure, overcome, and then integrate into the host culture (Lee, 2010). In a recent project summary report written, titled "Speaking Your Language: Promoting Mental Health Awareness and Support for International and Student New to Canada", Vigor (2015) confirms that "cultural factors can have an impact on the perception students have about counselling and may restrain them from seeking support when they are in crisis" (p. 3).

As a result, many Ontario colleges have put into place support services to help ease the transition and promote a positive student experience. Research in the area of supports for international students is substantial, and often identifies ways for institutions to improve international student engagement and the overall student experience. Vigor (2015) offers recommendations to help promote the positive international student experience related to training frontline staff to effectively support students with mental health challenges and providing cultural competency training to counsellors.

In addition, a policy paper released in March 2014 by the Ontario Undergraduate Student Alliance (OUSA) sought to address the challenges faced by international students pursuing a post-secondary education in Ontario and understand the growing internationalization agenda in education. The paper also identified an extensive list of recommendations aimed at improving the international student experience along with noting that “cultural awareness training should be available for all students, staff, faculty members and student groups to ensure the full diversity of international students is recognized and considered in the development of international students supports” (Fernlund, 2014, p. 4). What is less predominant in the literature is a detailed description of what the training entails or how it is most effectively delivered to help prepare faculty, staff, and domestic students to manage the effects of increased (student and personnel) diversity in the workplace and classroom.

A related concern is how leaders can direct ‘diversity development’ in their organizations effectively and sensitively. Lankau (2013) examined international companies (i.e. Kaiser Permanente, Novartis, EY, AT&T, and PwC) rated as the best places for diversity by DiversityInc. to learn that these organizations commonly practiced having their CEO and top management involved in diversity-related activities. However, little research exists in relation to

how educational institutions in Ontario are supporting their leaders to develop the cross-cultural skills necessary to lead diverse schools.

Hence, the purpose of this research was to conduct an exploratory case study of three Ontario college leadership development programs in order to determine how effective the cultural learning is in the eyes of key educational leaders, what gaps exist related to supports for leaders managing diversity, and why cultural competence learning is important for Ontario college leaders. This study focused specifically on more systemic issues related to the cultural components of leadership development, and how they were infused into the leadership development program. More precisely, the following research questions were explored:

1. How well do leadership development programs in Ontario colleges support leaders to lead in culturally sensitive ways?
2. Why is cultural competence learning important for Ontario college leaders?

Aim and Scope of the Study

The aim of this study is to address how post-secondary institutions manage the “neoliberal” notion of internationalization some of which can be perceived as advantageous and fruitful, while critical issues in relation to social justice, equity, reputation and long-term organizational sustainability are undermined (Blackmore, Brennan & Zipin, 2010). Although internationalization helps to meet the financial needs of institutions lacking in funding support and revenue, the reality is more than just opening global doors; the process is very complex and warrants planned action to ensure that individuals, especially leaders within the organization, are supported and prepared to take on the challenges that accompany it. For this reason, an exploratory case study of three Ontario colleges was conducted, including 17 semi-structured interviews, document analysis, and observation, to determine how well the current leadership development programs support leaders to lead in culturally sensitive ways and align with the

reasons why they feel cultural competence learning is important for leaders in the Ontario college system. This study is not an evaluation of college leadership development programs; rather, the case study allows the researcher to explore the how and why behind supports for leaders as they drive towards internationalization in their respective institutions.

Significance of the Study

In addition to the unique challenges of meeting international students' needs outlined in the problem statement of this paper, Ontario colleges should also be concerned about various forms of collegial resistance to their proposed internationalization strategies. For example, resistance can manifest as increased fatigue and stress leaves associated with the increased workload, incompetence, and a lack of confidence to manage interpersonal and cultural issues. Resistance can also take the form of willful ignorance such as the fear of the "other". Richards and Levesque-Bristol (2016) confirm that faculty struggle with role stress as it relates to role conflict, ambiguity, and overload. Specifically, "when personal, sociocultural, and institutional expectations do not align, the individual may not be able to meet the varying expectations held by different role-sets" (Richards & Levesque-Bristol, 2016, p. 8). As a result, stress can increase.

The intended outcome of this study is to contribute to the solution to this problem of increased collegial stress levels as well as negative attitudes that many leaders are facing in the Ontario college system. Dimitrov and Haque (2016) confirm that "as universities continue to internationalize their curricula and recruit a growing number of international students, institutions need to continue and, hopefully, increase learning opportunities for faculty members to develop and enhance their intercultural teaching competence and look to some of these institutions for examples of excellent in intercultural teaching across the disciplines" (p. 19). By

virtue of pursuing exemplary leadership practice, Kouzes and Posner (2012) identify that modeling the way for constituents and enabling others to act will aid in the process of achieving goals; therefore, college leaders need to be able to address complex issues that faculty and staff face with respect to internationalization and diversity. Through exploring how well three existing Ontario college leadership development programs prepare their leaders to lead in culturally sensitive ways, the intent is to determine possible solutions to assist Ontario colleges to successfully manage the complexities of diversity.

Definition of Terms

Cultural competence, according to Rew, Becker, Chontichachalalauk, and Lee (2014), “begins with cultural awareness, which may be defined as the process of first examining one’s own culture and identifying how it influences one’s thinking about those from other cultures” (p. 71).

Cultural sensitivity, also defined by Rew, Becker, Chontichachalalauk, and Lee (2014), is part of cultural competence in that the examination of comparing and contrasting one’s own culture with others can ultimately lead to attaining a competence that enables sensitivity to and acceptance of those with different cultural backgrounds.

Diversity refers to “the state of having people who are different races or who have different cultures in a group or organization” (Merriam-Webster, n.d.).

Leaders or educational leaders refer to any individual at an administrative or executive level in the Ontario college system (i.e. Manager, Chair, Dean, Executive Director, Vice-President, etc.).

Leadership development program (LDP) signifies the learning for experience of an educational leader, either as part of a planned and executed structure, or a series of various engagements, such as conferences, workshops, and training.

Professional development refers to an educational experience that allows an individual to learn and apply new knowledge and skills that will improve one's job performance.

Ontario Colleges serve 200 communities across the province, providing access to people in rural and remote areas, and to people from all walks of life. The colleges serve more than 200,000 full-time and 300,000 part-time students and clients

Reliability is the “degree to which a test consistently measures whatever is measured” (Gay, Mills & Airasian, 2012, p. 630).

Validity is the “degree to which qualitative data accurately gauges what we are trying to measure” (Gay, Mills & Airasian, 2012, p. 391).

CHAPTER TWO: LITERATURE REVIEW

Introduction

To establish the current state of Ontario colleges as context for this thesis, it is important to begin with reviewing the evolution of community colleges. In October 1988, the *Vision 2000: Quality and Opportunity* review was requested by the then Minister of Colleges and Universities (the Honourable Sean Conway) and it identified the need for revitalizing the Ontario College's Applied Arts and Technology (CAAT) system, which included accommodating the challenges of new learning demands, changing provincial economic realities, and developing strategies to handle problems of equity, access, and quality (Dennison, 1995). In 2002, the Ontario Colleges of Applied Arts and Sciences Act was enacted and defined the purpose of colleges which was to "offer a comprehensive program of career-oriented, post-secondary education and training to assist individuals in finding and keeping employment, to meet the needs of employers and the changing work environment and to support the economic and social development of their local and diverse communities" (p. 2). As evidenced through the following review of Colleges Ontario's (an advocacy group for the 24 Ontario colleges) policy papers from 2004 to 2017, it is clear that colleges remain focused on student, employer, and community needs; however, the limitations in funding to support the changes and demands pose a threat to the longevity of the system.

Historical Overview of Colleges Ontario

In January 2004, Colleges Ontario published a multi-year investment proposal to and for the Government of Ontario that focused on the need for increased funding while remaining committed to improving access to applied education, providing quality programming, addressing critical skills shortages, and developing the workforce (Colleges Ontario, 2004). Increased

government funding and support is critical for Ontario colleges as “strengthening the colleges’ ability to deliver applied education will increase productivity, maximize prosperity, and enhance the capacities of more Ontarians to fully participate in the economic, social and cultural life of the province” (Colleges Ontario, 2004, p. iv). Later that year, a “new vision” was proposed re-emphasizing Ontario colleges’ role in maximizing access to education with varied pathways to success, providing workforce skills to Ontarians to compete in the global market, and contributing to a vibrant and democratic society (Colleges Ontario, 2004). Furthermore, the proposal recommended a transformation of the post-secondary sector “from the present silo structure to a comprehensive, integrated and diversified system” and improved funding over a multi-year period by increasing the student revenue to the national average Colleges Ontario, 2004, p.5). What appears to be the ‘new vision’ is not a significant change to the purpose of college education; rather, it is a reaction to the increase in global competition and a troubled economy.

In February 2006, Colleges Ontario’s policy position clearly shifted to applied research and development (R&D), and innovation as Ontario firms and organizations were being challenged to increase productivity through innovation in order to compete globally and improve the quality of life for Ontarians (Colleges Ontario, 2006). The recommendation was to “establish a new, forward-looking provincial research and innovation policy framework and launch three strategic programs to bolster college capacity to support business and industry through applied R&D, innovation and commercialization activities over the next decade, at a cost of \$50 million over first five years” (Colleges Ontario, 2006, VIII). Although this was positioned as a shift in focus, the intended purpose of Ontario colleges and links to workforce development and

community prosperity remains consistent. This position was strategic in that it addressed the threat of global competition and leveraged potential funding in a growing area.

With the imminent global financial crisis of 2008 ahead, Colleges Ontario published a policy paper in March 2007, titled “Building a World Class Workforce,” which highlighted the need to refocus on employment and training programs and services to respond to labour market needs, high unemployment rates, and the need for employment retention. The paper argues that advancements in technology and global competition for jobs posed a threat to Ontario’s economy, along with low adult literacy levels to fulfill high skilled jobs. “It is estimated that up to 70 percent of all new and replacement jobs require some form of postsecondary education or training” (Colleges Ontario, 2007, p. 3). Given that Ontario colleges are intended to provide post-secondary education and training to assist in finding and keeping employment, they positioned themselves as the government’s ally and partner in assisting with the economic challenges granted their flexibility and ability to meet the needs of the changing labour market.

Following post-economic crisis and immigration influx in Ontario in mid-to-late 2008, Colleges Ontario addressed the need for immigrant integration to employment in a policy paper published in June 2009. Once again focused on workforce development, Colleges Ontario recognized employers’ needs to effectively integrate immigrants into the workplace and seek solutions to leverage the talents and contributions immigrants bring to Canadian economy while acknowledging the language gaps evident amongst those individuals as well (Colleges Ontario, 2009). Through consultations with industry, colleges were recognized as important partners for employers to effectively integrate immigrants into employment as they can address key areas of need such as: communication skills and language assessment, cultural competency training for employers, accessible and affordable training, and foreign credential evaluation (Colleges

Ontario, 2009). The Government of Ontario supported Ontario colleges' position as a leader in aiding the integration of immigrants to employment through various funded projects such as occupational-specific language training, bridge training programs, and educational credential recognition process (CIITE); however, the limited resources for continuance of such programs left many immigrants without jobs and depending on the system for survival even though they are highly educated in their country of origin.

Immediately following the push for immigrant integration to employment in June 2009, Colleges Ontario acknowledged the need for transforming apprenticeship training (skilled trades) as well as expanding college degrees to fill shortages (available spaces in universities) (Colleges Ontario, 2009). At the end of 2009, the conversation focused specifically on sustainability and a new vision for higher education in Ontario related to apprenticeship reform, degree granting, student mobility and pathways, attainment rates, institutional differentiation, international student recruitment, applied research, and long-term stable funding (Colleges Ontario, 2009). These topics have continued to define strategic directions and initiatives within the college system to date with only a slight change noted in subsequent policy papers published in September 2012 and November 2013, which place an emphasis on students and student supports, as well as using technology to enhance learning and improving the system (College Ontario, 2012; Colleges Ontario, 2013).

Challenges for Ontario Colleges

Through this policy review, it appears as though an importance has been assigned to “transformation” and a “new vision” for Ontario colleges since 2004; yet, there is no evidence of a change to the purposes of college education. What has changed is the increase in challenges placed on the system over time as a result of factors such as globalization, lack of adequate

funding, and declines in domestic student enrolment. According to Colleges Ontario, funding for Ontario colleges continues to lag that received by other publicly-funded secondary schools and universities in Canada on a per student basis. In addition, the total number of full-time staff at colleges increased by 28 per cent from 1997-98 to 2012-13 while enrolment increased by 31 per cent (Colleges Ontario, 2014, p.1). Furthermore, Colleges Ontario reports a decrease of 4.8% in 2013-14 from 2007-8 in ‘direct students’ entering college from high school (Colleges Ontario, 2014, p. 4).

Robertson (1999) reported that between 2008 and 2020 the population aged 14 to 18 would drop to 1.9 million from 2.2 million reported in 2008 due to the decline in fertility rates (p. 413). This has a significant impact for post-secondary institutions as the number of graduating high school students is and will continue to deplete, increasing post-secondary competition for domestic enrolments. Colleges Ontario released an independent report in January 2017 on the fiscal stability of Ontario colleges and confirmed that “Ontario’s demographics mean that the traditional pool of college-age population will decline across the province, with colleges in the North expected to experience the largest declines” (Colleges Ontario, 2017, p. 1). The report further states that “colleges play a vital role in providing young people with the skills needed to find jobs, and in providing employers with the resources needed to succeed in an increasingly competitive global economy and in the face of a looming shortage of trades” (Colleges Ontario, 2017, p. 1). The analysis in the report suggests that colleges and policymakers must use creative actions to address the future fiscal sustainability of the Ontario college sector; otherwise, the core mandate of colleges may be at risk (Colleges Ontario, 2017). Consequently, these challenges have forced Ontario college leaders to think of new ways to maximize available resources and capital in order to survive.

The Purposes of College Education

Young and Levin (2002) confirm that “any leader’s capacity to be effective is also partly dependent on external circumstances beyond his or her control, such as the level of resources, support from higher levels of authority, or crises that may occur” (p. 192). Educational leaders at various levels in the college system are required to meet budget targets, engage the community, lead change effectively, support faculty and staff, create a positive organizational culture, and provide services to help students secure jobs as referred to in the act; yet, it is also important to focus on the needs of the students and provide opportunities for them to personally develop and build individual character. Reid, Cranston, Keating, and Mulford (2010) identify this struggle for a resolution between the purposes of education as one between three perspectives: democratic, individual, and economic. The democratic purpose is public, constructed from the perspective of the citizens, and refers to a society that expects schools to prepare all of its students to be active and competent members of democratic life who have equal opportunity (Reid, Cranston, Keating & Mulford, 2010). Whereas individual purposes aim for schools to provide individuals with credentials that will advantage them in the competition of social positions and in essence, provides a ladder for opportunity (Reid, Cranston, Keating, & Mulford, 2010). Individual purpose demands choice, as “schools are seen as a part of an education market where consumers (parents and students) select the product that best meets their perceived interests and needs” (Reid, Cranston, Keating, & Mulford, 2010, p. 24). Finally, the economic purpose is constructed from the perspective of the employer and/or worker and aims for schools to prepare students to be competent and productive workers within the economy with individual economic rewards (Reid, Cranston, Keating, & Mulford, 2010).

When it comes to defining the purposes of Ontario colleges, there is an apparent blurring of the lines between the democratic, individual, and economic purposes. Even though the Ontario Colleges of Applied Arts and Sciences Act, 2002, clearly supports an economic purpose, it touches on the competitive nature that drives an individual purpose. However, the above reports reveal a demonstrable absence of articulating focus on social development that elevates the democratic purpose of post-secondary education. Young, Levin, and Wallin (2007) identify this tension between the perceived and actual purposes of colleges and goals for educational leaders as a problem that post-secondary schools are often faced with, which can become even more problematic when honouring cultural influences that need to be factored in as well.

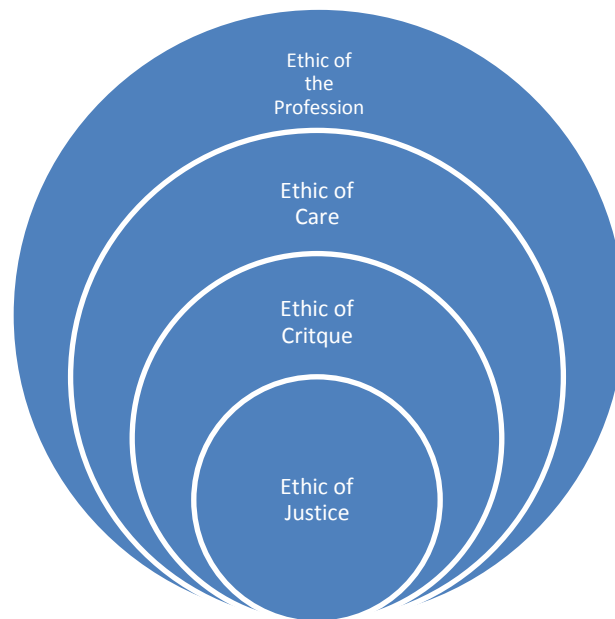
The Ethical Dilemma

Many Ontario colleges are driven to recruit international students from around the world as a way to address the issues related to funding and decreasing enrolments. Not only does the pool of available students drastically increase, but the tuition fees paid by international students are also generally up to four times more than that of domestic students. “International students’ enrolment has been the largest factor driving growth in colleges’ tuition revenues as the average international tuition per FTE student (\$12,286) is higher than average domestic tuition per FTE student (\$3,249)” (Colleges Ontario, 2017, p. 2). Cudmore (2005) reported that “the attraction of recruiting international students becomes obvious when one considers that the 3.7 percent of the student population who are recruited internationally generate roughly 20 percent of the total tuition revenue raised by the resident and landed immigrant students in the province” (p. 53). Lee (2010) concurs that international diversity provides financial, cultural, and intellectual benefits to institutions, making international students an attractive population of learners to colleges. Some argue that this neoliberal perspective, which places value on market competition

and entrepreneurship, threatens critical scholarship and the purpose of democratic education, which is focused on significantly helping improve civic engagement through informal and formal educational experiences (Blackmore, Brennan & Zipin, 2010). Similarly, Davies (2005) proposes that the language of the neoliberal government is a “language that destroys social responsibility and critique, that invites mindless, consumer-oriented individualism to flourish, and kills of consciousness” (p. 95). Gumpert (2000) identifies a shift from higher education as a social institution to higher education as an industry, while, Laredo (2007) refers to this new way of thinking as the “entrepreneurial university” (p. 442). Finally, Garson (2016) confirms that “if internationalization discourse continues to be dominated by neoliberal economic frameworks, it runs the risks of not only missing its articulated goals but being remembered as a vehicle that inadvertently supported domination or inequity as a result of the distraction of market pressures” (p. 31). Ontario college leaders are faced with a serious ethical dilemma as a result of these tensions and the rapidly changing landscape of education. The notion of ethical leadership in turbulent times (Shapiro & Gross, 2013) in that respect sets the theoretical stage for this research.

Theoretical Framework

Theories and concepts influence the way in which a researcher conducts research (Gay, Mills, & Airasian, 2012). The key ethical dilemma presented in this study may be understood by examining it using Shapiro and Gross’ notion of ethical leadership, which is represented as multiple ethical paradigms (Figure 1).

Figure 1

The work of Shapiro and Stefkovich must first be examined to understand the notion of multiple ethical paradigms. Shapiro and Stefkovich responded to different ethics: Shapiro emphasized the ethic of care and critique; whereas Stefkovich tended to utilize the ethic of justice and profession when analyzing ethical dilemmas (Shapiro & Gross, 2013). The merging of different ethics, known as the multiple ethical paradigms, not only originates from dissimilar starting points, they even collide with each other (Shapiro & Gross, 2013). For example, the ethic of critique (rooted in critical theory) and the ethic of care (rooted in feminist theory) oppose and highlight problems inherent in the ethic of justice (equated to laws, rights, and policies) (Shapiro & Gross, 2013). In the past, the ethic of profession (equated to codes, rules, and policies) was generally viewed as a subset of the justice paradigm; however, Nash (1996) and Shapiro and Stefkovich (2006) realized there was a paradox regarding ethical codes set forth by the various governments and professional associations. On one hand, professional codes are a valuable function in that they serve as guideposts and aspirations of appearance and character for a field; yet, they tend to be limited and removed from the day-to-day personal and professional

ethical dilemmas (Shapiro & Gross, 2013). Ultimately, the ethic of profession “expects educational leaders to formulate and examine their own professional codes of ethics in light of personal codes of ethics, as well as standards set forth by the profession, and then calls on them to place students at the centre of the ethical decision-making process” (Shapiro & Gross, 2013, p. 36).

In light of what Shapiro and Gross (2013) described, the multiple ethical paradigms of ethical educational leadership align directly with the key ethical issue identified in this study. Is it ethical for educational leaders to rely on international students to cover the costs of declining domestic student enrolment and lack of funding support from the government? Table 2.0 puts this ethical dilemma into perspective using the four ethical paradigms and questions which were prompts for the researcher during fieldwork reflection and data analysis periods in particular.

Table 1

ETHICAL PARADIGM	ETHICAL QUESTIONS
<i>Ethic of Justice</i> (rights, law, and policies)	Is it fair or equitable to charge international students tuition fees that are more than double that of domestic students for the same educational credential? Do international students have the same right to education as domestic students?
<i>Ethic of Critique</i> (questions concepts such as privilege, power, culture, language, etc.)	Who determines how much an international student pays for his/her education? Who benefits from the decisions that are made? Do international students have a voice in the decision making process?
<i>Ethic of Care</i> (consequences of decisions)	How will international students be affected

<p>or actions)</p>	<p>by the decisions? What are the long-term effects on international students as well as the institution?</p>
<p><i>Ethic of Profession</i> (student is placed at the center of decision making as per National Policy Board of Educational Administration (NPBEA) Educational Leadership Policy Standard 5)</p>	<p>What is in the best interests of international students? What is the professional code of an educational leader? What does the community think about this issue?</p>

Shapiro and Gross (2013) combine this notion of ethical educational leadership with turbulence theory in order to enhance the ability to calibrate the severity of the issue and contextualize the problem to construct strategies to improve the situation. Shapiro and Gross (2013) identify four levels of turbulence to specific problems facing organizations as noted in Table 3.

Table 2

<p>DEGREE OF TURBULENCE</p>	<p>DEFINITION</p>
<p>Light</p>	<p>Ongoing issues, little or no disruption in normal work environment, subtle signs of stress</p>
<p>Moderate</p>	<p>Widespread awareness of the issue</p>
<p>Severe</p>	<p>Fear for the enterprise, possible large-scale community demonstration, feeling of crisis</p>
<p>Extreme</p>	<p>Structural damage to institution’s normal operation</p>

Gross' notion of turbulence theory originated from a pilot's set of definitions of turbulence (Shapiro & Gross, 2013). Gross applied the four basic levels of turbulence to conditions he witnessed in schools in order to be able to describe different degrees of challenges facing innovating schools (Shapiro & Gross, 2013). Gross stated that "by using the four levels of turbulence, schools could reflect upon their issues in measured ways and pursue responses that reflected their current condition" (Shapiro & Gross, 2013, p. 42). What his original theory lacked was the positive aspects of turbulence.

Relating back to the concept of turbulence in flight, Gross realized that in order for flight to occur, turbulence was needed in the first place (Shapiro & Gross, 2013). Gross declared that "out of control, turbulence could lead to disaster, but, well understood and monitored, it was an essential element of life in the air" (Shapiro & Gross, 2013, p. 43). Gross spent weeks observing flowing bodies of water looking for ways to deepen his understanding of the nature of turbulence which lead to new aspects or forces of turbulence: positionality, cascading, and stability (Shapiro & Gross, 2013).

The forces of positionality, cascading, and stability impact systems in ways that increase and decrease turbulence (Shapiro & Gross, 2013). Positionality in turbulence theory combines element of Standpoint Theory (Collins, 1997) and Positionality Theory (Kezar, 2000) to understand the relative situation of individuals in the organization in a multidimensional way (Shapiro & Gross, 2013). Although initially complex, "the result can be a systematic process in which those facing a dilemma can ask a series of questions leading to a richer understanding of the authentic positions and perspectives of other without condescending or, as Alcoff (1991/1992) describes it, 'speaking for others'" (Shapiro & Gross, 2013, p. 45).

Like positionality, cascading became a new addition to Turbulence Theory as it is a matter of understanding context and the force of a series of turbulence conditions (Shapiro & Gross, 2013). Educational leaders can prioritize responses by carefully measuring the degree of turbulence represented in each issue (Shapiro & Gross, 2013). Furthermore, stability in Turbulence Theory is not rigid, rather it is a dynamic concept and achieved and sustained through movement which required flexibility and change (Shapiro & Gross, 2013). The forces of positionality, cascading, and stability in Turbulence Theory need to be viewed in combination in order to see these forces as drivers of turbulence and to begin the analysis of how to act in ways that might shift the levels of turbulence when responding to ethical dilemmas (Shapiro & Gross, 2013).

As indicated consistently in the literature, a diverse student population has a positive impact overall. For example, Ramachandran (2011) notes that local students get firsthand information on issues that stem from religion, politics and social life, and culture and practices in different countries, while overseas students benefit from experiences in an international environment. However, due to the rapid increase in international students in Ontario colleges, staff is expressing concerns with how to manage issues on the front lines, such as language barriers, and faculty are frustrated with dealing with academic integrity issues in the classroom. Currently, the degree of turbulence with respect to the issue at hand might be considered “light” in that there are ongoing problems and signs of stress; but, it seems to be is fast approaching “moderate” turbulence when combined forces of positionality, cascading, and stability are considered as the issue is becoming more apparent as international student numbers increase and the work environment remains the same. This notion of ethical educational leadership in turbulent times is the theory that frames this study and is critical for educational leaders to

consider given the potential outcome of structural damage to the institution's normal operation should the problem not be addressed.

The International Student Experience

With the intention of continuing to attract more international students, the international student experience quickly gained the attention of post-secondary institutions. Extensive research exists with respect to the benefits as well as the challenges for international students. Pandit (2007) noted that the presence of international students enriches discussions in classrooms as the students share their experiences and stories from a different culture. Luo and Jamieson-Drake (2013) also conducted a study that confirmed "students who engaged in frequent interactions with diverse peers showed a greater openness to diverse perspectives and a willingness to challenge their own beliefs" (p. 96). Whereas other research on the international student experience points out international students experience challenges such as discrimination, language differences, social alienation, and the use of technology (Perry, 2016). Zhou and Zhang (2014) noted in a study conducted on 77, first-year international students in a Canadian university in southern Ontario that 50% of the participants reached out to home country fellows as the first source of assistance and 37 % felt uncomfortable approaching service staff for help (p. 12). Furthermore, 87% of participants communicated with their family every week which congruent with the focus group comment theme of loneliness (Zhou & Zhang, 2014, p 12). As evidenced through a review of the research, the international student experience is complex and, at least in some ways, different depending on the individual.

Supports for International Students

Studies also recognize the need to support international students considering their vast array of experiences. Heggins and Jackson (2003) conveyed that students from other countries

add an important cultural richness to the student body, and, indeed, institutions. As well, institutions have developed support services to address the unique needs of international students so that students are better positioned to share their knowledge and experiences with others. Hechanova-Alampay, Beehr, Christiansen, and Van Horn (2002) reported that learning for international students is most productive when the transition into a new academic environment incorporates positive and rewarding student experiences that account for the needs of the student. Akanwa (2015) concurs that “international students do not only need human resources personnel; they also need other support services capable of making their educational experiences successful, engaging, and rewarding” (p. 278). An increase in the number of international students requires enhanced support services in order to help ensure positive transition and subsequent academic and social experiences for international students.

A review of the literature illustrates that institutions are both responding to this need and employing a variety of methods to help with international student cultural transition. Outhred and Chester’s (2013) study proposed a peer- and mentor-embedded classroom initiative to address international college student experience issues such as student-work-life balance, acculturation, health, and well-being. Menzies and Baron (2014) also identify in their qualitative study of 48 international post-graduate students that involvement in a student society benefits the international student experience. For example, it gives them an opportunity to make friends and build their social support system which in turns assists international students with learning and the cultural transition. Sloan, Porter, Robins, and McCourt (2013) also identify the success of an independent e-learning tool created to support post-graduate international students with understanding the process and content of structuring a dissertation. What is less evident in the

research is how educational leaders in Ontario will support their faculty and staff to manage the complexities diversity brings to the classroom and workplace.

Diversity and Leadership

Chin and Trimble (2015) concur that “the omission of diversity in the literature about who leaders are and how diversity influences the exercise of leadership has been noteworthy” (p. 12). Although the notion of diversity leadership is vague in the literature, it is apparent that demographic changes are happening in Ontario colleges and therefore greater attention to student diversity by leaders is needed. Colleges Ontario reports a total of 8,025 international students were enrolled in 2008 in comparison to 34,115 in 2015 (Corcoran, 2016, p. 9). The number of international students across the college system has increased by 26,090 students over seven years and continues to increase each year.

The increase of international students in Ontario colleges requires institutional leaders to be able to address the culturally diverse needs of the current student population. Chin and Trimble (2015) agree that leaders must address increased diversity in their institutions and communities, increasing change, complexity, and interdependence. At the same time, leaders must be flexible, lifelong learners that recognize difference in the values and assumptions held amongst diverse people. Additionally, college leaders will need to be collaborative, share leadership, learn collective styles, be critical thinkers, global leaders, and adaptive in their leadership styles (Chin & Trimble, 2015). “Diversity leadership puts our focus on ‘who our leaders are’ and ‘what they bring’ from their lived experiences and dimensions of identity to the exercise of leadership” (Chin & Trimble, 2015, p. 17). The benefits of leadership that embraces diversity are clear; however, how are educational leaders supported in developing such

leadership approach? How might educational leaders be supported to manage the impact of diversity on the institution?

Diversity Impact

In a report published by the Association of Canadian Community Colleges on June 5, 2010 on internationalizing Canadian Colleges and Institutes, it was noted in the national survey results that challenges exist for colleges related to the lack of human resources to manage the increase in international students and lack of coordinated professional training to deal with the impact of international on faculty and staff (Colleges and Institutes Canada, 2010). Furthermore, a review of the publically available strategic and internationalization plans of 19 of the 24 Ontario colleges concluded that only 8 identified the need for enhanced cultural awareness and professional development opportunities for faculty and staff. Humber College in Ontario, for example, produced a 2013-2014 year-in-review report that identified a plan including five goals in which goal three's objective was to "ensure Humber faculty and staff are equipped to support internationalization efforts across the campus (Humber College Institute of Technology & Advanced Learning, 2014). In order to meet this goal, Humber also identified the need to provide more international professional development opportunities and introduce an "intercultural training certificate" for new and existing faculty (Humber College Institute of Technology & Advanced Learning, 2014, p. 4).

By way of other examples, Mohawk College recognized the need for cultural inclusion and diversity workshops to "increase awareness of the cultural difference and academic expectation of a growing international student and new Canadian population" (Mohawk College, 2016, p. 11), and Fleming College stated that between 2015-2018 they plan to "increase the inter-cultural competence of Fleming faculty, staff and students through training, education and

facilitating experiences (Fleming College, 2015, p. 5). These Ontario-based examples demonstrate awareness for the need of cultural competence learning in the college system as well as the commitment to understanding how diversity impacts an organization and the people that work within it; however, interestingly, even in these college plans the focus is on building awareness and providing training to faculty and staff as opposed to supporting educational leaders leading in diverse schools.

What is Cultural Competence?

Deardorff (2006) confirms that the definition of intercultural competence is complex and difficult to define even amongst intercultural scholars. With respect to training and the notion of “cultural competence,” the relevant literature references a variety of related terms. Purnell and Paulanka (2008) identify cultural competence as “an ongoing process that involves accepting and respecting difference and not letting one’s personal beliefs have an undue influence on those whose worldview is different from one’s own” (p.10). The journey to cultural competence for an organization involves all departments, collaborative efforts from key players and stakeholders within the organization, as well as resource allocation and commitment (Purnell, Davidhizar, Giger, Strickland, Fishman, & Allison, 2011). Similarly, Bennett (1993) implies that cultural competence is the process by which people learn to value and respond respectfully to people of all cultures. Cross, Bazron, Dennis, and Isaacs (1989) also define cultural competence as “a set of behaviors, attitudes and policies that come together in a system, agency or professional and enable that system, agency or professional to work effectively in cross-cultural situations” (p. 1). Cross et. al. (1989) describe cultural competence as a continuum from cultural destructiveness, cultural incapacity, cultural blindness, and cultural pre-competence to advanced cultural competence.

Nuri-Robins, Lindsey, Terrell, and Lindsey (2007) refer to “cultural proficiency” as the process of raising awareness and closing the gap between a person’s expressed values and how he or she is actually perceived by others. The goal of cultural proficiency is to align individual values and educational philosophies with daily practice to create learning communities among educators, students, and their families (Nuri-Robins, Lindsey, Terrell, & Lindsey, 2007).

Similarly, Mulford (2010) refers to the notion of communities of professional learning (CPL’s) which “ involves shared norms and values including valuing differences and diversity, a focus on implementation and continuous enhancement of quality learning for all students, de-privatization of practice, collaboration, and critical reflective dialog, especially that based on performance data” (p.701). Furthermore, Landreman (2003) uses the term “intercultural consciousness” which implies achieving an understanding of self and identity (intrapersonal) while interacting with others (interpersonal) leading to reflection (cognitive) that motivates action. King and Magolda (2005) define “intercultural maturity” as “multidimensional and consisting of a range of attributes, including understanding (the cognitive dimension), sensitivity to others (the interpersonal dimension), and a sense of oneself that enables one to listen to and learn from others (interpersonal dimension) (p. 574). Notably, the common threads between all the definitions related to the notion of cultural competence and its variants presented here is that it is a complex, continuous process that is intricately involved with the perspective of the individual as well as the ‘other’.

Van Dyne, Ang, and Livermore (2009) focus solely on the perspective of the individual and claim that cultural intelligence does not come automatically based on where someone has worked, studied, or lived; rather, cultural intelligence is an individual’s capability to function effectively across cultures which can be learned by most anyone. Hook, David, Owen,

Worthington and Utsey (2013) emphasize the view of the other and define cultural humility as “the ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the client” (p. 354). Through the review of the literature, it is evident that cultural competence is a multilayered concept that can be perceived in different ways; however, regardless of the definition, what is congruent in all aspects of the literature is that the notion of cultural competence is not inherent; rather, it is a learned process.

Relevant Leadership Theories

Similarly, the concept of leadership is complex and expansive in the literature. Ciulla (2014) argues that the actual definition of leadership is constant over time in that it is a “process, act, or influence that in some way gets people to do something” (p. 14). Although many leadership theories focus on the leader-follower dynamic, regardless of the *way* in which the leaders get others to follow, the journey tends to begin with a clear understanding of the self which is congruent with the various notions of cultural competence. For example, Kanter (2004) focuses on the notion of confidence in leadership which begins internally. Confidence is “the bridge connecting expectations and performance, investment and results” (p. 3). Kanter describes the cornerstones of confidence as: accountability, collaboration, initiative, and innovation. With accountability, “leaders must encourage people to face facts honestly and to embrace responsibility for their own performance, committing to take it to the highest levels” (Kanter, 2004, p. 215). Kanter also sees confidence as producing a collective will, shared knowledge, and the connection of individual efforts leading to collaborative success. Lastly, the final aspect of confidence is a system where people feel empowered to seize initiative, solve problems, and create innovation on their own without direction. Kanter’s (2004) concept of

confidence allows leaders to turn losing streaks into winning streaks focusing on positive behaviour, outcomes, and ultimately, success.

Hargreaves, Boyle, and Harris (2014) support the notion of uplifting leadership which also identifies an important dynamic between self and others. With uplifting leadership, “leaders push and pull their teams to fulfill dreams and to further each other’s well-being as they move toward their destination” (p.16). The framework for uplifting leadership consists of the six factors: dreaming with determination, creativity and counter-flow, collaboration with competition, pushing and pulling, measuring with meaning, and sustainable success. “In uplifting leadership, the dream is worth fighting for and pursuing it is a matter of resolution and persistence as well as imagination and inspiration” (Hargreaves et. al., 2014, p. 11). Uplifting leaders also coexist with competitors, harness the power of the group to push and pull the team to complete the challenging journey together, use data in a meaningful way for the people who work in an organization, and intentionally plan and prepare for long term success (Hargreaves, et, al., 2014). The notion of uplifting leadership combines what can be categorized as “soft” and “hard” leadership skills through uplifting spirits, communities, and even leaders themselves (Hargreaves et. al., 2014).

Sinek (2009) also emphasizes the importance of taking an internal perspective by starting with asking the question “why.” Leaders in organizations are most comfortable thinking, acting, and communicating from the outside in; they know what they do, they sometimes know how they do it, but rarely say why they do what they do (Sinek, 2009). Inspired leaders think, act, and communicate from the inside out, starting with the why. “When a WHY goes fuzzy, it becomes much more difficult to maintain growth, loyalty, and inspiration that helped drive the

original success” (Sinek, 2009, p.50). The focus is on the internal understanding and inspiration as opposed to the actions associated with decisions made along the way.

Furthermore, Mulford (2007) argues that “adjectival leadership” is no longer sufficiently helpful to leaders as organizational life has become so complex. Mulford (2010) states that “a one-size-fits-all, adjectival style or approach to leadership, or checklists of leadership attributes, may seem superficially attractive but can often limit, restrict, and distort leadership behaviour in ways that are not always conducive to school development and improvement” (p. 702). Finding a balance between what the political and bureaucratic systems require of individual educational leaders and what educational leaders want for themselves and colleagues is critical. Mulford suggests that this balance can be achieved through groups of educational leaders setting and delivering on their own agendas. This notion of moving away from ‘managerial work’ and the ‘transaction of business’ to focus on opinion setting and relationship building allows educational leaders to see and act on the whole as well as the individual elements and their interconnections in order to achieve the outcome of successful leadership (Mulford, 2010).

By reviewing these particular leadership theories, it is evident that understanding self and the leader-follower dynamic are important aspects of effective leadership. In that regard, relationships are critical for leaders and become more complex when the element of culture is introduced. Schein (2010) confirms that “cultural understanding is desirable for all of us, but it is essential to leaders if they are to lead” (p. 24). In order to achieve cultural understanding, improved communication across cultural boundaries is necessary and can be achieved through Schein’s notion of cultural islands: “A cultural island is a situation in which the rules of having to maintain face are temporarily suspended so that we can explore our self-concepts and thereby our values and tacit assumptions, especially around authority and intimacy” (Schein, 2010, p.

389). As colleges become more culturally diverse, new ways of doing things and supporting the development of leaders will be critical for success. *How* leaders are supported remains a question.

Supporting Leadership Development Programs

As the demography of students in Ontario colleges shifts to welcome more international students, so does the way in which faculty and staff communicate with students and go about their work duties. Teaching, advising, leading, administering, and communicating within a diverse context requires multicultural skills, knowledge, and awareness in order to be effective (Chavez, Guido DiBrito, & Mallory, 2003). Levin (1995) also describes a complex notion of leadership in post-secondary as one that “connotes action, decisiveness, vision, and flexibility in an environment of restructuring, diversity and equity” (p. 106). Educational leaders require support to build the capacity to lead and support others in culturally diverse contexts. Buck (2003) states that “building capacity is increasing internal and external leadership skills in order to move an individual, a group, or a project forward” (p. 9). Leadership development programs are one example of how educational leaders can increase their leadership skills to lead effectively in multifaceted and changing times.

Research on Leadership Development Programs

Robison, Sugar, and Miller (2010) surveyed North Carolina community college presidents in the United States and evaluated a community college leadership development program to discover that leadership development programs are effective and beneficial for participants. Specifically, one respondent surveyed indicated that the workshop helped to “build leadership knowledge and skills for individuals in leadership roles and those who aspire to a leadership role” (Robinson, Sugar, & Miller, 2010, p. 611). One college president also

responded that the leadership activities were a way to “foster a work environment that attracts and retains a committed, diverse, and highly competent workforce” (Robinson, Sugar & Miller, 2010, p. 612). Diversity was noted as a topic that should be covered at a frequency of 29 responses compared to the most frequent topic of managing change at 38 responses (Robinson, Sugar & Miller, 2010). The recommendations from the study included focusing more on significant topics for community college employees, such as managing diversity and change, and developing a leadership learning community within the college (Robinson, Sugar & Miller, 2010).

Litz (2011) confirms the importance of creating a culturally competent leadership development program in his study where he explored and analyzed the complex impacts of globalization on educational leadership in the early 21st century. Litz (2011) noted that because of the positive and negative effects of globalization, “it is absolutely essential, therefore, that educational leaders and leadership training and development programs are not only to stay abreast of the important and multi-faceted worldwide trends that impact everything they do, but they are also flexible and able to adapt to the ebb and flow of the constantly-changing forces of globalization in the 21st century” (p. 58-59).

Furthermore, Gentry, Eckert, Munusamy, Stawiski, and Martin (2014) conducted a study to examine the leadership challenges faced by 763 participants of leadership development programs from 7 different countries (China/Hong Kong, Egypt, India, Singapore, Spain, the United Kingdom, and the United States) and evaluated the perception of how important certain leadership competencies are to success. Qualitative data revealed that the following six competencies were similarly perceived as the top challenges amongst the participants in each country: developing managerial effectiveness, inspiring others, developing employees, leading a team, guiding change, and managing internal stakeholders and politics; the quantitative data

showed the competencies of leading employees, resourcefulness, and change management consistently seen as important to success for leaders in all countries (Gentry et. al., 2014). Other challenges, such as navigating globalization and leveraging diversity, proved to be more inconsistent in the overall results across the seven countries and are presented in the table below (Gentry, et. al., 2014).

Table 3

Country	Navigating Globalization	Leveraging Diversity
China	10.1%	10.1%
Egypt	0.9%	5.7%
India	2.0%	6.0%
Singapore	5.4%	7.1%
Spain	5.3%	3.2%
United Kingdom	15.1%	4.7%
United States	4.1%	4.1%

Although the challenges of developing managerial effectiveness, inspiring others, developing employees, leading a team, guiding change, and managing internal stakeholders and politics do not appear to have a direct association with the concept of culture (unlike navigating globalization and leveraging diversity), culture impacts the complexity of all challenges. Gentry et. al. (2014) conclude that understanding culture is crucial for leadership development because the majority of knowledge and insights that make up the content of leadership development programs originated from research conducted in the West (especially the United States); therefore, organizations need to take into consideration the influence of culture.

Finally, the American Association of Community Colleges (AACC) hosted a summit and determined through a survey the following top six leadership core competencies: (a) organizational strategy, (b) resource management, (c) communication, (d) collaboration, (e) community college advocacy, and (f) professionalism (Reille & Kezar, 2010). Reille and Kezar define the core leadership competencies as follows:

Core Leadership Competency	Definition
Organizational Strategy	All aspects of strategic management needed to improve quality and meet education goals
Resource Management	Management of resources related to finance, human resources, and information technology
Communication	Active listening, public speaking, and writing
Collaboration	Embracing diverse ideas and perspectives, demonstrating cultural competence needed to facilitate teamwork, networks and partnerships
Community College Advocacy	Promotion of diversity, inclusion, equity, learning, academic excellence, open access and the colleges’ mission and values
Professionalism	Being accountable, reflecting on performance and improvement, demonstrating the courage to take risks, making difficult decision, accepting responsibility and demonstrating authenticity, creativity, integrity and vision.

As presented above, diversity is not only defined under the competencies of collaboration and community college advocacy, but it is clear how it can be woven into and potentially affect all aspects of the six leadership core competencies, which emphasizes the importance of having support and professional development for leaders in this area.

Although the AACC study on leadership core competencies supports the need for cultural content in leadership development programs, the use of the term competencies may be problematic because it reflects a rigid and homogenizing leadership when the concept is, in fact,

much more complex and fluid. Carroll, Levy, and Richmond (2008) contest the competency model of leadership because of its objective, measurable, technical, and tangible nature which has a managerial focus and does not include the leadership realm. Carroll, Levy and Richmond argue that the time is ripe for a leadership-as-practice body of work that, for virtually identical reasons as strategy, aims at the demystification, deepening and appreciation of the ‘nitty-gritty details’ of routine (Carroll, Levy, & Richmond, 2008, p. 364). The notion of leadership-as-practice is attentive to leadership as discourse, identity, and modus operandi which is more attuned to what leaders require (Carroll, Levy & Richmond, 2008). This fluid notion of leadership also aligns with the complexity of the concepts of culture and diversity.

Leadership Development Programs in the Ontario College System

Currently, a blend of leadership development programs exists in the Ontario college system. Predominately, colleges have taken a “grow your own” (GYO) approach to leadership development, which is “offered by a college or district, to some of their employees, to prepare them for leadership positions within the institution” (Reille, 2009, p. 7). Some of the benefits to GYO leadership development programs include helping ease the chain of succession, empowering employees to feel more connected, and breaking down silos as people are more connected across the institution (McPhail, 2014). In Jeandron’s (2006) book “Growing Your Own Leaders: Community College Step Up”, she conducted a survey and found that community college GYO leadership development programs helped participants achieve leadership promotion, improved leadership and management skills, expanded involvement in campus activities, increased collaboration and innovative projects, and developed stronger problem solving skills and self-confidence. However, GYO leadership development programs have perceived disadvantages as well. Part of the concern with GYO leadership programs is that they

are vastly different depending on the institutional needs, meaning that no one approach will be the same and their lack of assessment raises questions about their validity and outcome (O'Banion, 2007; Cota, 2007). Another concern for Ontario colleges to consider when developing a GYO leadership development program is the lack of available resources to sustain such programs.

A more centralized approach to leadership development is also offered through Colleges and Institutes of Canada (Colleges and Institutes Canada, n.d.). The Leadership Institutes “draws on the latest management concepts and experience to prepare participants to successfully lead in the college and institute system” (Colleges and Institutes Canada, n.d.). The focus is more holistic in nature and applicable across the system as opposed to driven by a single organization. Each institute is tailored to a different position and provides participants with an opportunity to learn from a variety of leaders, interact with colleagues across the country and network to facilitate further engagement and learning (Colleges and Institutes Canada, n.d.). The disadvantages to this type of leadership development program could be related to the duration of the program (an intensive week away), associated program and travel fees as well as limited assessments with only selected positive testimonials posted on the website. In general, the Leadership Institutes are likely to be combined with a GYO leadership development program in the Ontario college system.

Potential Future of Leadership Development in the Ontario College System

In October 2015, Ontario College Administrative Staff Association (OCASA) put forth a proposal to College Presidents to create a new Ontario College Centre for Leadership with the primary role of developing and implementing a leadership strategy for the future capacity needs of colleges (OCASA, 2015). The strategic priorities identified in OCASA's 2016-2019

strategic plan include focusing on network support, career support, and leadership support; with three main leadership support objectives:

1. An inclusive professional centre, meeting the professional development of all administrators, with a shared governance structure – ensuring responsiveness to system needs
2. A system-wide, cost-effective, strategic approach to management and leadership capacity building that will prepare all colleges for the future
3. Coordinated, intentional support for colleges in sharing of best practices, benchmarking, and policy development (OCASA, 2016).

This proposed change will require a shift to OCASA's organizational structure, moving from individual membership to a support system (institutional focus). Taking a consistent and streamlined approach to supporting current college leaders and building leadership capacity for the future may help Ontario colleges manage some existing and imminent fiscal challenges; however, obtaining commitment from colleges to participate may also pose issues going forward. The future state of leadership development programming in the Ontario college system remains unknown at this time, but clearly is a valuable and worthy topic for consideration. Without a doubt, college leaders need support and development opportunities as they navigate through both challenging economic and social times and adapt to an increase in student diversity in Ontario schools.

Conclusion

Although there has been a slight shift in focus over the years based on economic and social challenges, the purposes of college education in Ontario have remained constant with respect to preparing students for work while supporting and meeting the needs of the employers and the community. With the decrease in post-secondary domestic student enrolments and the increase of international students, Ontario college leaders are faced with an ethical situation

because the “value” of education for domestic and international students appears unequal; yet, the outcomes are intended to be the same. This notion of “ethical educational leadership in turbulent times” provides the theoretical framework of this study.

The literature shows that post-secondary institutions are committed to student success by developing various ways to support international students, but what is less clear is how institutions will support educational leaders to lead in culturally sensitive ways in colleges with an increasing number of students from diverse backgrounds. Cultural competence and comparable concepts have been explored extensively in the literature, concluding that the notions are not static; rather, they are fluid and contextual similar to leadership theories. Leadership theories also identify that culture has an impact on leadership practice; however, *how* leaders are supported to lead from a diverse perspective remains the question.

Leadership development programs may be critical for the growth of individuals as well as organizations; however, the model, content, delivery, and way in which they are received is also significant given disparate contexts and circumstances as evidenced in the research. Given that college leaders are tasked with increasing international student enrolments to offset the limited funding from the government and domestic student decline, this exploratory case study of three Ontario college leadership development programs was warranted to determine the extent of how well Ontario college leadership development programs support educational leaders to lead in culturally sensitive ways and help inform the future direction of Ontario college leadership development broadly in the areas of diversity and internationalization.

CHAPTER THREE: METHODOLOGY

Design of the Study

This study is a qualitative, exploratory case study from an Interpretivist approach which describes, understands, and interprets cultural aspects of leadership development programs in three Ontario colleges. Interpretivists share a relativist ontology (assumes the meanings and understandings of reality are subjective and developed socially and experimentally) and a subjectivist epistemology (assumes we cannot separate ourselves from what we know) (Cohen & Crabtree, 2006). The Interpretivist approach is being deployed for this study because it allows the researcher to have a dialogue with the participants in order to construct a meaningful reality with respect to cultural features within leadership development programs in the Ontario college system (Cohen & Crabtree, 2006).

The case study method a highly appropriate approach because the study examines the phenomena of cultural competence and its importance relative to the environmental state of Ontario colleges and overcoming today's leadership challenges. According to Yin (2009), the case study method "allows investigators to retain the holistic and meaningful characteristics of real-life events" (p. 4) and is used to help understand complex social phenomena. Exploratory case study method is used as opposed to explanatory because this study is the first of its kind in Canada and merely scratches the surface as the sample size is smaller with three of a possible 24 Ontario colleges involved and is not intended to be generalizable. The exploration of the cultural components of three Ontario college leadership development programs (the cases) allows the researcher to "understand a single-case finding, grounding it by specifying how and where, and if possible, why it carries on as it does" (Merriam, 2009, p. 50). Furthermore, taking a "multisite

case study” (Bishop, 2010) approach can help enhance the external validity of the study’s findings (Merriam, 2009).

Sample Selection

A total of 3 Ontario college case studies were explored out of a possible 24 Ontario Colleges in order to obtain a notable amount of data to be analyzed. Purposeful sampling was used to determine the individual cases which is “based on the assumption that the investigator wants to discover, understand, and gain insight, and therefore must select a sample from which the most can be learned” (Gay, Mills & Airasian, 2012, p. 448). As will be explained in what follows, the three Ontario colleges were chosen for this study based on their factors of size, geographic location, and number of international students because these factors help the researcher better understand the phenomenon under investigation (Gay, Mills & Airasian, 2012). The colleges in this study were large Ontario colleges and located in different geographic areas of Ontario with high numbers of international students that continues to increase annually. The reason for selecting this set of criterion was to allow for maximum data collection and support the anticipated significance and purpose of this study. In addition, purposeful sampling was used to select participants from different leadership areas at each college who had a range of experience working in post-secondary education (e.g. almost three years to over 15 years) and work identities (e.g. middle managers, senior managers, executive leaders, etc.) in order to compare responses and provide a broad perspective from different leaders at each college who participate in the leadership development program.

According to Creswell (2008), “a gatekeeper is an individual who has an official or unofficial role at the site, provides entrance to a site, helps the researchers locate people, and assist in the identification of places to study” (p. 219). Gatekeepers were identified for each case

and used to help solicit volunteer interviewees and provide access to documents for analysis that was not publically available for each case. The researcher's goal was to interview six individuals in each case for a total of 18 semi-structured interviews. With the assistance of the gatekeepers, the researcher interviewed 17 participants in total: six for Case A, seven for Case B, and four for Case C.

Data Collection

The research was conducted in three phases beginning with a recorded observation log of the physical setting of each college, followed by a series of semi-structured interviews, and document analysis.

Observation

Observation, as a research tool, was performed in this study to gather a sense and feeling of the physical setting for each case in order to contextualize the case narrative. The researcher considered taking a participant observer role in leadership development training workshops in order to see things firsthand and use personal knowledge and expertise to interpret what was being observed rather than relying on once-removed accounts from interviews (Merriam, 2009); however, due to time limitations, the researcher was unable to participate because the scheduled workshops fell outside the research period. Alternatively, the researcher recorded descriptive field notes of the physical setting documenting what the physical environment was like, what objects, people, resources, and technologies were in the setting, what the space was like, what sounds and smells were present, and what kinds of behaviours were displayed in the setting (Merriam, 2009). The reason for recording observations of the physical setting of each case was done to be able to compare an outsider's overall sense or feeling of the institution to the way in which inside participants' interpreted the cultural components of their leadership development

programs. Observation, combined with interviews and document analysis, provides a holistic interpretation of the cultural components of the leadership development programs (Merriam, 2009). Appendix A provides an outline of the observation log used in the study.

Interviews

DeMarrais (2004) states that “an interview is a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p. 87). As noted earlier, this study consisted of 17, one-to-one, audio recorded, semi-structured interviews; 6 at Case A, 7 at Case B, and 4 at Case C. Semi-structured interviews that took up to 60 minutes were used to provide consistency in the questions being asked as well as flexibility to take an opportunity that was presented to learn more about where the participant was coming from and what they had personally experienced (Gay, Mills & Airasian, 2012). Appendix B provides a list of the open-ended questions used in the study.

Two interview participants at each college were individuals responsible for creating and/or delivering the leadership development program and the others in each case were either from an academic or student services area which provided a broad perspective on individuals’ experiences with their respective leadership development programs. Interviewing was used in order to determine feelings, thoughts, and intentions of the interviewees which cannot be directly observed (Merriam, 2009).

Document Analysis

An in depth analysis of the existing public and private (in-house) documents for each leadership development program was performed. Documents such as annual reports, strategic plans, research reports, training materials and guides, worksheets, and calendars included in this study. As part of the research process, the documents were reviewed to determine their

authenticity, accuracy, origin, author, context, and reason for being written (Merriam, 2009).

The researcher also identified a system for coding and cataloging findings in a case study document database in order to complete the analysis efficiently (Merriam, 2009).

Ethical Protocols

Since this study involved interviewing human participants, it was subject to ethics approval first at Western University followed by a review at the ethics boards at the three participating colleges. The ethical issues of this study were related to ensuring confidentiality of the participants and the organizations. Guenther (2009) states that “the act of naming is an act of power” (p. 412). Choosing a particular pseudonym to disguise the true identity of a participant has an implied meaning which researchers rarely explain (Guenther, 2009). Even though changing a real name to a “fake name” seems like a suitable practice to protect the identity of participants, respondents are still left vulnerable to identification and possibly harm as readers can potentially make connections to other aspects in the results (Guenther, 2009). As a result, participants in this study were coded using a letter and number followed by the case letter in brackets in order to ensure confidentiality. Furthermore, according to Guenther (2009), no reference is made to protect the confidentiality of organizations; however, using a fake name or a vague reference to a geographical location to name the colleges involved in the study may create an opportunity for a participant’s identity to be exposed; therefore, great care must be taken to ensure that the participants cannot be connected to the institution. For the purpose of this study, college names were protected by using Case A, Case B, and Case C with references to geographical locations completely and purposefully omitted.

Data Analysis

As noted earlier, three types of data were collected for this study: field notes, interviews, and documents. Data were analyzed simultaneously with the data collection process in order to focus the study and avoid repetition (Merriam, 2009). The first step in the analysis process was to transcribe the interviews in order to prepare the data for analysis. The researcher gathered the transcribed interviews, observation logs, and other documents and created an electronic case study database to organize the data. “Organization of data is critical in qualitative research because of the large amount of information gathered during the study” (Creswell, 2008, p. 245). Electronic files were set up in the case study database according to the different types of materials and organized by participant, site, and number. For example, documents were assigned to the documents folder and located under the corresponding site. Case study databases also increase the reliability of the case study (Yin, 2009).

Since all qualitative analysis is primarily inductive and comparative, the researcher used a modified version of the constant comparative method of data analysis first proposed by Glaser and Strauss (1967). To analyze the data, the researcher began with a preliminary exploratory analysis through reading the interview transcripts, documents, and field notes thoroughly and highlighting keywords as a form of open coding (Creswell, 2008). Comments were jotted down in the margins of paper documents and inserted in the electronic files beside bits of data that appeared to be relevant to answering the research questions (Merriam, 2009). Analysis by hand was chosen as the preferred method because the researcher wanted “to be close to the data and have a hands-on feel for it without the intrusion of a machine” (Creswell, 2008, p. 247). Furthermore, the smaller sized database lent itself well to the hand analysis as opposed to the computer (Creswell, 2009).

The researcher read through the data multiple times, reviewing comments and keywords and then transcribing relevant abstractions to cue cards. Axial coding was used to group the comments on cue cards in a way that seemed to go together (Corbin & Strauss, 2007). The next step in the analysis process was to sort evidence within categories and place an original identifying code on each unit of data in the category; this process is referred to as “naming” the category or cluster of data units that seem to go together (Merriam, 2009). The named clusters of data created themes that were both determined by the researcher and reflected what the researcher saw in the data (Merriam, 2009). For example, when the researcher reflected on the research question: why is cultural competence learning important for Ontario college leaders, during the process of naming the categories, three distinct categories or themes emerged. The researchers used a manageable number of categories determined by frequency, audience focused, uniqueness, and areas for further inquiry (Merriam, 2009) which was also practical given the fact that the analysis was conducted by hand. The last step in the process was becoming more theoretical by moving from concrete description of observable data to an abstract level that involves using concepts to describe phenomena (Merriam, 2009). This process was systemically classifying data into schemes that not only described it, but also interpreted it (Merriam, 2009).

Three types of themes were identified: ordinary themes, unexpected themes, and major themes (Creswell, 2008). Since data were collected from various perspectives, including leaders that created/or designed the leadership development program along with leaders that participated in the colleges’ leadership development program, the data were also analyzed from multiple perspectives (Creswell, 2008). The researcher continued developing themes until the point of saturation was reached (Creswell, 2008). Furthermore, consistent, inconsistent, and contrary

evidence was also examined in order to capture the complexity of the situations (Creswell, 2008).

Validity and Reliability

“Validity is the degree to which qualitative data accurately gauges what we are trying to measure” (Gay, Mills & Airasian, 2012, p. 391), while reliability is the “degree to which a test consistently measures whatever is measured” (Gay, Mills & Airasian, 2012, p. 630). With respect to questions about internal and external validity, the researcher confirmed the findings are credible and consistent by using triangulation and member checking (Merriam, 2009).

“Triangulation is the use of multiple methods, data collection strategies, and data sources to get a more complete picture of the topic under study and to cross-check information” (Gay, Mills & Airasian, 2012, p. 427). This study used multiple methods of data collection (observation, interviews, and document analysis) to ensure trustworthiness and strengthen the validity of the study (Gay, Mills & Airasian, 2012).

Another strategy used in the study for ensuring internal validity or credibility was member checking. The process involved soliciting feedback from some interview participants on whether the interpretation of the findings seemed correct (Merriam, 2009). Member checking occurred throughout the analysis process and the suggested changes were incorporated where identified.

Researcher Bias and Assumptions

The researcher works within the Ontario college system and therefore has a unique perspective to offer this study. The impetus of this research is the result of six years of faculty feedback regarding challenges with dealing with diversity in the classroom. The researcher is well-versed in cultural competence theory having studied anthropology as an undergraduate

major. The researcher assumes that in order to manage the challenges that diversity brings, for example, to the classroom, individuals must be able to understand their own values, assumptions, and beliefs first in order for them to better understand and ultimately, accept the cultural differences of others. Studying leadership theory at the doctoral level allowed the researcher to view the problem of practice from a different lens (leadership) which prompted informally asking questions to leaders about how they managed challenges with diversity in the classroom and around the college. The researcher quickly realized that the issue was deeper than initially anticipated in that leaders themselves were less fluent in ways to handle intercultural situations; hence, this study was ignited to explore different cases across the Ontario college system with respect to how leaders are being supported to lead in culturally sensitive ways. Furthermore, the researcher fully understands the current and future funding and student enrolment issues; however, the researcher is unsure about the decision to recruit more international students when the system currently seems unprepared to handle the challenges that come along with embracing diversity. As a result, the theoretical framework of ethical educational leadership in turbulent times emerged as an underlying guiding theory of this study and has impacted the researcher from both a scholarly and professional perspective.

CHAPTER FOUR: FINDINGS AND DISCUSSION

*Within-Case Analysis***Case A***Observation Log*

When you enter the main entrance, it feels like a mall with a portable food market set up, stalls promoting various activities, and outside security roaming the premises. The ceilings are high with a large open foyer and a visible greeting and information center. It is difficult to tell that it is a college at first because the space feels public and communal, rather than a college campus. A variety of different seating is situated in the main area including built-in benches, bean bag chairs, and couches which gives a sense of comfort, like a home, even though it lacks a feeling of privacy.

Looking around, the main space and people within it (both staff and students) are very casual, like they just walked off the street. There is a strong sense of openness to the informal setting allowing people to feel as though they could be whoever they want to be; nobody stands out. In fact, difference is the norm. Students of different nationalities fill the room; yet, only one language (English) can be heard. Young and older students study together and socialize while deaf students easily access information from specially designed visual media boards. Many rainbow ribbons, posters, and flags are visible supporting the LGBTQ community. Ethnic and Indigenous art covers the walls and fills display cases which are very representative of the people around. Signs are also posted at the elevators reminding everyone to give priority to people with disabilities. Furthermore, it is easy to find barrier-free washrooms and understand universal visual icon signage. Learning, working, and social spaces feel very inclusive, accessible, and communal.

In alignment with the feeling of openness and inclusivity, classrooms are equipped with comfortable, rolling chairs with modern, round, and movable tables for desks. Learning spaces appear flexible and adjustable depending on the needs of the class. Overall, a contemporary feel is present including digital clocks and access to free charging ports. The use of technology is visually supported as students are linked in across the campus.

The details described in this narrative of the physical space are derived from the researcher’s observation log. Table 4 identifies themes that emerged from the physical observation log in alignment with participants’ comments about their institution’s leadership development program.

Table 4

EMERGENT THEMES (OBSERVATION LOG)	PARTICIPANT RESPONSES (RELATED TO THE LEADERSHIP DEVELOPMENT PROGRAM)
Public, open, informal, communal	<p>“I don’t think they help us very much at all in a formal way for sure. A lot of it's done, I would say informally amongst our team.”</p> <p>“I think more, and not a formal training, but more gatherings and understanding opportunities for leaders to work together.”</p> <p>“What I felt when I got here, is the other people, the Directors, especially the people I work closely with were very welcoming, very inviting, very engaged. Collaboration was there, so it was a good thing.”</p> <p>“There was no formal leadership program, but I tried to connect myself with as many people as possible who would be great mentors.”</p> <p>“And part of the [role] networking group has been to get those [role] together and talk about best practices, what’s working for</p>

	<p>you, what’s driving you crazy, what don’t you know?”</p> <p>“I truly believe that the end of the day it’s about the network that you create and that’s what leadership development is all about. Understanding the processes, understanding the people in the community.”</p>
<p>Accessible, inclusive, flexible</p>	<p>“One of the big things I find here is the diversity, almost the diversity of the group and I mean the cultural diversity, the different types, different people we have here is kind of warm in itself and inviting, so you’re not closed out. There is not a lot of cliques that I see, not a lot of little pockets, yeah, so people are engaged much better.”</p> <p>“Yeah, I think we have a great team and diverse and but it's shaped me being here three years more than ever I think in the last thirty years for sure, working in the environment with such a diverse culture.”</p> <p>“I do my own mindfulness training and stuff like that to try to be in the moment and to try to be present with people and that’s something that I – that’s helped me to exercise restraint and not look at doing – like just not reacting to things that I might be triggered by, whether it’s through email or in person and in meetings or in one on one conversations.”</p> <p>“We got kind of a mixed bag.” (in reference to the leadership development program)</p> <p>“You see them [diversity calendar] throughout the college so they carry an active role in promoting awareness, encouraging inclusion, where on committees around -- for the facilities in terms of accessibility, all of those issues in terms of design, size of the mirrors in the bathrooms.”</p> <p>“Diversity is part of the path to leadership so it’s actually stated as this is our mandate.”</p> <p>“The orientation on-boarding and welcome-in always includes the</p>

	<p>message of responsibility that we all carry to be respectful and inclusive and remember that there are other views and ways to see things.”</p> <p>“I feel that they do a very decent job on offering opportunities and they are very open to our feedback on what we need.”</p>
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On the other hand, emergent themes from the observation log were also inconsistent with participant’s responses. Table 5 represents discrepancies with participants’ comments.

Table 5

EMERGENT THEMES (OBSERVATION LOG)	PARTICIPANT RESPONSES
<p>Public, open, informal, communal</p>	<p>“I find, and I’ve noticed this over the last few years, and as I learn more and more about this organization, and others are probably the same, is we don’t share enough.”</p> <p>“And sometimes they’re isolated and dealing with it on their own. If there was an opportunity to have a discussion, they may find out five other managers had this and here’s what they did, and here’s the best practice and here’s what to do.”</p> <p>“So what we designed is an administrative learning plan -- we’ve just launched it, we are making that first year experience more standardized in terms of you need to have training around human rights and diversity, you need to have training around the different collective agreements and what they mean so that you know how to do your job without these getting in the way.”</p> <p>“...is a more formal succession planning opportunity where there will be a standardized process to identify key positions, to identify internal candidates that potentially could be groomed or develop training plans aligned with those positions when they become vacant, if they’re interested in them and see where we go from</p>

	there.”
<p>Accessible, inclusive, flexible</p>	<p>“Managers and Directors get in trouble because we have different styles as leaders and we don’t have enough opportunity to connect and share our good practices with each other.”</p> <p>“There’s also no mentor – and no, sorry, no real clear succession planning and no real routes to move on to different roles and it seems like the roles themselves are so boxed out and it’s strange to me that people are getting hired from outside of the college so much more frequently than they are from inside the college.”</p> <p>“There seems to be an interest from higher up that there should be some sort of new blood brought in to change things, to reinvent something, and so the best way of doing that is to find someone from outside of the gene pool and bring that in and then try to introduce that person in to create change. I don’t know historically in the last 8 years if that strategy necessarily benefitted things, because I think a lot of institutional knowledge doesn’t grow and so you get people who maybe become complacent in management roles and they themselves leave and sometimes when you bring new people into the system, they may not be the right cultural fit either.”</p> <p>“I didn’t feel that we had a good onboarding process in place, an effective onboarding process in place. Actually I felt lost the first few weeks. The first day was awful for me, to be honest with you it was. I was alone all day and not knowing what to do.”</p> <p>“There was not a clear vision of what the college culture is.”</p>

Although there are inconsistencies, the majority of the comments from participants about the leadership development program are consistent with the themes that emerged from the observation log. In general, Case A focuses on developing leaders that are open, inclusive, and collective, but in an informal way.

The analysis of interview and document data also identified topics that participants perceived were clearly “included” and “not included” in the leadership development program (LDP). Table 6 represents the themes and frequency of responses from participants in Case A.

Table 6

“INCLUDED TOPICS IN LDP”	“NOT INCLUDED TOPICS IN LDP”
<ul style="list-style-type: none"> • Networking opportunities (6) • Team retreat (6) • Coaching (3) • Diversity (3) • Human Rights (3) • Equity (2) • Having difficult conversations (2) • Managing in a unionized environment (1) • High performing teams (1) • Learning plan (1) • Emergency preparedness (1) • Succession planning (1) 	<ul style="list-style-type: none"> • Active listening (2) • Succession planning (2) • Mentorship (2) • Conflict resolution (2) • Negotiation (1) • Mediation (1) • Mindfulness (1) • Onboarding (1) • Managing large teams (1) • Communication (1) • Leadership (1) • College culture (1) • Cultural diversity (1)

Table 6 presents the range of topics that participants deemed to be included and those identified as not included, but needed, in the leadership development program in Case A. With respect to succession planning, Participant P5(A) confesses that,

It’s really interesting because it’s been in the works for a while but we have had a change in the senior admin and so some of it has just really kind of catching some momentum now. It is a more formal succession planning opportunity where there will be a standardized process to identify key positions, to identify internal candidates that potentially could be groomed or develop training plans aligned with those positions when they become vacant, if they’re interested in them and see where we go from there. So that the message is really, absolutely it is good to have fresh people come in and new people from outside, but if you have strong solid candidates in the organization that have proven

effective and shown their leadership, then we want to be able to support them in a meaningful manner.

On the contrary, P4(A) reveals that “there is no real clear succession planning and no real routes to move on to different roles and it seems like the roles themselves are so boxed out and it is strange to me that people are getting hired from outside of the college so much more frequently than they are from inside the college.” Participant P6(A) confirms the importance yet an absence of succession planning. “I truly believe that succession planning is a big gap at [college] and I know that is a huge gap in the college system.” This comment suggests that there is a discrepancy between intentions and what is really happening with respect to developing and promoting leaders from within.

Further analysis of the interview and document data revealed the cultural components of the leadership development program in Case A. Figure 2 illustrates the cultural components and the number of times each component was referenced in the interviews and documents.

Figure 2

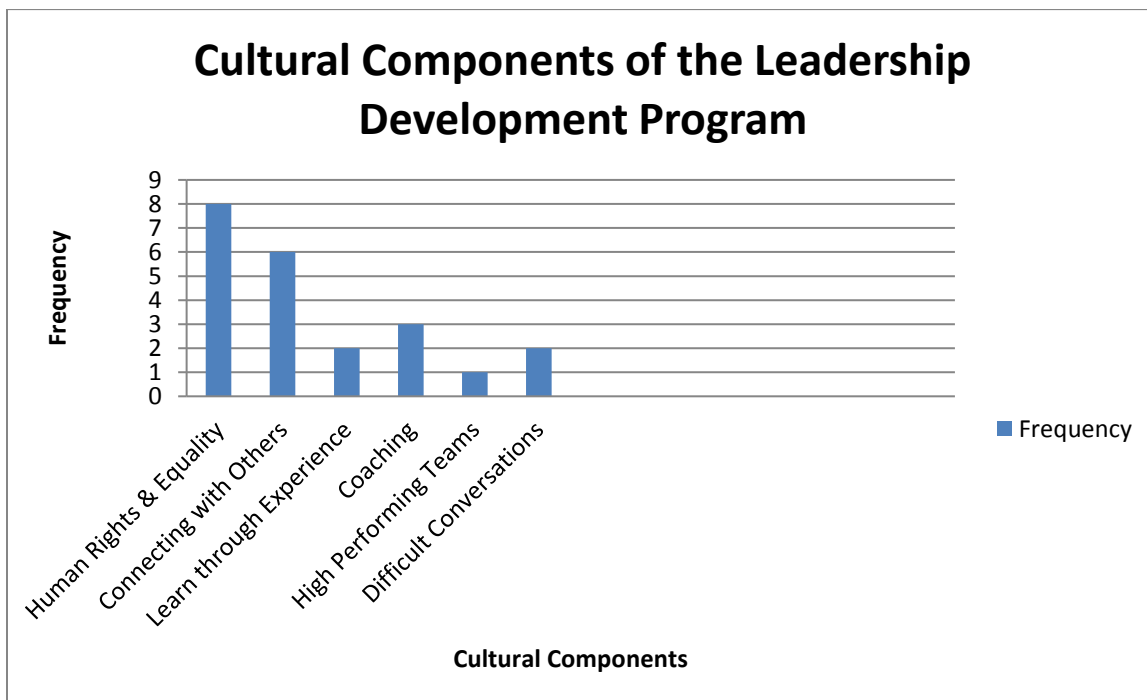


Figure 2 indicates that there is a strong emphasis in Case A on diversity, human rights, and equity training for leaders at eight responses. Learning through experience is also mentioned by two participants as a culturally relevant component of individual leadership development. Participant P2(A) affirms that “we get basic training on diversity and human rights and stuff, lots from occupational health and safety. But I think a lot of it is learn as you go about diversity as in cultures and stuff.”

The analysis also concluded that there are aspects that impact how well the leadership development program supports leaders to lead in culturally sensitive ways. Table 7 summarizes supports for leaders and what needs improvement based on the interview data.

Table 7

THEMES – SUPPORTS LEADERS	THEMES – NEEDS IMPROVEMENT
<p><i>Engages individuals</i></p> <ul style="list-style-type: none"> • Provides networking and learning opportunities <p><i>Team Oriented</i></p> <ul style="list-style-type: none"> • Focuses on team development and support 	<p><i>Defining Leadership</i></p> <ul style="list-style-type: none"> • Not well defined <p><i>Competing Priorities</i></p> <ul style="list-style-type: none"> • Daily work takes precedence over professional development <p><i>Content Specifics</i></p> <ul style="list-style-type: none"> • Lacks content learning on topics such as conflict resolution, managing large teams, diversity and coaching <p><i>Design</i></p> <ul style="list-style-type: none"> • Lacks formal structure, framework or model <p><i>Understanding Self</i></p> <ul style="list-style-type: none"> • Not self-reflective <p><i>External Recruitment</i></p> <ul style="list-style-type: none"> • Lacks focus on building leaders from within

Evidence of Themes (Support for Leaders and Needs Improvement)

The greatest strength of the leadership development program, referenced fourteen times in the six interviews, is the opportunity to engage with others through networking events and informal discussions. All six participants made at least one comment with respect to a positive experience connecting with others as part of their leadership development. Participant P1(A) states,

I find the key to almost all of those [retreats and other educational opportunities for leaders to share with each other] are making connections within the college with other administrators, other leaders in terms of knowing who to call when you need to call, and in terms of them knowing what you do and just discussing issues across the board of the kind of challenges that leaders are facing at the college.

Similarly, P3(A) states that “when I first started, there was a college leaders’ retreat that happened offsite which was really, really great. It is a chance for us to socialize and to develop new skills.” In fact, all participants referred to retreats and other social events as being an important opportunity for people to come together. P6(A) confirms, “I truly believe that at the end of the day, it’s about the network that you create and that is what leadership development is all about.”

Even though all participants were in agreement that networking and connecting with others is a valuable aspect of leadership development, P2(A) points out that, “Managers and Directors get in trouble because we have different styles as leaders and we don’t have enough opportunity to connect and share our good practices with each other.” The focus tends to be on getting work done (completing tasks) as opposed to engaging each other.

The second most important theme that emerged with ten references noted in the interview analysis is team building, collaboration, and supporting others. P2(A) expresses appreciation for the support from staff development

What is unique to any of the institutions I've worked at is the staff development piece, where there is a team dedicated to professional development for staff, and especially they focus on admin, faculty and the support team, which was kind of unique...here, I love the separation of the two, so staff development is staff development and they work hard to provide professional development for admin staff and our unionized staff, admin and faculty.

However, Participant P2(A) also notes challenges with respect to sharing ideas and resources.

"I've noticed this over the last few years, and as I learn more and more about this organization, and others are probably the same, is we don't share enough." Although collaborating and supporting others is identified as essential for leadership development, it appears as though it is deemed less significant when other priorities exist and time is limited. P6(A) confirms that,

If you are a self-motivated individual you will find the time, but if you are not, it will be very difficult for you to find the time to do it. But in the [name] role it is very difficult. Sometimes when you have a little bit of free time, you just want to rest.

Three of the six participants indicate coaching as an effective tool for team building.

P2(A) confesses "I coach my team quite often on issues around human resources that a lot of people don't have good skills in." With respect to the leadership development program, P6(A) declares that "we have one program around coaching that was extremely effective. That is my background...so I felt that was really well done." However, P6(A) also reveals that "there are not enough tools, I mentioned about coaching and dealing with the different cultures, but you know I feel that the first two weeks should have been around managing large teams and leading large teams around that theme." Although coaching training is useful and available to help support team building and development, managing large teams is an issue that remains unaddressed in the leadership development program in Case A.

With respect to aspects of the leadership development program that needs improvement, design is referenced most frequently in the interview analysis (21 times). In particular, participants commented on ten occasions that there is no formal leadership development program

in place. P2(A) states that “I don’t think they help us very much at all in a formal way for sure. A lot of it is done, I would say informally amongst our teams.” With specific reference to building awareness around cultural diversity, P2(A) confirms that “I don't think I've learned it formally, but I've learned it from each other.” P4(A) validates the importance of learning from others by stating that “there was no formal leadership program, but I tried to connect myself with as many people as possible who would be great mentors.” Mentorship is identified as an important aspect of leadership development by multiple participants.

As part of the formal leadership development program, one participant shares that an onboarding process should be included. P6(A) confesses that,

I didn’t feel that we had a good onboarding process in the place, an effective onboarding process in place. Actually I felt lost the first few weeks. The first day was awful for me, to be honest with you, it was. I was alone all day and not knowing what to do. I was lost, overwhelmed and excited at the same time.

This participant’s emotional recap of the initial leadership experience highlights the importance of having a well-defined onboarding process as it demonstrates support from the first day of the journey in college leadership.

Another vital topic that is not included in the leadership development program in Case A, but identified as one of the most valuable external learning experiences for two participants is conflict resolution. P1(A) declares that,

One of the things that I did personally, that I had funded by the college, was an executive training in conflict resolution and negotiation, which was an off campus training with an external company. That was one of the better things I've ever done. What made it so valuable was that it was not PowerPoint; it was hands on, practicing mediation.

This finding demonstrates that the design and application of the leadership development program is just as important as the content it includes.

Three participants also speak to the fact that leadership development requires reflection and an understanding of self. P4(A) discloses that,

The training has to look at identifying my own biases and I think that everyone has to do it themselves. Everyone has the ability to be reflective, but you have to at least, through this process, if you really are told to or if you are encouraging to do training in listening, in active listening and all this other, you know, stuff. You have to start with identifying what your natural biases are. Things that you've been taught. Things that are pervasive in your immediate work culture, perhaps in your social exposures. And then from there I think that you can see well what – what impact does that have.

Having a clearer understanding of self as a leader can assist in understanding people and situations with greater clarity and depth. Participant P4(A) proclaims that,

I do my own mindfulness training and stuff like that to try to be in the moment and to try to be present with people and that is something that has helped me to exercise restraint and not just reacting to things that I might be triggered by, whether it is through email or in person and in meetings or in one-on-one conversations.

This evidence confirms that leadership development programs should include opportunities and strategies on how leaders can explore the self-awareness, self-knowledge, and personal growth.

Similar to much of the literature on leadership theory, participants believe that leadership is not well defined in Case A which makes leadership development programming exigent.

Participant P1(A) believes that “there is a perceived gap between how we define leadership and there is a definite hierarchy, which at times can be challenging.” Furthermore, Participant P3(A) identifies a concern with the notion of cultural sensitivity because “I'm not sure that we have a shared understanding here at this institution about what that means.” P6(A) concurs by stating that,

I don't feel that we as a college have been able to define...the college has a great vision with goals and accountabilities, things we want to accomplish, people are aware of those, partially aware of those, but again the core values and the cultural positioning is not well defined.

Leadership development programs should include a consistent understanding of what leadership is or its most valued parameters and the values of the institution in order for leaders to more fully be able to live out the intended vision and mission promise. In Case A, five out of six participants indicate that although the institution appreciated the value of diversity, the value itself is not practiced or does not ‘live’ within the organization culture. Table 8 illustrates participants’ comments that reflect the disconnection between diversity as a static value on a website and diversity as an authentic value in which it’s true meaning is practiced every day.

Table 8

PARTICIPANT	COMMENTS
	<p>“One of the challenges – it is training that has to be communicated as a main priority by the college. And it’s not compliance training, because compliance training becomes, you know, something I have to do on Tuesday between 2:00 and 4:00 and it doesn’t necessarily mean anything to me. But this is – it should mean something to me and it should be on business plans.”</p>
	<p>“There's been a shift in understanding and knowledge of why that's important, but I haven't seen it translate into action.”</p>
	<p>“I think there’s a strong desire and I think senior leaders here absolutely value and recognize that the diversity of [college name] student population and employee groups is one of its greatest assets, I really do believe that. I think the notion that diversity is our strength -- if you ask senior leaders at [college name], do you believe that diversity is our strength? They would agree that that’s the case. I feel pretty confident about that. I’m less confident in suggesting that every person in senior leadership position at [college name] knows what it means to work and communicate and relate in culturally sensitive ways all day, every day with every employee.”</p>

	<p>“Communicating, understanding what the culture is and communicating what the culture is to the rest of the full organization. If I go around and ask people tell me about [college name] core values and what is [college name] positioning, 99.999% will not know what you are asking. Okay, if you ask me today can you share with me the core values of the college and the position of the college I am not able to answer that question.”</p>
	<p>“I think it's about having that discussion with our group. It's not coming from the top I mean not that there is no direction. I mean our admin are very supportive of it, there's no question. But to operationalize it, it has to be openly discussed and awareness made of it.”</p>

Finally, the lack of time leaders have to commit to leadership development is identified as an area that requires attention and improvement. P6(A) confirms that “the attendance to these workshops or meetings is very low because of the fact that they [leaders] are overworked. You know they are busy or unavailable to attend due to other meetings or commitments.” P5(A) agrees that,

I kind of live and breathe professional development and leadership and not everyone does and not everyone feels that they have time given the demands on their plate, the time to be able to devote to it...my experience has been that people get more and more stressed about the amount of stuff on their desk that is getting in the way [of] participating. If we take the academic Chair in terms of their role for academic leadership and support of faculty, there is an awful lot of admin stuff that gets in the way of them feeling they can do that.

Based on these findings, one question is: what is potentially more valuable – investing in the development of leaders for future college opportunity and growth or producing outcomes that get the job done?

Through the data analysis process of Case A, it was determined that cultural competence learning is important for Ontario college leaders on three different levels. Table 9 identifies the

three levels (individual, organization and society) and provides a summary of the themes that emerged in the research.

Table 9

INDIVIDUAL	ORGANIZATION	SOCIETY
Leaders need to be self-aware	To build strong, effective and engaged teams	To support the future workforce
Leaders need to understand and accept others	To ensure student integration and success	To support globalization and immigration
	To avoid risk and damaging reputation	To contribute to citizenry

Tables 10, 11, and 12 offer supporting evidence for the emergent themes from the interview data collected.

Table 10

INDIVIDUAL	SUPPORTING EVIDENCE
Leaders need to be self-aware	<p>“People have to have this – the exposure to be reflective – the opportunity to be reflective themselves knowing that there’s – that we all have our own biases and – but you have to – the person has to get there themselves. It’s less powerful – more powerful for them to get to those destinations than for the President of the college to say everyone’s got to think this way, because that’s not going to happen and there’s going to be all sorts of disobedience.”</p> <p>“I come face to face with assumptions that I’ve had or a firmly held belief or something that I hold to be really important and then I have a conversation with somebody, you know who is coming from a completely different place, completely</p>

	<p>different set of values, so then I have to think about that value. I have to think about that belief and I have to think about gee, you know what is this based on and maybe I need to rethink that. And then I think I get to be better at what I do because I don't get complacent in my thinking.”</p> <p>“My awareness has now peaked when I'm in meetings, when I'm with groups. When I'm with students, I'm always careful not to treat them differently, everyone is treated the same.”</p>
<p>Leaders need to understand and accept others</p>	<p>“Recognizing the differences though, right, and sharing their differences. Yeah, it's just different.”</p> <p>“Yes, their experience will be different than mine, I don't experience racism. But I do know how to empathize. I do know what pain looks like. I do know what anger looks like, and we can start from there. It's a common place we can start to explore what's going on.”</p> <p>“So if you are in a conversation and you are leading with a student from a neighboring culture you need to understand the other person's perspective so the empathy, that is cultural intelligence, be culturally intelligent. What is acceptable and what is not acceptable. That is what I feel that would be a key aspect of that training.”</p> <p>“It's about inclusion. Accepting people, you know. This country is made up of diverse groups of people.”</p> <p>“We need to have a deeper appreciation, not just appreciation, understanding so that we can provide a learning environment that is going to let them flourish as opposed to encounter roadblocks every place they turn.”</p> <p>“The biggest thing that I can think of is just, number one, listening and I think when I'm framing out listening I think I need to have a sense of what the parameters are, but if I don't listen them I'm not really truly understanding what the person</p>

	<p>is saying and if I don't ask better questions I think that that's also – you know, that's another training I did was just asking better questions.”</p> <p>“So I'm curious because not a lot of leaders, or not all leaders, may have that quality to be able to be a great listener, but it seems to be so critical when dealing with culturally sensitive matters. So how in an institution can we support leaders to get to that level and what is kind of – kind of interesting for me is that it seems like this is like an individual personality or individual sort of pathway that people have taken because that's inherently who they probably are. Versus is there a possibility to transition this learning into becoming a better leader by creating more, you know, better listeners or better people who sort of take more time in leadership roles.”</p>
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Table 11

ORGANIZATION	SUPPORTING EVIDENCE
<p>To build strong, effective and engaged teams</p>	<p>“I mean we've talked about everything from you know, items of minimal consequence to some very strategic things and that involve a lot of strategy and philosophy and she and my [boss] have very, very sound perspectives that help me to look at what may be lying beneath some of the situations that I found myself in and it has directly improved my ability to respond and support my staff and through a lens of student support.”</p> <p>“The faculty are a little overwhelmed in terms of everything they have to do with our class sizes getting bigger, with the need to accommodate students, with the need to be culturally sensitive, and the need to meet their curriculum. I think at times it feels overwhelming for faculty, so we need to</p>

approach it in a manner, in the most holistic manner we can, and come up with solutions that will not put more work on them, but take some pressure off in terms of what we think their responsibilities are.”

“It's those [in-house training] kinds of things, those kinds of gestures supported by the college I think that reinforces for our support staff, we hear you, we acknowledge you, and we acknowledge what you're saying are your stresses, so we want to give you the skill set to assist you in assisting our students.”

“I think it can assist staff and professors by helping them, you know, those who might benefit from a paradigm shift to shift their thinking to look at diversity as not necessarily a set of problems or challenges but as just a reality and to see the benefits of how you can use those differences to help people learn and to help people be better citizens and I don't know, I think people will enjoy their jobs more.”

“I think we have a great team and diverse, but it's shaped me being here three years more than ever I think in the last thirty years for sure, working in the environment with such a diverse culture.”

“I guess the thread is, you know, listening, asking better questions and having patience and sort of – it's modeling the way and sort of getting people to arrive at the place as opposed to trying to force them just to be there. Trying to see – do you know – I think it is much more, I think, impactful for people to be able to arrive at a place where they feel like they have some agency over things, as opposed to just being told you got to stand here.”

“One of the big things I find here is the diversity, almost the diversity of the group and I mean the cultural diversity, the

	<p>different types, different people we have here is kind of warm in itself and inviting, so you're not closed out. There is not a lot of cliques that I see, not a lot of little pockets, yeah, so people are engaged much better.”</p> <p>“I think one of the things that's truly important, that is very difficult for a lot of leaders to do, is to shut up and listen. And to not just listen to what's being said, but listen to what's between the words; the emotion and whatever else may be there.”</p>
<p>To ensure student integration and success</p>	<p>“I think it [leading in culturally sensitive ways] will assist students to be first of all, feel included, to feel that their social identities are acknowledged and respected and understood and I think feeling included and feeling like your identities are acknowledged, respected and understood is more likely to help you stay committed to a program. You would be more likely to be successful and I think when students recognize that their unique differences are not something to be just tolerated.”</p> <p>“They [international students] come, they are new and as you know that one of the huge priorities for the college is retention and it is very important. Retention meaning those students that choose the program and stay in the program. So we need to work on potential use to not be a problem for international because they can't stay and finish. Now we have to be very mindful of that because the cultural immersion is very important.”</p> <p>“The connection right away, being able to culturally connect, that a student will set up for success because you will find a connection and the student will find a connection with you and will elevate the level of comfort on the communication piece.”</p>

	<p>“So we need to set them up for success since day one, because if we link this to the bigger picture, if these students are not successful in their vocational journey at the beginning, they will not be successful in the workforce.”</p> <p>“We're always aware, even the menu we pick, is it good for all the different cultures that we have, that work with us, is the event suitable for all of the different cultures that we have.”</p> <p>“I think that because of the diverse population, it allows for the population itself to start to make, I won't say demands, but start to push on those pressure points that they need to push on to say wait a minute, if you want me to stay here, you need to recognize that I need to be valued and I need to be valued in this particular way for me to succeed academically at your institution.”</p>
<p>To avoid risk and damaging reputation</p>	<p>“Fear of a risk of reputation to the institution, lack of comfortability in dealing with the issues. So you'll often see a lot of institutions, they will, the senior level people will appoint someone that they believe has that skill set to try and negotiate, right, as opposed to appearing themselves.”</p> <p>“The diversity is here and the issues that come up related to that diversity, both positive and not so positive, pressure the institution to do things.”</p> <p>“We want to increase our population’s ability to be compassionate and accepting and colleges are uniquely positioned to be able to do that, to influence people, to be able to be positive change agents that support equity and diversity and inclusion.”</p> <p>“I truly believe that if we don’t give the college, overall the college system in Ontario doesn’t look at this as an important thing that could lead into a big problem. Because we want to</p>

	<p>set up and you know that most of the international students that come to the college or university system in Ontario their goal is to stay in Canada potentially...so we need to be very mindful and maybe that is what the college system needs to do go up to a higher level, you know the government and say this is something that we will need to be prepared.”</p> <p>“Well, with more internationalization of programs, with more satellite campuses in other countries, with more internationally trained teachers coming over, I think it just -- again, it adds to the whole fabrics, the way of doing things. I think that colleges need to do it if they’re going to survive. Absolutely. Absolutely because if we don’t, in terms of where you’re going to get your students from, the whole image and reputation of the college, I think is really important to factor in.”</p> <p>“We need to be culturally intelligent and to understand the impact on not being able to be culturally intelligent. And I believe that’s the gap and that’s the gap from a leadership and administration side of leadership development program is to for administration or leaders in the international center to truly understand the impact of not being culturally intelligent and what it could cost.”</p>
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Table 12

SOCIETY	SUPPORTING EVIDENCE
To support the future workforce	<p>“I would like to say I think we need to do a better job to support diverse populations to get the jobs and to excel in the jobs.”</p> <p>“I think it's the way of the future as we see more immigration in Canada and more students coming and not only that, it's</p>

	<p>our people that are born and raised here now of different cultures, we have to be ready.”</p> <p>“At the end of the day our workforce is global. So as a leader in the industry if you are not cultural intelligent we will not be able to lead the new workforce.”</p> <p>“Largely the [college] objectives have leaned towards employment and so on. But I think in a very liberal education perspective and that is married to in some ways, married to the employment outcomes. What we are trying to do is we are trying to train our schooling systems to develop hearts and minds of people so that they can be contributing persons who reflect the values of the province, the Municipality, the City, the Region and the country.”</p>
<p>To support globalization and immigration</p>	<p>“I think we’ve become such a global society that if our purpose with our students is to prepare them for employment, then that’s going to help immensely whether they work here, whether they work in a foreign country, whether they’re working completely online, I think it’s just -- it’s the way of the world, it will help them be better prepared and hopefully, better citizens of the world.”</p> <p>“If you want your college to be able to keep up with the changes in the world, you need your people who work at your college to also do the same.”</p> <p>“If we’re not doing that [enhancing skills] at an educational place, then we’re really falling short, because you can’t expect that to happen in transit. You can’t expect that to happen on the 401. You can’t expect that to happen anywhere else. These places are magical. They have a really unique – it’s really, to me, it’s a privileged gift that society has offered people who work in institutions of education, especially higher education, because we have the ability to</p>

	<p>impact on the future working world and communities and ideas that ultimately can enhance our broader world in really, really meaningful ways through their – people’s families, through their experiences and it’s – to me it’s easy. This is the easy stuff.”</p> <p>“I think when we lead in culturally sensitive ways...we serve the purpose of college education because we prepare our learners to work in global context, work in communities where diversity is a reality, where the reality is that in lots of businesses that work in cross-culturally is just a given but I think we increase the capacity of students to really be better global citizens.”</p> <p>“I truly believe that that is the perfect immigration link. Come here, study and then go to the workforce.”</p> <p>“I think it's amazing that we can learn with the diverse group, we can work with this diverse group and share our experiences. The global economy. But I think it's changed the way we teach too, I mean even teaching would be more localized. Now it's more globally as we teach and our students learn.”</p> <p>“I think as we prepare our students, it's important that they understand these cultures because we just don't work in one isolated place anymore. I mean they work globally.”</p>
<p>To contribute to citizenry</p>	<p>“I think Ontario colleges prepare learners for the workforce, but I’d like to think they do more than that. I hope they prepare people to be citizens in a democracy and I think they prepare people to participate in communities and you know communities where diversity is celebrated.”</p> <p>“We serve the purpose of college education because we prepare our learners to work in global context, work in communities where diversity is a reality, where the reality is</p>

that in lots of businesses that work in cross-culturally is just a given, but I think we increase the capacity of students to really be better global citizens and contribute to the kind of society I want to live in and I think the kind of society that college education is designed to support, at least Canadian society. What we see as the values of Canadian society which is you know, celebrating cultural differences. And that sounds kind of like cliché but I think it's a reality."

"Those who might benefit from a paradigm shift to shift their thinking to look at diversity as not necessarily a set of problems or challenges, but as just a reality and to see the benefits of how you can use those differences to help people learn and to help people be better citizens and I don't know, I think people will enjoy their jobs more".

"I think the Ontario college system has...to prepare learners to function as good citizens and I think part of that is cultural awareness and cultural sensitivity and cultural intelligence."

"This is a place where you can come and feel safe. This is a place where you can come and you can transition to becoming a Canadian citizen and have a really great living and working opportunity. We want to increase our population's ability to be compassionate and accepting and colleges are uniquely positioned to be able to do that, to influence people, to be able to be positive change agents that support equity and diversity and inclusion."

"I think we've become such a global society that if our purpose with our students is to prepare them for employment, then that's going to help immensely whether they work here, whether they work in a foreign country, whether they're working completely online, I think it's just -- it's the way of the world, it will help them be better prepared and hopefully,

	<p>better citizens of the world”.</p> <p>“So I think it helps our staff and faculty become better people, more sensitive, more caring, more aligned with what we say our mission and direction so more authentic and just again, better people and also better global citizens.”</p> <p>“As I said before, the main, I don’t have a percentage of that, but you know if you look at them [international students], 80% or more than that actually, this is an entry to the immigration status so we need to set them up for success since day one...Coming to a country you know you are to spend 2 years, 1 year, 4 years immersing into a vocation, understanding the culture...That’s the best you know from an immigration perspective the perfect model I see. Someone being located at a local level and then being ready for the workforce...If we don’t have enough resources to help them be successful in a vocation than [they] will not be successful afterwards.”</p>
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Based on the evidence, it is clear that cultural competence learning for Ontario college leaders is important for individual, organizational, and societal purposes; yet, college leaders will continue to navigate through changing and challenging times. One participant believes that in this day and age you cannot be a leader without having cultural intelligence. P1(A) also affirms that “you don’t have a right to call yourself a leader if you don't have cultural and diversity understanding and appreciation for what diversity brings to your institution, both in the business sense and in the cultural rejuvenation sense.” Similarly, Participant P2(A) recognizes that,

You have to have some experience and some training or understanding at least of the diversity and the different cultures. It doesn't mean you need to change yours, but I think you need to respect and understand that there are different people out there.

What that diversity “training” actually looks like in Case A is more complex and contested.

Participant P5(A) states that “we’ve moved thankfully well past - you go to a diversity workshop and you’re good to go because it is just again - it is multi-faceted, multi-layered, it is complex, it is evolving, and it’s fascinating.” Although change and improvements have occurred, Participant P1(A) reveals that,

I think I would say in my twenty-five years that I've worked in universities and colleges now, the difference between twenty-five years ago and now is huge in terms of the understanding of diversity, of cultural sensitivity. I think it's changed dramatically. Have we got there yet? No, we haven't got there yet. But I do think we're on the right track.

These findings are also representative of “keeping on the right track” toward Ontario colleges identifying ways to support leaders to lead in culturally sensitive ways.

Case A – Conclusion

While the observation log findings seem to be broadly congruent with the responses about the quality of and topics discussed in leadership development program, there is a distinct common factor that is woven through the interview results in Case A. What appears to be evident on the physical surface (a sense of openness and inclusion) may be practiced by many people in the organization, but from the participants’ perceptions, diversity is not always present or authentically lived at higher levels in the institution. What are the *real* organizational and leader values? Is diversity a true value or is it an aspiration, or both? Participant P4(A) admits that,

I think that having a diverse leadership representation by people I think is the aspiration. I mean we don’t have a very diverse, just on a race basis, senior leadership. It is very white. From a [role] perspective, I think that we have Chairs and Managers - I think that we have a pretty, you know, a fairly diverse group.

The results present a strong sense that the majority of leaders are aware of the value of diversity in leadership; however, it is not a *lived* value throughout the institution. There seems to be a difference among leaders who deal with diverse situations daily versus those that are away from

the front lines and more behind closed doors dealing with strategic matters. Regardless, the need for all leaders to be culturally competent is apparent. Participant P1(A) summarizes the issue in that “if the leadership doesn't have an understanding of, quite frankly, of racism, an understanding of homophobia, if they don't have that, then they won't be able to understand how to strategize in a manner that will be beneficial for all.”

Furthermore, five out of the six interview participants referenced the fact that cultural diversity is not well represented at the senior leader level. P1(A) frankly states that,

The individuals in HR generally who do the hiring are white. The individuals on the hiring committees are white. Have we got questions now on there about diversity? Yes. Are they given the amount of weight they should be given? No. Is the leadership team at the college diverse?...So I would say in terms of that in the fifteen years I've been here, I haven't seen the kind of shift I would want to see.

Comparably, P3(A) notes that “we have strong gender representation at the highest levels of senior management in this college, but if you look at cultural diversity, it's like from the bottom up, the further up you go, the less culturally diverse it is” while P5(A) confirms that “it [cultural diversity] is not at the leadership level. It is not at the senior team at all and that's a concern that has been stated.” P2(A) also agrees that “I don't think it [cultural diversity] is enough. Like most institutions probably not well represented at the higher levels.” In closing, the evidence in Case A shows that even though diversity is identified as a core institutional value, what is more important (for the participants) is how diversity is represented, practiced, nurtured, and appreciated by everyone in the organization.

Case B

Observation Log

A hum of voices speaking different languages and the smell of food fills the air. Looking around at the gathering spaces, there are students who are from the same nationality sitting and

talking to each other. It is almost as if you can see different islands representing different countries with clear borders. There is very little integration. The tables and chairs are fixed which makes it difficult to move even if they wanted to. The seating is very traditional with rows, some circular, but square and hard for the most part. The space is busy and full of energy.

Walking down the hallway, there is a sense of urgency in the air as people move quickly from one place to the next. It resembles a high school setting; the corridors are small and tight, lockers line both sides, cinder block walls are painted a natural colour with abstract art on them created by students. The art is simple with some colour which is representative of the surroundings. There are a few digital signs present and televisions streaming live content which catches your eye and ear as you can faintly hear what is being played over the sound of voices. The walkways go on forever. It feels like you can walk and walk without ever having to go outside like a maze that you fear you will get lost in. Along the way, the feeling around you changes; the perspective moves from old to new periodically leaving you with a feeling as if you are walking through time.

On various floors, students are sitting on the floor in the hallway, charging devices using a plug in the wall, studying with computers and books open and using headphones to dull the external sounds. There are pockets of communal spaces with mostly chairs for students to hang out in in the halls and they are mostly occupied. The library seems full with students at almost every computer, in every study carrel, and at the open tables. Heavy, solid doors lead to classrooms with plastic chairs, small desks in a neat row with sometimes windows along the side. The teacher is, by and large, located at the front of the room speaking out to a sea of students. Within the classroom, there is a sense of order, structure, and place.

The emergent themes derived from the observation log of the physical space in Case B align with some comments from interview participants about the leadership development program at the same institution. Table 13 identifies the common themes and participant responses that are similar in descriptive nature.

Table 13

EMERGENT THEMES (OBSERVATION LOG)	PARTICIPANT RESPONSES (RELATED TO THE LEADERSHIP DEVELOPMENT PROGRAM)
Traditional, square, fixed, hard, old	<p>Reference to “leadership competencies”</p> <p>“My expectations would be met as far as the key things that we should have are here. I think it’s comprehensive for us.”</p> <p>“We could follow an existing model as opposed to painstakingly inventing every inch of it from scratch.”</p> <p>Reference to a “leadership competency model to ground the program.”</p> <p>“It feels very programmy and so we’re trying to be more innovative in both the delivery and the experience as a learner, but it still is kind of very traditional – positioned very traditionally.”</p> <p>“We’re a very traditional organization and our leadership development program reflects a very traditional organization that is trying to be sensitive to a diverse workforce and a diverse student body.”</p> <p>Reference to a “competency based program.”</p>
Tight, rows, lines, blocks, order	<p>“I think it should be done, you know from the direction higher up and the commitment to allow</p>

	<p>or allocate specific time for leaders in a program to participate in a program.”</p> <p>“It’s coming from the top. So everybody supposedly knows what the expectation is and hopefully there’s some consistency.”</p> <p>“We do need to have the unifier from a leadership standpoint so that it is uniformed and consistent.”</p>
<p>Full, busy, pockets of spaces</p>	<p>“I think the most valuable piece is the collectively coming together in conversations, learning about best practices, not feeling necessarily isolated in the position because there’s so much -- so many demands on the position with limited capacity so it’s difficult to carve out that time on your own.”</p> <p>“I think about you know, a jar that has pebbles and then you pour in the sand and it’s the pebbles and the boulders that I want to focus on because that’s where the innovation is going to happen, the growth, new program development, that sort of thing, but I often find that my day is taken up with the sand. That the sand fills up the jar.”</p> <p>“I think the most challenging aspect for me personally is the time. I think that if we are going to be in a leadership program we should have committed dedicated time.”</p> <p>“I think it’s just this notion that everybody is so buried that professional development is not as important as getting my numbers in today.”</p> <p>“The operational needs are always so heavy that the operational stuff just seems to dominate the day.”</p>

On the other hand, emergent themes from the observation log were also inconsistent with participant’s responses. Table 14 represents discrepancies with participant’s comments.

Table 14

EMERGENT THEMES (OBSERVATION LOG)	PARTICIPANT RESPONSES
Traditional, square, fixed, hard, old	<p>“A lot of it was trial by error, finding out, you know going along and really not knowing until you bumped into something.”</p> <p>Reference to “learning on the go”</p> <p>“I haven’t been part of something that was a formal process.”</p> <p>“The best learning I received from the Leadership Program so far has been the training I did go to as my choice of training for my professional development.”</p>
Tight, rows, lines, blocks, order	<p>“I don’t need to stay in the detail because I’m not necessarily a detail person but I want to be able to understand how one piece influences another piece.”</p> <p>“My mission was always to convert the prisoners into members of the workshop team.”</p>
Full, busy, pockets of spaces	<p>“I think really it is just about having that space to come together and to reflect on different parts of our job and how we might influence in a positive way processes to make the institution aware of some of the redundancies in what I call busy work.”</p> <p>“Maybe that’s a better way -- talking about leadership as opposed to talking about operational things.”</p>

The emergent themes from the observation log were equally consistent and inconsistent when compared to the participants’ comments about the leadership development program. Clearly, there are different perceptions of the leadership development program as evidenced in the divide between Tables 13 and 14. This evidence confirms that although there is a sense of tradition and order in Case B, leaders also appreciate a more fluid approach to leadership development.

The analysis of interview and document data also identified topics that were “included” and “not included” in the leadership development program (LDP). Table 15 identifies the topics and frequency of responses from participants in Case B.

Table 15

“INCLUDED TOPICS IN LDP”	“NOT INCLUDED TOPICS IN LDP”
<ul style="list-style-type: none"> • 360 degree feedback (5) • Crucial conversations (3) • Health & Safety (3) • Self-reflection (3) • Leadership circles (2) • Managing in a Unionized Environment (2) • Personal PD/conferences (2) • Respect in the workplace (2) • Human Rights (1) • Mentorship (1) • Sexual Violence Prevention (1) • Dealing with Difficult or Angry Persons (1) • Creating a Safe Place (1) 	<ul style="list-style-type: none"> • Diversity and dealing with culturally sensitive matters (4) • Budget Process (2) • Understanding Higher Education Environment (2) • Assigning workload to faculty (1) • Strategic Thinking (1)

<ul style="list-style-type: none"> • Embracing Change (1) • Media Relations (1) • Coaching (1) • Strengths based leadership (1) 	
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Table 15 indicates the wide variety of topics that are inclusive in the leadership development program which seems comprehensive; yet, the topic of diversity is clearly absent. Although diversity may be embedded within the topics identified as included, on four occasions, it is noted by participants that the topic of diversity and dealing with culturally sensitive issues in leadership professional development is absent but needed. Participant P5(B) admits that “I want to talk to [name] about actually putting something in with diversity and inclusivity because it’s not there.” Likewise, when asked about how the leadership development program helps leaders to lead in culturally sensitive ways, Participant P7(B) confesses that “I’m not so sure it does. So, the honest answer is I’m not so sure it does and you know what? It probably needs a lot more thought...we haven’t done enough around that diversity training.” One participant even felt it should be mandatory. “I think that here at [college] in a leadership program there should be a core mandatory piece on working with diverse clients, students, alumni, colleagues, community members.” The findings clearly demonstrate that there is a gap in the leadership development program in Case B regarding diversity and dealing with cultural sensitive matters.

Further analysis of the interview and document data revealed the cultural components of the leadership development program. Figure 3 shows participants’ comments related to this theme and the frequency of responses.

Figure 3

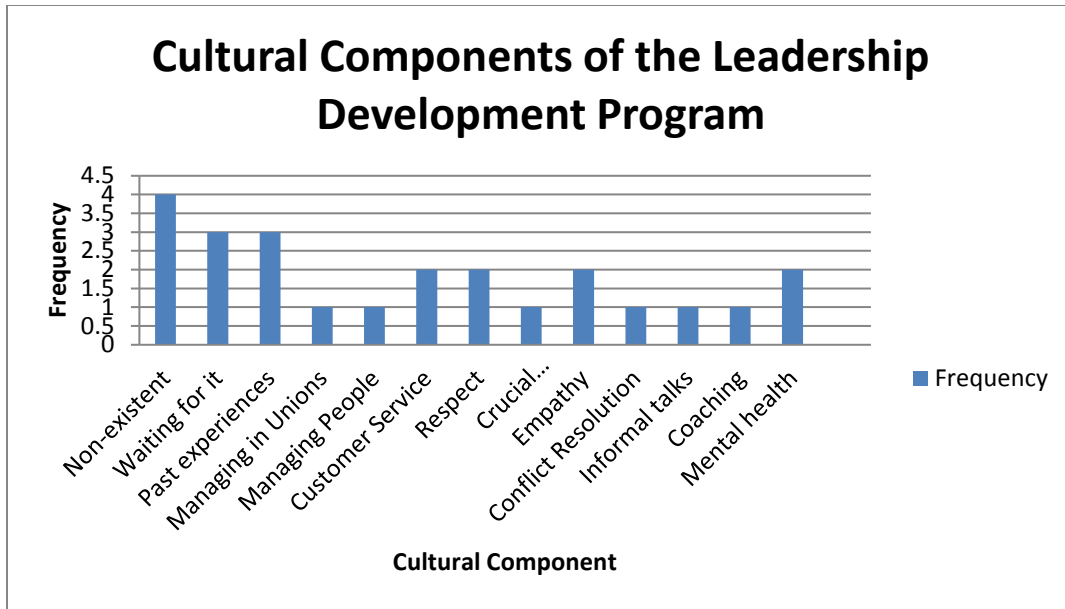


Figure 3 evidence is consistent with the previous results in Table 15. Although there is some indication that a cultural thread is woven into various topics of the leadership development program, it is clear that the topic is not included, but is needed.

The analysis also concluded that there are some aspects of the leadership development program that support leaders leading in culturally sensitive ways and others that need improvement. Table 16 provides a summary of the emergent themes.

Table 16

THEMES – SUPPORTS LEADERS	THEMES – NEEDS IMPROVEMENT
<i>Communication</i> <ul style="list-style-type: none"> Creates honest dialogue 	<i>Task Driven</i> <ul style="list-style-type: none"> Focus on management versus leadership
<i>Focus on Self</i> <ul style="list-style-type: none"> Opportunity to understand self and customize learning 	<i>Design and Delivery</i> <ul style="list-style-type: none"> Challenge finding the right fit
<i>Includes Other</i> <ul style="list-style-type: none"> Takes perception of the other 	

Evidence of Themes (Support for Leaders and Needs Improvement)

The strongest aspect of the leadership development program in Case B that supports leaders leading in culturally sensitive ways is the chance to focus on better understanding oneself and exploring personalized learning opportunities. One participant states that “I feel supported to be able to know which are the areas that I want to work on and which are the areas of strengths and then I look for opportunities myself.” The same participant also confirms that “I have support from [name] for going to conferences; I’ve been taking some different courses so a lot of it is self-directed.” This customized, rich learning has positive impacts that support leadership development. P7(B) states that “after I took that leadership program at [university], nothing changed at my home job, but how I managed myself within the context of that job changed dramatically and it was about like learning advanced leadership stuff.” Having strong leadership capacities (e.g. knowledge, skills, attitudes, values, and beliefs) combined with a strong sense of self awareness is key. As a result, leadership development is not one-size-fits-all. Participant P6(B) reveals that,

I really want people to appreciate that it’s a people role. That influences will be different or the kinds of questions you have to ask yourself will be different depending on the situation. So there’s no universal way to do these things. To me, that’s not only culturally sensitive, but just sensitive to differences and an awareness of your own approach to things.

This notion of understanding of self and other is critical to being a culturally sensitive leader.

In addition, taking the perspective of the ‘other’ supports leaders in leading in culturally competent ways. Participant P7(B) declares that,

So, the leadership thing, if I put on the one thing about -- I mean, all leadership training does teach you to use somebody else’s lens so to look at things through different people’s lenses so I think that part helps, but it’s not enough.

As a result, the leadership development program focus is on the people side of leadership. Participant P6(B) confirms that “[We] introduced courses around the leadership of people because that seemed to be more of a void than the leadership stuff. People seemed to be pretty good at doing stuff.” On the contrary, one participant expresses that,

So it wasn't the leadership piece that I struggled with or felt I needed a whole lot of support but it was more around the budgetary process and SWFs [Standard Workload Form]. Things that are very unique to an academic institution that I wouldn't have experienced in my leadership roles outside the academic.

This evidence shows that although there may be a perceived need for developing the people side of leadership, exploring personalized learning opportunities for leaders is valid given the varying needs of college leaders.

Another aspect of leadership development that supports leaders with cultural competence learning is communication. Participant P4(B) states that,

I think that modelling it [cultural competence] will shift the paradigm. It will allow for the conversation to happen in a safe environment. So if you know a professor has an issue with a culturally different behaviour in their classroom, it's okay to come and speak to their leader about it because their leader will have good advice or will listen and not say you are a bad teacher. It creates an environment for dialogue.

Furthermore, P4(B) goes one to say that,

I really think that cultural and diversity training needs to be experiential, needs to be given in an environment where you can have a conversation, where you can hear stories, where it can be impactful, where people can share with them you know without judgement and maybe not with all their peers.

Creating opportunities to dialogue and communicating effectively is a key aspect of good leadership. Participant P7(B) attests that,

Great leadership, was about the ability to communicate effectively, it was about a way to build really strong teams, it was about to be a team leader, equally important on how to be a team player when you're not the so-called boss. It was all about collaboration but most important, it was all about shared vision and shared outcomes.

That being said, another participant points out that,

I think we have done some really good things by connecting people to what they're passionate about and then just getting out of the way and that engages people. I mean, there's competing demands that drive the urgency of activities for the [role].

Given these findings, one reflective question is: what is most valued from a leadership perspective strong communication and team building skills or the ability to get the job done?

What the ideal situation is versus reality appears to be incongruent.

This tension between leadership and management is also highlighted in areas for improvement with respect to supporting leaders to lead in culturally sensitive ways. Numerous participants comment on their concerns with the lack of time to engage in professional development learning. Table 17 illustrates the extent of the issue.

Table 17

THEME – NEEDS IMPROVEMENT	EVIDENCE
<p><i>Task Driven</i></p> <ul style="list-style-type: none"> • Focus on management versus leadership 	<p>“I still try to stay connected to the community because we’re a community college but I find it incredibly difficult to carve time out to talk to the community, to find out what’s happening in the community which would allow for space to determine where we might develop programs.”</p> <p>“I think people would need to own their own calendars. Outside of that, I think it’s my personal responsibility because I think it’s important and I can’t rely on the institution within its current culture and structure to afford that for me and I just value it enough that it’s something that I’ve used. I will protect different parts of my calendar. Sometimes maybe once every two months, I may take a day and work from home so that is without interruption and it gives me a chance to step back away from all the details.”</p> <p>“I’d rather put some of my administrative stuff on the side of my desk and take it home and I’ll work on it later but to be available as much as I reasonably can to faculty.”</p>

	<p>“There were so many projects associated with [department] that it didn’t really give you much time to be thinking about our things.”</p> <p>“Giving people the time to feel comfortable that they understand the environment enough that they can then build services and supports to support the students that come in to this environment and to not look at training as just a mandated government type stuff that you have to do to not get sued or to not be liable.”</p> <p>“They [professional development area] will need the support of the organization to release people to that training and to permit them that time.”</p> <p>“It’s tough when you are running to different meetings and trying to manage large teams.”</p> <p>“Something will come up and so they will think to sacrifice a PD session and go another time.”</p> <p>“I had my days of frustrated...where am I going to find the time to do this...but what changed my job for me well I always liked it but when I went from liking it to loving it, is after I took that leadership program at [name].”</p> <p>“I wouldn’t say I failed, but I don’t get to spend enough time with the middle managers talking about leadership as opposed to talking about operational things.”</p> <p>“I don’t get to do enough strategic thinking either or leadership sort of related conversations with folks either because the other stuff just gets in the way.”</p>
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This evidence from participants clearly suggests that there needs to be a balance between operational and strategic objectives in order for leaders to be able to participate in leadership development opportunities.

Program design is also noted as needing improvement in order to better support leaders with cultural competence learning. In terms of design, participant P3(B) suggests a more structured approach:

I think it would just be more explicit about what it is and because it does seem to be -- not just to be little one-offs which is what it seems to me right now. Whereas a program is something that's more developmental in my mind that you can see where you are at any point and you can see the progress that you've made as if you're -- you know, you're taking a Master's or you know a program or something, you're able to see all of the things that you've learned throughout, I don't link them in my mind. I just picture it as being a bunch of one-offs.

Another participant, P1(B) confirms that "a lot of it was trial by error -- finding out...going along and really not knowing until you bumped into something."

Conversely, another participant believes that there is already structure to the program which is working well. P5(B) states that "I don't see anything that's hugely missing from this at all. I think it's good. I think it's comprehensive for us." Participant P6(B) also confirms that,

So the early conception of this leadership development program is that we'd have a number of workshops and cohorts of new managers who had moved through these together wanting to also create a community amongst the new managers and to have the existing managers come through some of the programming who had just never really done any leadership development before they had moved through from their job and became the leader. So that's the kind of genesis of the leadership development program.

These conflicting perceptions of the leadership development program from participants indicate that there are some discrepancies around the structure and details of the program.

Specifically, cultural diversity training is recognized as a topic that is "not included", but needed as part of the leadership development program. One participant says that,

We do not have a lot of content about the topic [cultural competence] itself. So I would say that we need to do more. We need to do that. Where I would say that that gets addressed is in the informal discussions. Usually we hear the challenges people are having and occasionally it will be a diversity related issue. In the role, you know, in the teaching -- in the faculty roles or in the customer services roles, there'll be frustration maybe articulated about having to deal with different cultures, and so those get worked in to the conversations, but it's not a formal talking point that we hit.

Another participant admits that “the faculty and staff have huge challenges right now with the diversity within their class. Their classes or within their job and I’m not sure that we’re able to always provide them with the supports that they need.” That being said, there is also an underlying perception that this needed shift may not be a priority. One participant states that,

So there’s not been – other than a respect for people and an understanding that we want to be an international college. There hasn’t been kind of a groundswell of well then let’s rethink everything. Let’s rethink our academic policies, our class structure, our timetables. You know, they’re very traditional.

It appears as though the need for culturally competent leaders is identified, on one hand, but not necessarily something that can easily be changed (to achieve that across the college).

With respect to delivery, Participant P5(B) that “I would like to see another workshop in this leadership development program that has to do with managing in diverse workplaces. Whatever that would look like.” On the contrary, a different participant sees an approach to “sort of embed new practices in the way people think and you can’t do it in a workshop and go back to your desk.” These findings demonstrate the importance of *how* the cultural competence learning is presented.

Finally, three out of the seven participants comment on the diversity representation at the college as an area that needs improvement. One participant admits that “we work with a pretty not culturally diverse body of employees. And our management body is not very diverse”; another participant conveys that,

When I came here, I was like, well my first impression, was everybody is white. Everybody that works here is white. I looked really hard before I found, that was 5 years ago, you know, some culturally diverse people... you know we look at the senior leadership in the college it’s all white. It’s bizarre.

It is also mentioned by a third participant that,

I think we’ve become more aware as our student population becomes more diverse but if students can’t see themselves here and I’m thinking of our Indigenous students or lack thereof but if they can’t see themselves at [name], then they’re not going to come where they can’t see themselves in there and I would say the same for faculty, support staff and other staff if they can’t see themselves as part of the community.

These findings support the notion that cultural diversity needs to be reflected internally as well as be seen across the institution.

Through the data analysis process of Case B, it was determined that cultural competence learning is important for Ontario college leaders on three different levels. Table 18 identifies the three levels as individual, organization and society and provides a summary of the themes that emerged in the research.

Table 18

INDIVIDUAL	ORGANIZATION	SOCIETY
Leaders need to be role models	To lead organizational change	To respond to community needs
Leaders need to be self-aware	To be entrepreneurial	To embrace globalization
Leaders need to be courageous	To support all students	
Leaders need to be collaborative	To support all faculty	

Tables 19, 20, and 21 offer evidence to support the above mentioned themes.

Table 19

INDIVIDUAL	SUPPORTING EVIDENCE
Leaders need to be role models	<p>“I think the leaders have to be role models and I think we just have to be doing things differently.”</p> <p>“I think if the leaders at the college are leading in culturally intelligent ways, we’re role models for one day by stepping in to provide this sort of support, even to find out what it is that faculty and staff need to do their jobs.”</p>

	<p>“I think by us being open and welcoming and modelling culturally sensitive behaviour, it creates a culture shift where those freedoms are celebrated by students as well and vice versa, I think we have a lot to learn from the students actually.”</p> <p>“I try to model how I would want people to treat me and in a non-judgmental manner and just be kind and be open to their experience and I think as a leader you need to do that. To model behaviour that will help them be successful and be able to find their voice in an intelligent way.”</p> <p>Reference to the need for “modelling inclusive behaviour”</p>
<p>Leaders need to be self-aware</p>	<p>“To be a good leader, you need time to be able to reflect and pause and that just doesn’t happen in this position.”</p> <p>“I think when I am dealing with culturally sensitive matters I do reflect on what other people, my peers and the community members and my staff and my manager herself have said about me.”</p> <p>“I think kind of the nature of this business is having people engage and commit to some self-awareness, self-reflection, do more than tick it off their list of things they have to do as a leader. Engage after the workshop to say – what was really important about that? What do I need to take away from that and be very open to maybe there’s good stuff there.”</p>
<p>Leaders need to be courageous</p>	<p>“How we do things is you go through X number of weeks, then you have an exam and then you move on and you know, to be able to have flexible ways of teaching is really -- for some people that would be like throwing out the window the whole education system that we’ve had since the sixties or whatever, since the college system started, but in order to meet the needs of all the different cultures that</p>

	<p>we need to serve, I think we have to look at changing that model.”</p> <p>“I can see entrepreneurship, cultural competence, creativity, courage and risk at the same time, are all components of achieving something different in the future.”</p> <p>“I do not know how these students -- international students have the courage to get on a plane, to leave their family to go into a strange town, a strange country where English isn’t their first language and the courage -- I keep using that word, to pursue a better life. And if they’ve got the guts to get on a plane and come here, we need to do more to support them when they get here.”</p>
<p>Leaders need to be collaborative</p>	<p>“We’re again going to have to do things differently and I think our conversation reinforces to me too that what I’m looking at with these creative collaboratives and how to have groups come up with creative solutions, is something that the whole system needs to do.”</p> <p>“Great leadership, was about the ability to communicate effectively, it was about a way to build really strong teams, it was about to be a team leader, equally important on how to be a team player when you’re not the so-called boss. It was all about collaboration, but most important, it was all about shared vision and shared outcomes. So, all I had to do, I have to say, I wasn’t an aggressive guy because it’s not my DNA, but it was refreshing to take a leadership program that you didn’t have to be tough, you had to be collaborative and smart.”</p> <p>“That collective wisdom and the collective leadership is going to lead to a successful future.”</p>

Table 20

ORGANIZATION	SUPPORTING EVIDENCE
<p>To lead organizational change</p>	<p>“I think -- you know increased diversity and there’s research around this, increases innovation and increased innovation equals all kinds of possibilities because people come to the table with the different perspectives that then inform the end outcome that we would never be able to achieve if we were a homogenous group.”</p> <p>“They [students] are not going to come where they can’t see themselves and I would say the same for faculty, support staff and other staff that if they can’t see themselves as part of the community. So the question for me would be what would it take for someone to see themselves here? And then in answering that question, what is it that we need to do to get there?”</p> <p>“I think if we’re leading in cultural intelligent ways, we’re aware of again the diversity of the different cultures out there, how we’re going to meet their needs and that’s going to require a lot more flexibility than I think has been built into this system.”</p> <p>“I think the student’s needs are greater and unless we’re able to apply solutions to all the different cultures that we’re working with, I think again it comes back to that idea of not being able to have a cookie cutter approach to all the situations and all the stakeholders that we have and so as leaders, I think that’s the aspect that’s most important.”</p> <p>“I mean, in society we’re seeing there’s all these different diverse groups and different cultures and I don’t just mean ethnic cultures, but more and more different cultures are sort of standing up and saying “me too” sort of thing and I</p>

	<p>mean that in a good way and empowering and so as the different cultures in our society are being empowered, what are we doing as a college system to be able to meet those needs?”</p>
<p>To be entrepreneurial</p>	<p>“We need innovative solutions because we don’t have the money to do what we need to do.”</p> <p>“I think by leading in culturally sensitive ways small businesses will not be afraid to partner with colleges in Ontario.”</p> <p>“I mean we are a business, and our clients are very diverse, and not only are they [international students] just a novelty, they have turned out to be a saving grace for the college to make up for a declining domestic enrolment.”</p> <p>“What I hear and see more is entrepreneurship, innovation, getting us out of a very traditional academic delivery that’s all we do kind of mode.”</p> <p>Reference to a focus on “new business development”</p> <p>“We are starting to just do business more globally; part of our business and in not just students coming here. We do business there too.”</p>
<p>To support all students</p>	<p>“If we’re leading in ways that are culturally intelligent, then we’re looking for ways to be able to support the needs of those particular groups so I think with students, just being aware that students aren’t what they were before and we can’t just do cookie cutter treatment of students so it will -- it requires flexibility on our part to be able to know when to bend the rules and when -- I mean being fair is not always meaning to be equal so if we have rules and policies and all students have to do this, this, this, and this but then sometimes maybe that’s not the right thing for a particular student and I think sometimes for us as leaders, that’s a</p>

	<p>challenge too.”</p> <p>“The other thing is about access. College allows people to pursue their dreams.”</p>
To support all faculty	<p>“I support faculty to get involved in different initiatives that are happening in the community.”</p> <p>“The other thing we can do is like even outside of the cultural stuff, if the cultural part is adding to the weight of the faculty maybe we can remove weight in other areas so that we can make sure our technology is sound and working and so they don’t have to worry about that.”</p> <p>“I think providing the environment to give them the supports that they need because again, just like it’s easier for a leader to be able to apply a rule, the faculty and staff have huge challenges right now with the diversity within their class. Their classes or within their job and I’m not sure that we’re able to always provide them with the supports that they need which is sometimes -- for faculty, something as simple as you know, how do you deal with the cultural diversity in your classroom?”</p> <p>“We also need to figure out how the institute can help faculty that have like high proportions of international students because to your point, the culture is so different in the classroom and we haven’t figured that out yet.”</p>

Table 21

SOCIETY	SUPPORTING EVIDENCE
To respond to community needs	<p>Reference to “community drives what we do”</p> <p>“I think we can be leaders in this area that we are supposed to be tied to the community. We’re supposed to have good working relationships with the community. And so I think</p>

	<p>we do need to be all welcoming. We need to be inclusive. We need to not only tolerate and adapt to different cultures, but yeah, absolutely embrace them and learn about them and become stronger as a result of it.”</p> <p>“I think that we could have a role of leadership in the community just to celebrate the different cultures we’ve got coming here. We have all kinds of different cultures and just to be part of that celebration piece. Maybe we can eliminate some of the fear.”</p> <p>“This place grew without a plan to grow and...because it just was going to grow and there’s going to be more kids coming out of high school. Well the world spun and there’s less kids coming out of high school so all that’s dropping so what’s the future look like?”</p> <p>“We’re all about educating people for employment and we’re all about contributing to economic development in our regions.”</p>
<p>To embrace globalization</p>	<p>“I think the globe has gotten smaller because of technology and I don’t think that we, as leaders, can even begin to imagine the possibilities. So opening it up and being you know, having that sensitivity may eliminate some of the unintentional barriers that we put in place.”</p> <p>“I think the way that globalization is happening and internationalization is happening we need to be made aware of how to deal with different situations, different cultures.”</p> <p>“I think the more our leaders are sensitive, comfortable, creative and innovative with ways of expanding our global outlook themselves, the students are going to benefit from that because there will be more ideas generated.”</p> <p>“You know students coming out of college today, they’re like amazing people and they figure out how to get things</p>

	<p>done maybe a whole lot smarter than us and you know, maybe they don't like to punch the clock at 9 o'clock and say they're not leaving at 6 and all that stuff, but they are creative, they support each other, they don't see race and all that stupid barriers like we used to see. I have tremendous confidence in the next generation coming that's going to make the world a better place than we are."</p>
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Based on the evidence of Case B, cultural competence learning is generally important for leaders so they can be confident in taking risks and engaging in new business both locally and globally and creative in supporting students and faculty. Multiple participants refer to the college as a business with an entrepreneurial focus which causes leaders to need to be brave in thinking and doing outside the traditional box. Ironically, Case B is also predominantly referred to as a traditional organization which, in one sense, conflicts with this neoliberal notion of post-secondary education; yet, change appears to be moving at a conservative pace and is reflective in the structure and approach to leadership development. It is also apparent that this struggle to find balance and meaning is challenging for leaders with respect to the tension between their roles as leaders as opposed to managers.

Case B – Conclusion

Diversity training and support is clearly identified as a necessary aspect of the leadership development program and correlates with the focus on entrepreneurialism, globalization, and responding to community needs; however, the perception that the institution is traditional holds true in the manner in which the needs are being addressed. The need for cultural competence learning is evident; yet, there is less of a sense of urgency with respect to the matter, even though there is a strong desire to collaborate and support others.

Case C*Observation Log*

Walking through the halls gave a sense of openness and transparency as the walls were made of glass and classroom spaces were on display behind windows. Little was hidden as the visible barriers were removed; reducing any element of surprise. Common spaces were busy, filled with modern, round and unique furniture. Self-serve kiosks were available allowing students the independence and convenience of saving time to do the necessary transactions. Even portable offices were set up in hallways and open areas providing a strong welcoming sense and diffusing power differences in that college staff were coming to you, rather than you having to go to them. Although the spaces were busy, there was a strong sense of order and organization as everything had a place and purpose. Access was easy and convenient; from the accessible ramps, clear signage on the walls, to the welcome signs in multiple languages and express food service options. Television screens featured advertisements and private corporate services were available steps from classrooms which added to the overall sense of accessibility and expediency.

The walls were brightly coloured representing the diversity of students and languages heard. Students from different backgrounds were learning, playing, eating, and socializing in the same space. The blend of people created what felt like a supportive and welcoming environment. Diverse staff members were outside their offices helping students and meeting them in their space which gave a strong sense of equality. Students were also given a voice through clearly displayed feedback options; showing the college cares and leaving a feeling that every student matters.

Outdoor spaces included modern art and large green areas that gave a sense of newness, relaxation, and comfort. The campus on a whole felt urban and contemporary with clear usage of technology and references to the future in signage to students. Walking around was truly like stepping into the future of education; inspiring with endless opportunity as you could literally see through almost everything.

Classroom spaces were also modern with state of the art technology on display allowing passerbys to watch students learning in action. A strong sense of pride was evident and students looked comfortable as they worked as others peered in. This notion of transparency and openness was even consistent outside the physical campus on their public website where strategic planning documents, annual reports, action plans, and committee recommendations were posted and easily accessible. Literally and figuratively, every door appeared wide open to staff, students, and the general public, giving an overwhelming sense of comfort and openness. The feeling left a sense of belonging or a greater desire to belong.

The description of the physical space in Case C aligns with some comments from interview participants about the leadership development program at the same institution. Table 22 identifies the common concepts that emerged from the physical observation log of Case C and participant responses that are similar in nature.

Table 22

EMERGENT THEMES (OBSERVATION LOG)	PARTICIPANT RESPONSES (RELATED TO THE LEADERSHIP DEVELOPMENT PROGRAM)
Accessible, open, welcoming, convenient	“The leadership series not only provided those high level leadership principles but it allowed me to connect with other leaders across the college, other managers, other

	<p>directors, other senior leaders so as to be able to understand more of the internal corporate culture, those leadership nuances as I often call them.”</p> <p>“I think that it brought about that bit of comradery, knowing that you had other people who were facing similar challenges across the college community and that’s another thing, that network that you would be able to bounce things off of other people.”</p> <p>“We are focused on how do we get from good to great and part of that is just about celebrating people, you know for me that was just really, really, awesome.”</p> <p>“There are baseline programs available for different levels of the organization and up to and including leveraging collective bargaining agreements to support that work and then there are, what I would describe as, the high potential opportunities for individuals to excel or become better at their craft.”</p> <p>“They are trying to create that, you know, from the bottom up to the top executive leadership, all the leadership levels have some consistency, you hear the same message, understand the same content and know how to utilize those skills at their particular level.”</p>
<p>Modern, unique, technological, future focused</p>	<p>“We offer a future in leadership program for</p>

all leaders here at the college and it includes a suite of various programs both for new, emerging and more experienced leaders.”

“They [sessions] are all facilitated by independent external training providers.”

“In all the sessions we had real practical things that we had to go through so there were lots of case studies that we’d gone through, lots of opportunities to collaborate in discussions and for me it was a good dynamic being able to look at cases and case studies and being able to work through them as a group, understanding the dynamics of the members of the group, the different situations and a lot of them were situations and analysis, things that were actually happening either here or in other organizations and just our ability to provide some guidance and solutions around these different things.”

“We provided the program for them, our facilitators, we worked alongside them to customize the program so that they were comfortable with the delivery and that you know we hit on different things that they wanted us to hit on.”

“These leadership competencies included the skills that you need in order to work well in your local community, to reach out in your local community and help them and provide a leadership role in your local

	<p>community outside of the college. That was very interesting, we haven't had that in any of the other, so that was very exciting.”</p> <p>“...leadership skills that they were looking for based on a model that they had in place and when we're talking custom, they want it to be able to fit in to the other processes they have.”</p>
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On the other hand, emergent themes from the observation log were also inconsistent with participant's responses. Table 23 represents discrepancy of participant's comments.

Table 23

<p>EMERGENT THEMES (OBSERVATION LOG)</p>	<p>PARTICIPANT RESPONSES</p>
<p>Accessible, open, welcoming, convenient</p>	<p>“The challenge I think had was to do with timing...because going through them, you've still got your things still to do so a lot of the sessions were all day sessions so you can't imagine being out from your desk for an entire and the work is still backing up.”</p> <p>“I think the challenge is always going to be, how do you schedule at a time that is convenient for all, you know, rather than most people.”</p> <p>“Sometimes there are two offerings of the same thing or three offerings of the same thing and I still can't fit it into my schedule so that's frustrating personally for me.”</p> <p>“While the principles are generalizable, the</p>

	<p>perspective is still quite focused based on the interest of the few as opposed to the many.”</p> <p>“It’s a selection process so if a leader wants to go through it they have to actually apply and they basically ask them all of the higher leaders who they have on their team that they want to put through the program.”</p> <p>“The [role] got to pick who would attend and they were vetted by the learning and development group, but primarily they were people who were already in leadership positions so they had a team.”</p>
<p>Modern, unique, technological, future focused</p>	<p>“I think I’d start with rather than waiting until the leaders are in their jobs, I would make it [diversity training] part of an orientation session that all new leaders, all new managers, ought to have gone through an orientation session that looks at certain specifics.”</p> <p>“Professional development that I received at the private sector far exceeds what a public sector college can offer.”</p>

The emergent themes from the observation log compared to the comments from interview participants are consistently greater than the inconsistencies; therefore, the approach to leadership development appears to somewhat match that of the physical representation of the institution (welcoming, future oriented, and customized).

The analysis of interview and document data also identified topics that were clearly “included” and “not included” in the leadership development program (LDP). Table 24 represents the themes and frequency of responses from participants in Case C.

Table 24

“INCLUDED TOPICS IN LDP”	“NOT INCLUDED TOPICS IN LDP”
<ul style="list-style-type: none"> • Communication (6) • Future ready leadership (4) • Leadership competencies (4) • Embracing diversity (3) • Emerging leadership (2) • Networking (2) • Case studies (2) • Succession planning (2) • External training (2) • LGBTQ training (2) • Team building (2) • Leadership dynamics (2) • Driving exceptional performance (2) • Project management (2) • Leadership action plan (2) • Working effectively in a unionized environment (2) • Mentorship (1) • Practical nature (1) • Recognition of others (1) • Understanding organizational dynamics (1) • Leading change (1) 	<ul style="list-style-type: none"> • Cultural sensitivity (2) • Self-reflection (2) • Orientation (1) • Guest experts (1)

Table 24 findings show that the leadership development program consists of an extensive number of relevant topics, issues, and modes of delivery. Participant P3(C) confirms that “we provided the program for them, our facilitators; we worked alongside them to customize the

program so that they were comfortable with the delivery and that you know we hit on different things that they wanted us to hit on.” Participant P1(C) validates that,

The leadership series not only provided those high level leadership principles, but it allowed me to connect with other leaders across the college, other managers, other directors, other senior leaders, so as to be able to understand more of the internal corporate culture, those leadership nuances as I often call them.

What is less apparent is the cultural sensitivity and self-reflective components. Participant P2(C) admits that,

That [leading in cultural sensitive ways] is pretty operational for a lot of colleges. Cultural sensitivity is you know it is not yet quite mainstream. Like when I compare the college sector to organizations like [corporate name], you know, the [specific sector] are way ahead of us in terms of cultural sensitivity and the array of other concepts that are associated with that.

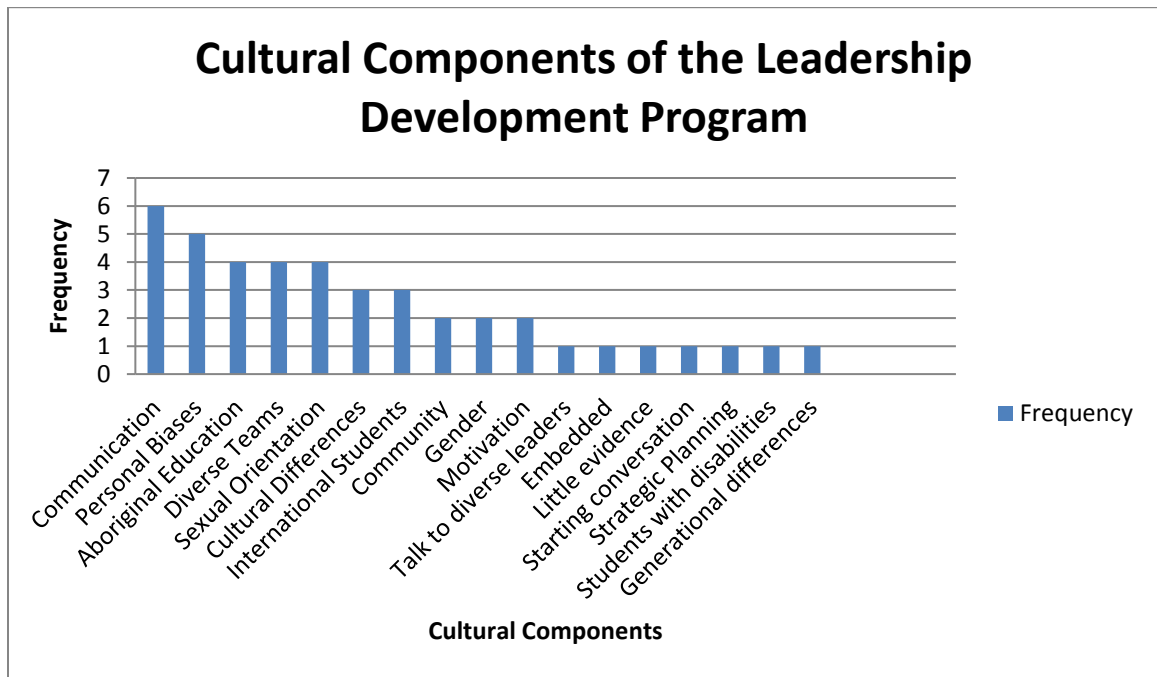
Participant P2(C) also acknowledges that “when you talk about where we are at in the dialogue around culture, we are at negative five and we need to get to zero and there needs to be a level playing field before we can even start to have a conversation.” How do you get from a negative five to zero? Where do you begin? Participant P2(C) states that,

[It begins with] An interpersonal, interfamily, well intrapersonal, interpersonal, interfamily or intrafamily, intercommunity or intracommunity, interorganizational or intra-organizational conversations where you calibrate where you are at. You need a calibration exercise. There’s no point taking your weight if you’re going to different scales and one is at minus ten pounds and another one is at fifty kilograms and the other one is at forty stones. So, everyone is going to take their weight and they are going to say what their weight is but you know there’s no universal time or calibration associated with the measurement. So, somehow we need to be calibrated culturally and create a level playing field before we can even move forward with a genuine conversation.

This demonstrates that there is a strong sense of a need to do foundation building on multiple levels with respect to the notion of cultural sensitivity before being able to move forward.

Further analysis of the interview and document data revealed the cultural components of the leadership development program. Figure 4.0 exhibits the participants’ comments on the related theme and the associated frequency of responses.

Figure 4



The evidence in Figure 4 is consistent with findings from Table 24 in that a wide range of similar topics are identified on a frequent basis. For example, communication is noted six times to be included in the leadership development program and is also referenced six times as being related to a cultural component. In addition, the included topic of embracing diversity in Table 24 is well represented in the cultural components of the leadership development program in Figure 4 in comments related to working in diverse teams, talking to diverse leaders, cultural differences, and international students. What appears inconsistent between Table 24 and Figure 4 is that cultural sensitivity is noted as a topic that is excluded from the leadership development program; yet, there are five references to personal biases as a cultural part of the program. This finding indicates that although personal biases are explored in the leadership development program, there is an unclear connection of how understanding self relates to cultural sensitivity.

The analysis also concludes that there are aspects that impact how well the leadership development program supports leaders to lead in culturally sensitive ways. Table 25 summarizes what supports leaders and what needs improvement based on the interview data.

Table 25

THEMES – SUPPORTS LEADERS	THEMES – NEEDS IMPROVEMENT
<p><i>Opportunity and Flexibility</i></p> <ul style="list-style-type: none"> • Custom, leveled programming to meet individual needs <p><i>Application and Experiential Learning</i></p> <ul style="list-style-type: none"> • Takes a practical approach as opposed to strictly theoretical <p><i>Framework and Plan</i></p> <ul style="list-style-type: none"> • Uses a holistic model from orientation to future career planning <p><i>Building Relationship</i></p> <ul style="list-style-type: none"> • Focus on the people side of leadership 	<p><i>Design & Quality</i></p> <ul style="list-style-type: none"> • Structure, content and expertise <p><i>Competing Priorities</i></p> <ul style="list-style-type: none"> • Disengagement

Evidence of Themes (Supports Leaders and Needs Improvement)

Based on the findings, in general, the leadership development program in Case C is well received. The framework and plan is identified as the strongest component of the program at 22 related positive responses. Participant P1(C) refers to the experience as positive confirming that,

There were things that we were able to take away, so from all of the sessions that I participated in, I was able to, there were lots of different things that I was able to take away, templates that I could have used to implement, principles that I was able to implement.

The program framework itself is based on a future focused model. Participant P3(C) confirms that,

It's an eight day leadership program and it's delivered one day a month over eight months and the reason we do that is so that the participants have that soak in time then they can go back, they can practice what we've kind of taught them and they can come back the next day, or the next month rather, if they have any issues or you know we do a debrief on how the program went.

Furthermore, the program is a custom version specifically created for the college and is designed to fit within existing leadership competencies. Participant P4(C) declares that,

The college was using, had some basic leadership process and design skills, I guess, leadership skills that they were looking for based on a model that they had in place and when we're talking custom, they wanted it to be able to fit in to the other processes they have.

The customization is intended to have a consistent approach at all levels of the college. P4(C) confirms that,

They are trying to create that you know, from the bottom up to the top executive leadership, all the leadership levels have some consistency, you hear the same message, understand the same content and know how to utilize those skills at their particular level. And that they are able to communicate effectively then because they are using the same concepts.

Even though the program framework is perceived as its greatest strength, ten references to issues with the structure, content, and quality are also mentioned.

Individuals taking part in the leadership development program in Case C are selected for participation. P3(C) confirms that "it is a selection process so if a leader wants to go through it they have to actually apply and they basically ask them, all of the higher leaders, who they have on their team that they want to put through the program." This closed process is incongruent with the theme of openness and transparency in the institution.

Furthermore, five comments are captured with respect to the quality concerns of the program. One participant states that,

Sometimes because of, I assume budgets but I'm not sure, or content knowledge of these providers who deliver these services, PD services in the college resulted in I think a

slightly lower quality product than what we could've purchased with the same dollars elsewhere.

Another comment reflects the difference between public and private sector training. "I came from private sector and the professional development that I received at the private sector far exceeds what a public sector college can offer." This finding identifies the need for better training support for public institutions.

Another positive aspect of the leadership development program in Case C is the opportunity to build relationships. Participant P1(C) points out that "the challenges have always come from the people side of things more so from the technical side. People know their jobs and know what to do, it's just managing people." Having strategies to build better relationships is critical for leaders and more complex when cultural differences are introduced. P1(C) acknowledges that,

We are from different cultures so again understanding in my own relationship building and just my network and opportunities and abilities with these different places or partnerships as well with different stakeholder groups, both international institutions as well as our own local aboriginal institutions, number of the colleges we have partnerships with, these institutions and I think it's very key in understanding these cultures as we have the discussions with them and depending on the plans that we want to put in place and how do we move ahead with the relationships with these organizations, I found have been extremely useful.

This evidence illustrates that relationship building is a critical to effective leadership and should be practiced and nurtured as part of the leadership development journey.

A final component of the leadership development program that is referenced 16 times in the interview data as being done well is the practical nature of the delivery using case studies and expert guest speakers. Participant P4(C) identifies that,

They wanted me to build a case study and the participants would then assess themselves, go through those activities and then actually work on a case where people had these different personalities and the leader was challenged by these and then what they would do in order to meet those challenges.

Application-based programming proves to be a beneficial experience as P1(C) acknowledges that,

In all the sessions we had real practical things that we had to go through so there were lots of case studies that we'd gone through, lots of opportunities to collaborate in discussions and for me it was a good dynamic being able to look at cases and case studies and being able to work through them as a group, understanding the dynamics of the members of the group, the different situations and a lot of them were situations and analysis, things that were actually happening either here or in other organizations.

Participant P3(C) also confirms that “[they] touched on what they have applied so not only the theory but how—you know there’s a little bit of a deep reason how we’ve related this to our real work at the college.”

This unique and flexible program offering is mentioned positively on 18 occasions in the interview data. Specifically, Participant P2(C) refers to “baseline programs available for different levels of the organization and up to and including leveraging collective bargaining agreements to support that work and then there are, what I would describe as the high potential opportunities for individuals to excel or become better at their craft.” In addition, P1(C) states that,

If you wanted to do graduate work, if you want to go to conferences, if you want to go to present, participate in different workshops, external sessions. If there are leadership training opportunities that are outside the college that you want to also access, they also provide funding support for that.

What is less flexible are the demands wrought by competing work priorities and available time.

An area that needs improvement is the level of disengagement in the leadership development program as a result of distractions, busy schedules, and demanding workloads. P3(C) discloses that “the most challenging aspect is getting them [participants] to leave their blackberry’s outside of the classroom and the in and out quite honestly, the in and out, so getting

people in, keeping them in the classroom so that they can all learn together.” Interruptions result in a disjointed learning experience for all participants involved. In addition, even being able to attend the session is a challenge for many because the workshops are too long and leaders are stressed with playing catch up on work that was put aside. Participant P1(C) confesses that,

The challenge I think had to do with timing, which is always a variable that can be always worked with is what I say because going through them, you’ve still got your things still to do so a lot of the sessions were all day sessions so you can’t imagine out from your desk for an entire and the work is still backing up.

Another participant states that,

Being able to effectively compress the information into fewer hours and maybe allow the individual to do a little bit more one-on-one prep prior to just or after the session is probably the way to go in order to keep people engaged and interested over the course of a day and a half as opposed to a course of three days.

These findings indicate that value placed on training is important not only from an individual perspective, but also on the part of the organization as leaders feel “participation guilt” juggling their professional development needs and required workload.

Through the data analysis process, it was also determined that cultural competence learning is important for Ontario college leaders from an individual, organizational, and societal perspective. Table 26 provides a summary of the themes that emerged in Case C related to these three levels.

Table 26

INDIVIDUAL	ORGANIZATION	SOCIETY
Leaders need to understand their personal biases and values	To understand organizational needs and goals	To be a leading global competitor
Leaders need to understand and accept others	To reflect diversity throughout the college	To impact the current and future workforce

Leaders need to lead by example for faculty and students	To build, strong, connected, communicative and supportive teams	To be a welcoming community
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Tables 27, 28, and 29 offer evidence to support the above mentioned themes.

Table 27

INDIVIDUAL	SUPPORTING EVIDENCE
Leaders need to understand their personal biases and values	<p>“It is very challenging because you have to look yourself in the mirror first of all and you have got to look at yourself for who you are.”</p> <p>“Is opening people’s minds to the fact that diversity is good, there is lots of benefits to diversity and even you know not just necessarily at the college level but at their individual level too.”</p> <p>“They start to build their knowledge of the different diverse groups and the intent was for these external participants, leaders, to help them understand their biases and prejudices and the myth about that particular diverse group.”</p>
Leaders need to understand and accept others	<p>“Not that there is I think any end to it because I think people, we’re always learning because I think it is just being able to understand the general principles that you make efforts to understand all people. There are always new things that you learn about peoples’ culture, how they approach this, how do you respond to things, even for addressing very last minute things that we have learned not to take for granted.”</p> <p>“I think a lot of the challenges I’ve had experience of and seen over the years stemmed a lot from communication and just understanding how people communicate in their different cultures.”</p> <p>“And to help you know guide the people that are going into</p>

	<p>their institutions because they are the future leaders so you want them to be guiding them in a culturally diverse way, you want them to be helping them understand the value in difference, the value in difference and leverage those differences, and the value in similarities as well and how do you leverage those.”</p> <p>“So, if you’re leading in a culturally diverse way, you are very open to that way of being and way of doing that’s different from your own experience.”</p> <p>“One size does not fit all and I have to understand that they come from different experiences and they are going to learn differently.”</p> <p>“I’m optimistic in terms of the future, but we have to, you know, we have to really create a state of readiness and acceptance within our populations in order for us to take the next leap into you know the next century.”</p> <p>“People always like to hear personal stories, they like to see that others are reflecting values that they hold dear and if those people look like they’re from other, or from away, but those who are in the in-group can see that their values are reflected and that you know, those who are seeing as other are not as scary as they initially were perceived.”</p>
<p>Leaders need to lead by example for faculty and students</p>	<p>“We actually develop that code of team behaviour and then bring it back in so that we are sort of practicing what we preach and instilling the values of respect and being open to each other, encouraging people to you know speak their mind and feel confident that it’s a very safe environment to do that in, that if you have an issue we’re not going to go to your bosses, you know we’re going to help you solve the issue.”</p> <p>“So, we like to see how we look, I don’t know how to express, so we like see people in those [leader] roles that look</p>

	<p>and act like us and always looking for role models and if you know whether you are a woman or you're an Aboriginal person or you are from a different country coming here, you do need to have those role models, you do need to see people being successful that are part of your diverse group.”</p> <p>“For me it was a good dynamic being able to look at cases and case studies and being able to work through them as a group, understanding the dynamics of the members of the group, the different situations and a lot of them were situations and analysis, things that were actually happening either here or in other organizations and just our ability to provide some guidance and solutions around these different things.”</p> <p>“...how do we get from good to great and part of that is just about celebrating people, you know for me that was just really, really, awesome.”</p> <p>“Once you have got the international diverse community coming in and we have got diverse leaders that it should impact the kind of student, that leads to a little bit more global sensitivity and they will be more altruistic, rather than egocentric you know looking more at the bigger picture.”</p>
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Table 28

ORGANIZATION	SUPPORTING EVIDENCE
To understand organizational needs and goals	“In terms of our strategic plan, these [social inclusion, internationalization, and global competencies] need to be unified in terms of a statement of where we want to be at a certain point in time as a college and that still need to be articulated. I think we need to affirm areas of the college or groups of individuals in the college that need to be engaged

in a dialogue around this statement. It goes beyond these groups and these places but somehow you have to segment your strategy in order to support the change that you want to effect within the organization.”

“We need to be able to deliver people into the marketplace and into communities with the hard and the soft skills they need to thrive in the global milieu and organizationally the colleges need see themselves as playing a significant part of that role because the engines, not that college students don’t think and university students do, but college students are prepared to actually work in you know the skilled areas or semi-skilled areas or technical areas, but these are the people that you know keep the machinery of communities and society running and they are going to have to interact and work alongside people from many different types of backgrounds.”

“Colleges have huge roles to play in that because they are the ones that make the difference, they are the ones that produce the future leaders of the organizations you know, of the company, of the country, of the province of the country. So, we have to look to them to be able to take a leadership role when it comes to cultural diversity and we do look to them. It’s their job to help us with that.”

“We are looking at internationalization of our curriculum and looking at diversity and inclusive issues, defining what that means and seeing what are those things that we are going to be working on.”

“There was one of the sessions that we really looked at, that really talked about understanding organizational dynamics and one of those was just the cultural differences.”

“In fact, the internationalization, diverse issues, is one of the

	<p>key pillars of the new strategic plan, the colleges’ new strategic plan. So, it’s something that’s coming straight from the executive group, from the board straight down to every single functioning area within the college.”</p> <p>“But the whole concept of or the whole basis, if you will, for the program is all around values, you know it’s all around the college corporate if you will or college value system.”</p>
<p>To reflect diversity throughout the college</p>	<p>“[College] is also a culturally diverse college, with a number of international students and a number of international faculty and staff.”</p> <p>“So, more than just the content of the sessions, but just the interaction because we have diverse leaders, people from various cultural backgrounds in the sessions and just the opportunities to interact outside sometimes during the down times, the break sessions, working in groups, you are able to hear different perspectives, but all people were thinking about ideas, solutions from their own background.”</p> <p>“So the college as I said is quite diverse and so there are certain things that we are steeped in already and so there are certain values that we hold true.”</p> <p>“The key direction needs to be that they are focused on developing leaders who are culturally sensitive and diverse and they need to be representative, those making the decisions for the colleges and universities, those that are building the strategies, they have to be diverse, the actual people have to be diverse, the mix has to be diverse, the faculty has to be diverse, they have to look like the students that they are teaching and a lot today don’t yet.”</p>
<p>To build, strong, connected, communicative and supportive teams</p>	<p>“You’re a cohort, you’re going to go through this next eight months together, you are going to learn a lot about each other, you are going to benefit from the networking across</p>

the college because a lot of them didn't know each other and so that's sort of the first day is really all about getting to know that team and becoming a team as well as then taking that and applying that at work or in their jobs. So, it was a lot around building trust, respect, mutual accountability, team development models, so where is your team at and why and how do you move them to the next level?"

"How do you get all of these different players with different personalities to work towards the same goal and then of course we apply that to their teams as well."

"I think that was the other one that really reinforced the diverse nature of the individuals on our team. No matter what they look like or talk like and there are many opportunities for people to try and communicate and motivate these people without some of the skills that we normally rely on which is speech and movement."

"I think that that brought about...that bit of comradery, knowing that you had other people who were facing similar challenges across the college community and that's another thing, that network that you would be able to bounce things off of other people."

"How do we support our faculty, what kind of professional development do we provide for them to be able to deal with international students?"

"I identified one of the other senior leaders within the college as a mentor and so we've been having regular meetings just talking about his own experiences in going in the college, some of the political cultural issues that one has got to deal with as a leader and how do you position yourself in managing those different pieces. Yeah, so it has been really positive."

Table 29

SOCIETY	SUPPORTING EVIDENCE
<p>To be a leading global competitor</p>	<p>“With students, it will help them form a more intercultural mindset and prepare them to be...culturally intelligent in their personal and professional lives which I believe is not just a soft skill, but a hard skill to be competent in the emerged global economy and global milieu, I mean it’s not just an economy, it’s an ecosystem, it’s economic, it’s political, it’s emotional, it’s interpersonal, it’s all of those things.”</p> <p>“I want Ontario Colleges to be competitive in the world. I want us to be able to attract the best and the brightest. I want us to produce a very high quality product and I want us to be seen as a leader and a model in terms of leveraging the best of what’s in the world and creating products that make communities and workplaces even better because our people are not only technically proficient, but are also culturally and emotionally provisioned in terms of working in real world settings that are going to be culturally diverse.”</p> <p>“The Canadian brand is very strong, the Ontario brand is strong around the world. We don’t really appreciate it when we are inside the fish bowl of Ontario, but we’re listened to and we can be on the cusp of something really, truly great, but we had to start very actively moving towards this notion...of cultural intelligence or cultural awareness or cultural competence in order to embrace the new world that has emerged where the center of gravity has shifted from the West towards the East.”</p> <p>“I think it goes back to the recruitment of international students, our sort of, you know, home grown population is</p>

decreasing. For colleges to survive they need money, they are going to get money from internationals, but again, even more important just than the financials are the whole, you know, we brought in what was it, 31,000 refugees from Syria, like that's the reality of how we are going to grow. You know and not necessarily all refugees, but the fact that we are bringing in more immigrants and that, that's the reality of how Canada is going to grow. So, colleges have to, they should be the leaders in that, they should be setting examples in my opinion."

"I would say that all colleges are trying to attract international students so those that do the best job when those students are here will be able to recruit more."

"I hope that the Colleges, Ontario Colleges and Universities continue to pursue this [attracting international students], well I guess if they don't they'll die."

"I believe that they've recognized the value of the international students as well and the fact that we need to become more and more diverse and culturally appropriate in Ontario in order for the society growth. Education is such a huge part of that, I mean without education a society won't grow and develop."

"The world is becoming one village. Years ago, we used to talk about globalization, it seemed a big thing. I think when we talk about globalization now we are literally next door to someone and so much, so the world is becoming quite smaller as we look at the demographics of Ontario Colleges and Canada was a country."

"I think as a Country it should only resound well for the Country so if we've got students who graduate and become global citizens, so to speak, I think that it should resonate

	<p>quite well for the Country on a whole.”</p>
<p>To impact the current and future workforce</p>	<p>“The reports have shown that even college, the number of University graduates have been coming back through the college system and we serve so much part time, full time, continuing education registrants across the entire college network. We have the ability to impact a large number of the work force.”</p> <p>“Colleges have the ability to make quick changes particularly in our academic programming areas.”</p> <p>“We really felt that embracing diversity was important for a number of reasons, one being, baby boomers leaving the work force, millennials coming into the workforce.”</p> <p>“I think it [leading in culturally intelligent ways] will help them become more relevant and more responsive to their role within a changing society, changing communities and changing economies. We need to be able to deliver people into the marketplace and into communities with the hard and the soft skills they need to thrive in the global milieu.”</p> <p>“Colleges have huge roles to play in that because they are the ones that make the difference, they are the ones that produce the future leaders of the organizations you know, of the company, of the Country, of the province of the country.”</p>
<p>To be a welcoming community</p>	<p>“We have to make sure that we’re making it a welcoming environment for everyone. And that’s not just students, you know that’s co-workers and everyone, partners, businesses that we work with and everyone.”</p> <p>“If you don’t diversify in the classroom, how are you going to make these international students feel at home, how are you going to make these people from different religions feel at home if everybody looks like me right.”</p> <p>“We should make sure that we know when these students are</p>

	<p>arriving and that they have a place to go, a welcoming place to go.”</p> <p>“I think it [leading in culturally sensitive ways] will make them [students] feel more comfortable. More at home and therefore I think that will increase their confidence level.”</p> <p>“If we’re leading in a culturally responsive and diverse way then there’s lots of opportunity for you to feel comfortable.”</p> <p>“The Country would become more welcoming because we now understand people of different cultures and just the little nuances I think always those little thin lines that separate us.”</p>
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It is clear that cultural competence learning at the college is important on all levels; however, the evidence in Case C identifies contrasting views with respect to the current state of the organization. On one hand, there is a strong welcoming perception physically present in the institution as well as demonstrated through participants’ comments. This feeling aligns with the notion that participants consider the leadership development program is doing a good job of layering in cultural competence learning which still has room for improvement. Participant P3(C) concedes that,

I think it was mostly, it was all very positive and I think around that particular day [embracing diversity] it was really the, we didn’t know some of this existed within the college, so it was really the acknowledgement that this was great, but we do need more of it.

Furthermore, a change in delivery was discussed to increase the level of expertise. One participant declares that,

I think I would probably bring in more experts you know like we’re teaching from a very white world right and yes, we can you know do all the reading and we can experience it with our peer groups and go to lectures ourselves and all those kinds of things. I think I would try with the facilitators to bring in some people.

This evidence indicates that the process is ongoing and developing as expected; however, the findings also show that cultural competence learning is, in effect, still a large gap for the organization.

The evidence also points out a strong feeling that a significant amount of work needs to be done regarding cultural competence learning in the organization. One participant confesses that,

I don't see a lot of evidence of it [aspects of the leadership development program that are designed to help leaders deal with culturally sensitive matters] right now, we're talking about, we're talking about doing it, but I don't see a lot of evidence of that.

Ironically, organizational plans, reports, and recommendations are published on this very topic; yet, definitions of key cultural terms and how to go about executing the plans and recommendations effectively is unknown to some participants. One participant admits that,

This conversation that we're having really is around you know, what is the structure, what is the need first of all, and what is the form that we need to take in order to address this need, you know and what format and structure do we need to put in place and how do we execute in order to achieve those ends. We're looking at a, I guess at a needs analysis, needs assessment, needs identification with a plan to a phased implementation once we have a better understanding based on conversations as to where we want to go.

Case C – Conclusion

Inconsistencies appear throughout the evidence provided by the participants which prompts questions about how cultural competence in the leadership development program is perceived and understood across the institution. It appears as though cultural competence is easily understood and can be applied to external factors (competition, globalization, and workforce demands), but when it comes to understanding the importance of cultural competence from an internal perspective (leadership), it becomes more complex.

Cross-Case Analysis

Through a cross-case analysis, the researcher attempts to build a general explanation that fits across multiple individual cases (Merriam, 2009). A similar case analysis structure to that of the single case analysis is used in order to conceptualize the data from all cases. Data are compared to determine similarities, differences, and even theories where applicable. Table 30 compares the emergent themes in Case A, B, and C from the researcher’s observation logs.

Table 30

CASE	EMERGENT THEMES	CONSISTENCY WITH LDP
Case A	Public, open, informal, communal, accessible, inclusive, flexible	Consistent – open, inclusive, and collective in an informal way
Case B	Traditional, square, fixed, hard, old, tight, rows, lines, blocks, order, full, busy, pockets of space	Equally consistent/inconsistent – traditional , orderly, fluid and holistic
Case C	Accessible, open, welcoming, convenient, modern, unique, technological, future focused	Consistent – welcoming, future oriented and custom

The evidence in Table 30 demonstrates how physical surroundings may have an influence on how leaders are supported in an organization. Based on the cross-case analysis, the open and welcoming physical surroundings of Case A and C are congruent with their approaches to leadership development. One participant from Case A states that,

One of the big things I find here is the diversity, almost the diversity of the group and I mean the cultural diversity, the different types, different people we have here is kind of warm in itself and inviting, so you’re not closed out. There is not a lot of cliques that I see, not a lot of little pockets, yeah, so people are engaged much better.

Another, participant from Case C attests that,

The leadership series not only provided those high level leadership principles, but it allowed me to connect with other leaders across the college, other managers, other directors, other senior leaders so as to be able to understand more of the internal corporate culture, those leadership nuances as I often call them.

Both examples support the notion that the physical surroundings and approach to leadership develop in Cases A and C are comparable. That being said, consistent evidence from an external perspective is not always congruent with what actually happens internally.

Conversely, when the interpretation of place and space does not match the leadership approaches, there is a tendency to deviate away from assimilating to the physical surrounding towards embracing the opposing perspective. For example, in Case B, leaders either acknowledge the value of traditional and orderly styles whereas others gravitate to a fluid and holistic perspective. Participant P5(B) confirms that “it [direction regarding the LDP] is coming from the top. So everybody supposedly knows what the expectation is and hopefully there’s some consistency.” In the same case, Participant P1(B) expresses that “I don’t need to stay in the detail because I’m not necessarily a detail person but I want to be able to understand how one piece influences another piece.”

The single case analysis identifies aspects of the leadership development program that are included, not included (yet valued/wanted), and culturally relevant. Table 31 summarizes the top three aspects in each of these categories for all cases.

Table 31

CASE	“INCLUDED IN LDP”	“NOT INCLUDED IN LDP”	CULTURAL COMPONENT
Case A	Networking opportunities (6), Team retreat (6), Coaching (3)	Active listening (2), Succession planning (2), Mentorship (2)	Diversity, Human Rights & Equality (8), Connecting with other (6), Coaching (3)

Case B	360 degree feedback (5), Crucial conversations (3), Health & Safety (3)	Diversity and dealing with culturally sensitive matters (4), Budget Process (2), Understanding Higher Education Environment (2)	Non-existent (4), Waiting for it (3), Past experience (3)
Case C	Communication (6), Future ready leadership (4), Leadership competencies (4)	Cultural sensitivity (2), Self-reflection (2), Orientation (1)	Communication (6), Personal Biases (5), Aboriginal Education, Diverse teams and Sexual Orientation (4)

Generally, the findings show more inconsistencies than consistencies; however, there is a consistent thread with respect to diversity, cultural sensitivity, and communication. Diversity and cultural sensitivity is listed as “not included” in Case B and C and is referenced eight times in Case A as the main cultural component of the leadership development program. These findings indicate that the topic of diversity and cultural sensitivity is a critical aspect of a college leadership development program as it is the only theme recognized in all three cases.

In addition, communication is a common denominator (including cultural) in all cases, but perhaps not surprisingly, is mentioned in slightly different ways. For example, active listening, crucial conversations, connecting with others, and networking are more specific elements of the broader communication theme and are inclusive in all three cases. The important variable is the way in which cultural diversity is embedded in leadership development topics such as communication.

Emergent themes are identified with respect to how well the leadership development program supports leaders to lead in culturally sensitive ways. Table 32 exemplifies the key findings that support leaders and needs improvement in each case.

Table 32

CASE	SUPPORTS LEADERS	NEEDS IMPROVEMENT
Case A	Engages Individuals (Networking), Team-Oriented	Defining Leadership, Competing Priorities, Content Specifics, Design, Understanding Self, External Recruitment
Case B	Communication, Focus on Self, Includes Other	Task Driven, Design & Delivery
Case C	Opportunity & Flexibility, Application & Experiential Learning, Framework & Plan, Building Relationships	Design & Quality, Competing Priorities

A common theme that emerges regarding how well leaders are supported in leadership development programs to lead in culturally sensitive ways is the opportunity to connect with different people on a meaningful level through networking, teams, and relationships building. In each case, multiple participants’ comments reflect positively when leadership development programs include connecting with others. Table 33 describes participants’ comments that relate to this theme.

Table 33

CASE	PARTICIPANTS’ COMMENTS
Case A	“I truly believe that the end of the day it’s about the network that you create and that’s what leadership development is all about. Understanding the processes, understanding the people in the community.”

	<p>“I mean we’ve talked about everything from you know, items of minimal consequence to some very strategic things and that involve a lot of strategy and philosophy and she and my [boss] have very, very sound perspectives that help me to look at what may be lying beneath some of the situations that I found myself in and it has directly improved my ability to respond and support my staff and through a lens of student support.”</p>
<p>Case B</p>	<p>“When you learn to look at something through another person’s perspective and through their lens and all that, it just changed the vocabulary that was going on in my head.”</p> <p>“I think it’s almost from a shared problem solving approach. So if someone expresses a concern we’ll want to identify well why is it a concern and to explore if other people have the concern. How do people manage that? And quite often you’ll find that best practices always is in the room.”</p>
<p>Case C</p>	<p>“I think that it brought about that bit of comradery, knowing that you had other people who were facing similar challenges across the college community and that’s another thing, that network that you would be able to bounce things off of other people.”</p> <p>“People always like to hear personal stories, they like to see that others are reflecting values that they hold dear and if those people look like they’re from other, or from away, but those who are in the in-group can see that their values are reflected and that you know, those who are seeing as other are not as scary as they initially were perceived.”</p>

This evidence confirms that making deep and strong connections with others through leadership development opportunities can help college leaders with leading in culturally sensitive ways.

Another collective theme that emerges is in regards to the need for more culturally diverse leaders within leadership roles in Ontario colleges. Two of the three cases note multiple comments with respect to the lack of cultural diversity at senior leadership levels while the remaining case acknowledges the presence of culturally diverse leaders within the institution.

Table 34 provides comments from participants in each case with respect to their perceptions of how cultural diversity is represented at the leadership levels.

Table 34

CASE	PARTICIPANTS' COMMENTS
Case A	<p>“The individuals in HR generally who do the hiring are white. The individuals on the hiring committees are white. Have we got questions now on there about diversity? Yes. Are they given the amount of weight they should be given? No. Is the leadership team at the college diverse? No.”</p> <p>“Like most institutions probably not well represented at the higher levels.”</p> <p>“We have strong gender representation at the highest levels of senior management in this college but if you look at cultural diversity, it’s like from the bottom up, the further up you go, the less culturally diverse it is.”</p> <p>“I think that having a diverse leadership representation by people I think is – is the aspiration. I mean we don’t have a very diverse – just on a race basis, of senior leadership. It’s very white.”</p> <p>“It’s [cultural diversity] not at the leadership -- it’s not at the senior team at all and that’s a concern that’s been stated.”</p>
Case B	<p>“Where I came from, it was a good thing to have diversity. It wasn’t something to be afraid of. So it was something we talked about and we learned about and you know we look at the senior leadership in the college, it’s all white. It’s bizarre.”</p> <p>“And to be honest, we don’t have that diverse a workforce. So it’s probably the people in the academic areas who have more of an appreciation already, more so than us as the leaders of the workshops, because we work with a pretty not culturally diverse body of employees. And our management body is not very diverse. So I think the people in the workshop often bring more to it in that kind of sense about cultural diversity than the workshop leaders.”</p> <p>“What I hear and see more is entrepreneurship, innovation, getting us out of a very traditional academic delivery “that’s all we do” kind of mode. That</p>

	might be enabled by a more culturally diverse leadership and management team, but I’m not hearing that piece.”
Case C	“So, more than just the content of the sessions, but just the interaction because we have diverse leaders, people from various cultural backgrounds in the sessions and just the opportunities to interact outside sometimes doing the down times, the break sessions, working in groups, you are able to hear different perspectives but all people were thinking about ideas, solutions from their own background.”

This evidence confirms that the lack of culturally diverse leaders in Ontario colleges is a concern and more of a range of culturally diverse leaders should be appointed to leadership roles, especially considered at the senior level.

Two shared themes that appear regarding improvements to the leadership development programs to better support leaders leading in culturally sensitive ways are design and competing priorities. All three cases identify concerns with the way in which the leadership development program is designed and the struggle of balancing competing priorities and leadership development opportunities. Tables 35 and 36 describe participants’ comments that relate to these themes.

Table 35

CASE	PARTICIPANTS’ COMMENTS
Case A	“I still feel there is a huge gap on having formal leadership programs in place.” “And also without that plan then, it just becomes someone tapping you on the shoulder saying, hey. Maybe you want to do this – go to this workshop or go to this training or go to this, go to that. And it can feel kind of like, I guess, piecemeal.”
Case B	“I think a more cohesive program would be more well-rounded. I might have

	<p>a better plan than I do right now. Right now, as I see things, I think oh, there’s a good thing to do or oh, there’s a good thing.”</p> <p>“I don’t see the leadership development being made available for leaders to learn how to deal with those [cultural] changes or make recommendations on best practices. Like why is there no best practice page for cultural diversity, you know, a reference. Something as simple as that.”</p>
<p>Case C</p>	<p>“When I compare the college sector to organizations like the [corporate name], you know, the banks are way ahead of us in terms of cultural sensitivity and the array of other concepts that are associated with that. So, I haven’t seen a lot of evidence of that, I mean we do have some diversity and inclusion training here at the college but it’s very LGBTQ centric. While the principles are generalizable the perspective is still quite focused based on the interest of the few as opposed to the many.”</p> <p>“Maybe it’s just me because of my background having worked in HR and this something that I’ve always proposed and have always been a proponent of about early orientation rather than you know having someone come and start and then you are looking at the technical stuff rather than on the other side because really the technical stuff is not what people fear and have the challenges with, it is always the people side.”</p>

These findings confirm that program design (including content and structure) is an important aspect to consider when developing leadership programs and preparing leaders for leading in culturally sensitive ways. The consensus across all cases is that there is no one-size-fits-all; however, an individualized approach; yet, thoughtful approach is favoured.

Table 36

<p>CASE</p>	<p>PARTICIPANTS’ COMMENTS</p>
<p>Case A</p>	<p>“My experience has been that people get more and more stressed about the amount of stuff on their desk that is getting in the way of -- if we take the</p>

	<p>academic Chair in terms of their role for academic leadership and support of faculty, there's an awful lot of admin stuff that goes in the way of them feeling they can do that.”</p> <p>“Then the attendance to these workshops or meetings is very low, because of the fact that they are overworked. You know they are busy, or unavailable to attend due to other meetings or commitments.”</p>
<p>Case B</p>	<p>“The operational needs are always so heavy that the operational stuff just seems to dominate the day and here's the part I don't cherish so much but I mean, I thought the Chair's job was a lot of operational stuff.”</p> <p>“I think typically and traditionally attendance is challenging because I know that we've had to cancel sessions just due to lack of enrollment or people dropping out or illness.”</p>
<p>Case C</p>	<p>“I think it's just a function of how busy they are and how you know reactive they have to be sometimes and I mean I get that. If there is a student issue, a parent concern, whatever, you've got to react to it so yes, you've got to pull people out of the classroom. It's just a little frustrating you know when you are trying to get everybody there and it's frustrating sometimes for the other participants too right.”</p> <p>“The challenge, I think, had to do with timing, which is always a variable that can be always worked with is what I say because going through them, you've still got your things still to do so a lot of the sessions were all day sessions so you can't imagine out from your desk for an entire and the work is still backing up so for me that was the only challenge, that was the only challenge. It was about making that bridge between being away from your desk and playing catch up, so to speak.”</p>

The results underscore that time is an issue for many educational leaders. The perception is that leaders in college have a great deal of administrative work to complete and have little opportunity to actually lead and develop. One participant from Case B attests that,

I think really it is just about having that space to come together and to reflect on different parts of our job and how we might influence in a positive way processes to make the institution aware of some of the redundancies in what I call busy work. Because I think the position can offer a lot more to the college than we currently are.

Institutionally, is getting work done valued more than developing oneself as a leader? What is perceived as more favourably: going to a meeting or attending a workshop? What needs to be examined more thoroughly is how leadership development is positioned and recognized in the institution.

The individual case analysis includes identifying key themes that relate to why cultural competence learning is important for Ontario college leaders. In all three cases, emergent themes are presented on three distinct levels: individual, organization, society. Table 37 outlines the themes in each category.

Table 37

CASE	INDIVIDUAL	ORGANIZATION	SOCIETY
Case A	Leaders need to be self-aware Leaders need to understand and accept others	To build strong, effective and engaged teams To ensure student integration and success To avoid risk and damaging reputation	To support the future workforce To support globalization and immigration To contribute to citizenry
Case B	Leaders need to be role models Leaders need to be self-aware Leaders need to be courageous Leaders need to be	To lead organizational change To be entrepreneurial To support all students	To respond to community needs To embrace globalization

	collaborative		
Case C	<p>Leaders need to understand their personal biases and values</p> <p>Leaders need to understand and accept others</p> <p>Leaders need to lead by example for faculty and students</p>	<p>To understand organizational needs and goals</p> <p>To reflect diversity throughout the college</p> <p>To build, strong, connected, communicative and supportive teams</p>	<p>To be a leading global competitor</p> <p>To impact the current and future workforce</p> <p>To be a welcoming community</p>

On the individual level, cultural competence learning is important for Ontario college leaders as leaders must have a strong understanding of self and other and be able to lead by example as role models in the institution. To summarize, the interview data in all cases includes references to self-reflection, understanding personal biases (in order to accept those that are different) and acting as role model for the others. Role models are also effective for leadership development as well in that participants across cases refer to the benefits of having a mentor.

Participant P1(C) confirms that,

Eventually, having gone through those sessions, I identified one of the other senior leaders within the college as a mentor and so we've been having regular meetings just talking about his own experiences in going in the college, some of the political college issues that one has got to deal with as a leader and how do you position yourself in managing those different pieces. Yeah, so it has been really positive for me.

When questioned about the most valuable thing that helped in becoming a leader, Participant P4(A) declares that "quite honestly, I think that it's the mentorship opportunities and exchanges that I have with my current [role] and my former [role]...those meetings are profound." Again, knowing yourself and connecting with others is critical for leadership development and growth.

On an organizational level, cultural competence learning is important for Ontario college leaders in order to support students (regardless of their origins), build strong teams, and maintain organizational sustainability. Students are the core business of colleges. One participant puts it as such,

I want us to produce a very high quality product and I want us to be seen as a leader and a model in terms of leveraging the best of what's in the world and creating products that make communities and workplaces even better because our people are not only technically proficient but are also culturally and emotionally provisioned in terms of working in real world settings that are going to be culturally diverse.

Another participant adds that "I think that once you have cultural diversity, it will impact the kind of student that the college will produce." Leaders need to be able to lead in culturally sensitive ways to help ensure students acquire the skills, knowledge, values, and dispositions to be productive global citizens. Furthermore, the same holds true for building teams, in order to produce an effective, engaged, and productive team, the leader needs to lead by example, as previously stated, and from a culturally inclusive perspective.

In order for an organization to identify needs and goals, manage change, and assess risk and opportunity, leaders must demonstrate cultural competence. One participant in Case A clearly identifies the associated risks involved when leaders are not culturally sensitive. Participant P1(A) admits that "so if the leadership doesn't have an understanding of, quite frankly, of racism, an understanding of homophobia, if they don't have that, then they won't be able to understand how to strategize in a manner that will be beneficial for all." Similarly, with respect to organizational change, cultural competence learning is important for leaders because systemic changes will need to occur. Participant P3(B) confirms that,

I think if we're leading in cultural intelligent ways, we're aware of again the diversity of the different cultures out there, how we're going to meet their needs and that's going to require a lot more flexibility than I think has been built into this system.

Cultural competence learning is essential for the growth, development, organizational health, and sustainability of Ontario colleges.

Finally, on a societal level, cultural competence learning is important for Ontario college leaders because of the workforce, community, and globalization. For example, the increase in international student enrolment, partnerships, and exchanges have prompted colleges to look more widely at global opportunities. Participant P3(C) puts the situation into perspective by stating that “what’s happening at that college is happening everywhere and it’s probably happening in industry faster in some cases as well.” Preparing students for the rapidly changing workforce and global economy is the responsibility of Ontario colleges. Participant P7(B) states that “we’re all about educating people for employment and we’re all about contributing to economic development in our regions.” Comparably, Participant P1(A) declares that “if you want your college to be able to keep up with the changes in the world, you need your people who work at your college to also do the same.” Cultural competence learning can also assist leaders in managing change more effectively because they are able to take on a more global perspective with respect to matters that impact the institution.

Additionally, our communities are becoming more diverse with the influx of new immigrants. Ontario colleges have an important role to play in supporting this change. Participant P4(A) confirms that “we want to increase our population’s ability to be compassionate and accepting and colleges are uniquely positioned to be able to do that, to influence people, to be able to be positive change agents that support equity and diversity and inclusion.” Participant P4(C) affirms this notion by stating that,

I’m tremendously impressed with what [college] is doing in the area of diversity and in particular, their desire to reach out internationally and provide the type of environment that an international student would desire and also excel in and the fact that they are taking that sort of business component and utilizing it effectively to help their leadership

grow and develop because they recognize how important this is for the future of the country.

This testimony indicates that Ontario college leaders will greatly benefit from cultural competence learning which will in turn have a more positive impact on the workplace, community, and world.

Cross Case – Conclusion

By and large, the cross-case analysis demonstrates a misalignment between external and internal perspectives in all cases. For example, Case A appears on the outside to be a very open, inclusive, and accessible institution; yet, when it is examined more deeply, participants note that these values are not always practiced widely or consistently. Additionally, Case C appears to have a confident handle on the external perspective providing a welcoming, modern, and transparent feeling; however, internally, there appear to be struggles about where to begin with cultural competence learning. One participant admits that “somehow we need to be calibrated culturally and create a level playing field before we can even move forward with a genuine conversation.” Finally, Case B seems to be somewhere in the middle. Although the institution is traditional and orderly from the external point of view, the perception on the inside is slightly divided; affirming the traditional and more fluid approaches. This general explanation of the cases demonstrates how important internal and external perceptions are and that there is a need to have a deep understanding and consistency of both views to assist with addressing topics such as cultural diversity within an institution.

As noted earlier, the purpose of this exploratory case study is to answer the following research questions:

1. How well do leadership development programs in Ontario colleges support leaders to lead in culturally sensitive ways?
2. Why is cultural competence learning important for Ontario college leaders?

In general, the leadership development programs in Case A, B, and C do a reasonable job of supporting leaders to lead in culturally sensitive ways. Specifically, in Case B and C, the overall support for leaders is identified as more favourable than that of Case A; however, Case A provides similar opportunities for support through networking and team building.

In order for leadership development programs to adequately support leaders to lead in culturally sensitive ways, all cases identify the need for discussion on topics such as diversity, cultural sensitivity, and communication. The findings also indicate that a one-size-fits-all design is less favourable; instead, individualized and flexible learning opportunities for leaders to connect with each other, build relationships inside the college, and communicate in an organized and strategic way at the college level was consistent across all cases. In addition, the general consensus is that diversity needs to be represented physically within the college at all levels. By that, it means that more culturally diverse leaders need to be appointed to leadership positions. Two of the three cases clearly note the lack of culturally diverse leaders at the senior level. Furthermore, concerns regarding how to engage leaders as work priorities compete with professional development participation are noted and should be examined more thoroughly to determine how developing more culturally competent leaders can be made a priority for Ontario colleges.

Overall, the cross-case analysis shows that cultural competence learning is extremely important for Ontario college leaders on three distinct levels: individual, organizational, and societal. Individual leaders must reflect on the self, other, and the relationship between both, specifically as it relates to role modelling. From an organizational perspective, cultural competence learning supports students, teams, and long-term sustainability and from the societal perspective, culturally competent Ontario college leaders will also have a positive impact on the

workforce, community, and globalization. It is also important to note that the data identifies that cultural competence learning is a learning ongoing process. Participant P1(B) states that “that’s not to say that I feel I’m even close to being culturally competent because there’s so much to learn. I think I have a sensitivity and I think a level of humility in knowing that I just don’t understand it all.” Another participant agrees that “it’s a journey. We never get there, but it’s a journey. I think it’s entirely plausible that we embark on this journey together and that we’ve made some progress, but that takes time, lifetimes.” Knowing that cultural competence learning is a journey reinforces the importance of its inclusion in leadership development programs for Ontario college leaders.

Summary of Findings

This exploratory case study of three Ontario colleges examines how well leadership development programs support college leaders to lead in culturally sensitive ways; and why cultural competence learning is important for Ontario college leaders. The findings indicate that leadership development is not a one-size-fits-all undertaking, but needs to offer individualized and flexible opportunities for leaders to connect with each other, build relationships inside the college, and communicate in an organized and strategic way at the college level. Perhaps not surprisingly, the findings of this study also allude to the idea that there is no ‘perfect’ design for leadership development programs; however, diversity is a topic that all three cases identified as needing to be further explored and embedded more broadly in each college. Furthermore, the notion that the immediacy of daily work demands and ‘getting things done’ takes precedence over professional development is a barrier to developing educational leaders and needs to shift in order for college leaders to see the value and the value the organization/employer places on that

in engaging in themselves and ultimately, building stronger cultural competence to support the institution and community at large.

The findings presented earlier in Chapter 4 of this study also indicate that cultural competence learning is important for Ontario college leaders on three levels: individual, organization, and society.

1. Cultural competence learning is valuable at the individual level in order for leaders to understand themselves more fully and others and to act as role models in colleges.
2. Cultural competence learning is also critical to supporting students, teams, and the college organization on a whole.
3. Cultural competence learning is essential to assisting with understanding the future workforce, community, and globalization.

This case analysis of the leadership development programs suggests that external and internal perceptions of institutions are important to consider for reasons of organizational coherence because what is presented or intended ‘on the outside is not always what happens on the inside’. This imbalance is significant to note because it demonstrates the potential need for colleges to review their mission, vision, and values in alignment with their practices which, in turn, may ultimately have a greater impact on those individuals inside the organization as well as society. Furthermore, the findings indicate that more of a range of culturally diverse leaders is needed across the college system because it is important for students, faculty, and staff to learn from and be exposed to different perspectives.

To summarize, the main findings of this study indicate the following:

1. There is a gap between external and internal perceptions of college values, such as diversity, which needs to be aligned for organizational sustainability.
2. More cultural diversity leaders need to be represented at all levels of leadership in Ontario colleges.
3. Cultural competence learning is important for Ontario college leaders because the term itself and its enactment have layered meanings and potentially significant impacts on the individual leader, their organization, and the larger society.
4. Leadership development is not a one-size-fits-all undertaking, but needs to offer individualized and flexible opportunities for leaders to enhance cultural competence learning through connecting with each other, building relationships inside the college, and communicating in an organized and strategic way at the college level.
5. Developing more culturally competent leaders needs to be a priority for Ontario colleges.

Researcher's Reflections

Personal reflections about the meaning of the data are included in the study and based on hunches, insights, and intuition (Creswell, 2008). Based on the researcher's experience in conducting this study, the findings are potentially significant for Ontario colleges. Firstly, *there is a gap between external and internal perceptions of college values, such as diversity, which needs to be aligned for organizational sustainability*. Even though institutions are going to great lengths to appear welcoming, inclusive, and open to diverse cultures, based on the participants' perception, there remains a strong internal sense that there is still a very long way to go. As one interview participant candidly notes,

I raise that because when you talk about where we're at in the dialogue around culture we are at negative five and we need to get to zero and there needs to be a level playing field before we can even start to have a conversation. You need a calibration exercise. There is no point taking your weight if you're going to different scales and one is at minus ten pounds and another one is at fifty kilograms and the other one is at forty stones. Somehow we need to be calibrated culturally.

Given the ongoing increase in international student enrolments in the Ontario college system and the fact that additional supports are required to ensure their student success and positive learning experience, the current state is of considerable concern and needs to be addressed before the situation escalates to the detriment of all concerned. The results show that there is still some foundational work that needs to occur with respect to building an organizational capacity for diversity before supports can be put into place for leaders. Once a platform for dialogue has been established, Ontario colleges need to begin to explore ways in which leaders can be supported to lead in culturally sensitively ways because without it, the longevity of the college education system may be at risk.

More cultural diversity leaders need to be represented at all levels of leadership in Ontario colleges. For example, followers need to see the institution's commitment to diversity and be able to look up to a diverse group of leaders in order to fully believe in the commitment themselves. One interview participant captured the importance of representing diversity throughout the institution,

Education is such a huge part of that, I mean without education a society won't grow and develop. So the direction of the colleges and universities, the key direction needs to be that they are focused on developing leaders who are culturally sensitive and diverse and they need to be representative. Those making the decisions for the colleges and universities, those that are building the strategies, they have to be diverse, the actual people have to be diverse, the mix has to be diverse, the faculty has to be diverse, they have to look like the students that they are teaching and a lot today don't yet.

It is critical for Ontario colleges to support hiring and promoting culturally diverse leaders in order for individuals within the organization to see themselves as part of the college and greater

community. Students, staff, faculty, and fellow leaders will benefit from learning and understanding diverse perspectives, which will in turn benefit the organization and potentially provide greater opportunity to be successful in this increasingly global and ever-changing environment of education. Otherwise, the lack of diversity represented in leadership roles in Ontario colleges may have a negative and/or limiting impact on many within the institution as well as those external (local and global) to the organization.

Cultural competence learning is important for Ontario college leaders because the term itself and its enactment have layered meanings and potentially significant impacts on the individual leader, their organization, and the larger society. The notion of needing to understand self and other was apparent in the findings of this study, suggesting that cultural competence learning is not something you ‘pull off a shelf’; rather it is a deep rooted and complex process. One interview participant comments on the importance of leaders in particular understanding self,

I think that it has to be a priority. And to have training where people I think start. Here’s where your answer begins because that’s the long preamble. But I think that the training has look at identifying my own biases. And I think that everyone has to do it themselves. Everyone has the ability to be reflective but you have to at least, go through this process, if you really are told to or if you’re encouraging to do training in listening, in active listening and all this other stuff. You have to start with identifying what your natural biases are. Things that you’ve been taught. Things that are pervasive in your immediate work culture, perhaps in your social exposures. And then from there I think that you can see well what impact does that have. How do you deal with that? How does that play out in your life? What kinds of questions do you ask?

While, another participant also identifies the value of understanding the other,

It just gave me a whole different perspective on how to look at other people and what drove them and why I would be reacting to another dean or another associate dean to be really aggressive about their turf. Before I took that program, I would have been all ticked at them... and then when you learn to look at something through another person’s perspective and through their lens, it just changed the vocabulary that was going on in my head and it’s not like it made me a less strong negotiator because sometimes I still did to fight for my turf but I didn’t take it personally anymore.

Cultural competence learning can be a very challenging and personal journey that happens over long periods of time as opposed to in a one-day workshop. Due to external funding pressures and the imminent decline of domestic students, Ontario colleges are almost invariably compelled to recruit more international students and seek global partnerships which have significantly changed the approach to education offered by and experienced within colleges. The notion of the local community in the context of the intended purpose of college education has now expanded to at least notionally, and in several practical ways, to include global communities; hence, the need for college leaders to be confident to lead in culturally sensitive ways. The results of this study indicate that the extended journey of exploring self and other must be independently embraced by leaders and institutionally supported in order for the results to be meaningful and positive. Ontario colleges need to make a long-term commitment to support cultural competence learning for leaders in order survive the impact of globalization on education and to achieve lasting success for students in particular.

Now that the apparent need for culturally competent college leaders has been established, one question that remains is *how* to make this happen. *Leadership development is not a one-size-fits-all undertaking, but needs to offer individualized and flexible opportunities for leaders to enhance cultural competence learning through connecting with each other, building relationships inside the college, and communicating in an organized and strategic way at the college level.* As one interview participant states,

We're a very traditional organization and our leadership development program reflects a very traditional organization that is trying to be sensitive to a diverse workforce and a diverse student body. So I think it's important because we have to be ready. Ready for it to be kind of turned on its head if that's what happens. And until then, we have to improve within that structure. People feeling accepted, empowered, autonomous and part of things.

Accordingly, assuming traditional ways of offering leadership development to support leaders will not entirely suffice; rather, working with leaders to establish their own flexible, yet purposeful journey is one place to begin. As one participant in this research notes that,

I really want people to appreciate that it's a people role that influence will be different or the kinds of questions you have to ask yourself will be different depending on the situation. So there's no universal way to do these things. To me, that's not only culturally sensitive, but just sensitive to differences and an awareness of your own approach to things.

Given that the focus on recruiting international students will continue to be a priority for post-secondary institutions, Ontario colleges must recognize the importance of investing in educational leaders' learning in order to lead successfully in these ethical and turbulent times. The results of this study show that there is no single or best approach to leadership development; however, providing individualized and custom cultural competence learning options with chances to build relationships and engage with others is critical.

As described earlier in the literature review, leadership development programs in the Ontario college system tend to take a 'grow your own' approach or rely on external professionals to deliver the necessary training. The future state of leadership development in the Ontario college system is currently being reviewed and should consider a more individualized approach as it pertains to cultural competence learning for leaders. The risk for Ontario colleges is to invest significant amounts of time and money in a holistic approach that does not meet the cultural competence needs of individual college leaders. Individual assessment and planning may be a more thoughtful and prudent approach that can yield greater benefits individually and on a whole, while potentially saving organizational resources in the end.

Finally, *developing more culturally competent leaders needs to be a priority for Ontario colleges*. The apparent fixation on dealing with operational needs in the college system signals a

critical concern with respect to how institutions are run. Specifically, 12 of the 17 interview participants repeatedly made reference to concerns about time and workload. One participant offers a powerful analogy,

Well sometimes if I think about you know, a jar that has pebbles and then you pour in the sand and it's the pebbles and the boulders that I want to focus on because that's where the innovation is going to happen, the growth, new program development, that sort of thing, but I often find that my day is taken up with the sand. That the sand fills up the jar.

College leaders want to lead and become stronger, more confident educational leaders who lead in cultural sensitive ways, but their days are typically filled with demanding work some of which may not enable them to empower others. The same interview participant offers insight into the issue stating that,

I think really it is just about having that space to come together and to reflect on different parts of our job and how we might influence in a positive way processes to make the institution aware of some of the redundancies in what I call busy work. Because I think the position can offer a lot more to the college than we currently are.

Failing to recognize the need to invest in college leaders can result in burnout, high turnover, disengaged leaders, low performing teams, and minimal self-confidence which in turns has a direct impact on the perception and performance of the organization. Leaders play a vital role in the future sustainability of Ontario colleges; therefore, they must be given the time and opportunity to be leaders, rather than heavily preoccupied with managing tasks. Ontario colleges need to prioritize leadership development and provide time for leaders to focus on building cultural competence learning in order to lead increasingly diverse students and staff (and especially teams) effectively. If leaders do not have the time to develop cultural competence learning, Ontario colleges risk experiencing greater internal issues related to employee retention, performance, engagement, and potential legal matters.

Comparisons to the Literature

The lack of funding for domestic students coupled with their declining numbers force post-secondary institutions to explore more neoliberal approaches to education and the recruitment of international students. Craig (2004) attests that higher educational institutions are faced with determining how they are going to position themselves for future success because the ‘business’ of education is changing as a result of technology, government pressures, market competition, and changes to the population. As a result of these changes, college leaders are also faced with an ethical dilemma (as described earlier in theoretical framework of this study) that requires them to better understand the importance of valuing diversity as a precursor to improved enactment in that regard. One interview participant acknowledges the struggle in that,

It really depends on how the institution approaches that from the beginning on how the leadership is going to be able to work with those issues and to work with those individuals and have a plus benefit come out of that, as opposed to push back, try and silence, which reinforces for many diverse groups what they've experienced most of their lives. So if the leadership doesn't have an understanding of, quite frankly, of racism, an understanding of homophobia, if they don't have that, then they won't be able to understand how to strategize in a manner that will be beneficial for all.

Similar to Pandit's (2007) and Luo and Jamieson-Drake (2013) notion that diversity enriches the classroom dialogue and experiences, Koonce (2001) agrees that embracing diversity is valuable and can have a greater impact on the organization. Castro (2013) also confirms that organizations “not only will have to understand that diversity is an essential ingredient to a successful operation, but also must adopt a systematic approach to apply diversity concepts – such as valuing difference between employees (taking into consideration new styles of behaviours and social preferences) – to core business practice that value multiculturalism” (p. 38). This notion of ‘rethinking diversity’ is imperative for Ontario college leaders as they are faced with navigating significant global changes that have a systemic impact. As referenced in

the literature review of this study, Gross' (2013) turbulence theory in combination with Shapiro's (2013) multiple ethical paradigms gauges the potential severity of the issue if diversity is not embraced as core institutional value.

More cultural diversity leaders need to be represented at all levels of leadership in Ontario colleges. The idea that *all* students, faculty, and staff want to see themselves represented in college leadership in order to feel connected and part of the educational community is critical for colleges to address. A growing evidence base suggests that for international students, increased contact with the host culture is linked positively to improved language capability, increased satisfaction with the total student experience, and greater host communicative competence (Kim, 1988; Toyokawa & Toyokawa, 2002; Ward, Bocher, & Furnham, 2001). Brown (2009) also notes that college-based friendship emerged as a major theme in the research as its importance was noted in every interview conducted with college students. Meaningful social connections and interactions often allow international students to feel a sense of unity and belonging to the host culture.

In order for all students to receive the academic, institutional, and cultural knowledge they need to succeed, Anderson (2014) confirms that "equity and diversity need to be embedded into the many facets of education: staff, pedagogical practices, communication, leadership, assessment, curriculum, and community engagement" (p. 12). This notion that diversity should be entrenched into all aspects of education, including leadership, aligns with the findings of this Ontario-based college study. Eight of the 17 interview participants referenced the need for more culturally diverse leaders in Ontario colleges, especially at the senior leadership level. One participant describes the situation as such,

The individuals in HR generally who do the hiring are white. The individuals on the hiring committees are white. Have we got questions now on there about diversity? Yes.

Are they given the amount of weight they should be given? No. Is the leadership team at the college diverse? No....So I would see in terms of that in the fifteen years I've been here, I haven't seen the kind of shift I would want to see. There's been a shift in understanding and knowledge of why that's important, but I haven't seen it translate into action.

Skrla, Scheurich, Garcia, and Nolly (2004) also indicate the importance of 'equity audits' in helping to uncover, understand, and change inequities in schools. Equity audits provide a systematic way to leverage accountability and provide insight for educational leaders (Capper & Young, 2015). Representation of culturally diverse leaders within colleges could be an additional area to which equity audits can be applied. College leaders can play an essential role in modeling equitable approaches within the institution. How might the outcome of an 'equity audit' help inform notions and institutional practices regarding diversity? Smith (2015) cautions that the absence of diversity puts the validity of decision making at risk. Ontario colleges should think about how an 'equity audit' may help to increase cultural diversity and enrich and inform decision and policy making within the college system.

Schein (2010) attests that "cultural understanding is desirable for all of us, but it is essential to leaders if they are to lead" (p. 22). Collard (2007) also affirms that contemporary leaders' cultural agency "requires them to understand diverse cultural realities, to discern the deep values and assumptions upon which they are based, to mediate between them and to build bridges at cognitive, individual and institutional levels" (p. 751). One participant in this study confirms the importance of cultural understanding by stating that,

I don't think you have a right to call yourself a leader if you don't have cultural and diversity understanding and appreciation for what diversity brings to your institution, both in the business sense and in the cultural rejuvenation sense.

Although cultural understanding is critical for leaders as evidenced in the literature as well as through the results of this study, there is an omission of diversity leadership in the

literature. Chin and Trimble (2015) confirm that “current leadership theories show a White (Euro-American), North American, heterosexual, male bias (Den Hartog & Dickson, 2004) and omit dimensions of diversity in understanding how leadership is exercised or who our leaders are” (p. 12). Ontario colleges need to help shift this homogenous way of thinking towards prioritizing and embracing diversity through supporting and developing leaders to lead in cultural sensitive ways. Smith (2015) confirms that “diversity is an imperative that must be embraced if colleges and universities are to be successful in a pluralistic and interconnected world” (p. 3).

As noted earlier in the literature review, the notion of cultural competence learning is multifaceted and inclusive of a variety of related terms. That being said, what is compatible in all aspects of the literature is that the notion of cultural competence is not inherent; rather, it is a learned process. For the purpose of this study, cultural competence “begins with cultural awareness, which may be defined as the process of first examining one’s own culture and identifying how it influences one’s thinking about those from other cultures” (Rew, Becker, Chontichachalalauk & Lee, 2014, p. 71). Understanding that cultural competence is a *process* is important for Ontario colleges because change will not occur immediately; rather it takes a considerable amount of time and development. One interview participant concurs that,

I think I would say in my twenty-five years that I've worked in universities and colleges now, the difference between twenty-five years ago and now is huge in terms of the understanding of diversity, of cultural sensitivity. I think it's changed dramatically. Have we got there yet? No, we haven't got there yet. But I do think we're on the right track. Cultural competence learning takes time and is a process, but likely yields strong benefits

to leaders as they develop an understanding of self and other. For example, Tichy and Cohen (1997) recognize that leaders must develop themselves and their own points of view first because leaders must teach from this perspective for the leadership learning experience to be powerful

and authentic. Furthermore, in order to prepare organizations for success in the future, leaders must develop other leaders through engaging their teams, asking for reactions and comments to both organizational and personal stories – eventually arriving at a common winning story (Tichy & Cohen, 1997). Stories shared amongst individuals within an institution are critical for organizational growth, prosperity, and sustainability and should be explored as a potential approach for developing cultural competence learning in Ontario college leaders.

In addition, Castro (2013) points out the importance of storytelling as a way to help understand the ‘new’ diversity. “Listening to a storyteller can create lasting personal connections, promote innovative problem solving, and foster shared understanding about future situations when this new workplace will demand new competencies (including those related to understanding diversity)” (p. 38). One interview participant confirms the importance of listening for leaders,

I think one of the things that's truly important, that is very difficult for a lot of leaders to do, is to shut up and listen. And to not just listen to what's being said, but listen to what's between the words; the emotion and whatever else may be there.

Listening is a key to good leadership. Kouzes and Posner (2012) confirms that,

The best leaders are great listeners. They listen carefully to what other people have to say and how they feel. They have to ask good (and other tough) questions, be open to ideas other than their own and even lose arguments in favour of the common good. Through intense listening, leaders get a sense of what people want, what they value, and what they dream about (p. 118).

Ontario colleges need to consider how storytelling and listening can potentially help support leaders by better understanding the perspective of others in order to lead in culturally sensitive ways.

A review of the literature indicated that international students’ experiences are well-documented (Pandit, 2007; Luo and Jamieson-Drake, 2013; Miller, 2013; Perry, 2016). As a

result, post-secondary institutions have been able to put supports in place to assist international students; however, social integration remains a challenge. Zhou and Zhang (2014) conducted a study on first-year international students at a Canadian university which posed a worrisome picture of participants' social integration patterns. Culture was noted as a factor that determined participants' socialization:

International students who grew up in another culture usually possess different personal interests, ways of communication, sense of humour, daily routines, and perception on many things such as friendships, sexual relationships, and privacy concerns which will negatively influence their willingness and attempts to make close friends with domestic students (Zhou & Zhang, 2014, p. 13).

Given that culture can have a significance influence on international students' experiences, Ontario college leaders need to understand the complexities of culture and determine ways to help mitigate the impact on students socially. Colleges provide both academic and social learning experiences for international students in order for them to ultimately be able to secure employment and contribute to citizenry. One interview participant confirms that "I think the Ontario college system has...to prepare learners to function as good citizens and I think part of that is cultural awareness and cultural sensitivity and cultural intelligence". Therefore, cultural competence learning is important for college leaders as they prepare international students to be well-rounded, contributing members of society. The same interview participant states that,

We serve the purpose of college education because we prepare our learners to work in a global context, work in communities where diversity is a reality, where the reality is that in lots of businesses that work in cross-culturally is just a given but I think we increase the capacity of students to really be better global citizens and contribute to the kind of society I want to live in and I think the kind of society that college education is designed to support, at least Canadian society. What we see as the values of Canadian society which is you know, celebrating cultural differences. And that sounds kind of like cliché but I think it's a reality.

These results show that international students who graduate with substantial social and academic learning are more likely to participate in building a stronger social system and better economy which can have a long-lasting impact on Canadian society overall.

Two decades ago, Brungardt (1996) declared that “as our society grows larger and more complex, the need for increasing numbers of leaders at all levels of our institutions will continue to grow” (p. 91). Thus, the goal is to create far-reaching developmental and educational environments for leaders to flourish (Brungardt, 1996). That being said, the best way to design or create these enriched learning environments is uncertain. Gordon, Morgan, Ronald, and Ponticell (1995) confirm that new approaches to training and development are necessary because employees are dealing with complex issues combined with assimilating large amounts of new knowledge and elevated workloads. Castro (2013) also reiterates that new solutions in learning and performance will be necessary to help address the value of diversity and multiculturalism. Rethinking the traditional approaches to leadership development is necessary because diversity requires leaders to also rethink organizational procedures and practices. One interview participant affirms that,

I think we just have to be doing things differently. But that’s a challenge too. I mean education has always been okay, you come in and you start taking a program and you all move along at the same speed and that sort of thing but not everybody learns at that same speed so things like the competency model of education, that’s a huge challenge to change. How we do things is you go through X number of weeks, then you have an exam and then you move on and you know, to be able to have flexible ways of teaching is really -- for some people that would be like throwing out the window the whole education system that we’ve had since the sixties or whatever, since the college system started but in order to meet the needs of all the different cultures that we need to serve, I think we have to look at changing that model.

Smith (2015) suggests institutions frame diversity in terms of how it can improve their mission and goals through seeing a different perspective; rather than engaging diversity as a list of identities or set of policies and procedures. Because diversity can have a significant impact on

an institution, Ontario colleges need to be adaptive and creative to think of individualized, flexible, and unique ways to help develop leaders to lead in culturally sensitive ways.

In general, leadership is a complicated and contested concept in the literature. The current literature demonstrates the search for an all-encompassing definition (paradigm, model) of leadership (Solomon, 2014); however, the reality is that multiple perspectives on leadership exist along with various approaches to effective leadership practices. Mulford (2010) attests that “successful leadership and management is more complex; it needs to be able to see and act on the whole as well as the individual elements and the relationship among them over time (i.e. in a developmental manner)” (p. 701). In addition, the notion of leadership is often compared to that of management. Managers are often misunderstood as leaders; however, there is a difference. In a similar vein to “leaders seek to do the right thing, while managers do things right”, Travis and Scott (2014) identify that “a leader works with people; whereas a manager works with paper” (p. 2). Furthermore, leaders are expected to be team oriented and focused on building collaborative relationship while bringing out the best in others; rather than being fixed on tasks, personal goals, and self-interest. Capowski (2005) confirms that yesterday’s leader was often more of a manager; whereas, today calls for true leadership. Capowski equates managers as the mind and leaders as the soul. It is critical for leaders in Ontario colleges to move beyond mere technical competence in leadership (Mulford, 2010). One participant admits that,

I just think that like all these post-secondary institutions...the operational needs are always so heavy that just seems to dominate the day and here’s the part I don’t cherish so much. I thought the chair’s job was a lot of operational stuff...you should have mine. As a [role], I sort of had more time to focus on sort of strategic thinking and leadership stuff and since I’ve come into this role...all I get is asked to do stuff...I don’t get to do enough strategic thinking either or leadership sort of related conversations with folks either because the other stuff just gets in the way.

This constant notion that managing is more of the focus for college leaders than ‘doing’ leadership work signals concerns that need to be addressed in order for long term organizational sustainability.

Mulford (2010) also notes that when incentives to perform work cease and the demands become onerous, leaders experience their work as greedy and all consuming; leading potentially to some form of disengagement. In order to help avoid this outcome, Ontario colleges need to examine the role of educational leaders from a management lens and explore ways to shift this idea to one that is relationship-centered and focused on people in order to support leaders leading in culturally sensitive ways. Kouzes and Posner (2012) posit that leadership is a relationship between those who aspire to lead and those that choose to follow and is built on mutual respect, value, trust and confidence in order to overcome challenges and adversity. Kanter (2004) concurs that confidence is the winning approach to effective leadership because “confidence motivates people to put in extra effort, to stretch beyond their previous limits, to rebound from setbacks, or to play through injuries anyway” (p. 351). Since relationships are arguably the essence of leadership, cultural competence learning needs to be a priority for Ontario colleges and their leaders in order to help shape a successful future.

Possible Limitations

Qualitative research has possible limitations that the researcher cannot control and may have a negative impact on the results of the study (Gay, Mills & Airasian, 2012). The researcher acknowledges that the intended interview participants per case study were six in total from different leadership perspectives; however, with respect to Case C, the researcher was only able to secure four volunteer participants after multiple attempts to engage with potential interviewees. The important point to note is that all perspectives were represented in Case C

(academic, support services, and leadership development program creator/facilitator) which assisted in providing a similar broad perspective as in the other two cases.

In addition, the researcher is aware that exploring three cases from a possible 24 Ontario colleges is a modest sample size, but due to scope and time restrictions of this study, three cases provided ample data on an individual case study perspective as well as for the cross-case analysis. As Yin (2009) suggests, the cross-case synthesis consists of a minimum of two cases and having more than two cases can strengthen the findings.

CHAPTER FIVE: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

Although definitions of leadership are often contested, complex, and context-specific, a common element amongst many theories is the notion that leadership is about relationships (Mulford, 2010). Kouzes and Posner (2012) concur noting that “great leaders grow their followers into leaders themselves” (p. 32) which suggests that success in leading is at least, in

part, dependent on the capacity to build and sustain relationships. Exemplary leaders always find a way to bring out the best in others. Kouzes and Posner (2012) identify ‘encouraging the heart’ as a practice of exemplary leadership which recognizes the contributions of others by showing appreciation for individual excellence. “Exemplary leaders make tremendous use of intrinsic rewards – rewards built into the work itself, including such factors as a sense of accomplishment, a chance to be creative, and the challenge of the work – all directly tied to an individual’s effort” (Kouzes & Posner, 2012, p. 293). In addition, a personal congratulations or just saying “thank you” is one of the most powerful nonfinancial motivators to recognize someone’s hard work and contributions (Kouzes & Posner, 2012). Leaders who invest in developing leaders, believe in people, and recognize the contributions of others demonstrate commendable leadership qualities that can help individuals, organizations, and indeed communities grow.

Kanter (2004) also indicates that leaders need self-confidence to persist through problems, triumph over troubles, and build confidence in other people. “Leadership involves motivating others to their finest efforts and channeling those efforts in a coherent direction” (Kanter, 2004, p. 328). Kanter also speaks to the idea that leadership is ‘plural’ and winning streaks are as a result of not one leader, but of many leaders who are developed through the reproduction process of finding and empowering natural leaders regardless of their position. “The more leaders reproduce themselves, the more likely it is that they do emerge, paradoxically, with heroic accomplishments” (Kanter, 2004, p. 331). Empowerment, accomplishment, and ultimately success can be achieved when a support structure to make further leadership possible is in place that values individual and system accountability, mutual respect, communication and collaboration and initiative, imagination and innovation (Kanter, 2004).

Furthermore, in an aspirational claim, Sinek (2009) describes leadership as being about humans as opposed to being about power and authority. “Being a leader requires one thing and one thing only: followers” (Sinek, 2009, p. 226). Leadership is about the relationship between the leader and follower. Hargreaves, Boyle and Harris (2014) also identify the importance of the leader and follower relationship with their notion of ‘uplifting leadership’. “Uplifting leaders push and pull their teams to fulfill their dreams and to further each other’s well-being as they move toward their destination” (p. 16).

Finally, Maxwell (1993) also identifies that the most important lesson of leadership is knowing how to develop others. “The first objective of the leader is to develop people, not to dismiss them” (Maxwell, 1993, p. 194). Winning teams have great leaders that make other team members more successful and strive to keep improving (Maxwell, 1993). The goal for the team is to reach its full potential and beyond as a cohesive unit. Franz (2012) adds that “synergy is when groups and teams create outputs that are beyond what can be explained by individual work alone” (p. 283). This group dynamic can be achieved through building strong relationships which requires team members to get to know each other, use effective communication, and develop a sense of ownership in what they are doing (Maxwell, 1993).

Fostering positive relationships requires leaders to have a strong sense of self and other which reinforces the need to commit to supporting college leaders to lead in culturally sensitive ways. Schein (2010) affirms that leadership cannot take a laissez-faire approach to optimize diversity; rather he argues that it requires some higher-order coordination mechanisms and mutual cultural understanding between the leader and others concerned. Knowing that straitened government funding, declining domestic student enrolment, and increasing international student recruitment will most certainly persist in the coming years for Ontario colleges, educational

leaders need to be in a position to address these challenges with *confidence*. Kanter (2004) confirms that,

Leaders who guide winning streaks make a different set of choices, toward positive, inclusive, empowering action as that build confidence. By believing in other people, they make it possible for others to believe in them. Working together, they increase the likelihood of success, and of continuing to succeed (p. 349).

Hence, college leaders who take an inclusive, confident, and collective approach to their leadership will likely be in a better position to prosper.

According to Chin and Trimble (2015), “leadership for the 21st century means an ability to lead in an increasing global and diverse society; amidst rapid scientific and social change, in an sustainable environment given climate change, population grow and migration and natural resources; and within a digital age of rapid information dissemination” (p. 17). In that respect, Ontario colleges are also experiencing the effects of global change as the number of international students has increased from 8,025 in 2008 to 34,115 in 2015 (Colleges Resources: 2015, p. 9). College leaders need to be prepared to address this increased diversity in their institutions as well as the complexity that invariably accompanies the broader student demography in particular.

As a result of these dramatically turbulent and challenging times, the dominant approach to education across much of the Western world has shifted to a neoliberal perspective which is competitive in nature and market driven (Garrett, 2010). Although neoliberalism is perceived to be more efficient and effective in producing particular results, at the same time, critical issues in relation to social justice, equity, reputation and long-term organizational sustainability are diluted (Blackmore, Brennan & Zipin, 2010). Ontario college leaders are currently faced with an ethical dilemma as a result of their institution’s dependence on international students to support the financial needs of colleges. The shift by colleges to an increasing dependency on international student demography warrants attention and analysis to determine ways to address

this systemic issue ethically, inclusively, and productively. As a result, this exploratory case study of three Ontario colleges was conducted to better understand why cultural competence learning is important for college leaders and the current state of leadership development programs with respect to how well they support leaders to lead in culturally sensitive ways.

Summary of Findings

The major findings from this study show that cultural competence learning is important for college leaders at this early stage in the 21st century because at present there is a gap between external and internal perceptions of college values, such as diversity, which needs to be aligned for organizational sustainability. Such leadership learning will not extinguish turbulence (Shapiro & Gross, 2013), but may calibrate it in order to enhance the quality of college life for all. In addition, leaders who represent more culturally diverse constituents and/or thinking need to be represented at all levels of leadership in Ontario colleges so that students, staff, faculty, and fellow leaders can benefit from learning and understanding diverse perspectives, which will in turn benefit the organization and potentially provide greater opportunity to be successful institutionally in this increasingly global and ever-changing environment of education. Furthermore, cultural competence learning is important for Ontario college leaders because (as participants' perceptions showed) the term itself and its enactment have layered meanings and potentially significant impacts on the individual leader, their organization, and, more broadly, the larger society.

The findings also show how well leadership development programs in Ontario colleges support leaders to lead in culturally sensitive ways. Leadership development is not a one-size-fits-all undertaking, but needs to offer individualized and flexible opportunities for leaders to enhance cultural competence learning through connecting with each other, building relationships

inside the college, and communicating in an organized and strategic way at the college level. In addition, developing more culturally competent leaders needs to be a priority for Ontario colleges to help ensure long-term organizational growth and prosperity.

Implications

As noted earlier, Colleges Ontario released a report in January 2017 that indicated that the average international tuition per full-time equivalent (FTE) student in Ontario colleges is \$12,286 compared to that of the average domestic tuition per FTE student which is \$3,249 (Colleges Ontario, 2017). On average, FTE international students are required to pay an additional \$9,037 in tuition fees for exactly the same educational credential and learning experience being offered to domestic students. Clearly, domestic tuition in Ontario is subsidized whilst tuition for international students is not. Nonetheless, comments from participants in this study put the perception of such a tuition cost gap into perspective. One interview participant stated that, “I think it goes back to the recruitment of international students... home grown population is decreasing. For colleges to survive they need money. They are going to get money from internationals”. Similarly, another interview participant stated that,

We are a business, and our clients are very diverse, and not only are they [international students] just a novelty, they have turned out to be a saving grace for the college to make up for a declining domestic enrolment.

What are the potential implications of this information for college leaders with respect to fairness, equality, and social justice? Ahmed (2007) confirms that “the distinction between ‘valuing diversity’ and ‘commitment’ is made partly as a recognition that organizations, including universities, have a tendency to say that diversity is a key value (and may even ‘brand’ themselves through this term), but that the ‘saying’ does not always lead to ‘doing’” (p. 249). As indicated earlier, the results of this study show that there is a gap between external and internal

perceptions of college values, such as diversity, which needs to be aligned for organizational sustainability.

In theory, high tuition levels for international students may serve to ‘sort’ or quarantine which countries are represented in the student populations at many colleges. Also, since the government does not regulate or fix international tuition fees, colleges are at liberty to determine the price of public education at their institution. The emphasis in the purposes of college education is potentially drifting farther away from its earlier democratic intentions which were ultimately to help improve civic engagement through informal and formal educational experiences and provide training in various occupations (Cook & Westheimer, 2006). According to the Ontario Colleges of Applied Arts and Sciences Act of 2002, the purpose of colleges now is to “offer a comprehensive program of career-oriented, post-secondary education and training to assist individuals in finding and keeping employment, to meet the needs of employers and the changing work environment and to support the economic and social development of their local and diverse communities” (p. 2). Similarly, as Mulford (2008) notes, education is for helping people live lives of worth and lives of work. This study draws attention to the significance of value alignment for the institution as it relates to internal and external college-related perceptions around diversity. Diversity needs to be embraced as a core value and strength of Ontario colleges.

A recent and timely study conducted in March 2016 titled “On the Path Forward: Exploring Black Student Experiences within Community Service Programs” (George Brown College, 2016) identifies reviewing hiring practices to ensure they are responsive to student diversity and needs as a recommendation of the study for the Ontario college system. This recommendation and the findings of the current study correlate in that the results also identify

that more culturally diverse leaders need to be represented at all levels of leadership in Ontario colleges. Smith (2015) confirms that “institutions that are more diverse and that have developed new ways will be able to respond to change and will be more viable, as well as potentially more attractive to diverse groups of people” (p. 56). Considering that both the study exploring Black student experiences and this current research were recently conducted within colleges in Ontario suggests a potential emerging issue regarding the hiring practices within Ontario colleges. Certainly the quest to achieve college workforces and leaders who more closely mirror 21st century Canadian society could be helped by reviewing hiring policies and practices.

As identified in the earlier literature review, the notion of cultural competence is complex and multidimensional with seven related, but slightly different, terms having been defined. However, a common aspect of all the definitions around the notion of cultural competence suggests cultural competence is a learned, continuous process that is intricately involved with the perspective of the individual as well as the other. Simply understanding that the term itself and its enactment have layered meanings and potentially significant impacts on the individual leader, their organization, and to some extent the larger society is one of the most important reasons why cultural competence learning is vital for Ontario college leaders. Schein (2010) confirms the importance of ‘temporary cultural islands’ as organizations become more multicultural, decentralized, and electronically connected for improved communication and better understanding and empathy across cultural boundaries. Recognizing the complexity of cultural competence learning is critical for Ontario colleges to understand at this early stage in the 21st century in order to help address the issue proactively, rather than one from a reactive position. A proactive approach is preferred because of the potentially favourable impact on a much greater

scale (society). Such proactivity may contribute to limiting turbulence (Shapiro & Gross, 2013) rather than facing more extreme circumstances (if left unaddressed).

The future state of leadership development programming in the Ontario college system remains undetermined. However, the results of this study show that leadership development is a worthwhile and timely topic for consideration. Clearly, college leaders need support and development opportunities as they adapt to an increasingly diverse student population, but what that support *actually* looks like is unclear. Nonetheless, the findings of this study indicate that leadership development is not one-size-fits-all, but needs to offer individualized and flexible opportunities for leaders to enhance cultural competence learning through connecting with each other, building relationships inside the college, and communicating in an organized and strategic way at the college level. Gentry et. al. (2014) confirm that “it is critical to understand the expectation and needs of participants attending leadership development programs and whether cross-country differences exist in those needs” (p. 83). In light of the current timing of this study, the potential change in direction for Ontario college leadership development programming, and the unique cultural competence learning needs of individual leaders, Ontario colleges need to reflect on this new information in order to make a more informed decision to help ensure the supports for leaders leading in culturally sensitive ways are on the right path going ahead.

Currently, Ontario colleges are in somewhat of a precarious position as they move forward into challenging and uncertain times with, for example, a context of less predictable government funding and declining domestic student enrolments. As a result, the need to increase international student registrations annually continues to escalate at an even more rapid pace than might otherwise occur. The results of this study indicate that developing more culturally

competent leaders needs to be a priority for Ontario colleges because the future for Ontario colleges will be significantly different from the past 50 years as the college-based student demography will be considerably altered. Smith (2015) confirms that,

The impact of changing demographics, the increasing calls for inclusiveness in higher education, the expanding accountability mandates, and the growing understanding of the multiplicity of perspectives concerning identity all make it less and less possible to simply add diversity to an institutional agenda. Rather, diversity will become more and more central to institutional effectiveness. Moreover, simply achieving a demographic mix on campus will not be sufficient. Creating the conditions under which diversity thrives will be critical to institutional success (p. 143).

Although the impact of diversity on Ontario colleges is only just starting to be felt, as if there were moderate turbulence (Shapiro & Gross, 2013), it is vital that colleges address the matter now in order to have a proactive and progressive response to the situation so that colleges can thrive, rather than merely survive in light of an increasingly diverse student profile.

Recommendations

By and large, international students study at Ontario colleges with the intent of immigrating to Canada in the future (Miller, 2013). With the current student visa permits, international students are allowed to work part-time (i.e. up to 20 hours a week usually) in Canada while they are attending full-time, post-secondary education. Given that international students are motivated to study in Canada with longer term intentions to immigrate, and the role of colleges is to educate students for employment and civic purposes, Ontario colleges need to do justice to international students' learning needs and educational experiences. Colleges can play a strong role in helping international student ultimately be able to obtain work and become well-rounded, contributing Canadian citizens. Students who graduate with substantial social and academic learning are less likely to become disenfranchised and instead contribute to both a stronger social system, and better economy overall. Not only is this approach the morally correct

thing to do (especially given the large tuition fee gap between domestic and international students), but it also demonstrates Ontario colleges' commitment to comprehensively fulfilling their educational contract to deliver the best for *all* students.

As a result of the significant annual increase of international students attending Ontario colleges, existing institutional policies, procedures, and practices may need to be reviewed. One interview participant states that,

So let's say you have a group of students, they're angry because they don't see people teaching them who look like them, they don't see a curriculum that reflects their experience. And so they start to form a group and they start to get vocal in the student newspaper or wherever. There's two things that happen often when something like that happens. One is people get defensive and scared in the leadership positions. The other is that people reach out, meet with the students, provide knowledge to the students, and admit if you're not doing something right. Talk to the students about what can be done. What's possible within the next year or two years? Make a commitment to do some things. That makes a huge difference in terms of how that culturally diverse group who has issues will proceed and also how they will perceive the institution.

To address this issue, the results of this study indicated that leaders with more culturally diverse backgrounds (and thinking) need to be represented at all levels of leadership in Ontario colleges.

Another participant confirms that,

If students can't see themselves here and I'm thinking of our Indigenous students or lack thereof, but if they can't see themselves at [college name], then they're not going to come where they can't see themselves in there...I would say the same for faculty, support staff and other staff...if they can't see themselves as part of the community. So the question for me would be what would it take for someone to see themselves here?

As Skrla, Scheurich, Garcia, and Nolly (2004) note, 'equity audits' help to uncover, understand, and change inequities in schools. The researcher of this study recommends that Ontario colleges conduct an 'equity audit' with respect to the representation of leaders with culturally diverse backgrounds and thinking within colleges to help address this question around what it would take for someone to see themselves either learning or working within the institution.

According to Buck (2003), “leadership development programs offer a formal process for developing critical thinking skills. They maybe informal or formal, other-directed or self-directed, or any combination of these styles” (p. 9). As noted in the literature review, with potentially significant changes to the structure and delivery of leadership development programs in the Ontario college system currently under review and consideration, Ontario colleges should consider the results of this study prior to making any final decisions regarding the future of state and design of leadership development programs. The findings indicate that leadership development is not a universal, or one-size-fits-all approach; rather individual leaders’ developmental needs with respect to cultural competence learning should be identified and met along with opportunities for connecting with others, building professional relationship with colleagues, and communicating effectively. Taking a thoughtful, strategic, and planned approach on how to support leaders to lead in culturally sensitive ways will be critical to avoid repeating existing practices and focus on the current and future needs for college leaders leading in diverse institutions.

Ontario colleges also have a unique opportunity to work together as a system to develop a pivotal organizational plan that embraces diversity in multiple ways and leverages it as a key strength moving into a turbulent period for public education. Schein (2010) confirms that “the world is changing rapidly, but the issues of how we treat each other and how we handle status and authority remain remarkably stable” (p. 400). Colleges Ontario, as a coordinated system, has a solid provincial foundation to address these issues from a collective perspective. The literature shows that international students in the U.S., U.K., Australia, and Canada experience unique challenges which invariably require additional supports to be provided from the institution. Akanwa (2015) confirms that,

Given that international students encounter social, cultural, financial, medical, adjustment, and academic challenges which invariably impact their educational performance, a responsibility lies with...higher educational institutions to ensure that adequate provision of resources are provided to meet international students' diverse academic and social needs (p. 271).

Knowing that there are increased costs associated with supporting international students and their unique needs, shouldering at least some of the costs collectively is a more economic and viable approach. Due to reduced government funding in general, Ontario colleges are already faced with 'doing more with less' which may be an ongoing structural challenge. As a result, taking a system-wide approach across Ontario wherever possible to addressing the challenges that go along with increased student diversity in particular can help save the (government) taxpayer money, spare resources, foster further college-to-college collaboration, and enhance the curricula and program pathways for students.

By Ontario colleges working together to position diversity as one of its main strengths not only potentially helps reduce costs and increase system efficiencies that otherwise could be a cost for each college, but it also may position Ontario colleges as a destination of choice in Canada. International students need to know their cultural transition and integration challenges are limited, rather than seemingly massive. Lee (2010) attests that too often international students' struggle with cultural transition and adaptation and must somehow simply endure, overcome, and then integrate into the host culture. Furthermore, Zhou and Zhang (2014) conducted a study on the challenges and experiences with social integration of first year international students at a Canadian university in southern Ontario which identified that social integration patterns were a concern. If issues regarding transition and social integration are not well supported in an institution, there are increased risks with respect to student retention. For example, Tinto's (1975) model of student integration for attrition suggests that the connection

with academic and staff is a significant indicator of social integration (Zhou & Zhang, 2014).

Given the quality of its leaders and professors, Ontario colleges are well positioned to work together as a system, to identify a unified way to support international student transition issues and retention.

Good leaders put their hands out first to support others: “Leaders don’t have all the great ideas; they provide support for those who want to contribute” (Sinek, 2009, p. 228). In the same way, Kouzes and Posner (2012), identify exemplary leaders as those who build an environment that develops both people’s abilities to perform a task and their confidence. College leaders must create an organizational climate that prioritizes and embraces diversity. Smith (2015) confirms that,

The early discussions of diversity began with issues of access and developed into discussions about student success, campus climate, curriculum, scholarly research, and institutional domains such as hiring. This way of framing diversity, however, was often reactive, focused on responding to events and being implemented primarily to serve specific populations. Diversity was not necessarily embraced as central to institutional functioning and the building of an inclusive institutional culture (p. 67).

Hence, Ontario college leaders need to do more proactively to support international students as opposed to waiting until the issue is at a potential point of crisis in a specific college or provincially. A more culturally responsive and sensitive institutional college culture is good for everyone: Those from other countries who wish to study in Canada and members of the dominant culture in this country as they can each learn more about and from the other. Guo and Jamal (2007) concur in noting that “minority and international students bring their values, language, culture, and educational backgrounds to our campuses which adds to and enriches our educational environments” (p. 28). Nonetheless, internationalization is very complex. Montgomery (2010) notes that,

Internationalization should not just be viewed as a matter of building collaborative links with institutions in other countries and bringing large numbers of international students to the home institution. It is a matter of internationalizing the outlook of staff and students, both international and at home, and also internationalizing the attitudes of people in the wider community (p. 5).

Therefore, a shift in priorities needs to occur to position an openness to and supportiveness of diversity as a core value for all Ontario colleges for the betterment of students and society.

Possible Future Studies

As this study has underscored, diversity matters for college leaders in the 21st century for long-term organizational sustainability, social justice, ethics, equity, and development reasons. This exploratory case study of the cultural components of three leadership development programs in the Ontario college system validated the need for cultural competence learning for leaders and other college stakeholders and recognized the gaps, needs, and potential approaches to reframing diversity as a systemic strength.

This study signals the need for further investigation with regard to understanding the demographic information about future international students. Such analytical data are important in order to better understand the international students' needs and how Ontario colleges can support them in transitioning and relocating to post-secondary education in Canada. This proactive approach to better understanding international students would provide the college system with strategic information that could be used to prepare its institution for embracing diversity in order for international students to prosper in college settings and (for many of them ultimately), in Canadian society.

Secondly, as earlier noted, the international student experience while in post-secondary institutions is well-documented and supported in the literature; however, the experiences and struggles of international graduates themselves are less apparent. Diversity as an institutional

value was identified as needing to be a priority for Ontario colleges which prompts the need for an investigation of international students' experiences post-college to determine how well students were prepared for work and citizenry. The data gathered from such a potential study could be used to identify any notable gaps in supports that international students realize, upon reflection, could assist Ontario colleges to build more culturally sensitive and responsive institutions for the future.

Finally, building on the idea of following and tracking international students after their college experience, there is a need for future research with regard to identifying options for international students to obtain multiple credentials and lifelong learning opportunities. This type of research has the capacity to provide Ontario colleges with significant data about what international graduates need in their post-college experience in order for colleges to create responsive, customized programming to support further engagement and development of international alumni.

Conclusions

Educational leaders play an essential and highly productive role in influencing the progress and anticipated future of Ontario colleges. With the relative decrease in government funding and increase in diversity of the student population across campuses, college leaders are faced with making ethical educational decisions about aspects of cultural competence that will likely have a long-term impact on the institution. The results of this research come at a critical time in terms of providing Ontario colleges with contemporary, meaningful data for college leaders to seriously consider in terms of how institutions will support leaders to lead in culturally sensitive ways as well as embracing diversity as an organizational core value and strength. Because of their remarkable successes over many years, Ontario colleges are in a favourable

position to address these issues collectively as a system (which will reduce some individual costs for colleges and potentially save millions of dollars for government). The findings also show that this topic is extremely important given the current social, economic, and turbulent conditions faced by Ontario colleges and the province. Furthermore, the suggested research to be undertaken can not only support international students and society, but will also have a potentially direct benefit for colleges themselves. Developing more culturally competent college leaders matters for students who currently or will attend those institutions, as well as the provincial government, and Ontario citizens in particular.

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Appendix A

Observation Notes

Date:

Time:

Place:

What kinds of people are present:

Describe the physical setting:

Describe the participants, activities, behaviours of the participants, setting:

Reflective comments (researcher's feelings, reactions, emotions, interpretations, speculations, sensorial, etc.):

Preliminary analysis/interpretation:

1

Appendix B

Semi-Structured Interview Questions

(Note: Questions may vary slightly depending on the role of the interviewee – e.g. different for organizational development than academic services or student services)

1. What is your current role at the college?
2. How many years (or months) have you been in a leadership role at the college?
3. What area of the college do you work in (e.g. organizational development, academic services or student services)?
4. What was it like for you when you started as a leader in the college?
5. Tell me about your experience in the leadership development program (LDP).
6. Tell me about what you did in one of your workshops.
7. What was the most interesting aspect of the program?
8. What was the most challenging aspect of the program?
9. How has the LDP prepared you for your role as a leader?
10. What is your opinion about the content and structure of the LDP?
11. Based on your experience in the LDP, how do you feel about dealing with cross-cultural issues as a leader?
12. What would your ideal LDP look like?
13. If you were to design a LDP that included a cultural competence component, what would that look like?
14. What is your opinion as to whether a cultural competence component should be in a college LDP?

Curriculum Vitae

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Post-secondary Education and Degrees:

York University
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1995-1999 B.A.

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Related Work

Part-time Faculty
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Program Consultant
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McMaster University
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Fanshawe College
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Presentations:

Poster: How the International Student Experience Impacts Learner Success
Fanshawe College – Research & Innovation Day – 2014
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